

lourdes.edu



2024-2025

**Undergraduate & Graduate
Academic Catalog**

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2024-2025 Academic Calendar

Fall Semester

2024

| | |
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| Lourdes University Connections Class Begins | Aug. ?? |
| First Year New Student Orientation | Aug. ?? |
| Classes Begin (Full Term & L Session) | Aug. 26 |
| Last Day to drop/add (Full Term) | Sept. 9 |
| Last Day to drop/add (L Session) | Sept.. 9 |
| Labor Day: no classes, University closed | Sept. 2 |
| Financial Aid Freeze Date | Sept. 9 |
| Fall Graduation Application Deadline | Oct.. 4 |
| Final Day to Withdraw from classes (L Session) | Sept. 30 |
| Last Day of Classes & Final Exams (L Session) | Oct. 21 |
| Wellness Day: no classes, University closed | Oct. 14 |
| Final Grades Due (L Session) | Oct. 29 at noon |
| Fall Break: no classes, University open | Oct. 15 |
| First Day of Classes (Q Session) | Oct. 23 |
| Registration for Spring 2054 Semester Opens | Oct. 17 – Nov. 4 |
| Last Day to drop/add (Q Session) | Oct. 30 |
| Final Day to Withdrawal from Classes (Full Term) | Nov. 19 |
| Thanksgiving Break: no classes, University closed | Nov. 27 – Dec. 1 |
| Final Day to Withdraw from classes (Q Session) | Nov. 25 |
| Last Day of Classes (Full Term) | Dec. 9 |
| Semester Final Exams (Full Term) | Dec.9 –Dec.13 |
| Last Day of Classes & Final Exams (Q Session) | Dec. 13 |
| Fall Commencement | Dec. 14 |
| Final Grades Due (Full Term and Q Session) | Dec. 12 at noon |
| Semester Recess | Dec. 17 - Jan. 8, 2024 |

WINTER INTERSESSION (SPRING SEMESTER) Dec. 11 – Jan. 6, 2024

| | |
|--|------------------------|
| Classes Begin | Dec. 16 |
| Last Day to add/drop | Dec. 17 |
| Financial Aid Freeze Date | Dec. 18 |
| Christmas and New Year’s Holidays (University Offices Closed) | Dec. 23 – Jan. 1, 2025 |
| Final Day to Withdraw from classes | Jan. 6 |
| Last Day of Classes & Final Exams | Jan. 10 |
| Final Grades Due | Jan. 14, at Noon |

| Spring SEMESTER | 2025 |
|---|------------------|
| Classes Begin (Full Term & L Session) | Jan.13 |
| Martin Luther King Day: no classes, University closed | Jan.25 |
| Last day to add/drop classes (L Session) | Feb. 13 |
| Freeze Date | Jan. 27 |
| Last day to add/drop classes (Full Term) | Jan. 27 |
| Final Day to Withdraw from classes (L Session) | Feb. 13 |
| Wellness Days: no classes, University closed | Feb. 12 |
| Spring Graduation Application Deadline | Feb. 28 |
| Last Day of Classes & Final Exams (L Session) | Mar. 5 |
| Midterm Grades Due (Full Term) | Mar. 11 at noon |
| Spring Break: no classes, University open | Mar. 10- 16 |
| Classes Resume | Mar. 17 |
| First Day of Classes (Q Session) | Mar. 17 |
| Registration for Summer 2024 & Fall 2024 Opens | Mar. 13 – Apr. 7 |
| Last Day to add/drop (Q Session) | Mar. 21 |
| Easter Break: no classes, University closed | Apr. 17 - 21 |
| Easter Sunday | Mar. 20 |
| Wellness Days: no classes, University closed | Apr22 |
| Classes Resume. | Apr. 23 |
| Final Day to Withdraw from classes (Full Term) | Apr. 16 |
| Final Day to Withdraw from classes (Q Session) | Apr. 23 |
| Last Day of Classes (Full Term) | May 5 |
| Semester Final Exams (Full Term) | May 6 – 9 |
| Last Day of Classes & Final Exams (Q Session) | May 9 |
| Baccalaureate for UG/GR students & families | May 10 |
| Commencement | May 10 |

| SUMMER SESSION | 2025 |
|--|-------------|
| Classes Begin (Full Session & I) | May 19 |
| Last Day to add/drop (Full Session & I) | May 27 |
| Freeze Date | May 23 |
| Memorial Day: no classes,University closed | May 26 |
| Last Day to Withdraw Session I | May 23 |
| Summer Session I Ends | Jun. 27 |
| Summer Session II Begins | Jun. 30 |
| Juneteenth: no classes,University closed | Jun. 19 |
| Summer Graduation Application Deadline | Jun. 27 |
| Final Grades Due Session I | Jul. 1 |
| Last day to add/drop classes Session II | Jul.7 |
| Independence Day Observed:no classes/University closed | Jul. 4 |
| Last Day to Withdraw Full Session | Jul. 25 |
| Last Day to Withdraw Session II | Jul. 25 |

| | |
|--|-------------|
| Summer Full Session & Session II End | Aug. 8 |
| Final Grades Due Full Session & Session II | Aug. 12 |
| Fall 2025-26 Semester Begins | Aug. 25 (?) |
| Fall Graduation Application Deadline | Oct. 6 |

COMPETENCY BASED EDUCATION / SELF PACED ONLINE LEARNING SUBSCRIPTION PERIODS

One subscription period is offered each semester- aligning with the traditional start date each semester. The drop freeze date aligns with the University drop/freeze date schedule.



Lourdes University

Lourdes University, located 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 study focus in a caring, supportive, student-oriented environment.

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.

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

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 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.

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.

Sponsorship and Accreditation

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 (CCNE)

Accredited by the Council for the Accreditation of Educator Preparation (CAEP)

Accredited by the Council on Accreditation (COA) - Nurse Anesthesia Program

Accredited by the Council on Social Work Education (CSWE)

Accredited by International Accreditation Council for Business Education (IACBE)

The Nursing baccalaureate degree and master's degree programs at Lourdes University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>)

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 signature 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.

To learn more about the Lourdes University campus and to take a virtual tour please visit <https://lourdes.edu/schedule-a-campus-visit/>

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.

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:

Nina Wright
Title IX Coordinator
419-517-8413
nwright@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:

Nina Wright
Coordinator
419-517-8413
nwright@lourdes.edu

Problems, questions, and complaints regarding disability discrimination shall be addressed in accordance with this Policy and directed to: Should the contact for students also be Nina because she is the Title IX coordinator? Title IX encompasses those with disabilities under Section 504 and Title II

For Students:

Caitlyn Dickey
Coordinator of Accessibility Services
419-517-3523
cdickey@lourdes.edu

For Employees:

Colleen Sullivan
Director of Human Resources
419-824-3728
hr@lourdes.edu

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

Ashley Benson, Ph.D.
Vice President of Student Affairs
6832 Convent Blvd.
Sylvania, OH 43560
419-824-3759
abenson@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.

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:

Nine Wright
Title IX Coordinator
6832 Convent Blvd.,
Sylvania, OH 43560
419-517-8413
nwright@lourdes.edu

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

Ashley Benson, Ph.D.
Vice President of Student Affairs
6832 Convent Blvd.
Sylvania, OH 43560
419-824-3759
abenson@lourdes.edu

For further information, please contact:

Cleveland 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

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 educational 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.

- (4) 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.
- (5) 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

Lourdes University 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.

Students will engage the big questions, both contemporary and enduring, and gain an understanding of the diversity and value of the human experience and the physical and natural world in order to become well-educated citizens in a global society. 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. Students will gain an awareness of the Catholic and Franciscan religious and intellectual traditions. 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. Students will integrate learning across general, applied, and specialized areas of study in order to respond effectively to issues or situations and to address contemporary problems.

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

Students can:

- A. Apply knowledge and methods of history, literature, philosophy, and theology.
- B. Apply knowledge, theories, or methods appropriate to the arts.
- C. Apply knowledge and the methods of inquiry and analysis appropriate to the physical or natural sciences, the social sciences, and mathematics.

II. Critical Thinking Ability

Students 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) to develop an informed conclusion.
- C. Demonstrate information literacy and technical proficiency appropriate for scholarly and professional work.
- D. Use mathematical or formal reasoning to answer questions or to achieve desired goals.
- E. Demonstrate cultural self-awareness and intercultural competence.
- F. Contribute effectively in a collaborative environment.
- G. Communicate effectively in speech and in writing.

III. Catholic and Franciscan Religious and Intellectual Traditions

Students can:

- A. Demonstrate knowledge of the essential elements and values of Catholic heritage and social teaching.
- B. Apply values—community, learning, reverence, service—aligned with the Franciscan tradition to analysis of contemporary social justice issues with a focus on the common good.

IV. Personal and Social Responsibility

Students can:

- A. Demonstrate knowledge of personal and interpersonal responsibilities, ethical principles consonant, and moral reasoning.
- B. Demonstrate an understanding of their role as responsible individuals in diverse communities.
- C. Demonstrate the importance of service and the potential to be agents of change in addressing local and global issues or problems.

V. Integrative Learning

Students can:

- A. Connect skills and knowledge from multiple sources and experiences.
- B. Apply theory to practice in responding to issues or situations.
- C. Recognize diverse points of view and contextual factors, such as cultural, historical, professional, and ethical frameworks.
- D. Create new meaning, original contributions, or new analyses informed by integration of ideas and original thoughts.

Assessment

Assessment of student learning is key to the University's mission, guiding principles, values, and focuses 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 Planning and Assessment Committee (IPAC), which includes the President and the Provost, oversees assessment throughout campus. The Committee:

- Conducts accreditation activities related to the Institution as a whole.
- Participates in accreditation of programs.
- Chooses an HLC 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.
- Guides departmental assessment of non-academic units.
- Maintains assessment web and portal pages to facilitate faculty, staff, and administrative assessment activities.
- Facilitates assessment education events and activities to promote active and sustainable assessment and improvement practices.
- Oversees campus surveys, including surveys of student engagement.
- Coordinates the Program Review Committee and evaluates program review reports.

At the program level, the University conducts a 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 annually. Non-academic units report on their annual goals, measurable outcomes, data sources or activities, planning, budgeting, and improvement via the annual Departmental Goals Survey.

Awards

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.



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.

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. To be considered for admission, 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 required for admission and will be evaluated for direct from high school admission:

- An official high school transcript from all schools attended showing high school G.P.A., if available, and courses completed. If dual enrollment courses were completed, transcripts from the credit granting institution are also required. If advanced placement courses were completed and the official exam was taken, the applicant must and provide an official copy of AP scores in order to receive credit.
- ACT (American College Test) or SAT (Scholastic Aptitude Test) are optional for admission into the university but are required for entrance into specific majors or programs. In lieu of ACT or SAT exam scores, students may be required to take the Accuplacer test.
- A 2.0 cumulative high school GPA is required for admission to Lourdes University. For conditional admission, other indicators of potential for academic success as documented in the application (i.e., a letter of recommendation and personal statement) will be examined for students with a G.P.A. below 2.0 (and ACT or SAT score below an 18 or 900 if submitted). A higher ACT, SAT or Accuplacer score would be given consideration for potential conditional admission. Conditionally admitted students must fulfill all conditions to begin and continue enrollment.

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 considering the high school curriculum pursued and the grades achieved. As with other direct-from-high-school students, ACT or SAT scores are optional for admission into the university but required for entrance into specific majors or programs. In lieu of ACT or SAT exam scores, students may be required to take the Accuplacer test.

The following documents are used in evaluating candidates for indirect from high school and transfer admission:

- Official transcripts from all previously attended colleges. Note: students with fewer 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 Gray Wolf application or the Common Application. The Lourdes University application is located at lourdes.edu/apply. There is a link to The Common Application on the Lourdes Apply Now page lourdes.edu/apply and can also be found on The Common Application website commonapp.org.

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. The prospective student should request the official transcript from the high school counselor. It is recommended that students submit results of the SAT or ACT for class placement. 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:

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- 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 student’s home country [e.g., Ministry of Education]), degree-granting post-secondary institution are completed with a verifiable grade of “C” (2.0) 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 their 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 their 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 required documents by June 1st. To be considered for maximum scholarship consideration for the spring semester, transfer students must submit all required documents by November 15th.

Indirect From High School 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 originating 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. 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.

Applicants who 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 the admissions file or send a copy to the Admissions office.

Requirements for new and transfer undergraduate international students are listed below. 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.
- A course-by-course transcript evaluation from one of the following credential evaluation services listed below if college level courses were taken in a country other than the U.S.. 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.playnaia.org/InCred
 - o Any NACES (National Association of Credential Evaluation Services) member agency
 - o CGFNS (Commission on Graduates of Foreign Nursing Schools) www.cgfns.org
- A copy of the official transcript in native language should be sent to the Lourdes Admissions Office. Lourdes accepts email, fax, or direct mail.
- Proof of English proficiency. Applicants for whom English is a second language must demonstrate satisfactory English proficiency by providing official scores from one of the approved examinations. Official scores should be

provided directly by the testing company to the Lourdes University Admissions Office; the institution code for Lourdes University is 1427. The following are the approved English proficiency examinations and their minimum satisfactory scores required for admission consideration:

* TOEFL & TOEFL Home Edition (Test of English as a Foreign Language)

■ 500 paper-based

■ 70 internet-based

■ 165 computer-based

* IELTS (International English Language Testing System)

■ 4.5

* PTE Academic & PTE Home Edition (Pearson Test of English)

■ 44

* Duolingo English Test

■ 100

• International applicants who meet one or more of the following conditions are exempt from the TOEFL requirement:

- Education is from an English secondary or postsecondary institution 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 Islands, 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 high school in the United States.
- 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.
- 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 (optional for international students).

• Evidence of adequate financial resources. All international applicants must demonstrate sufficient financial resources to support one full academic year of studies at Lourdes University. One full academic year includes the cost of tuition, fees, books, food, housing, and transportation. 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.

Applicants must submit evidence of funding in the form of savings or other liquid assets (bank statements, et cetera). Statements must be dated no older than six months, and the account-holder's name must be present on the Financial

Certification Document as either the student or their sponsor. Applicants must complete and return the Financial Certification Document and all financial statements to their admissions counselor. Please note that no visa eligibility documents (I-20 or DS-2019) will be issued without evidence of sufficient financial support.

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.

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 required by the United States government. A reasonably priced health insurance option may be available through the University.

International students must visit a Designated School Official (DSO) upon arrival and 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. Students should stay in contact with the DSO who can help guide them when issues arise.

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

Procedures for Admitted Students

Deposit

Upon acceptance, students must confirm their intent to enroll by submitting an enrollment deposit of \$500 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 deposit 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 in the registration day packet. A final official transcript of the student's high school record, including the graduation date, must be submitted to the Office of Admissions after acceptance and before matriculation to complete the admission's file.

All direct from high school students entering the University are required to attend a one-day summer 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 may be available for students/families traveling from a significant distance.

Direct from High School Fall Welcome Week

First Year New Fall Welcome Week is a required program and a component of Lourdes University Connections 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 available programs and services.

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.

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 2024-2025 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 3.0.
2. ACT composite score of 18 or SAT 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 Lourdes University Provost.

Students who wish to continue as a regular student after high school should complete an Undergraduate Admission Application and submit updated official high school transcripts and final official high school transcripts upon graduation.

College Credit Plus (CCP) Application

Students must:

- Begin the CCP application process by contacting their high school 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 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. If AP courses have been completed and the exam for the course taken, please select this option on the application and submit a copy of the official AP scores. Please be sure to discuss this with the Lourdes admission counselor or academic advisor before registering for the first semester courses. Passing the exam will have an impact on course placement.

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 LUC 101: College Connections 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, LUC 101 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 LUC 101: College Connections 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 if a student has a conditional admit status.
- Contact the Coordinator 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 two (2) 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.

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.

Honors Program

Eligibility

Incoming first-year students are eligible to apply to the Lourdes Honors Program if they meet ONE of the following three criteria:

- ACT Composite 24
- SAT score of 1160
- High School G.P.A. 3.5

Current Lourdes students and transfer students are eligible to apply to the Lourdes Honors Program if they meet the following criteria:

- Cumulative college GPA of at least a 3.5
- The student must expect to register at Lourdes for at least four semesters before graduation to be able to complete Honors coursework.

Honors Program Application

Prospective direct-from-high school 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.
- Place into college-level English and Math as determined using Accuplacer or ACT/SAT scores.
- Engage in an application interview, if needed.

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 first year.

Prospective current/transfer students must:

- Complete the Honors Program Application Form, including the Honors Application Essay
- Submit two (2) letters of recommendation, preferably from college professors
- Engage in an application interview, if needed

The Honors Council reviews applications as they are received. If accepted, applicants become members of the Honors Program beginning in the following fall semester.



Student Finances and Expenses

Undergraduate Tuition and Fees 2024-2025 for Fall and Spring semesters

| | |
|---|-------------|
| Enrollment Deposit | \$500.00 |
| First Year New Student Orientation Fee (one-time fee for the August four-day program) | \$290.00 |
| Tuition for full-time new and transfer students per year (12-18 credit hours) | \$26,010.00 |
| Tuition per credit hour | \$860.00 |
| CBE/Self-Paced Online Programming 4-month subscription net fee | \$5,000.00 |
| Part Time CBE/ Self-Paced Online Programming 4-month subscription per course (1-3 courses) **Part Time CBE is not eligible federal aid or institutional scholarships** | \$3,000.00 |
| Art, applied music, business, education, nursing, biology, chemistry labs (fee varies per discipline/class) up to | \$450.00 |
| Media Fees up to | \$450.00 |
| Graduation Fee | \$115.00 |
| Audit charge for regular student per credit (on a space available basis) | \$430.00 |
| Tuition for senior citizens (60 years) per credit hour | \$430.00 |
| Audit charge for senior citizens (60 years) per credit | \$195.00 |
| Tuition for Evening and Weekend | \$500.00 |
| Transcript Fee | |
| Electronic Delivery per transcript (Parchment) | \$7.00 |
| Paper Copy sent via US Mail per transcript (Parchment) | \$10.00 |
| (Paper copy sent via expedited shipping varies based on destination and service) | |
| Walk-In Service at Lourdes per transcript | \$10.00 |
| Undergraduate General Student Fee (Per Semester) | |
| New Undergraduate (12 credits or more) | \$13,395.00 |
| Continuing Undergraduate (12 credits or more) | \$13,395.00 |
| Undergraduate (11 credits or less) (per credit hour) | \$890.00 |
| Parking Fee (Per Semester) | \$110.00 |

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 2024-2025 for Fall and Spring semesters

Graduate Programs

| | |
|--|-------------|
| Doctor of Nursing Practice (DNP) per credit hour | \$1,020.00 |
| MSN/DNP Nurse Anesthesia (CRNA) per semester* | \$11,850.00 |
| Nurse Anesthesia Certificate Program per semester | \$9,200.00 |
| MED Teaching and Curriculum per credit hour | \$555.00 |
| MED Special Education per credit hour | \$555.00 |
| MED Educational Leadership per credit hour | \$555.00 |
| MA in Theology per credit hour | \$665.00 |
| MBA per credit hour | \$860.00 |
| Certificate 4-5 Endorsement per credit hour | \$210.00 |
| 599 – Continued Ed Courses | \$200.00 |
| P-12 Reading Endorsement per credit hour | \$555.00 |
| CBE/Self-Paced Online– Subscription | \$5,000.00 |
| CBE/Self-Paced Online per credit hour – Non-degree up to 6 credit hours | \$2,000.00 |
| ***Part Time CBE/Self-Paced Online Education is not eligible for Federal aid or institutional scholarships** | |

Graduate General Student Fee (Per Semester)

| | |
|--------------------------------|------------|
| DNP-NAP Application Fee | \$50.00 |
| DNP-NAP Seat Deposit | \$2,000.00 |
| DNP-Leadership Application Fee | \$100.00 |
| Graduation Fee | \$130.00 |
| Parking Fee (Per Semester) | \$50.00 |
| Graduate Student Fee | \$305.00 |

Housing (per semester)

| | |
|----------------------------|------------|
| Housing – Single Apartment | \$4,800.00 |
| Housing – First Year | \$3,200.00 |
| Housing – Double | \$3,200.00 |
| Housing – Single | \$4,080.00 |
| Housing – Premium | \$4,920.00 |

Meal Plans (per semester)

| | |
|--|------------|
| 19 meal plan, includes \$100 flexible spending | \$3,030.00 |
| 15 meal plan, includes \$75 spending | \$2,900.00 |
| 10 meal plan, includes \$50 spending | \$2,800.00 |

***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. Commuter students have option to buy a 25-meal block for \$243.00**

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.

Financial Responsibility

Our goal is to help our students understand the cost of their education and the financial policies associated with their enrollment at Lourdes University. Students should understand that by registering for classes at Lourdes University, tuition and fees will be assessed. It is the student’s responsibility to pay for all classes in which they are registered after the final day of the term’s drop/add period, which is published on the University’s Academic Calendar.

Payment of Accounts

There are three options for students to pay their tuition and fees. Students must select one of the three options before the start of the semester.

Options are as follows:

OPTION A – Annual (or Semester) Payment Plan. Divides outstanding account balance for academic year into 10 (or 5) monthly payments. The first payment is due by the first day of classes. **MUST SIGN UP FOR A PAYMENT PLAN!**

OPTION B – Full Payment. Pay in full at the start of classes.

OPTION C – Financial Aid. Student has accepted enough financial aid to cover balance and has completed all necessary requirements for aid to pay out.

Payments are due as follows:

Fall Semester

July 20
 August 20
 September 20
 October 20
 November 20

Spring Semester

December 20
 January 20
 February 20
 March 20
 April 20

If any changes affecting the amount owed occur (i.e., changes in enrollment, meal plan selection, etc.), it is the responsibility of the student to make appropriate arrangements with the Student Accounts Office to adjust their monthly payment and keep their account current.

Payments not received by the due date, may incur a \$25.00 late fee.

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 the installment payment plan. (If there is a balance for a prior semester, students will not be permitted to register for an upcoming semester until satisfactory payment arrangements have been made.) 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. 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.

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 dining contracts 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.

Enrollment/Freeze Date Information

Lourdes University uses a ‘freeze’ date each semester to establish a student’s enrollment for the period. This date occurs 14 days after the start of the fall and spring semester and 7 days after the start of the summer semester. Enrollment on the Freeze Date will determine the amount of aid a student will be awarded as long as the completed results from the Free Application for Federal Student Aid (FAFSA) are on file by that date. Any registration changes must be completed with the academic advisor the day before these dates in order to avoid tuition charges for classes dropped. Freeze Dates for the 2024-2025 academic year are as follows:

Fall 2024: September 9, 2024
 Winter 2024: December 18, 2024
 Spring 2025: January 27, 2025
 Summer 2025: May 23, 2025

If completed FAFSA results are received after the Freeze Date, financial aid will be based on enrollment on the date that the completed FAFSA results are received. ‘Completed FAFSA results’ means that an Expected Family Contribution (EFC) has been calculated by the U.S. Department of Education. The EFC may change once all documentation is submitted and processed.

Students must be registered and in-attendance for all the courses in the applicable semester they wish to use financial aid. If not, the student 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), students must be registered for the course(s) to receive aid for it. If registered for a part-of-term course, receive aid based on that enrollment, and then do not attend, aid will be adjusted, and the student may end up owing the University money. If not enrolled for a course as of the freeze date, and later register for a part-of-term course, the student will NOT receive financial aid for it.

Withdrawals/Refunds

| IF A STUDENT WITHDRAWS | Tuition & Fees Charged | Tuition & Fees Refunded |
|------------------------|------------------------|-------------------------|
| Before Freeze Date | 0% | 100% |
| After Freeze date | 100% | 0% |

*If withdrawal occurs before the Freeze Date, housing and dining charges may be prorated. Instructors are required to report each term if a student does not begin attendance in a course. Students must complete an Add/Drop form (available from their academic advisor, or in the Registrar’s Office) and submit it to the Registrar’s Office in order to officially withdraw from the University. Students who discontinue class attendance without officially notifying the Registrar during the refund period will be responsible for the full amount of tuition. If a student withdraws after the Freeze Date, federal regulations require the Office of Financial Aid to apply a formula established by the U.S. Department of Education to determine the amount of Federal financial aid a student may have earned as of the date the student begins the withdrawal process. Information regarding the federal government’s policy for Return to Title IV Federal Student Aid (if applicable) is available in the Student Accounts Office.

Please consult with an advisor in the Office of Financial Aid before officially changing enrollment status or withdrawal from the University, as financial aid may be impacted by any status changes.

Financial Aid

MISSION: The Lourdes University Student Financial Services Office strives to empower students to understand their financial costs and responsibilities. Driven by the mission and values of the University and the Sisters of St. Francis, the Office is dedicated to providing quality service. Our student-centered staff is available to guide students and families while they pursue their academic goals.

To be eligible for Federal Student Aid, a person must be admitted as a degree-seeking 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 October 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, lourdes.edu, or contact the Lourdes Student Financial Services 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 their 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 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 Lourdes Student Financial Services 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 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.
- **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 begin 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. Students may choose their preferred lender. 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 (SAP)

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 minimum cumulative grade point average (for undergraduate students) each semester.

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 Student Financial Services 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.

Financial Aid Satisfactory Academic Progress

Academic probation status and financial aid satisfactory academic progress are two different issues. Students will need to contact the Student Financial Services office to determine 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.



Student Life and Services

Academic Advising

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 Academic 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 Coordinator of Academic Advising until they meet their conditions and are able to meet with an advisor in their department.

Academic Alert System

Faculty are able to identify students who are in need of institutional supports to aid in their personal and academic persistence through the Prowler Student Alert System. Automated alert messages will then be delivered to academic advisors and athletic coaches. 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.

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 Bowling, 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, Women’s and Men’s Tennis, Women’s and Men’s Track and Field, Women’s, and Men’s Wrestling, Esports, Baseball, Softball, Competitive Cheer and Competitive Dance. Season schedules, team rosters and more can be found at <https://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.

Bookstore

In accordance with the Higher Education Opportunity Act (HEOA) students may check textbook costs by going to the Lourdes University website, <https://lourdes.ecampus.com/>.

Lourdes University has partnered with eCampus to bring students and faculty the ability to order books online. eCampus has created an online store where students can login and purchase or rent any books they need for their courses. The books they need for each course will be listed on the website with various purchasing options. This feature will allow students to review competitive prices for new and used textbooks as well as textbook rentals. The books will be offered in a variety of formats allowing students to make an educated purchasing decision based on the format they prefer to receive their textbooks in, as well as the cost of the textbook.

The Lourdes University Bookstore will accept returns of course materials sold or rented through eCampus for up to thirty (30) days after the course start date for a semester course of 14 weeks or more. Returns for short term courses that last less than 14 weeks will be accepted for up to fifteen (15) days after the course start date. Digital materials are not eligible for return.

Book buy backs and course material rental returns will be accepted from Lourdes University students and staff. There are two methods that can be utilized for rental returns and course material buybacks. Lourdes University students and staff may sell books back to eCampus using the Lourdes University Online Bookstore.

Career Services

Career Services' objective is to create and maintain an educational environment for all students and alumni, which complements, 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. Students interested in finding on-campus and off-campus employment can schedule a meeting with Career Services to demo Handshake, Career Service's on-line career and internship database by visiting the student login page on Handshake: <https://www.lourdes.edu/career-success/handshake/>.

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 122, and the telephone number is 419-824-3704. For additional information, please access www.lourdes.edu/career-success.

Campus Ministry

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 Tau Scholarship program offers students the opportunity to serve as organizers, leaders and ambassadors for Campus Ministry. 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.

Community Standards and Student Conduct

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 Director of Residence Life and Community Standards.

Counseling Services

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.

Diversity and Multicultural Services

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

Duns Scotus Library

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.

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 in Lower Ebeid Hall for that person on-the-go or with a tight schedule.

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 Gubi's Grind. Consult the Lourdes website for days and hours of operation. Students must provide proof of health insurance or health insurance will be issued by the University.

I.D. Card

Lourdes University I.D. cards permit students to use or participate in the following: library and research, the Academic Success 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 throughout the year by the Marketing & Communications department. **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, Canvas, Prowler, and more. Access the portal from the Lourdes University homepage: www.lourdes.edu. You can also click on “Lourdes Portal” from the university homepage.

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.

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 the Public Safety office by phone 419-517-3861 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.

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 aerobics room, cardio room and fitness center include a wide variety of exercise equipment free to all students, faculty, and staff. The building also has public locker rooms with full shower and dressing room facilities. The building also has full shower and dressing room facilities.

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

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.

Sr. Cabrini Warpeha Academic Success Center (ASC)

MISSION: The Sr. Cabrini Warpeha Academic Success Center maintains an atmosphere, utilizing Franciscan values, that is focused on increasing success and retention for all students of Lourdes University. The Academic Success 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 Success Center. Computers are equipped with Microsoft Office, Kurzweil 3000, and a variety of other software. Laptops are available for current Lourdes students to

borrow. The Road to Success is an online resource located on the Lourdes portal with direct links to academic resources and information from many offices across campus.

Additionally, the Academic Success 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 Success Center proctor's make-up tests, standardized tests, and tests for students who need academic adjustments (e.g. Kurzweil 3000, extended time, and/or reduced distraction). Students must schedule their own proctored testing appointments at least twelve hours in advance.

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

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 the Late-Night Breakfast, the End-of-the-Year Raffle, and the 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.

Student Success

MISSION: The Office of Student Success supports and assists Lourdes students in becoming increasingly independent, self-confident learners while empowering students to be successful within and beyond the classroom and persist to graduation.

The Office of Student Success is guided by our passion for the holistic development of Lourdes University students, our dedication to academic excellence and our commitment to cross-campus collaboration.

The Office of Student Success will:

- ***Assist** students in setting and meeting educational goals
- ***Help** students become successful, independent learners who can confidently access all University resources
- ***Support** students as they identify and address academic concerns, connecting them to the appropriate campus resources and services
- ***Encourage** students to assume responsibility for their decisions as they move toward their goals

Student Support Services

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

Student Support Services support the academic services on campus. The supported services include the Academic Success Center, Accessibility Services, the ARCHES program, Career Services, the Honors Program, Library Services, Lourdes University Connections, TriO, and Upward Bound.

TRiO Student Support Services Program

MISSION: Lourdes University's TRiO SSS program provides personalized attention to student's development by taking a holistic approach to our services. We strive to meet the needs of our students by creating a supportive institutional climate that focuses on student's academic, cultural, and social needs.

Funded by the U.S. Department of Education, the TRiO Student Support Services (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.
- 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 offices in St. Francis Hall (SFH) room 110 or contact Teddi Moorman at tmorman@lourdes.edu. You may also visit our website at <http://www.lourdes.edu/academics/academic-resources/trio-support-services>.

Veteran Services

We are proud to welcome United States veterans, active duty, Guard and Reserve members of the Armed Forces and their family members to Lourdes University. We appreciate the time you served our great nation and look forward to serving you at Lourdes.

Student Veterans have access to a private Veterans Center located in Mother Adelaide Hall (MAH) Room 204. This center has several comfortable couches, computer workstations and is designed to be a quiet location to meet, study or just relax. The access code for the center will be provided to all students receiving VA educational benefits by the Veteran Assistant.

The main purpose of the Veteran Assistant position is to assist Veteran students in receiving benefits under the Montgomery GI Bill®. This person ensures that the proper paperwork is filled out, certified, and filed with the VA so that payment dispersal can begin. If you are a Veteran who will be attending classes at Lourdes, or if you have any questions about VA educational benefits, please call our primary Veteran Assistant at 419-824-3927. You may also email Robert Kull at rkull@lourdes.edu

"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>."

VBTA Policy

Lourdes University in accordance with the Veterans Benefits and Transition Act of 2018 will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs. This policy is limited to tuition funds paid by the U.S. Department of Veteran Affairs.

Academic Policies

Academic Calendar

The academic year consists of two fifteen-week semesters, and six- and twelve-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 beginning of August.

Academic Credit

Academic credit is issued in semester hours. For a 15-week semester, a semester hour corresponds to one fifty-minute period per week and presupposes approximately two additional hours of student work and activities outside class. Shorter academic terms are calculated to require equivalent time in and out of the classroom. Semester hours for remote and hybrid classes correspond to a similar commitment from students, with approximately one hour per credit spent engaging in provided instructional materials and another two hours per credit hour spent on additional work such as studying or completing required assignments.

Laboratory, studio, internships and related experiential learning generally require more in-person time than is expected for a typical semester hour of credit.

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. It includes submitting a paper written by someone else, failing to give credit to sources (for example, books, articles, websites, and interview sources) in research papers, verbatim use of phrasing without proper indication of quotation, use of paraphrased or summarized material without appropriate source citation and bibliographic attribution, and use of text generated through Artificial Intelligence. 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.

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: | Bachelor’s degrees: | |
| With Honors 3.50 - 4.00 | 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 honor 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, Bowling Green State University, Ohio Northern 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 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 top twenty percent of the graduating College of Business and Leadership class.

Theta Alpha Kappa

Theta Alpha Kappa is the 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 Probation and Dismissal

Unsatisfactory Academic Progress

A student who has attempted fewer 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 attempted 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 | Attempted 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. Freshmen whose G.P.A. falls below a 2.0 and receive an academic warning will be required to enroll in ND 106: College Study Skills. Students placed on ‘Academic Warning’ will receive notification from the Dean of Student Success.

Academic Probation (P)

Undergraduates placed on ‘Academic Probation’ will receive a formal letter from the Provost, 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 13 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 Provost, 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 a Continued Probation (P2) 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 six-week summer session but could take a course in each of the two six-week sessions for a total of six credits. They could take six credits simultaneously if taking them during the twelve-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.

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 13 hours.
- Receive academic counseling.
- Comply with any other measures recommended by the Provost, 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 a return from Suspension (P3) 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 be return from dismissal (P4). The student may appeal once during the dismissal period.

Students who successfully appeal their dismissals must adhere to the following:

- Raise their Cumulative G.P.A.s to the minimum acceptable standard as stated above.
- Reduce their course loads to no more than 13 hours.
- Receive academic counseling.
- Complying with any other measures recommended by the Provost 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 a return from dismissal (P4) 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 13 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 Dean of Student Success. 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.

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.

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

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, and student athletes must obtain a signature from a designated athletics officer. Students dropping or withdrawing from all classes are required to take an exit survey.

The Freeze Date 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.

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 Executive Assistant to the Provost in Lourdes Hall (LH) 138. 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 LH 138, 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.

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 a complete re-enrollment request to the Executive 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.

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.

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 |

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, Lourdes main social media pages and local media when there is a Level III Snow Emergency in Lucas County. The first notification of a closing or delay will typically be through:

- Lourdes RAVE Alert
- Lourdes website: lourdes.edu on the homepage
- Lourdes social media: www.facebook.com/lourdesuniversity, www.instagram.com/lourdesuniversity, www.twitter.com/discoverlourdes
- Lourdes main phone number [419-885-3211]
- Media notification.

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 the faculty member teaching their course(s) that day.

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. |
| | 4 | CHM 181 & CHL 181 | 4 s.h. |
| | 5 | CHM 181, 182 & CHL 181, 182 | 8 s.h. |
| Language & Composition 3 | 4 or 5 | ENG 101 3 s.h. | |
| | | ENG 101 & ENG 102 6 s.h. | |
| Language & Literature 3 | 4 or 5 | ENG 101 3 s. h. | |
| | | ENG 101 & ENG 200 6 s.h. | |
| French and Spanish 3 | 4 or 5 | FRN/SPA 101 & 102 6 s.h. | |
| | | FRN/SPA 101, 102, 201, 202 12 s.h. | |
| Human 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. All CLEP testing will be administered on an as-needed basis; once a student signs up for a test through the CLEP website, they must bring the voucher in to the Academic Success Center to arrange a testing day and time. For questions regarding the CLEP process, students contact 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 transcript 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 203 |
| Marketing | 50 | BUS 204 |
| 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 |
| Psychology | 50 | PSY 110 |
| Developmental Psychology | 50 | PSY 210 |
| Sociology | 50 | CSJ 101 |
| Spanish, Level 1 | 50 | SPA 101 and 102 |
| Spanish, Level 2 | 63 | SPA 101, 102, 201, and 202 |

| | | |
|--------------------------|----|----------------------------|
| College Algebra | 50 | MTH 122 |
| Calculus | 50 | MTH 135 |
| American Government | 50 | PLS 122 |
| Psychology | 50 | PSY 110 |
| Developmental Psychology | 50 | PSY 210 |
| Sociology | 50 | CSJ 101 |
| Spanish, Level 1 | 50 | SPA 101 and 102 |
| Spanish, Level 2 | 63 | SPA 101, 102, 201, and 202 |

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).

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) |

IB Course IB Level Minimum Grade Lourdes Equivalent(s) continued

| | | | |
|--|-------|---|---|
| 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 120 A (2 hrs), MUS 120 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

Life Portfolio Credit

Lourdes University’s Life Portfolio 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 Life Portfolio 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 a life 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. Life Portfolio 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 Life Portfolio 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 Life Portfolio 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 Life Portfolio 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 life portfolio 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.

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 degree).
- The Life Portfolio Program (with a maximum of 25 credits for a bachelor's degree and a maximum of 10 for an associate degree). Special exemption is given to students who receive Advanced Standing/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 degree).
- 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 do not count toward this 25%.

Qualifying students seeking a bachelor's degree may be awarded up to 45 total credits through prior learning.

Qualifying students seeking an associate degree may be awarded a maximum of 20 total credit.

Declaration of Candidacy - Commencement

Lourdes University has two formal commencements held in December and 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 one commencement 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.

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.

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 sign an Independent Study Contract. Faculty create a course- specific syllabus. Signatures of the student, advisor, instructor, department chairperson, and dean must be obtained on contracts (as required by each form).

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’s 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.

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 ensure 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.

Undergraduate 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.

Military Duty

Students who are enrolled in classes and who are members of the Reserves, National Guard or other branches of the military may be called to serve. A copy of the official military orders relating to the call-up should be sent to the Veteran Assistant, Robert Garza at rgarza@lourdes.edu. Students will be given credit for tuition and fees based on when the period of military service begins and ends.

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 Executive Assistant to the Provost, LH 138. 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.

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.

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.

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 expressed 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.

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 at Directions Credit Union in Mother Adelaide Hall.
4. I.D. cards are obtained or validated in the IT office located in Russel J. Ebeid Hall (REH).

Student Responsibility

Students are responsible for understanding the requirements of their degree and how the courses they register for fit into their program of study. Students should consult the University Catalog and their academic advisor if they have questions.

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

Where to Get Help

If students experience technical difficulties or problems with their log in, they should contact the IT Help Desk at 419- 824-3807.

For registration questions, they should contact their academic advisor.

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 Office. 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.

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 Student Financial Services office for more information

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) | |
| 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 G.P.A. | .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 = Life Portfolio | |

Credits earned in the Lourdes University Life Portfolio 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*) are issued rather than Satisfactory or Unsatisfactory for specific courses. These grades will not impact the overall Grade Point Average.

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 a request.

Transcripts are ordered and processed through a third party online ordering system. 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: \$7.50 per transcript
- Paper copy sent via US Mail: \$10 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 a 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.

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 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. 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.

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 Executive Assistant to the Provost (LH 138) 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.



Lourdes University Programs and Partnerships

Acadeum

Lourdes University offers select online courses to its students each semester including summer and winter terms. Lourdes continues to support its students and their educational goals by being a member of the Acadeum College Consortium. This partnership allows for select online courses, found through the College Consortium Platform, to be taken by our students and is a conscientious effort to assist them academically. Courses taken through the platform could be used for increasing one's GPA, to repeat a course, or to maintain athletic eligibility. In addition, Lourdes University offers courses to students of other institutions a part of the consortium to assist their educational goals.

Self Paced Online Education Program

Self Paced, Online Education is a learning modality that measures a student's ability, skills, and competencies rather than seat time in the classroom. Lourdes University has been approved by the Higher Learning Commission (HLC) to offer Credit-Based Competency-Based Education. Self-Paced, Online Education Programs. This model ties learning activity back to credit hours and as a result, allows flexibility for student progression and the ability to offer federal aid to students if students are attending full time (6 or more credit hours for graduate, 12 or more credit hours for undergraduate). Students attending part time in this program are not eligible for federal aid or institutional scholarships. Lourdes University offers Master of Science in Nursing and two undergraduate programs, the Registered Nursing (RN) to Bachelor of Science in Nursing (BSN) and the Bachelor of Business Administration, in a self-paced 100% online format. Students can enroll for a semester subscription period and at two entry points per semester.

Lourdes Honors Program

Program Director: Mary Robinson, Ph.D.

Phone: 491-824-3947

Email Address: mrobinson@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.

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 close to 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 24 credit hours of Honors credit, designated on the schedule as HON or HNR sections (e.g. LUC 101-HON). Specifically, Honors students must complete the following:

- A minimum of 12 credits of honors sections of University Core courses
- LUC 101: College Connections (Honors Section) (3)
- HON 300: Honors Seminar I: Inquiry-Based Learning (3)
- ENQ 399: HON - Honors Enduring Questions (3)
- Honors Capstone Project (3-6 hours)

Honors Capstone Project

The Honors Capstone Project will be completed during the senior year and tackle a problem or question in the student’s academic discipline that is research based and academically focused. The Honors Capstone Project should

be designed to simultaneously fulfill departmental and Honors Program requirements. Students in majors that require a culminating senior project may use such projects to satisfy the Honors Capstone Project requirement. However, the Honors Capstone Project should be more challenging than a non-Honors senior project in some significant respect. The student and his/her Capstone Instructor will define this project in collaboration with the Honors Program Director. A set of Honors Capstone Project guidelines will identify the general options and requirements. Each program or major will further define the elements of the LU Honors Project. Students with dual majors may complete their project under the supervision of either major, or both.

The Honors Project may be designed as a scholarly or research project, an action research project, research assistance with faculty guidance, a thesis, a clinical experience, or a service learning experience. Individual Honors Capstones Projects vary, but the final product always includes: (1) a written portion and (2) a public presentation of the results in an academic, professional, or creative forum.

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 will be responsible for the cataloguing, housing, and maintenance of an official copy of all Lourdes University 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 six (6) honors-designated credits per academic year in the first two years in the Program. Students must pass Honors courses with a C-or better. Students must earn a B-or better in a course in which they are completing an Honors contract.
- 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

Reserve Officer Training Corps (ROTC) 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
 Studies and Leadership
 Mail Stop 217
 Toledo, OH 43606
 419-530-4696
arotc@utoledo.edu
armyrotc.utoledo.edu

Bowling Green State University

Department of AERO Aerospace
 164 Memorial Hall
 Bowling Green State University
 Bowling Green, OH 43403
www.bgsu.edu/departments/airforce
 419-372-2476
Det620@bgnet.bgsu.edu

Tiffin University

Lourdes University Division 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 (grades 7-12) teaching license in the field of 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

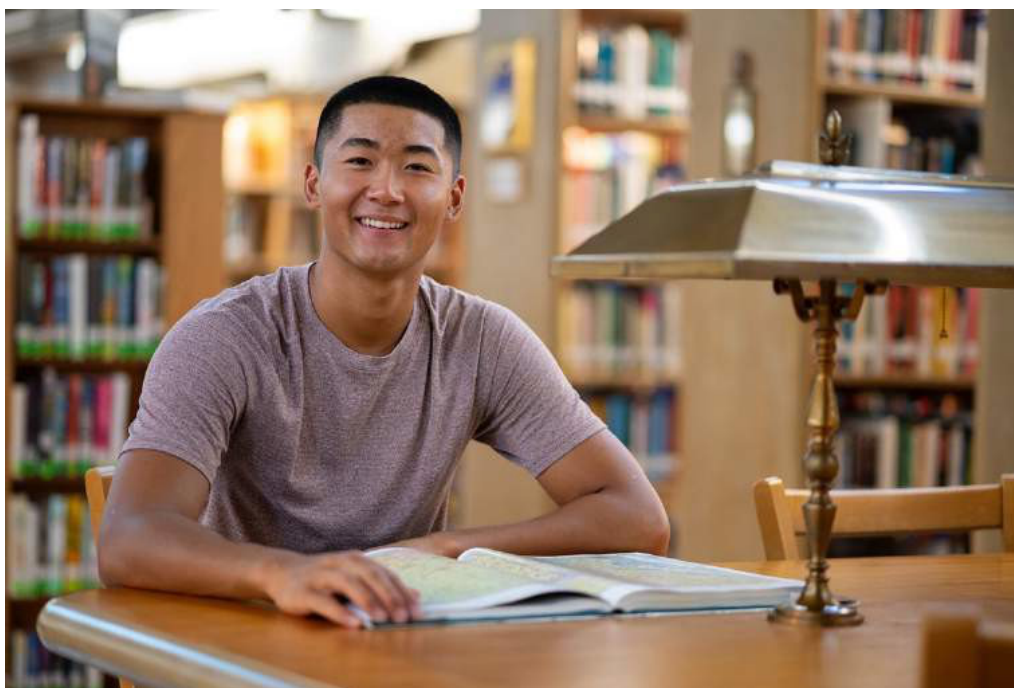
Under the 3+3 Admissions Program, students at Lourdes University may matriculate to the University of Toledo College of Law after three years of undergraduate study. To accomplish this, students should declare to their Lourdes advisors their intention to pursue the 3+3 Admissions Program as early as 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.



Undergraduate Core Curriculum and General Degree Requirements

The degrees listed below can be earned within the four colleges at Lourdes University. Each college is home to various departments where students can choose the specific degree they will pursue while attending Lourdes University.

The four colleges are The College of Arts and Sciences, The College of Business and Leadership, The College of Nursing Social Sciences.

B.A. Bachelor of Arts

B.S. Bachelor of Science

B.S.N. Bachelor of Science in Nursing

A.A. Associate of 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.

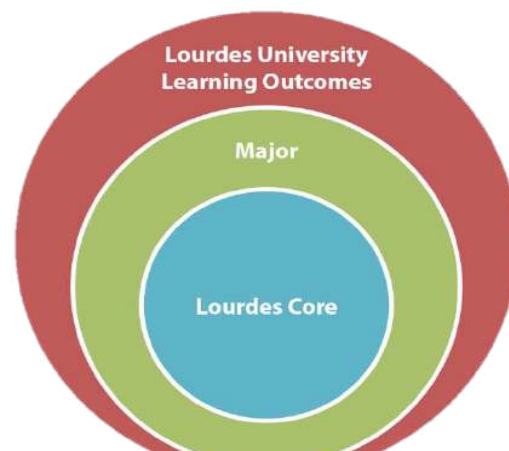
Students who do not register for a class at Lourdes University in a two-year period will be required to meet the General Education/Degree Requirements in effect at the time of their return. Students who change degree programs (e.g. from B.S. to B.A.) will be required to meet the Core/Degree Requirements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

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

The Curriculum helps students achieve the Lourdes University Mission and Learning Outcomes through coursework and experiences. 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 and knowledge 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 **Lourdes Core**. Content and experiences gained through study in a major complete the University experience, giving it a distinctive form and substance.

The Lourdes 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 Lourdes Connections courses, 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 commitment to service and an appreciation of cultural differences.



The Core also 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 the Core, 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 understanding of diversity, equity, and inclusion; the ability to identify and address structural inequality to promote social equity; foundational knowledge of history and its significance; an understanding of scientific principles, technology, and methods; the ability to use and interpret quantitative data; knowledge of principles and methods necessary for living a healthy life; and empathetic recognition of the religious dimension of human existence.

Diversity, Equity, and Inclusion

Definitions:

The concept of **diversity** encompasses acceptance and respect. Diversity is the presence of differences including but not limited to diversity of race, ethnicity, gender, class, sexual orientation, gender identification, socioeconomic status, age, physical ability, or religious beliefs, political beliefs, or other ideologies. Commitment to diversity means that the full human experience of each of our students, faculty, and staff is a respected and welcome presence on campus.

Equity is ensuring that access, resources, and opportunities are provided for all, including those who are underrepresented and have been historically disadvantaged. The process is ongoing, requiring identifying and overcoming intentional and unintentional barriers arising from bias or systemic structures. Equity is an outcome that is reached by promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by organizations, institutions, systems and societies and requires an understanding of the root causes of outcome disparities within those structures.

Inclusion is a university culture that is welcoming to all and promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members. Inclusion outcomes are met when diverse individuals are able to participate fully in the processes and opportunities within the identified structure.

Diversity, Equity, and Inclusion in the Lourdes Core:

A framework of diversity, equity, and inclusion is an important part of the Lourdes Core curriculum. Inclusion and reverence for diverse voices and viewpoints reflects our Franciscan values and informs the design of curriculum and the experience in the classroom. The University Learning Outcomes and Lourdes Core demonstrate values of diversity, equity, and inclusion, and students will engage with these ideas in theoretical and applied frameworks throughout the Core and in their major.

Enduring Questions Courses

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's degree will take as their core curriculum:

LUC Series: 101, 102 (or as Designated by Program) 4 s.h.

ENG 101 College Composition 3 s.h.

English (choose from list below) 3 s.h.

ENG 313 Theoretical Approaches to the Teaching of Writing

ENG 351 Media Writing

ENG 352 Professional Writing

ENG 355 Writing for Science and Health Professions

Math (MTH 110 or Higher) 3 s.h.

Ethics (choose from the list below) 3 s.h.

Ethics for Educators series/five courses:

O EDU 100 or 101

O EDU 230

O EDU 216

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

CSJ 324 Ethics and Criminal Justice

THS 233 Suffering, Healing & Dying

THS 265 Christian Ethics

THS 435 Peace, Justice & Forgiveness

History 3 s.h.

Any history course

Literature 3 s.h.

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

ENG 215 Sports in Literature

ENG 216 Science Fiction and Fantasy Literature

Philosophy 3 s.h.

Any PHL course

Theology 6 s.h.

First Course: one of the following

| | |
|---------|-----------------------------------|
| 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 265 | Christian Ethics |
| THS 312 | Jesus, the Christ |
| THS 316 | Shape and Mission of the Church |

Second Course:

Any other THS course (Note that if THS 101 was taken as a first course, THS 105 cannot be taken to fulfill the second course requirement.)

Fine Arts 3 s.h.

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/DMS 305 | Introduction to Graphic Design |
| 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 112 | Music Appreciation |
| MUS 113 | Integrating Music into the Early Childhood Classroom |
| MUS 201 | Music in Culture |

MUS 202 Music in Film
 MUS 213 Music Theory and Composition I

Any Applied Music course:

MUS 104-404 Violin
 MUS 105-405 Piano
 MUS 106-406 Guitar
 MUS 108-408 Voice
 MUS 307/407 Organ
 MUS 120 Instrumental Ensembles
 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
 THR 101 Introduction to Theatre

Natural Science 3 s.h.

Any natural science course from the following list:

BDW 100
 BIO 204 Basic Human Anatomy & Physiology
 BIO 207 Introduction to Public Health
 BIO 208 Plant Science and Society
 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 The Science 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 s.h.

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 and Human Development

PLS 122 American National Government

PLS 201 Modern Political Thought

PLS 310 The Constitution and Supreme Court

PLS 330 International Relations

PLS 340 Politics and the Media

CSJ 101 Introduction to Sociology

CSJ 202 Social Problems

CSJ 301 Urban Life and Development

CSJ 304 Diversity and Human Rights

CSJ 412 Human Sexuality

CSJ 420 Poverty and Justice Issues

CSJ 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

Enduring Questions Seminar* 3 s.h.

Capstone in the Major 1-3 s.h.

Service-Learning totaling 20 clock hours**

***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 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.) More information about the Service-Learning program at Lourdes can be found on page 54.

*****Diversity, Equity, and Inclusion:** The representation of the full range and depth of human experience and diverse voices and viewpoints are a cornerstone of the Lourdes curriculum. All students will engage in diversity, equity, and inclusion (DEI) at multiple points in the Core curriculum. Courses that include DEI as a significant part of the course design are approved by the University and designated as such.

Currently approved courses include the following:

BUS 320 International Business; CSJ 304 Multicultural Diversity; EDU 216 Multicultural & Social Issues in Education; ENG 200 Introduction to Literature; ENG 211 Postcolonial Literature; ENG 212 Gender and Literature; ENG 213 Multi-ethnic U.S. Literature; ENG 214 Ecology and Literature; ENG 216 Science Fiction and Fantasy Literature; ENG 313 Theoretical Approaches to the Teaching of Writing; ENG 315 Studies in Non-Western Literature; ENG 351 Media Writing; ENG 352 Professional Writing; ENG 355 Writing for Science and Health Professions; ENQ 305 Disability and Humanity; GEO 250 World Cultural Geography; GEO 260 World Regional Geography; HST 103 History of World Civilization I; HST 104 History of World Civilization II; HST 121 Survey of United States History I; HST 280 Sports in American History; HST 301 Ancient History; HST 307 The American Revolution and Early Republic; HST 403 History of Russia; HST 407 Native American History; HST 411 History of Latin America; HST 413 History of the Middle East; HST 416 History of Modern East Asia; HST 419 History of Africa; MUS 201 Music in Culture; NUR 490/491 Nursing Capstone, NUR 475 Concepts in Population Focused Nursing/NUR 476 Applied Concepts in Population Focused Nursing; PLS 201 Modern Political Thought; SWK 209 Multicultural Perspectives; THS 105 World Religions; THS 244 Great Religions of the East; and THS 246 Great Religions of the West.

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

B.A. in Biology and Theological Studies:

Fine Arts 3 s.h.

A second Fine Arts 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.

Any course listed above under Fine Arts qualifies.

History 3 s.h.

Any history course.

Mathematics 3 s.h.

MTH 110 or higher.

Science 3 s.h.

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

Total: 12 credits

B.A. in English or Digital and Media Studies:

Fine Arts 3 s.h.

A second Fine Arts 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.

Any course listed above under Fine Arts qualifies.

History 3 s.h.

Any history course.

Total: 6 credits

B.A. in Individualized Studies or History:

No additional Core courses are required.

B.A. in Art or Art History

History 3 s.h.

Any History course.

Math 3 s.h.

MTH 110 or higher

Total: 6 credits

Associate of Arts Degree (A.A.)

The Associate of 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 College Composition 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. Students may choose majors from the following:

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

A.A. Degree Requirements:

Students must complete a minimum of 60 semester hours.

| | |
|---|---------|
| Core Curriculum | 34 s.h. |
| Concentration (minimum required) | 26 s.h. |
| Total degree hours earned at Lourdes University | 15 s.h. |
| Prior Learning (maximum granted) | 20 s.h. |

Core Curriculum All students graduating from Lourdes University with an Associate degree will take as their core curriculum (34 s.h.):

| | | |
|----------------|---------------------|--------|
| LUC 101 | College Connections | 3 s.h. |
| LUC 102 | College Connections | 1 s.h. |
| ENG 101 | College Composition | 3 s.h. |

Math (MTH 110 or Higher) 3 s.h.

Ethics 3 s.h.

| | |
|-------------|------------------------------------|
| 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 |

History 3 s.h.

Any history course

Literature 3 s. h.

| | |
|---------|--|
| 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 |
| ENG 215 | Sports in Literature |
| ENG 216 | Science Fiction and Fantasy Literature |

Philosophy 3

Any PHL course

Theology 3

One of the following:

| | |
|---------|-----------------------------------|
| 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 265 | Christian Ethics |
| THS 312 | Jesus, the Christ |
| THS 316 | Shape and Mission of the Church |

Fine Arts 3

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 |
| 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 201 | Music in Culture |
| MUS 202 | Music in Film |
| MUS 213 | Music Theory and Composition I |
| MUS 210 | Choir/Vocal Ensemble |
| MUS 312 | Advanced Music Appreciation |
| MUS 314 | Music History I |
| MUS 334 | Music in Therapy |
| MUS 414 | Music History II |
| Any Applied Music course: | |
| MUS 104 | Violin |
| MUS 105 | Piano |
| MUS 106 | Guitar |
| MUS 108 | Voice |
| MUS 307/407 | Organ |
| MUS 120 | Instrumental Ensembles |
| THR 101 | Introduction to Theatre |

Natural Science 3

A natural science courses from the following list:

| | | |
|---------|----------------------------------|---|
| BIO 204 | Basic Human Anatomy & Physiology | |
| BIO 208 | Plant Science and Society | |
| 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 | The Science 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

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 and Human Development |
| PLS 122 | American National Government |
| PLS 201 | Modern Political Thought |
| PLS 310 | The Constitution and Supreme Court |
| PLS 330 | International Relations |
| PLS 340 | Politics and the Media |
| CSJ 101 | Introduction to Sociology |
| CSJ 202 | Social Problems |
| CSJ 301 | Urban Life and Development |
| CSJ 304 | Diversity and Human Rights |
| CSJ 412 | Human Sexuality |
| CSJ 420 | Poverty and Justice Issues |
| CSJ 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

A.A. in Individualized Studies --

A.A. Core plus any elective credits to equal 60

A.A. in Natural and Behavioral Sciences

Core specific: The following major courses fulfill Core requirements in the categories listed:

Mathematics

- MTH 212 Statistics 3

Ethics

- PHL 310 Bio-Ethics 3

Natural Sciences

Chemistry: 3-4

- CHM/CHL 130 Introductory General Chemistry 3

Or

- CHM/CHL 140 General, Organic and Biological Chemistry 4

Or

- CHM/CHL 181 General College Chemistry I 4

Social Sciences

- PSY 110 General Psychology 3

Major Required Courses

Biology lab sequence 8

- BIO/BIL 201 Principles of Biology I and BIO/BIL 202 Principles of Biology II

Or

- BIO/BIL 330 Anatomy and Physiology I and BIO/BIL 331 Anatomy and Physiology II

Biology Upper-level -One of the following 3

- BIO 308 Genetics
- BIO 313 Nutrition Science
- BIO 335 Microbiology
- PSY 210 Developmental Psychology 3

Science Electives 6

Any BIO, BIL, CHM, CHL, PHS, PLA, EXS, EXL, PSY, SWK, CSJ

General Elective Credit/Experiential Learning Credits 5-6 Total credits 60

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.

*****Diversity, Equity, and Inclusion: The representation of the full range and depth of human experience and diverse voices and viewpoints are a cornerstone of the Lourdes curriculum.** All students will engage in diversity, equity, and inclusion (DEI) at multiple points in the Core curriculum. Courses that include DEI as a significant part of the course design are approved by the University and designated as such.

Currently approved courses include the following:

BUS 320 International Business; CSJ 304 Multicultural Diversity; EDU 216 Multicultural & Social Issues in Education; 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; ENG 216 Science Fiction and Fantasy Literature; ENG 313 Theoretical Approaches to the Teaching of Writing; ENG 315 Studies in Non-Western Literature; ENG 351 Media Writing; ENG 352 Professional Writing; ENG 355 Writing for Science and Health Professions; GEO 250 World Cultural Geography; GEO 260 World Regional Geography; HST 103 History of World Civilization I; HST 104 History of World Civilization II; HST 121 Survey of United States History I; HST 280 Sports in American History; HST 301 Ancient History; HST 307 The American Revolution and Early Republic; HST 403 History of Russia; HST 407 Native American History; HST 411 History of Latin America; HST 413 History of the Middle East; HST 416 History of Modern East Asia; HST 419 History of Africa; MUS 201 Music in Culture; PLS 201 Modern Political Thought; SWK 209 Multicultural Perspectives; THS 105 World Religions; THS 244 Great Religions of the East; and THS 246 Great Religions of the West.

Bachelor of Arts Degree (B.A.)

Students may choose majors from the following:

- Art
- Art History
- Biology
- Criminal Justice
- Digital and Media Studies
- Dual Education Endorsement Program
- English
- History
- Individualized Studies
- Middle Childhood Education
- Primary Education
- Psychology
- Social Work
- 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 Core 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 College Composition during their first four semesters at Lourdes and a second advanced composition course ENG 313, ENG 351-355.

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.

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 Core 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 College Composition during their first four semesters at Lourdes and a second advanced composition course ENG 313, ENG 351-355.

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. Students may choose majors from the following:

- Accounting
- Adolescence to Young Adult Education
- Biology
- Business Administration
- Computer Science
- Craft Beverages
- Educational Studies
- Exercise Science
- Human Resource Management
- Integrated Business
- Intervention Specialist
- Marketing
- Public Health
- Sport Management

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. A separate application is required for admission to the upper division major in nursing.

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 | 57 |
| Core, General Education, and Prerequisite Courses | 65-68 |

Courses marked with + have a prerequisite.

Core Curriculum

| | |
|---|-------------|
| LUC College Connections (refer to academic catalog) | as required |
| ENG 101 | 3 |
| ENG 355 | 3 |
| MTH 212+ | 3 |
| Cultural Competency Requirement | |
| PHL 101 or 103 | 3 |
| Enduring Questions Seminar | 2-3 |
| Service-Learning component is partially met in the major with: NUR 205, NUR 352, NUR 265 & NUR 468, NUR490/491 | 3 |
| Capstone requirement is met in the major: NUR 452/462, NUR 490 Capstone: | |
| Professional Nursing (for pre-licensure BSN) | 3 |
| NUR 491 RN Professional Capstone (R.N.-B.S.N. students) | 3 |

General Education

History

| | |
|----------------|---|
| Any HST course | 3 |
|----------------|---|

Literature

Any literature course listed in Core & General Education

Philosophy

| | |
|----------|---|
| PHL 310+ | 3 |
|----------|---|

Theology (refer to academic catalog)

6

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 | 4 |
|---|---|

| | |
|--------------------------|---|
| BIO 340+ Pathophysiology | 3 |
|--------------------------|---|

Social Science

3

PSY 110 General Psychology: An Overview

Additional Prerequisite Courses for the Nursing Major:

| | | |
|---------|---------------------|---|
| BIO 114 | Medical Terminology | 1 |
|---------|---------------------|---|

| | | |
|---------|-----------------------|---|
| BIO 201 | Principles of Biology | 3 |
|---------|-----------------------|---|

| | |
|--|-----|
| BIO 331/BIL 331+ Anatomy & Physiology II/lab | 3/1 |
| BIO 335 General Microbiology | 3 |
| BIO 340+ Pathophysiology | 3 |
| BIO 313 Nutrition | 3 |
| CHM 140/CHL 140+General, Organic & Biological Chemistry/lab | 3/1 |
| PSY 210+ Developmental Psychology-Life Span | 3 |

*RN to BSN completion program requirements may differ. Refer to page 168

Minors

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

- Art
- Art History
- Business
- Chemistry
- Communications and Media Studies
- Computer Science
- Craft Beverages
- Criminal Justice
- Digital and Media Studies
- Education Studies
- English
- Exercise Science
- Health Care Administration
- History
- Marketing
- Music
- Philosophy
- Political Science
- Psychology
- Sports Management
- Social Work
- 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:***

For students interested in medicine, dentistry, pharmacy, physical therapy, physician assistant or veterinary medicine, the Bachelor of Science in Biology is advised.

For students interested in occupational therapy or laboratory science, the Bachelor of Arts in Biology is advised.

Department of History, Political Science, and Geography:

- Pre-Law

Departments of Art and Psychology:

- Art Therapy

Departments of Psychology and Theology

- Pastoral Counseling

Experiential Learning

Lourdes University encourages all students to engage in experiential learning. Lourdes defines experiential learning as experiences allowing students to apply and extend their skills and knowledge while participating in the workplace or other real-world situations. The learning obtained from this direct, authentic engagement promotes academic relevance and is a key way for students to gain skills that are applicable to a career after college. Service learning is a graduation requirement for all students and an illustration of experiential learning. In addition, experiential learning takes many forms, including internships, practicums, clinical experiences, field work, student teaching, project-based experiences, professional immersion, discipline specific opportunities, such as, laboratory research, undergraduate research, and juried exhibitions.

Lourdes University Connections

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.

Lourdes University Connections (LUC) begins during Gray Wolf Registration Days, transitions through New Student Orientation (the week prior to the start of the academic semester) and continues with a series of courses over the first year of a student's academic program.

These courses include the following:

LUC 101: College Connections (3)

LUC 102: Career Connections (1)

These courses are instructed by both faculty and professional staff and are offered sequentially. Some programs of study have specific courses designated to fulfill LUC 102 – 202.

All incoming students 23 years old or younger are required to take Connections Courses. This includes all students coming directly from High School and those bringing PSEO (Post-Secondary Education Options) credit with them to Lourdes. Transfer students of any age with 19 credit hours or. More (Excluding credit earned while in High School) are exempt from Connections Courses.

Non-Divisional Courses (ND)

| Courses | Semester Hours |
|------------------------------|----------------|
| ND 106 College Study Skills | 3 |
| ND 200 Portfolio Development | 1 |

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.

Academic disciplines at Lourdes are organized into four Colleges: Arts and Sciences, Business and Leadership, Nursing, and Social Sciences, 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:

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 Exercise Science
- Department of Mathematics

Social Sciences

- Department of Business
- Department of Criminal and Social Justice
- Division of Education
- Department of Psychology
- Department of Social Work

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.

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.

Department of Art (ART)

Chairperson: Erin Palmer Szavuly, M.F.A.

Department 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 of 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 of 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 |
|---------------------|----------------|
| Lourdes Core | 36 |

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 or | |
| 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 |
| TOTAL | | 60 |

Bachelor of Arts Art Major

Mission: To provide both majors and non-majors with the opportunity to be nurtured artistically and holistically in an atmosphere that serves as a stimulus in which hands-on creativity, technical ability and critical thinking emerge and develop. Student learning is further enhanced through experiences involving service and volunteerism in the community that stimulates responsibility for others. Through Reverence, Service, Community and Learning we educate students for further study and careers in the arts.

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

Lourdes Core

41-42

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

The College of Arts and Sciences requires additional credits in the Core from the disciplines within the College for some Bachelor of Arts degrees. These include:

| | | |
|--------------------|---|------------|
| History | | 3 |
| Math | | 3 |
| 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 206 | Digital Arts I or | |
| 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 |
| BUS 101 | Business Principles | 3 |
| | Additional classes in one or two studio areas (300/400 level) | 9 |
| Art History | | |
| Electives | | 6- 9 |
| Total | | 120 |

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 or | |
| ART 303 | Sculpture I | 3 |
| ART 206 | Digital Arts I or | |
| ART 216 | Digital Photography I | 3 |
| ART 221 | Oil Painting I or | |
| ART 223 | Watercolor I or | |
| ART 233 | Printmaking I | 3 |
| Total | | 24 |

Bachelor of Arts Art History Major

Mission: To educate both majors and non-majors in the belief that the visual arts are intrinsically valuable to all learners, that they signify historical ideology and embody diverse individual and cultural expression. In addition, through the study of art history students will expand their knowledge of aesthetic appreciation and thought.

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

Lourdes Core

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.

Fine Arts

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

Art History

| | | |
|--------------|--|------------|
| ART 490 | Capstone: Senior Thesis in Art History | 3 |
| Art History | Electives | 24 |
| Electives | | 18-19 |
| Total | | 120 |

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 |
| Art History | Electives (1 from the following): | 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.

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 |

Recommended Courses:

| | | |
|--------------------|------------|-----------|
| PSY 442 | Internship | 3 |
| Total Hours | | 15 |

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

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.*

The Department of Biology & Health Sciences offers courses that study life from the level of the molecule and cell to the level of the population and the environment. Both the science major and the non-science major can pursue topics of vocational and personal interest.

Program Learning Outcomes for Biology:

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.

The Biology Major provides a springboard to multiple career paths, including:

Majors can choose a Bachelor of Science or a Bachelor of Arts. A Biology Minor is also available to students who are majoring in other disciplines.

Bachelor of Science Biology Major

The Bachelor of Science is recommended for those students seeking careers in research, teaching at the college level and most health professions. Health professions include medicine (M.D. and D.O.), physician assistant, physical therapy*, dentistry, pharmacy, and veterinary medicine. These careers require further study in graduate or professional school.

*Graduate training programs in Physical Therapy may differ in their admissions criteria. The student is strongly encouraged to identify the specific requirements for the programs to which they are interested in applying.

| Required Curriculum | Semester Hours |
|--|-----------------------|
| <i>Lourdes Core</i> | 41 |
| Upper-Level Writing: | |
| ENG 355 Writing for Science and Health Professionals | 3 |
| Major Requirements | 23 |

Note: Biology Majors may take certain Major & Allied Requirements designated “◊” to fulfill both General Education and Major Requirements

| | | |
|---------------------|----------------------------------|---------|
| BIO 201 ◊ | Principles of Biology I | 3 |
| BIL 201 ◊ | Principles of Biology I Lab | 1 |
| BIO 202 | Principles of Biology II | 3 |
| BIL 202 | Principles of Biology II Lab | 1 |
| BIO 308 | Genetics | 3 |
| BIL 308 | Genetics Lab | 1 |
| BIO 317 | Principles of Ecology | 3 |
| BIO 335 | General Microbiology | 3 |
| BIL 335 | General Microbiology Lab | 1 |
| BIO 402 | Introduction to Research | 1 |
| BIO 490 | Senior Biology Seminar | 3 |
| Allied Requirements | | 33 s.h. |
| 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 |
| PHS 201 | College Physics I | 4 |
| PLA 201 | College Physics I Lab | 1 |
| PHS 202 | College Physics II | 4 |
| PLA 202 | College Physics II Lab | 1 |
| MTH 212 | Statistics | 3 |
| MTH 135 | Analytical Geometry & Calculus I | 4 |

Electives from the categories listed below 19 s.h.

A. Biology Primary/Directed Electives

Students must take a minimum of 11 semester hours from this group.

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

Note: Students interested in medicine, physician assistant, dentistry and pharmacy are also encouraged to complete a Chemistry Minor. This minor contributes to a student's ability to succeed on the entrance exams for professional school and strengthens his/her transcript. The Chemistry Minor can be achieved by taking the following Chemistry courses:

| | | |
|---------|------------------------|---|
| CHM 305 | Basic Biochemistry | 3 |
| CHL 305 | Basic Biochemistry Lab | 1 |

B. Biology Secondary Electives

Students are permitted to take a maximum of 10 semester hours from this group.

| | | |
|-------------|------------------------------|--------|
| BIO 380 | Community Partner Internship | 1 to 3 |
| BIO 407 | Human Genetics | 3 |
| BIO 411 | Biotechnology | 3 |
| CHM 305 | Basic Biochemistry | 3 |
| CHL 305 | Basic Biochemistry Lab | 1 |
| EXS/EXL 210 | Exercise Physiology | 4 |

C. Limited Natural Science Elective Courses

Student may take no more than 6 hours from these courses.

| | | |
|--------------|---|--------|
| BIO 216 | Seasonal Field Ecology | 3 |
| BIO 498 | Readings in Biology | 1 to 3 |
| BIO 299-499 | Topics in Biology | 1 to 3 |
| CHM/CHL 130 | Intro to Chemistry | 3 |
| CHM/CHL 140 | General, Organic, and Biological Chemistry | 4 |
| CHM/CHL 304 | Physical Chemistry | 4 |
| CHM/CHL 306 | Environmental Chemistry | 4 |
| CHM 311 | Clinical Pharmacology | 3 |
| BIO 100-400E | Transferred biology electives (non-equivalents) | |

Total 122

Bachelor of Arts Biology Major

The Bachelor of Arts is recommended for students who wish to pursue graduate study for a career in Occupational Therapy and for students interested in Laboratory Science.

| Required Curriculum | Total 120 Semester Hours |
|--|--------------------------|
| <i>Lourdes Core</i> | 48 s.h. |
| Upper-level Writing: | |
| ENG 355 Writing for Science and Health Professionals | 3 s.h. |

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.

NOTE: Biology Majors may take certain Allied Requirements designated “◊” to fulfill both General Education and Major Requirements.

| | | |
|----------------------------|----------------------------------|---------|
| <i>Major Requirements</i> | | 27 s.h. |
| BIO 201 | Principles of Biology I | 3 |
| BIL 201 | Principles of Biology I Lab | 1 |
| BIO 202 | Principles of Biology II | 3 |
| BIL 202 | Principles of Biology II Lab | 1 |
| BIO 307 | Cell Biology | 3 |
| BIL 307 | Cell Biology Lab | 1 |
| BIO 308 | Genetics | 3 |
| BIL 308 | Genetics Lab | 1 |
| BIO 317 | Principles of Ecology | 3 |
| BIO 335 | General Microbiology | 3 |
| BIL 335 | General Microbiology Lab | 1 |
| BIO 402 | Introduction to Research | 1 |
| BIO 490 | Senior Biology Seminar | 3 |
| <i>Allied Requirements</i> | | 19 s.h. |
| 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 |
| MTH 212 | Statistics | 3 |

Natural Science Electives

14- 23 s.h.

Students may choose a concentration by taking the courses below:

Concentration for Occupational Therapy

The student preparing to apply to professional school in Occupational Therapy may take instead the Bachelor of Science Biology Major or the Bachelor of Arts in Individualized Studies (B.A.I.S.) with a Concentration in Natural Sciences, as long as they meet the pre-requisites of the particular programs to which they apply. *

* Many graduate training programs in Occupational Therapy are currently transitioning from Master (MOT) to Doctorate (OTD). Admissions criteria will differ. The student is strongly encouraged to identify the specific requirements for the programs to which they are interested in applying.

| | | |
|---------|-----------------------------|---|
| BIO 330 | Anatomy & Physiology I | 3 |
| BIL 330 | Anatomy & Physiology I Lab | 1 |
| BIO 331 | Anatomy & Physiology II | 3 |
| BIL 331 | Anatomy & Physiology II Lab | 1 |
| PSY 110 | General Psychology | 3 |
| PHS 201 | College Physics I | 4 |
| PLA 201 | College Physics I Lab | 1 |

Concentration for Clinical Laboratory Sciences

This concentration is recommended for students interested in a career in the clinical laboratory. A student who successfully completes this B.A. and gains admission to a clinical lab science training program can earn a certificate in Clinical Laboratory Science (CLS).

| | | |
|--------------|-----------------------------|------------|
| BIO 330 | Anatomy & Physiology I | 3 |
| BIL 330 | Anatomy & Physiology I Lab | 1 |
| BIO 331 | Anatomy & Physiology II | 3 |
| BIL 331 | Anatomy & Physiology II Lab | 1 |
| BIO 340 | Pathophysiology | 3 |
| BIO 401 | Parasitology | 3 |
| BIO 403 | Immunology | 3 |
| BIO 407 | Human Genetics | 3 |
| BIO 419 | Molecular Biology | 3 |
| Total | | 120 |

Biology Minor

Required Curriculum

25 Semester Hours

| | | |
|-----------|------------------------------------|---|
| BIO 201 | Principles of Biology I | 3 |
| BIL 201 | Principles of Biology I Lab | 1 |
| BIO 202 | Principles of Biology II | 3 |
| BIL 202 | Principles of Biology II Lab | 1 |
| BIO 307 | Cell Biology | 3 |
| BIL 307 | Cell Biology Lab | 1 |
| BIO 308 | Genetics | 3 |
| BIL 308 | Genetics Lab | 1 |
| BIO 317 | Principles of Ecology | 3 |
| Electives | Any 300 or higher-level BIO course | 6 |

Allied requirements are the same as for a Biology major.

Total **25**

Bachelor of Arts in Environmental Studies

The creation of a Bachelor of Arts degree in Environmental Studies is proposed for the 2024-2025 academic year. The BA in Environmental Studies will be housed within the Department of Biology and Health Sciences, utilizing foundational courses offered from this Department, and expanding on the number of biology-related majors for students to pursue. The major will include interdisciplinary studies to understand natural and human systems. Basic analytical skills, critical thinking, and proficient communication are emphasized.

Required Curriculum

Lourdes Core

46

Major Requirements

21 (6 CH included in Core)

Allied Requirements

14 (3 CH included in Core)

Directed Electives

19

Electives

To equal 120 CH

Total

120

Core

| | |
|-------------------------------|---|
| LUC 101, 102 | 4 |
| ENG 101 | 3 |
| English 355 | 3 |
| Math (110 or higher) | 3 |
| Ethics (Any as listed) | 3 |
| History (Any as listed) | 3 |
| Literature | |
| ENG 214 Ecology in Literature | 3 |
| Philosophy (Any as listed) | 3 |
| Theology (Any as listed) | 6 |
| Fine Arts (Any as listed) | 3 |

| | | |
|--|--|---|
| Natural Science* | | |
| BIO 201 or BIO 208 | | 3 |
| Social Science | | 3 |
| Enduring Questions | | 3 |
| Capstone in Major* | | 3 |
| Service Learning = 20 hours | | |
| *fulfills Core and Major or Elective Requirement | | |
| + fulfills Core and Allied Requirement | | |

Major Requirements

| | | |
|--------------|---------------------------------------|-----------|
| BIO 201* | Principles of Biology I | 3 |
| BIL 201 | Principles of Biology I Lab | 1 |
| BIO 202 | Principles of Biology II | 3 |
| BIL 202 | Principles of Biology II Lab | 1 |
| ENV 202 | Society, Environment & Sustainability | 3 |
| ENV 307 | Sustainability Concepts & Methods | 3 |
| BIO 317 | Principles of Ecology | 3 |
| BIO 380 | Community Partner Project Internship | 3 |
| BIO 402 | Introduction to Research | 1 |
| ENV 412 | Environmental Statutes & Regulations | 3 |
| BIO 490* | Biology Seminar | 3 |
| Total | | 27 |

*fulfills Core and Major or Elective Requirement
 + fulfills Core and Allied Requirement

Allied Requirements

| | | |
|--------------|--------------------------|-----------|
| CHM 181 | General Chemistry I | 3 |
| CHL 181 | General Chemistry I Lab | 1 |
| CHM 182 | General Chemistry II | 3 |
| CHL 182 | General Chemistry II Lab | 1 |
| PHS 112 | Earth Science | 3 |
| MTH 122+ | College Algebra | 3 |
| MTH 212+ | Statistics | 3 |
| Total | | 17 |

*fulfills Core and Major or Elective Requirement
 + fulfills Core and Allied Requirement

Directed Electives

19 total hours minimum

Choose from the following:

| | | |
|----------------|--|---------|
| SCI 150 | Lake Erie: a microcosm of environmental issues | 3 |
| BIO 207 | Introduction to Public Health | 3 |
| BIO 208* | Plant Science and Society | 3 |
| BIO 212 or 313 | Nutrition or Nutrition Science | 3 |
| BIO/BIL 2XX | Zoology | 4 |
| BIO/BIL 305 | Botany/Lab | 4 |
| BIO/BIL 308 | Genetics/Lab | 4 |
| BIO/BIL 335 | Microbiology/Lab | 4 |
| BIO/BIL 3XX | Cellular and Molecular Biology/Lab | 4 |
| BIO 380 | Community Partner Project Internship | Up to 3 |
| BIO 420 | Epidemiology | 3 |
| ENV 450 | Fluvial Ecosystems | 3 |
| CHM/CHL 306 | Environmental Chemistry | 4 |
| SWK 111 | Introduction to Social Work | 3 |
| BUS 254 | Macroeconomics | 3 |
| BUS 251 | Economics & Social Issues | 3 |
| CSJ 301 | Urban Life and Development | 3 |
| PLS 122 | American National Government | 3 |
| PLS 201 | Modern Political Thought | 3 |

Program Learning Outcomes for Environmental Studies:

PLO # 1 Demonstrate knowledge of the discipline of environmental studies.

- 1.1 Demonstrate knowledge and understanding of biological and environmental science terms, principles, and concepts, utilizing appropriate depth and breadth in select content areas of environmental studies.

PLO # 2 Apply effective critical thinking in environmental studies.

- 2.1 Interpret, analyze, and evaluate biological and environmental information.
- 2.2 Apply environmental concepts to social issues.

PLO # 3 Demonstrate effective communication in environmental studies.

- 3.1 Demonstrate effective written, speaking, and listening skills in science reports, essays, projects, and presentations.

Department of Chemistry (CHM/CHL) and Physical Sciences (PHS/PLA)

Contact: Elizabeth Wise, Ph.D. or Cynthia Molitor, Ph.D.
Phone: 419-824-3705 or 419-824-3518
E-mail Address: ewise@lourdes.edu or 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.

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 499 | Topics in Chemistry | 1-4 |

Department of English (ENG)

Contact: Shawna Rushford-Spence, Ph.D.

E-mail Address: srushford-spence@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 is a Core Curriculum requirement. ENG 200, 211, 212, 213, 214, and 215 fulfill the General Education requirements for literature. (Students must take ENG 101 during their first four semesters at Lourdes University.)

Associate of Arts English Major

| Required Curriculum | Semester Hours |
|---|----------------|
| <i>Lourdes Core</i> | 36 |
| English courses according to the following distribution | (24 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 | |
| DMS 300 – Introduction to Digital and Media Studies | |
| Two of the following: | 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 | |
| Any 2 other ENG courses at 200-400 level* | 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.**

Bachelor of Arts English Major

The Bachelor of Arts degree with an English major includes 56-57 semester hours of core and general education courses and 39 semester hours in the major.

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.
6. Identify and analyze rhetorical, grammatical, and stylistic features of texts.
7. Apply sound principles of rhetoric, grammar, and style in writing analytical, persuasive, and scholarly papers and other types of writing.
8. Develop an analytical/persuasive thesis and perform systematic research and evaluate sources in support of that thesis.
9. Produce effective oral analyses of literary works and researched topics.
10. Master fundamental skills of technical, professional writing, media writing, and/or writing pedagogy.
11. Demonstrate information fluency through the informed use of technology to create rhetorically sound materials.

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.

| Required Curriculum | Semester Hours |
|---|-----------------------|
| <i>Lourdes Core</i> | 56-57 |
| English courses according to the following distribution: | 39 hours |
| Each of the following: | 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 | |
| Two of the following: | 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 | |
| ENG 215- Sports and Literature | |
| ENG 216 – Science Fiction and Fantasy Literature | |
| Three of the following: | 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 | |
| One of the following: | 3 hours |
| ENG 313 – Theoretical Approaches to the Teaching of Writing | |
| ENG 351 – Media Writing | |
| ENG 352 – Professional Writing | |
| DMS 300 – Introduction to Digital and Media Studies | |
| Three of the following: | 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 | 24-28 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.

English Minor

| Required Curriculum | Semester Hours |
|---|----------------|
| One of the following: | 3 |
| 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 | |
| DMS 300 – Introduction to Digital and Media Studies | |
| ENG 354 – Technology and Culture | |
| 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 | 18 |

*A 200-level literature course designated for general education may be used for both general education and minor requirement.

Bachelor of Arts in Digital and Media Studies

Contact: Shawna Rushford-Spence, Ph.D.

E-mail Address: srushford-spence@lourdes.edu

MISSION: *Recognizing the vital importance of analytical reading and critical thinking in an ever-changing technological world, the Digital and Media Studies curriculum builds on a liberal studies core and integrates it with professional skills. In this program, students develop expertise in a subject area of their choice while learning technology skills to prepare them for careers in the digital age. Students' learning in and beyond the classroom will give them the skills and confidence to become effective content curators and creators who are prepared for further study or a variety of career paths.*

Program Learning Outcomes for Digital and Media Studies:

In addition to achieving the designated outcomes of the core minor field, students will:

PLO #1: Demonstrate proficiency in multiple coding languages.

PLO #2: Employ design techniques and digital technologies to create verbal and visual arguments.

PLO #3: Analyze and evaluate interactions between technology and culture.

PLO #4: Produce digital texts that demonstrate technology skills for collecting, organizing, presenting, and analyzing information.

PLO #5: Synthesize core minor field knowledge and technical skills to create an original digital project.

| Required Curriculum | Semester Hours |
|---------------------|---------------------------|
| Lourdes Core | 46 (approx. credit hours) |
| Major Courses | 40 credit hours |
| Required Minor | 18-24 credit hours |
| Electives | 10-16 credit hours |
| Total | 120 credit hours |

***This major requires a minor. Please be aware that some minors include courses with prerequisites. A minor in marketing has prerequisites and requires MTH 212 (statistics).

Required foundations courses: 9 hours

DMS 300: Introduction to DMS

DMS 303: Intro to Time-Based Media

DMS 305: Intro to Graphic Design

Three of the following methods courses: 9 hours

DMS 350: Critical Discourse Analysis

ENG 351: Media Writing

ENG 352: Professional Writing

ENG 353: Digital Storytelling

ENG 354: Technology and Culture

ENG 355: Image and Screen Studies

Required studio courses: 16 hours

DMS 430: Web Design

DMS 431: Video Production
 DMS 432: Audio Production
 DMS 433: Animation, Interactive Media, and Performance Art

Required:

ENG/DMS 360: Internship 3 hours
 DMS 390: Capstone 3 hours

Self-Paced Online Modules 6-9

Students can choose which languages and the level of depth of their study. They must achieve at least intermediate competency in a markup language and beginning competency in a programming language. There is no pre-requisite before beginning the coding modules, but students must meet a proficiency benchmark before their internship and must complete the modules before registering for their capstone.

Sample Options of Specific Tagged & Programming Languages

Markup Languages

- HTML + CSS (web coding and design)
- TEI (semantic text coding for archiving and corpus analysis)
- XML (dynamic web coding)

Programming Languages

- JavaScript (web interactivity/app development)
- Objective C (app development)
- PHP (app development, database integration)
- Python (app development)

Internship 3

ENG 360 Writing Internship
 DMS 360 Media Production Internship

DMS 490 Capstone & Professional Portfolio 3

Create a project using your skills and generate a portfolio for employers/graduate admissions to showcase your work in your chosen profession.

Electives to equal 120 credits

Digital and Media Studies Minor

| Required Curriculum | Semester Hours |
|---|----------------|
| Introduction Course: | |
| DMS 300 – Introduction to Digital and Media Studies | 3 |
| Methods Courses: Two of the following: | 6 |
| ENG 351 – Media Writing | |
| ENG 354 – Technology and Culture | |

| | |
|---------------------------------------|-----|
| DMS 350 – Critical Discourse Analysis | |
| Code Path: | 5-6 |
| DMS 380 Beginning Markup | |
| DMS 381 Intermediate Markup | |
| DMS 382 Advanced Markup | |
| DMS 383 Beginning Programming | |
| DMS 384 Intermediate Programming | |
| DMS 385 Advanced Programming | |

| | |
|---------------------------------------|---|
| Internships* | 3 |
| ENG 360 – Writing Internship | |
| DMS 360 – Media Production Internship | |

*Internships from other academic departments may apply on recommendation of English Department chair.

| | |
|--------------|--------------|
| Total | 17-18 |
|--------------|--------------|

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: Two of the following: | 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: Two of the following: | 6 |
| ENG 351 – Media Writing | |
| ENG 352 – Professional Writing | |
| DMS 300 – Introduction to Digital and Media Studies | |
| Applications Courses: Two of the following | 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 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**

Department of Exercise Science

Bachelor of Science in Exercise Science

Chair: Nicole Makey, Ph.D.

Phone: 419-824-3737

Email: nmakey@lourdes.edu

MISSION: The Department of Exercise Science is dedicated to the development of our students both professionally and personally. With our intradisciplinary approach to learning, our students are able to enter a variety of fields in which they can promote the health and wellbeing to their communities.

Graduate training programs and certifications may differ in their admission criteria. The student is strongly encouraged to identify the specific requirements of the programs to which they are interested in applying, especially when planning elective choices.

Required Curriculum

Lourdes Core

Semester Hours

46

All Bachelor of Science in Exercise Science majors must complete Lourdes University Core and General Education requirements with the following specifications:

Mathematics

| | | |
|---------|-----------------|---|
| MTH 122 | College Algebra | 3 |
| MTH 212 | Statistics | 3 |

Natural Science

| | | |
|-------------|-------------------------|---|
| BIO/BIL 201 | Principles of Biology I | 4 |
|-------------|-------------------------|---|

Social Science

| | | |
|---------|------------------------------------|---|
| PSY 110 | General Psychology | 3 |
| PHL 202 | Ethics for the Health Professional | 3 |

Writing

| | | |
|---------|---|---|
| ENG 355 | Writing for the Science and Health Professional | 3 |
|---------|---|---|

Recommended General Education/Core Options:

ENG 215 Sports and Literature

HST 280 Sports in American History

Enduring Questions: What Makes us Sick? Or What is a Culture of Health?

Exercise Science Major Requirements 60 Total

| | | |
|-------------|--|---|
| BIO 114 | Medical Terminology | 1 |
| BIO/BIL 201 | Principles of Biology I | 4 |
| BIO/BIL 330 | Anatomy & Physiology I | 4 |
| BIO/BIL 331 | Anatomy & Physiology II | 4 |
| CHM/CHL 181 | General Chemistry I | 4 |
| EXS 100 | Introduction to Exercise Science | 3 |
| EXS 108 | First Aid & CPR | 1 |
| EXS/EXL 210 | Exercise Physiology | 3 |
| EXS/EXL 320 | Biomechanics 4 | |
| EXS/EXL 330 | Principles of Strength & Conditioning | 4 |
| EXS 345 | Introduction to Research | 3 |
| EXS/EXL 350 | Fitness Assessment & Exercise Prescription | 4 |
| EXS 390 | Internship | 3 |
| EXS 490 | Capstone Practicum | 3 |
| MTH 122 | College Algebra | 3 |
| MTH 212 | Statistics | 3 |
| PHL 202 | Ethics for the Health Professional | 3 |
| PSY 110 | General Psychology | 3 |
| SPT 300 | Legal and Ethical Issues in Sports | 3 |

Directed Electives (Choose from the following) 18

| | | |
|-------------|--|-----|
| BIO/BIL 202 | Principles of Biology II | 4 |
| BIO 207 | Introduction to Public Health | 3 |
| BIO 319 | Consumer Health | 3 |
| BIO 313 | Nutrition Science | 3 |
| BIO/BIL 335 | Microbiology | 4 |
| CHM/CHL 182 | General Chemistry II | 4 |
| EXS 105 | Cardiovascular Fitness through Walking / Jogging | 3 |
| EXS 335 | Sport Nutrition | 3 |
| EXS 390 | Internship (additional hours) | 1-3 |
| EXS 400 | MWACSM Conference Course | 1 |
| EXS 420 | Functional Anatomy | 3 |
| EXS 299/499 | Topics in Exercise Science | 1-4 |
| MTH 130 | Elementary Analysis | 3 |
| PHS/PLA 201 | College Physics I | 4 |
| PHS/PLA 202 | College Physics II | 4 |
| PSY 210 | Development of Psychology | 3 |
| PSY 320 | Adult and Development & Aging | 3 |

| | | |
|---------|--------------------------|---|
| PSY 350 | Abnormal Psychology | 3 |
| EXS 410 | Environmental Physiology | 3 |

General Electives to equal 120

Degree Total 120 cr.

Exercise Science Minor

Required Curriculum Semester Hours

| | | |
|-----------------|------------------------------------|---|
| EXS 100 | Introduction to Exercise Science | 3 |
| BIO 204* | Basic Human Anatomy and Physiology | 3 |
| EXS 210/EXL 210 | Exercise Physiology | 4 |
| EXS 320/EXL 320 | Biomechanics | 4 |

*Students may substitute BIO 330/BIL 330 Anatomy & Physiology I and BIO 331/BIL 331 Anatomy and Physiology II (8 hours) for BIO 204

Electives: 4

| | | |
|-------------|--|---|
| EXS 101 | Weightlifting | 1 |
| EXS 105 | Cardiovascular Fitness/Walking, Jogging | 1 |
| EXS 108 | First Aid and CPR | 1 |
| BIO 114 | Medical Terminology | 1 |
| BIO 313 | Nutrition Science | 3 |
| BIO 335 | Microbiology | 3 |
| BIL 335 | Microbiology Lab | 1 |
| EXS/EXL 330 | Principles of Strength and Conditioning | 4 |
| EXS/EXL 350 | Fitness Assessment and Exercise Prescription | 4 |
| SPT 300 | Legal and Ethical Issues in Sports | 3 |

Total 18

Department of Health, Nutrition, and Recreation

MISSION: *Recognizing the holistic integration of mind, body, and spirit, the Department of Health, Wellness, and Recreation is dedicated to the personal and professional development of students, preparing them for careers fostering physical and social wellness and responsible leisure.*

Bachelor of Science in Craft Beverages (BDW)

MISSION: *Built on a foundation of scientific thinking and a focus in business, marketing, and entrepreneurial principles, the Craft Beverages program offers a multi-disciplinary degree intended to provide students the knowledge and practical skills for success in the craft beverage industry. The program will instill an understanding of legal, ethical, social, and historical aspects of alcohol consumption and a respect for individual and community health.*

Through classroom and internship experiences, students will learn to apply creativity and scientific knowledge to become well-rounded and responsible practitioners in the craft beverage industry.

Program Learning Outcomes for Craft Beverages:

Graduates of the program will:

- PLO # 1:** Understand principles of biology, chemistry, and nutrition that underlie human movement and health.
- PLO #2:** Demonstrate effective, ethically grounded, and culturally competent professional skills in exercise science and human performance.
- PLO #3:** Advocate for individual health and a healthy society.
- PLO #4:** Critically evaluate research for evidence-based information.
- PLO #5:** Communicate effectively and work collaboratively within health and exercise settings.

Required Curriculum

Lourdes Core

Semester Hours

45 Total

All Bachelor of Science Craft Beverage majors must complete Lourdes University Core and General Education requirements with the following specifications:

Upper-level Writing

ENG 351, 352, or 355 3

Mathematics

MTH 212 Statistics 3

Ethics

PHL 103 Introduction to Ethics 3

History

HST 205 Prohibition 3

Natural Science

BIO 207 Intro to Public Health 3

Social Science

PSY 110 General Psychology 3

Craft Beverage Major Requirements 66 Total

BUS 101 Business Principles 3

BUS 201 Accounting I 3

BUS 203 Management Concepts 3

BUS 204 Marketing Concepts 3

BUS 300 Small Business Management 3

BUS 320 International Business 3

BUS 330 Legal Environment of Business 3

CHM/CHL 140 General, Organic, and Biological Chemistry 4

BIO/BIL 201 Principles of Biology 4

BIO/BIL 335 Microbiology 4

BDW 100 Introduction to Brewing Science 3

BDW 110 Sales, Operations, and Technology 3

BDW 200 Fermentation 3

BDW 210 Styles and Flavors 3

BDW 300 Distribution, Packaging, and Quality Control 3

BDW 350 Advanced Brewing and Distilling 3

BDW 400 Management and Service 3

BDW 450 Culture and Pairing 3

BDW 290 Brewing/Distilling Internship I 3

BDW 390 Brewing/Distilling Internship II 3

BDW 490 Brewing/Distilling Internship III 3

Allied Requirements 9 Total

BIO 212 Nutrition 3

SWK 223 Substance Abuse Perspectives 3

PLS 305 Permits, Licensure, Government Regulations 3

Degree Total 120 cr.

Craft Beverage Minor

Required Curriculum

Semester Hours

BDW 100 Introduction to Brewing Science 3

BDW 110 Sales, Operations, and Technology 3

BDW 210 Styles and Flavors 3

BDW 300 Distribution, Packaging, and Quality Control 3

BDW 400 Management and Service 3

| | | |
|--------------|---|-----------|
| SWK 223 | Substance Abuse Perspectives and Services | 3 |
| Total | | 18 |

Certificate in Craft Beverages

| Required Curriculum | | Semester Hours |
|---------------------|--|----------------|
| BDW 100 | Introduction to Brewing Science | 3 |
| BDW 110 | Sales, Operations, and Technology | 3 |
| BDW 200 | Fermentation | 3 |
| BDW 210 | Styles and Flavors | 3 |
| BDW 300 | Distribution, Packaging, and Quality Control | 3 |
| BDW 350 | Advanced Brewing & Distilling | 3 |
| BDW 400 | Management and Service | 3 |
| SWK 223 | Substance Abuse Perspectives and Services | 3 |
| Total | | 24 |

Department of History (HST), Political Science (PLS) and Geography (GEO)

Chairperson: Mary Robinson, Ph.D.
Department 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 of Arts Degree, a Bachelor of Arts Degree major or minor, or a Bachelor of Arts Degree Individualized 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 50-51 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.

History majors who fall below a 2.5 GPA in their history courses will be notified that they will have one semester to raise their GPAs back to at least a 2.5 or they may be dismissed from the program.

| Required Curriculum | Semester Hours |
|--|----------------|
| <i>Lourdes Core</i> | 41-42 |
| <i>Upper-level Writing: ENG 313, 351, or 352</i> | |
| <i>US History Core Courses</i> | 9 |
| HST 307 The American Revolution & Early Republic | |
| HST 308 Civil War & Reconstruction | |
| HST 309 The United States in the 20th Century | |
| <i>European History Core Courses</i> | 9 |
| HST 301 Ancient History | |
| HST 302 Medieval & Renaissance Europe | |
| HST 303 Modern Europe | |

| | |
|--|----------------------------------|
| <i>World History Core Courses (Pick 2)</i> | 6 |
| HST 403 | History of Russia |
| HST 404 | World War II: Causes and Effects |
| 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 |
| HST 450 | The Vietnam War |
| <i>History Electives</i> | 9 |
| HST 490 | Capstone: Historical Methods |
| <i>General Electives</i> | 42-43 |
| Total | 120 |

Note: Internships are available for credit (HST 425 Internships) or non-credit.

History Minor

| Required Curriculum | Semester Hours |
|---|--|
| <i>US History Core Courses (Pick 2)</i> | 6 |
| HST 307 | The American Revolution & Early Republic |
| HST 308 | 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 Europe |
| HST 303 | Modern Europe |
| <i>World History Core Courses (Pick 1)</i> | 3 |
| HST 403 | History of Russia |
| HST 404 | World War II: Causes and Effects |
| 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 |
| <i>History Electives</i> | 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 of Arts degree in History by meeting the University Core course requirements for the A.A. degree as described in this catalog.

| Required Curriculum | Semester Hours |
|--|----------------|
| <i>Lourdes Core</i> | 36 |
| <i>US History Core Courses (Pick 2)</i> | 6 |
| HST 307 The American Revolution & Early Republic | |
| HST 308 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 Europe | |
| HST 303 Modern Europe | |
| <i>World History Core Courses (Pick 1)</i> | 3 |
| HST 403 History of Russia | |
| HST 404 World War II: Causes and Effects | |
| 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 | |
| <i>History Elective</i> | 6 |
| General Elective | 3 |

Political Science Minor

| Required Curriculum | Semester Hours |
|--|----------------|
| PLS 122 American National Government | 3 |
| PLS 201 Modern Political Thought | 3 |
| PLS 310 The Constitution and Supreme Court or | |
| CSJ 444 Constitutional Law in Criminal Justice | 3 |
| PLS 330 International Relations | 3 |
| PLS 340 Politics and the Media | 3 |
| PLS 491 Political Science Internship | 3 |
| 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 316: Foundations 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. To receive the Pre-Law Concentration designation on official transcripts, students at Lourdes must take a minimum of 18 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 the following requirements from each category:

Communication and Critical Thinking Skills (6 credit hours)

Foundational (Pick 1):

ENG 220: Structures of English
 ENG 316: Foundations of Rhetoric
 ENG 352: Professional Writing
 DMS 300: Introduction to Digital and Media Studies
 ENG 440: Studies in Rhetoric
 PHL 102: Introduction to Critical Thinking
 SWK/CSJ 327: Social Science Research

Capstone (Pick 1):

ART 490: Senior Thesis in Art History
 BUS 490: Business Policy
 ENG 490: Senior Research
 HST 490: Historical Methods
 IDS 491: B.A.I.S. Capstone
 PSY 490: Psychology Capstone
 SWK/CSJ 413: Practice Oriented Research
 CSJ 490: Capstone: Criminal Justice
 THS 490: Senior Integrative Seminar

Understanding of the U.S. Legal System (6 credit hours)

History of U.S. Legal System (Pick 1):

PLS 122: American National Government
 PLS 310: The Constitution and the Supreme Court
 Any 300 or 400-level US history course

Application of U.S. Legal System (Pick 1):

CSJ 444: Constitutional Law in Criminal Justice
 BUS 330: Legal Environment of Business
 HRM 440: Employment Law
 ENV 418: Environmental Policy

PLS 250: Introduction to the Legal Profession
 PLS 299: Trial Practice
 PLS 492: Pre-Law Internship (3 credit hours)
 CSJ 331: Criminal Law and Procedure

Foundation in Ethics and Social Justice (6 credit hours)

Ethics (Pick 2):

PHL 103: Introduction to Ethics
 CSJ 324: Ethics and Criminal Justice
 BUS 430: Business Ethics
 THS 265: Christian Ethics
 THS 435: Peace, Justice, and Forgiveness
 CSJ 360: Ethical Decision-Making

Total Credit Hours = 18 credit hours

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.

Department of Individualized Studies (IDS)

Contact: Shawna Rushford-Spence, Ph.D.

E-mail Address: srushford-spence@lourdes.edu

MISSION: The Department of Individualized 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 Individualized 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 Individualized Studies

Students obtaining a Bachelor of Arts in Interdisciplinary Studies may select a concentration area in humanities, social sciences, natural sciences, fine arts, business studies, or allied health. These areas of concentration require a minimum of 18 credit hours (not including the IDS capstone). Students work with an academic advisor who helps them identify which concentration area is 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 their learning experiences. All students obtaining a Bachelor of Arts in Individualized Studies will complete IDS 490: Introduction to the BAIS Capstone (2 semester hours) and IDS 491: BAIS Capstone (2 semester hours). After discussion with an advisor and with permission of the chairs of the relevant departments, a student may take the capstone course of another major in which he or she has successfully completed significant coursework.

B.A.I.S. Learning Outcomes:

Students completing the program are able to:

1. Think critically to solve real-world problems and analyze ethical implications.
2. Synthesize major concepts from theoretical perspectives, research findings, and historical trends in a variety of areas studied.
3. Communicate information effectively to diverse audiences.
4. Apply appropriate knowledge and methods from varied learning experiences
5. Use appropriate research methods to create an original project

B.A. in Individualized Studies Requirements:

Students must complete a minimum of 120 semester hours.

- Complete 32 semester hours at the upper level
- If a concentration is chosen, complete 18 credit hours in the concentration
- Complete the two course capstone sequence, IDS 490 and IDS 491
- Complete 30 semester hours at Lourdes University
- Earn a minimum GPA of 2.0 in all coursework

Department of Mathematics (MTH)

Chairperson: Oxana Grinevich, Ph.D.

Department Phone: 419-824-3771

E-mail Address: grinevich@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)

Contact: Kate Beutel, Ph.D.
Department Phone: 419-517-8880
E-mail Address: kbeutel@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.*

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, Primary Education, or social work.

| Required Curriculum | Semester Hours |
|--|----------------|
| MUS 201 <i>or</i> Music in Culture | 3 |
| MUS 202 Music in Film | 3 |
| MUS 213 Music Theory and Composition I | 3 |
| MUS 313 <i>or</i> Music History I | 3 |
| MUS 414 Music History II | 3 |
| Applied Music | 4 |
| Any Combination of applied lessons and ensembles | |
| Music Electives | 5 |
| Any other MUS, including Applied MUS | |
| Total | 18 |

Department of Philosophy and Values (PHL)

Chairperson: Mark Christensen, M.A.
Department Phone: 419-824-3804
E-mail Address: mchristensen@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 Individualized Studies may use philosophy courses as part of their area of concentration.

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 |
| Students must choose one of the following two courses: | | 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 9 semester hours, excluding PHL 490, which is required.
2. One upper-level course in a specialty area of the student's choice totaling 3 semester hours, excluding PHL 490, which is required.

| | |
|--------------|-----------|
| Total | 21 |
|--------------|-----------|

Specialty Areas

I. Human Nature, Values, and Ethics

| | | |
|---------|------------------------------------|---|
| PHL 202 | Ethics for the Health Professional | 3 |
| PHL 302 | Philosophy of Religion | 3 |
| 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 Theological Studies (THS)

Chairperson: Benjamin J. Brown, Ph.D.

Department 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, 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 Individualized Studies programs.

The Associate degree in Theological Studies is available to students seeking a two-year degree. Interested students should review the general requirements.

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

Lourdes Core

36

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

Ethics

†THS 265 Christian Ethics

Theology (This course should be taken in the student’s first year)

†THS 125 Foundations of Theology

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 <i>or</i> | 3 |
| THS 246 | Great Religions of the West | |
| THS 312 | Jesus, the Christ | 3 |
| Two elective courses in Theological Studies | | 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 |
|---|-----------------------|
| Lourdes Core | 44-45 |
| 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 and additional 12 credits in Core from the disciplines within the College for the Bachelor of Arts degree.</i> | 12 |
| <i>Available electives:</i> | 24-25 |
| (At least five of these elective credits must be earned at the 300-400 level.) | |
| Core Courses | |
| THS 105 World Religions | 3 |
| †THS 125 Foundations of Theology | 3 |
| 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 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 | |
| †PHL 102 Introduction to Philosophy | |
| Introduction to Critical Thinking | 3 |
| 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 Life Portfolio 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 Life Portfolio Program.

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 |
| One Elective Course at the 300-400 level | 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 Primary Education 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* | Primary Education Methods and Field Experience II or |
| EDM 351 - 356* | Middle Childhood Methods and Field Experience II (3) |
| *Field experience required. | |

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 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 235** Curriculum & Instruction for AYA | 3 |
| EDA 355z Religious Studies Methods and Field Exp. 4-week field placement | 3 |
| EDU 250** Educational Psychology and Human Development | 3 |
| EDU 216 Multicultural & Social Issues in Education | 3 |
| EDU 319z Classroom Management and Behavioral Issues | 3 |

*(z)Field Experience Required ** Clinical Experience Required*

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 125 Foundations of Theology | 3 |
| Also: | |
| †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 |
| 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 Theories of Personality | 3 |
| PSY 470 Introduction to Counseling | 3 |
| Two of the following: | |
| 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-Departmental

RIZE Collaborative - Computer Science Major

Program Description:

The Computer Science program is designed to build a robust and flexible foundation of pre-professional computing skills necessary to enter the broad range of technical roles that require computer science degrees. The foundational skills acquired are “hard” skills: proficiency in core frameworks and languages that are heavily used in industry. However, this program also includes more abstract skills necessary to be successful in a range of roles, including product development best practices.

Program Learning Outcomes:

By the end of their program, Computer Science Majors will be able to:

1. write clear, well-commented code that considers scalability and usability and demonstrates universal design.
2. scope and implement functional programs to solve a range of problems.
3. calculate and use best practices for computational efficiency in common programming languages.
4. define front-end development and create usable applications leveraging modern front-end frameworks.
5. define back-end development and build and use relational databases using modern back-end frameworks.
6. explain how hardware works and how a compiler communicates information from software to hardware.
7. design and follow product lifecycle best practices to ensure that they build products that meet clear needs and constraints of users and other stakeholders.

Bachelor of Science in Computer Science

Required Curriculum

Semester Hours

Lourdes Core 39

*Students majoring in Computer Science can use courses marked with * to fulfill both core and major requirements*

Foundational Courses

| | | |
|----------|---|---|
| BUS 101 | Business Principles | 3 |
| BUS 203 | Management Concepts | 3 |
| BUS 413 | Organizational Behavior & Development | 3 |
| DMS 300 | Introduction to Digital and Media Studies | 3 |
| *ENG 352 | Professional Writing | 3 |
| ENG 354 | Technology and Culture | 3 |
| *MTH 135 | Analytical Geometry and Calculus I | 4 |
| MTH 212 | Statistics | 3 |

Foundation Courses Total 25

Computer Science Core

| | | |
|---------|---|---|
| CSC 100 | Internet History, Technology & Security | 3 |
| CSC 101 | Programming for Everyone I | 3 |
| CSC 201 | Programming for Everyone II | 3 |
| CSC 204 | Web Development | 3 |
| CSC 301 | Application Development I | 3 |
| CSC 302 | Application Development II | 3 |
| CSC 310 | Introduction to C – How Computers Really Work | 3 |
| CSC 320 | Hardware I – Inside of a Microcomputer | 3 |
| CSC 330 | Data Structures | 3 |
| CSC 400 | Algorithms | 3 |
| CSC 480 | Product Development | 3 |
| CSC 490 | Capstone – Product Launch | 3 |

| | |
|------------------------------------|------------|
| Computer Science Core Total | 36 |
| Major Courses Total | 61 |
| General Electives | 20 |
| Total | 120 |

RIZE Collaborative - Computer Science Minor

The Computer Science minor is offered within Lourdes University’s College of Arts and Sciences in collaboration with LCMC, Lower Cost Models for Independent Colleges Consortium. Students take most computer science requirements online with leading LCMC faculty across the country. Built in partnership with experts in their fields and sponsored by Google, the Computer Science minor is intended to bridge the gap between a liberal arts education and an increasingly practical specialization by providing students with a working knowledge of key topics in technology, including programming, web development, and application development.

| Required Curriculum | | Semester Hours |
|---------------------|--|----------------|
| ENG 354 | Technology & Culture | 3 |
| | OR | |
| CSC 100 | Internet History, Technology & Security | 3 |
| CSC 101 | Programming for Everyone I | 3 |
| CSC 201 | Programming for Everyone II | 3 |
| CSC 204 | Web Development | 3 |
| CSC 301 | Application Development I | 3 |
| CSC 302 | Application Development II | 3 |
| MTH 135 (4) | Analytical Geometry & Calculus I | |
| | is recommended for those considering more advanced study in computer sciences | |
| | <i>*All CSC courses are taken online, with faculty from the LCMC Consortium of institutions.</i> | |
| Total | | 18 |

RIZE Collaborative – Cybersecurity Major

Program Description:

This Cybersecurity program directly targets the huge growth in low or no-code Cybersecurity roles over the past 10 years. These roles require a deep understanding of the security landscape and experience with modern no-code tools, which are covered by this program. In Cybersecurity, students learn through simulation-based projects that they can then use in their portfolios after graduation. This program also prepares students for the major certifications in Cybersecurity.

Program Learning Outcomes:

By the end of their program, Cybersecurity Majors will be able to:

PLO 1: Develop and implement security plans to safeguard data against attacks by applying industry-standard frameworks for threat detection.

PLO 2: Construct and deploy security controls and countermeasures in network and system environments to protect systems from common attacks.

PLO 3: Develop and implement robust security policies, procedures, and emergency measures that comply with legal and governmental requirements and protect individual rights.

PLO 4: Conduct incident investigations using modern forensic tools and execute response and recovery plans to minimize the impact of security events.

PLO 5: Develop and execute ethical hacking strategies, utilizing industry-standard tools and techniques to discover vulnerabilities within networks and systems.

PLO 6: Develop and deploy monitoring systems to detect and respond to emerging cyber threats and vulnerabilities, with a focus on mobile and cloud security strategies.

PLO 7: Identify career opportunities through frameworks that evaluate fulfillment and financial health.

PLO 8: Build a plan for securing opportunities, using empathy and professionalism to maximize chances of success.

PLO 9: Analyze complex cybersecurity challenges, evaluate potential solutions, and implement effective strategies to mitigate risks and protect against threats.

Bachelor of Science in Cybersecurity

Required Curriculum

Semester Hours

| | |
|---------------------|--------------|
| Lourdes Core | 42 |
| Major Requirements | 21 |
| Allied Requirements | 15 |
| Electives | To equal 120 |

Core

| | |
|---|---|
| LUC 101 | 3 |
| ENG 101 | 3 |
| English 352 or 355 | 3 |
| Math (110 or higher) | 3 |
| Ethics Any as listed | 3 |
| History Any as listed | 3 |
| Literature Any as listed | 3 |
| Philosophy Any as listed | 3 |
| Theology Any as listed (1st and 2nd) | 6 |
| Fine Arts Any as listed | 3 |
| Natural Science Any as listed | 3 |
| Social Science Any as listed | 3 |
| Enduring Questions | 3 |
| Capstone in Major* | |
| DSM 490 | |
| Service Learning = 20 hours | |

Major Requirements

| | | |
|---------|-----------------------------------|---|
| CYS 100 | Introduction to Cybersecurity | 3 |
| CYS 200 | Cybercrime and Governance | 3 |
| CYS 201 | Modern Cybersecurity | 3 |
| CYS 202 | How to Get a Job in Cybersecurity | 3 |
| CYS 300 | Network and System Security | 3 |
| CYS 301 | Cyber Forensics | 3 |
| CYS 490 | Capstone – Ethical Hacking | 3 |

Allied Requirements

| | | |
|---------|---|---|
| BUS 101 | Business Principles | 3 |
| BUS 203 | Management Concepts | 3 |
| BUS 214 | Project Management | 3 |
| BUS 413 | Organizational Behavior and Development | 3 |
| PSY 101 | General Psychology | 3 |

RIZE Collaborative – Data Science Major

Program Description:

The Data Science program begins with two foundational Data Analytics Core courses, introducing students to data manipulation and data visualization using spreadsheets. Students advance to using Python and cutting-edge machine learning to create predictive models and work with unstructured data. This program emphasizes predictive modeling and AI systems, such as Large Language Models (LLMs). This technically rigorous program also allows students the flexibility to consider how their newfound understanding of data might shape how they look at problems in the liberal arts, sciences, business, and other fields.

Program Learning Outcomes:

By the end of their program, Data Science Majors will be able to:

- PLO 1: Apply action-oriented analysis for a given data problem in order to make their analytics as valuable as possible.
- PLO 2: Use probabilistic thinking to inform decision making.
- PLO 3: Build machine learning models that solve a range of different business problems, using both structured and unstructured data.
- PLO 4: Create actionable predictions by balancing accuracy, usability, and interpretability in model selection and design.
- PLO 5: Build responsive AI systems that can respond to a range of inputs, with specialized domain expertise, while assessing the potential risks in implementation and deployment.
- PLO 6: Stay up-to-date on emerging technologies, techniques, and AI trends by practically implementing new tools and solutions.
- PLO 7: Construct robust predictive models using advanced machine learning algorithms and critically evaluate their performance to ensure reliability and validity in addressing real-world data challenges.

PLO 8: Synthesize and communicate complex data insights clearly and persuasively to a diverse range of stakeholders, demonstrating the ability to transform technical data analysis into strategic business recommendations.

PLO 9: Identify career opportunities through frameworks that evaluate fulfillment and financial health.

PLO 10: Identify career opportunities through frameworks that evaluate fulfillment and financial health.

Bachelor of Science in Data Science

| Required Curriculum | | Semester Hours |
|---|---|-----------------------|
| Lourdes Core | | 42 |
| Major Requirements | | 21 |
| Allied Requirements | | 16 |
| Electives | | To equal 120 |
| Core | | |
| | LUC 101 | 3 |
| | ENG 101 | 3 |
| | English 352 or 355 | 3 |
| | Math (110 or higher) MTH 212* | 3 |
| Ethics | Any as listed | 3 |
| History | Any as listed | 3 |
| Literature | Any as listed | 3 |
| Philosophy | Any as listed | 3 |
| Theology | Any as listed (1st and 2nd) | 6 |
| Fine Arts | Any as listed | 3 |
| Natural Science | Any as listed | 3 |
| Social Science | Any as listed | 3 |
| Enduring Questions | | 3 |
| Capstone in Major* | | |
| | DSM 490 | |
| Service Learning = 20 hours | | |
| <i>*fulfills Core and Major or Elective Requirement</i> | | |
| <i>+ fulfills Core and Allied Requirement</i> | | |
| Major Requirements | | |
| | DAM 100 Foundations of Data Analytics I | 3 |
| | DAM 101 Foundations of Data Analytics II | 3 |
| | DSM 200 How to Get a Job in Data Analytics* | 3 |
| | DSM 300 Data Science I | 3 |
| | DSM 301 Data Science II | 3 |
| | DSM 400 AI and Machine Learning | 3 |
| | DSM 490 Data Science Practicum | 3 |

**fulfills Core and Major or Elective Requirement*

Allied Requirements

| | | |
|---------|------------------------------------|---|
| CSC 101 | Programming for Everyone I | 3 |
| CSC 201 | Programming for Everyone II | 3 |
| CSC 330 | Data Structures | 3 |
| CSC 400 | Algorithms | 3 |
| MTH 135 | Analytical Geometry and Calculus I | 4 |

Suggested Electives

| | | |
|---------|----------------------------|---|
| PSY 110 | General Psychology* | 3 |
| PSY 222 | Research and Statistics I | 3 |
| PSY 225 | Research and Statistics II | 3 |
| BUS 101 | Business Principles | 3 |
| BUS 254 | Macroeconomics | 3 |
| BUS 255 | Microeconomics | 3 |
| CSJ 304 | Multicultural Diversity | 3 |

**Can fulfill a Core requirement*

RIZE Collaborative – Artificial Intelligence Literacy (AIL) Minor

Program Description:

There is a growing demand for professionals who understand not just the technicalities of AI but also how to apply this groundbreaking technology across various sectors. AI Literacy is a flexible six-course minor designed to integrate with any academic program, providing students from diverse academic backgrounds—from business to humanities to sciences—with the opportunity to acquire one of the most relevant skills in today’s job market.

Program Learning Outcomes:

By the end of their program, Artificial Intelligence Literacy Minors will be able to:

PLO 1: Use natural language AI tools to solve a range of personal and professional problems ethically and effectively.

PLO 2: Improve the speed and reliability of business decision-making through the effective, reliable, and responsible application of natural language AI tools.

PLO 3: Use generative AI to improve creative problem-solving processes, using a broad knowledge of techniques, case studies, and ethics.

PLO 4: Critically analyze the quality, originality, and value of AI-created works using the context of their application.

Minor Requirements

Required Curriculum

Semester Hours

| | | |
|---------------------------------------|---|-----------|
| AIL 100 | AI for Everyone | 3 |
| AIL 200 | AI for Decision-Making | 3 |
| AIL 201 | AI for Creativity and Design | 3 |
| ENG 354 | Technology and Culture | 3 |
| <i>Two Courses from Options Below</i> | | |
| CSC 101 | Programming for Everyone I | 3 |
| CSC 201 | Programming for Everyone II | 3 |
| DMS 300 | Introduction to Digital and Media Studies | 3 |
| DAM 100 | Foundations of Data Analytics I | 3 |
| DAM 101 | Foundations of Data Analytics II | 3 |
| BUS 101 | Business Principles | 3 |
| BUS 214 | Project Management | 3 |
| Total Credits | | 18 |

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 seven undergraduate majors offered within the Bachelor of Science degree. An Associate of Arts Business major is also available. The College also offers the Master of Business Administration (M.B.A.) degree. More information on the graduate programs and course descriptions can be found in the Graduate School section of the catalog.

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 diverse learning community of over 300 students, roughly 30 dedicated faculty and staff, 2,300 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.

The College of Business and Leadership has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), located at 11960 Quivina Road in Overland Park, Kansas, USA. The business programs in the following degrees are accredited by the IACBE: Master of Business Administration, and Bachelor of Science in: Accounting, Business Administration, Human Resource Management, Integrated Business, Marketing, and Sport Management.

Joseph M. Magliochetti Endowed Chair of Business & Finance

Named in honor of the former Chief Executive Officer of the Dana Corporation, Joseph M. Magliochetti, the Endowed Chair of Business & Finance continues to expand and sustain a values-centered education to business majors, while preparing them for success in the twenty-first century. This gift allows Lourdes to enhance our academic majors within the College of Business & Leadership by bringing esteemed scholars to campus who will educate our students and ignite a passion that is tempered with ethical reasoning. The Endowed chair of Business & finance established the Joseph M. Magliochetti Business Center which provides student access to breakout areas with conference tables as well as a media display noting real-time stock market movement. Additionally, this endowed gift supports the annual Joseph M. Magliochetti Leadership Summit, which provides an ongoing forum for dialogue and discussion on values-centered leadership and business as a noble profession.

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.

Department of Business and Leadership (ACC, BUS, CMP, HCA, HRM, MKT, SPT)

Contact: Yasser Alhenawi, M.B.A., M.Sc., Ph.D.

Department Phone: 419-517-8968

E-mail address: yalhenawi@lourdes.edu

Associate of Arts Business Major

The Associate of 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. To successfully complete an Associate of 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

Lourdes Core

Semester Hours

36

The Associate of Arts Business major must complete the Lourdes Core requirements with the following specifications:

Mathematics

MTH 111 Fundamental Concepts of Math

Students who complete any Associate of Arts in Business major are required to take 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 of Arts in Business major are required to choose one of the following courses marked with a † to fulfill both a core course 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 |
| <i>Available electives</i> | | 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. To successfully complete any Bachelor of Science Business major, students must:

- Earn a minimum grade of C (2.0) in all business core courses, allied requirement 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, MKT, SPT and allied requirement 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 seven 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. Students who complete any of the Lourdes University seven business majors will have fulfilled the prerequisites for the Lourdes University M.B.A. Program.

Business Majors

- Accounting
- Business Administration
- Human Resource Management
- Integrated Business
- Sport Management
- Marketing

Program Learning Outcomes

- Graduates will use concepts of the functional areas of business (accounting, marketing, finance).
- Graduates will use knowledge of economic, ethical, legal, and global principles in business situations.
- Graduates will implement the use of quantitative decision support tools & technology.
- Graduates will communicate effectively as leaders.
- Graduates will use knowledge of business concepts in an integrated manner.

- Graduates will contribute to a team environment and associate the roles of motivation and influence in achieving goals.

Bachelor of Science Business Major Requirements

| Required Curriculum | Semester Hours |
|---------------------|----------------|
| Lourdes Core | 41-42 |

All Bachelor of Science Business majors must complete Lourdes Core requirements with the following specifications:

Lourdes Communication Connection

| | |
|----------|-------------------------|
| †BUS 235 | Business Communications |
|----------|-------------------------|

Lourdes Career Connection

| | |
|---------|------------------|
| BUS 206 | Personal Finance |
|---------|------------------|

English

| | |
|----------|----------------------|
| †ENG 352 | Professional Writing |
|----------|----------------------|

Mathematics

| | |
|---------|------------|
| MTH 212 | Statistics |
|---------|------------|

Students who complete any Bachelor of Science Business major are required to take the following course marked with a † to fulfill both a Lourdes Core course and a business core course requirement:

Diversity, Equity and Inclusion

| | |
|----------|------------------------|
| †BUS 320 | International Business |
|----------|------------------------|

English

| | |
|----------|----------------------|
| †ENG 352 | Professional Writing |
|----------|----------------------|

Ethics

| | |
|----------|-----------------|
| †BUS 430 | Business Ethics |
|----------|-----------------|

Lourdes Communication Connection

| | |
|----------|-------------------------|
| †BUS 235 | Business Communications |
|----------|-------------------------|

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 Lourdes Core 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

Students who complete a Sport Management major are required to take the following courses marked with a † to fulfill both a Lourdes Core and a major course requirement:

History

†HST 280 Sports in American History

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 |
| †BUS 320 | International Business | 3 |
| BUS 327 | Business Etiquette Proficiencies | 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 or | |
| MTH 122 | College Algebra or | 3 |
| | ACT score of 26 or higher or | |
| | SAT score of 620 or higher | |
| †ENG 352 | Professional Writing | 3 |

Business Major Requirements (determined by major) 15 to 27

| | |
|---|-------|
| Accounting Major | 24 |
| Business Administration Major | 15 |
| Human Resource Management Major | 18 |
| Integrated Business | 24 |
| Marketing Major | 21 |
| Sport Management | 21 |
| Available Electives (determined by major) | 10-16 |

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 |
|------------------------------------|----------------|
| Accounting Major | 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 |
| 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 M.B.A. graduate degree prerequisites. Since enough 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 |
|--------------------------------------|----------------|
| Business Administration Major | 15 |
| ACC 302 Managerial Accounting | 3 |

| | | |
|---|---------------------------------------|---|
| BUS 413 | Organizational Behavior & Development | 3 |
| MKT 335 | Marketing Management | 3 |
| Business Administration Elective (choice of two courses below) | | 6 |
| BUS 214 | Project Management | 3 |
| 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 |
| SPT 301 | Leadership in Sport Operations | 3 |

Bachelor of Science Sport Management Major

The Sport Management major is designed for individuals who have an interest in sport management, but the need for integrating core concepts from a business administration curriculum. From a career opportunity perspective, students within this course of study have basic preparation for an array of roles in the sport industry, from roles in professional sports, intercollegiate sports, interscholastic sports, and recreational and club sports. The major would prepare graduates to pursue a master’s degree in a specific area of Sport Management.

Program Learning Outcome: Major in Sport Management

- Graduates will demonstrate competence in sport management.

| Required Curriculum | | Semester Hours |
|--------------------------------|---|----------------|
| Sports Management Major | | 21 |
| HRM 310 | Human Resource Management | 3 |
| †HST 280 | Sports in American History | 3 |
| SPT 200 | Introduction to Sport Management | 3 |
| SPT 300 | Legal and Ethical Issues in Sport | 3 |
| SPT 301 | Leadership in Sport Operations | 3 |
| SPT 303 | Sport Marketing and Promotions | 3 |
| SPT 401 | Contemporary Issues in Sport Management | 3 |

Business Minors

The Department of Business and Leadership Studies offers five business minor programs, all requiring 18-24 semester hours of coursework. 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, SPT) 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.

- o Business (for Non-Business Majors only)
- o Human Resource Management
- o Marketing
- o Sport Management

| Required Curriculum | Semester Hours |
|---|-----------------------|
| <i>Business (for Non-Business Majors only)</i> | 24 |
| BUS 101 Business Principles | 3 |
| BUS 201 Accounting I | 3 |
| BUS 200 Introduction to Economics or | |
| BUS 254 Macroeconomics or | |
| 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 or | |
| CMP 211 Spreadsheet & Database Applications | 3 |

| Required Curriculum | Semester Hours |
|---|-----------------------|
| <i>Human Resource Management</i> | 21 |
| BUS 101 Business Principles | 3 |
| BUS 203 Management Concepts | 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 |
|--|--------------------------------------|----------------|
| Marketing | | 21 |
| BUS 101 | Business Principles | 3 |
| BUS 203 | Management Concepts | 3 |
| BUS 204 | Marketing Concepts | 3 |
| MKT 314 | Marketing Research | 3 |
| MKT 315 | Consumer Behavior | 3 |
| MKT 335 | Marketing Management | 3 |
| Marketing Elective (choice of one course below) | | |
| MKT 150 | Professional Selling | 3 |
| MKT 334 | Advertising | 3 |
| MKT 435 | Internet Marketing | 3 |
| MKT 444 | Logistics and Marketing Applications | 3 |
| MKT 445 | Services Marketing | 3 |
| MKT 446 | Global Marketing | 3 |
| MKT 447 | Sales Management | 3 |
| SPT 303 | Sports Marketing and Promotion | 3 |

| Required Curriculum | | Semester Hours |
|-------------------------|-----------------------------------|----------------|
| Sport Management | | 18 |
| BUS 101 | Business Principles | 3 |
| BUS 204 | Marketing Concepts | 3 |
| SPT 200 | Introduction to Sport Management | 3 |
| SPT 201 | Financial Management in Sport or | |
| BUS 304 | Corporate Finance | 3 |
| SPT 300 | Legal and Ethical Issues in Sport | 3 |
| SPT 301 | Leadership in Sport Operations | 3 |

RIZE Collaborative – Business Analytics Major

Program Description:

Studying business analytics is essential in today's data-driven world. It empowers individuals to harness the power of data to make informed decisions, drive business growth, and gain a competitive edge in a rapidly evolving marketplace. The Business Analytics program equips students with essential data analysis skills, including proficiency in SQL and Tableau. Through the use of low-code business analytics tools like spreadsheets and dashboards, students can tackle a wide range of business challenges.

Program Learning Outcomes:

By the end of their program, Business Analytics Majors will be able to:

- PLO 1: Apply action-oriented analysis for a given data problem in order to make their analytics as valuable as possible.
- PLO 2: Use probabilistic thinking to inform decision making.

PLO 3: Solve a range of real-world business problems using advanced database and dashboarding tools to create living analyses.

PLO 4: Present analyses to be as actionable as possible by focusing on problems and solutions.

PLO 5: Develop and carry out a professional analytics project, articulating the rationale, methodology, process, and impact of the project with skill and insight.

PLO 6: Formulate and defend strategic recommendations based on data analysis that align with organizational goals and exhibit awareness of market trends and competitive dynamics.

PLO 7: Identify career opportunities through frameworks that evaluate fulfillment and financial health.

PLO 8: Build a plan for securing opportunities, using empathy and professionalism to maximize chances of success.

Bachelor of Science in Business Analytics

| Required Curriculum | Semester Hours |
|----------------------------|-----------------------|
| Lourdes Core | 34 |
| Business Core | 51 |
| Major Requirements | 24 |
| Electives | To equal 120 |

Core

| | | |
|----------------------|--------------------------------|---|
| LUC 101 | College Connections | 3 |
| BUS 206* | Personal Finance (for LUC 102) | 1 |
| ENG 101 | Composition I | 3 |
| English 352* | Professional Writing | 3 |
| Math (110 or higher) | MTH 212* | |

Ethics

BUS 430*

History Any as listed 3

Literature Any as listed 3

Philosophy Any as listed 3

Theology Any as listed (1st and 2nd) 6

Fine Arts Any as listed 3

Natural Science Any as listed 3

Social Science

BUS 254* or BUS 255*

Enduring Questions Any ENQ 3

Capstone in Major* Business Policy

Service Learning = 20 hours

**fulfills Core and Major or Elective Requirement*

+ fulfills Core and Allied Requirement

Business Core Requirements

| | | |
|---------|---------------------|---|
| BUS 101 | Business Principles | 3 |
|---------|---------------------|---|

| | | |
|---------|--|---|
| CMP 111 | Communication and Spreadsheet Applications | 3 |
| CMP 211 | Spreadsheet and Data 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 |
| BUS 320 | International Business | 3 |
| BUS 327 | Business Etiquette Proficiencies | 3 |
| BUS 330 | Legal Environment of Business | 3 |
| BUS 340 | Business Internship | 3 |
| BUS 430 | Business Ethics | 3 |
| BUS 490 | Capstone: Business Policy | 3 |

Major Requirements

| | | |
|---------|--|---|
| DAM 100 | Foundations of Data Analytics I | 3 |
| DAM 101 | Foundations of Data Analytics II | 3 |
| BAM 301 | Business Analytics I | 3 |
| BAM 302 | Business Analytics II | 3 |
| BAM 490 | Practicum | 3 |
| BAM 200 | How to Get a Job in Business Analytics | 3 |
| MTH 212 | Statistics* | 3 |
| MTH 130 | Elementary Analysis | 3 |

**fulfills Core and Major or Elective Requirement*

Suggested Electives

| | | |
|---------|------------------------------------|---|
| AIL 100 | AI for Everyone | 3 |
| CSC 101 | Programming for Everyone I | 3 |
| CSC 201 | Programming for Everyone II | 3 |
| CSJ 304 | Multicultural Diversity | 3 |
| ENG 354 | Technology and Culture | 3 |
| PHL 102 | Intro to Critical Thinking | 3 |
| MTH 135 | Analytical Geometry and Calculus I | 4 |

RIZE Collaborative – Supply Chain Management Major

Program Description:

The Supply Chain Management major is designed to provide students with a comprehensive skill set in Supply Chain Management combined with foundational courses imperative for their long-term success. The ultimate goal of this major is to help students learn the skills necessary to secure an entry-level position in SCM, while also providing them with the educational background necessary for them to grow in their careers in the years to come.

Program Learning Outcomes:

By the end of their program, Supply Chain Management Majors will be able to:

- PLO 1: Students will be able to quantitatively forecast inventory needs and build a logistics plan to meet demand.
- PLO 2: Students will be able to critically assess the costs and logistical requirements of setting up a physical goods supply chain.
- PLO 3: Students will be able to use popular methodologies (such as six sigma) and common technologies to make and implement practical decisions.
- PLO 4: Students will be able to solve real-world supply chain management problems and clearly articulate end-to-end considerations for any proposed solution.

Bachelor of Science in Supply Chain Management

| Required Curriculum | Semester Hours |
|----------------------------|-----------------------|
| Lourdes Core | 34 |
| Business Core | 51 |
| Major Requirements | 21 |
| Electives | To equal 120 |

Core

| | | | |
|------------------------|-----------------------------|--------------------------------|---|
| | LUC 101 | College Connections | 3 |
| | BUS 206* | Personal Finance (for LUC 102) | 1 |
| | ENG 101 | Composition I | 3 |
| | English 352* | Professional Writing | 3 |
| | Math (110 or higher) | MTH 212* | |
| Ethics | BUS 430* | | |
| History | Any as listed | | 3 |
| Literature | Any as listed | | 3 |
| Philosophy | Any as listed | | 3 |
| Theology | Any as listed (1st and 2nd) | | 6 |
| Fine Arts | Any as listed | | 3 |
| Natural Science | Any as listed | | 3 |
| Social Science | | | |

BUS 254* or BUS 255*

Enduring Questions Any ENQ 3

Capstone in Major* Business Policy

Service Learning = 20 hours

**fulfills Core and Major or Elective Requirement*

Business Core Requirements

| | | | |
|---------|--|---|---|
| BUS 101 | Business Principles | 3 | |
| CMP 111 | Communication and Spreadsheet Applications | | 3 |
| CMP 211 | Spreadsheet and Data 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 | |
| BUS 320 | International Business | 3 | |
| BUS 327 | Business Etiquette Proficiencies | 3 | |
| BUS 330 | Legal Environment of Business | 3 | |
| BUS 340 | Business Internship | 3 | |
| BUS 430 | Business Ethics | 3 | |
| BUS 490 | Capstone: Business Policy | 3 | |

Major Requirements

| | | | |
|---------|---|---|--|
| SCM 201 | Supply Chain: Forecasting and Logistics | 3 | |
| SCM 202 | Supply Chain: Sourcing and Operations | 3 | |
| SCM 490 | Supply Chain Management Capstone 3 | | |
| SCM 301 | Supply Chain Management Technologies | 3 | |
| SCM 302 | Supply Chain in Action | 3 | |
| MTH 212 | Statistics* | 3 | |
| MTH 130 | Elementary Analysis | 3 | |

**fulfills Core and Major or Elective Requirement*

Suggested Electives

| | | | |
|---------|---|---|--|
| BUS 413 | Organizational Behavior and Development | 3 | |
| HRM 310 | Human Resource Management | 3 | |
| ACC 302 | Managerial Accounting | 3 | |
| PHL 102 | Intro to Critical Thinking | 3 | |

The College of Nursing and Social Sciences

NURSING MISSION: To prepare undergraduate and graduate nursing students in an individualized educational environment that incorporates quality nursing practice, critical thinking, leadership, diversity, and Christian ethics. Both the undergraduate and graduate programs prepare professional nurses to continuously improve quality and safety in healthcare delivery systems and exemplify holism, ethics, respect for diversity, community service, and Franciscan values. Emphasis is placed on nursing theory, research, and practice to facilitate personal and professional development in an environment that encourages lifelong learning.

Philosophy

- Health is the dynamic state of physical, emotional, social, 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.

Accreditation

The baccalaureate degree program in nursing and master's degree program in nursing at Lourdes University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887- 6791.

Nursing - Undergraduate Programs

Dean of the College of Nursing and Social Sciences: Jami Curley

Phone: 419-824-3708

Email: jcurley@lourdes.edu

Prelicensure Undergraduate Nursing Program:

Jennifer Barber DNP, MSN, RN, CNE

Phone: 419-517-8976

Email: jbarber@lourdes.edu

Undergraduate Program Learning Outcomes

- Synthesize liberal education and nursing knowledge as a foundation for decision making in the nursing role
- Provide nursing care that is based on current evidence, clinical expertise, ethical practice, and patient preference, needs, and values and recognizes the patient as a full partner and source of control

- Use current technology to foster effective communication as part of a collaborative team approach, to manage patient information, and other data to maximize safety and optimize health outcomes with all stakeholders
- Demonstrate leadership to promote quality outcomes to provide high quality and safe care to diverse individuals and populations that minimize risk of harm to patient, others, and self.
- Provide nursing care grounded in the Franciscan ethics and portraying the core nursing values of accountability, caring, communication, clinical reasoning, critical thinking and lifelong learning
- Engage fully in the health care team demonstrating leadership through the analysis of the organization, policy, and processes to foster mutual respect and shared decision-making to achieve quality patient care
- Exhibit Critical thinking and decision-making evidence-based nursing practice incorporating scientific inquiry as a foundation to reach appropriate clinical judgement for health promotion, disease prevention and management of illness

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 two tracks in the B.S.N. major: Traditional B.S.N and R.N to B.S.N. The Traditional B.S.N. is a program for students who want to become a registered nurse. The R.N. to 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.

*****All pre-nursing students** must complete prescribed prerequisite courses according to the Lourdes academic catalog under the College of Nursing before entry into the nursing major.

Direct Admit Status

In recognition of the fact that many students are capable of maintaining a solid collegiate G.P.A., Lourdes allows new students to reserve a seat in the Nursing Major during the admissions process by completing the following requirements and maintaining a 3.0 GPA prior to entering the nursing program:

- 3.25 high school cumulative GPA
- Demonstrate college readiness in Math, English, and Chemistry (as per university policy)
- Transfer students with a GPA of 3.25 will be evaluated on an individual basis.
- Complete Requirements for Admission to the Nursing Major

Students who receive a direct admission held seat in the nursing major their freshman year at Lourdes University must remain full time, follow the BSN Plan of Study, and maintain a GPA of 3.0 during their first two semesters 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.

Competitive Admission Process

Candidates not qualifying for *Direct Admission* status but desiring admission to the Nursing major are eligible for *Competitive Admission*. Competitive Admission criteria include: a prerequisite G.P.A of 2.5 and cumulative science

G.P.A. of 2.75 or higher (earning C or higher in science courses). Competitive Admission students are ranked, with the number of students selected based on availability of open seats. Please note that meeting the competitive criteria will make a student a strong candidate but does not guarantee admission to the program.

Pre-licensure nursing students apply to the nursing major according to the posted deadlines for Fall and Spring semesters each year. RN to BSN applications are open enrollment. 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 the competitive process.

Requirements for Admission to the Nursing Major

Admission for Pre-licensure Pre-Nursing students (sophomore application):

- A. Admitted to Lourdes University.
- B. Completes prerequisites to the nursing major as per curriculum plan.
- C. Achieves a grade of C or better in natural science courses with a cumulative science GPA of 2.75.
- D. Achieves a prerequisite GPA of 2.5 or better.
- E. Completes the holistic admissions process with a minimum of receiving an acceptable rating in all areas of rubric.

Admission for Pre-licensure Direct Admit reserved seats:

- A. Admitted to Lourdes University.
- B. Completes prerequisites to the nursing major as per curriculum plan.
- C. Achieves a grade of C or better in natural science courses with a cumulative science GPA of 2.75.
- D. Achieves a prerequisite GPA of 2.5 or better.
- E. Completes the Direct Admission Letter of Intention.

Admission requirements for Registered Nurse to BSN (RN to BSN)

- A. Admitted to Lourdes University.
- B. Graduate of an accredited associate degree or diploma program in nursing.
- C. Current Registered Nursing license
- D. A Graduate from an associate degree or diploma program that is not accredited 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 are required to be admitted to the nursing major and register for classes in nursing program. Please refer to the Nursing Student Handbook at time of application for more information. It is the student's responsibility to maintain and comply with any additional health and physical requirements requested by clinical agencies/affiliates.

Progression in the Nursing Major

Successful Nursing Progression is maintained by:

- Having a cumulative NUR GPA of 2.5 or greater for all BSN students
- Passing all nursing courses with a C- or better
- Passing BIO 340 with a C- or better
- All NUR nursing courses must be completed with five calendar years. A two-calendar year extension may be granted as an Exception to the Requirement.

Definitions: NUR Grade Point Average (GPA) refers to cumulative nursing GPA for all designated NUR nursing courses and BIO 340 Pathophysiology.

A nursing student may be placed on academic probation for the following reasons:

- A cumulative NUR GPA less than above requirements
- Failure of one nursing course (including BIO 340)

A nursing student may be dismissed from the program for the following reasons:

- Failing two courses in the NUR nursing major (including BIO 340)
- Failure to meet the professional code of conduct and policy standards
- Unsafe clinical performance
- After completing two consecutive semesters on probation and not achieving the GPA requirement

Pre-Licensure Nursing Courses

- All nursing students must repeat a NUR course if a D+ or less is attained in that course.
- Students may retake one nursing course one time

For NUR nursing courses where an Incomplete grade is attained:

- All Incomplete grades will be reported to the end of semester APG meeting
- The student, faculty and advisor will work together to develop a resolution plan for the Incomplete grade
- The College of Nursing will follow the Lourdes University policies for Incomplete grades

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.

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, Clinical 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.

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 | 57 |
| Core, General Education and Prerequisite Courses | 65-68 |

Courses marked with + have a prerequisite.

| Lourdes Core Requirements | Semester Hours |
|----------------------------------|-----------------------|
| LUC 101 | 3 |
| ENG 101* | 3 |
| ENG 355 | 3 |
| MTH 212 +* | 3 |
| PHL 310 + | 3 |
| Enduring Questions Seminar | 2-3 |

Cultural Diversity Experience or Course Requirement is met in the major with:

| | |
|---------|---|
| NUR 352 | 3 |
|---------|---|

Service-Learning component is partially met in the major with:

| | |
|------------------------------------|---|
| NUR 205, NUR 352, NUR 468, NUR 491 | 3 |
|------------------------------------|---|

Capstone requirement is met in the major:

| | |
|------------------|---|
| NUR 452, NUR 462 | 6 |
|------------------|---|

General Education Requirements

History

| | |
|-----------------------|---|
| Any HST course listed | 3 |
|-----------------------|---|

Literature

| | |
|------------------------------|---|
| Any literature course listed | 3 |
|------------------------------|---|

Philosophy

| | |
|----------|---|
| PHL 310+ | 3 |
|----------|---|

| | |
|--------------------------------------|---|
| Theology (refer to academic catalog) | 6 |
|--------------------------------------|---|

| | |
|----------|---|
| Fine Art | 3 |
|----------|---|

Any Music course or Art course, except ART 302

Natural Science

| | |
|--|---|
| BIO 330/ BIL 330L+* Anatomy and Physiology I/Lab | 4 |
|--|---|

Social Science

| | |
|---|---|
| PSY 110* General Psychology: An Overview | 3 |
|---|---|

Additional Courses for the Nursing Major **Semester Hours**

| | |
|-------------------------------------|---|
| BIO 201* Principles of Biology | 3 |
|-------------------------------------|---|

| | |
|-------------------------|---|
| BIO 313* Nutrition | 3 |
|-------------------------|---|

| | |
|--|-----|
| BIO 331/BIL 331* Anatomy and Physiology II/La | 3/1 |
|--|-----|

| | |
|----------------------------|---|
| BIO 335* Microbiology | 3 |
|----------------------------|---|

| | |
|---|-----|
| CHM/CHL 140*+General, Organic, Biological Chemistry/Lab | 3/1 |
|---|-----|

| | |
|--|---|
| PSY 210* Developmental Psychology | 3 |
|--|---|

Prerequisite and Corequisite Total

65-68

+ *These courses have prerequisites*

* *These courses are prerequisites to admission to the nursing major*

| Nursing Major | | Semester Hours |
|----------------------------|--|-----------------------|
| NUR 221 | Pathophysiology/PathoPharmacology I | 3 |
| NUR 205 | Fundamentals of Nursing | 3 |
| NUR 231. | Health Assessment for Nursing Professionals | 7 |
| NUR 321 | PathoPharmacology II | 2.5 |
| NUR 331 | Medical Surgical Nursing | 6 |
| NUR 333 | Mental Health Nursing | 3 |
| NUR 336 | Childbearing Families | 2.5 |
| NUR 337 | Families with Children | 2.5 |
| NUR 341 | Intermediate Nursing Care | 6 |
| NUR 352 | Population and the Global Health Community | 3 |
| NUR 441 | Complex Care | 4 |
| NUR 452 | Capstone I: Clinical Leadership and Evidence Based Practice Research Planning | 2 |
| NUR 453 | Immersion Intensive I 3 | |
| NUR 462 | Capstone II: Clinical Leadership and Evidence Based Practice Research Dissemination | 2 |
| NUR 463 | Immersion Intensive II | 4 |
| NUR 465 | Knowledge Integration | 2 |
| NUR 468 | Transition to Practice | 2 |
| Nursing Major Total | | 57 |

R.N.-B.S.N. program

This program includes core and general education courses required for graduation from Lourdes University. Each applicant's transcripts will be reviewed to evaluate prior academic activities. The Registered Nursing (RN) to Bachelor of Science in Nursing (BSN) in a Self-paced 100% online coursework.

| Nursing Major Courses | Semester Hours |
|---|-----------------------|
| Lourdes Core | |
| ENG 101 College Composition | 3 |
| ENG 300 level College Writing (as listed in academic catalog) | 3 |
| MTH 110 or higher As listed in academic catalog | 3 |
| Ethics (see approved courses) | 3 |
| ENQ Enduring Questions seminar | 2-3 |
| NUR 491 RN Professional Capstone | 3 |
| Service-Learning as listed in academic catalog | 5-20 |

Cultural Diversity Experience or Course Requirement is met in the major with:

NUR 475/476 6

General Education

History 3

Literature 3

Philosophy 3

Two Theology courses 6

Fine Arts

Any Music or Art course, except ART 302 3

Natural Science as listed in the academic catalog 3

Social Science As listed in the academic catalog 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

Nursing Major Courses

Semester Hours

NUR 300 Foundations in Evidence Based Practice 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 21

•After successful completion of NUR 460, the student will be awarded 39 semester hours of bypass credit for the following courses:

NUR 265 Integrated Clinical I 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 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.

Social Sciences

SOCIAL SCIENCES MISSION: Social Sciences is dedicated to preparing students to be effective, successful members in the professional fields of Education, Psychology, Social Work, and Criminal and Social Justice. 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.

The Division 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 Psychology is 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.

The Department of Criminal and Social Justice prepares service-oriented students to function within the three legal institutions of our country's criminal justice system-law enforcement, courts and corrections, focusing on the problems and challenges facing the system through the lens of social justice. Graduates will have excellent skills in critical inquiry, problem analysis, issue resolution, and communication and will serve their communities with professional and ethical dedication.

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.

Department of Criminal and Social Justice (CSJ)

Chairperson: Jessica Ziegler, Ph.D.

Department Phone: 419-824-3824

E-mail Address: jziegler@lourdes.edu

MISSION: The Department of Criminal and Social Justice prepares students to work toward attaining justice within the formal social systems of our multicultural society. Upon graduation, students will be able to implement the values of fairness and cooperation by using empathy and compassion for the good of the individual and society as a whole.

Criminal and Social Justice is the study of the practices and institutions involved in the process of carrying out social control. Through the three parts of the system – law enforcement, courts, and corrections – crimes are investigated, charges are brought with resulting convictions, and sanctions in the form of punishment and/or rehabilitation are carried out. Social Justice examines the ideals of justice versus the realities of injustice to find solutions to social issues.

Through the sociological perspective, students will learn about the 3 parts of the criminal justice system and create positive social change.

The Criminal and Social Justice degree is excellent preparation for careers in law enforcement, law, corrections, probation, political science, public administration, human resources, and other government and service professions. It is also an excellent foundation for continued studies in law or graduate school.

A 2.50 grade point average in the major coursework is required in order to receive a Bachelor of Arts Degree in Criminal and Social Justice. Further, at least a “C” (2.0) grade in all major core classes is required in all degree programs within the Department.

Associate of Arts in Criminal and Social Justice Major

| Required Curriculum | Semester Hours |
|--|----------------|
| Lourdes Core | 28 |
| Required Courses (6) | |
| <i>Courses marked with † fulfil both the core curriculum and major requirements.</i> | |
| Ethics | |
| † CSJ 324 Ethics and Criminal Justice or | |
| † CSJ 360 Ethical Decision-making in Criminal Justice and Social Work | 3 |
| Social Sciences | |
| † CSJ 101 Introduction to Sociology | 3 |
| Required Major Courses (24) | |
| CSJ 102 Introduction to Criminal Justice | 3 |
| CSJ 205 Juvenile Delinquency | 3 |
| CSJ 210 Criminology | 3 |
| CSJ 213 Criminal Investigation | 3 |
| CSJ 304 Diversity and Human Rights or | |
| CSJ 318 The Concept of Race in the United States | 3 |
| CSJ 307 Penology | 3 |
| CSJ 331 Criminal Law and Produce | 3 |
| CSJ 444 Constitutional Law in Criminal Justice | 3 |
| +10 hours service learning | |
| Total | 60 |

Bachelor of Arts Criminal Social Justice Major

| Required Curriculum | Semester Hours |
|--|----------------|
| Lourdes Core | 38 |
| Required Courses (9): | |
| <i>Courses marked with † fulfil both the core curriculum and major requirements.</i> | |
| Ethics | |
| † CSJ 324 Ethics and Criminal Justice or | |
| † CSJ 360 Ethical Decision-making in Criminal Justice and Social Work | 3 |
| † CSJ 209 Interpersonal Communications and Conflict Management | 3 |
| Social Sciences | |
| † CSJ 101 Introduction to Sociology | 3 |

Required Major Courses (36)

| | | |
|----------|--|---|
| CSJ 102 | Introduction to Criminal Justice | 3 |
| CSJ 205 | Juvenile Delinquency | 3 |
| CSJ 210 | Criminology | 3 |
| CSJ 213 | Criminal Investigation | 3 |
| CSJ 304 | Diversity and Human Rights | 3 |
| CSJ 307 | Penology | 3 |
| CSJ 318 | The Concept of Race in the United States | 3 |
| CSJ 325 | Victimology | 3 |
| CSJ 327 | Social Science Research | 3 |
| CSJ 331 | Criminal Law and Procedure | 3 |
| CSJ 332 | Criminal Evidence | 3 |
| CSJ 444 | Constitutional Law in Criminal Justice | 3 |
| †CSJ 490 | Criminal Justice Capstone Experience I | 3 |
| CSJ 491 | Criminal Justice Capstone Experience II | 3 |

Criminal and Social Justice Electives 9

Available General Electives up to 120 credit hours

Total 120

The Department of Criminal and Social Justice, in conjunction with the Social Work Department, offers a dual major in Criminal Justice and Social Work. This program offers students the opportunity to gain two valuable degrees by taking a few extra classes. Advisors in both departments will work with students as they proceed through their degree programs.

Bachelor of Arts Criminal Social Justice and Social Work Dual Major

| Required Curriculum | | Semester Hours |
|--|---|-----------------------|
| Lourdes Core Required Courses (15-18) <i>Courses marked with † fulfil both the core curriculum and major requirements.</i> | | 31-32 |
| Ethics | | |
| † CSJ 360 | Ethical Decision-making in Criminal Justice & Social Work | 3 |
| LUC 102 Career Connections | | |
| † SWK 205 | Pre-professional Seminar | 3 |
| Mathematics | | |
| † MTH 212 | Statistics | 3 |
| Natural Science | | |

| | |
|--|---|
| † BIO 204; 207;212;215 or 319 | 3 |
| Social Science | |
| † PSY 110 General Psychology | 3 |
| May Substitute: | |
| † CSJ 209 Interpersonal Communications and Conflict Management (3) For LUC 202 Communications Connections (core requirement) (1) | |

Students majoring in both Social Work and Criminal and Social Justice are required to take the standard courses for the Bachelor of Arts degree with the following specifications:

Required Major Courses (69)

| | | |
|---------|---|---|
| SWK 111 | Introduction to Social Work | 3 |
| SWK 210 | Human Behavior in the Social Environment I | 3 |
| SWK 209 | Multicultural Perspectives or | |
| CSJ 304 | Diversity and Human Rights | 3 |
| SWK 310 | Human Behavior in the Social Environment II | 3 |
| SWK 311 | Social Work Process I | 3 |
| SWK 312 | Social Welfare Systems | 3 |
| CSJ 318 | The Concept of Race in the United States | 3 |
| SWK 411 | Social Work Process II 3 | |
| SWK 412 | Contemporary Social Welfare Policy and Services | 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 |
| CSJ 102 | Introduction to Criminal Justice | 3 |
| CSJ 205 | Juvenile Delinquency | 3 |
| CSJ 210 | Criminology | 3 |
| CSJ 213 | Criminal Investigation | 3 |
| CSJ 218 | Community Corrections | 3 |
| CSJ 307 | Penology | 3 |
| CSJ 325 | Victimology | 3 |
| CSJ 327 | Social Science Research or | |
| SWK 413 | Practice Oriented Research | 3 |
| CSJ 331 | Criminal Law and Procedure | 3 |
| CSJ 444 | Constitutional Law | 3 |

Allied Requirements (12)

| | | |
|-------------|-------------------------------|---|
| BUS 251 | Economics and Social Issues | 3 |
| COM 100/102 | Oral Comm./Interpersonal Comm | 3 |
| PLS 122 | American National Government | 3 |
| CSJ 101 | Introduction to Sociology | 3 |

Total **128-130**

Bachelor of Arts Criminal and Social Justice and Psychology Dual Major

| Required Curriculum | Semester Hours |
|--|-----------------------|
| Lourdes Core | 37 |
| LUC 101 | 3 |
| PSY 105 to be used for LUC 102 | |
| ENG 101 Composition I: Essay Writing | 3 |
| ENG 313, 351,352, 355 (choose 1) ?? | |
| Math | 3 |
| Ethics (required in major CSJ 324 or 360) | |
| Enduring Question | 3 |
| History | 3 |
| Philosophy | 3 |
| Theology | 3 |
| Theology | 3 |
| Fine Arts | 3 |
| Literature | 3 |
| Natural Science | 3 |
| Social Science (required in major CSJ 101) | |
| <i>Courses marked with † fulfil both the core curriculum and major requirements.</i> | |
| Criminal and Social Justice Core Courses | |
| † CSJ 101 Introduction to Sociology | 3 |
| CSJ 102 Introduction to Criminal Justice | 3 |
| CSJ 205 Juvenile Delinquency | 3 |
| † CSJ 209 Communication and Conflict resolution | 3 |
| CSJ 210 Criminology | 3 |
| CSJ 213 Criminal Investigation | 3 |
| CSJ 218 Community Corrections | 3 |
| CSJ 304 Diversity and Human Rights | 3 |
| CSJ 307 Penology | 3 |
| CSJ 331 Criminal Law and Procedure | 3 |
| † CSJ 324/360 Ethics and CJ/Ethical Decision-making in CJ/SWK | 3 |
| CSJ 325 Victimology | 3 |
| CSJ 444 Constitutional Law in Criminal Justice | 3 |
| CSJ Elective | 3 |
| Total | 42 |
| Psychology Core Courses | |
| 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 350 | Abnormal Psychology | 3 |
| PSY 413 | Introduction to Cognitive Neuroscience | 3 |
| | Psychology 300 or 400 elective | 3 |
| | Psychology 300 or 400 elective | 3 |
| | Psychology 300 or 400 elective | 3 |
| | Psychology 300 or 400 elective | 3 |
| Total | | 39 |

| | |
|-----------------------------------|------------|
| Capstone choice of CSJ or PSY 490 | 3 |
| Lourdes Core | 37 |
| CSJ Core | 42 |
| PSY Core | 39 |
| Plus, capstone choice | 3 |
| Total for dual major | 121 |

**Plus Service Learning hours totaling 20 clock hours*

Criminal and Social Justice Minor

| Required Curriculum | | Semester Hours |
|---------------------|--|----------------|
| CSJ 102 | Introduction to Criminal Justice | 3 |
| CSJ 210 | Criminology | 3 |
| CSJ 213 | Criminal Investigation | 3 |
| CSJ 304 | Diversity and Human Rights <i>or</i> | |
| CSJ 318 | The Concept of Race in the United States | 3 |
| CSJ 307 | Penology | 3 |
| CSJ 331 | Criminal Law and Procedure | 3 |
| Total | | 18 |

Division of Education (EDU)

Chairperson: Vince Laverick, Ed.D.

Department Phone: 419-824-3840

E-mail Address: vlaverick@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 Division 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 Division 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 Division 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 Division of Education requirements. The responsibility for meeting the goals and requirements rests with the student. Lourdes University Division 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.

EDPP - Primary Education Major

EDMP - Pre-Education Middle Childhood Major

EDAP - Pre-Education Adolescence to Young Adult Major

EDIP – Pre-Education Intervention Specialist: K-12 Mild to Moderate Major EDDP – Pre-Education Elementary Education with Dual Licensure Pre K-5 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.

EDPR - Primary Education Major

EDMC - Middle Childhood Education Major

EDAY - Adolescence to Young Adult Education Major EDIS –Intervention Specialist: K-12 Mild to Moderate Major

EDDL - Elementary Education with Dual Licensure Pre K-5 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.

LC-EDPP - Primary Education Licensure

- LC-EDMC - Pre-Middle Childhood Licensure
- LC-EDAP - Pre-Adolescence to Young Adult Licensure
- LC-EDIP – Pre-Education Intervention Specialist: K-12 Mild to Moderate Licensure
- LC-EDDP – Pre-Elementary Education with Dual Licensure Pre K-5 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.

- LC-EDPR – Primary Education Licensure
- LC-EDMC - Middle Childhood Licensure
- LC-EDAY- Adolescence to Young Adult Licensure
- LC-EDIS - Education Intervention Specialist: K-12 Mild to Moderate Licensure LC-EDDL - Elementary Education with Dual Licensure Pre K-5 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 B or higher in EDU 100/EDU 101, EDU 151, EDU 230, EDU 250.
- Successful review of Teacher Candidate Development Portfolio.
- Satisfactory disposition assessment.
- Successful interview and approval of the Program Admission Committee.
- One of the two following pathways to demonstrate academic preparation:

1. Passing scores for Praxis Core Academic Skills tests for Educators (Reading 158, Writing 154, Math 154) OR ACT or SAT sub-scores.

| SUBJECT | ACT | SAT Taken Prior to March 1, 2016 | SAT Taken After March 1, 2016 |
|--------------------------|--|--|---|
| English Language Arts | English sub score of 18 (or higher) | Writing 430 (or higher) | Evidence-Based Reading and Writing (EBRW) 480 (or higher) |
| | Entered high school prior to July 1, 2014, reading sub score of 21 (or higher) | Reading 450 (or higher) | |

| | | | |
|---|---|-----------------------------|-----------------------------|
| | Entered high school after to July 1, 2014, reading sub score of 22 (or higher) | | |
| Mathematics Required for EIS, EDD, EDM (math, science), and EDA (math & science) | Mathematics sub score of 22 (or higher) | Mathematics 520 (or higher) | Mathematics 530 (or higher) |

Students not meeting the required test scores for admittance will be required to enroll in EDU 099 in their second semester to support success.

- Completed an associate’s degree or similar program at an accredited university in an education related field with a GPA of 3.0 or higher. The decision is at the discretion of the Chair of the Division of Education.

Once accepted into the Teacher Education Program, teacher candidates will need to demonstrate competencies at various points called “gates” 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 Division 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 Primary Education Major

The Primary Education Program prepares teachers to work with young children from ages three through ten, grades Pre-Kindergarten through five.

| Required Curriculum | Semester Hours |
|---|-----------------------|
| Core Course Requirements | |
| Lourdes University Connections | |
| LUC 101 College Connections | 3 |
| LUC 102 Career Connections – Fulfilled by EDU 100 | 3 |
| EDU 216 Fulfilled by EDU 216 | 3 |
| EDU 251 Fulfilled by EDU 251 | 1 |
| English | 6 |
| ENG 101 College Composition | |
| ENG 313 Theoretical Approaches to the teaching of Writing | |
| Mathematics | 3 |
| MTH 112 if ACT score <22 or SAT score <520 OR MTH 114 or Higher if ACT score > 22 or SAT score >520 (except MTH 224 or MTH 225) | |
| 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). | |
| Enduring Question Seminar | 3 |
| Capstone in the major | 12 |
| EDE 490 Capstone: Primary Education Student Teaching | |
| Service Learning | 20 hours |
| Cultural Diversity course or experience | |
| EDU 216 Multicultural & Social Issues in Education | 3 |
| General Education | |
| History | 3 |
| HST 121 Survey of United States History I or | |
| HST 219 Ohio History | |
| Literature | 3 |

| | | | |
|--|---|---|---|
| ENG 200 | Introduction to Literature | | |
| Philosophy Any PHL course | | | 3 |
| Theology | | | 6 |
| | <i>First course – one of the following:</i> | | |
| 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 265 | Christian Ethics | | |
| THS 312 | Jesus, the Christ | | |
| THS 316 | The Shape and Mission of the Church | | |
| | <i>Second course – Any other Theology course</i> | | |
| | (Note that if THS 101 was taken as a first course, THS 105 cannot be taken to fulfill the second course requirement.) | | |
| Art/Music | | | 6 |
| ART 117 | Art for the Teachers of Young Children | | |
| | and | | |
| MUS 113 | Integrating Music into the Early Childhood Classroom | | |
| Natural Science | | | 3 |
| SCI 170 | Survey of Science | | |
| Social Science | | | |
| EDU 250** | Educational Psychology and Human Development | | 3 |
| Professional Education Foundation Courses | | | |
| EDU 100☞ | Foundations of Education <i>or</i> | | 3 |
| 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 and Human Development | | 3 |
| EDU 317 | Classroom Management for Primary Education | | 3 |
| EDU 329 | Differentiated Instruction & Assessment | | 3 |
| Primary Education Strand | | | |
| EDE 235** | Primary Education Curriculum, Instruction & Assessment | | 3 |
| EDE 250 | Primary Methods and Field I | | 3 |
| EDE 307 | Special Education Assessment & Instructional Adaptations | | 3 |
| EDE 315 | Family, School, Community Relations | | 3 |
| EDE 350☞ | Primary Education Methods & Field Experience II | | 3 |

| | | |
|--|---|----|
| EDE 490 | Capstone: Primary Education Student Teaching | 12 |
| Reading Strand | | |
| EDU 220** | Reading Comprehension Skills & Strategies | 3 |
| EDU 221** | Content Area Reading | 3 |
| EDU 324☞ | The Role of Phonics & Foundations of Reading | 3 |
| EDU 335** | Reading Diagnosis, Assessment, & Instructional Implications | 3 |
| Curriculum Content | | |
| Language Arts | | |
| COM 100 | Oral Communications | 3 |
| ENG 101 | College Composition | 3 |
| ENG 200 | Introduction to Literature | 3 |
| ENG 220 | Structures of English Language | 3 |
| Math | | |
| MTH 112 if ACT score <22 or SAT score <520 OR | | 3 |
| MTH 114 or Higher if ACT score > 22 or SAT score > 520 | | |
| (except MTH 224 or MTH 225) | | |
| MTH 224 | Mathematics for Teachers of Young Children I | 3 |
| MTH 225 | Mathematics for Teachers of Young Children II | 3 |
| Science | | |
| SCI 170 | Survey of Science | 3 |
| SCI 370 | Integrated Science for Teachers | 3 |
| Social Studies | | |
| GEO 250 | 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

Semester Hours

| | | |
|---|--|----------|
| <p>Lourdes University Connections</p> | | |
| LUC 101 | College Connections | 3 |
| LUC 102 | Career Connections – Fulfilled by EDU 100 | 3 |
| EDU 216 | Concept Connections – Fulfilled by EDU 216 | 3 |
| EDU 251 | Communication Connections - Fulfilled by EDU 251 | 1 |
| English | | 6 |
| ENG 101 | College Composition | |
| ENG 313 | Theoretical Approaches to the Teaching of Writing | |
| Mathematics | | 3 |
| MTH 114 | if ACT score < 22 or SAT score < 520, OR any Math course above MTH 114 | |
| 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). | |
| Enduring Question Seminar | | 2-3 |
| Capstone in the major | | 12 |
| EDM 490 | Capstone: Middle Childhood Student Teaching | |
| Service Learning | | 20 hours |
| Cultural Diversity course or experience | | |
| EDU 216 | Multicultural & Social Issues in Education | 3 |
| General Education | | |
| History | | 3 |
| HST 121 | Survey of United States History I or | |
| HST 219 | Ohio History | |
| Literature | | 3 |
| ENG 200 | Introduction to Literature | |
| Philosophy | Any PHL course | 3 |
| Theology | | 6 |
| | <i>First course – one of the following:</i> | |
| 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 265 | Christian Ethics | |
| THS 299 | Topics in THS: Faith and Science | |
| OR | | |
| THS 299 | Apologetics: Is Christianity True? | |
| THS 312 | Jesus, the Christ | |
| THS 316 | The Shape and Mission of the Church | |
| | <i>Second course – Any Theology course</i> | |

(Note that if THS 101 was taken as a first course, THS 105 cannot be taken to fulfill the second course requirement.)

| | | |
|-----------------|-------------------------------------|-----|
| Art/Music | Any approved Art or Music course | 3 |
| Natural Science | Any approved Natural Science course | 3-4 |
| Social Science | | 3 |

EDU 250** Educational Psychology and Human Development

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 230** | Survey of Special Needs Education | 3 |
| EDU 250** | Educational Psychology and Human Development | 3 |
| EDU 216 | Multicultural & Social Issues in Education | 3 |
| EDU 319 | Classroom Management for Middle Childhood and Adolescence to Young Adult | 3 |
| EDU 329 | Differentiated Instruction & Assessment | 3 |

Middle Childhood Strand

| | | |
|--------------|---|----|
| 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 220** | Reading Comprehension Skills & Strategies | 3 |
| EDU 221** | Content Area Reading | 3 |
| EDU 324☞ | The Role of Phonics & Foundations of Reading | 3 |
| EDU 335** | Reading Diagnosis, Assessment & Instructional Implications | 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 | College Composition | 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 the Teaching of Writing | 3 |

| | | | |
|---------|----------------|---|---|
| | EDU 312 | Teaching Reading through the Literature for Young Adolescents | 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 |
| | Studies | | |
| Social | 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

The exact number of credit hours needed for graduation is dependent upon the teaching field selected. In some field's 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 | Semester Hours |
|--|-----------------------|
| Core Course Requirements | |
| Lourdes University Connections | |
| LUC 101 College Connections | 3 |
| LUC 102 Career Connections – Fulfilled by EDU 100 | 3 |
| EDU 216 Concept Connections – Fulfilled by EDU 216 | 3 |
| LUC 202 Communication Connections - Fulfilled by EDU 251 | 1 |
| English | 6 |
| ENG 101 College Composition | |
| ENG 313 Theoretical Approaches to the Teaching of Writing | |
| Mathematics | 3 |
| MTH 114 or any MTH course above MTH 114 | |
| 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, EDU216, EDU 317/319. EDU 329). | |
| Enduring Question Seminar | 2-3 |
| Capstone in the major | 12 |
| EDA 490 Capstone: Adolescent & Young Adult Student Teaching | |
| Service Learning | 20 hours |
| Cultural Diversity course or experience | |
| EDU 216 Multicultural & Social Issues in Education | 3 |
| General Education | |
| History Any HST course | 3 |
| Literature | 3 |
| <i>Select One</i> | |
| 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 | |
| ENG 215 Sports and Literature | |
| Philosophy Any PHL course | 3 |
| Theology | 6 |
| <i>First course – one of the following:</i> | |
| 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 265 | Christian Ethics | |
| THS 312 | Jesus, the Christ | |
| THS 316 | The Shape and Mission of the Church | |

Second course – Any Theology course

(Note that if THS 101 was taken as a first course, THS 105 cannot be taken to fulfill the second course requirement.)

| | | |
|-----------------|-------------------------------------|-----|
| Art/Music | Any approved Art or Music course | 3 |
| Natural Science | Any approved Natural Science course | 3-4 |
| Social Science | | 3 |

| | | |
|-----------|--|--|
| EDU 250** | Educational Psychology and Human Development | |
|-----------|--|--|

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 and Human Development | 3 |
| EDU 319 | Classroom Management for Middle Childhood and Adolescence to Young Adult | 3 |
| EDU 329 | Differentiated Instruction & Assessment | 3 |

Adolescence to Young Adult Strand Courses

| | | |
|--------------|---|----|
| EDA 235** | Curriculum and Instruction for Adolescents and Young Adults | 3 |
| EDA 250☞ | General Teaching Methods and Field Experience I | 3 |
| EDU 221 | 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 221** | Content Area Reading | 3 |
|-----------|----------------------|---|

Content Specialization - Credit hours will differ based on the area of specialization.

Integrated Language Arts

| | | |
|---------|---|---|
| EDU 220 | Reading Comprehension Skills & Strategies | 3 |
| EDU 312 | Teaching Reading through Literature for Young Adolescents | 3 |
| ENG 101 | College Composition | 3 |
| ENG 200 | Introduction to Literature | 3 |
| ENG 220 | Structures of the English Language | 3 |
| ENG 313 | Theoretical Approaches to the Teaching of 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 |

ct 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 |

ct 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 |

ct 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 498 | 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 20th Century | 3 |
| GEO 250 | World Cultural Geography | 3 |
| GEO 260 | World Regional Geography | 3 |
| 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 |
| Select Three | | |
| 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 |

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 |

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 |

Chemistry

| | | |
|-----------------|----------------------------------|-----|
| 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 |

Physics

| | | |
|------------------|---------------------------|---|
| PHS 111 | Introduction to Astronomy | 3 |
| PHS/PLA 201/301 | College Physics I / Lab | 5 |
| PHS/PLA 202/302/ | College Physics II/Lab | 5 |

Physical Science

| | | |
|---------|----------------------------------|---|
| PHS 114 | An Introduction to Astronomy | 3 |
| PHS 112 | An Introduction to Earth Science | 3 |
| BIO 317 | Principles of Ecology | 3 |

Dual Elementary Education Program with Dual Licensure Pre K-5

The Dual Elementary Program prepares teachers to work with young children from ages three through eleven, grades Pre-Kindergarten through fifth grade.

| Required Curriculum | Semester Hours |
|---|-----------------------|
| Core Course Requirements | |
| Lourdes University Connections | |
| LUC 101 College Connections | 3 |
| LUC 102 Career Connections – Fulfilled by EDU 151 | 3 |
| EDU 216 Concept Connections – Fulfilled by EDU 216 | 3 |
| EDU 251 Communication Connections - Fulfilled by EDU 251 | 1 |
| English | 6 |
| ENG 101 College Composition | |
| ENG 313 Theoretical Approaches to the teaching of Writing | |
| Mathematics 3 | |
| MTH 112 if ACT score <22 or SAT score <520 | |
| OR | |
| MTH 114 or Higher if ACT score > 22 or SAT score >520 | |
| (except MTH 224 or MTH 225) | |
| 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). | |
| Enduring Question Seminar | 2-3 |
| Capstone in the major | 12 |
| EDD 490 Dual Elementary Methods Practicum | |
| Service Learning | 20 hours |
| Cultural Diversity course or experience | |
| EDU 216 Multicultural & Social Issues in Education | 3 |
| General Education | |
| History | 3 |
| HST 121 Survey of United States History I | |
| or | |
| HST 219 Ohio History | |
| Literature | 3 |
| ENG 200 (Or higher) Introduction to Literature | |

| | | |
|--|--|---|
| Philosophy | | 3 |
| PHL 101 | Introduction to Philosophy | |
| Theology | | 6 |
| | <i>First course – one of the following:</i> | |
| 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 265 | Christian Ethics | |
| THS 312 | Jesus, the Christ | |
| THS 316 | The Shape and Mission of the Church | |
| | <i>Second course – Any other Theology course</i> | |
| | (Note that if THS 101 was taken as a first course, THS 105 cannot be taken to fulfill the second course requirement.) | |
| Art/Music | | 6 |
| ART 117 | Art for the Teachers of Young Children and | |
| MUS 113 | Integrating Music into the Early Childhood Classroom | 3 |
| Natural Science | | |
| SCI 170 | Survey of Science | 3 |
| Social Science | | |
| EDU 250** | Educational Psychology and Human Development | 3 |
| Professional Education Foundation Courses | | |
| EDU 100☞ | Foundations of Education | 3 |
| 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 and Human Development | 3 |
| EDU 317 | Classroom Management for Primary Education | 3 |
| EIS 203 | Behavior Interventions | 3 |
| EIS 402 | Adapting Curriculum & Instruction | 3 |
| Early Childhood Strand | | |
| EDE 307 | Special Education Assessment & Instructional Adaptations | 3 |
| EDE 315 | Family, School, Community Relations | 3 |
| EDD 235 | Primary & Special Education Curriculum Instruction & Assessment | 3 |

| | | |
|---|---|----|
| EDD 250 | Primary & Special Education Methods and Field I | 3 |
| EDD 350☞ | Dual Elementary Education Field Experience | 3 |
| EDD 490 | Dual Elementary Program Methods Practicum | 12 |
| Reading Strand | | |
| EDU 220** | Reading Comprehension Skills & Strategies | 3 |
| EDU 221** | Content Area Reading | 3 |
| EDU 324☞ | The Role of Phonics & Foundations of Reading | 3 |
| EDU 335 ** | Reading Diagnosis, Assessment, & Instructional Implications | 3 |
| Curriculum Content | | |
| Language Arts | | |
| COM 100 | Oral Communications | 3 |
| ENG 101 | College Composition | 3 |
| ENG 200 (or Higher) | Introduction to Literature | 3 |
| ENG 220 | Structures of English Language | 3 |
| Math | | |
| MTH 112 if ACT score <22 or SAT score <520 | | 3 |
| MTH 224 | Mathematics for Teachers of Young Children I | 3 |
| MTH 225 | Mathematics for Teachers of Young Children II | 3 |
| Science | | |
| SCI 170 | Survey of Science | 3 |
| SCI 370 | Integrated Science for Teachers | 3 |
| Social Studies | | |
| GEO 250 | 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 |
| <i>☞Field Experience Required **Clinical Experience Required</i> | | |

Education Intervention Specialist Program: K-12 Mild to Moderate

Education Intervention Specialist program prepares teachers to work with young children from ages three through eighteen, grades Pre-Kindergarten through twelve with a focus on mild to moderate interventions.

Required Curriculum

Core Course Requirements

Semester Hours

| | | |
|--|---|----------|
| <p>Lourdes University Connections</p> | | |
| LUC 101 | College Connections | 3 |
| LUC 102 | Career Connections | 3 |
| English | | 6 |
| ENG 101 | College Composition | |
| ENG 313 | Theoretical Approaches to the teaching of Writing | |
| Mathematics | | 3 |
| MTH 112 if ACT score <22 or SAT score <520 | | |
| Ethics | | 3 |
| <p>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).</p> | | |
| Enduring Question Seminar | | 2-3 |
| Capstone in the major | | 12 |
| EIS 490 Student Teaching Internship & Seminar Special Ed K-12 | | |
| Service Learning | | 20 hours |
| Cultural Diversity course or experience | | |
| EDU 216 | Multicultural & Social Issues in Education | 3 |
| General Education | | |
| History | | 3 |
| HST 121 | Survey of United States History I or | |
| HST 219 | Ohio History | |
| Literature | | |
| ENG 200 | Introduction to Literature | 3 |
| Philosophy | | |
| PHL 101 | Introduction to Philosophy | 3 |
| Theology | | 6 |
| <i>First course – one of the following:</i> | | |
| 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 265 | Christian Ethics | |
| THS 312 | Jesus, the Christ | |
| THS 316 | The Shape and Mission of the Church | |
| <i>Second course – Any other Theology course</i> | | |
| (Note that if THS 101 was taken as a first course, THS 105 cannot be taken to fulfill the second course requirement.) | | |
| Art/Music | | 6 |
| ART 100 level or above | | |
| and | | |

| | | |
|---|--|----|
| | MUS 100 level or above | |
| Natural Science | | 3 |
| SCI 170 | Survey of Science | |
| Social Science | | 3 |
| EDU 250** | Educational Psychology and Human Development | |
| Professional Education Foundation Courses | | |
| EDU 100☞ | Foundations of Education | 3 |
| EDU 151 | Technology for Learning | 4 |
| EDU 251 | Technology & Pedagogy for Learning | 1 |
| EDU 216 | Multicultural & Social Issues in Education | 3 |
| EDU 230** | Survey of Special Needs Education | 3 |
| EDU 250☞** | Educational Psychology and Human Development | 3 |
| Primary Education Strand | | |
| EDE 250 | Primary Methods and Field I | 3 |
| EDE 307 | Special Education Assessment & Instructional Adaptations | 3 |
| EDE 315 | Family, School, Community Relations 3 | |
| EDE 350☞ | Primary Education Methods & Field Experience II | 3 |
| Intervention Specialist K-12 Mild to Moderate Strand | | |
| EIS 203 | Positive Behavioral Interventions for Individuals with Exceptionalities K-12 | 3 |
| EIS 204 | Instructional Interventions for Individuals with Exceptionalities | 3 |
| EIS 206 | Transitions & Students with Exceptionalities K-12 | 3 |
| EIS 235 | Intervention Specialist Curriculum, Instruction & Assessment | 3 |
| EDE 235** | Primary Education Curriculum, Instruction & Assessment | 3 |
| EIS 250 | Intervention Specialist Methods and Field Experience I | 3 |
| EIS 304 | Law & Policy for Special Education K-12 | 3 |
| EIS 306 | Assistive Technology for Special Education K-12 | 3 |
| EDE 307 | Special Education Assessment & Instructional Adaptations | 3 |
| EDE 315 | Family, School, Community Relations | 3 |
| EIS 317 | Classroom Management | 3 |
| EIS 350☞ | Intervention Specialist Methods & Field Experience II | 3 |
| EIS 401 | Math, Science & Social Studies Instruction | 3 |
| EIS 402 | Adapting Curriculum & Instruction in Special Education K-12 | 3 |
| EIS 490 | Student Teaching Internship & Seminar Special Education K-12 | 12 |

Reading Strand

| | | |
|-----------|---|---|
| EDU 220** | Reading Comprehension Skills & Strategies | 3 |
| EDU 221** | Content Area Reading | 3 |
| EDU 324☞ | The Role of Phonics & Foundations of Reading | 3 |
| EDU 335** | Reading Diagnosis, Assessment, & Instructional Implications | 3 |

Curriculum Content

Language Arts

| | | |
|---------|----------------------------|---|
| COM 100 | Oral Communications | 3 |
| ENG 101 | College Composition | 3 |
| ENG 200 | Introduction to Literature | 3 |

Math

| | | |
|--|--|---|
| MTH 112 if ACT score <22 or SAT score <520 | | 3 |
| OR | | |
| MTH 114 or Higher if ACT score > 22 or SAT score > 520 (except MTH 224 or MTH 225) | | |

Science

| | | |
|---------|-------------------|---|
| SCI 170 | Survey of Science | 3 |
|---------|-------------------|---|

Social Studies

| | | |
|---------|-----------------------------------|---|
| HST 121 | Survey of United States History I | 3 |
| HST 219 | Ohio History | 3 |
| PLS 122 | American National Government | 3 |

Art/Music

| | | |
|------------------------|--|---|
| ART 100 level or above | | 3 |
| MUS 100 level or above | | 3 |

☞Field Experience Required **Clinical Experience Required

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 Division 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 Division 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

Primary Education

- Degree - Bachelor of Arts in Primary Education
- The Primary Education Program prepares teachers to work with young children between the ages of three and eleven years old, grades pre-kindergarten through five.

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 Language Arts, Integrated Social Studies, and Integrated Science.

Education Intervention Specialist Program: K-12 Mild to Moderate

- Degree - Bachelor of Arts in Intervention Specialist Education

Dual Elementary Education Program with Dual Licensure Pre K-5

- Degree - Bachelor of Arts in Elementary Education with Dual Licensure Pre K-5

Student Characteristics: More than 100 students are enrolled in the Division of Education programs at Lourdes University.

Program Approval/Accreditation: The Lourdes University Teacher Education Initial Licensure Program in the College of Nursing and Social Sciences is accredited under the Council for the Accreditation of Educator Preparation (CAEP), for a period of 7 years, 2022 to 2029. Formed in 2013, CAEP is the single specialized accreditor for educator preparation.

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 Primary Education 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☞ | Primary Education 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) |

Division of Education:

| | |
|-----------|--|
| EDA 250 | General Teaching Methods and Field Experience I (3) |
| EDA 235** | Curriculum & Instruction for Adolescents & Young Adults (3) |
| EDA 355☞ | Religious Education Methods and Field Experiences (3) |
| EDU 250** | Educational Psychology and Human Development (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 Primary, Dual Education Endorsement, Middle Childhood, Adolescence to Young Adult, and Intervention Specialist 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 Division 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: College Composition, ENG 200: Introduction to Literature) the candidate must take the following two courses:

EDU 221 Content Area Reading (3)
 ENG 313 Theoretical Approaches to 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)

Bachelor of Arts – Educational Studies

The Educational Studies major is an opportunity for those students interested in a career in educational institutions in capacities other than teaching.

Required Curriculum

Semester Hours

The Educational Studies major will require all current Lourdes University Core and General Requirements. In addition, Educational Studies students will be required to complete 31 credits in the College of Nursing and Social Sciences.

Professional Education Foundation Courses

| | | |
|-----------------|---|---|
| EDU 100* | Foundations of Education | 3 |
| or | | |
| EDU 101 | Foundations of Education ²¹¹ Bridge Course | 1 |
| EDU 151 | Technology in Learning | 1 |
| EDU 216/SWK 209 | Multicultural & Social Issues in Education | 3 |

Students will also be required to complete Gate 1 Education Division Requirements

To complete the major, students will need to complete one of two strands

Strand 1: Teaching and Learning – 28 credits

| | | |
|---------------------|--|---|
| EDE/M/A 210 | Child Development | 3 |
| COM 100 | Oral Communications | 3 |
| EDU 319 | Classroom Management | 3 |
| EDU 251 | Technology and Pedagogy | 1 |
| EDU 220 | Reading Comprehension Skills & Strategies | 3 |
| EDU 324 | Phonics and Foundations of Reading | 3 |
| PSY 310 | Psychology of Human Learning | 3 |
| PSY 311 | Cognition | 3 |
| SWK 317 or 316 | Families or Behavioral Health Perspectives | 3 |
| SWK 223 or BIO 212, | Substance Abuse Perspectives and Services or Nutrition | 3 |

Strand 2: Human Relations in Education – 28 credits

| | | |
|---------|------------------------------|---|
| BUS 101 | Business Principles | 3 |
| BUS 235 | Business Communications | 3 |
| EDU 251 | Technology and Pedagogy | 1 |
| EDU 319 | Classroom Management | 3 |
| PSY 310 | Psychology of Human Learning | 3 |
| PSY 311 | Cognition | 3 |

| | | |
|-------------------|--------------------------------|---|
| SWK 218 | Interviewing Skills | 3 |
| SWK 317 | Families | 3 |
| SWK 316 or BIO212 | Behavioral Health or Nutrition | 3 |
| BUS 430 | Business Ethics | 3 |

Public Health

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, 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; health care agencies; local, regional and national governmental bodies; and private businesses focusing on mental and physical health promotion, risk reduction, protection of the environment, prevention of infectious diseases and chronic health issues that impact our communities.

Bachelor of Science in Public Health Major

Required Curriculum

Semester Hours

All BS in Public Health majors must complete Lourdes University Core. The following specifications fulfill both Core and Major Course Requirements:

Major Core Course Requirements

2nd English

| | |
|---|---|
| Eng 355 Writing for Sciences and Health Professions | 3 |
|---|---|

| | | |
|---|--|------------|
| Mathematics | | |
| | MTH 212 Statistics | 3 |
| Ethics | | |
| | SWK/CSJ 306 Ethical Decision Making | 3 |
| History | | |
| | HST 290 History of Health Care | 3 |
| Natural Science | | |
| | CHM 140/ CHL 140 General Organic & Biological Chemistry and Lab | 4 |
| Social Science | | |
| | PSY 110 General Psychology | 3 |
| Major Core Requirement Credits | | 19 |
| Remaining Core Requirements | | 27 |
| Total Core Requirements | | 46 |
| Major Requirements | | |
| | BOI 201 Principles of Biology I & BIL 201 Principles of Biology Lab I | 4 |
| | BIO 207 Introduction to Public Health or PHM 100 The History of Public Health (RIZE) | 3 |
| | BIO 212 Nutrition | 3 |
| | BIO 420 Epidemiology or PHM 300 Epidemiology (RIZE) | 3 |
| | CSJ 327 Research Methods | 3 |
| | PHM 301 Health Economics (RIZE) | 3 |
| | PHM 302 Health Services (RIZE) | 3 |
| | PHM 400 Public Health Studies I (RIZE) | 3 |
| | PHM 401 Public Health Studies II (RIZE) | 3 |
| | PHM 490 Internship Capstone | 3 |
| Total Major Requirements | | 31 |
| Major Social Science Requirements | | |
| | BUS 101 Business Principles | 3 |
| | BUS 251 Economics and Social Issues | 3 |
| | BUS 255 Microeconomics | 3 |
| | CSJ 101 Intro to Sociology | 3 |
| | CSJ 304 Diversity and Human Rights | |
| | Multicultural Diversity or SWK 209 Multicultural Perspectives | 3 |
| | PSY 350 Abnormal Psychology | 3 |
| | SWK 210 Human Behavior and the Social Environment I | 3 |
| | SWK 310 Human Behavior and the Social Environment II | 3 |
| | SWK 312 Social Welfare System | 3 |
| Total Major Social Science Requirement | | 24 |
| Total Program Elective Hours | | 19 |
| Total Program Hours | | 120 |

Department of Psychology (PSY)

Chairperson: Kristen Williams Ph.D.
Department Phone: 419-517- 8960
E-mail Address: kwilliams2@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.

Gateway Criterion for Psychology Degree

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

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

| | |
|-----------------|----|
| Core Curriculum | 41 |
|-----------------|----|

Required Courses (6)

Courses marked with † fulfil both the core curriculum and major requirements.

LUC 102 Career Connections

| | | |
|-----------|---|---|
| † PSY 105 | Pre-professional Seminar for Social Sciences. | 3 |
|-----------|---|---|

Social Science

| | | |
|----------|--------------------|---|
| †PSY 110 | General Psychology | 3 |
|----------|--------------------|---|

Major Courses (24)

PSY Gateway Core Courses (MUST earn C- or better):

- | | | |
|----------|----------------------------|---|
| *PSY 105 | Pre-professional Seminar | |
| *PSY 110 | General Psychology | - |
| PSY 210 | Developmental Psychology | 3 |
| PSY 222 | Research and Statistics I | 3 |
| PSY 225 | Research and Statistics II | 3 |

| | |
|--|---|
| <i>Cognitive Science Pick List: Choose any 2 courses</i> | 6 |
|--|---|

- | | | |
|---------|--|--|
| PSY 310 | Human Learning | |
| PSY 311 | Cognition | |
| PSY 413 | Introduction to Cognitive Neuroscience | |

| | |
|--|---|
| <i>Mental Health Pick List: Choose any 2 courses</i> | 6 |
|--|---|

- | | | |
|---------|----------------------|--|
| PSY 350 | Abnormal Psychology | |
| PSY 411 | Personality Theories | |

| | | |
|--|----------------------------|------------|
| PSY 470 | Introduction to Counseling | |
| <i>Developmental Pick List: Choose any 1 course</i> | | 3 |
| PSY 315 | Child Psychology | |
| PSY 319 | Adolescence | |
| PSY 320 | Adulthood and Aging | |
| <i>PSY Electives (12):</i> | | |
| Any 4 300/400-level PSY courses not fulfilling another requirement | | 12 |
| <i>Junior/Senior Experience (6):</i> | | |
| PSY 390 | Junior Psychology Seminar | 3 |
| PSY 490 | Psychology Capstone | 3 |
| <i>Available general electives</i> | | 31 |
| Total | | 120 |

Psychology Minor

| Required Curriculum | Semester Hours |
|--|----------------|
| <i>Required PSY Courses (MUST earn C- or better)</i> | |
| PSY 110 General Psychology | 3 |
| PSY 210 Developmental Psychology | 3 |
| <i>Cognitive Science Pick List: Choose any 1 course</i> | |
| PSY 310 Human Learning PSY 311 Cognition | 3 |
| PSY 413 Intro to Cognitive Neuroscience | |
| <i>Mental Health Pick List: Choose any 1 course 3</i> | |
| PSY 350 Abnormal Psychology | |
| PSY 411 Personality Theories | |
| PSY 470 Intro to Counseling | |
| <i>PSY Electives</i> | |
| Any 2 300/400-level PSY courses not fulfilling another requirement | |
| | 6 |
| Total | 18 |

Bachelor of Arts Criminal and Social Justice and Psychology Dual Major

| Required Curriculum | Semester Hours |
|--------------------------------|----------------|
| Lourdes Core | 37 |
| LUC 101 | 3 |
| PSY 105 to be used for LUC 102 | |
| CSJ 209 to be used for LUC 202 | |
| ENG 101 | 3 |
| Composition I: Essay Writing | |

| | | |
|--|---|---|
| ENG 313, 351,352, 355 (choose 1) | ? | 3 |
| Math | | 3 |
| Ethics (required in major CSJ 324 or 360) | | |
| Enduring Question | | 3 |
| History | | 3 |
| Philosophy | | 3 |
| Theology | | 3 |
| Theology | | 3 |
| Fine Arts | | 3 |
| Literature | | 3 |
| Natural Science | | 3 |
| Social Science (required in major CSJ 101) | | |
| <i>Courses marked with † fulfil both the core curriculum and major requirements.</i> | | |

Criminal and Social Justice Core Courses

| | | |
|---------------|---|-----------|
| † CSJ 101 | Introduction to Sociology | 3 |
| CSJ 102 | Introduction to Criminal Justice | 3 |
| CSJ 205 | Juvenile Delinquency | 3 |
| † CSJ 209 | Communication and Conflict resolution | 3 |
| CSJ 210 | Criminology | 3 |
| CSJ 213 | Criminal Investigation | 3 |
| CSJ 218 | Community Corrections | 3 |
| CSJ 304 | Multicultural Diversity and Human Rights | 3 |
| CSJ 307 | Penology | 3 |
| CSJ 331 | Criminal Law and Procedure | 3 |
| † CSJ 324/360 | Ethics and CJ/Ethical Decision-making in CJ/SWK | 3 |
| CSJ 325 | Victimology | 3 |
| CSJ 444 | Constitutional Law in Criminal Justice | 3 |
| CSJ | Elective | 3 |
| Total | | 42 |

Psychology Core Courses

| | | |
|-----------|--|---|
| 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 350 | Abnormal Psychology | 3 |
| PSY 4135 | Introduction to Cognitive Neuroscience | |
| | Behavioral Neuroscience | 3 |
| | Psychology 300 or 400 elective | 3 |
| | Psychology 300 or 400 elective | 3 |
| | Psychology 300 or 400 elective | 3 |
| | Psychology 300 or 400 elective | 3 |
| Total | | 39 |

| | |
|-----------------------------------|------------|
| Capstone choice of CSJ or PSY 490 | 3 |
| Lourdes Core | 37 |
| CSJ Core | 42 |
| PSY Core | 39 |
| Plus, capstone choice | 3 |
| Total for dual major | 121 |

**Plus Service Learning hours totaling 20 clock hours*

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.

Required Curriculum

Semester Hours

Courses marked † fulfill core requirements as well.

Theology courses:

Choose one:

| | | |
|------------------|--|---|
| †THS 125 | Foundations of Theology | 3 |
| †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 |

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 |

Two of the following: 6

| | |
|---------|------------------------------|
| PSY 315 | Child Psychology and/or |
| PSY 319 | Adolescent Psychology and/or |
| PSY 320 | Adult Development and Aging |

Total not counting † courses 42

*Bachelor of Arts in Individualized Studies

Students who wish to pursue a B.A.-I.S. degree with Psychology as part of their concentration should consult with an advisor.

Diversity Studies Minor

PART A: Complete 1 Course (3 credits):

SWK 209: Multicultural Perspectives OR
 PSY 302/CSJ 304: Diversity and Human Rights

PART B: Complete 1 Course (3 credits):

PSY 340: Psychology of Women
 ART 447: History of Women Artists
 HST 208: Women in American History
 ENQ 302: Women in Science
 CSJ 412: Human Sexuality in Social Context
 ENG 212: Gender and Literature

PART C: Complete 1 Courses (3 credits):

CSJ 420: Poverty and Justice Issues
 ASL 101: Introductory American Sign Language
 CSJ 313: The Civil Rights Movement
 ENG 213: Multiethnic U.S. Literature
 ENG 412: Cultural Diversity and the Media
 ENQ 305: Disability and Humanity
 SWK 345: Spirituality and the Helping Professions
 THS 105: World Religions
 CSJ 330: Religion and Human Behavior

PART D: Complete 2 Courses from below pr from B pr C (6 credits):

SWK 250: International Social Work
 SWK 210: Human Behavior in the Social Environment
 BIO 197: Biodiversity and Conservation
 BIO 206: Survey of Human Diseases
 BIO 207: Introduction to Public Health
 BUS 251: Economics and Social Issues
 BUS 320: International Business
 CSJ 101: Introduction to Sociology
 CSJ 202: Contemporary Social Problems
 GEO 250: World Cultural Geography
 GEO 260: World Regional Geography
 HST 103: World Civ I
 HST 104: World Civ II
 HST 121: US Survey I
 HST 280: Sports in American History

HST 301: Ancient History
 HST 307: The American Revolution & Early Republic
 HST 403: History of Russia
 HST 407: Native American History
 HST 411: History of Latin America
 HST 413: History of the Middle East
 HST 416: History of Modern East Asia

POLICIES

A student is permitted to overlap up to 6 credit hours between the Lourdes Core/General Education and the minor. The minor must contain a minimum of 6 hours distinct from the major and/or additional minor(s).

Human Development and Family Studies Minor

Curriculum

PART A: Complete 1 Family Course and Lifespan Developmental Psychology (6 credits):

PSY 403/CSJ 403: Dynamics of Marriage and Family or SWK 317: Families

PSY 210: Developmental Psychology-Lifespan

*SWK students should take SWK 210 and SWK 310 in place of PSY 210 and 1 other course

PART B: Complete 1 Development Course from Below (3 credits):

PSY 315: Child Psychology

PSY 319: Adolescent Psychology

PSY 320: Adult Development and Aging

PART C: Complete 3 Additional Courses from Below (6 credits-Only 1 per prefix):

PSY 315: Child Psychology

PSY 319: Adolescent Psychology

PSY 320: Adult Development and Aging

PSY 340: Psychology of Women

PSY 442: Opening Minds through Art

SWK 209: Multicultural Perspectives OR CSJ 304: Multicultural Diversity

CSJ 412: Human Sexuality in Social Context

CSJ 420: Poverty and Justice Issues

CSJ 441: Violence and Interpersonal Relationships

EDU 250: Educational Psychology and Human Development

BIO 203: Biology of Aging

COM 102: Interpersonal Communication

ENQ 307: What is the Relationship between Nature and Nurture?

THS 232: Theology of Marriage

THE 435: Peace, Justice, and Forgiveness

POLICIES:

A student is permitted to overlap up to 6 credit hours between the Lourdes Core/General Education and the minor. The minor must contain a minimum of 6 hours distinct from the major and/or additional minor(s).

Department of Social Work (SWK)

Director: Michelle Rose, MSW

Department Phone: 419-824-3822

E-mail Address: mrose@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.

Students choosing to major in social work should make a formal application to the Social Work Program after completing SWK 111 Introduction to Social Work. Admission packets include a letter from the Social Work Director, an Application for Admission to the Social Work Program, three References for Admission forms, and the NASW Code of Ethics.

Packets can be picked up at the School of Social Science office in Assisi Hall, or they can be retrieved online at <https://www.lourdes.edu/academics/social-work-ba/>.

The application process also includes a formal entrance interview with the social work faculty. The interview cannot be scheduled until all admission documents (including references) have been completed and turned into the Social Work

Program via the Program’s Administrative Assistant located in Assisi Hall. Entrance interviews must take place before students enroll in SWK 411 Process II. Students cannot register for SWK 411 if they have not been formally admitted into the program.

Academic standards that 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 “C-” or better in all Social Work classes
- 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 |
|--|-----------------------|
| Core Curriculum | 32 |
| Required Courses (15) | |
| <i>Courses marked with † fulfil both the core curriculum and major requirements.</i> | |
| Ethics | |
| † SWK 360 Ethical Decision-making in Criminal Justice and Social Work | 3 |
| LUC102 Career Connections | |
| † SWK 205 Pre-professional Seminar | 3 |
| Mathematics | |
| † MTH 212 Statistics | 3 |
| Natural Science | |
| †BIO 204; 207; 212; or 319 | 3 |
| Social Science | |
| † PSY 110 Introduction to Psychology | 3 |
| Required Major Courses (42) | |
| SWK 111 Introduction to Social Work | 3 |
| SWK 210 Human Behavior in the Social Environment I | 3 |
| SWK 209 Multicultural Perspectives | 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 |
| CSJ 327 Social Science 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 |
| Allied Courses (12) | |

| | | |
|--|--------------------------------|------------|
| BUS 251 | Economics and Social Issues | 3 |
| COM 100/102 | Oral Comm./Interpersonal Comm. | 3 |
| CSJ 101 | Intro to Sociology | 3 |
| PLS 122 | American National Government | 3 |
| Required Major Approved Electives | | 9 |
| Available electives | | 10 |
| Total | | 120 |

Bachelor of Arts Criminal Social Justice and Social Work Dual Major

| Required Curriculum | Semester Hours |
|--|-----------------------|
| Core Curriculum | 31-32 |
| Required Courses (15-18) | |
| <i>Courses marked with † fulfil both the core curriculum and major requirements.</i> | |
| Ethics | |
| † CSJ 360 Ethical Decision-making in Criminal Justice and Social Work | 3 |
| LUC 102 Career Connections | |
| † SWK 205 Pre-professional Seminar | 3 |
| Mathematics | |
| † MTH 212 Statistics | 3 |
| Natural Science | |
| † BIO 204; 207;212;215 or 319 | 3 |
| Social Science | |
| † PSY 110 General Psychology | 3 |
| <i>May Substitute</i> | |
| † CSJ 209 Interpersonal Communications and Conflict Management (3) | |
| For LUC 202 Communications Connections (core requirement) (1) | 1 or 3 |
| Required Major Courses | (69) |
| SWK 111 Introduction to Social Work | 3 |
| SWK 210 Human Behavior in the Social Environment I | 3 |
| SWK 209 Multicultural Perspectives | |
| or | |
| CSJ 304 Diversity and Human Rights | 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 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 |
| CSJ 102 | Introduction to Criminal Justice | 3 |
| CSJ 205 | Juvenile Delinquency | 3 |
| CSJ 210 | Criminology | 3 |
| CSJ 213 | Criminal Investigation | 3 |
| CSJ 218 | Community Corrections | 3 |
| CSJ 307 | Penology | 3 |
| CSJ 325 | Victimology | 3 |
| CSJ 327 | Social Science Research or | |
| SWK 419 | Practice Oriented Research | 3 |
| CSJ 331 | Criminal Law and Procedure | 3 |
| CSJ/SWK 360 | Ethical Decision-Making | 3 |
| CSJ 208 444 | Constitutional Law | 3 |
| Allied Requirements | | 12 |
| BUS 251 | Economics and Social Issues | 3 |
| COM 100/102 | Oral Comm./Interpersonal Comm. | 3 |
| PLS 122 | American National Government | 3 |
| CSJ 101 | Intro to Sociology | 3 |
| Total | | 128 - 130 |

Social Work Minor

Required Curriculum

| | | |
|---------------------|---|---|
| SWK 111 | Introduction to Social Work | 3 |
| SWK 210 | Human Behavior in the Social Environment I | 3 |
| SWK 209 | Multicultural Perspectives | 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 |
| CSJ 327 | Social Science 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 |
| Allied Courses (12) | | |



Course Listing

ACCOUNTING (ACC)

ACC 301 Computerized Accounting (3)

Introduces 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. 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. 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 with a grade of C or better.

AEROSPACE STUDIES (AERO) at Bowling Green State University

AERO 111 - Air Force Heritage and Values I (2)

Cadets will learn the foundations of Air Force values and organizational structure. The focus is on developing basic knowledge and comprehension of Air Force heritage, standards and customs, and courtesies. An introduction to Air Force communication skills will also be covered. No military obligation or prerequisites – offered fall semester only. Credit may be offered for prior Active duty, Air Guard/Reserve duty, Civil Air Patrol or JROTC experience.

AERO 112 - Air Force Heritage and Values II (2)

Cadets will learn the principles of war and the tenets of Airpower. The focus is on developing basic knowledge and comprehension of how the Department of the Air Force is structured and how it supports National Defense. A continuation of Air Force communication skills will also be covered. No military obligation or prerequisites – offered spring semester only. Credit may be offered for prior Active duty, Air Guard/Reserve duty, Civil Air Patrol or JROTC experience.

AERO 211 - Air Force Team and Leadership Fundamentals I (2)

Cadets will learn the foundations of the Air Force approach to team dynamics. Develops Air Force leadership traits through a broadening of listening, followership and problem-solving skills. Prerequisites: AERO 111 or AER 112. Credit may be offered for prior Active duty, Air Guard/Reserve duty, Civil Air Patrol or JROTC experience. Dual enrollment with AERO 111 allowed with department approval. No military obligation – offered fall semester only.

AERO 212 - Air Force Team and Leadership Fundamentals II (2)

Cadets will expand on Air Force team dynamics through human relations and conflict management principles. Develops Comprehensive Airman Fitness and prepares cadets for a leadership capstone event. Prerequisites: AERO 211, AERO 111 and AERO 112. Credit may be offered for prior Active duty, Air Guard/Reserve duty, Civil Air Patrol or JROTC experience. Dual enrollment with AERO 112 allowed with department approval. No military obligation – offered spring semester only.

AERO 311 – Leading People and Effective Communication I (2)

This course continues the development of future Air Force leaders by establishing a comprehensive level of knowledge on the enlisted force and cross-cultural competence. Additionally, it expands on Air Force writing and briefing skills developed in the AERO 100 and 200 series courses. Prerequisites: Successful completion of Field Training, unless enrolled in a two-year commissioning program with department approval.

AERO 312 - Leading People and Effective Communication II (2)

This course builds on the lessons learned and leadership attributes developed during AERO 311. Air Force values and ethics are reinforced, and organizational climate assessment skills are introduced. Additionally, Air Force communication skills are enhanced through student presentation of lesson materials and briefings. Prerequisites: Successful completion of Field Training and AERO 311, unless enrolled in a two-year commissioning program with department approval.

AERO 411 – National Security/Leadership Responsibilities/Commissioning Preparation I (3)

This course delivers comprehensive elements of national security policy and process. The intent is for students to comprehend air and space power operations as well as understand selected roles of the military in society. Additionally, current domestic and international issues affecting the military profession will be discussed, as well as certain provisions of the military justice system. Prerequisites: Completion of AERO 312, and department approval.

AERO 412 - National Security/Leadership Responsibilities/Commissioning Preparation I (3)

This course serves as the culmination of the AFROTC program and prepares cadets for transition to military life and the leadership of Airmen. Officer and Enlisted evaluations and military pay and benefits systems are covered in depth. The Law of Armed Conflict and the Oath of Office are internalized in preparation for commissioning. Prerequisites: Completion of AERO 411, and department approval.

ARTIFICIAL INTELLIGENCE LITERACY (AIL)

AIL 100 RIZE AI for Everyone

Artificial Intelligence is changing the world. It is changing jobs, creating them, and even replacing them. More than ever before, companies need employees who can use AI tools to solve problems creatively and responsibly. This non-technical AI crash course builds the foundational skills needed to do that and is designed to be valuable to anyone. Students will

learn how to distinguish problems that AI is useful for, master prompt engineering to improve outputs, detect AI-generated output, analyze ethics and privacy, and stay up to date on one of the most transformative technologies of our lifetimes.

AIL 200 RIZE AI Decision Making

Artificial Intelligence is changing the world. It is changing jobs, creating them, and even replacing them. More than ever before, companies need employees who can use AI tools to solve problems creatively and responsibly. This non-technical AI crash course builds the foundational skills needed to do that and is designed to be valuable to anyone. Students will learn how to distinguish problems that AI is useful for, master prompt engineering to improve outputs, detect AI-generated output, analyze ethics and privacy, and stay up to date on one of the most transformative technologies of our lifetimes.

AIL 201 AI Creativity and Design

Generative AI has introduced a new paradigm of AI: the co-creator. Top professionals and companies use AI to improve productivity and creativity every day, and in this course, students will learn the iterative prompting, search, and functional evaluation metrics powering these uses. By the end of this course, students will integrate AI tools into a variety of creative skill sets and projects, building new avenues for creativity.

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.

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. Prerequisite: ENG 101.

ART/DMS 305 Introduction to Graphic (3)

This course introduces the field of graphic design to students.

ART 341 Renaissance through Rococo Art History (3)

Studies the art of Western Europe from the fourteenth through the eighteenth centuries. Prerequisite: ENG 101.

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. Prerequisite: ENG 101.

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. Prerequisite: ENG 101.

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. Prerequisite: ENG 101.

ART 442 American Art History (3)

Studies American painting, sculpture, and architecture from colonial to contemporary times. Prerequisite: ENG 101.

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. Prerequisite: ENG 101.

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. Prerequisite: ENG 101.

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 knowledge of architectural forms and how these forms are an expression of the society in which they are produced. Prerequisites: ENG 101.

STUDIO ART

ART 100 Introduction to Art (3)

Introduces the basic principles of visual organization and skills employing various media. Concentrates on studio operation coordinated with historical art movements.

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. (Fee)

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. (Fee)

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. (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. (Fee)

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. (Fee)

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 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. (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 416 Digital Photography III (3-9)

This class will provide progression in Digital Photography through more advanced techniques in lighting, digital imaging software, and photo-editing. The elements and principles of design will be applied through the composition process. Course includes 5 hours of service learning. Students must have access to DSLR camera. Prerequisite: ART 316. 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. (Fee)

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)

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 possible 5 hours of service learning. Permission of the department chairperson.

BIOLOGY (BIO/BIL)

BIO 102 Internship Preparation (1)

This one-credit course prepares students for the internship and co-op experiences by providing students with the necessary skills to effectively represent themselves in the world of work. Topics include creating resumes and Linked In profiles, interviewing skills, social protocol, career options, and workplace conflict resolution. The course also helps students create concrete plans for having a positive internship experience by writing learning objectives for the internship as part of the self-evaluation process.

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 and 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 degree.

BIO 200 Science Writing (1)

This course introduces students to fundamentals of writing in scientific contexts, including practicing audience analysis and ethical awareness, designing, and composing a range of documents and electronic texts.

BIO 201 Principles of Biology I (3)

Introduces fundamental biological processes and problems related to cellular and molecular biology and ecological systems. Considers the cell, chemical processes, bioenergetics, genetics, and ecological principles and processes. Co-requisites: BIL 201.

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. Co-requisites: BIO 201

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. 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. Credit is not applicable to a biology 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 208 Plant Science and Society (3)

The course examines the study of plants and their roles in human health, industry and environmental interaction. fundamental plant structure, function, diversity, and ecology are introduced. Historical and contemporary roles and issues of plants in agriculture, nutrition, medicine, fuel use, commercial industry, and psychoactive plants are explored.

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 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 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: prerequisite or co-requisite of EDM or EDA 235. 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. Prerequisites: ENG 101, BIO 201, or permission of the instructor. CHM/CHL 140 or CHM/CHL 181; co-requisite BIL 305

BIL 305 General Botany Lab (1)

Laboratory section to accompany BIO 305 lecture. Meets 2.5 hours per week. May require additional individual and group study and meetings with instructor. Prerequisites: ENG 101, BIO 201 and BIL 201, or permission of the instructor. CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite; Co-requisite BIL 305

BIO 306 Vertebrate Zoology (3)

Surveys all the vertebrate animals, emphasizing the principles of morphology, physiology, development, behavior, and population and ecosystem interactions. Prerequisites: ENG 101 or equivalent, BIO 201 or permission of the instructor. CHM/CHL 140 or CHM/CHL 181 as prerequisite or corequisite.; corequisite BIL 306

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 or 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 structure and function. Emphasizes energy and matter transformation, membrane structure and function, cytoskeletal systems, cell connections, protein synthesis and trafficking, cell communication, and cell cycle mitosis. Prerequisites: ENG 101 or equivalent, BIO 201. CHM/CHL 182 as prerequisite or co-requisite.

BIL 307 Cell Biology Lab (1)

Introduces methods and tools used to investigate cell and molecular biology. This course will cover fundamental concepts of cellular chemistry and composition, cell culture, microscopy, and analysis of protein function. Two and a half hour lab. Prerequisites: ENG 101 or equivalent, BIO 201 and BIL 201. CHM/CHL 182 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. Prerequisites: ENG 101 or equivalent, BIO 201, CHM/CHL 182 as prerequisite or co-requisite.

BIL 308 Genetics Lab (1)

Laboratory accompanies BIO 308 Genetics Lecture. Course introduces classical genetic and molecular genetic techniques and tools. Explores genetic concepts in prokaryotes and emphasizes eukaryotic genetic concepts. Prerequisites: ENG 101 or equivalent, BIO 201 and BIL 201. CHM/CHL 182 as prerequisite or co-requisite.

BIO 311 Invertebrate Zoology (3)

The course surveys the major invertebrate phyla, emphasizing the principles of morphology, development, physiology, evolutionary relationships, and environmental interactions. Prerequisites: ENG 101 or equivalent, BIO 201 or permission of the instructor. CHM/CHL 140 or CHM/CHL 181 as prerequisite or corequisite.; corequisite BIL 311

BIL 311 Invertebrate Zoology Lab (1)

Laboratory accompanies BIO 311 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 or 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, BIO 201 or BIO 330, CHM/CHL 130 or 140 or CHM/CHL 181 as prerequisite or co-requisite.

BIO 317 Principles of Ecology (3)

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. Prerequisites: CHM/CHL 140 or CHM/CHL 181 as prerequisite or corequisite; and minimum grades of 'C' (2.0) in MTH 120 or MTH 122 or MTH 130 and in BIO 201.

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 students with a survey of responsible and fraudulent practices in the field. Selected health services, products, fads, and types of quackery are discussed and evaluated. Credit is not applicable to a Biology major.

BIO 330 Anatomy and Physiology I (3)

This course studies the chemical basis of life, body organization, cellular structures and metabolism, tissues, membranes, and glands; the structure and function of the integumentary, skeletal, muscular, nervous systems, and the special senses. Prerequisites: BIO and BIL 201 with a minimum grade of C, or BIO and BIL 201 taken as corequisites, 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/CHL 130 or its equivalent. Co-requisite: BIL 330

BIL 330 Anatomy and Physiology I Lab (1)

Laboratory accompanies BIO 330 Anatomy and Physiology I lecture. Hands-on activities study cell physiology, tissues, integumentary system, skeletal system, muscular system, nervous system and special senses. Labs are two and one-half hours long. Prerequisites: BIO 201 and BIL 201 with a minimum grade of C, or BIO and BIL 201 taken as corequisites, 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/CHL 130 or its equivalent. Co-Requisites: BIO 330

BIO 331 Anatomy and Physiology II (3)

This course studies the structure and function of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive systems, and human development. Prerequisite: BIO/BIL 330. Each with a minimum grade of C (2.0) in each. Co-requisite: BIL 331

BIL 331 Anatomy and Physiology II Lab (1)

Laboratory accompanies BIO 331 Anatomy and Physiology II lecture. Hands-on activities study the structure and function of the endocrine, circulatory, respiratory, digestive, urinary, reproductive systems, and human development. Lab emphasizes anatomy. Labs are two and one-half hours long. Prerequisites: BIO 330 and BIL 330 with a minimum grade of C (2.0).

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 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.

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)

This course presents applications of the pathologic variations from the normal function and structure of the body resulting from disease, heredity, or injury. It provides a linkage between anatomy and physiology and biochemistry and demonstrates their application to clinical practice. Prerequisites: BIO/BIL 330 and BIO/BIL 331 or equivalent, with a minimum grade of C (2.0) or above in each.

BIO 380 Community Partner Project Internship (1-3)

This course allows a qualified student to complete an internship for academic credit, as an enhancement to classwork. For each credit hour, the student will work at least 40 hours during a semester on an internship project and/or at an internship site, mentored by a faculty member. This course, taken for 3 credits, meets the requirements for the Public Health Internship. Prerequisite: ENG 101 or equivalent; BIO 207 required only for Public Health majors, or permission of department chair.

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 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 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)

Prepares students to construct science research questions and advances science literature research methods. Develops scholarly scientific communication skills. Prerequisite: ENG 355

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 the instructor, ENG 101; ENG 355 as pre or corequisite (or equivalent), CHM/CHL 182 as prerequisite or corequisite

BIO 407 Human Genetics (3)

Presents the structure and functioning of hereditary mechanisms in humans; descriptions of human genetic conditions and diseases; the scope of genetics in the analysis, diagnosis, treatment, and prevention of disease; genetic aspects of embryology and development. Prerequisites: BIO/BIL 308; ENG 355 as pre or corequisite

BIO 411 Biotechnology (3)

Introduces basic molecular techniques of recombinant DNA technology. Studies the application of various techniques to environmental studies, agriculture and crop science, and botanical applications, microbial applications. Provides students opportunities to research and discuss ethical, legal, societal implications and applications of these techniques. Prerequisites: BIO/BIL 308; ENG 355 or equivalent as pre or corequisite

BIO 419 Molecular Biology (3)

The course presents the cellular and molecular biology of eukaryotic and bacterial cells. It emphasizes transcriptional, posttranscriptional and translation events in the cells and will introduce concepts of genomics, proteomics and bioinformatics. Prerequisites: BIO/BIL 308

BIO 420 Epidemiology (3)

This course introduces the core principles and scope of epidemiology. It includes basic methodology, research, and applications. Prerequisite: MTH 212.

BIO 490 Biology Seminar (1-3 [Biology majors and Environmental Science majors must take 3 semester hours], repeatable up to 6 hours for Honors Program students)

Gives students experience in preparing and presenting a scientific paper. Prerequisite: BIO 402, senior standing, ENG 355.

BIO 491 Capstone: Public Health Seminar (3)

This course gives students experience in preparing and presenting a scientific paper. Taken by students with senior status. Prerequisites: BIO 402; ENG 355

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 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)**BUSINESS ANALYTICS (BAM)****DAM 100 RIZE Foundations of Data Analytics I**

In an increasingly data-driven world, everyone should be able to understand the numbers that govern our lives. Whether or not you want to work as a data analyst, being “data literate” will help you in your chosen field. In this course, you’ll learn

the core concepts of inference and data analysis by working with real data. By the end of the term, you'll be able to analyze large datasets and present your results.

DAM 101 RIZE Foundations of Data Analytics II

This course is intended as a continuation of Foundations of Data Analytics I. In this course, you'll learn how Data Analytics are applied within the workforce. Particular attention will be paid to the role of the Data Scientist or Analyst, machine learning and the applications of Big Data. By the end of the term, you will be able to design and execute a range of data-driven experiments.

BAM 200 RIZE How to Get a Job in Business Analytics

Students will explore career paths in analytics, potential salary outcomes, and the skills needed to understand whether these salary outcomes will support them. This exploration will lead to identification of target jobs and opportunities and the steps needed to take to achieve career goals.

BAM 301 RIZE Business Analytics I

This course focuses on using the most common business analytics tools in the industry. Students will build foundational skills in SQL and Tableau to extract, analyze, and visualize data. Students will also experience database design, hypothesis testing, and the nuances of big data in the business landscape.

BAM RIZE 302 Business Analytics II

This course is intended as a continuation of Business Analytics I. Students will build on the knowledge of business analytics tools by learning advanced SQL and Tableau skills and predictive modeling. This course is oriented around business case studies to apply this knowledge to real-world scenarios.

BAM RIZE 490 Practicum

In this capstone course, students engage in a hands-on business analytics project, tackling a real-world data problem from start to finish. This immersive experience equips students with the skills needed for their future roles as analysts, with a special focus on honing job interview skills and communicating findings to stakeholders. Students will also learn how to build a portfolio for their job search.

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 or MTH 122 with a grade of C or better, or ACT score of 26 or higher, or SAT score of 590 or higher.

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.

BUS 206 Personal Finance (1)

This course will engage students in the exploration of personal financial planning with a faculty member who has expertise in that area.

BUS 214 Project Management (3)

Focuses on contemporary project management techniques, including quality, communication, expanded role definitions, leadership principles and a scalable approach to projects. Exploration of the discipline of project management through active participation in project stages of selection, initiation, planning, execution and closing. Prerequisites: BUS 101 with a grade of C or better, MTH 098 or equivalent placement test score.

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. Fulfills LUC 202 requirement.

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 or MTH 122 with a grade of C or better, or ACT score of 26 or higher, or SAT score of 590 or higher.

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 governs them.

BUS 307/SCM 201 RIZE Supply Chain Management: Forecasting and Logistics (3)

This course provides a broad overview of the planning and execution of customer demand. It is divided into two parts: forecasting and logistics. Students will have the tools and techniques to analyze demand data, construct different forecasting techniques, and choose the most suitable one for projecting future demand.

BUS 308/SCM 202 RIZE Supply Chain Management: Sourcing and Operations (3)

This course provides an overview of sourcing and operations. Students will learn the key components of sourcing: supplier selection, supplier segmentation, make vs buy decisions and supplier relationships as well as Lean Inventory methodology and Six Sigma methodology. Prerequisite: BUS 307.

BUS 309/SCM 490 RIZE Supply Chain Management: Capstone (3)

Synthesizes knowledge of supply chain processes and apply learned skills to a series of challenges in logistics, operations, planning, and sourcing and address real supply chain problems by implementing lean inventory management, and using six sigma processes. Prerequisite: BUS 308.

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 327 Business Etiquette Proficiencies (3)

Focus on public speaking skills, business etiquette knowledge, and networking abilities necessary for functioning effectively on a personal and professional basis. Prerequisite: BUS 235 with grade of C or higher.

BUS 330 Legal Environment of Business (3)

This course is a survey of the pertinent parts of the U.S. Legal System that both directly and indirectly impacts on the conduct of Business. The course provides an overview of the legal system, which includes topics such as sources and nature of law, contracts, agency, sales, real and personal property, forms of business ownership, negotiable instruments & commercial paper, and secured transactions. 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 150 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 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 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. Cross-listed 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.

BUS 299/499 Topics in Business (1-4)

Explores business topics of special interest.

SUPPLY CHAIN MANAGEMENT (SCM)

SCM 201 RIZE - Forecasting & Logistics

This course will teach students how to use forecasting techniques to match supply and demand, and how to develop logistics networks that help minimize costs and deliver top customer service.

SCM 202 RIZE - Sourcing & Operations

This course will teach students how businesses manage the increasing complexity behind the scenes through efficient sourcing of suppliers and operations. Students will have the opportunity to apply this knowledge by conducting a real-world case study of a product of their choosing.

SCM 301 RIZE - Supply Chain Management Technologies

This course covers the major relevant supply chain technologies and systems. Students will survey the systems that enable the supply chain in best-in-class supply chain organizations. Understanding of how information flows throughout the supply chain is critical to managing a supply chain and this will be the main focus in this course. By the end of this course, students will have gained a basic understanding of how supply chain systems work and how they make the supply chain more efficient and effective.

SCM 302 RIZE - Supply Chain In Action

This course will teach students about the application of supply chain systems to vital real-world functions. By the end of this class, students will have a much better understanding of why supply chain management is vitally important, how it intersects with business, national and global interest, and how supply chains literally save the world.

SCM 490 RIZE - Capstone

In this course students will be tasked with creating a series of solutions to actual problems faced by a real-world company in delivering their product to consumers. By the end of this course, students will have built experience in solving real-world supply chain problems and seeing how solutions compare to the professional's solutions.

ARTIFICIAL INTELLIGENCE (AI)

AIL 100 RIZE- AI for Everyone

Artificial Intelligence is changing the world. It is changing jobs, creating them, and even replacing them. More than ever before, companies need employees who can use AI tools to solve problems creatively and responsibly. This non-technical AI crash course builds the foundational skills needed to do that and is designed to be valuable to anyone. Students will learn how to distinguish problems that AI is useful for, master prompt engineering to improve outputs, detect AI-generated output, analyze ethics and privacy, and stay up to date on one of the most transformative technologies of our lifetimes.

AIL 200 RIZE- AI for Decision Making

Artificial Intelligence decisions are often only as good as the person asking the question. In this course, students will learn how to ask the right questions and increase productivity and innovation. Create better prompts, compare and contrast strengths and limitations, evaluate outcomes, and by the end of this course, understand and leverage the power of AI for decision-making across any discipline, opening up new career paths and personal growth.

AIL 201 - AI for Creativity and Design

Generative AI has introduced a new paradigm of AI: the co-creator. Top professionals and companies use AI to improve productivity and creativity every day, and in this course, students will learn the iterative prompting, search, and functional evaluation metrics powering these uses. By the end of this course, students will integrate AI tools into a variety of creative skill sets and projects, building new avenues for creativity.

CHEMISTRY (CHM)

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 passing grade in CHM 098 within the last five years, and 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 passing grade in CHM 098 within the last five years, and MTH 098 or equivalent math placement test score. Co-requisite: CHM 130. (Fee)

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 'high school chemistry with a minimum grade of B in the last 3 years' or passing score on chemistry placement exam and high school chemistry 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 and CHL 130 or CHM/CHL 121 or 'passing score on chemistry placement exam and high school chemistry' and MTH 098 or equivalent math placement test score. Co-requisite: CHM 140. (Fee)

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 Science 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 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: 'Passing grade in high school chemistry and 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: 'Passing grade in high school chemistry and 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. (Fee)

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. (Fee)

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. (Fee)

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. (Fee)

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, Pre or Co requisites: MTH 135 and PHS/PLA 201 (Lab Fee)

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. (Fee)

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 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. (Fee)

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/CHL 299/499 Topics in Chemistry (1-4)

Examines topics of particular interest to the student. Intended for advanced students in chemistry. Prerequisite: Permission of the instructor. (Lab Fee)

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 Search Engines 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.

COMPUTER SCIENCE (CSC)

CSC 100 RIZE Internet History, Technology, and Security (3)

This course gives historical context for understanding the workings of network technology. It explores the structures of the internet and addresses the important technological issues facing society as well as possibilities for innovation.

CSC 101 RIZE Programming for Everyone I (3)

This course introduces the basics of computer programming using Python, focusing on built-in data structures such as lists, dictionaries, and tuples to perform data analysis. It introduces core syntax, commands, and data structures of the Python programming language.

CSC 201 RIZE Programming for Everyone II (3)

This course provides an introduction to data mining, focusing on the fundamentals of data access and data management. Students will work with HTML, XML and JSON data formats in Python. The course introduces the fundamentals of Structured Query Language (SQL) and database design as part of a multi-step data gathering, analysis and processing effort. Students will build web crawlers and multi-step data gathering and visualization processes. Prerequisite: CSC 101

CSC 204 RIZE Web development (3)

This course introduces students to creating websites using HTML, CSS, and Javascript. In the final project, students will build a website for a real or imaginary product. Prerequisite: ENG 353 or ENG 380 or CSC 101 or MTH 135

CSC 301 RIZE Application Development I (3)

This course introduces students to Django – a Python-based framework used in the creation of complex, data-driven websites. Students will learn the features and particularities of Django, as well as the basics of web applications including HTML, the Request-Response structure, and the internal structure of servers. The course will also review the basics of database management, and dive deeper into a variety of data structures and modules. Prerequisite: CSC 101 and 201 Programming for Everyone I and II

CSC 302 RIZE Application Development II (3)

Students will work individually and in groups to develop web applications. This course heavily emphasizes project-based learning. Prerequisite: CSC 301 (recommended co-requisite: CSC 204)

CSC 310 RIZE Introduction to C-How Computers Really Work (3)

This course introduces students to C, the programming language used to develop numerous other high-level programming languages, including Python, C++, and C#. Students will learn the techniques used to program in C and the necessary concepts required to understand how higher-level programming languages are developed. Prerequisite: CSC 302

CSC 320 RIZE Hardware I – Inside of a Microcomputer (3)

Students will learn the fundamentals of machine language (binary) and assembly language and to understand what happens inside a computer on a fundamental level. Students will analyze the C compiler and learn how it produces the necessary strings of ones and zeroes that run on the hardware. Prerequisite: CSC 310

CSC 330 RIZE Data Structures (3)

This course will teach students fundamental data structures using Python. Students will learn what a data structure is, how to perform a range of operations on data structures, and study algorithms in relation to the data structures covered. Prerequisite: CSC 201 MTH 135 (or concurrent)

CSC 400 RIZE Algorithms (3)

This course explores algorithms from a coding perspective using Python. Students will learn about the issues that arise in the design of algorithms for solving computational problems and will explore a number of standard algorithm design paradigms. Students will also become familiar with concepts of runtime, recursion, implementation, and evaluation. Prerequisite: MTH 135, CSC 330

CSC 480 RIZE Product Development (3)

In this course, students will learn the roles and frameworks of product development. Students will engage in a range of activities in these areas, primarily focused on product management, including wireframing, creating user journeys. And writing requirements. Prerequisite: ENG 352

CSC 490 RIZE Capstone- Product Launch (3)

In this course, students will apply programming and data structure knowledge developed in the Computer Science major to a project development project. Students will design, build, and launch an application. Prerequisite: MTH 212, CSC 400, CSC 480 (or concurrent)

CYBERSECURITY (CYS)

CYS 100 RIZE Introduction to Cybersecurity

This course will teach students how malicious actors use social skills and technology to facilitate cyber-attacks and provide students with the tools and information needed to defend against those attacks. Whether they pursue one of the

many available jobs in cybersecurity or just want to secure their own privacy, students will learn how to make the Internet safer.

CYS 200 RIZE Cybercrime and Governance

Cybercrime is one of the biggest threats companies face on a daily basis, and they are constantly looking for new hires to help protect them. In this course, students will get a firsthand look at the methods used to commit cybercrimes. Students will also learn how governments detect, investigate, and stop these crimes, and become familiar with the laws and policies in place to deter cybercriminals.

CYS 201 RIZE Modern Cybersecurity

Just as technology is constantly evolving, so too must cybersecurity to keep pace with changing trends. In this class, you will learn about the changing landscape of cybersecurity, emerging mobile technologies that are likely to be targeted, and new forms of cyber-attacks being launched. By the end of the course, you will be able to implement the most up-to-date practices in cybersecurity in order to protect against attacks.

CYS 202 RIZE How to Get a Job in Cybersecurity

In this course, students will explore career paths in Cybersecurity, potential salary outcomes, and the skills they need to understand whether these salary outcomes will support them. This exploration will lead students to identify target jobs and opportunities. Students will then plan the steps they need to take to achieve their goals and begin executing that plan.

CYS 300 RIZE Network and System Security

Modern organizations know that even the strongest systems can be vulnerable to cyber-attacks. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach students how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, students will be able to identify and remedy common network and systems vulnerabilities.

CYS 301 RIZE Cyber Forensics

When cybercrimes do happen, knowledge of the proper response is needed. This course examines the tools and techniques used to perform cyber forensics and conduct investigations into cybercrimes. By the end of the course, students will be able to gather and analyze important digital evidence and gain skills in analyzing cybercrime that are in demand from companies across the country.

CYS 490 RIZE Capstone- Ethical Hacking

To stop a hacker, you need to think like a hacker. In this course, students will learn hands-on techniques for attacking and penetrating networks and systems. Students will be prepped with tools to launch these offensive tactics, and then complete a hands-on project to ethically hack a real system.

DATA SCIENCE (DAM/DSM)

DAM 100 RIZE Foundations of Data Analytics I

In an increasingly data-driven world, everyone should be able to understand the numbers that govern our lives. Whether or not you want to work as a data analyst, being “data literate” will help you in your chosen field. In this course, you’ll learn the core concepts of inference and data analysis by working with real data. By the end of the term, you’ll be able to analyze large datasets and present your results.

DAM 101 RIZE Foundations of Data Analytics II

This course is intended as a continuation of Foundations of Data Analytics I. In this course, you’ll learn how Data Analytics are applied within the workforce. Particular attention will be paid to the role of the Data Scientist or Analyst, machine learning and the applications of Big Data. By the end of the term, you will be able to design and execute a range of data-driven experiments.

DSM 200 RIZE How To Get a Job in Data Analytics

In this course, students will explore career paths in Data Science, potential salary outcomes, and the skills they need to understand whether these salary outcomes will support them. This exploration will lead students to identify target jobs and opportunities. Students will then plan the steps they need to take to achieve their goals and begin executing that plan.

DSM 300 RIZE Data Science I

This course is an introduction to data science in Python. Students will use advanced visualization and predictive modeling tools to turn raw data into actionable insights. Students will also learn how to use SQL to navigate databases.

DSM 301 RIZE Data Science II

This course is intended as a continuation of Data Science I. This course takes a deep dive into machine learning models, natural language processing, and time series in Python.

DSM 400 RIZE AI and Machine Learning

This course is a technical approach to cutting-edge AI methods. Students will productionize machine learning models to solve business problems, evaluate modern AI use cases (such as computer vision) and adapt Large Language Models (LLMs) for specific applications.

DSM 490 RIZE Data Science Practicum

This course is a capstone project in which students are asked to work through a full data science workflow using real-world data. This course exists to prepare students for the kind of work they will do on Data Science teams, and as such also features an emphasis on interviewing for jobs in the space and communicating results to stakeholders.

CRIMINAL AND SOCIAL JUSTICE (CSJ)

CSJ 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.

CSJ 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.

CSJ 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.

CSJ 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: CSJ 101 or CSJ 102.

CSJ 209 Interpersonal Communication and Conflict Management (3)

This course examines various aspects and modes of communication, including oral, written, and visual. Attention will be given to general standards of professional communication, especially as they apply across fields and disciplines. Fulfills LUC 202 requirement.

CSJ 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: CSJ 102 or permission of advisor.

CSJ 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: CSJ 102.

CSJ 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: CSJ 102 or permission of advisor.

CSJ 301 Urban Life and Development (3)

Explores urban theory and analysis techniques emphasizing urban culture, lifestyles, social change, and the demographical, ecological, and social organization of the city and metropolitan area. Focuses on the sociological aspects of urban planning and redevelopment. Prerequisite: CSJ 101 or permission of advisor.

CSJ 304 Diversity and Human Rights (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.

CSJ 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 CSJ102

CSJ 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: CSJ 102.

CSJ 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: CSJ 102 or permission of advisor.

CSJ 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.

CSJ 318 The Concept of Race in the United States (3)

The concepts of race and ethnicity have been socially constructed in the United States through our history and those concepts have played a major role in the formation of identity and perspectives. These concepts have also impacted the access to opportunity in the United States and have been deployed to justify numerous forms of inequality. The use of the concept of race in all aspects of American life will be addressed.

CSJ 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: CSJ 102 or permission of advisor.

CSJ 325 Victimology (3)

This course explores victimology, or the study of victimization. Course topics include the history of victims' rights, causes of victimization, its consequences, and how other institutions deal with crime victims. Addresses how social

scientists conduct research on victims of crimes and current issues and topics of interests to researchers who study victimization. Prerequisite: CSJ 102

CSJ 327 Social Science Research (3)

This course is designed to introduce various methods utilized by social scientists to analyze, interpret, and make sense of the social world around them. Steps for conducting social science research will be introduced, along with ethical considerations for each stage of the research process. Additionally, this course will focus on the quantitative and qualitative methods used for performing research and how to analyze data collected from these methods. Prerequisite: CSJ 101 or CSJ 102, MTH 212. Cross-listed with CSJ 413. Prerequisites: SWK 111 and MTH 212 or permission of Instructor.

CSJ 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: CSJ 101 or permission of advisor.

CSJ 331 Criminal Law and Procedure

Criminal law and procedure is a study of the legal, evidentiary, and procedural basis needed for students to gain a working knowledge of the criminal justice system. Students will learn how to read and interpret the substantive criminal law (Ohio Revised Code) and the criminal rules of evidence and procedure. Learning the constitutional basis of the system will provide the ability to understand whether the actions that they perform are constitutional.

CSJ 332 Criminal Evidence (3)

This course provides for an examination of the fundamentals of criminal evidence once it is obtained by the investigator through its use in the courtroom. The Rules of Evidence for reliable use in the courtroom will be a major focus of this course as the rules will be applied to determine the proper use of evidence in the courtroom setting to determine potential guilt. Prerequisites: CSJ 102.

CSJ 360 Ethical Decision-making in Criminal Justice and Social Work (3)

An examination of important ethical issues encountered by professionals in the social service and criminal justice systems. Emphasis will be placed on recognizing and analyzing moral dilemmas confronting social work and 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 professional standards and codes of conduct.

CSJ 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: CSJ 101 or PSY 110.

CSJ 404 Deviant Behavior (3)

Studies the process by which deviants are socially defined; critically examines deviance as a process of human interaction. Prerequisite: CSJ 101 or CSJ 102.

CSJ 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.

CSJ 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: CSJ 101 or permission of advisor.

CSJ 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. Cross-listed with SWK 413. Prerequisites: SWK 111 and MTH 212 or permission of Instructor.

CSJ 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: CSJ 102 or consent of advisor.

CSJ 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: CSJ 101 or permission of advisor.

CSJ 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: CSJ 101 or permission of advisor.

CSJ 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.

CSJ 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: CSJ 101 or CSJ 102 or permission of advisor.

CSJ 444 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: CSJ 102.

CSJ 490 Criminal Justice Capstone Experience I (3)

The Capstone experience 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 their critical thinking skills to the exploration of a social issue that impacts the criminal justice system and is a concern/problem of the profession. The course is open only to junior-and senior-level criminal justice majors. Prerequisite: Completion of criminal justice major coursework and/or permission of the Criminal justice program director with 3 or fewer semesters remaining.

CSJ 491 Criminal and Social Justice Capstone Experience II (3)

This course provides students with the opportunity to engage in 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 the social issue of wrongful conviction that impacts the criminal justice system and is a concern/problem of the profession. Students will complete the course by writing an investigative report to provide to the legal community for follow-up. The course is open only to junior and senior-level criminal justice majors. Prerequisites: Criminal Justice major with 3 or fewer semesters remaining.

CSJ 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.

CRAFT BEVERAGES (BDW)

BDW 100 Introduction to Brewing Science (3)

Examines the science and practices of brewing and alcohol production including hop and barley selection, the science of malting and fermentation, flavor development, and beer, wine, and spirits processing. (Fee)

BDW 110 Sales, Operations & Technology (3)

This course provides students with an introduction to the business of commercial alcoholic beverage productions, its historical development and the planning resources required to market and distribute craft beer, wine, and distilled spirit products. Emphasis is placed on the craft beverage market including trends that drive the industry and consumer. Prerequisite: Students must be at least 18 years of age to take this course.

BDW 200 Fermentation (3)

This course will focus on yeast and how different yeast strains affect fermentation for craft beer, wine, and distilled spirits. Prerequisites: BDW. Students must be at least 18 years of age to take this course. (Fee)

BDW 210 Styles and Flavors (3)

This course provides students with an introduction to the history of styles and flavors for beer, wine, and distilled spirits. The students will assess the factors contributing to flavor development and flavor defects through sensory evaluation of taste and aroma. The students will be allowed two-ounce beverage pours for sensory evaluation of taste and aroma in an educational setting. Prerequisite: Students must be at least 18 years of age to take this course. (Fee)

BDW 290 Craft Beverages Internship I (3)

Allows qualified students to complete an internship for academic credit, as an enhancement to classwork. Students will work at least 150 supervised hours during a semester at an internship site, mentored by a faculty member. Prerequisites: BDW 100 and permission of the department chair.

BDW 300 Distribution, Packaging & Quality Control (3)

This course will cover the aspects of distribution of alcohol products at the state and federal level, packaging and analytical techniques that result in a quality finished alcohol product, and quality control management of the brewhouse systems, fermentation processes, carbonating, packaging and related quality management procedures that are emphasized in the craft beverage industry. Prerequisite: BDW 200. Students must be at least 18 years of age to take this course.

BDW 350 Advanced Brewing and Distilling (3)

This course focuses on advanced brewing processes and the relationship of brewing to distillation. Specialty beer production, formula development and scaling, quality control management of a craft beverage production facility are covered. Prerequisite: BDW 100 & 200. Students must be at least 18 years of age to take this course. (Fee)

BDW 390 Craft Beverages Internship II (3)

This course allows qualified students to complete an internship for academic credit, as an enhancement to classwork building on their initial experience from BDW 290: Craft Beverage Internship I Brewing/Distilling. Students will work at least 150 supervised hours during a semester internship site, mentored by a faculty member. Prerequisite: BDW 290

BDW 400 Management and Services (3)

This course introduces service and management of beverages served in hospitality operations, tap rooms, restaurants, and bars. Prerequisites: BDW 210. Students must be 18 years of age to take this course. (Fee)

BDW 450 Culture and Pairing (3)

This course provides students with an introduction to the history of culture for beer, wine, and distilled spirits. The students will assess the factors contributing sensory evaluation of taste and aroma when pairing craft beverages with food. The students will be allowed two-ounce beverage pours for sensory evaluation of taste and aroma in an educational setting. Prerequisite: BDW 210. Students must be 18 years of age to take this course.

BDW 490 Craft Beverages Internship III (3)

Integrates classroom theory and skills in the craft beverage industry. Students will work at least 150 supervised hours during a semester at an approved site, mentored by a faculty member. A course paper integrates research and work experience. Prerequisite: Senior standing in Craft Brewing major.

DIGITAL AND MEDIA STUDIES (DMS)

DMS 300 Introduction to Digital and Media Studies (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, tools, and they will be introduced to fundamental practices of conceptualization and computing necessary to engage with and contribute to the digital and media studies landscape. Prerequisite: ENG 101

DMS 303 Introduction to Time-Based Media (3)

Introduces students to foundational concepts (related to video and audio production, animation, etc.) that they will build on in 400-level DMS courses. Prerequisite: DMS 300

DMS 350 Critical Discourse Analysis (3)

Introduces students to analysis of corpus information and large data sets. Students will learn about framing in relation to cultural discourse and design their own analyses and digital presentations of conclusions. Prerequisite: ENG 101.

DMS 355 Image and Screen Studies (3)

In this course, students learn about the current issues within mass-media production. Students will explore the nuances of image production and reality. They will study how culture shapes technology and vice versa. Prerequisite: ENG 101.

DMS 360 Media Production Internship (1-6)

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. May be repeated up to 6 semester hours. Prerequisites: ENG 101 and ENG 351 or ENG 352 or DMS 300, or permission of department chair; students in the Digital and Media Studies Major must complete at least 1 credit of DMS 381 before registering for DMS 360.

DMS 380 Beginning Markup Language (1; Pass/Fail)

This course introduces students to markup language coding concepts and allows them to master beginning level coding using specific markup language syntax. Repeatable with different topics.

DMS 381 Intermediate Markup Language (2-3; Pass/Fail)

This course introduces students to markup language coding concepts and allows them to master intermediate level coding using a specific markup language syntax. Repeatable with different topic. Prerequisite: DMS 380 or proficiency test.

DMS 382 Advance Markup Language (3; Pass/Fail)

This course introduces students to markup language coding concepts and allows them to master advanced level coding using a specific markup language syntax. Repeatable with different topic. Prerequisite: DMS 381 or Proficiency Test

DMS 383 Beginning Programming (3; Pass/Fail)

This course introduces students to programming concepts and allows them to master beginning level programming using a specific coding syntax. Repeatable with different topic.

DMS 384 Intermediate Programming (3; Pass/Fail)

This course introduces students to programming concepts and allows them to master intermediate level programming using a specific coding syntax. Repeatable with different topic. Prerequisite: DMS 383 or proficiency test

DMS 385 Advanced Programming (3; Pass/Fail)

This course introduces students to programming concepts and allows them to master advanced programming using a specific coding syntax. Repeatable with different topic. Prerequisite: DMS 384 or proficiency test.

DMS 430 Digital Design

This course will provide students with advanced design and web creation skills. Prerequisite: DMS 303

DMS 490 Digital and Media Studies Capstone and Professional Portfolio (3)

Repeatable to 6 hours for Honors Program students with approval of department chair. Students will design and develop an original digital project that synthesizes knowledge from their core minor with technical skills. The project topic will be developed in consultation with a faculty mentor. Students will also produce a professional, digital portfolio of their work in the major. Prerequisites: Completion of Coding Curriculum, Senior Standing

DMS 299/499 Topics in Digital and Media Studies (1-4)

This course provides background and theory related to specific technology practice and opportunities to apply theory to multi-media content production. Prerequisites: DMS 300 or Permission of program director.

EDUCATION (EDA, EDD, EDE, EDM, EDU, EIS)

EDA 235 Adolescent to Young Adult Curriculum, Instruction & Assessment (3)

The course examines adolescent to young adult curriculum and provides an in-depth review of the Ohio Academic Content Standards. The course introduces instructional models and elements of assessment theory in support of curriculum development and effective teaching. Students have opportunities to plan, teach, assess and reflect on lessons for adolescents and young adults that are developmentally appropriate and inclusive. Prerequisite: EDU 250 (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 to young adults. The course includes a field experience in adolescence to young adult setting. This course requires service learning to be completed within the field experience 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 students with an intensive opportunity to put into practice the skills, competencies, and dispositions of effective teaching of young adolescents. Students will complete 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. This course is the culmination of all Professional Education and Curriculum Content courses which comprise the Adolescent and Young Adult Education Program. This course will include intense experiences and practices in an Adolescent and Young Adult setting along with seminar sessions. This course requires a 75-day (approximately 15 weeks) student teaching experience. 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.

EDD 235 Primary & Special Education Instruction & Assessment (3)

Provides students with opportunities to learn and practice the skills and competencies of effective teaching at the primary and special education level. This course will examine various instructional methods used to teach young children in all content areas and will provide students with field experience in a primary and special education setting. Students will understand the components of service learning and will complete hours of service learning at their field placement site. Prerequisites: EDD 235

EDD 250 Primary & Special Education Methods and Field I (3)

Provides students with opportunities to learn and practice the skills and competencies of effective teaching at the primary and special education level. This course will examine various instructional methods used to teach young children in all content areas and will provide students with field experience in a primary and special education setting. Students will understand the components of service learning and will complete hours of service learning at their field placement site. Prerequisites: EDD 235

EDD 350 Dual Elementary Education Program Field Experience (3)

This course provides students with opportunities to learn and practice in a special education or inclusive classroom for Pre-K-5th grade methods and pedagogy. Students will engage in all elements of the Teacher Performance Assessment, including instruction and assessment, instructing and engaging students in learning, assessing student learning, and final retrospective reflection.

EDD 490 Dual Elementary Education Program Methods Practicum (12)

This course provides students with an intensive opportunity to put into practice the skills and competencies of effective teaching of children with exceptionalities. 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 requires a 75-day (approximately 15 weeks) student teaching.

EDE 235 Primary Education Curriculum, Instruction & Assessment (3)

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 Academic Content Standards. The course introduces instructional models and

elements of assessment theory in support of curriculum development and effective teaching. Students have opportunities to plan, teach, assess and reflect on lessons for young children that are developmentally appropriate and inclusive.

Prerequisite: EDU 230 (or co-requisite).

EDE 250 Primary Methods and Field 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 adolescent to young adults. The course includes a field experience in adolescence to young adult setting. This course requires service learning to be completed within the field experience 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: 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 Primary Education classroom. Examines PK program licensing and demonstrates alignment/connection of course content with all applicable professional and educational standards. Prerequisites: EDE 235.

EDE 350 Primary Education Methods & Field Experience II (3)

Provides students with opportunities to learn and practice the skills and competencies of effective teaching of young children. This course will provide an in-depth examination of primary education methods in all content areas. This is the second (after Methods & Field Experience I) of three courses where students will be able to practice the "art" of teaching. Prerequisite: EDE 250.

EDE 490 Capstone: Primary Education 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, including planning instruction and assessment, instructing and engaging students in learning, assessing student learning, and final retrospective reflection. This course is the culmination of all Professional Education and Curriculum Content courses which comprise the Primary Education Program. This course will include intense experiences and practices in a primary education classroom along with seminars. This course requires a 75-day (approximately 15 weeks) student teaching experience.

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 235 Middle Childhood Curriculum, Instruction & Assessment (3)

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 Academic Content Standards. The course introduces instructional models and elements of assessment theory in support of curriculum development and effective teaching. Students have opportunities to plan, teach, assess and reflect on lessons for young adolescents that are developmentally appropriate and inclusive. Prerequisites: EDU 250

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 adolescence to young adult level. This course will examine various instructional methods used to teach adolescents to young adults. The course includes a field experience in adolescence to young adult setting. This course requires service learning to be completed within the field experience 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.

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 the teacher candidate with an intensive opportunity to put into practice the skills, competencies, and dispositions of effective teaching of young adolescents. Students will complete 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. 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. This course requires a 75-day (approximately 15 weeks) student teaching experience. 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 099 Education Assessment Support (1)

The course prepares students who do not possess acceptable test scores (ACT, SAT, or Praxis) to meet requirements to enter the Division of Education. Only students who do not have acceptable test scores will be required to complete the course.

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; Primary (grades PK-4), Middle Childhood (grades 4-9), Adolescence to Young Adult (grades 7-12), or Intervention Specialist (K-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 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 216 also examines social issues within the P-12 classrooms.

EDU 220 Foundations of Literacy (3)

The Foundations of Literacy course provides a scientifically based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. The course presents the key scientifically based reading research foundations needed to understand how reading develops as well as the role of research in neuroscience and the neurological development in reading. In addition, this course The Foundations of Literacy course provides a scientifically based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. The course presents the key scientifically based reading research foundations needed to understand how reading develops as well as the role of research in neuroscience and the neurological development in reading. In addition, this course will explore scientifically based, effective methods and strategies used to teach literacy skills to young children through young adults. Topics include understanding reading research, cognitive psychology's contributions to understanding the reading process, language development, the sequence of learning to read, the essential components of reading instruction, and an introduction to the most effective approaches to teaching reading across the grade bands. will explore scientifically based, effective methods and strategies used to teach literacy skills to young children through young adults. Topics include understanding reading research, cognitive psychology's contributions to understanding the reading process, language development, the sequence of learning to read, the essential components of reading instruction, and an introduction to the most effective approaches to teaching reading across the grade bands.

Prerequisite: EDD 235, EDE 235, or EDM 235, EIS 235, or EDA 235.

EDU 221 Vocabulary, Comprehension and Writing Instruction in Content Areas (3)

This course is a comprehensive exploration of the developmental and instructional implications related to fluent reading, vocabulary acquisition, comprehension and writing instruction. Along with these core aspects of reading, major skills that contribute to the development of written expression are explored. Principles of explicit and systematic instruction of these core aspects of reading and writing are studied and practiced. Teacher candidates design instruction utilizing a variety of

media (both visual and written), fiction, nonfiction, and incorporate writing for authentic purposes.. Prerequisite: EDD253, EDE235, EDM 235, EDA 235 or EIS 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 and Human Development (3)

Presents an overview of educational psychology, human development, growth, and learning in the affective (moral, spiritual, aesthetic, and personality development), social (including play), creative, cognitive, language, and physical domains. Focus is given to the development, growth, and learning of the child from infancy to adolescence. Examines how theoretical knowledge of child development affects and has implications for the establishment of appropriate learning environments, curriculum/activities for engagement, and establishing research-based realistic and reachable classroom expectations for learning and behavior. This course provides clinical opportunities for candidates to apply course content to appropriate practices, guidelines, and standards. Prerequisites: 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 k-12 students. Prerequisite: EDU 151. This course is a co-requisite (must be taken concurrently) with EDE 250, EDM 250, or EDA 250.

EDU 312 Teaching Reading Through Literature for Young Adolescents (3)

This course 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 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 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. Prerequisite: ENG 200.

EDU 317 Classroom Management for Primary Education (3)

This course provides students with the knowledge and skills necessary to create an effective learning environment for a P-5 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 324 Phonological Awareness and Phonics

This course is designed to teach the fundamental principles and concepts of the structure of language, with a focus on phonological awareness and phonics. Students learn the sound-symbol correspondences of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process. Students also study the linguistic and cognitive bases of reading. Prerequisite: EDU 220

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 335: Reading Assessment, Instructions, and Intervention (3)

This course will address the use of formal and informal assessment procedures used to design and evaluate robust reading instruction and intervention for children in preschool through high school. The focus of the course includes the knowledge and skills needed to choose and give appropriate reading assessments for a variety of purposes, data-based decision making to guide instructional planning and intervention design and understanding struggling readers including those with reading disabilities. Instruction will be delivered within a context of an ecological, collaborative problem-solving model. Students will be instructed on how to apply both formal and informal assessments to a problem-solving model aimed at the design of robust reading instruction. An emphasis will be placed on creating Multi-Tiered System of Supports (MTSS) to support all students. Prerequisite: EDU 220

EDU 351 Technology, Pedagogy, and Content Knowledge (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 technology knowledge, skills, tools, and resources into the learning process for PK-12 students. Prerequisite: EDU 251. This course 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.

EDU 599 Professional Development Topics Course (3)

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.

EIS 203 Positive Behavioral Interventions for Individuals with Exceptionalities K-12 (3)

This course provides students with a knowledge base of the historical development of positive behavior support. This course also provides students with an opportunity to explore effective classroom management and individual behavior intervention strategies emphasizing the development of a proactive learning environment through positive behavior intervention supports. Topics include Functional Behavior Assessments as well as behavior intervention plans for students with exceptionalities.

EIS 204 Instructional Interventions for Individuals with Exceptionalities (3)

This course provides the students with knowledge-based concepts and strategies to promote the successful social and academic integration of individuals with exceptionalities. This course also gives students the opportunity to explore the benefits of collaborating with colleagues to design and implement effective instruction. In addition, the course includes a brief history of special education and the federal policy that relates to special education.

EIS 206 Transitions and Students with Exceptionalities K-12 (3)

This course specifically researches best practices related to transitions in Preschool to Kindergarten, from self-contained classes to general education classrooms, from one level of school to another, and from school to work. Issues, resources, techniques to make successful transitions.

EIS 235 Special Education K-12 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 K-12 curriculum and provides an in-depth review of the Ohio Academic Content Standards. The course introduces instructional models and elements of assessment theory in support of curriculum development and effective teaching. Students have opportunities to plan, teach, assess and reflect on lessons for young children that are developmentally appropriate and inclusive. Prerequisites: EDU 230

EIS 250 Intervention Specialist K-12 Methods and Field Experience I (3)

This course includes an extensive field experience of 75 students contact hours in a special education setting for students with mild/moderate identified disabilities.

EIS 340 Law and Policy for Special Education K-12 (3)

This course examines the major rules and regulations related to educating students with disabilities. Specifically, the content will explore the requirements the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act and the most recent reauthorization of the Individuals with Disabilities Act (IDEA). A significant amount of time will be dedicated to examining the procedural and substantive requirements of IDEA as implemented by Ohio educational agencies serving children with disabilities.

EIS 306 Assistive Technology for Special Education K-12 (3)

The content covers the appropriate practices and strategies for using computers and various input and output devices to simple switches used to turn appliances on to increase the quality of life of persons with exceptionalities.

EIS 350 Intervention Specialist Field Experience III K-12 (3)

In this course, students will complete a practice edTPA in full. Students will complete lesson plans for a 3-5-day unit, experience and participate in IEP meetings, 504 meetings, RTI, student evaluations and assessments as the opportunities present themselves to preservice teachers. Pre-service teachers will have 3 on site evaluations, keep daily reflection logs, and attend all in-service opportunities that their classroom mentor teachers have the opportunity to attend when available to them.

EIS 401 Math, Science and Social Studies Instruction and Assessment in Special Education K-12 (3)

This course provides hands on experience working with lesson plans and activities that are designed to be used with students needing extra support in content areas of math, science and social studies. The use of RTI, Assessments, Assistive Technology, Readers, appropriate accommodations, modifications, differentiation and flexible seating are a few of the topic's students will explore and apply to lesson planning.

EIS 402 Adapting Curriculum and Instruction in Special Education K-12 (3)

This course provides hands on experience working with lesson plans and activities that are designed to be used with students needing extra support.

EIS 490 Student Teaching Internship and Seminar Special Education K-12 (12)

In this course, students will complete an official edTPA and submit to for assessment. Students will follow their mentor teachers classroom teaching protocols using teaching strategies such as co-teaching, large group instruction, small group instruction long with any other expectations set for by the classroom mentor teacher. Students will experience and participate in IEP meetings, 504 meetings, RTI, student evaluations and assessments as the opportunities presents themselves to preservice teachers. Pre-service teachers will have 5 on site evaluations keep daily reflection logs and attend all in-service opportunities that their classroom mentor teachers have the opportunity to attend when available to them. This course requires a 75-day (approximately 15 weeks) student teaching experience.

ENGLISH (ENG)

ENG 097 College Reading Strategies (3)

Introduces skills for reading fluency, comprehension, and retention of college level texts. Credit does not apply towards graduation. A grade of C* or higher is needed for placement into ENG 101.

ENG 098 College Writing Strategies (3)

Provides instruction in grammar, punctuation, sentence structure, prewriting skills, and essay development. Credit does not apply towards graduation. A grade of C* or higher is needed for placement into ENG 101.

ENG 101 College Composition* (3)

This course provides students with practice and guidance in applying writing strategies and research techniques in composing college-level writing assignments. Students will use the conventions for college writing and research to construct a range of texts for multiple purposes, such as analysis, evaluation, synthesis, and argumentation. Students are also introduced to MLA and APA style citation 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 basics of visual rhetoric. Prerequisite: ENG 101.

ENG 200 Introduction to Literature (3)

Introduces students to the formal study of fiction, poetry, and drama. Emphasizes analytical writing about literature. Prerequisite: ENG 101.

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. Prerequisite: ENG 101.

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. Prerequisite: ENG 101.

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. Prerequisite: ENG 101.

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. Prerequisite: ENG 101.

ENG 215 Sports and Literature (3)

Introduces students to the formal study of fiction, poetry, and drama, focusing on literature with sports-related subjects and themes. Emphasizes analytical writing about literature. Prerequisite: ENG 101

ENG 216 Science Fiction and Fantasy Literature (3)

Introduces students to the formal study of fiction, poetry, and drama, focusing on science fiction and fantasy literature. Emphasizes analytical writing about literature. Prerequisite: ENG 101

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, or 215.

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, and ENG 200, 211, 212, 213, or 214, or 215.

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, and ENG 200, 211, 212, 213, 214, or 215.

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, and ENG 200, 211, 212, 213, 214, or 215.

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, and ENG 200, 211, 212, 213, 214, or 215.

ENG 305 Creative Writing (3)

This is a beginning course in writing poetry, narrative, and short fiction with emphasis on invention, craft, and critique of student writing and published works. Prerequisites: ENG 101

ENG 313 Theoretical Approaches to the Teaching of Writing (3)

This course provides students with a foundation in composition and literacy theory for teaching. Students will craft teaching modules, engage with readings, and analyze their experiences. The course accounts for the intersections of race, gender, class, and disability in teaching writing. Prerequisite: ENG 101

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, 214, or 215.

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 101.

ENG 351 Media Writing (3)

This course introduces students to the foundations and practices of media writing. It focuses on media writing style and language conventions and emphasizes several forms of media writing, including news writing, broadcast journalism, digital writing, public relations, and advertising. It accounts for the intersections of race, gender, class and disability in media writing and representation. Prerequisites: ENG 101

ENG 352 Professional Writing (3)

This course 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. The course accounts for the intersections of race, gender, class, and disability in professional writing. Prerequisite: ENG 101

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 101.

ENG 355 Writing for Science and Health Professions (3)

This course builds on the work begun in Composition I. Students will use writing strategies to produce texts for a variety of audiences, purposes, and platforms, focusing on scientific and healthcare contexts. The course accounts for the social determinants of health in scientific writing. Prerequisite: ENG 101

ENG 360 Writing Internship (1-6)

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, and permission of department chair. May be repeated up to 6 semester hours.

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, 214, or 215.

ENG 401 Studies in Fiction (3)

Includes reading and analysis of selected works of fiction by significant writers. Emphasizes literary strategies and cultural context in fiction. Requires substantial scholarly research on a literary topic. Prerequisites: ENG 101 and ENG 200, 211, 212, 213, 214, or 215.

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 and ENG 200, 211, 212, 213, 214, or 215.

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 and ENG 200, 211, 212, 213, 214, or 215

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 and ENG 200, 211, 212, 213, 214, or 215.

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, 211, 212, 213, 214, or 215 .

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, 211, 212, 213, 214, or 215.

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 101.

ENG 440 Studies in Rhetoric (3)

Provides in depth examination of topics of rhetorical and cultural interest. Students utilize the tools of rhetorical analysis to question, deconstruct, evaluate, and engage events, movements, and theorists clustered around a given theme. Prerequisites: ENG 101.

ENG 490 Capstone: Senior Research (3)

Repeatable to 6 hours for Honors Program students with approval of department chair. 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)

This course provides substantial research in language or literary topic(s) that are not otherwise covered in the curriculum. Prerequisites: ENG 101, ENG 200 or ENG 211-215, and permission of department chairperson.

ENG 570 Graduate Nursing Writing Preparation (3)

In this course, students begin articulating their graduate research agendas and setting up their Master's Portfolio. Students engage in the advanced writing skills of synthesizing, analyzing, and reflecting on research materials as well as studying various styles of writing within nursing. Additionally, the course includes grammar and style review, advanced APA practice, and an emphasis on professional forms of communication.

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. (Fee)

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.

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 101

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 101 or 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: ENG 101 or Junior Status; or permission of Instructor

ENDURING QUESTIONS (ENQ)

The Enduring Questions Seminar course serves as a capstone experience for the Lourdes University Core Curriculum. In these courses, students will approach significant topics from inter or multi-disciplinary perspectives, apply methods from multiple disciplines to analysis and/or problem solving, and demonstrate critical thinking and synthesis skills.

ENQ 301 What Makes a Leader? (3)

This course will use methods from literature, history, philosophy, and social sciences to question and analyze the nature of leadership. Students will relate lessons from leadership theory as well as historical and contemporary leaders to compare practices of leaders and followers in their own lives. Comparative analysis and Socratic questioning will be used to explore the phenomena of interpersonal communication, vision, Franciscan values, motivation, leadership crucibles, generational differences, adult development, and leadership development.

ENQ 302 Women in Science (3)

This course will use methods from rhetoric, history and science to analyze historical, social, cultural and scientific barriers to the success of women in science. Exploring the real-world issues, it also looks at the social, cultural and economic impacts of these barriers on the society.

ENQ 303 What Defines a Culture of Health? (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.

ENQ 307 What is the Relationship between Nature and Nurture? (3)

This course introduces the basic principles and applications of genetics, and the role of environmental factors on different human conditions. It is also to help students analyze the claims about science in popular culture and how to research those topics to form their own assessment. Prerequisite: Junior Standing

ENQ 305 Disability and Humanity (3)

This course will use methods from English studies, history, and social sciences to examine personal attitudes toward disability, explore the role of history in current attitudes toward and practices regarding disability, and investigate the intersections between disability and other forms of diversity and identity such as race, class, gender, and sexuality. Students will draw on a broad range of interdisciplinary texts, including government, medical, and legal documents, narratives, essays, poetry, blogs, films, websites, documentaries, and disability studies theory to analyze disability as a social, cultural historical, and political phenomenon that impacts individual attitudes and institutional practices. Prerequisite: Junior Standing

ENQ 304 What Makes Us Sick? (3)

This course will help students understand the way in which science has progressed in detecting the causes of human diseases over the last few centuries. It is also to help students analyze the claims about science in popular culture and how to research those topics to form their own assessment. Prerequisite: Junior Standing

ENQ 306 Is Sleep Important? (3)

This course will use methods from science, rhetoric, and history to analyze scientific, cultural, and historical attitudes related to sleep. Students will read a variety of interdisciplinary texts, including medical documents, essays, poetry, and websites to analyze matters related to sleep. Exploring the real-world issues, it also looks at the cultural and economic impacts of sleep deprivation on individuals and society. Prerequisite: Junior Standing

ENQ 307 Faith, Reason and Science (3)

This course will use methods from theology, philosophy, and physical sciences to ask about the compatibility of and issues that arise from the intersection of theology and science: is there a god; how does God relate to this world; can science and theology get along; how did the universe come into existence; how did life form; how did human beings come to exist and what is their place in the material world; what is the relationship between the mind and the brain? The arguments on the varying sides of the so-called “debate” between faith and reason, both scholarly and popular, will be examined along with the importance and proper role of science in this debate.

EXERCISE SCIENCE (EXS/EXL)

EXS 100 Introduction to Exercise Science (3)

This course introduces the field of exercise science and major topics, including basic concepts of anatomical, neurological, physiological, biochemical, and psychological function in human movement. This course discusses professionalism, ethical issues within the field, and researching a variety of job opportunities.

EXS 101 Weightlifting (1)

This course introduces information on the process of designing scientifically based resistance training programs, modifying and adapting programs to stay healthy and understanding the practical application of concepts learned in the exercise science program. By the end of this course, the students will learn how to design a resistance training program for themselves. The student will get first-hand experience in performing resistance training in the weight room.

EXS 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.

EXS 108 Standard First Aid and CPR (1)

This course teaches Heartsaver® First Aid and Basic Life Support (BLS) skills, allowing students to obtain certification from the American Heart Association in Heartsaver® First Aid and BLS. There is an additional cost for materials and texts. (Fee)

EXS 210 Exercise Physiology (3)

This course is designed to increase the knowledge and understanding about human physiology and discuss both the acute and chronic changes that occur during exercise. Students will gain a working knowledge of how the body responds and adapts to exercise through exploring the interactions of metabolism, cardiovascular and musculoskeletal systems. Prerequisites: EXS 100, BIO/BIL 331 or BIO 204. Co-requisites: EXL 210. (Fee)

EXL 210 Exercise Physiology Lab (1)

This course provides the necessary hands-on experiments and activities to gain proper insight into major exercise physiology concepts and practices. Prerequisites: EXS 100, BIO/BIL331 or BIO 204. Co-requisites: EXS 210

EXS 299/499 Topics in Exercise Science (1-3)

Topics in exercise science will provide students with the opportunity of the exploration of various special topics within exercise science alongside a faculty member. Prerequisites: EXS 100, permission of instructor and/or department chairperson.

EXS 320 Biomechanics (3)

This course provides a basic understanding of the laws of mechanics and of the interrelationships of these laws with the techniques of sport performances. Students are introduced to the laws of mechanics and shown how these laws govern human movement in sport and everyday life. Prerequisites: EXS 100 and BIO/BIL 331 or BIO 204. Co-requisites: EXL

320. (Fee)

EXL 320 Biomechanics Lab (1)

This course provides the necessary hands-on experiments and activities to accompany the material learned in the Biomechanics lecture. Emphasis will be placed on the application of the concepts learned in lecture to rehabilitation, sports injury, exercise, and sport situations. This will occur through hands-on activities and experiments involving contemporary forms of biomechanical instrumentation. Prerequisites: EXS 100 and BIO/BIL 331 or BIO 204. Co-requisites: EXS 320

EXS 330 Strength and Conditioning (3)

This course provides the necessary preparation for students to successfully pass a personal training certification exam through both lectures and practical hands-on assignments to gain the necessary experience for a future in the health care field. Prerequisites: EXS/EXL 210. Co-requisites: EXL 330

EXL 330 Strength and Conditioning Lab (1)

This lab provides students the opportunity to learn proper techniques for resistance training, aerobic training, and basic stretching that will be utilized when creating various strength and conditioning programs. Prerequisites: EXS/EXL 210. Co-requisites: EXS 330. (Fee)

EXS 335 Sport Nutrition (3)

This course is designed to introduce sports nutrition and implement nutritional guidelines as they apply to athletic populations. Topics covered include the review of basic nutrition, energy metabolism, nutritional ergogenics, weight management, energy requirements for different sports, and effects of nutrition on the adaptation training. Prerequisites: EXS 100, BIO 313

EXS 345 Introduction to Research (3)

This course introduces students to research methods as they apply to quantitative and qualitative research design in the field of exercise science. Students will be introduced to the fundamentals of research ethics and design, working individually and with each other to better understand the research process. Students will conduct their own research literature reviews and effectively communicate through scientific writing what is known and what questions remain, leading them to ask a specific research question and propose a novel research project at the end of the semester. Prerequisites: EXS/EXL 210

EXS 350 Fitness Assessment and Exercise Prescription (3)

This course explores the concepts of fitness and fitness evaluation as it relates to chronic disease and will discuss the importance of exercise testing and training in the prevention, evaluation, and treatment of various chronic disease. Prerequisites: EXS/EXL 330. Corequisite: EXL 350

EXL 350 Fitness Assessment and Exercise Prescription Lab (1)

This course will teach students various laboratory and field assessment techniques used in both exercise physiology and clinical settings. Prerequisites: EXS/EXL 330. Corequisite: EXS 350. (Fee)

EXS 390 Exercise Science Internship (1-3)

Allows qualified students to complete an internship for academic credit, as an enhancement to classwork. For each credit hour, students will work at least 50 supervised hours during a semester at an internship site, mentored by a faculty member. May be repeated up to 6 hours. Prerequisites: EXS 100 and permission of the department chair.

EXS 400 Midwest American College of Sports Medicine (MWACSM) Conference Course (1)

This course will use the Midwest American College of Sports Medicine (MWACSM) conference to explore new concepts in the field of sports medicine. You will meet graduate faculty and explore graduate programs in sports medicine, as well as meet professionals in the field of health, wellness, and fitness. There will also be a specific student-directed session dedicated to professional development. Prerequisites: EXS /EXL 210

EXS 410 Environmental Physiology

This course will provide a concise overview of the various environments that environmental physiologists study. Topics will include but are not limited to extreme heat, extreme cold, altitude, diving, and space. Prerequisite EXS 210.

EXS 420 Functional Anatomy 3

This course will explore the structure and function of the major regions of the body, specifically as it relates to neural and musculoskeletal systems. The course will introduce students to a clinical perspective of anatomy by exploring common conditions seen in health/medical rehabilitative professions. Prerequisite EXS 210.

EXS 490 Capstone – Practicum (3)

This course will provide students with the opportunity to prepare and present either a scientific research project or a scientific literature review. Students will work alongside a faculty mentor and committee of faculty members as they work on a project of their choosing. Prerequisite: Senior standing. (Fee)

LOURDES UNIVERSITY CONNECTIONS (LUC)

LUC 101 College Connections (3)

This is a comprehensive course that assists students in their transition and integration into university life through academic, co-curricular and personal exploration. LUC 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 and 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.

LUC 102 Career Connections (1)

Students will explore the career development process, identifying their own strengths and interests and where they are in their own process. They will develop job search skills and become familiar with graduate school admissions procedures. CYS 202 and DSM 200 may be substituted for this course.

LUC 201 Concept Connections (1)

This course will engage students in the exploration of a specific topic of professional or personal interest with a faculty member who has an expertise in that area.

LUC 202 Communication Connections (1)

This course will explore a specific social justice topic of professional or personal interest with a faculty member who has an expertise in that area. In doing so, it will examine various aspects and modes of communication, including oral, written, and visual. Attention will be given to general standards of professional communication, especially as they apply across fields and disciplines.

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 the relationship between geography and cultures and how this impacts individual cultural traits.

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 ADMINISTRATION (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 (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 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.

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)

Examines selected topics in United States history through 1865. Covers Native America, the colonial period, the Revolutionary era, the founding and development of the new nation, Indian removal, the growing divide between the northern and southern sections of the country, and the Civil War. Students will gain a deeper understanding of the American past by engaging with political, military, social, cultural, environmental, and other areas of history as well as by analyzing historical documents.

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 205 Prohibition (3)

Examines America's Prohibition era, including its origins, course, and aftermath. Devotes special attention to how alcohol consumption and battles over regulation of intoxicating beverages shaped American history and culture.

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 208 Women in American History (3)

This course highlights the central role of women in American history from 1492 to the present. Examines the diverse experiences of women in America based on race, ethnicity, sexual orientation, and other characteristics 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.

HST 209 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.

HST 219 Ohio History (3)

Examines the history of Ohio from the end of the last ice age up to the 21st century. Coverage includes the region's historic Indian cultures, European colonizers, settlement and territorial development under the United States, and Ohio's relationship with the nation since it became a state in 1803.

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 U.S. Environmental History (3)

Surveys historic interactions between humans and natural environments in the United States. Examines the synergistic relationship between culture and environment, exploring how people transformed ecosystems as the natural world influenced 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 Gaul's 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 270 American Economic History (3)

This course examines 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 revolution, and the growth of modern corporations and worldwide trade.

HST 280 Sports in American History (3)

Surveys selected topics in the history of sports in the United States from the colonial era through present day. Broadly examines the history of American Sports, with an emphasis on policy and governance, ethics, diversity, technology, and the global context. Stresses the relationship between society and organized sports, especially those at the collegiate and professional levels. Focal points include the growing role of sports in American popular culture, the dynamics of race and gender, the economics of sports, and the role of sports in shaping national, regional, and personal identities.

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 (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 3rd century CE to the Reformation. 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 Columbian Exchange to the European Union. Special emphasis will be placed on the emergence of nation-states, revolutions, and ideological movements that ushered in the modern world in Europe.

HST 307 The American Revolution and Early Republic

Examines the colonial roots, founding, and early development of the United States. Focuses on the period of approximately 1492 to 1848, covering European colonization, the American Revolution, the formation of the U.S. government, the challenges that confronted the new nation, the Jacksonian Era, and the events of the 1840s that set the country on a path toward civil war. Themes include sectional differences and conflict, governmental developmental and political conflict, the formation of American identity, and the U.S.'s diverse roots.

HST 308 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 403 History of Russia (3)

Studies the history of Russia from the first Slavic settlements to the post-Soviet era. Prerequisite: ENG 101 with a grade of C (2.0) or higher, or permission of the department chair.

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 101 with a grade of C (2.0) or higher, or permission of the department chair.

HST 407 Native American History (3)

Surveys the Indigenous history of North America from the pre-contact era into the twenty-first century. Examines Native lifeways, the consequences of European colonization for Indigenous communities, intercultural interactions, the changing nature of the U.S. government's Indian policy, Indigenous marginalization and culture change, and struggles for Native rights and sovereignty. Prerequisite: ENG 101 with a grade of C (2.0) or higher or permission of the department chair.

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 101 with a grade of C (2.0) or higher or permission of the department chair.

HST 413 History of the Middle East (3)

This course studies the diverse political structures and cultural communities throughout the history of the Middle East from the ancient world until the present. Prerequisite: ENG 101 with a grade of C (2.0) or higher or permission of the department chair.

HST 416 History of Modern East Asia (3)

This course focuses on major political, social, economic, and religious movements in modern East Asia. Students will gain historical understanding about the diversity of East Asian cultures that will help inform their understanding of contemporary international relations. Prerequisite: ENG 101 with a grade of C (2.0) or higher or permission of the department chair.

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 101 with a grade of C (2.0) or higher or permission of the department chair.

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 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. Prerequisites: Completion of the Internship Application and Contract; Junior Standing, completion of ENG 101 with a grade of C (2.0) or higher, and 12 hours of History coursework completed or taken concurrently; or permission of the department chair.

HST 450: The Vietnam War (3)

This course analyzes The Vietnam War with particular emphasis on conflicts arising from the impact of Western imperialism and the Cold War on Vietnam. Special Emphasis will be given to the global anti-war movement, the media (from global perspective) and the role of the American-Soviet-Chinese relations on bringing the Vietnam War to its conclusion. Prerequisites: English 101 with a grade of C(2.00) or higher or permission of the Department Chair.

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 313, ENG 351, or ENG 352 with a grade of C (2.0) or higher, and 15 hours of History coursework completed or taken concurrently; or permission of department chair.

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.

HONORS (HON)

HON 300 Honors Seminar I: Inquiry-Based Learning (3)

Provides students with opportunities for developing multidisciplinary perspectives. Students will be responsible for identifying a problem or issue, proposing a solution, and enacting their plan. Prerequisites: Enrollment in the Honors Program, at least Junior status.

HON 399 Honors Seminar II (3)

Provides students with opportunities to analyze complex issues through the application of scholarly methods with multidisciplinary perspectives. This course will satisfy the Enduring Questions requirement for the Honors student. Prerequisites: HON 300: Honors Seminar I: Inquiry-Based Learning, enrollment in the Honors Program.

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.

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.

INDIVIDUALIZED STUDIES (IDS)

IDS 360 B.A.I.S Internship (1-6)

This course 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. May be repeated up to 6 semester hours.

IDS 490 Introduction to B.A.I.S. Capstone (2)

Prepares BAIS students for their capstone experience by reinforcing conventions of academic discourse and practicing research and synthesis. Students will integrate their learning to determine a capstone topic and begin a working bibliography for their thesis.

IDS 491 B.A.I.S. Capstone (2-3)

Repeatable to 6 hours for Honors Program students with approval of department chair.

Provides a capstone experience for students in Individualized Studies, in which they integrate their formal learning in an interdisciplinary, scholarly researched thesis paper.

IDS 499 B.A.I.S. Topics (3)

This course provides substantial research in topic(s) that are not otherwise covered in the curriculum. Prerequisite: approval of chair.

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, 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/Army ROTC (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 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, percent's, 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, numeration, real numbers, geometry, modern algebra, number theory, functions, and mathematics and art. 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.

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 typically taken for two semesters.

MUS 105-405 Piano 105, 205 (1 or 2); 305, 405 (2)

Provides private piano lessons; one-half hour lessons for one credit hour; hour-long lessons for two credit hours for MUS 105 and MUS 205. (Fee) Prerequisite: Consent of instructor required for 200 or above.

MUS 106-406 Guitar 106, 206 (1 or 2); 306, 406 (2)

Provides private guitar lessons; one-half hour lessons for one credit hour; hour-long lessons for two credit hours for MUS 106 and MUS 206. MUS 406 is classical guitar. (Fee.) Prerequisite: consent of instructor required for 206 or above

MUS 108-408 Voice 108, 208 (1 or 2); 308, 408 (2)

Provides private lessons in voice, tailored to the individual student; one-half hour lessons for one credit hour; hour-long lessons for two credit hours for MUS 108 and MUS 208. (Fee.) Prerequisite: consent of instructor required for 208 or above

MUS 109 Chorus (Mixed Voices) (1-2)

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 109 may be taken for four credits, in up to four semesters.

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)

Organ lessons with a focus on church music. Prerequisite: consent of instructor and at least two years of piano. (Fee)

MUS 120 Instrumental Ensembles (1 or 2)

Students enrich their musical experience through the study of ensemble literature, or as a member of a larger ensemble such as concert band, orchestra or handbell ensemble. Repeatable to four credit hours.

NON-INSTRUMENTAL

MUS 112 Music Appreciation (3)

Enables the student to become a more 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.

MUS 201 Music in Culture (3)

This course addresses cultural diversity through a common artistic phenomenon: music. Students will become familiar with various concepts and functions of Western and world music in an array of cultures through listening and discussing its various roles throughout the world, both historically and presently.

MUS 202 Music in Film (3)

This class traces the history and development of film music through readings, lectures, and film viewings. Included in this history is the process of film scoring and the changes in the relationship between music and film in the last century. Especially important in this class is the history of different compositional styles and their uses in film, learning to listen critically to film scores, and the discussions and evaluations that accompany these topics.

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 approaching information in a historical, sociological, and cultural context to enable the student to synthesize the impact of the genre/genres on the consumer. Prerequisite: permission of instructor.

MUS 313 Music Theory and Composition I (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 early forms through the Baroque period.

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 III (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)

Examines musical development from the Pre-Classical period through 21st-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: Department approval.

NON-DIVISIONAL (ND)

ND 106 College Study Skills (3)

This course introduces and reinforces learning strategies for improving academic achievement such as goal setting, time management, note-taking, test-taking, textbook-reading, and classroom communication skills.

ND 200 Portfolio Development (1)

Required for all students seeking college credit for life portfolio 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 evaluate 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 life portfolio for a regular degree program at Lourdes University.

Limited enrollment. Elective only.

ND 298 Supplemental Topic for ARCHES (1)

Required for ARCHES students who do not test into college level reading, writing, and/or mathematics after the summer ARCHES bridge program. 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 lab where additional support focusing on reading and writing, or mathematics skills connected with the content material in the course will be provided. The SI lab will follow the existing course requirements in the syllabi for the corresponding developmental course(s) and instructors will determine the standards required for successful completion as they currently do in the respective developmental course(s).

NURSING (NUR)

NUR 205 Fundamentals of Nursing (3)

This course examines how nursing knowledge is developed and how that knowledge guides and informs safe, contemporary as well as future professional nursing practice. This course serves as a foundation providing fundamental, essential nursing concepts, knowledge, skills, and competencies to provide safe, evidence-based best practice for nursing care of diverse patient populations across the lifespan. Prerequisites: Admissions to the nursing major with all required courses. Co-Requisites: NUR 231 and NUR 221.

NUR 221 Pathophysiology/PathoPharmacology I (3)

This course focuses on fundamental principles of pathophysiology, pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. This course will introduce the correlation of pathophysiology and pharmacological classes for each concept. Emphasis is placed on the nursing role and responsibility in safe medication administration, including technology and patient education. Students will identify the impact of medication administration on different groups (cultural, age, sex) and the emerging impact of genetics, nutrition, and cost effectiveness 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. Prerequisites: Admission to Nursing.

Co-Requisites NUR 231 and NUR 205.

NUR 230 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. Prerequisite: Pre-licensure B.S.N., Admission to the nursing major, Co-requisites: Pre-licensure, NUR 250, NUR 260, NUR 265.

NUR 231 Health Assessment for Nursing Professionals (7)

The emphasis of this course is on the development of nursing skills including the collection of data, charting of data using an electronic health record, and the development of nursing diagnoses. The students will focus on interviewing clients, record review, observation, physical examination, including the older adult, family assessment, laboratory data and diagnostics, instrumentation, and documentation utilizing informatics. Students will demonstrate competency in vital signs and physical assessment in the laboratory portion of this course. Prerequisites: Admission to Nursing. Co-Requisites: NUR 205 and NUR 221.

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: Pre- licensure B.S.N., Admission into the nursing major. Co-requisites: NUR 260, NUR 265, NUR 230.

NUR 260 Community Centered and Community Based 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 associated with vulnerable populations and groups experiencing health disparities are examined in relation to health policies, health care finance, and sociological trends. Prerequisite: Pre-licensure B.S.N: Admission to the nursing major. Co-requisites: NUR 250, NUR 265, NUR 230.

NUR 265 Integrated Clinical I (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 and mental health clients. Clinical experience will emphasize active learning in the application of nursing and health concepts, at all levels of prevention. Various extended care facilities, outpatient mental health facilities, and community settings and lab will be utilized for clinical practice Prerequisites: Pre-licensure B.S.N.: Admission to the nursing major. Co-requisites: NUR 250, NUR 260, NUR 230.

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, NUR 250, NUR 260, NUR 265, NUR 230. Co-requisites: NUR 305, NUR 320, NUR 335. Prerequisite/Co-requisite: Admitted to RN- BSN program.

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. Prerequisites: NUR 250, NUR 260, NUR 265, NUR 230 all passed with a C- or better; Co-requisites: NUR 300, NUR 320, NUR 335.

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, and NUR 230 all passed with a C- or better. Co-requisites: NUR 300 NUR 305, NUR 335.

NUR 321 PathoPharmacology II (2)

This course focuses on synthesizing the fundamental principles of pathophysiology, pharmacokinetics, pharmacodynamics, and pharmacotherapeutics from PathoPharmacology I, and building on this knowledgebase. This course will emphasize the correlation of pathophysiology and pharmacological classes for each advanced concept. Emphasis is placed on the nursing role and responsibility in safe medication administration, including technology and patient education. Students will identify the impact of medication administration on different groups (cultural, age, sex) and the emerging impact of genetics, nutrition, and cost effectiveness on pharmacology. The essentials of major drug

categories and prototypes will be discussed in terms of their use in various disease states. Dosage and intravenous drug calculations will be included in this course. Successful course completion requires active learning.

Prerequisites NUR 221, NUR 205, Nur 231. Co-Requisites NUR 333, NUR 331.

NUR 331 Medical Surgical Nursing (6)

This course focuses on the nursing care needs of individuals experiencing acute illness and develops the capacity for clinical nursing judgment. Emphasis is placed on the psychosocial and physiological needs and responses of ill adults, as well as the nursing professional identity, leadership, evidence-based practice, and compassionate care. Prerequisites: NUR 221, NUR 205, NUR 231. Co-Requisites NUR 321, and NUR 333.

NUR 333 Mental Health Nursing (3)

This course introduces essential concepts related to mental health needs and nursing care of patients and members of their social networks. The course will explore mental health needs, from normal human reactions to acute mental illness. An emphasis is placed on learning communication skills necessary for therapeutic interaction with patients, effective work within a health care team, understanding of conscious and unconscious biases, conflict management, and distinguish the barriers of diverse populations in mental health nursing. Healthcare systems and delivery of care in mental health will also be emphasized. Prerequisites NUR 221, NUR 205 and NUR 231. Co-Requisites NUR 321 and NUR 331.

NUR 335 Integrated Clinical II (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. 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: Prerequisites: NUR 250, NUR 260, NUR 265, NUR 230 all passed with a C- or better; Co-requisites: NUR 305, NUR 320, NUR 300.

NUR 341 Intermediate Nursing Care (6)

This course focuses on the nursing care needs of individuals experiencing acute and chronic illness in an acute care setting and develops the capacity for clinical nursing judgment. Concepts are presented and built from previous semesters and focus on patients experiencing acute exacerbations of illness. The student will recognize nursing roles and collaborate with the healthcare team to promote positive patient health outcomes. Prerequisites: NUR 321, NUR 333, and NUR 331. Co-Requisites: NUR 336, NUR 337 and NUR 352

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: NUR 305, NUR 320, NUR 300, NUR 335, all passed with a C- or better. Co-requisites: 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: NUR 305, NUR 320, NUR 300, NUR 335 all passed with a C- or better. Co-requisites: NUR 350, NUR 365, NUR 370.

NUR 365 Integrated Clinical III (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: NUR 305, NUR 320, NUR 300, NUR 335 all passed with a C- or better. Co-requisites: NUR 350, NUR 360, NUR 370.

NUR 370 Nursing Care of the Acutely Ill (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: NUR 305, NUR 320, NUR 300, NUR 335 all passed with a C- or better. Co-requisites: NUR 350, NUR 360, NUR 365.

NUR 336 Childbearing Families (2.5)

This course focuses on childbearing women and families' core physiological and psychosocial needs by examining the nurse's role in caring for the childbearing woman and family. Emphasis will be placed on advocacy, socioeconomic impact of healthcare delivery, health promotion, illness management, therapeutic communication, management of women's health, and the professional values of accountability and critical thinking. Prerequisites: NUR 321, NUR 333, and NUR 331. Co-Requisites: NUR 431, NUR 413, and NUR 428.

NUR 337 Families with Children (2.5)

This course 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. Emphasis will be on the pediatric population management of health and engagement of effective partnerships to address pediatric population health issues. Prerequisites: NUR 321, NUR 333, and NUR 331. Co-Requisites NUR 412, NUR 431, and NUR 428.

NUR 352 Population and the Global Health Community (3)

This course focuses on the core concepts of nursing care of individual clients in the community, groups, communities, and populations, and global health. Emphasis is placed on understanding the health of populations including assessment and nursing care systems at all levels of prevention. Issues associated with vulnerable populations and groups experiencing health disparities are examined in relation to health policies, health care finance, and sociological trends. Prerequisites: NUR 321, NUR 333, and NUR 331. CO-Requisites: NUR 412, NUR 413, and NUR 431.

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 (6)

Builds on the knowledge, skills and values of NUR 365. This course provides the student with 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. 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 441 Complex Care (4)

This course 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 341, NUR 336, NUR 337 and NUR 352. Co-Requisites: NUR 453, 452.

NUR 452 Capstone I-Clinical Leadership and Evidence Based Practice Research Planning (2)

This course focuses on the understanding and appreciation of the research process with an emphasis on using evidence-based research planning. 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. This course also addresses the promotion of high-quality patient care through attainment of the knowledge, skills, and values associated with organizational and systems leadership, quality improvement and patient safety components. Prerequisites: NUR 341, NUR 336, NUR 337, and NUR 352. Co-Requisites: NUR 441 and NUR 453.

NUR 453 Immersion Intensive I (3)

This course immerses the student in clinical experiences in acute care, community, obstetric/pediatric care settings. The students will complete a total of 135 hours in the clinical setting to further learn skills, critical thinking and judgement, and

clinical reasoning. This course will also emphasize accountability, advocacy, communication and assessment skills, and care planning. Prerequisites: NUR 4341, NUR 336, NUR 337, and NUR 352. Co-Requisites: NUR 441, NUR 453 and NUR 452.

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. Prerequisites: Admission into the RN/BSN program.

NUR 461 Applied Concepts in Professional Nursing Practice (3)

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. This course will apply concepts, values, and behaviors necessary to transition to professional nursing roles in the contemporary health care setting. Prerequisites/ Co-requisites: Admitted into the RN to BSN Program and NUR 460.

NUR 462 Capstone II- Clinical Leadership and Evidence-Based Practice Research Dissemination (2)

This course is built on the knowledge gained in Capstone 1. It focuses on the dissemination of evidenced based practice by integrating best evidence into nursing practice, advancing the scholarship of nursing, optimizing system effectiveness through application of innovation and evidence-based practice, and developing the capacity for leadership in nursing. The emphasis of this course is to disseminate nursing knowledge to improve practice. Prerequisites: NUR 441, NUR 452, and NUR 453. CO-Requisites: NUR 465, NUR 468, and NUR 463.

NUR 463 Immersion Intensive II (4)

This course immerses the student in a clinical experience in a variety of care settings that includes precepted hours. The students will complete a total of 180 hours in the clinical setting to further learn skills, critical thinking and judgement, and clinical reasoning. This course will also emphasize accountability, advocacy, communication and assessment skills, and care planning. Prerequisites: NUR441, NUR 452, and NUR 453. Corequisites: NUR 462, NUR 465 and NUR 468.

NUR 465 Knowledge Integration (2)

This course aims to synthesize previous learning in the nursing major to assist the learner in preparing for state examination after graduation by reinforcing within learners the knowledge and skills needed to prepare to test with confidence. Prerequisites: NUR 441, NUR 452, and NUR 453. Co-requisites: NUR 462, NUR 468, and NUR 463.

NUR 468 Transitions to Practice (2)

This course aims to synthesize previous learning in the nursing major to address professional nursing roles and competencies required by baccalaureate nurse generalists entering the workforce. This course provides students with opportunities to gain knowledge and skills necessary to transition from student to registered nurse. Content includes current issues in health care, nursing leadership and management, professional practice issues for registered nurses, and transition into the workplace. Prerequisites: NUR 441, NUR 452, and NUR 453. Co-requisites: NUR 462, NUR 463 and NUR 465.

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. Prerequisite: NUR 461, Admitted to RN-BSN program.

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 475, Admitted to RN-BSN program.

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, Admitted to RN-BSN program.

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, Admitted to RN-BSN program.

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. This clinical 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. Laboratory Simulation

experiences 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 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. Cross-listed 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.

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.

PUBLIC HEALTH (PHM)

PHM 100 History of Public Health (3)

Covid-19 has thrust Public Health into the spotlight, but the domain of public health includes many critical issues, including mental health, obesity, and gun violence. From the first quarantines to the modern movement towards universal health care, public health has fundamentally shaped societies. In this course, students will learn the role of the state in public health, the importance of public health, and how it's provided and practiced. This online class has optional live sessions.

PHM 300 Epidemiology (3)

This course is offered through the RIZE collaborative. Epidemiology is a branch of medicine which deals with the incidence, distribution, and control of a disease. Students will learn and apply key concepts of epidemiology to multiple domains of public health. By the end of this course, students will be able to use epidemiology to better understand, characterize, and promote health at a population level. Prerequisite: MTH 212 or PSY 222

PHM 301 Health Economics (3)

The field of public health is driven by economics as much as it is by epidemiology. This course will teach students about health economics, which is the application of economic principles and techniques of analysis to health care in support of the public good. Prerequisites: PHM 100 or BIO 207; BUS 255

PHM 302 Health Services (3)

This course is offered through the RIZE collaborative and will introduce students to the modern history of healthcare in high, middle, and low income countries and explore the evolution of health services. Students will evaluate the strengths and weaknesses of particular systems and policies and examine their ideal version of a health service in the context of current events.

PHM 400 Public Health Studies I: Current Topics and Politics (3)

This course will explore a range of current topics in public health - including COVID-19, HIV/AIDS, and the obesity epidemic. Students will also look at the impact of US politics on global public health, especially in developing nations. The course will explore key topics such as the WHO's Millenium Development Goals, the disastrous circumstances that can arise when Public Health Policies fail, and the conflict between data and political will that drives so much of Public Health policy decision making. This course culminates in a project in which students must plan a Health Impact Assessment of a current or proposed federal or state policy. Prerequisites: PHM 100 or BIO 207; MTH 212

PHM 401 Public Health Studies II: Demographics, Geo-Spatial Mapping, and Qualitative Research (3)

This course provides students with a variety of tools for understanding the impact that disease or other public health concerns may have on a population. Students will learn how to design effective surveys, analyze geographic data, and use qualitative information with the ultimate goal of gaining a better understanding of how events may affect the health of a particular population. This course will also require students to participate in a mapathon in order to help them build understanding of how geographic data is used in the practice of public health. Prerequisites: PHM 100 or BIO 207, MTH 212, PHM 400

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 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, energy, fluids, and thermodynamics. Three-hour lecture, one hour problem solving/quiz session, and three-hour lab. Prerequisites: Trigonometry or MTH 130. High school, physics strongly recommended. You must register for PLA 201 lab and PHS 201 problem solving/quiz session. (Lab fee)

PHS/PLA 202 College Physics II (5)

Continues the topics of PHS/PLA 201, includes an in-depth, mathematically based presentation of physics, emphasizing physical principles, problem solving, and laboratory experiences. Involves a study of electricity, magnetism, waves, and sound. Three-hour lecture, one hour problem solving/quiz session, and three-hour lab. Prerequisite: PHS/PLA 201. Students must register for both PHS 202 and PLA 202 lab. (Lab fee)

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.

PHS/PLA 301 University Physics I (5)

Includes an in-depth, mathematically-based presentation of physics with calculus, emphasizing physical principles, problem solving, and laboratory experiences. Involves a study of classical mechanics, energy, and fluids. Three hour lecture, one hour problem solving/quiz session, and three hour lab. Prerequisites: MTH 135. High school physics strongly recommended. You must register for PHS 301 and PLA 301 lab. (Lab fee)

PHS/PLA 302 University Physics II (5)

Continues the topics of PHS/PLA 301, includes an in-depth, mathematically based presentation of physics with calculus, emphasizing physical principles, problem solving, and laboratory experiences. Involves a study of electricity, magnetism, waves, and sound. Three-hour lecture, one hour problem solving/quiz session, and three hour lab. Prerequisite: PHS/PLA 201. Students must register for both PHS 202 and PLA 202 lab. (Lab fee)

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 for pursuing a career in the legal profession, with additional development of personal and technical skills commonly used in the profession.

PLS 305: Permits, Licensure, and Regulations for Craft Beverages (3)

Introduces students to the legal side of opening and operating a brewing, distilling, and/or winemaking business. Covers how to form an entity, file trademarks, and secure a suitable space. Examines relevant federal regulations, as well as Ohio, Michigan, and Indiana state laws and requirements. Acquaints students with the processes of applying for any required notices, permits, and licenses, as well as obtaining bonds.

PLS 310 The Constitution and the Supreme Court (3)

Studies the history and development 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 Policy (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 superpower, 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 313, ENG 351, or ENG 352 with a grade of C (2.0) or higher, and 12 hours of Political Science coursework completed or taken concurrently; or permission of department chair.

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: Completion of Internship Application and Contract; Junior standing; completion of ENG 101 with a grade of C (2.0) or higher, and 12 hours of Political Science coursework completed or taken currently; or permission of the department chair.

PLS 492 Pre-Law Internship (1-3)

This course will provide students with internship opportunities in the legal field in preparation for a future career in law. Students will master background information on various legal fields and how the application of law affects people in their communities and throughout the United States. Prerequisites: Completion of Internship Application and Contract; Junior standing and completion of ENG 101 with a grade of C (2.0) or higher; or permission of the department chair.

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. Prerequisite: Completion of ENG 101 with a grade of C (2.0) or higher, or permission of department chair.

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 205/305 Industrial Organizational Psychology (3)

Will introduce students to many important and interesting topics related to the subfield of Industrial and Organizational Psychology (I/O). I/O Psychology applies scientific methods and psychological principles to workplace behavior. The ultimate objective of this discipline is to maximize both employee well-being and organizational effectiveness. The topics covered in this course will include job analysis, personality and intelligence testing, personnel selection, performance appraisal, assessment validity, the legal context for personnel decisions, work motivation, work attitudes, leadership and occupational health. Prerequisite: PSY 110.

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 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 390 Junior Seminar in Psychology (3)

Course prepares students for further learning their chosen field. The course discusses the philosophical underpinnings of psychological science. The course also provides application of critical thinking skills in the creation of application materials and in the analysis of psychological data and writing. Prerequisites: PSY 105, PSY 110, PSY 222, PSY 225.

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. Cross-listed with SOC 403. Prerequisite: PSY 110 or CSJ 101.

PSY 411 Personality Theories and Dynamics (3)

Survey's 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 412 Positive Psychology (3)

Presents topics of particular interest to students in psychology. Either a student or a faculty member may initiate this course. The instructor will arrange a program of study.

PSY 413 Introduction to Cognitive Neuroscience (3)

Understanding the brain is essential to understanding the psychology of humans. This course examines the biological substrates of behavior. Topics include basic neuroanatomy, neural transmission, sensory transduction, attention, memory, decision-making, and emotion. 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 442 Opening Minds Through Art (OMA) (3)

Opening Minds Through Art (OMA) is a course designed to provide students with both academic knowledge of cognitive decline, its causes and interventions, and "hands on" experience utilizing structured art-making activities with intergenerational individuals struggling with this issue. The positive impact of intergenerational service experiences on college students' academic and personal development is well documented. Facilitating the creative expression of elders with dementia resulted in many positive gains for college students. Enhanced academic learning, feelings of making a difference in the lives of others, and attitudes toward elders are just a few of the documented outcomes (Lokon, Kinney, Kunkel, 2017; Sauer, Fopma-Loy, Lokon, 2016). Prerequisites: PSY 110, PSY 210, and Junior or Senior status.

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.

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.

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 lifestyle have on the individual’s life cycle and social systems. Explores implications for social justice, empowerment, and social work practice resulting from this interaction. 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, 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)

Explores aspects of substance abuse/chemical dependency including history, etiology, typology, incidence and prevalence, effects on individuals and families, cost to society, and community response. Includes current treatment modalities, addressing issues of cultural diversity as it relates to treatment.

SWK 250 International Social Work (3)

Examines global, social, and economic issues of development and the various philosophies, strategies, and local responses used to address hunger, health, medical care, education, and other issues impacting the people of the host country. Includes an immersion experience in a host country and explores current opportunities and challenges for international health and social work practice, policy, research, and collaboration.

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 lifestyles 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, 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 the Helping Professions (3)

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. Prerequisite: Junior status or above.

SWK 360 Ethical Decision-making in Criminal Justice and Social Work (3)

An examination of important ethical issues encountered by professionals in the social service and criminal justice systems. Emphasis will be placed on recognizing and analyzing moral dilemmas confronting social work and 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 professional standards and codes of conduct.

SWK 399 Enduring Questions (2-3)

Explores an enduring question from an interdisciplinary approach.

SWK 411 Social Work Process II (3)

This course builds on the first process course which emphasized social work practice with individuals and families and provides greater focus on the application of generalist practice knowledge, values, and skills in service delivery to groups. Students review the origins of group work as a social work intervention method; stages of group development; and the group dynamics likely present during those stages. Students study and practice techniques for the implementation and facilitation of various types of groups at varying stages. This also includes discussion of knowledge and skills related to effective group work with diverse client populations. 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. 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. Cross-listed with CSJ 413. Prerequisites: SWK 111 and MTH 212 or permission of Instructor.

SWK 442 Opening Minds Through Art (OMA) (3)

Opening Minds Through Art (OMA) is a course designed to provide students with both academic knowledge of cognitive decline, its causes and interventions, and “hands on” experience utilizing structured art-making activities with intergenerational individuals struggling with this issue. The positive impact of intergenerational service experiences on college students’ academic and personal development is well documented. Facilitating the creative expression of elders with dementia resulted in many positive gains for college students. Enhanced academic learning, feelings of making a difference in the lives of others, and attitudes toward elders are just a few of the documented outcomes (Lokon, Kinney, Kunkel, 2017; Sauer, Fopma-Loy, Lokon, 2016). Prerequisites: SWK 111, SWK 210, and Junior or Senior status.

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)

Focuses 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)

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.

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.

SPORTS MANAGEMENT (SPT)

SPT 200 Introductions to Sports Management (3)

Class is designed to introduce the concepts of sports management. Covers the foundations sports management, amateur sports, professional sports, sports operations, sports marketing, lifestyle sports and careers in sports.

SPT 201 Financial Management in Sports (3)

Designed to cover financial management in sports management. Topics of financial reporting, accounting procedures, financial statements, annual reports, cost determination, budgeting, investment analysis and funding will be addressed. Prerequisite: SPT 200 with a grade of C or better.

SPT 300 Legal and Ethical Issues in Sports (3)

Designed to cover the legal and ethical issues in sports. Topics of sportsmanship and gamesmanship, appropriate ethical behavior for fans and participants, labor relations, contracts and sports agents, antitrust laws, gender equality, discrimination and media relations will be addressed. Prerequisite: SPT 200 or EXS 100 with a grade of C or better.

SPT 301 Leadership in Sports Operations (3)

Designed to cover leadership role in sports management. Topics of leadership theories, ethical leadership, managing innovation and creativity, crisis and conflict, organizational development, and motivation will be addressed. Prerequisite: SPT 200 with a grade of C or better.

SPT 303 Sports Marketing and Promotion (3)

Builds on marketing concepts with more rigorous coverage of marketing and promotion for sports management. Will include components on event planning and budgets. Provides an overview of the industry and effective methods to plan, price, and implement marketing and promotion in the sports industry. Prerequisites: BUS 204 and SPT 200 with grades of C or better.

SPT 401 Contemporary Issues in Sports (3)

A coverage of the contemporary issues in sports management that focuses on critical analysis of contemporary issues. This class will integrate concepts from prior class work to create a framework for a critical analysis of sports management issues. Prerequisites: SPT 300, and SPT 301 with grades of C or better.

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 105 World Religions (3)

Assists students in understanding and obtaining critical appreciation of the major religious traditions of the world, embedded in their various historical, social, political and cultural contexts. The course examines the history, beliefs and practices of Hinduism, Judaism, Taoism, Buddhism, Christianity and Islam, among others.

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 ecclesiology's 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 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.

THS 490 Capstone

Senior Integrative Seminar (3; Repeatable to 6 hours for Honors Program students with approval of department chair.) 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 Programs

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.

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 programs are included in this section of the Lourdes University Academic Catalog. In the absence of a written Graduate-Programs Policy, the programs defer to the policies and procedures established by Lourdes University.

Regular Admission

Applicants seeking admission to a graduate program must minimally meet the following requirements. Please see individual program sections in the catalog for additional program specific requirements for admission. Additionally, applicants must:

- Have earned a bachelor's degree from a regionally accredited institution and submit official transcripts from all colleges and universities previously attended.
- 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.
- Pay the graduate application fee if applicable.
- Submit a current resumé

- Provide the names and email addresses of one individual who will receive a recommender form via email to complete. The individual chosen to serve as a reference should be able to focus on the applicant's potential for success in graduate level coursework.
- 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.

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 on Foreign Nursing Schools) www.cgfns.org
 - NACES member agencies (National Association of Credential Evaluation Services) www.naces.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.
- Proof of English proficiency. Applicants for whom English is a second language must demonstrate satisfactory English proficiency by providing official scores from one of the approved examinations. Official scores should be provided directly by the testing company to the Lourdes University Admissions Office; the institution code for Lourdes University is 1427. The following are the approved English proficiency examinations and their minimum satisfactory scores required for admission consideration:
 - TOEFL & TOEFL Home Edition (Test of English as a Foreign Language)
 - 500 paper-based
 - 61 internet-based
 - 165 computer-based
 - IELTS (International English Language Testing System)
 - 4.5
 - PTE Academic & PTE Home Edition (Pearson Test of English)
 - 44
 - Duolingo English Test
 - 85
- 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 Mariannas, Papua-New Guinea, St. Christopher Nevis, St. Lucia, St. Vincent, Seychelles, Sierra Leone, Solomon Islands, South Africa, Swazi-land, Trinidad & Tobago, Uganda, United Kingdom and the United States, Zambia, and Zimbabwe.

0 Graduated from a high school in the United States.

- 0 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.
 - 0 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.
 - 0 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.
- All international students must pay the SEVIS I-901 Fee. 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 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), NACES (National

Association of Credential Evaluation Services), 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 degree pertinent to the Graduate program, 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.

Students applying to Graduate programs that require State Licensure, such as Nursing and Education, for completion of practicums, must be able to demonstrate licensure or the reasonable expectation of gaining licensure before the onset of practicum occurs.

Deferring Admission

Applicants who are admitted to the Graduate Programs 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.

Readmission Policy

Former students seeking to return to Lourdes University must apply for readmission to the Graduate Programs 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 Programs 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 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 Programs 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.

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:

- 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. Pre-approved University exceptions are noted in the program section of the catalog.

Financial Aid for Graduate Students

Lourdes University graduate students may be eligible to receive Federal Direct Student Loans and Graduate 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 Student Financial Services office at

419-824-3732, 1-800-878-3210, or financialservices@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:
 - 0 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.
 - 0 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 Program 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 |
| 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 Services 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 Services office.
- 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 Registrar. Withdrawal from courses may be requested through the Monday two weeks prior to the end of the course session. Forms are available from the Registrar's Office. Tuition is not refunded unless a student withdraws prior to "freeze date."

Academic Probation and Dismissal for Grades

The Provost and Director of Retention and Student Success review student transcripts at the conclusion of every semester. A student will be placed on academic probation for one semester (summer session excluded) if the cumulative grade point average falls below 3.0. 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 Registrar's Office. 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 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.
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 academic college, other sanctions up to and including suspension or dismissal from the Graduate Program. 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 Provost and the Dean of the academic department.

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 provost. The provost 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 provost, 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 graduate degree.

Graduation Policies

Lourdes University holds commencement twice a year in December and May. Students completing all requirements in the fall, summer, or spring semesters may participate one 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.
- 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 a request.

Transcripts are ordered and processed through a third party online ordering system. 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:

- Parchment Electronic delivery: \$7.00 per transcript
- Parchment Paper copy sent via US Mail: \$10.00 per transcript
- Parchment Paper copy sent via expedited shipping: Varies based on destination and service
- Walk-in Service at Lourdes: \$10 per transcript (no expedited option available)

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 a 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 ensure 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 Success Center. Students taking course on campus 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 Success Center offers access to Internet research, computers and printers, tutoring, research and writing support. The Road to Success is an online resource located on the Lourdes portal with direct links to academic resources and information from many offices across campus.

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 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.

Director: Peter Sibilio

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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

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's 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 | | 36 |

**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. Prerequisite or co- requisite: THS 600

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. Prerequisite or co-requisite: THS 600 and THS 605.

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. Prerequisite or co-requisite: THS 610 and THS 620

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. Prerequisite or co-requisite: THS 610 and THS 615

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.

Prerequisite or co-requisite: THS 620 and THS 630

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. Prerequisite or co-requisite: THS 625

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. Prerequisite or co-requisite: THS 630

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 ecclesiology 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. Prerequisite or co-requisite: THS 635 and THS 645

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. Prerequisite or co-requisite: THS 640

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. Prerequisite or co-requisite: THS 640

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. Completion of MA coursework.

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). (Fee)

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 (M.B.A.)

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).

Contact: Yasser Alhenawi

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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. As a M.B.A. candidate, students can choose your course of study to be completed in as little as twelve months, in the full-time program or opt for the part-time program where one can graduate within eighteen to

twenty-four months. M.B.A. candidates participate in online courses that meet the challenges of balancing work-life duties with the working student.

The College of Business and Leadership has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), located at 11960 Quivira Road in Overland Park, Kansas, USA. The business programs in the following degrees are accredited by the IACBE: Master of Business Administration, and Bachelor of Science in: Accounting, Business Administration, Human Resource Management, Integrated Business, Marketing and Sport Management.

Through an innovative and 21st century business focused curriculum, the Lourdes M.B.A. program empowers M.B.A. candidates with the necessary resources to be successful in an ever-changing global society. Additionally, with personalized attention from providing one-on-one professional career mentoring and connecting current MBA candidates with alumni and leaders of industry, the Lourdes M.B.A. focuses on ensuring student success throughout the entire course of study and long-after graduation.

At Lourdes University, M.B.A. candidates find a value centered, student focused and career driven M.B.A. program that educates a different kind of business leader, a program *Where Business is Taught as a Noble Profession™*. The benefits of an M.B.A. program at Lourdes University lead to a world-class educational journey, with our current students experiencing a program that 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.

Program Learning Outcomes

Students who successfully complete the program will demonstrate an:

M.B.A. ISLO#1:

Analyze complex problems, make critical decisions, and accurately create management concepts as a team member, by drawing upon facts, frameworks and theories to strategically complete projects.

M.B.A. ISLO#2:

Analyze, diagnose, and create marketing concepts in order to effectively communicate, persuade and strategically engage diverse audiences within a technical-driven business environment.

M.B.A. ISLO#3:

Analyze accounting concepts and quantitative techniques in the evaluation and creation of financial situations within a business environment.

M.B.A. ISLO#4:

Apply financial concepts and quantitative techniques and methods in the analysis of financial and non-financial purposes to minimize risk, as well as utilize decision-support tools.

M.B.A. ISLO#5:

Evaluate the role of ethical and social responsible leaders and their organizations, including the value of diversity, consideration of stakeholders, and leadership development.

M.B.A. ISLO#6:

Evaluate and analyze the multidimensional global business environment.

M.B.A. ISLO#7:

Evaluate and manage technology for use in driving complex global business to create efficient and effective teams and organizations within a technology driven 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’s degree from an accredited university or college at the time of application. In addition, applicants must have undergraduate business coursework within the majority of the following core competency areas: Financial or Managerial Accounting, Economics, Finance, Management, Marketing, and Statistics.
- Students not meeting the required competencies can be conditionally admitted into the program while concurrently completing the required coursework. Competencies can be earned by completing undergraduate coursework or completing courses through Ivy Software.

Program Completion Requirements

Each master’s degree candidate must successfully complete the following prior to graduation:

- All Lourdes University graduation requirements.
- All core competency areas required upon admission to the M.B.A. program.
- Twenty-four (24) credit hours within the M.B.A. Core Courses.
- Twelve (12) credit hours within a selected M.B.A. Concentration.

Required Curriculum

Semester Hours

MBA Core Courses (24 credit hours):

| | | |
|---------|--|---|
| MBA 631 | Leadership Theory | 3 |
| MBA 632 | Financial and Managerial Accounting | 3 |
| MBA 633 | Decision Making and Effective Business Communication | 3 |
| MBA 634 | Global Business Perspectives | 3 |

| | | |
|---------|--|---|
| MBA 635 | Corporate Finance | 3 |
| MBA 636 | Dynamic Marketing Strategy | 3 |
| MBA 637 | Crafting & Executing Strategy | 3 |
| MBA 638 | Models, Markets, and Their Limitations | 3 |

MBA Concentrations (1 Concentration for 12 credit hours required):

LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT

| | | |
|---------|--------------------------------------|---|
| MBA 671 | Maximizing Social and Self-Awareness | 3 |
| MBA 672 | Virtuous Leadership | 3 |

| | | |
|---------|-----------------------------|---|
| MBA 673 | Strategic Global Leadership | 3 |
| MBA 674 | Diversity and Leadership | 3 |

OPERATIONS MANAGEMENT

| | | |
|---------|--------------------------------------|---|
| MBA 643 | Operations Management | 3 |
| MBA 644 | Supply Chain Management | 3 |
| MBA 647 | Risk Analysis and Quality Management | 3 |
| MBA 648 | Strategic Negotiations | 3 |

PROJECT MANAGEMENT

| | | |
|---------|--------------------------------------|---|
| MBA 645 | Advanced Project Management | 3 |
| MBA 646 | Project Resources | 3 |
| MBA 647 | Risk Analysis and Quality Management | 3 |
| MBA 648 | Strategic Negotiations | 3 |

Total Credit Hours Required for Graduation

36 credit hours

Course Descriptions

MBA 615 Strategic Marketing Management (3)

The course focuses on the role of strategic marketing management decision making tools and skillsets 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 advanced knowledge of descriptive, correlation, and inferential statistics to students in order for them to recognize and demonstrate the necessary skills in order to interpret and apply the information evaluated from quantitative data sets within professional careers. They will learn how to conduct quantitative investigation and evaluation through a variety of metrics for purposes of decision-making. The course instructs students in the introductory use of software applications to aid in statistical calculations and presentations. Students will be able to interpret their findings, within a professional perspective to become useful information for organizational success. 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 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 622 unless waived by the MBA Program Director plus the student must have earned 15 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: Student must have earned 15 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: Student must have earned 15 MBA credit hours or with the permission of the instructor.

MBA 631 Leadership Theory (3)

Focuses on understanding the roles and responsibilities of group and self-leadership. It provides students in-depth information and experiences in interpersonal leadership, using theory-based academic literature and other current publications on interpersonal leadership, self-leadership, and leadership development within organizations, within groups, and with individuals. It also facilitates the development of multiple approaches to inspiring, influencing, and guiding others, emphasizing the use of reflective practice for ongoing leadership development.

MBA 632 Financial and Managerial Accounting (3)

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.

MBA 633 Decision Making 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.

MBA 634 Global Business Perspectives (3)

Examines both the historical and current 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.

MBA 635 Corporate Finance (3)

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.

MBA 636 Dynamic Marketing Strategy (3)

Provides study of key marketing concepts such as branding, positioning, product management, product differentiation, new product launches, and product failure. Dynamic Marketing Strategy also reviews key aspects of marketing strategy for the executive such as determining your brand's strengths and weaknesses, SWOT analysis, delivering value to your customers, and aligning sales and marketing.

MBA 637 Crafting & Executing Strategy (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.

MBA 638 Models, Markets, and Their Limitations (3)

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 637 with grade of c or higher

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: Student must have earned 18 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: Student must have earned 18 MBA credit hours or with the permission of the instructor. Cross-listed with LS 627.

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: Student must have earned 18 MBA credit hours or with the permission of the instructor. Cross-listed with LS 626.

MBA 643 Operations Management (3)

Examines operational processes and related topics across the supply chain for manufacturing and service industries. These include production 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.

MBA 644 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.

MBA 645 Advanced Project Management (3)

Focuses on project management framework, scope, scheduling, and cost. Covers integration management, time management, and cost management.

MBA 646 Project Resources (3)

Focuses on project management, resource management, and communications. Covers human resource management, communications management, and stakeholders.

MBA 647 Risk Analysis and Quality Management (3)

Focuses on risk compliance, handling risk, maintaining quality, and oversight of projects and processes in business.

MBA 648 Strategic Negotiations (3)

Examines the many facets of strategic negotiations and human interaction throughout the negotiation process. Managers, executives and business owners, must deal with others to accomplish goals. This often means negotiating with other departments, other companies, suppliers, and customers. This course helps students understand the negotiation process and successfully prepare for effective negotiations.

MBA 652 Project Management (3)

Investigates the organizational challenges posed by projects, including the two essential characteristics of projects and the relationship between project management, operations management and organizational strategy. The role of a Project Manager, organizational influences on project management and the project lifecycle will be explored, as well as the five project management process groups and the ten knowledge areas, which are used in projects as defined by the Project Management Institute (PMI). This course will fulfill the educational project management requirement for taking the Certified Associate in Project Management (CAPM) certification exam from PMI. Prerequisite: Student must have earned 15 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 623, unless waived by the MBA Program Director plus the student must have earned 15 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 623, unless waived by the MBA Program Director plus the student must have earned 15 MBA credit hours or with the permission of the instructor.

MBA 671 Maximizing Social and Self-Awareness (3)

Focuses on self-awareness, social awareness, and understanding another person's thoughts, feelings and intentions by utilizing emotional intelligence.

MBA 672 Virtuous Leadership (3)

Focuses on the essential qualities of good leadership: honesty, courage, moral vision, intellectual excellence, creative thinking, aesthetic sensitivity, timeliness, and selflessness. Explores the virtue and self-fulfillment, self-control, importance, and challenges for leaders.

MBA 673 Strategic Global Leadership (3)

Provides students with an in-depth experience of the concepts and methods of strategic leadership in organizations in an increasingly changing global environment. The course integrates the knowledge of leadership and management skills into the understanding of strategic formulation and implementation of organizational structures, distributed teams, and culture.

MBA 674 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.

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: Student must have earned 21 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: Student must have earned 6 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: Student must have earned 21 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: Student must have earned 21 MBA credit hours or with the permission of the instructor. Additionally, student must have successfully completed MBA 692.

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

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’s 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.

Planned Program of Study

Required Core Curriculum Semester Hours

MOL Core Courses (21 credit hours required)

| | | |
|--------|---|---|
| LS 610 | Leadership Foundations | 3 |
| LS 613 | Diversity and Leadership | 3 |
| LS 614 | Ethical Leadership | 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 |

MOL Elective Concentration Courses (9 credit hours)

| | | |
|--------------|---|-----------|
| LS 611 | Leadership & Organizational Behavior | 3 |
| LS 612 | Quantitative Tools for Leadership | 3 |
| LS 615 | Research Methods & Statistical Analysis | 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 | | 30 |

**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.

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 Co-requisite: LS 614.

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. Co-requisite: LS 610

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. Pre-requisite: LS 612.

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.

Prerequisite: LS 613.

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 other provider setting. 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 641.

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 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 Education

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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 Learning 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, Master 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 one (1) letter of recommendation.

Students seeking admission to the M.Ed. with Reading Endorsement 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. 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 (pre 2016) or EDU 221, EDU 324, and EDU335
- All other applicants must have completed 12 semester hours of undergraduate level reading coursework before being admitted. Lourdes courses: EDU 218, EDU 312, EDU 221, EDU 332 (pre 2016) or EDU 220, EDU 221, EDU 324, and EDU 335

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 one (1) letter of recommendation. Provide a current resumé, a statement of purpose, and three (3) letters of recommendation.

Program Completion Requirements

Master's 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’s 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 nine (9) hours of credit may be transferred for strand courses only (see Graduate Transfer Policies).

Master of Education Degree with a Reading Endorsement

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

Core Courses

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

Reading Major Courses

| | | |
|---------|---|---|
| EDU 640 | Literacy Foundations, Strategies, and Cultural Competencies | 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 Literary 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 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.

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 622 | 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 |
| EDU668 | 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 & Capstone Portfolio | 6 |

Master of Education Degree in Special Education – Mild to Moderate

Licensure with M.Ed.

The Master of Education in Special Education with Mild to Moderate Intervention Specialist Licensure is designed for individuals who hold a State of Ohio teaching license in any discipline and who wish to obtain an Ohio K-12 Mild- Moderate Intervention Specialist teaching credential and a M.Ed. in Special Education. Students will be required to follow the plan of study created by Lourdes University Graduate Program. The program is intended to be completed in two years by a part time student and requires a minimum of 50 clinical hours.

Master of Education Degree in Special Education Mild to Moderate with Initial Teaching Licensure

The Master of Education in Special Education with Initial Licensure program is designed for individuals who wish to obtain their first teaching license, an Ohio K-12 Mild-Moderate Intervention Specialist license and a M.Ed. in Special Education. Students will be required to follow the plan of study created by Lourdes University Graduate Program. The program is intended to be completed in two years and half years by a part time student and **requires a 15-week student teaching experience.**

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 678 | Foundations of Education of Individuals with Exceptionalities | 3 |
| EDU 679 | Collaboration between Schools, Families, and Community Support Services | 3 |
| EDU 680 | Positive Behavioral Interventions for Individuals with Exceptionalities | 3 |
| EDU 681 | Instructional Interventions for Individuals with Exceptionalities | 3 |
| EDU 682 | Reading Diagnoses and Assessment | 3 |
| EDU 683 | Special Education Law and Policy | 3 |
| EDU 684 | Assessment and Diagnosis | 3 |
| EDU 685 | Reading Comprehension Skills, Strategies and the Writing Process In Inclusive Classrooms | 3 |
| EDU 686 | Special Education Mild to Moderate Licensure Student Teaching | 3 |
| EDU 690 | Student Teaching | *6 |

*Student Teaching is required for individuals seeking initial licensure. Individuals not requiring student teaching will complete 6 credits of electives. Approval of the elective credits is at the discretion of the education director of graduate studies.

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 50 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

Courses

| | | |
|---------|---|---|
| EDU 640 | Literacy Foundations, Strategies, and Cultural Competencies | 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 Literary Practice | 3 |

Early Childhood Generalist Endorsement Certificate Program

Lourdes University offers a nine-credit, three course certificate programs 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:

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

Courses

| | | |
|---------|---|---|
| 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). This endorsement also requires 50 clinical hours.

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 640 Literacy Foundations, Strategies, and Cultural Competencies (3)

Candidates demonstrate understanding of the relationships among phonological awareness, phonics, word structure and fluency as they relate to decoding and encoding and are competent in providing research-based instruction related to each of these skills. Candidates will know instructional strategies to identify and resolve difficulties with phonemic awareness skills.

EDU 641 Phonics and Applied Word Study (3)

Candidates demonstrate understanding of the relationships among phonological awareness, phonics, work structure and fluency as they relate to decoding and encoding and are competent in providing research-based instruction related to each of these skills. Candidates will know instructional strategies to identify and resolve difficulties with phonemic awareness skills.

EDU 642 Reading and Writing in the P-12 Classroom (3)

Candidates demonstrate knowledge of the theoretical, historical and research-based foundations of literacy and language and the ways in which they interrelate. This includes the social, cultural, political, linguistic and cognitive dimensions that affect how students who speak only a single language and students who speak more than one language or dialect engage in literary practices. Candidates understand how these dimensions shape understandings of the demands of reading and writing across grade levels and the curriculum.

EDU 643 Literacy Assessment, Diagnosis, and Intervention (3)

Candidates distinguish between and understand elements of various reading and writing assessments by describing, selecting, and administering a variety of appropriate assessment tools, including through the use of digital technologies. Candidates can interpret and share the results of assessments with colleagues, students and families using the assessment results to plan instruction and intervention in support of students' literacy learning.

EDU 644 Practicum: Professionalism in Clinical Literary Practice (3)

Candidates demonstrate knowledge of foundational and current research related to literacy education and instruction, develop, refine and model leadership skills and engage in collaborative decision making with and advocate on behalf of professional colleagues, students, families and communities. Candidates are literacy learners who collaboratively design, implement and assess instructional practices and interventions that support students and professional colleagues.

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 Ohio's opioid abuse prevention law, 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. This course will include research and practice on building professional capacity through engagement in recruitment, selection and hiring of school personnel based on student, school and staff needs.

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.

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 678 – Foundations of Education of Individuals with Exceptionalities (3)

Provides the student with a knowledge base about the historical development of special education particularly in the United States. This course also gives students an overview of special education and all of the categories of students that special education encompasses from gifted education to physically, emotionally, and behaviorally handicapped students.

EDU 679 Collaboration between Schools, Families, and Community Support Services (3)

provides the student with a study of collaborative partnerships used in education of students with mild/moderate disabilities. Coursework topics and activities include collaboration between general and special educators, para-educators, and other educational professionals and agencies.

EDU 680 – Positive Behavioral Interventions for Individuals with Exceptionalities (3)

Provides the student with a knowledge base about the historical development of positive behavior support. This course also gives students an opportunity to explore effective classroom management and individual behavior intervention strategies emphasizing the development of a proactive learning environment through positive behavior intervention supports. Topics will include Functional Behavior Assessments as well as behavior intervention plans for students with exceptionalities.

EDU 681 – Instructional Interventions for Individuals with Exceptionalities (3)

Provides the student with a knowledge base about concepts and strategies to promote the successful social and academic integration of individuals with exceptionalities. This course also give students the opportunity to explore the benefits of collaborating with colleagues to design and implement effective instruction as well as a brief history of special education and the federal policies as it relates to general education.

EDU 682 – Literacy Instructional Practices for Individuals with Exceptionalities (3)

Provides the student with the opportunity to explore a variety of issues and strategies as it relates to literacy instruction and assessment for individuals with exceptionalities as well as those populations at-risk. Students will develop instructional skills to address the educational needs of diverse student populations.

EDU 683 – Special Education Law and Policy (3)

Special Education Law and Policy course is designed to introduce the student to the legal and ethical considerations in educating individuals with exceptionalities. This course also provides the student with pertinent, current, and easy-to-understand guidance regarding special education law.

EDU 684 – Assessment and Diagnosis (3) SWK 5762

This course is designed to assist in the development of skills related to the understanding of psychopathology. Issues related to the etiology of psychopathology and the historical construction and development of diagnostic categories will

be assessed. Special emphasis will be placed on the exploration, understanding and critical analysis of the nature and diagnosis of psychopathology and the integration of the DSM-V.

EDU 685 – Educational Evaluation of Practice - I (6) SWK 5784

This course is designed to equip students with the knowledge and skills to engage in effective practice evaluation. Students will learn to identify and apply a variety of evaluation methods and use theoretical and conceptual models to assess processes and outcomes of practice with individuals, families, groups, organizations and communities to advance practice, policy and service delivery.

EDU 686 – Social Work Practice with Individual, Families, Groups (3)

This course prepares students to apply a generalist perspective and systems framework to work with individuals, families, and groups. This course emphasizes the basics of communication, interviewing, relationship building, and professional use of self, skills essential to effective assessment, intervention and evaluation. Theories and practice skills related to work with individuals, families, and groups will be the primary focus.

EDU 690 Required for those seeking Initial Licensure

Provides students with an intensive opportunity to put into practice the skills and competencies of effective teaching of children with exceptionalities. 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 teaching and learning, appropriate learning environments and collaborative practices for meeting the needs of K-12 children with disabilities. This course requires a 75-day (approximately 15 weeks) student teaching experience.

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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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) (5853)

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 (5854)

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 (5855)

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 (5856)

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 503 Mindsets Matter (731)

Guide your students to learn and grow in ways they never thought possible through the adoption of a growth mindset. You will learn strategies to ensure your students are challenged, think critically, and can embrace failure as a steppingstone to success.

LE2 507 Consumer to Creator: Coding and Kids (804)

Computer science jobs are growing as fast as you can say HTML, and teaching kids to code in school is a key component in moving students from consumers to creators. Coding in the classroom is critical in building learners who can function well in our society as both well-rounded citizens and employees. Through exploration and hands-on interactive tutorials, you'll be able to empower students to innovate and create!

LE2 508 Mindful Leadership in Schools (898)

For school leaders and teacher-leaders wishing to incorporate mindfulness into their lives, this course provides a clear and engaging pathway. Participants will discover how mindfulness can help manage the

demands of leadership, improve communication, and support a healthy lifestyle. Beginning with brain research and the impact of stress on the body, learn how to build a self-care practice that serves as a model for colleagues and staff. Explore foundational strategies such as mindful listening and speaking, focused breathing, awareness journaling, and the mindful classroom. Personal stories, practical strategies, and case studies demonstrate the power of mindful leadership to live more focused and balanced lives. There is no time like the present to start living more mindfully!

LE2 510 Making the Shift to STEM Education (5080)

Are you looking for ways to create a more relevant and student-centered classroom? Are you looking for ways to better

prepare students to fill the growing number of STEM careers? Then shift your thinking and get ready to embrace K-12 STEM education! In this course you will learn why STEM (Science, Technology, Engineering and Math) matters and will develop a plan to get started. All education professionals, including teachers, school leaders, and curriculum directors-- will learn how to be STEM change agents. You'll learn from those who have moved through the shift at the classroom, school and district level.

LE2 516 Building Peace Through Restorative Practices in Schools (5006)

This course introduces teachers to a holistic approach to classroom management based on the principles of restorative justice in schools. While traditional classroom management often relies on a system of rewards and punishments to encourage positive behavior, restorative practices focus on building healthy relationships, fostering social and emotional skills, encouraging engagement, and empowering students to address and correct misbehaviors cooperatively. When we invite students to take an active role in both preventing and repairing the harm caused by misbehavior, we build stronger school communities. Incorporating classroom strategies, school-wide policy recommendations, and personal experiences, this course provides a solid framework for teachers to use as they create a climate of warmth and inclusion that respects all people and also holds everyone accountable for being a good citizen.

LE2 517 Trauma-Sensitive Teaching: Helping Students Overcome Adverse Experiences (5007)

For students who have experienced trauma at home, including divorce, loss, illness, or abuse, success in school can feel out of reach. In this course, you will learn how to help your students overcome adverse experiences as you develop trauma-sensitive strategies for your classroom. Beginning with brain research, discover the impact trauma has on students' emotional and academic development. Explore the foundations of trauma-informed teaching, including an emphasis on relationship-building, student choice, safety, and resiliency. This course will also present a thought-provoking look at the importance of self-care for educators working with students impacted by trauma and provide teachers with the tools they need to build their own wellness plan. By changing the way we view and react to children's academic and social problems, we can help all of our students build the strength they need to find success.

LE2 519 Writer's Workshop: Engaging Students Using Mentor Texts and Writer's Notebooks (5015)

Writer's workshop, though a proven framework for writing instruction, remains a challenge for language arts teachers at all grade levels. This course will help teachers renew their intentions to make writer's workshop a classroom reality. Focus on background and strategies for implementing writer's workshop, then connect the writing process with two powerful tools: the writer's notebook and mentor texts. Explore options and applications to create a workshop model based on current classroom structure and needs.

LE2 520 Using Universal Design for Learning (UDL) in Lesson Planning: Reach Every Kid (5035)

This course combines the powerful processes and strategies of Universal Design for Learning (UDL) with lesson planning to ensure educators are meeting the needs of EACH learner. Using an extremely applicable text, videos and relevant applications, the course provides an overview of UDL guidelines. Additionally, teachers will learn new strategies for goal setting and assessment. Educators will be able to increase engagement, infuse lessons with multiple means of content representation, and choose materials and media to enhance their teaching. Teachers will reflect on strategies to ensure professional growth and an increase in student achievement. This course will provide the tools needed to meet the ever-changing variability of learners in our classrooms and schools beyond differentiation

LE2 523 Equitable Learning with Assistive Technology in the Classroom (5034)

Assistive technology (AT) in the classroom enables students with disabilities to become independent, successful learners. With a focus on mild to moderate student needs, this course provides teachers with ideas for implementing quality AT to enhance teaching and learning in all content areas, as well as promoting organizational skills, engagement, and positive behavioral skills.

LE2 526 Increasing Comprehension with Close Reading in Your Classroom (5040)

Close reading is a vital literacy skill for meeting Common Core standards that require students to answer text-dependent questions and understand complex texts. This course offers an opportunity to study and practice a powerful literacy framework using six Notice and Note Signposts for fiction. Explore the signposts (text features) to help you forge a deeper connection between your students and the fiction they read. Join the journey that will lead your students to increased engagement, reading comprehension, and productive independent reading through a transformational practice of close reading of fiction.

LE2 527 Five Fabulous Skills for Your Students' Lifelong Success (5041)

This inspiring course focuses on building five success skills in students beyond academics to increase the likelihood of positive outcomes in school and adult life. Learn strategies for teaching students empathy. Gain skills to introduce and teach self-control to your students/ Help students grasp the difference between honesty and integrity and plan activities to focus on integrity in the classroom. Embrace diversity in the classroom through the review of resources and planning of activities for your students. Determine the importance of teaching grit and develop ideas to increase the skill in your learners. Learn to assess these five student success skills through intentionality, observation and reflection. Participants will also learn about the need for these skills and the importance of school culture and student relationships when teaching the skills.

LE2 529 Incorporating Mindfulness: Strategies to Encourage Student Focus and Awareness (5018)

Discover how to share the power of mindfulness with students in this engaging class! Based in research and grounded in practical applications, this course explores how present-focus awareness can foster social and emotional learning, increase attention, and help students manage big emotions throughout the school day. Explore simple, ready-to-implement activities to unlock the benefits of mindfulness, including stress reduction, increased focus, positive self-concept, emotional control, and affirming relationships. Learn the first steps to develop your own classroom or school-wide mindfulness practice with expert tips, outreach

ides, and action plans. If you are ready to teach your students how to use mindfulness to build resiliency, focus, and well-being, we hope you will join us!

LE2 532 Making Content Accessible for Your English Language Learners (5025)

As school demographics change, teachers are challenged to address the needs of an ever-expanding variety of English language learners. In this course, you will discover strategies, templates, and activities to build a toolkit for working with ELs in your classroom. Explore the importance of academic conversations and teaching academic language in your classroom while implementing different scaffolds, vocabulary, and background knowledge activities. Most of all, you will learn how to create a collaborative environment that focuses on advocacy for creating a positive learning environment for ALL students, while making the content more comprehensible for students who may struggle with language.

LE2 534 Focus on Phonics for Effective Reading, Writing, and Spelling Instruction (5030)

Go back to basics with a fresh focus on phonics. Effective phonics instruction requires specific teaching and learning targets bolstered by understanding the history of reading development and research behind the phonics and whole- language approach. Through a review of reading fundamentals and direct phonics instruction, teachers will learn proven strategies of practice and repetition to support readers struggling with letter and word decoding automaticity. By investigating formative assessments for phonemic awareness and phonics, teachers will activate reading, writing, and spelling tools and teaching strategies with an eye on student engagement for better overall reading comprehension and achievement.

LE2 535 Empathy and Understanding: The New Tools for Students with Challenging Behaviors (5032)

Ease your fear and frustration when faced with students who are difficult to reach and teach. In this course, featuring Dr. Greene’s book *Lost at school*, you will find the steps you need for connecting with challenging students. Break free from old mindsets and terminology like “at-risk students,” and empower yourself with the Collaborative and Proactive Solutions (CPS) model that teaches strategies for building and nurturing teacher-student relationships. Learn how to use the Assessment of Lagging Skills and Unresolved Problems (ALSUP) inventory to identify the issues in need of attention. Join us on this journey of empathy, problem solving and relationship building!

LE2 536 Vicious Vocabulary Instruction for Remarkable Reading (5038)

Vocabulary development is an essential skill for reading and overall academic achievement, yet it’s a commonly neglected area of instruction. This course provides a review of research that supports daily vocabulary instruction using words selected from existing curriculum or any content area. Explicit, consistent instruction leads students to vocabulary growth and a greater love of language. Word mastery and confidence is achieved from daily routines that engage students with new words in a classroom community that promotes academic risk-taking. Planning, teaching, and assessing components are covered for teachers who want to inspire their instruction with a love of words their students need to know.

LE2 537 The Reading Fluency Toolbox (5042)

Calling all teachers who want to upgrade their teacher toolbox with more strategies for supporting readers who struggle! Research shows increases in overall comprehension outcomes with improved reading fluency, which validates the need for direct fluency instruction. This course will guide teachers through all fluency components to incorporate new routines into daily literacy practices. By creating specific applications for

fluency-building, teachers support individual students and can engage the whole class in fun fluency practice with games and activities.

LE2 538 Thrive-Supporting LGBTQ Students in School (5043)

It's time to be an advocate for safe schools for all students! This course presents an introduction to the challenges lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students face today, and provides important first steps to help teachers, support staff, and whole schools more fully support LGBTQ students. Explore the importance of connecting with the parents and caregivers of LGBTQ students and discover ways to affirm all students while respecting differing perspectives. Learn how creating safe classrooms and inclusive policies, incorporating appropriate curriculum,

and establishing Gay Straight Alliance programs can foster respectful and engaging environment where all students not only survive, but *thrive*.

LE2 542 Wholehearted Teaching: Reigniting Your Passion for the Teaching Profession (5021)

In this inspiring course, teachers will learn ways to positively impact their students and colleagues' lives. Educators will grow in their understanding of how to create a classroom in school community that focuses on HEART: happiness, engagement, alliances, risk, thought in the necessity of connection. Through personal stories, activities, and reflections teachers will explore their personal and professional "heartprint" -- and leave the course feeling empowered, energized, and influential.

LE2 543 Creating an Inclusive Classroom for Students with Exceptionalities (5029)

Today's classrooms include students with disabilities, English Language learners, gifted students as well as other exceptionalities. This course will empower teachers to embrace inclusion with expertise and evidence – based instruction along with behavioral management practices to successfully support all students with exceptionalities!

LE2 544 Mindsets and Math: Enjoyment and Achievement for All (5033)

It's time for a mindset makeover in math! Unleashed student potential by moving students from a "fixed" to a "growth" mindset about math, and watch them connect with math concepts head on. After this course, educators will be able to create a classroom environment a growth mindset in math by: evaluating the math tasks and questions they ask, handling the way mistakes are dealt with, grouping appropriately, creating classroom norms, and applying the strategies

to fulfill mathematics potential and engagement.

LE2 547 The Mindful Approach (5056)

This course will provide teachers with the opportunity to look at the teaching profession with a new perspective. Mindfulness, motivation, and balance are the keys to longevity for teachers and the source for career happiness. Course participants will experience activities designed to promote the development of the *whole* teacher, including: a classroom-based yoga session led by a nationally certified instructor, a nutritionist-led meal planning presentation and customized and designed for teachers, and participation in experiential learning activities to promote physical, mental, emotional fitness and overall health.

LE2 549 Digital Citizenship in the Classroom (806)

Learn the foundations of digital citizenship for today's students, including Internet privacy, online etiquette, the development of digital footprints, and the power of digital media to create change! Filled with useful tips and online resources, this introductory course will help you provide students with a clear understanding of how to be safe and responsible online. This course is intended for K-12 teachers in all content areas looking simple ways to support students as they navigate the digital world.

LE2 552 Growing Gifts: Stories, Supports and Strategies for Teachers in Gifted Education (5066)

Fill your files and energize your enthusiasm as you learn the latest about working with students identified as gifted! In this engaging course, you will explore the dualities of giftedness, the attributes of students assessed as Twice Exceptional (2E), ideas for identifying giftedness in non-mainstream populations, in ways to guide students who struggle

with social emotional issues. The exceptional course textbook *When Gifted Kids Don't Have All the Answers* is packed with student stories, strategy strategies and supports for working with learners who are gifted. If you want to be sure your students not only survive, but thrive, in the world of gifted education, this is the course for you!

LE2 555 Vocabulary Instruction and Word Learning for Secondary Content Areas (5065)

Vocabulary development is a critical skill for all academic achievement, yet it's an often-overlooked part of instruction, especially in the content areas. This course offers a review of research to support vocabulary instruction using words carefully selected from existing curriculum and standards in any content area. Direct instruction leads students to vocabulary growth, improved comprehension of challenging texts, and word learning skills that will extend beyond high school. Word mastery and confidence is built from daily routines that engage students with new words in a classroom environment that promotes and practices word learning skills.

LE2 556 Move, Grow, Play! Using Play to Teach and Learn (5057)

Did you know that students who are running and jumping are learning the laws of physics? That learning about surface tension involves blowing bubbles? That children who are picking up cotton balls with tongs or developing their pincer grips? These are just a few examples of how children learn through play. Textbook author Lisa Murphy challenges us to ensure our professional practice focuses on what the research proves is the foundation of learning: play. In this inspiring course, you will learn ways to add the “Magnificent Seven” to your lessons, gather evidence that champions learning through play, and will return laughter, joy, and *play* to your classroom!

LE2 557 Boosting Social Emotional Learning through Sport and Physical Education (5055)

This exciting course for coaches and physical education teachers will provide an introduction to the concepts of building character, increasing community and developing growth mindsets in students and/or athletes. Participants will gain a better understanding of how they can impact social emotional learning and how they can increase the likelihood their students and/or athletes will meet goals. Filled with engaging activities and strategies with students, this course goes beyond sports and physical activity to build to building social emotional skills needed for lifelong success.

LE2 558 Social Emotional Learning: Strengthening Hearts and Minds (5031)

Social emotional learning has been called the “missing piece” of education, and this encouraging, relevant course will allow you to complete the puzzle. Filled with resources and applicable activities, the course takes the learner on a journey from the basics of social emotional learning to teaching strategies for each competency. Applications are designed for exploration on reflection to elaborate disciplines to develop future plans to implement social emotional learning and increase these necessary skills in their learners.

LE2 560 Impactful Coaching: Reflection, Support, Growth (5084)

Instructional coaching is a highly effective way to help teachers develop a reflective practice. Through this course, participants will learn how to differentiate coaching strategies to assist teachers at all stages of development to become more reflective and, in turn, make a bigger impact in the classroom. Participants will learn how to ask questions that encourage reflection, plan effective coaching sessions, and analyze videos of coaching in action, whether experienced or new to coaching, this course is a must take!

LE2 562 Solving the Reading Puzzle: Using Assessment to Drive Intervention (5078)

Learning to read is a challenge, and teaching reading is a tool. This course will help boost student achievement in reading especially with those students struggling to learn to read and read to learn. Participants will learn about reading assessment including screening, diagnostic assessment and progress monitoring. Additionally, they will connect assessment data to differentiating instruction and intervention in the five areas of reading. Course participants will come away with better understanding of how reading assessment drives remediation and instructional planning, as well as many resources to help students solve the puzzle of reading!

LE2 564 Building Strong Relationships in the Classroom: Care to Connect (5058)

Building relationships in a classroom with and among students of different cultural, language and life experiences can be a challenge for many teachers, but this course can help! Students are universally social beings who are hard wired with the need to connect. By taking time to cultivate deep, authentic connections, educators can make a positive impact on student confidence and ultimately achievement. In this course, educators will examine the role that relationships play in creating the ideal learning environment and explore research-based strategies for developing strong individual and community connections as well as managing behavior challenges with non-punitive interventions.

LE2 565 Trauma-Informed to Trauma-Invested: Creating a Culture of Safety (5062)

This valuable course will increase your ability to work more effectively with student who may have experienced trauma or display challenging behaviors by creating a culture of safety in your classroom or school. Through self-assessment and reflection, you'll determine your present level of performance on the Spectrum of Trauma-Savvy Practices and identify methods to move you closer to becoming trauma-invested. You will learn and try next-level strategies to improve relationships, responsibility and regulation in all students especially those who have experienced trauma. Additionally, you will discover ways to ensure work-life balance to protect yourself from compassion fatigue or secondary trauma, so you can continue to make a positive impact on all students.

LE2 566 Teacher Wellness Through Passion and Practice (5092)

Reignite your passion and reclaim your calling! Through wellness practice – designed specifically for teachers, and through teaching strategies – designed to connect you with students, you will learn how wellness affects your professional practice and how to get back to the core of your calling. In this one-of-a-kind course, you will learn about the four passions of teaching: moral foundation, heart, mind, and hope, as you master student-centered and whole teaching strategies.

LE2 568 The Practice and Power of Vulnerability in the Classroom (5101)

Whether you are a teacher, leader, or learner, the revolutionary research by Dr. Brene Brown has transformed the way we view vulnerability in our relationships at home, at work, and at school. Learn how to nurture healthy emotions like trust and courage while combating shame and fear. Discover fresh ideas for cultivating a classroom community that supports all students and expand your understanding about how trauma impacts learning. Consider your process for providing feedback and gain new practices for growing gratitude for a greater sense of well-being. Teach your students that “vulnerability is not always comfortable, but it is never weakness,” as you explore how vulnerability empowers the way we teach, lead, and learn.

LE2 569 Anxiety Awareness: Empowering Students with Help and Hope (5102)

Mental health professionals are shining a light on the pervasiveness of anxiety, highlighting the need for increased awareness and attention to this issue. Young people are notably affected: anxiety affects 1 in 5 children, and 70% of teens say that anxiety is a major problem facing their age group. This course will give educational professionals the tools they need to support students who have anxiety, including foundational knowledge about anxiety, its symptoms, and a look at Cognitive Behavioral Therapy (CBT). Participants will complete the course equipped with ready to implement strategies for teaching coping skills, ideas for accommodations, and considerations for tools and processes to support students who have anxiety.

LE2 571 Improving Outcomes for Students in Poverty: The Difference Makers (5077)

This strategy-based course will provide a solid base of information and provide ideas to disrupt the adverse effects of poverty for students. Participants will develop activities to build caring relationships with students based on mutual respect and trust. Additionally, they will develop action plans to incorporate effective instructional practices to promote a culture of possibility in their classroom. They will reflect on their own biases and expectations and develop methods for ensuring equity in their practice. Participants will take time to think about their professional accountability to ALL students and learn about the impacts of efficacy and self-awareness. This course is a must take for EVERY educator.

LE2 572 Going Above and Beyond Academics for English Learners (5068)

Do you ever wonder how you can deepen your support for English Language Learners and their overall development? This course will inspire you to identify six specific ways you can help your ELs grow academically, socially, and emotionally that will strengthen the work you are already doing with them. This course is for any teacher who wants to reach English Learners and help them unlock their potential for learning now and in their future. Educators will understand the interaction between students' mindsets, relationships and skills and how to develop these concepts in students to empower them to achieve learning success.

LE2 573 Keeping Students Safe at School (5088)

In today's schools, safety is a complex and critical issue. Keeping students safe at school focuses on creating safe classrooms through social emotional learning, trauma informed teaching practices, learning ways to foster empathy and students, and teaching students how to be responsible digital citizens. In addition, this course covers the surreal necessity of preparing for, responding to, and reflecting on school violence. By offering this course, our collective goal is to provide educators with the strategies they need to remove "I don't want to think about that" and replacing it with "I know what to do."

LE2 574 Digital Tools in the Connected Classroom (5093)

In this course, you'll explore and evaluate various digital tools available online to support student learning in the acquisition of 21st century skills known as the 4C's -- communication, collaboration, creativity and critical thinking. You'll develop lessons and a project plan that integrates the 4C's with supportive digital tools, all while hitting core standards educators are required to cover. No matter the greater subject you teach, you'll come away with a better understanding of the digital tools available, and plenty of applicable strategies to incorporate technology that engages, enhances and extends learning.

LE2 575 Teaching with Video to Support Digital Classroom Success (5095)

Bring your lessons to life with video that engages students in supports your curricular goals. Whether you're planning for your flipped or blended classroom, taking a dive into personalized learning, or just looking to add more digital content to your lessons, this course is for you. Participants will learn to filter through the myriad of online content to curate high quality, relevant videos to support classroom curriculum. We'll show you some free web tools to record video for instruction, feedback, and differentiated student support. Participants will develop lessons that include both curated and created video content that build higher order thinking skills and help tap into students' creative brains.

LE2 576 Integrating Innovative Classroom Technology (5096)

Whether you're just beginning to dip your toes into the edtech waters or ready to dive in head first, this course will give you a strong foundation in technology integration best practices to support increased engagement and academic outcomes in your diverse classroom. Throughout this course coming to learn how to move beyond online skills practice and word processing to integrate meaningful technology into your classroom routine. We'll show you how to build lessons with the SAMR and the ISTE frameworks in mind and introduce you to simple digital tools that encourage creativity and critical thinking.

LE2 577 Making the Shift to Blended Learning in Your Classroom (5097)

Get ready to reinvent the student experience with blended learning! We'll show you how this approach offers a more personalized experience for students through increased connectivity, agency, and creativity in the classroom. Whether you're an energized educator blazing a trail towards technology integration in your classroom or progressive school leader looking to support change across several classrooms or buildings, this course will lead you through the development of your blended learning vision and the creation of a comprehensive roadmap to guide your journey towards innovation. You'll gain insights into building and sustaining a blended learning culture, explore and apply digital tools including Screencastify and Hyperdocs to support learning objectives, and design learning activities (for adult or student learners) using blended learning models like Station Rotation, Flipped Classroom, Individual Rotations, and A La Carte. No matter the pathway, you're sure to advance your knowledge and skills at this course designed for those ready to take technology integration to the next level.

LE2 578 Docs, Slides, and Forms in the Classroom: Your Next Level Google Guide (5099)

In this course you'll go beyond the basic features and functions of Google tools, to explore what's possible with G suite. You learn how to take Slides, Sheets, and Forms to the next level with interactive, dynamic elements that incorporate 21st century skills like collaboration, communication, and creativity. You will

learn how to design a digital portfolio template to showcase student growth using the versatile sites platform. We will also show you how to set up your Google Drive and Chrome browser for maximum efficiency and introduce you to Keep, a lesser known, but powerful Google tool to organize and track your digital workflow. Advance your skills and knowledge of G suite with this intermediate level course.

LE2 579 Authentic Teaching and Learning for the 21st Century (5104)

If you are ready to bring the real world into your classroom, this course on authentic teaching and learning is for you. Delve into numerous instructional strategies useful for increasing relevance and engagement for students as they connect present and future lives outside of school with curricular concepts. Investigate 21st Century skills and inquiry for

incorporation into your teaching. Design a backwards built project-based learning plan to use with your students. Generate starting points for problem-based learning and develop a plan to implement case-based learning with your students. You will come away from this course with a solid understanding of authentic learning and ready-to-use activities that can be immediately applied to your teaching.

LE2 580 Living Your Happiest Life, Inside and Outside the Classroom (5105)

Teaching is incredibly rewarding, but it can also be incredibly hard. In order to be that most effective teachers, we need to bring our best selves into the classroom. When you feel exhausted and overwhelmed, this can be easier said than done. In Living Your Happiest Life you will learn how to master your mindset to improve your happiness. This course will help you lead a happier life, both inside not side of the classroom.

LE2 581 Learning on the Move, The Kinesthetic Classroom (5106)

Motivated. Engaged. Happy. High academic achievement. These are the words and phrases that will describe your students after taking Learning on the Move! Imagine a classroom where students have a “safe place for the mind,” are free to take risks, and where teamwork and communication are key. You will discover what it means to “learn from the feet up,” why the brains preferred way of learning is by doing, and what it means to be a kinesthetic educator. Explore the brain-body connection, see why the research champions movement and teaching and realize ways to prepare the brain for learning as you watch your students soar!

LE2 582 Social Comprehension for a Compassionate Classroom (5107)

Our social and political climate is thoroughly integrated in our personal and professional lives - now more than ever. When students ask about current events, race, religion, or politics, negotiating an appropriate response might feel daunting and uncomfortable. This course will give you and your students the confidence, skills, and tools to embrace and honor questions and discussions, seamlessly and courageously within your curriculum. Participation in this course does not require a specific political or social stance, but you must have an open mind and heart, and the desire to deepen skills in the areas of empathy, listening, awareness, and identity. The goal is to create a space where students can honestly and respectfully ask questions and have discussions about meaningful topics that affect all of us. Our students need us to hold that space for them; this course will empower you to do just that.

LE2 583 Be the Teacher You Want to Be (5108)

Want to be more satisfied, impactful, and happier teacher!?! We’ve designed this course just for you! It’s easy to get pulled away from our teacher “True North” and to forget why we became teachers. Be the

Teacher You Want to Be will give you the opportunity to check your teacher compass so you can proudly return to teaching like yourself! You will learn the art of authentic teaching, define your core values & beliefs, understand how to strengthen relationships with students, colleagues and families, and how crucial self-care is for both your professional and personal well-being.

LE2 584 Connection in the Classroom (5109)

One of life's universal truths is the need for connection. Even though our students join our classrooms with a variety of backgrounds from trauma to addiction, they also seek connection and a sense of belonging. In Connection in the Classroom, you will learn how emotionally connected classrooms support students in achieving their goals and you will

discover what neuroscience research says about why emotional connections are key to students' success. This course will teach you how to create an emotionally connected learning environment that is safe, healthy, and nurturing.

LE2 585 Creating a Vision for Equity in Education (5110)

Every student deserves a fair shot, so how are we going to ensure all students receive an equitable education? In this course, you will focus on developing practices that support building equity for all learners. Throughout your journey, you will explore how standards like social emotional engagement, instructional excellence, and student empowerment harmonize to create a more equitable school environment. In addition to reflection and introspection, this course will culminate in a school audit to uncover bias and imbalances in current practices and devise goals for moving forward. The text, along with the applications in this course, will support the critical work of educators to develop a vision of equity for your classroom/school/district and promote the actions necessary to make this vision a reality.

LE2 586 Mindsets and Skillsets for a Culturally Responsive Classroom (5111)

Start your "journey to responsiveness" with a focus on both the mindset shifts and skills necessary to be a culturally and linguistically responsive educator. With an emphasis on the "how to" of equity work, this course will help you develop strategies using the Validate-Affirm-Build-Bridge (VABB) framework to first acknowledge and honor your students' diverse experiences, then build a bridge to rigorous academic and social standards. Through reflection, exploration, and strategic planning, this course will help educators make the shift to an asset (rather than deficit) approach that fosters positive outcomes for all.

LE2 587 Engagement Strategies for the 21st Century Thinking Classroom (5112)

Are you looking for strategies to increase engagement and improve essential 21st century skills in your students? Is it time to move from the traditional classroom model to a thinking classroom model? If so, this course is for you! You will learn how to apply the higher levels of the Revised Bloom's Taxonomy to nurture your students' cognitive abilities. Using movement, collaboration and media literacy, you will discover new methods for increasing engagement. This course will allow you to transform your classroom using ready-to-use activities, lessons, tools and ideas you will create for the course. Get ready to boost student engagement in your thinking classroom.

LE2 588 Enhancing Formative Assessment Practices with Technology (5098)

Boost your formative assessment routine with accessible digital tools. You'll clarify your approach to daily assessment with 3 key questions – Where are students going? Where are they now? What are the next steps in learning? – and use innovative technology to make learning progress visible. With easy tech substitutions you can collect data more efficiently, empower students to reflect on their own progress, and improve peer feedback pathways. Plot a course for learning with everyday embedded assessments and a renewed focus on continuous progress.

LE2 589 Reimagining Assessment for the Whole Child (5117)

Need some new methods to measure student learning beyond test scores and report cards? This course will encourage participants to align their teaching and assessment practices through the development of a learning continuum, pre- assessments, formative assessments and learning stories. Additionally, participants will reflect on the impact of current assessment practices and determine necessary changes while considering and honoring the whole child. The text and

course are filled with assessment strategies to engage students and families in the learning process while providing teachers with the information needed to plan their instruction.

LE2 590 Teaching online with Equity in Mind (5123)

Looking for guidance as you bring your classroom online? This course provides a solid foundation for any educator making the shift from traditional face-to-face instruction to online teaching. You'll learn about best practices for developing high-quality tech-based lessons, facilitating online discussions and incorporating a host of digital tools to support learning goals. To reach and teach all learners, participants will investigate challenges and solutions surrounding digital equity, that affect English Learners, students receiving special education, and students without internet at home. Additionally, they will review and reflect on methods for connecting with students, parents and other educators, and using culturally responsive strategies to ensure equity when teaching online. This course includes two modules culminating in multiple choice progress checks and one module with a larger application project and reflection requirement.

LE2 591 Goodbye Teacher Burnout, Welcome Teacher Wellness (5124)

In this course from Learners Edge, you will learn how to give burnout the boot! Explore what it means to experience teacher burnout, discover the differences between burnout and demoralization, learn why teachers are leaving the profession, and why educators are more exhausted than ever. By the end of this course, you will know how to mitigate and manage burnout, you will walk away with a stockpile of strategies for self-care, and you will understand how wellness and healthy living part of the prescription for healing teacher burnout are. This course includes two modules culminating in multiple choice progress checks and one module with a larger application project and reflection requirement.

LE2 592 Supporting Struggling Students through High Impact Practices (5125)

Teaching students who struggle (with or without disabilities) is challenging albeit rewarding work. Their needs are as varied and complex as the research on how to best help them. To assist educators with this ongoing challenge, Learners Edge has developed this course to provide an overarching view of research-based high-leverage practices (HLPs) for use with these students. Focused on collaboration, assessment, social-emotional-behavioral strategies and instruction, this course will prove helpful and applicable for both special education and general education teachers whose mission is to support struggling learners. This course includes two modules culminating in multiple choice progress checks and one module with a larger application project and reflection requirement.

LE2 593 Five Keys to Reading Instruction (5126)

Learning to read is a critical process for all students and finding the best strategies to teach it can be a challenge. This course will look to research from the National Reading Panel and other literacy experts to strengthen your teaching practice and increase students' mastery of the essential "gold star" areas of reading -Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. You'll explore tried and true teaching strategies that can support all tiers of the Response to Intervention (RTI) framework, including the unique needs of your English Learners. Build a strong foundation in teaching reading and reading development with the Gold Stars of Reading Instruction! This course includes two modules culminating in multiple choice progress checks and one module with a larger application project and reflection requirement.

LE2 594 Priceless, Proactive Classroom Management Practices (5127)

Classroom management can be a challenge for educators, and there are as many schools of thought as there are behaviors! This course will introduce you to some of the main frameworks and philosophies of classroom management, and you'll learn how they work with one another to increase success for students, you'll explore fundamental strategies to proactively set the stage for learning and learn new-to-you strategies to help your students thrive in your classroom. Positive behavior is a learned skill, and you will leave this course with tools and frameworks to support student learning in your classroom the very next day. This includes two modules culminating in multiple choice progress checks and one module with a larger application project and reflection requirement.

LE2 595 Exploring the Impact of Social Media on Students, Wellness, and Society (5115)

For digital natives, social media has become the primary way to communicate. It has also become a big obsession: keeping up with one another, using photos and "likes" as currency. Exploring the Impact of Social Media will help educators and in turn, digital natives, understand the effects of social media on the brain, and how the coding in apps aim to keep us paying attention. Social media is a tool, not good or bad, but too much use can be detrimental to health and self-identity. This course illuminates the benefits and the drawbacks of our online interactions so we can all learn to regulate our use of social media, along with several creative ways to keep technology in its place.

LE2 596 Connection and Calming Strategies for Today's Teachers (5116)

Envision reacting to the world of unknowns and "new normal" with a connected-and-calm response, even when circumstances are beyond your control. Picture the transformative power of understanding and managing your innate stress response by focusing on gratitude, empathy, compassion, and hope. Connection and Calming Strategies for Today's Teachers will ensure you break free from the bonds of stress as it teaches why cortisol floods our bloodstream when we are under stress, and how somatic awareness, mindfulness, and emotional resilience are the tools we can use to restrain our stress for a happy, healthy life.

LE2 597 Teaching Media Literacy in a Fake News World (5122)

Filled with resources, videos, strategies, and more, Teaching Media Literacy in a Fake News World, will have you digging deep into this timely topic. Investigate media literacy, fake news basics, and effective and engaging teaching strategies. Discover the five components of media literacy education and uncover reliable methods for educating students about fake news. Reflect on current practices and develop

opportunities to apply new learning to your classroom or school for a real, relevant impact on 21st Century students.

LE2 598 Creating an Anti-Racist Classroom (5128)

Talking about race, though challenging, is necessary. It's a conversation all of us need to have, no matter our race, background, or comfort level. In this powerful course, you will examine your own racial socialization and learn about the complex history of race in America. Once you've made these critical connections between past and present, you will explore ways to facilitate productive dialogue around race, identity, inequality, and justice with students (or among colleagues). You will learn anti-biased/anti-racist approaches to classroom instruction and learn how to ensure equity in the curricular materials you choose. Whether you teach young students or young adults, this course will give you the

tools you need to engage age-level appropriate, critical conversations about race and actively work towards rooting out racism.

LE2 599 The Keys to a Connected Google Classroom (5118)

Learning the ins and outs of Google Classroom is no small feat! In this course, educators will learn the basics of creating your first class to more intermediate level techniques for building and managing a streamlined Google Classroom. With helpful video tutorials from Google certified trainers and educators, you will explore various ways to post assignments, collect and grade student work, and learn about time-saving strategies to provide feedback. With your new digital skill set, you'll have what you need to keep your Google Classroom running smoothly and efficiently all year long!

LE3 501 An Educator's Guide to Global Thinking and Cultural Competence (5119)

Whether you are increasingly aware of the beautiful, growing diversity in our student populations, wishing to make better connections with your students, or feeling the need to situate content-area lessons within real world cultural contexts, this course is for you. You'll collaborate with others to develop a Global Competence Toolkit, infuse content areas with culturally responsive teaching best practices, and design tools that will help you continue to build your cultural competence. An Educator's Guide to Global Thinking and Cultural Competence will advance your thinking, expand your knowledge, and ensure that you have the language, examples, and strategies to increase your teaching effectiveness.

LE3 502 Planning for Engagement and Rigor in the Online Classroom (5130)

You have worked hard to create the best online classroom you could, and now, you are looking for strategic ways to make it even better. This course can get you there! You will discover an effective, efficient way to plan for online teaching. You'll understand and internalize the importance of rigor in remote learning. You will learn, try and apply strategies for increasing engagement. Filled with resources, ideas and videos demonstrating examples of high-impact teaching, this course will give you what you need to improve your online classroom and student learning, even from a distance!

LE3 503 Project Based learning for the Digital Age (5133)

Are you looking for ways to bring innovative, engaging, and authentic projects into your classroom? This course introduces you to the key elements of designing, implementing, and managing project-based learning experiences in the online and face-to-face classroom. Using best-practice frameworks, you will learn

strategies to empower your students as they explore their passions, collaborate with others, and create projects that answer challenging real-world problems.

Get ready to design your own project and see why so many educators think project-based learning is key to the future of innovative learning!

LE3 504 The Power of Positivity (5114)

Stories of students and teachers seeking to be positive forces for good are the inspiration for this course that strives to promote what is best in all of us. In this course, teachers will become part of the phenomenon of positivity through the development of a “Posi-Plan” designed to spread kindness and to wipe out negativity. Learn how the power of positivity can transform your professional practice and how gestures of kindness make us, and our students, better people.

LE3 505 The Teacher Retreat (5052)

Teachers it's time to get away from it all! Whether meeting virtually or face-to-face, teachers at all grade levels and subject areas will appreciate this opportunity to reflect, refresh, renew, and remember why the teaching profession is unlike any other. Connect with teacher colleagues through great conversation with a shared sense of purpose as you discover strategies for maintaining personal and professional life balance, resilience, and how being a healthy role- model benefits students.

LE3 506 Cultivating Digital Citizenship in Today's Classroom (5120)

Ready to join the ranks of super digital citizens? This course will immerse you in ideas and resources covering all nine characteristics of digital citizenship skills to help students embody skills to act responsibly, ethically, and safely online. You'll participate in a collaborative effort to examine digital equity, create an innovative approach to identify reliable sources, and shift the response to cyberbullying from reactive to proactive. If that's not enough, you'll become a forward thinking superhero in your school or building by engaging with creative lessons, activities, and resources to support the infusion of strong digital citizenship skills into instruction. Join us as we strive for a better digital world!

LE3 507 Technology on the Move, Best Practices for Balancing Movement and Tech (5132)

In this timely course, you will explore both the risks and the rewards of technology use in the classroom and how movement can be easily integrated into lessons and learning. The course text is filled with just the right amount of acronyms to ensure easy recall of movement and tech strategies, including Stress Management and Relaxation Techniques (SMART) designed to manage student stress and boost resilience. You will grow in your educational expertise as you become a Movement and Tech Educator (MTE) and an agent of change. Make plans for a bright future and join the movement-Movement that will ensure students' tech use is accompanied with a healthy body and mind in your face-to-face or virtual classroom.

LE3 508 The Mindful Approach II (5051)

The Mindful Approach II invites teachers to look at the relationship between mindfulness and the classroom environment. Participants will become aware of the influence that mindfulness can have in creating a teaching approach that asks all class participants to be mindfully present in the classroom. Course participants will experience activities designed to support mindful teaching, physical fitness, and overall health.

LE3 509 Mission Possible (5053)

Mission Possible provides you with the opportunity to create engaging and memorable activities for and with your students! Teachers will be introduced to breakout activities and games and will participate directly in them through participation, creation, and implementation. Using various teaching hooks, participants will discover new ways to get their students' attention, keep it, and make their classroom experience memorable!

LE3 510 Teacher Wellness II (5113)

Teacher wellness is an astonishingly impactful topic, particularly for those with a stake in education. In this course, educators will explore the value of saying no, how to be judicious with time, how values impact choices, and innovative practices for restoring energy. Learn how attending to our minds, bodies and spirits prepares educators for long and successful careers and how being wellness role models teaches students to care for themselves, too. Celebrate the

benefits of wellness-based teaching strategies and examine life choices in this course that investigates balance and self- discovery.

LE3 511 Get in the Game, Game-Based Activities for the Classroom (5200)

Are you ready to transform your classroom by creating new activities that will engage students like never before!? Let the games begin! Get in the Game, Game-Based Activities for the Classroom gives educators the opportunity to reimagine classrooms as places where the phrase “Learning is not all fun and games” does not apply! In this course, teachers will explore how games engage and challenge students through competition, success, strategy, failure, and fun. Through the infusion of traditional, review, and online games into classroom curriculum, educators will renew students’ excitement for learning. Roll the dice! Come learn with us!

LE3 512 The Stress Effect (5201)

Envision reacting to the world of unknowns and “new normal” with a connected-and-calm response, even when circumstances are beyond your control. Picture the transformative power of understanding and managing your innate stress response by focusing on gratitude, empathy, compassion, and hope. We will help you break free from the bonds of stress in our Zoom sessions which will focus on practical ideas, applications, and commitment to learning ways to manage life’s daily stressors.

LE3 513 Managing Movement in Technology Times (5202)

In this timely course, you will explore both the risks and the rewards of technology use in the classroom and how movement can be easily integrated into lessons and learning. The course text is filled with just the right amount of acronyms to ensure easy recall of movement and teach strategies, including Stress Management and Relaxation Techniques (SMART) designed to manage student stress and boost resilience. You will grow in your educational expertise as you become a Movement and Tech Educator (MTE) and an agent of change. Make plans for a bright future and join the movement-Movement that will ensure students’ tech use is accompanied with a healthy body and mind in your face-to-face or virtual classroom.

LE3 514 Teaching for Good (5204)

Empower students to become agents of change through bold teaching! Inspire students to dream, design and act through practical, purpose-driven projects that create social good. Discover how the meaningful use of technology, peacemaking, storytelling and collaboration with diverse local and global populations can

impact learning and motivate action. Get ready to rock the world in this fresh, influential course designed to inspire positive change through ed tech and innovation.

LE3 515 Bringing Distance Learning to Life with Equity and Humanity (5121)

Human connection is an essential part of teaching and learning! In our ever-changing educational world, humanizing distance learning provides comfort and security for students and families. This course guides teachers to dismantle dependency and encourages independent thinking while shining a light on inequities, identity, and the digital divide. Participating in this course does not require a particular social or political perspective, but we do ask teachers to join us with an open mind and an empathetic heart. Enjoy the journey as you bring learning to life with social and emotional learning strategies that will humanize your distance learning practices in this one-of-a-kind course.

LE3 516 SEL and Empathy-Based Bullying Prevention (5131)

Our students deserve a world they can navigate with a strong sense of self, and the courage to make social change. Learners Edge is proud to partner again with IndieFlix to provide video clips and resources from the film, *The Upstanders*, to support both SEL and brain science related to bullying prevention. This course provides tools to empower bystanders to become upstanders, and it encourages victims that there is safety in remaining strong in who they are. Learners create activities focused on empathy, and well-being, and analyze bullying prevention policies for equity and inclusion. Educators will leave this course understanding the complicated nature of bullying and the many ways they and their students can be part of the solution.

LE3 517 Teaching with Immersive Technologies (5134)

Virtual and augmented reality (AR/VR) are no longer relegated to the gaming and science fiction worlds! These immersive technologies, which create life-like experiences by merging both the physical and digital world, are surprisingly easy to use. Dinosaurs in the classroom? A trip to the pyramids of Egypt? No Problem! In this course, you'll learn about the unique characteristics of AR and VR, and tinker with specific apps and websites like Google Earth, Flipgrid AR, and CoSpaces Edu. This resource-filled course will help you design innovative learning experiences that not only engage your students, but also enhance and extend learning beyond the four walls of the classroom. *This course is deal for intermediate level tech users that are comfortable navigating web and mobile apps, and open to learning to create 3D.*

LE3 518 Special Education Instruction from a Distance (5135)

Teaching students with special needs from a distance has its unique challenges. In this course, you'll discover a treasure trove of strategies, tools, and resources on which to build and/or improve online special education instruction. *Special Education Instruction from a Distance* provides the opportunity to review and consider new-to-you methods for lesson planning, instruction, collaboration, and technology to ensure student engagement. As a culminating activity, you'll create an innovative online lesson for students with special needs and reflect upon it for your professional growth and increased student achievement.

LE3 519 Beyond Growth Mindsets for Learning Without Limits (5136)

Did you know that mistakes and struggle make your brain grow? Or that "math brain" doesn't exist? How about the direct connection between belief and physical change? Growth mindset instruction has been widely adopted as a learning approach by educators, and now, Stanford professor Dr. Jo Boaler levels up to introduce research showing the brain to be truly limitless in both flexibility and strength. Learn how to

increase growth mindsets for you and your students within language and professional practice. Explore the ways collaboration and other multi-dimensional approaches directly impact brain growth. Through research and stories around productive struggle, neuroplasticity and connected brain, this course makes a strong case for embracing and practicing growth mindset.

LE3 520 Headings, Highlights, and Other Active Strategies for Comprehending Digital Texts (5137)

Digital Reading... our students do it all the time: infographics, blogs, digital texts, and websites, but do they really understand what they are reading? In this course, you will learn techniques for improving online reading comprehension by designing digital texts with best practices in mind. You will discover active learning strategies to fully engage students

in their reading. Finally, you will uncover tricks and tools to invigorate student collaboration around digital content through group annotation and academic discourse, you'll come away with simple, actionable ideas for next day implementation, and your students will love it.

LE3 521 Innovation Strategies for Every Classroom (5138)

Innovation is as much about incremental change as it is about disrupting the status quo. It does not require technology or engineering. By Contrast, innovation does require a willingness to focus on deep learning and it asks educators to revisit practices that often focus on compliance and completion more than thinking and understanding. This course offers specific strategies and approaches to improve creativity, curiosity, and passion in teaching and learning. The educational ecosystem, the commitment to try new ideas, and the benefits of collaboration are all key ingredients in this fresh recipe for innovation.

LE3 522 Coaching Your Students to Action Using the Feedback Loop (5139)

Are you a teacher working to improve student outcomes? Come find out how you can coach your students using the feedback loop! Discover how to provide assessment insights to your learners and collaborate with families for continuous learning. Course activities encourage you to think like a coach through analysis of classroom language, crafting of high-quality and personalized feedback, and experimenting with new assessment and feedback methods. You will complete the course with a fresh take on feedback and a newfound ability to coach your students to learning success!

LE3 523 Social and Emotional Learning Starts with You (5203)

In this course, you will explore how social and emotional learning can instill hope in the school community; how it impacts student academics; and how adult SEL is as important as student SEL. You'll examine the five SEL skills and ideas for implementation of each to see how SEL can help make your classroom and your school a place of genuine acceptance and hope. In addition, you'll learn more about your students, your colleagues, and even, yourself!

LE3 524 Bringing Students from Unfinished Learning to Soaring Achievement (5147)

As a result of Covid-19, educators understand student will have inconsistencies in their knowledge and skills. The term for this loss? Unfinished Learning. In this course, educators will meet the challenge of unfinished learning through tried- and-true practices like building relationships, designing differentiated lessons to increase student confidence, supporting autonomy, and using diagnostic tools to measure student needs.

With these strategies, teachers will bridge the learning loss gap with acceleration, recovery, and retention. Educators will leave this course with new knowledge that will ensure students grow, thrive and shine!

LE3 525 Social Studies Introduction for Maximum Impact (5141)

With the goal of preparing students for an informed civic life, understanding how your instructional methods move students through the learning process is key. After all, you want them to use what you teach them in their future! In this course focused on maximizing your effectiveness and impact as a social studies teacher, you'll explore the ideas of surface learning, deep learning, and transfer of learning as you create and implement new ideas. Activities will encourage you to help students solidify their learning so they will be able to access it down the road to make informed

decisions. Find out how you can continue to make a difference every day, now, and in the future, with impactful instructional methods in your social studies classroom.

LE3 526 Creating Safe and Supportive Spaces for LGBT+ Youth (5143)

As we grow, we learn not everyone experiences the world in the same way, and life can be challenging for people who have been historically marginalized like those in the Lesbian, Gay, Bisexual, Transgender, plus (LGBT+) community. In this course, educators will increase their understanding and awareness about strategies to support and champion students who identify as LGBT+. In addition, teachers will expand their knowledge about allyship, create scripts for difficult conversations, discover ways to manage a variety of scenarios, and increase the inclusivity of the learning environment. Explore the lived experiences of LGBT+ community and apply new understanding to ensure all students see themselves represented in the classroom, school, and community.

LE3 527 Bringing Students from Unfinished Learning to Soaring Achievement (5145)

Connect with educators from coast-to-coast in this shared reading experience cleverly called “Cover-to-Cover!” Each time you enroll in this course we will inspire you with a book from the most highly regarded teacher textbooks on the market, then you will apply your new knowledge to your professional practice. This course’s dynamic combination of reading, discussion, and reflection is offered in our popular Blended Learning format, a combination of live synchronous discussion sessions and asynchronous online learning. Laugh, relax, and enjoy the company of other educators as you talk about the things teachers have in common and share your innovative ideas.

LE3 528 Dimensions of Teaching and Learning with the Next Generation Science Standards (NGSS) (5148)

Whether you are new to the Next Generation Science Standards (NGSS), or have started to dig in, we’re here to help you navigate! With strong resources and examples, this course will increase your knowledge on the basics of 3D Learning in Science, setting you on a path to discovery-based teaching. Find out how to use the Practices, Cross-Cutting, and Disciplinary Core Ideas to design and align your lessons with the NGSS. Apply Engineering Design to help your students create something spectacular. Finally, discover how to ensure lesson alignment to NGSS using the EQuIP Rubric. Level up your science instruction skills and leave the course with the knowledge you need to apply NGS 3D Learning.

LE3 529 Magnifying Reading Intervention Through Science and Research (5150)

Looking for research-based methods to increase your student's reading skills? Working to meet your licensure renewal requirements in Florida? This course is filled with content to better equip you as you plan and implement interventions and develop lessons and strategies for your learners. In this course, you will investigate the science of reading, multi-sensory intervention, and the important differences between phonemic and phonological awareness. Dig into the use of explicit, systematic, and sequential approaches to reading instruction and discover strategies and methods to use with students with disabilities including ideas for adaptation and modification of content. As a course participant, you will construct lessons using the gradual release of responsibility model and implement these lessons with your learners for next day impact. Join us as we take a closer look at reading intervention for students with and without disabilities.

LE3 530 Maximizing Learning for All through Differentiation (5151)

Today's learners have differing strengths, individual interests, divergent learning styles, and varying needs. Differentiation provides an avenue to meet each student where they are and improve educational outcomes for all. This

course includes an overview of the pedagogy surrounding differentiation. Additionally, participants will learn and apply methods of differentiation for both English learners and student with special needs. The course also touches on the following topics as they relate to differentiation, students with disabilities, and English learners: Culturally Responsive Teaching, Formative Assessment, Gradual Release of responsibility, Vocabulary Instruction, Universal Design for Learning, and more!

LE3 531 Creating Adventure and Engagement with Gamification (5205)

Journey to the lost “Island of Engagement” where you’ll complete a variety of challenges to uncover the powerful secrets of gamification and playful learning! In this gamified course, you’ll explore ways to combine tried and true instructional methods with the science of gamification to transform any lesson or classroom routine. Using your island map as a guide, you’ll discover the essential elements of gaming (like story, teams, levels, timers, rewards, etc.), determine the best brain-based strategies to increase engagement, and explore ready-to-go game templates to infuse new energy and excitement into your classroom. Upon completion of your heroic quest (and defeat of the “Big Boss”), you will have created a fully developed, gamified unit that’s ready for launch. Get ready for an epic adventure to create play with a purpose!

LE3 532 Activate and Energize the Learning Brain (5129)

If you are looking for an information-packed course on the fascinating brain, you’ve come to the right place! This course will show you how to create and adjust learning opportunities to align with brain-friendly practices. You’ll explore strategies for increasing motivation, infusing sensory input and movement, productive struggle, and emotional well-being to align lessons and activities with brain capabilities to create an enhanced learning experience for students. You’ll leave this course with strategies and knowledge to make sure your classroom and instruction are truly brain-friendly!

LE3 533 New Moves for Teaching Students with Disabilities (5140)

Ready to energize your instruction for students with disabilities? Need a few new moves to increase achievement? Whether you are a special education teacher or a general education teacher, this course will help you choreograph instruction for students with disabilities. Discover what you can do to increase equity, inclusion, and engagement for ALL students and find out how social emotional learning positively impacts both students and adults. Other course topics include co-teaching, assessment, choice, and much more. This course and the course text will become go-to-resources as you teach and reach students with disabilities. So put on your dancing shoes and get ready to shake things up!

LE3 534 Time Management Strategies for Educators (5142)

“There’s never enough time in the day…” “Will I ever be able to leave school at the end of my contracted hours?” We know… from planning meaningful lessons to connecting with parents, not to mention paperwork and grading, there’s too much to do and not enough time for everything. You’re not alone, and we’re here to help! In this course, you’ll learn how to prioritize tasks, use your time more efficiently, stop procrastinating, and teach your students how to manage their time, too! Most importantly, because we know there’s no “one size fits all” when it comes to time management, we’ve created this course in the style of a Choose Your Own Adventure book. You’ll select from a variety of curated ideas from time management experts to develop practices that complement your personality, work, style, and life!

LE3 535 Inspire Student-Driven Learning with Questioning and Inquiry (5144)

What are the keys to an engaging and curious classroom? Questioning and Inquiry! This course explores the structure, skills, and strategies of questioning and inquiry through lesson analysis, evaluation, and creation. You'll design your own inquiry cycle and connect it to a 5-step lesson plan. Learn how to ensure student voice and choice in both questioning and discussions through engaging questions to activate student-driven learning, you'll finish this class with a toolbox of strategies to deepen learning in your classroom with questioning and inquiry through small changes with big impact.

LE3 536 Fantastic Phenomena-based Learning with the Next Generation Science Standards (NGSS)(5149)

Phenomena are events that occur in our world, like volcanic lightning or tsunamis, and they create the perfect context for students to explore and learn science concepts. But how do educators design phenomena-based lessons? Next

Generation Science Standards (NGSS) to the rescue! This course breaks down the concept of phenomena-based learning to empower the depths of students' curiosity. You'll go explore the process of selecting an "anchor" phenomena, develop a way to "solve" a phenomena through Science and Engineering Design, and learn how storylines can assist with planning. Bring your learning together to share with colleagues, and create a phenomena-based lesson. This course will demystify phenomena's role in NGSS and provide a foundation to bring wonder back to the science classroom.

LE3 537 World Language Teaching Methods (5153)

Rediscover foundational theories and practical strategies for second language acquisition. Focus on reading, writing, listening, and speaking methods that successfully encourage learners across ages, experience levels, and language backgrounds. This course is designed to expand awareness of practical resources, including appropriate use of student-centered activities for language instruction. Whether you are new to teaching foreign languages or ready for new inspiration, this course will take you to the next level!

LE3 538 Deep Thinking Practices for the Math Classroom (5154)

Ready to disrupt the "learning-as-mimicry" pattern and replace it with genuine thinking in your math classroom? Explore the philosophy, practice, and long-term benefits of thinking classrooms and see how they apply to math. Your students will thank you for re-setting their expectations of "correctness" and "completion" in mathematics while inspiring them to enjoy the variety and flexibility of solution pathways.

LE3 539 Integrating Computational Thinking and Coding Across the Curriculum (5206)

Technology influences everything—the way we work, play, communicate, teach, and learn. Sure. Your students can navigate their iPad or smartphone like a pro, but do they really understand these complex systems? Are they equipped to solve challenging problems and design the technology of the future? To better prepare students for an increasingly computational world, educators must introduce computer science concepts early and often throughout their schooling. IN this course, we'll demystify computational thinking (an effective problem solving process) and unpack the skills, concepts, and mental habits needed to solve complex problems. Learn how the universal components of computational thinking like decomposition, pattern recognition, and debugging apply not only to science and math, but also literature and art! Tinker with thinking and creativity with computers. Whether you teach general ed, STEM, kindergarten or middle school this course will provide the knowledge and strategies you need to create a community of future-ready computational thinkers!

LE3 540 Teachers Matter (5211)

Filled with uplifting and supportive messages, this course experience is the salve all teachers need to remember why they matter. Using the powerful documentary *Love Them First*, educators from across the country will connect to discuss what it means to be a teacher in today's world and will explore the impact they make on students' lives. If you're ready to be inspired and to reflect on why you became a teacher, this is the course for you!

LE3 541 Teaching with TikTok, Twitter, & Tech (5216)

Whether you are a social media novice or a technology pro, get ready to discover the opportunities TikTok, Twitter and other tech tools provide for teaching and learning! An abundance of exploration awaits, as together we learn about the power social media and other platforms have on engagement, inclusivity, and connection. Join teachers from across the country as we learn, share, and create!

LE3 542 Future-Ready Fluencies for 21st Century Learners (5215)

One important contention drives this course's purpose: *schools need to evolve to fully prepare students for the future*. To guide this evolution, we look to skills, or "fluencies," to help students grow in proficiency as they see and interact with the world. The text authors offer six skills, or fluencies – **Solution, Collaboration, Information, Communication, Creativity, and Global Citizenship** – to replace the traditional focus on the three "R'S." In this informational and practical course, you will collaborate with a colleague to identify connections between fluencies and content, and create a tool to track your findings for later planning. You'll understand how to create fluency-based activities using problem-based learning, and you'll design an authentic assessment to measure student success. Finally, you'll leave this course full of fresh ideas for progressive teaching using the fluencies to keep learning relevant. Applicable, engaging and future focused.

LE3 543 STEM is the Future for All Students (5221)

STEM (science, technology, engineering, and math) knowledge will help our young people change the world, and you can give them a head start! STEM instruction works with real world problems in mind, while engaging in possible partnerships with colleagues, local community, and the world. Explore engineering design and teach students how to solve problems creatively across content areas. Understand why STEM identity matters, and develop strategies to improve access to STEM for all students/ Empower students to tackle real-world problems with project-based and student-centered instructional practice. Upon completion of the course, you'll have ready to go lessons and well-rounded knowledge about the importance of STEM now, and in the future.

LE3 544 Math Fluency Beyond the Basic Facts (5222)

What does it really mean for students to be fluent in math? Hint: It's not just about basic facts! In this course you'll challenge the traditional narrative of fluency, expanding your understanding to include flexibility with numbers, strategy selection, reasoning, and creativity. Perfect for anyone that teachers or supports K-8 mathematics, this course balances relatable research with usable activities to help you shift your classroom practices and assessments toward a fluency approach. With a robust collection of strategies, games, and activities, this course will give you the tools you need to build a strong foundation of fluency and empower confident mathematical thinkers.

LE3 545 Health Education for Students' Lifelong Wellness (5224)

The quote, “If you have your health, you have everything,” has never felt more true. Now more than ever, we understand how children’s health impacts their capacity to learn in school, and also their prospects for a happy and successful life. We’ve created this course for all educators who teach health- whether you’re an early childhood educator, a classroom generalist, a dedicated Health and/or Physical Education teacher, or a school nurse. Because you have different needs depending on students’ ages and your professional role, we’ve created pathways with options to suit every educator! You will learn strategies to support students’ physical, mental, and social-emotional health as you empower them to care for their own. Through the exploration of health and wellness resources, you’ll discover ways to collaborate, advocate, and build students’ motivation to pursue healthy habits. You’ll also learn instructional strategies to facilitate safe discussions of sensitive topics in your classroom. And, we’ve provided tips throughout the course to help you prioritize your health, too!

LE3 546 Shifting Your Focus to the Science of Reading (5227)

The excitement and intrigue around the Science of Reading has many educators looking for clear and concise guidelines on just what to teach and how. This course helps to sort through the research, providing a pathway toward more impactful instructional practices. With 6 manageable, yet powerful shifts grounded in decades of research, you’ll learn to apply high-leverage practices to support oral language development, phonemic awareness, phonics, and word-solving skills – all key components for comprehension. You’ll develop a systemic phonics scope and sequence including formative assessment opportunities that create a framework for early reading instruction. Dive into the science of reading to help unlock the alphabetic code that enables students to read with greater confidence and less struggle.

LE3 547 Financial Fitness for Educators (5228)

Financial Fitness for Educators will help you build the knowledge, strategies, and habits to fulfill your financial dreams! From making ends meet on a new teacher salary to saving for retirement, you will learn the steps you can take to achieve financial wellness. Plan for the future as you master how to build a rainy-day fund, plot purposeful spending, and appreciate how investing in yourself brings financial freedom. Get creative while designing a vision board to conceptualize your goals and sketch out a road map to solidify monetary concepts. Explore ways to engage families in teaching students about personal finance and be a role model of financial health for education colleagues. Soar to new heights in this practical, honest course that teaches how you can be financially fit!

LE3 548 Mental Health Advocacy and Allyship for Students of Color (5229)

Learn to be an *ally* and an advocate for students and colleagues of color in this transformative course based on the IndieFlix documentary film, *Race to Be Human*. This course gives educators the chance to learn the toll racism takes on the mental health of students of color. Discover how representation, self-expression, and courageous conversations can be used to challenge the status quo and aid students who are BIPOC in healing from the trauma of racism. Filled with resources you can use to audit your classroom for equity and to ensure students of color have successful school experiences, as they manage mental health challenges caused by racism.

LE3 549 School Nursing Practices for the 21st Century (5230)

As the past few years have made clear, school nurses' critical impact on students' achievement and wellbeing goes far beyond ice packs and Band-Aids. School nurses practice at the intersection of healthcare and education, coordinating wellness for students, staff, and community. In this course, created specifically for nurses practicing in the K-12 setting,

you'll explore challenges and opportunities in the 21st Century school nursing. You'll consider the impact of coordinated school healthcare, school nursing principles, and your own experiences as a school nurse. Then, you'll apply your learning to current topics in the field, from managing. Chronic health conditions, to identifying and supporting mental health challenges, creating Individualized Health Plans, and preventing child trafficking. Because school nursing lacks the recognition and funding it deserves, you'll develop a plan to educate your school community or other stakeholders about the essential, life-saving, need for a school nurse in every school, every day.

LE3 550 Promoting Social Good with Ed Tech (5207)

Empower students to become agents of change through bold teaching and educational technology! Students will be inspired to dream, design and act through practical, purpose-driven projects that drive social good. Discover how the meaningful use of technology, peacemaking, storytelling, and collaboration with diverse local and global populations impact learning motivates action. Inspire students to change the world in this fresh, influential course designed to remote positive change through innovative educational technology period to get the best course experience, you will need a Twitter account.

LE3 551 Welcoming Wellness into Your Work-Life (5208)

Welcome wellness into your teacher work-life in this encouraging course designed for educators! Take time to explore how you can improve your sleep, mental efficacy, and overall health. Learn lifelong wellness practices that make it easy to be active and find out how the four dimensions of wellness impact your work life and affect students. As it says on the back of the book for the course, "Go ahead superstar educator: open up this book, and start living your best life now." What are you waiting for?

LE3 552 Championing Students Who Challenge Us (5209)

When discussing discipline, words like compassion kindness can seem revolutionary period yet, these are the very actions that shape who our students become and help them believe they belong. Filled with ways to focus on strengths, this course outlines strategies to support students who are challenging using structure, empathy, and understanding. Discover how to take students from behaving to belonging using the power of acceptance, understanding, and love.

LE3 554 A Closer Look at Dyslexia, Dysgraphia, and Dyscalculia (5212)

Learn the ins and outs of three common learning disabilities in this no-nonsense course focused on what educators need to know about dyslexia, dysgraphia, and dyscalculia. Explore the experiences of

parents/families, colleagues, and students who have knowledge of and experience with learning disabilities. Discover how a science of reading, technology, and purposeful engagement can positively impact students with learning disabilities. Whether you're a general or special education teacher, support specialist, or tutor, you'll take away numerous strategies and resources to help students with the disabilities of dyslexia, dysgraphia, and/or dyscalculia.

LE3 555 Tidy Your Teaching Life (5218)

Plan ahead, get organized, and save time! These mantras from *The Together Teacher* textbook will fill you with ideas to tidy your teaching life and make it even better period with inspiration from organization expert Marie kondo and strategies for purging at digital, emotional, and classroom clutter, you will be a teacher who has it together. Get ready to spread joy as you tidy your teaching life!

LE3 556 Building on Your Strengths for Professional Wellbeing (5219)

If you've been reevaluating your role in education, this is the course for you! Whether you're a new teacher challenged by the demands of the profession, a mid-career teacher looking to reinvigorate your practice, or a veteran educator seeking a change, you'll find ideas to meet your needs. Through personal reflection, skills assessment, and exploration, we'll guide you in identifying your strengths, areas for growth, and potential pathways for the future. You'll select a path within the course to understand your options and plan next steps, whether you seek to make your current role more sustainable, explore alternate positions in teaching, or leave the classroom for a different career altogether. When “teacher” is your identity, considering other options can be intimidating. We've put together a road map to support you every step the way, so when making your next move, you can do so with clarity and confidence.

LE3 557 Creativity Reboot for the Art Teacher's Classroom (5225)

Spark your inspiration and get creative in this one-of-a kind course, designed by an art educator, for PreK12th grade visual art teachers! Creativity is an essential component of a vibrant art classroom, and it starts with the teacher. Guided by the course text, *Keep Going: 10 Ways to Stay Creative in Good Times and Bad*, you'll reconnect with your creative process and foster an environment that encourages student creativity, too. You'll develop activities that support students' social-emotional skills and identity, engage with “activism,” and build connections through collaborative and local art. Because traditional grading practices can stifle creativity, you'll learn how to design meaningful assessments that promote reflection and ongoing growth. “Creativity Pauses” sprinkled throughout nurture your imagination along the way. After completing this course, you'll be energized to incorporate new ideas for a creativity reboot in your classroom!

LE3 558 Best Practices in Teaching Expository Writing (5226)

What's one skill you could impart to students, that will clarify their thinking, improve learning, and be used daily throughout their adult life too? The humble expository essay: 5 paragraphs of structured and factual information supporting a thesis. This course provides guidance for ELA and content area educators looking for engaging ways to improve both student expository writing, and writing instruction. Using key resources and examples, you'll learn to differentiate between the typical structures of expository writing, understand how to use mentor texts for writing support, and activate the writing process for students and colleagues. Resources are also included for scaffolding and support for English learners and students who are neurodiverse, along with strategies and insights to refresh your writing

instruction. Let's ensure students can master this lifelong and essential skill through the expository essay!

LE3 559 Empowering Action in Environmental Science (5231)

Whether you're a Science teacher, or an educator committed to making a difference, this course offers the tools you need to prepare students to take meaningful action for a sustainable future. Combine environmental science with project-based learning and empower students to engage with authentic, realworld challenges in this timely course. Students of today understand the urgent need to address issues like climate change, ocean pollution, and environmental justice. Apply the Next Generation Science Standards (NGSS) to ensure learning is grounded in best practices and discover how environmental science and social-emotional skills make a perfect partnership

LE3 560 The Legacy of Racial Injustice (5233)

Learning about racial injustice and teaching about race takes courage. It is not a simple task to look at our nation's history and to explore the truth. Films are a powerful teaching tool, and in this course you will watch the documentary, "True Justice: Bryan Stevenson's Fight for Equality," which describes, explains, and teaches about the legacy of racial injustice in the Black community during specific times in our nation's history. As teachers, we must learn about racial injustice in the Black community so we can teach students, so we don't repeat our mistakes, and so we can work towards healing. In this brave, honest course, teachers will go on an eye-opening exploration of resources that support teaching hard history. Designed for all educators and humans who seek to understand the roots of racism and what we can do to create a brighter future.

LE3 561 Practical Strategies for High-Impact Leadership (5238)

Are you a leader or an aspiring leader that wants to make an impact? In this course, you will use John Hattie's body of research to learn about and apply high-impact practices in your role. Discover more about important influences on learning like teacher estimates of achievement, school climate, and feedback. Move new learning to practice by collaborating with others to build collective efficacy, develop shared mastery learning goals, create an implementation plan for micro-teaching, and use questioning to dialogue with teachers about student learning. By the end of this course, you will be on your way to maximizing your impact on the students and the teachers in your school.

LE3 562 Choose Your Own EdTech Adventure (5301)

This course is not like other independent study opportunities. There will be choice, adventure, and fun ahead! In this Choose Your Own Adventure-style learning experience, you'll engage in guided exploration of a specific edtech tool of your choice. Whether you're a beginner looking to integrate a tool to support student learning, or an advanced user ready to take your tech implementation to the next level, we've got you covered! We'll share best practices for evaluating and learning to use edtech tools, and strategies for sharing your knowledge with colleagues. You'll review ways other educators use the edtech tool and ultimately make a plan for implementation in your setting. Along the way, we've incorporated choice in how you share your learning, as well as gamified elements to ensure your edtech adventure is actionpacked. Blend learning and fun as you master a new tool, level up your tech integration, and support innovation at the same time!

LE3 563 Transforming Schools Through Equity Coaching (5329)

Foundational to effective teaching is the belief that all children deserve an education that is welcoming, inclusive, and equitable. Teacher leaders, coaches, and administrators, are uniquely positioned to guide

educators to examine the role biases play and to help modify teacher behaviors, beliefs, and ways of being to increase equity in classrooms. Through the study of Elena Aguilar's Transformational Coaching model, you'll learn practical strategies to help teachers reflect on their practice, understand themselves better, surface and shift their beliefs, and build new habits. You'll learn coaching

moves that attend to emotions and the building of trusting relationships that create the conditions for risk-taking. In this insightful course, you'll walk away with the tools and skills you need to engage in emotionally complex conversations that serve to build a more just and equitable learning environment.

LE3 564 Scaffolding Success for Students with Disabilities (5240)

Imagine a classroom where students with disabilities are supported using scaffolds for learning success! Just as builders require scaffolding to access new heights, instructional scaffolding helps students with disabilities meet high expectations, navigate content, and accomplish tasks they may not have been able to in the past. This course, all about using scaffolds for students with disabilities, provides the key information you need to understand scaffolds, identify them for use, and integrate them into lessons and learning activities. You will complete the course with several pre-planned and “on the spot” scaffolds to use as you help students with disabilities reach new heights.

LE3 565 Tools for Today's Counselors (5237)

Perhaps more than ever, school counselors are essential contributors to a student's support system. This course will allow you to build practical tools to serve you well in your ever-changing role. Designed for school counselors, school psychologists, and school social workers, the course explores the application of SEL strategies to support student challenges, how to solicit information to collaborate with teachers and families, along with brain-science-based strategies for smart studying. Create tools for teachers and staff to navigate tough conversations about race, gender identity, and how to take action against hate speech. You'll complete this resource-packed course with the confidence to take your role to the next level of being an effective school counselor.

LE3 566 Crack the Shakespeare Code (5234)

Whether you are new to Shakespeare, or need a refresh of your Shakespeare instruction, this course challenges you to set the stage for a positive and engaging experience for your students using the Bard's classic plays. You'll connect Shakespearean themes to our current world, and create an interactive assignment to help students decipher Shakespeare's language. Use collaborative routines like Hexagonal Thinking to examine connections between characters and plot lines. Finally, you'll investigate Shakespeare's relevance in the world today, and consider the use of more representative texts to teach universal themes. This resource-packed course will breathe new life into your Shakespeare instruction, and connect students with this giant of European literature.

LE3 567 Physical Education for Fitness and Future (5242)

Physical education teachers make essential contributions to student wellness, fitness, and achievement. As educators, we want to ensure that children and adolescents build skills, knowledge, and a foundation for lifelong health and physical literacy. Gain practical strategies to enhance standards-based instruction, assessment, and adaptations for students with disabilities. Pathways within the course meet the unique needs of early childhood, elementary, and secondary educators. Teachers will learn fresh ways to embed

social-emotional learning and to advocate for inclusivity. We've even included opportunities to focus on your own wellness and movement! This course is teeming with tips to take your PE instruction to the *varsity* level.

LE3 568 Boosting Classroom Creativity through Canva (5236)

How many times have you told yourself you aren't the creative type or that you don't have an eye for design? That's all about to change! In this course, you will discover ways visuals can enhance creativity and student engagement through brain-based strategies and the free online tool, Canva. Canva empowers you to design professional looking infographics, anchor charts, and other lesson materials with just a few clicks. You'll reflect on your current level of creativity and determine new ways to infuse creativity into your classroom routines and lessons. Not only is creating in Canva easy and

fun, it can also allow you to create more meaningful learning experiences for your students! Ready to get in touch with your creative side? Let's go!

LE3 569 Strategies to Make Learning Stick (5239)

When it comes to learning, work smarter, not harder! This course draws upon current research on the Science of Learning to provide teachers with surprisingly simple strategies that will make students' time spent learning and studying more effective. We'll bridge the gap between the tried and true research on how the brain learns and retains information, and the day-to-day reality of teaching a dynamic classroom of students. You'll learn the basics of how the brain takes in and stores information, as well as best practices for retrieval. We'll share easy-to-implement strategies to make learning "sticky" and guide you through lesson design that can improve outcomes for students. No matter the subject or grade level you teach, you'll walk away with "smarter" strategies to create more efficient and independent learners.

LE3 570 Boost Your Skills with Google Jamboard (5220)

If you're a fan of Google Slides and Drawings, meet Jamboard! Google's newest tool is a free, interactive digital whiteboard with capabilities beyond simple brainstorming with sticky notes. With its simple user interface, Jamboard can be used across ages and content areas, for collaboration, idea generation, formative assessment, and more! In this course, you'll review the basics and learn a few new tips and tricks. We'll demonstrate how to create your own interactive Jamboards, introduce innovative ideas for use in a variety of contexts and share more than 100 plug and play templates to save you time. Boost your Jamboard skills and activate student engagement with this versatile Google tool!

LE3 571 Learning with Laughter and Levity (5398)

It's no joke! A significant amount of research exists about the positive impact of humor on student learning when used well by educators. As educators re-evaluate what it means to be effective, increased attention is being given to the affective factors, interests, and emotions within the learning environment. This course brings fun and levity to the forefront while providing specific methods for being humorous and revealing why memes, gifs, and comics are so engaging and effective. Course participants will investigate and develop strategies for humor-infused lesson plans, classroom activities, and routines. Connect with your students, enjoy your lessons, and remember that teaching and learning can be seriously fun.

LE3 572 Teaching for Equity in the Music Classroom (5214)

Music educators are uniquely positioned to provide learning experiences that bridge students' culture and the universal language of music. This course goes beyond the Western classical perspective to honor a different approach: one that both affirms the music students are familiar with, and includes strategies to expand musical understanding. Through exploration, reflection, and implementation you'll gather resources to create a more representative curriculum, design inclusive lessons to meet diverse student needs, and make a plan to engage community musicians to help students experience new genres and styles. Ideal for general music, band, choir, and orchestra teachers (PreK-12+), this culturally responsive approach to music education will transform learning for all students and inspire a lifelong love of music!

LE3 573 Technology for the Littles (PreK-2nd Grade) (5232)

Technology is here to stay, and our PreK-2nd graders are energetic and enthusiastic about using it! To ensure technology is appropriate and young students have positive experiences, it is important to understand best practices and principles. In this course, you will articulate your beliefs about this age group's use of technology in the classroom, and “tinker” with a variety of tech tools, explore the many aspects of digital citizenship and internet safety. Learn about the SAMR (Substitute, Augment, Modify, Redefine) model, then select your pathway for adding apps and tools for teaching and learning into your professional practice. Design checklists and visual organizers that guide students in tech basics like logging on, passwords, and charging devices. Impact impressionable learners by creating activities that demonstrate how equity, accessibility, and social-emotional learning are influenced by technology, and celebrate the joy and discovery tech brings!

LE3 574 Help Students Change the World with Civic Engagement (5243)

Youths today demand solutions and change for some of our nation’s most challenging issues. This course provides content area teachers a variety of ways, big and small, to empower students to find their voice as active participants in democracy. Through the lenses of both identity and bias, discover ways for students to research and verify credible and accurate resources, and build communication skills in writing, debate, and civil discourse. Develop a visual overview of the process of civic action, and learn how to create assessments that foster reflection and growth. Plus, this is a text you will refer to again and again! We already know students will change the world, and we can help build the strengths in critical thinking, empathy, and social consciousness to get them there.

LE3 575 Engaging Learners Through Productive Struggles (5244)

When the brain is challenged, insightful learning happens! Our students need us to create more opportunities for them to grapple with new ideas and content. Transform your classroom to a place where mistakes are celebrated, grit is valued, and all students can learn through clear and rigorous expectations. Set learning intentions with specific criteria for success, develop constructive feedback, examine implicit bias, and evaluate ways to improve your teaching processes to honor a “not yet” mindset. Keep joy and creativity alive in designing activities to reach every student, and collaborate with colleagues to develop new ideas. Your work will ensure your classroom is a place to feel supported and encouraged to engage in “cognitive wobbling.” This course will foster a deeper and more gratifying way of learning, through productive struggle.

LE3 576 Educational Innovation with Arts Integration (5245)

Transform learning in your classroom with arts integration! In this innovative approach, students deepen learning of core content through arts experiences, while fostering understanding and appreciation of the art form. Arts integration offers authentic opportunities for differentiation, UDL, culturally responsive teaching, and social-emotional learning to meet students' individual needs. Discover why and how the arts enhance engagement, creativity, and achievement, while boosting 21st century skills. Foster a safe classroom environment where creative risk-taking, collaborative problem-solving, and students' identities are encouraged and celebrated. Don't consider yourself an artist? This course will help! We'll share resources to prepare all PreK through high school teachers to integrate visual and media arts, music, dance, and theater into any grade level or content area. Whether you're an arts educator interested in expanding arts opportunities in your school, or a teacher of any subject, you'll complete this course inspired and energized to spark deeper learning with arts integration!

LE3 577 Finding Funds for Student Fulfillment (5246)

To fully prepare students for our rapidly changing world, educators must continue to engage students in creative and innovative learning opportunities. You'll engage with the funding and grant resources that are ready to provide "free money" to support a variety of educational initiatives and projects. This course is designed to walk you through key steps for requesting funding by identifying, researching, defining, and budgeting for a project. Complete this course with a foundational document and build a dynamic funding proposal to bring amazing ideas to life!

LE3 578 Developing Your Leadership Story (5248)

Would you like to be the kind of leader who feels a deep connection between who you are as a person and who you are as a leader? In this course, you will dig deep to develop and align your own leadership story through your exploration of personal experiences, leadership style, core values, and mindset. This reflective work will help you weave together a personal leadership philosophy (PLP) which will become an important tool you can share and implement in your school environment. Upon completion of this course, you will have developed a leadership identity that can ground and guide you as you build stronger connections with those you work beside.

LE3 579 Support for Students in Behavioral Crises (5249)

Explosive, aggressive, and even violent behavior can be the result of the crises in students' mental health. Those who are not trained in special behavior supports need tools to help students and themselves in crisis situations. This course provides information about why behaviors might occur, the stages within the crisis cycle, and proactive strategies for reducing crisis behavior before it starts. Learn about current crisis protocol in some schools, and de-escalation techniques for "in the moment" reactions. You'll leave this course with a plan and a toolkit of information to support you, those in crisis, and all students in your classroom, to ensure safety and wellbeing for all.

LE3 580 Inclusion and Access for Students with Disabilities (5250)

From curb cuts to assistive technology, when we advocate for students who are differently abled everybody benefits. Learn the history of disability advocacy from the Gang of 19 to the Americans with Disabilities Act (ADA), and be reminded why equity and accessibility matter. Design a checklist to audit your curriculum for inclusion, learn about Universal Design for Learning (UDL), and tour an abundance of tech tools designed to break down learning barriers.

Explore the diversity of disability, strategies for disability allyship, and the beauty of disability pride. Together with the disability community, we can work toward awareness, recognition, and dignity. Designed for anyone who works with students of any age, in any capacity.

LE3 581 Tech Tools for Time Management (5251)

Tackle time management with help from technology! Learn strategies to help all education professionals become more productive and efficient with intentional scheduling, focus, and organizational tools. Use digital to-do lists to set priorities and checklists to track routine tasks. Reduce stress and overwhelm with assistance from apps to lighten your mental load. Learn to create boundaries and say “no” to overwork, and prioritize time for yourself, too! Time management is all about finding what works for your needs and style, so we’ve provided plenty of options and room to experiment along the way. Whether you’re just starting your time management journey or already finesse schedules like a pro, you’ll find tips and ideas to take your practice to the next level.

LE3 582 Reclaiming Your Passion for Teaching (5271)

“Bandwidth,” is the term the course textbook authors use to describe what educators need in order to have the energy, passion, and time to feel balanced and successful. Complete the Brain Energy & Bandwidth Survey to measure and evaluate your current bandwidth, then explore sustainable strategies in individual and learning community pathways. Create a “Bandwidth Band,” educator group to discuss what fills, or drains, your cup and design a vision board to encourage strong self-care practices. Learn ways to prioritize tasks, time management tips, and how work-life balance can make you an even more effective and efficient educator. Explore multitasking, how modern connections and disconnections steal focus, and understand how the basic needs of sleep, food, and exercise are the foundation for flourishing. This course will support all educators with actionable strategies, so you can feel your best both inside and outside of school

LE3 583 Unlocking World Languages (5256)

Uniquely designed **by** a seasoned world language teacher **for** world language educators, this course explores the Comprehensible Input (CI) approach, which emphasizes authentic resources and the use of the target language 90% of the instruction time. Explore ways to align and implement proficiency-based practices within your curriculum, and develop micro-goals to positively impact world language instruction. Learn how to develop intentional tasks, and use hexagonal thinking to promote interactive collaboration in the target language. The course will challenge and empower teachers in all languages, both ancient and modern, to make intentional and impactful changes to your teaching practices.

LE3 584 Harnessing the Power of Screen Time (5257)

LE3 585 Inclusive Support for Students with Severe and Multiple Impairments (5258)

As an educator, you want all your students to feel like they belong in the classroom. When it comes to students with SMI, you may not have the skills and strategies to ensure they feel included in the general education setting. This course provides important tips and processes for how to include students with disabilities like Autism Spectrum Disorder, Speech/Language Impairment, Cerebral Palsy, or Deaf/Blindness. You'll learn how to create tools like visual aids, incorporate multisensory strategies, and use assistive technology. Plus, you'll get practical advice on everything from secondary transitioning to family engagement, along with information on IEPs. By the end of this course, no matter what your role, you'll feel more confident in connecting and supporting students with disabilities in your classroom.

LE3 586 Full STEAM Ahead (5266)

Power up teaching and learning in STEM content areas by adding the Arts! STEAM education—Science, Technology, Engineering, Arts, and Math—is an interdisciplinary approach that engages students in authentic, inquiry-based learning using “classic” art and building materials or the latest tech tools. Add to your toolkit of active learning strategies and innovative project ideas. Cultivate belonging so all learners can thrive in the STEAM classroom, collaborate with professionals to help students see themselves in STEAM careers, and develop 21st Century skills while exploring real- world problems. Whether you’re a classroom generalist, a teacher in one of the STEM content areas, or an Arts specialist, you’ll learn strategies to boost creativity, perseverance, and collaboration in your classroom!

LE3 587 Mental Health Matters (5267)

Educators understand the ways mental health challenges can impact student wellness, and want to learn how to provide the support students need so they can focus and flourish. In this course, educators will celebrate students' stories of successfully navigating mental illness and will investigate how to address the stigma associated with it. Pick a PreK, elementary, middle, high school, or educator pathway, then create a "mental health moonshot," your opportunity to dream big and share ideas for making mental health a priority. Discover ways to boost engagement with research-based, actionable strategies like movement, meditation, and mindfulness. Explore how issues of identity, disordered eating, suicide, gun violence, social media, and racism affect student mental health and how technology brings support to "our fingertips." End the course on a hopeful, high-note as you grow in your understanding for supporting students so they can be happy and healthy.

LE3 588 Spark Deeper Learning with Thinking Routines (5268)

LE3 589 Building Comprehension with the Science of Reading (5269)

If you are a new or experienced educator grappling with how to teach reading comprehension, this course was designed for you! Grounded in the research on the Science of Reading and Scarborough's Reading Rope, the course leads participants to a deeper understanding of comprehension and offers practical strategies to strengthen instruction. You'll explore evidence-based instructional practices to nurture skilled reading focused on vocabulary, syntax, text structures, background knowledge, and levels of understanding. Learn to design lessons aligned with the Blueprint for Reading Comprehension and adapted to the needs of diverse learners. Ideal for K-8 educators, this foundational comprehension course will give you the knowledge you need, so you can determine where to start and what to teach.

LE3 590 Processes and Acquisition of Literacy Skills (5262)

This course is designed to provide teachers with the foundations related to literacy processes and acquisition. Effective literacy teaching begins with a deep understanding of the component processes associated with reading and writing and the ways that students develop into skilled and motivated readers and writers. The course is organized along five major themes: the component processes involved in reading and writing; the nature and structure of the English language; the ways that native English speakers and English learners differ in the ways they read and write; the developmental phases associated with learning to read and write for native English speakers and English learners; and the many factors that influence literacy development. Where appropriate, students in this course will also explore how to assess literacy processes and acquisition.

LE3 591 Materials for Teaching Literacy (5263)

This course is designed to assist teachers in selecting and evaluating materials for teaching reading, writing, and related skills. Participants will explore characteristics of effective literacy programming and instruction. They will learn to use evidenced-based criteria to select and organize print and multimedia resources for teaching reading and writing to all children. Teachers will discover how to use a variety of print and multimedia resources to engage students as readers and writers. The course provides opportunities to examine how to best provide culturally responsive literacy instruction that promotes all students' cultural competence through inclusive and equitable literacy learning opportunities.

LE3 592 Instruction in Literacy (5264)

This course is designed to prepare teachers with the knowledge and skills to design and deliver effective, research-based literacy instruction aligned to the science of reading for a diverse community of learners. Participants will learn how to design and deliver instruction focused on the core components of reading, including phonemic awareness, phonics, vocabulary, fluency, and comprehension, that lead to proficient and motivated reading behavior for all students. Course participants will learn how to provide instruction focused on the core components of writing that lead to proficient and motivated writing behavior for all students. They will also discover how to manage speaking and listening opportunities that lead to more active, equitable and academically-oriented conversations for all students. In addition, participants will understand the role of classroom literacy instruction in a multi-tiered system of support and learn how to work with colleagues to provide evidence-based interventions for students who struggle as readers and writers.

LE3 593 Assessment of Literacy (5265)

This course on literacy assessment will help you become a proficient consumer and user of classroom-based assessment and assessment data. Participants will explore the purposes of assessment and the types of assessment tools, learn how to administer and use valid and reliable, formal and informal assessments of literacy and related skills, examine how to effectively interpret the results of assessments, and learn how to communicate assessment results in a variety of contexts.

LE3 594 Amplify Learning with Podcasts in the Classroom (5278)

“Lend me your ears” for a unique podcast-based course—a podcourse! Discover how teaching and learning with podcasts can amplify student engagement and achievement, boost listening skills, and support diverse learners. Expand your pedagogy with educator podcast episodes on a range of topics. Listen up for guidance on selecting educational podcasts to meet your students’ needs, and ideas to incorporate them into lessons across grade levels and content areas. Whether you’re an avid podcast listener or are just tuning in to this versatile medium, you’ll add to your queue of fresh ways to use podcasts in the classroom. Bonus: We’ve created a playlist just for participants in this course—so you can press play and learn on your way!

LE3 595 What Every Educator Needs to Know about the Science of Reading (5281)

Whether you teach at the secondary level, upper elementary, or work with early learners, you know reading is a foundational skill that has a huge impact on student achievement. This course aims to unpack the body of research known as the “Science of Reading” and provides specific evidence-based strategies for teaching reading at all grade levels and in all subject areas. You’ll learn how reading

develops in the brain, review a framework for explicit, systematic and sequential instruction, and explore the 8 strands of Scarborough’s Reading Rope that intertwine to enable skilled reading, including background knowledge, vocabulary, phonological awareness, and decoding. Gather resources, view examples, and gain fresh ideas to teach reading strategies with confidence and clarity!

LE3 596 Supporting Social Emotional Growth for English Language Learners (5283)

Get ready to embark on a journey to unlock next-level learning potential for your English Language Learners (ELL). Be inspired to identify the many ways to support your ELLs and grow both their social-emotional learning (SEL) skills and academic outcomes. Learn about the interaction between students’ mindsets, agency, relationships, and skills and how to develop these concepts to give students the tools they need to succeed now and in the future. Examine your current practices, design ways to integrate SEL skills into your practices and develop resources to support SEL growth. By the

end of this course, you'll be well versed in social-emotional learning, and ready to equip your ELLs with a powerful toolkit for success

LE3 597 EQUIP for New Teachers (5285)

EQUIP for New Teachers is designed with busy pre-service educators and new teachers in mind. The course includes curated resources on common new teacher challenges, professional microlearning modules, and exemplary videos of highly-effective teachers in action. Microlearning modules and Teaching Channel videos encourage direct application to professional practice and provide many opportunities for reflection. Participants will complete an authentic assignment for use in their classroom or role for each of the ten modules (i.e. lesson, classroom management, and implementation plans) and a final written reflection. EQUIP for New Teachers supports teachers with five or fewer years of experience. Registrants will have access to the course for twelve months from the date of registration. Course topics include professionalism, classroom management, relationship building, instructional best practices, teaching strategies, lesson planning, student engagement, culturally responsive teaching, wellness, differentiation, assessment, and more!

LE3 598 Unlocking the Potential for Artificial Intelligence in Education (5286)

What do autocorrect, Siri, traffic navigation, and your “watch next” list have in common? They’re all examples of how we use Artificial Intelligence (AI) every day! Once science fiction, AI technologies are increasingly embedded in our lives. Whether this fills you with excitement or trepidation, AI literacy is essential for all educators, and students—and this course is your virtual assistant along the way! You’ll develop a foundational understanding of AI and consider the challenges and opportunities it offers in education. Explore specific AI tools like ChatGPT and Curipod to streamline your teacher workflow, support innovative lesson design, and save time. Discover how to personalize learning with adaptive technologies and inform instruction with AI-powered assessment. Prepare students to understand and use AI responsibly, and level-up lessons with AI enhancement. Finally, you’ll explore considerations for school policies around safe and ethical uses of AI in the classroom. The future is here, and this course will equip you with the knowledge and awareness to navigate it successfully!

LE4 501 Mastering the Art of Better IEPs (5254)

As a teacher in Special education, you know how essential it is to be knowledgeable and skilled in writing effective IEPs to support the success of students. This course is designed to enhance your skills in writing Individual Education Plans (IEPs), whether you are new to the profession or a seasoned veteran looking to refresh your knowledge of due process. Learn how to write Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements, and how to create clear and measurable goals and objectives

for students. Develop a data collection tool to track student progress, and engage in collaborative discussions with colleagues to share ideas and best practices. By refining IEP skills, you can better identify and utilize students' strengths to create goals and objectives that will ensure they reach their full potential.

LE4 502 MTSS for Student Success (5259)

Multi-Tiered Systems of Support (MTSS) is a pyramid of supports designed to assist all students in the areas of academics, social-emotional learning, and behavior. This course will provide you with the basics of MTSS to support you and your school through implementation of this wide-reaching framework. With a focus on the main components of MTSS, you'll gain a foundational understanding of the pyramid and work toward identifying needs and gaps in your

school or district. Get ready to explore Tiers 1-3, and the variety of intervention options for students, and to apply progress monitoring to measure success through data collection. This course for teacher leaders, administrators, or district leaders is a perfect “first step” toward MTSS!

LE4 503 Making Magic with Google Sheets & Forms (5270)

Whether you consider yourself a novice techie or edtech expert, this course will get you thinking outside of the box to see Google Forms and Sheets in a whole new way! You’ll learn practical ideas for using these lesser-known Google tools to automate and differentiate assessments, then collect and analyze data with built-in formulas and functions (it’s easier than you think!). We’ll also showcase how Forms and Sheets can help you communicate with families, deliver engaging lessons, and increase teacher productivity. Explore the Google Workspace Marketplace to identify add-ons that enhance and extend the functionality of Forms and Sheets. In the end, you’ll walk away with ready-to-use documents and activities to boost efficiency and innovation. Discover the magic of these classic tech tools with our fresh take on Google Forms and Sheets!

LE4 504 Reimagining Your Teacher Mindset (5273)

Have you ever wondered why some teachers are eternally positive, while others are dragged down by the challenges of the profession? Discover the secret in this fresh and actionable course about the power of perception! With Angela Watson’s new edition of *Awakened*, learn to transform your experience at school by shifting your mindset. Understand your current thought patterns, and recognize and let go of unwanted thoughts with 4 simple steps. Pursue purposeful thinking by reframing the stories you’re telling yourself into narratives that are truthful and productive. Retrain your brain to seek evidence, avoid confirmation bias, and manage stress with positive tools. By releasing yourself from unrealistic standards and the need for control, you’ll develop healthier mindsets that enable you to accept setbacks with grace, and increase agency over what you can control—your own thoughts. Throughout the course, you’ll have opportunities to practice each strategy, so you’ll emerge fluent in the self-talk of an awakened educator!

LE4 505 Explicit Writing Instruction with the Science of Reading in Mind (5274)

Just as the Science of Reading describes the many complex components working together to result in skilled reading, the Science of Writing details the essential elements of a comprehensive writing curriculum. Teachers of all subject areas, in elementary or secondary classrooms, can support writing instruction through evidence-based, practical strategies. You’ll explore everything from using phonics and orthography to inform spelling, to explicit routines to build sentence and paragraph composition, as well as the study of literary devices, writer’s craft, and text structure. Learn to weave writing into the content areas like science, history/social studies and even math, with strategies to teach note-taking, summarizing, and writing about reading. Full of

downloadable and ready-to-use resources, this course will help you build and broaden your writing instruction skills.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

LE4 506 Refresh Your Language Classroom with Active Learning (5275)

This course for World Language teachers features active learning strategies, a level up in learning for, bi-lingual, multilingual, and dual immersion programs. Active learning offers major benefits to learning, including increased student motivation and retention, and improved critical thinking and interpersonal skills. Through exploration of engaging grammar activities and "sponges" to optimize learning time, you'll discover how to both incorporate new techniques into your lessons, and differentiate content for students with special needs. Additionally, the course will guide you to further your knowledge of strategies that promote active learning when teaching languages. By taking this course, you'll re-energize your classroom, taking students to a new level in language learning!

LE4 507 Creating Transformative Professional Development (5276)

Empower your PD planning and facilitation with this course designed for teacher leaders, workshop presenters, and administrators. Using *The PD Book's 7 Habits* as your guide, you'll learn how to transform your professional development sessions from transactional to transformative. Discover strategies for engaging reluctant participants, navigating power dynamics, and ensuring psychological safety. With an intentional design template, checklists, and knowledge of adult learning theory, you'll use an equity lens to create effective and comprehensive PD experiences.

Explore your own facilitator habits and learn how to adapt your plan as needed. Upon completion, you'll be ready to present a transformative PD experience that will receive rave reviews from your participants.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

LE4 508 Teaching with Tech in the Content Areas (5416)

Transform teaching and learning in your content-area classroom with thoughtful technology integration! This course will guide educators in all content areas—from ELA, to STEM, to social studies, the arts, and more—in creating engaging, interactive, differentiated learning experiences supported by tech tools. You'll begin with tips for purposeful integration with a grounding in edtech frameworks, universal design for learning (UDL), and digital citizenship. Then, you'll explore a curated collection of edtech tools for students and educators. Discover best practices and resources for implementing gamified learning, augmented and virtual reality, and artificial intelligence tools. And, because we believe the best way to become adept with edtech is jumping right in, we've incorporated a variety of tech tools into the course design, so you can try them out as a learner. You'll complete this course inspired and empowered to level up technology integration in the content areas!

LE4 509 Positive Partnerships with Family Engagement (5417)

What if there was a strategy that could boost students' level of achievement, increase self-confidence, and ensure a sense of belonging and positive school experience? There is, and it's called family engagement! Back-to-School nights, open houses, and orientations are just three tried-and-true ways to encourage families to be involved with their student's education. Positive Partnerships with Family Engagement explores the purpose, planning and hosting of events that invite families to support their children through connection, cooperation, and collaboration. Understand the effects of cultural inequities, harsh discipline, and how racism affects families' comfort level at school while discovering how cultural competence builds strong engagement. Investigate ways to manage and recruit school volunteers and tips for planning parent/family-teacher conferences. Explore communication practices, podcasts, and social media platforms to

stay up-to-date with fresh ideas to engage families. Whether you're a classroom teacher, school leader, or work in schools in any capacity, this course will support you in making stronger connections with families!

LE4 510: The Why's and How's of Student Motivation (5500)

As educators, we are faced with a profound question: how can we motivate our students to learn? In this course, you will delve into theories and practices that can help us develop a deeper understanding of student motivation and how to foster it. Apply Maslow's Hierarchy of Needs and Self-Determination Theory to design lessons that meet the unique needs of each student. Explore a variety of frameworks and strategies such as student-centered learning, growth mindsets, and gamification that can set students up for success. By the end of this course, you will have gained a holistic view of student motivation and the research-based strategies that can help you unlock your students' full potential. Whether you are a seasoned educator or just starting your teaching journey, this course will equip you with the tools you need to light the fire of motivation in your students!

LE4 511: Yoga Practices to Enhance Student Focus and Health (5501)

A holistic practice that has been around for thousands of years, yoga improves student focus, and supports physical and mental wellness. Yoga Practices to Enhance Student Focus and Health provides educators with the knowledge and skills to incorporate yoga into the classroom which can help students improve concentration and overall wellness. Learn the history, benefits, and strategies for using yoga and mindful meditation with students. Explore how inclusive, accessible yoga practices improve well-being through powerful poses and mindful meditations that are suitable for students of all ages and grades. Leave the course with a deeper understanding of the benefits of yoga for students, and how to create a practice that promotes focus, mindfulness, and overall health.

LE4 512: Nurturing Kindness in Classrooms, Schools, and Beyond (5502)

Kindness is more than just a simple gesture or a random act; it's a mindset and a way of life that focuses on treating one another with respect, empathy, and compassion. It's an innate aspect of human nature, but children need to develop this skill to become compassionate adults. As an educator, you play a powerful role in teaching interpersonal skills that promote a healthy school environment. Create a classroom and school culture that values kindness, preventing bullying, and enhancing social-emotional learning (SEL) skills while fostering self-compassion. You will explore kindness through strategies to promote inclusivity, empathy, and compassion with activities and programs supporting the kindness

movement. By nurturing students' kindness and compassion, you'll lay the foundation for a welcoming school community, and help students become caring individuals in the world.

LE4 513: Any Questions? Strategies that Work! (5503)

Education is all about asking and answering questions to learn and grow, which is all the more reason to determine the effectiveness, engagement, and quality of questioning techniques and strategies. This course provides a deeper understanding of how to enhance questioning practices to promote critical thinking and meaningful learning. You will use Bloom's Taxonomy's cognitive levels to develop question stems that align with various levels of cognitive complexity, and explore specific questioning formats to enhance and improve questioning in the classroom. This course provides strategies and techniques for questioning, and application ideas to engage students in questioning. Get ready to take your questioning practices to the next level!

LE4 514: Teaching with Games for Multilingual Learners (5504)

This course explores the world of learning and play specifically designed for multilingual learners (MLLs). As educators, we're always searching for effective ways to help students learn and practice as they learn a new language. In this course, we'll delve into the potential of using digital games as a tool for language instruction. Explore the captivating realms of game-based learning and gamification, discovering how they can enhance language acquisition and make the learning process engaging and enjoyable. Gain insights into the types of games teachers are using in MLL courses, and explore the challenges and opportunities of implementing digital games in your own classroom. By the end, you'll be equipped with practical ideas to level up your teaching skills by using games with multilingual learners.

LE4 515: Elementary Social Studies Across the Curriculum (5506)

There has never been a more critical time to approach social studies in the classroom: from pandemic to politics to social media and social justice, the list goes on. However, when it comes to finding curricular time in an already jam-packed school day, prioritizing social studies can be difficult. We can help! In this course you will explore the importance of an interdisciplinary approach to teaching social studies at the elementary level. Specifically, you will review, modify, and create resources that blend science, ELA, and social studies into the curriculum you may already use in your classroom. This course will also provide resources for navigating complex social studies topics with young students and make connections between critical literacy philosophy and social studies. By the end of this course, you will be ready to integrate social studies curriculum into your classroom across subject-areas!

LE4 516: Ed Tech for the Math Classroom (5507)

Maybe you're already using technology in your math classroom in simple ways and want more, or perhaps you are more of a novice, and are excited about the prospect. In this learning experience, you'll consider the value of integrating technology in the math classroom and gain awareness of challenges and opportunities you may encounter. Explore strategies and frameworks that can help you use technology tools effectively, and learn about different tools and the ways teachers are using them. When you infuse technology in your math instruction, you are helping prepare students to navigate an increasingly complex digital world.

LE4 517: Building Literacy and Social Emotional Learning through Read Alouds (5508)

A classroom read aloud provides opportunities for teachers to model and develop key components of reading development. Through this course, you will learn to plan engaging and interactive read alouds to build background knowledge, support language comprehension, develop vocabulary, and increase verbal reasoning. Explore the components of an interactive read aloud, including strategies for before, during and after reading. You'll also learn how to use the read aloud routine to support social emotional learning, including empathy and understanding about identity differences. By mastering the art of interactive read alouds, you can nurture reading development, and also cultivate empathy and empower your students to become confident, compassionate learners.

LE4 518: Engagement with Inquiry-Based Learning Science (5509)

Ready to engage students in science class? In this course, you will gain a deep understanding of the best practices, benefits, and characteristics of inquiry-based learning in science, and how it relates to the Science and Engineering practices of the NGSS. Explore the student and teacher roles in the inquiry-based learning process, and how to effectively engage students using this approach. Identify strategies for lesson planning, effective questioning, and discussions in an inquiry-based classroom, as well as ways that assessment can be used to support and measure student learning. By the end of this course, you will be equipped with the knowledge and skills to implement inquiry-based learning in your classroom, resulting in more engaged and motivated learners.

LE4 519: Breaking the Cycle of Student Drug Use and Abuse (5510)

The focus of this course is to understand important information about addiction, drug use, and their effect on students. Explore the popularity of prescription and street drugs along with the physical and mental health issues that go with use and addiction. Learn ways to support students with awareness, conversation, and resources that are uplifting and informative. Investigate the parameters in place at your

school to keep students safe, while discussing real stories about addiction, with honesty and integrity. We can work together to break the cycle of student drug use and abuse.

LE4 520: Physical Fitness and Training for Athletic Speed and Agility (5512)

Learn the benefits of physical fitness and how speed and agility impact athletic performance in this one-of-a-kind course! Explore the consequences of physical inactivity, along with ways inclusivity and accessibility influence participation in sports and athletics. Discover how a variety of drills and skills prepare student athletes for success in their sport and keep them safe from injury, while examining the myths and truths about athletic training. Designed for educators, coaches, and trainers, this course provides ideas for reducing risk and positively promoting athletic agility and speed to improve performance.

LE4 521: Civics Skills for Today's Students (5516)

This course empowers you to provide students with a comprehensive understanding of civics by exploring topics, activities, and resources that promote inclusive civic engagement skills. Learn about practices in civil discourse using techniques that support respectful and informed discussions. Encourage student's critical thinking skills for deeper understanding of historical and contemporary civic matters by working with documents and primary sources. Brainstorm opportunities for students to exercise civic action, so they can learn to make a difference in their communities and our nation. Join us on this enriching journey of civic education to prepare the next generation of informed and active citizens.

LE4 522: Teaching Life Skills for Student Success (5517)

Preparing students to live their best lives is a mighty task! In today's ever changing world, education must go beyond reading, writing, and arithmetic, to include life skills like financial literacy and cultural awareness. As educators, we can share in, and celebrate, the success of our students by preparing them for the real world. Investigate the practical skills of career planning, resumé writing, and interviewing all of which are covered in this course. Rediscover the lost art of conversation and listening skills, and consider how crucial they are to students' personal and professional growth. Explore ways to educate students to become active, engaged, and involved citizens. The world will thank you!

LE4 523: Special Education Process and Law (5518)

More than 7 million students receive special education services each year in the United States. The Individuals with Disabilities Education Act (IDEA) currently leads special education programming, and a detailed understanding of this law can ensure that educators are able to apply the elements to support students with disabilities. Throughout this course, you'll navigate the multitudes of special education

vocabulary, the specific disability categories covered under IDEA, and create a stronger understanding of Individual Education Programs (IEPs), 504 plans and legislation that has shaped special education today! This course will help you implement programming to ensure students are supported and successful in school!

LE4 524: Positive Practices for the Art Classroom (5520)

Designed for art educators, this course teaches ways to effectively manage a creative classroom so all students can thrive. With the focus on establishing rules, routines, and relationship building, teachers will learn how to nurture students' imaginations in a classroom that provides structure and predictability. Explore the ways in which clear communication and culturally responsive practices can help to develop students' unique strengths and interests. Discover how the rich course resources include ideas for maintaining a positive classroom that champions students' artistic abilities. Learn how to establish healthy dynamics for a productive learning environment where all students can uncover and celebrate their creativity.

LE4 525: Building Better Lessons with Warm-Ups and Exit Tickets (5521)

Keeping your students focused during the first and last minutes of your class period can be a challenge, but with predictable routines like warm-ups and exit tickets you can maximize every moment. In this course, participants develop a plan to integrate engaging lesson beginnings and endings into their daily classroom routine and curate a list of ideas that align with curriculum needs. Explore how formative assessment data gathered from warm-ups and exit tickets can be used to modify instruction, resulting in increased student engagement and improved learning outcomes. Discover best practices to captivate your students from the start of your lessons to the very end!

LE4 526: Poetry in the Classroom (5522)

Transform your classroom from poetry on the page to poetry to engage! Poetry provides a space for students' voices to be heard and for them to listen to the voices of their peers. But how do we do it? As Shakespeare would say, "fear not!" In this course, you will discover the ways that poetry supports both academic skills AND social-emotional learning (SEL). Regardless of your teaching context, you will engage with poetry materials and resources from a variety of grade levels (elementary and secondary) and across all subjects so that you can celebrate poetry in every classroom you enter. By the end of this course, you will have the tools needed to effectively implement poetry instruction in your classroom. Write on!

LE4 527: Exploring Real-World Connections in Math (5523)

Math teachers may hear the refrain, “When are we ever going to use this?” a bit too often, and this course will provide you with a fantastic answer! You’ll take a look at whether or not math instruction needs a “makeover” to better address student learning needs. We’ll also explore the concept of growth “mathematical mindsets” and how they can counter math myths and misconceptions. You’ll create a SMART Goal for inclusive math instruction, review strategies to increase culturally mindful contexts and relevancy in your math instruction, and discuss various ways to infuse mathematical modeling in your teaching. You’ll end the course with a solid understanding of connections between math and the real world!

LE4 528: School Leadership in Special Education (5525)

A survey by the Council for Exceptional Children in 2019 reported that special education teachers believe that only 18-26% of their school and district level administration (e.g. principal, general district administrators) are well versed and qualified to support them while they work to ensure a high-quality education for students with special needs. These statistics underscore the opportunity for leaders to bring together special education teachers, families, students, and community partners. Throughout the course, you’ll review the historical context and laws that shape current special education laws, identify your role in the IEP process, how to coach and evaluate special education teachers and determine methods to improve your communication with all stakeholders. Broaden your leadership skills with strategies for inclusive education!

LE4 529: Game on! Getting Kids Pumped in P.E. Class (5526)

In this course, you will cultivate an array of motivational strategies to engage students in effective P.E. instruction and help them understand the benefits of physical activity on their mental, emotional, and physiological well-being. You will learn to incorporate intrinsic and extrinsic techniques to empower students with the skills they need to enjoy a lifetime of physical activity. In addition, you will develop strategies to reach all learners, including English language learners, students with special needs, students from culturally diverse backgrounds, and exceptional athletes.

LE4 530: Listening Skills for English Language Learners (5527)

Learning English can be challenging! This course explores proven English Language Learner (ELL) listening strategies designed to make instruction more effective and efficient. Discover how teachers of students

who are ELL can boost their confidence by teaching them how listening improves their English skills. Explore how to make informed decisions and ways to adapt teaching methods that encourage students to rely on proven English language acquisition. Study how to measure Basic Interpersonal Communication Skills (BICS), Cognitive Academic Language Proficiency (CALP), and comprehensive input strategies to ensure students who are ELL are on the right track. Uncover the many ways students gradually gain proficiency in their new language, and watch them reach, fly, and soar!

LE4 531: The Power of Emotional Intelligence in Learning (5528)

This course explores the profound influence of emotional intelligence, or EQ, on the learning process and its positive impact on both personal and academic development. Participants will gain a deeper understanding of EQ and its role in enhancing learning outcomes by exploring how it is related to effective learning and academic success. By cultivating EQ, students will be able to navigate conflicts they encounter in the learning process, enhance their capacity for critical thinking, and unlock their full potential as learners.

LE4 532: Flip Your Classroom for Active Learning (5529)

This course invites you to explore the possibilities of flipping your classroom as an innovative instructional strategy. You'll examine your own instructional style and discover how integrating the flipped classroom approach can enhance your teaching effectiveness. Take the time to brainstorm content-focused ideas and strategies for implementing the flipped classroom in specific subject areas. Put theory into practice by selecting one of the six flipped learning models and applying it to a topic within your classroom. Learn how to design pre- and post activities experiences that amplify student learning across three of your curriculum topics. Finally, you'll explore technology's role in the flipped classroom by crafting an activity to apply technology tools. Revolutionize your teaching practice with the power of flipping the classroom!

LE4 533: Teacher Leadership 101 (5530)

This course inspires those who wish to become a teacher leader! Delve into the multifaceted world of teacher leadership. Begin by looking at standard skills and the 7 domains of teacher leadership, then explore questions that can shape your unique teacher leader identity. You'll design an activity to empower your colleagues, and foster inclusive educational practices through equitable data analysis. Investigate how teacher leaders can effectively support classroom instruction and collaborate with peers, igniting positive change within the educational community. Finally, you'll craft a SMART goal specifically tailored to improve the retention of teachers of color, ensuring a diverse and inclusive teaching environment. We hope you'll join us to inspire your journey of teacher leadership to become an agent of transformation in education.

LE4 534: Refresh Your Grammar Instruction (5531)

Grammar instruction has evolved beyond the traditional diagramming sentences and "drill and kill" lessons. Research suggests that grammar should be infused within context and writing skills, making it applicable, enjoyable and engaging for students of all ages. In this course, you'll learn engaging strategies that focus on parts of speech, mentor sentences, and punctuation. We'll provide you with creative resources, such as memes, beloved texts, and engaging activities, that you can use to improve your students' writing skills while reinforcing grammar instruction. Both teachers and students will have fun while learning, and you'll finish the course prepared to refresh your grammar game for students.

LE4 535: Culturally Responsive Teaching in the Special Education Classroom (5532)

This course is designed to empower special education teachers with the necessary skills and knowledge to create an inclusive and culturally responsive classroom environment. The course emphasizes strategies for culturally responsive teaching practices, promoting equitable approaches to pre-referral/referral processes, IEP development, and effective communication with caregivers. You will learn how to develop instruction based on the Universal Design for Learning (UDL) framework to meet the diverse needs of students from various cultural backgrounds. Walk away with a comprehensive toolkit to foster inclusive and equitable practices, so every learner can thrive.

LE4 536: The Powerful Effects of Music on the Brain (5534)

It's been said that music makes you smarter, and although this is an overly-generalized statement, there is truth to it. In this course, you will explore current research supporting the connection between music and the brain and design learning experiences aligned to that science. You will also learn about various aspects of music education, including the social-emotional benefits, the impact of a growth mindset, and the importance of inclusivity in the music classroom. Whether you are a music teacher, general educator, or teach a specialist subject, you will walk away with strategies to use in your classroom that benefit each learner and knowledge that will strengthen your professional philosophy.

LE4 537: Coaching Athletes for Character (5535)

Athletic coaches play a unique role in a child's life, acting as a combination of parent and teacher to help students grow as athletes and individuals. This course focuses on teaching character through coaching, contrasting the psychological benefits of sports with the dangers of negative attitudes and behaviors. You'll have help to develop your coaching philosophy, understand the coach's role in teaching life lessons, model appropriate responses to wins and losses, emphasize respect in sportsmanship, and

devise methods for evaluating your progress. You will also have the chance to assess their sportsmanship approach and create a plan to implement a character education curriculum with athletes. Ultimately, this course will allow you to envision a clear coaching framework, strategies for teaching life skills, grace in accepting defeat, and the ability to foster respect among athletes.

LE4 538: Empowering Engagement Strategies in Science (5537)

Empowering Engagement Strategies in Science equips you with the knowledge and skills to engage students in science education. This course is designed to help educators identify shifts to student-centered science instruction using the Next Generation Science Standards (NGSS) frameworks.

Brainstorm teaching ideas within the 5E framework to create dynamic lesson plans that engage and inspire. Apply an active learning approach to a current science lesson or unit and design activities that teach students a collaborative skill. You will also set a goal to improve equity in science lessons to serve all students. Get ready to take your science teaching skills to the next level!

LE4 539: Assessment in the Arts (5538)

Using the strategies from this course, you'll ensure your students take away what you intended, and will develop a long-lasting, and meaningful, appreciation of the arts. Applying traditional assessment to art instruction can pose challenges because what matters in the art classroom is: instilling a love of art, creativity, experimentation, and other things that can't always be measured! The nature and diversity of art-based disciplines means assessments like multiple-choice tests and essays often can't adequately measure student learning. In this course, you will evaluate and create a variety of formative and summative art assessment strategies for your classroom. You'll explore techniques for evaluating student performance based on your learning objectives, including journals, portfolios, and integrated performances. In addition, you'll learn how to sequence activities that build in opportunities for students to reflect on their creative art experiences.

LE4 540: Exploring the Multidimensional Complexities of War (5539)

Perfect for social studies teachers who teach about Vietnam, the Civil War, WWI, WW2 and more, this course provides a comprehensive understanding about the concepts of war by considering its historical, social, and cultural dimensions. Educators will create activities that explore the often overlooked history of underrepresented populations, which will shed deeper knowledge about their experiences and contributions during times of conflict. Discover how lesser-known wars have played significant roles in shaping larger conflicts, and gain insight into their causes and the repercussions. Revise and refresh existing lessons, while incorporating new perspectives that encourage critical thinking and empathy. Investigate resources that highlight humanity amidst the context of war, encouraging students to view

combat through a nuanced lens. Study the multifaceted nature of war to ensure students gain a deep appreciation for its devastating impact on individuals and societies.

LE4 541: Taking Action with Climate Change Education (5540)

As students grow, they come to understand how climate change affects humanity, the planet, and their future. In this course, teachers will find fresh ideas for teaching students about climate change in ways that foster awareness, promote action, and encourage advocacy. Explore how knowledge about climate change empowers students to make environmentally conscious decisions that motivate them to become informed global citizens. Discover resources that provide innovative ideas and learn why people of color and people in poverty are more affected by a changing environment. Learn how you can inspire a generation of students to address the most pressing challenge of our time and commit to creating a sustainable and resilient future.

LE4 542: Exploring Career Readiness with Students (5541)

Come and explore student career readiness and discover the many roles all of us take on throughout our lifetimes. Teachers will learn how to lead students in discovering their work values and preferences as they tease out the nuances between trade school and college. Learn the importance of students, “seeing themselves” in classroom materials and why “soft skills,” matter. Investigate careers that will be viable in the future and collaborate with a colleague about creative ways to get students to see the world of opportunities at their fingertips.

LE4 543: The Challenges and Benefits of Coaching Youth Sports (5542)

The scores of benefits of coaching youth sports can add up to a big win! Whether you coach for the love of the game, or to spend time with kids, this course will have you stretching your ideas about why coaches coach, and why coaches quit. Explore your coaching style by watching clips from fictional football coach Ted Lasso (and others!), as you weigh in on the pros and cons of coaching. Study the National Coaching Standards and consider advocacy ideas for getting more women and people of color into the winning world of coaching. This course will have you jumping for joy as you discover the many ways coaching youth sports lifts you up and keeps you learning!

LE4 544: A Quick Guide to Response to Intervention (RTI) (5543)

In today’s world, teachers are tasked with many things, including identifying, monitoring, and tracking student progress. For the students who are struggling, utilizing the Response to Intervention (RTI) model can help teachers support struggling learners through its multi-tiered approach. This course will guide teachers through the

identification of struggling students, incorporating and monitoring interventions, and determining when additional support, such as special education services, is required.

LE4 545: A Guide to Oppositional Defiant Disorder (ODD) and Similar Behavioral Challenges (5544)

Defiant. Stubborn. Obstinate. Inflexible. Argumentative.

These are all words often used to describe a student with behavioral needs. Are behaviors you see in your student considered to be Oppositional Defiant Disorder (ODD), or could it be another behavioral issue? In this course, you will gain an understanding of the root causes of ODD, and learn to modify your responses to behaviors to create a supportive environment. You'll explore strategies and supports for both school and home, including interventions and schoolwide systems for managing student behavior. Take the opportunity to compare and evaluate the benefits of various therapeutic approaches for both students and their families. By the end of this course, you will gain a better understanding of the causes and symptoms of ODD, and be able to apply strategies to create a supportive learning environment for students.

LE4 546: Level Up with Games in the Classroom (5546)

If you have been wondering about using games in the classroom, this course is for you! This learning opportunity will help you to examine benefits and considerations for using games for teaching and learning, and discover a wide range of learning games and strategies that can revolutionize your instructional approach. You'll develop an informational artifact that sheds light on positive behavior support and other essential considerations for integrating games into the classroom. You'll explore various gaming templates, empowering you to create engaging games specifically designed for your students. By the end of the course, you will have a comprehensive plan ready for implementing a learning game that will engage and inspire your students. Watch your teaching practices level up as a result of this informative course!

LE4 547: Enhancing Physical Education with Technology Tools (5548)

Be energized as you study the purposeful pairing of PE and technology! Learn how fitness apps, wearable technology, exergaming, and other tech tools can be used to engage and enhance students' physical education learning experience. Discover how the SAMR (substitution/augmentation/modification/redefinition) model can guide the implementation of technology, and investigate the state and national PE and Adapted PE standards. Explore how tech can be used to ensure curriculum is diverse, equitable, and inclusive, and the many ways tech can track and assess progress, all leading to a lifetime of fitness.

LE4 548: Using Assessments in Physical Education (5551)

Assessment sometimes gets a bad rap, but not in this course! Discover why PE assessments are used to make a case for supporting physical education curriculum, and to measure student strength, skill, and agility. In this course, educators will analyze assessment tools and learn how to apply them to evaluate student progress. Explore how Google Forms can streamline PE assessments and encourage students to set and achieve physical fitness goals. Apply grade level outcomes, student learning targets, and PE Standards in an immediately usable assessment plan, while identifying ways to make PE inclusive and adaptable. Become a physical education advocate while having fun in this fresh physical education course about assessment tools and how to apply them.

LE4 549: Instructional Models in Physical Education (5552)

Teaching physical education is so much more than running, skipping and jumping! In this course, you will study Physical Education Instructional Models and have the opportunity to go beyond the traditional ways of teaching PE. Discover the role of National and State PE standards, and learn to make adaptations to your PE lessons so all students can participate. Explore how inclusivity and social-emotional learning make students' PE experiences better, and ways physical literacy can be one of the best ways to promote lifelong health and longevity in students and their families.

LE4 550: Engaging Students with U.S. Founding Documents (5553)

This course invites you to explore some of the U.S. founding documents, like the Constitution and Bill of Rights, from a fresh and inclusive lens beyond your current curriculum. Refresh an existing hook or introduction with a new captivating approach, develop an activity reinforcing the importance of the Bill of Rights, and create a SMART Goal aimed at increasing the visibility and perspectives of unrepresented or maligned groups in the Constitution. Throughout the course, you'll explore ways to introduce and implement innovative teaching ideas from various resources, leveraging modern techniques to enhance your instruction and create a dynamic learning environment. Lastly, you will set micro-goals focused on providing students with meaningful opportunities to actively participate in civic engagement, inspiring them to become informed and active citizens. By the end of this course, you will have reimagined how to teach students about the founding documents, and will empower students to be active participants in shaping a just and inclusive society.

LE4 551: Effective Communication Strategies for School Leaders (5554)

Are you a university, district, or school level leader looking to enhance your communication skills? This course is designed so you can navigate the intricate world of effective communication. Learn about the essential skill set that enables you to connect with both internal and external stakeholders, actively listen to the needs of your school and community, and utilize that valuable information to prepare, respond, and inform. You'll explore the significance of communication in shaping school culture, the power of building trust, and uncover best practices

to become a more compelling and impactful communicator. Get ready to discover how to utilize each one effectively, ensuring all in your community feel heard, informed, and well-prepared.

LE4 552: Using Literature to Enhance Mathematical Learning (5557)

This course explores the relationship between storytelling and mathematics, equipping you with skills to enhance math instruction through literature. You will analyze and categorize children's literature to identify texts suitable for application in math classes, and determine how to include literature in meaningful math tasks. You will design plans for integrating read-aloud sessions with math students, and implement strategies to support student learning in math with literature. This course will provide you with the resources and tools to bring children's literature into the math classroom.

LE4 553: Learning and Belonging in Student-Centered Classrooms (5558)

This course helps you to build the knowledge and skills necessary to create an engaging and collaborative classroom environment. Investigate the framework of student-centered learning and explore innovative strategies to implement in your teaching practice. With a focus on building strong relationships with students, learn how to foster a supportive and inclusive classroom community where student voice and choice are valued. You'll have the opportunity to explore humor, play, and other brain-based practices, to enhance student engagement and optimize learning outcomes. Additionally, you'll design a stimulating activity that encourages collaboration among students, promoting teamwork, critical thinking, and communication skills. By the end of the course, you'll be ready to create a student-centered learning environment that inspires and empowers learners.

LE4 554: Differentiation for Students Identified as Gifted (5559)

Get ready to dive into the minds of students who are identified as gifted as we explore ways for them to use their unique characteristics for engagement in the classroom. You will tackle the important issue of why minority groups are often left out of gifted education, and brainstorm ideas to level the playing field. Beyond academics, you'll learn how to; nurture their social and emotional social growth to thrive in and out of school. You will design engaging lesson plans with tiered activities and mind-blowing group strategies, and create a plan to involve families and caregivers in the gifted classroom. Get ready to boost academic and SEL skills for students identified as gifted!

LE4 555: Transform Geometry Instruction with Engaging Manipulatives (5560)

This course will allow you to learn the benefits and importance of incorporating manipulatives into your geometry instruction as you explore ways to implement manipulatives to change the way you teach geometry lessons. From creating your own DIY manipulatives to seamlessly integrating them into your lessons, you'll gain the confidence to implement physical manipulatives that bring geometry concepts to life, making learning more tangible and

exciting for students. You'll design a mini-lesson that teaches students how to effectively use manipulatives. Plus, you'll set achievable micro goals to apply your newfound knowledge in the geometry classroom. Join us to learn more about the potential of manipulatives and revolutionize your geometry teaching experience!

LE4 556: Multiple Perspectives in U.S. Colonial History (5561)

This course explores the concept of multiple perspectives, specifically those of Native Americans, African-Americans, and women, while teaching about U.S. Colonial History. You will evaluate different frameworks for historical analysis that incorporate diverse viewpoints and narratives, and develop an outline to educate colleagues, families, and/or administrators about the significance of multiperspectivity. Articulate strategies for revising your instruction to emphasize the interconnectedness between Native American history and U.S. Colonial History, to foster a more comprehensive understanding of these intertwined narratives. You will design an engaging activity centered around learning the perspective of African-Americans in U.S. Colonial history, promoting empathy, and nurturing a deeper appreciation for diverse experiences. Lastly, you'll create micro-goals to guide your teaching practice, focusing on the inclusion of multiple perspectives in teaching U.S. Colonial History. This course will provide ideas and resources to foster a more inclusive and holistic educational experience for all learners.

LE4 557: Advocacy and Support for Students Living with Depression (5562)

"I'm so depressed!" has become a well-worn mantra, but what does it mean to live with depression and how does depression affect students? This course answers those questions and investigates the many ways in which depression, and other mental illnesses, impact the lives of our students. Learn about the connection between depression and anxiety, trauma, substance abuse, and other factors. Explore the mental health challenges of students of color, strategies for mental health support, reducing stigma, and share your important new mental health knowledge with others. End the course with an opportunity to collaborate with colleagues to brainstorm ideas for mental health advocacy, action, and awareness.

LE4 558: Teaching Writing Skills to Students who Are ELL/MLL (5563)

This course equips educators with the necessary knowledge and skills to effectively scaffold content and facilitate the development of writing skills in students who are English Language Learners (ELL) (this term is in the process of changing to Multilingual Learners (MLL) and you will see us use both ELL and MLL interchangeably). Participants will explore a variety of strategies and best practices to create a supportive learning environment that fosters language acquisition and enhances writing proficiency. Through a combination of foundations, and practical applications, participants will gain a deep understanding of how to address the unique needs of ELL/MLL students in the writing process.

LE4 559: Exploring and Measuring Students' Social-Emotional Skills (5564)

Educators agree: social emotional learning is foundational to students' education, but how can we measure what students know about SEL against what they still need to learn? This course will take you through the foundations, concepts, and history of SEL to inform your teaching practice. Then, move beyond the basics and gather with a colleague to discuss how data can be used to measure students' SEL strengths. Develop an assessment strategy and "make a case" for including SEL skills and assessments in schools and curriculum. You will leave the course with strong foundational SEL knowledge along with learning how developing students' social emotional learning skills will lead to their happiness and success.

LE4 560: Teaching Golf to Students (5567)

Get ready to take a swing on a learning experience that teaches the history and etiquette of golf and so much more. Don't let terms like bogey, birdie, and mulligan throw you off course; you will learn the golf vocabulary the game requires, including when to say them, and how to use them. Apply the IDEA coaching method to demonstrate how students can master both their long and short game and coach them when they need to "take a stroke." Tee up your golf knowledge and dream about getting a hole-in-one in this in-a-class-by-itself course.

LE4 561: The Gen Ed Guide to Special Ed (5568)

With more than 7.3 million children with disabilities currently receiving special education services across the United States, teachers need skills and knowledge to reach and teach all students! This course gives general educators a look into the history of special education, the process for identification and diagnosis, as well as a view into how to support students in an inclusive classroom. You'll utilize the new learning to ensure you have a strong foundation in the 13 types of disabilities, strategies you can use, and methods for engagement within the classroom. This course will give you essential knowledge and skills to serve all students!

LE4 562: Surviving and Thriving as a Teacher (5545)

In today's fast-paced, "too much to do and not enough time to it" world of teaching, the work "survival" can feel like the name of the game! In this one-of-a-kind course, teachers will have an opportunity to slow down and consider the things that impact and influence their professional teaching practice. Remember why healthy teachers are the foundation of healthy classrooms, and how to avoid burnout and increase motivation. Discover how career planning, problem solving, and prioritization make our days at school efficient and effective. Explore how facilitating tough conversations with students creates meaningful connections and how working side by side with families, colleagues, and administrators increases our sense of purpose and pride in our profession. This course is the best of both worlds! Self-paced asynchronous assignments plus one synchronous session where you get to learn and connect with teacher colleagues from across the nation!

LE4 563: Understanding the Psychology of Sports (5570)

More than just physical performance, excelling in sports is a mental game athletes can win, if they have the strategies and psychological strength they need to be successful. Learning about the psychology of sport is another way educators can support student athletes both off and on the field. In this course, you will explore the foundations of sports psychology, and investigate the 9 Mental Skills of Successful Athletes and how to apply them. Discover how factors like racism, inequities, and drugs can create barriers to athletic performance and understand how nutrition, sleep, and hydration impact athletic ability. Leave the course with a newfound knowledge about the mental game of sports.

LE4 564: Promoting Problems Solving Strategies in Math (5572)

Problem solving is an essential skill in school and in life, and this course focuses on best practices to infuse problem solving into your math instruction. Empower students as they develop their Mathematical Habits of Mind, and explore a range of strategies to foster problem-solving skills, both before, during, and after teaching math. Compare and contrast planning practices that effectively incorporate problem solving into math lessons, and learn to emphasize equity and accessibility to promote an inclusive learning experience for all students learning math. Get ready to gain the tools and knowledge to empower students in becoming confident and capable problem solvers in mathematics.

LE4 565: Teaching Early Learners Through Project-Based Learning (PBL) (5574)

As an educator, you want to inspire a love of learning in your students that lasts a lifetime. A project-based approach for early learners encourages students to direct their learning through inquiry, problem-solving, and meaningful real-world applications so that they can identify and take on life challenges with confidence, passion, and resilience. In this course, you will learn lesson design strategies for using project-based learning (PBL) to teach early learners. You will explore how to effectively differentiate and design lessons that inspire all students to conduct hands-on investigations and research in a way that is meaningful and engaging. By embracing a project-based approach for early learners, you will unlock their potential to become self-directed, inquisitive problem solvers, equipped with the skills to conquer real-world challenges.

LE4 567: Empower Students with Critical Thinking in Science (5577)

Critical thinking and scientific argumentation open up possibilities for students to enhance their ability to analyze and solve problems in our world! This course gives you the opportunity to incorporate critical thinking principles in your Science instruction by revising existing lessons or activities, evaluating the use of case studies, and developing an engaging activity that applies the model of claim-evidence-reasoning

(CER). You will learn ways to empower students with skills to effectively present and support arguments, and will create and implement a new routine for them to practice critical thinking. At the end of this course, you'll be ready to unleash the power of scientific argumentation and critical thinking with Science students!

LE4 568: Preparing Students for College and Career Readiness (5578)

Designed for school counselors and those who guide students, this course provides an overview of the impact school counselors make on students' career planning and college readiness. Imagine conversing with colleagues about the rewards of being a school counselor and your ability to help students strategize and navigate their future! Explore the myriad of ways students benefit from having access to a school counselor including learning about anti-racism practices, learning social emotional skills, and supporting students with disabilities with their career choices. Refresh and renew your perspective about college to career readiness counseling standards and determine ways to provide both college and skilled trades career advice. Leave the course filled with ideas and positivity about the way you teach students to make important decisions that will ensure their success.

LE4 569: Cultivating Student-Centered Classrooms (5579)

This course is designed to equip educators with the knowledge and skills needed to create student-centered learning environments that foster engagement, autonomy, and academic success. Participants will delve into the principles and practices of student-centered instruction, gaining a comprehensive understanding of its methodology and benefits. Through a combination of theoretical exploration and practical application, participants will explore the four key components of student-centered learning: voice, choice, competency-based progression, and continuous monitoring of student needs. By the end of this course, you will be equipped with the knowledge, skills, and resources you need to implement student-centered methods and increase your students' achievement and engagement in your classroom and beyond.

LE4 570: Communication and Effective Caregiver-Teacher Conferences (5581)

Teachers and caregivers have a shared responsibility to communicate with each other to support student growth. The caregiver-teacher conference is one way that families and teachers come together to consider the successes, progress, and needs of students. In this course, you will examine the conditions for strong family-teacher communication, taking into account cultural and linguistic factors, as well as unique student situations. You'll take a deeper dive into the conference itself, including how best to structure the time and determine ways you and a caregiver can collaborate to solve a challenging issue. This course will set the stage for teachers and caregivers to work as a team throughout the year to best support student's academic, social-emotional, and behavioral needs.

LE4 571: Resolving Conflict in Elementary School (5582)

Learning how to manage conflict when we are young is a lifelong skill! Teaching and modeling conflict resolution in elementary school ensures students are set up for success when life, inevitably, throws curves. Explore the dynamics of conflict resolution with faculty and staff and in an elementary school setting, and learn bullying prevention strategies students can use daily. Discover how healthy conflict provides an opportunity for students to learn communication and collaboration skills and how disparities in discipline impact conflict. Understand how nurturing strong relationships, applying restorative practices, and building classroom management routines boost confidence in our students and in ourselves!

LE4 572: Engaging Students with Classical Music (5583)

Bring classical music to life in your classroom! In this course, you will learn how classical music, more specifically Western European music, has evolved over time through the four main musical eras. You will take a look at impactful composers of each era, develop an artifact to share composer information with students, and create learning experiences to incorporate their music into your teaching. Whether you are a music teacher, general educator, or teach a specialist subject, you will walk away with a symphony of knowledge and strategies to incorporate classical music education into your classroom!

LE4 573: Jazzing Up Your Classroom (5584)

In this course, you will take a look at the history and development of jazz music and its various styles, jazz's historical context, and some of the leading figures in jazz. You will develop an artifact to share what you have learned about jazz music with students, and create learning experiences to incorporate jazz music into your teaching. You'll learn about some of the more technical aspects that make jazz...jazz! Whether you are a music teacher, general educator, or teach a specialist subject, you will walk away with knowledge and strategies to incorporate jazz music education into your classroom increasing student understanding, appreciation, and enjoyment of jazz music.

LE4 574: Visualize Success with Graphic Novels (5585)

Get ready to embark on an exciting journey into the world of graphic novels! This engaging experience will show you how to unlock the immense potential of graphic novels as a powerful educational tool. You'll develop a sell sheet to showcase the merits of graphic novels, and explore innovative techniques in visual learning to boost student learning. Take the time to discover a treasure trove of captivating graphic novels to use with students, along with teaching tips and strategies tailored specifically to graphic novels. To top it all off, you'll create an activity that guides students through the basics of crafting their very own comics

or graphic novels. Prepare to transform your teaching and captivate your students with the artistry and wonder of graphic novels!

LE4 575: Project Based Learning and the Four "C's" (5586)

This course delves into the practice of project-based learning (PBL) as a powerful tool for fostering the 4 Cs of 21st Century Learning: Collaboration, Communication, Critical Thinking, and Creativity. Educators will embark on a journey of discovery to see how PBL can cultivate these essential skills in students to prepare them for success in the rapidly evolving learning landscape in the 21st Century. By the end of the course, teachers will have a deep understanding of how PBL can effectively integrate the 4 Cs into their classrooms, empowering students to become active, engaged, and adaptable learners.

LE4 576: Empowering Co-Curricular and Students (5587)

Throughout this course, you will examine the various components that make co-curricular departments run smoothly and achieve victories, even without wins. Learn about the impact of coaches and advisors and explore the link they provide between leaders and athletes. Using resources and activities from the course, you will apply strategies to increase teamwork, develop coaches, organize around roles and responsibilities, and create fundraising opportunities. Reflect on how current team member strengths can be utilized for the growth and development of less experienced team members. Consider complex challenges and how your learning in this course can improve your responses. This course will provide resources and ideas to help create effective protocols and procedures for victorious co-curricular departments.

LE4 577: Choosing the Right Tech Tools for Your Classroom (5588)

Delve into the dynamic world of ed tech with the knowledge and skills you need to select and introduce new tech tools to students. In this course, you'll explore the latest trends in educational technology, learn to critically evaluate ed tech tools for curriculum alignment and accessibility, and gain practical strategies for onboarding students to new tech. Develop a comprehensive tech integration plan for a tool of your choice that includes a gradual release of responsibility framework and considerations for the diverse range of learner needs. With this course as your guide, you'll be equipped to make informed ed tech decisions, ensuring that every tech tool you introduce in your classroom is purposeful, accessible, and seamlessly integrated into your teaching practice.

LE4 578: New Teaching Approaches for the U.S Civil Rights Movement (5589)

Whether you are a veteran history teacher or teaching about the U.S. Civil Rights Movement for the first time, this course offers fresh teaching strategies and content that engages students. Educators will evaluate various approaches to teaching this historical event using primary sources and interactive learning experiences. Compile a list of "lesser known" individuals, topics, and organizations that should be included when teaching about the Civil Rights Movement. Become actively engaged with the music and artwork of this historical time through a "Perceive" activity, and encourage students to draw connections between the Civil Rights Movement and current events. This course highlights the need for critical thinking, and promotes a broader understanding of ongoing struggles for equality and social justice.

LE4 579: Learning Life Lessons with Literature (5590)

This course will focus on the importance of emotional intelligence (EI) and social and emotional learning (SEL) including the use of literature to teach it. As a participant, you will learn how to assess SEL and EI, create a new routine to do so, and then use the assessment results to plan the next right instructional step. Through a variety of resources, you will explore diversity, equity, and inclusion in social and emotional learning. After creating your own list of literature to disrupt bias, stereotypes, and prejudice of traditionally marginalized groups, you will plan a lesson to include a children's book to teach a non-academic concept. Complete the course with a new vision for using literature to teach and positively impact your students.

LE4 580: The Importance of Teaching Digital Literacy (5591)

Students must understand how to apply digital literacy skills to be successful in the future. This course focuses on the crucial role that digital literacy plays in the field of education. Educators will gain a comprehensive understanding of what is meant by digital literacy, why it's important, and the essential skills and tools needed for students to become digitally literate. Gain insight into the digital citizenship and learn why it is a critical component of being a responsible and ethical member of the online community. By taking this course, you'll be equipped to prepare your students for a future where digital literacy is an essential skill.

LE4 581: Creating a Positive and Organized Educational Environment (5592)

Are you ready to get organized, but not sure where to start? This course allows you to explore ways to keep your classroom organized and effective through identifying necessary components for a successful learning environment: classroom's physical set-up, the teacher's experience routines for students, and how to revise ineffective structure. You will expand your toolkit to effectively address student behavior, and understand the power of building good rapport with your class to create a positive classroom

atmosphere. Investigate strategies to captivate students and minimize distractions and learn how to build effective systems to constrain chaos in the classroom. Whether you're starting from scratch or need to restructure your educational environment, this course will help you to engage students and keep them focused in a positive and structured learning environment.

LE4 582: The Law and Legal Issues for Educators and Schools (5593)

This course is designed to equip and empower educators with a solid understanding of the legal framework surrounding education. You will engage with the intricacies of federal laws and landmark Supreme Court cases that have a direct impact on the educational landscape, and learn about legal resources pertaining to the rights of both teachers and students. You will create an informational artifact highlighting a current key educational issue in your state, and prioritize the well-being of students by designing a routine centered on physical and /or mental safety. You'll finish the course with a comprehensive and practical foundation to navigate legal considerations, promote student rights, and enhance safety within the educational landscape.

LE4 583: Equity through Classroom Conversations (5595)

This course will focus on the importance of classroom conversations about current events and topics that are relevant to students' experiences. As a participant, you analyze the connection between classroom conversation practices and equity philosophy and you will examine your own educator identity and its impact on conversation facilitation. You will then explore resources to support the implementation of classroom conversations in your classrooms including sentence frames, norms, and student-facing tools to help your students towards productive discussion. By the end of this course you will have the tools and resources needed to effectively implement classroom conversations and the confidence to navigate difficult or complex topics with your students.

LE4 584: Integrating Music Across Content Areas (5597)

Music is all around us! It sparks emotion, strengthens memory, and connects multiple systems in the brain which makes it an amazing tool to use in the classroom. This course will focus on how music can be integrated into classroom routines and lessons to enhance student's learning experiences. Participants will look at music's affect on the brain, its role as a teaching tool, and social-emotional impact music has on students. You will explore ways to integrate music into your content area and make plans for implementation, learn strategies to use music as a social emotional support and create activities to foster cultural awareness. Unleash the power of music in the classroom to boost creativity, engagement, and academic achievement.

LE4 585: Finding Resilience in Academic and Emotional Adversity (5600)

In our fast-paced and increasingly stressful world, resilience is more important than ever. Resilience is one of the most critical life skills we can both practice ourselves, and teach to children. Educators can play a key role in helping students develop the inner strength and flexibility needed to overcome challenges. In this course, you will define resilience for your learners and discover the positive impacts related to being resilient. You'll also assess your own resilience and identify methods to increase resilience in your students and yourself. As a course participant, you will review resources on and consider the impacts of Adverse Childhood Experiences (ACEs), toxic stress, adversity, productive struggle, and growth mindset as they relate to the need for resilience. Course activities ensure the opportunity to create materials and lessons to teach resilience and coping strategies for use when facing academic, social, or emotional adversity.

LE4 586: Thinking and Study Skills for Student Success (5601)

Learning how to study will set students up for success! In this course, educators will explore “thinking about thinking” which is the common phrase used to describe metacognition, and so much more! Discover how the Science of Learning, executive functioning, and growth mindsets come into play when teaching students study skills. Learn how to support students who don't have the tools they need to succeed outside of school, and understand what students with disabilities need to be successful when studying. You will leave this course with a head full of ideas about thinking, strategizing, and ensuring your students reach their full potential.

LE4 587: Coding and Creativity for Students (5602)

Since 2014, a total of 1 million combined teachers and schools have adopted computer science and coding into their curricula, and for good reason: careers requiring problem-solving and programming knowledge continue to emerge in our world. Coding empowers students to stretch their minds in creative ways, while building an aptitude for problem solving. This course offers educators a start for teaching coding through a basic understanding of vocabulary and concepts, along with age-appropriate resources. You'll learn about algorithms, debugging, loops, conditionals, and more as you engage with tutorials and activities for beginners. You will understand how to advocate for coding and computer science instruction that is inclusive, diverse, and open to all students. This course is perfect for the educator with limited experience with computer science, who wishes to engage in learning about coding with their students.

LE4 588: Ethics and Guiding Principles in Counseling (5603)

Specifically designed for school counselors, this course provides guidance about ethics, laws, and general counseling principles. School counselors will increase their ethics vocabulary and expand on

current professional counseling terms. Explore codes of ethics as outlined by both the American Counseling Association (ACA) and the American Psychological Association (APA) and learn how to manage and enforce compliance. Grow in your understanding about informed consent in the counseling setting. Discover the impact of privilege, privacy, rights and responsibilities in guiding students and achieving success in this meaningful and consequential role.

LE4 589: Exploring the Civil War Through People, Photography, and Present Day Perspectives (5605)

The U.S. Civil War's historical data like generals, battles, and dates are important framework of the war, but those points in history are only part of the story. This course approaches this important nation-changing event by looking critically at of lesser mentioned focus points. By showing students perspectives of American Indians who fought in the war, women who participated through both fighting and spying, and the use of photography to chronicle the war, they will gain new insights of how the war impacted those both on and off the battlefield. You'll review resources that support teaching about the abolitionist movement and the removal of monuments across the country, along with a variety of curriculum ideas to enhance your instruction focused on the U.S. Civil War as a whole. This course will deepen your student's understanding of the effects of war on our society, our people, and our nation.

LE4 590: Integrating the Next Generation Science Standards (NGSS) into the Elementary Classroom (5606)

The Next Generation Science Standards (NGSS) have redefined science education. This course will help you unpack the complex standards and gain clarity on the essential components, including science and engineering practices, crosscutting concepts, and disciplinary core ideas.

Participants will explore practical strategies and resources to support successful implementation of the standards, evaluate exemplar NGSS units, and design lessons using the 5E Lesson Model. Whether you are new to the NGSS or have some previous experience, you'll complete this course with a solid understanding of the components needed to effectively implement the NGSS standards in the classroom!

LE4 591: Enhancing Learning through Cognitive Rigor Strategies (5607)

It seems everywhere you turn, there's an article or blog post emphasizing the importance of "rigor" in the classroom. But what exactly is rigor, and how do you incorporate it on a practical level in your classroom? In this course, you will examine what it means to teach for rigor as well as the benefits of rigorous instruction.

Multimedia course content and activities will build your understanding of cognitive rigor as you categorize learning tasks using Bloom’s Taxonomy, Depth of Knowledge, as well as the Hess Cognitive Rigor Matrix. Through examples and curated resources, you will discover a number of ways to create and revise learning tasks and lessons to increase rigor and provide the appropriate support and scaffolds to ensure each student meets the goals you set with them.

LE4 592: Teaching and Learning about the History of Slavery in the U.S. (5608)

Exploring the history of enslaved people in the United States can bring up emotions and a myriad of challenges for both students and teachers. Yet, in this course, you will learn best practices for facilitating difficult conversations with students about our nation’s history. Discover how myths, timelines, and trades affected the lives of people who were enslaved, as you celebrate the revolts, rebellions, and the bravery of rebels who fought tirelessly for freedom. Brainstorm what learning about the history of enslaved people teaches students about themselves, and leave the course empowered with ideas for social change and justice so we can work together to heal our nation.

LE4 593: Engage and Evaluate Students Through Online Assessments (5609)

As schools and districts explore online and hybrid learning options, the need for online assessments continues. In this course, you will explore and evaluate tools and design strategies to create effective assessment practices in the digital learning environment. Review your own online assessments to identify areas for improvement, and better align assessment methods with students' needs and desired learning outcomes. You’ll consider formative and diagnostic online assessments to provide timely and meaningful feedback to foster student growth and learning. Additionally, you will learn how to implement strategies to maintain academic integrity. The course will also introduce various tools and resources to create authentic assessments that accurately gauge students' real-world understanding and skills. By the end of this course, you’ll be able to design and implement effective online assessments that support student success.

LE4 594: Teaching About the Path to the U.S. Presidency (5610)

This course represents a generalized experience of running for president of the United States of America. You’ll analyze your “fitness” for office, including both formal and informal qualifications to better the chance of success. Then, you’ll create a platform that will balance your beliefs with the needs of the country. Learn about Political Action Committees (PACs) and other sources of funding to bolster your “campaign platform,” as you work to gain trust and support. Review past campaigns to learn what strategies suit your “platform,” and understand how primaries and caucuses play a role in the overall election. Finally, towards “election night,” you’ll explore the purpose of the Electoral College, and determine how students can debate the need to retain the electoral college. This course is packed with resources and ideas to bring the process of becoming the President of the United States to life!

LE4 595: Teaching About the Path to the U.S. Presidency (5611)

Teaching mathematics in the elementary classroom is different today than in the past. New expectations for students and new understandings about how they learn have led to changes in instructional practices. Today, we know math must be developmentally appropriate and accessible for young students, and the process of learning math content relies on their literacy, problem-solving, and critical thinking skills. In this course, you'll explore strategies for integrating the literacy skills of speaking, listening, reading, and writing into your math instruction for a deeper comprehension and application of mathematical concepts. You'll also learn techniques for using literacy to support English Language Learners and students who struggle with mathematics. You will leave the course feeling confident and ready to apply your new knowledge!

LE4 596: Using the Data Equity Approach in Schools (5612)

As educators, we spend a lot of time collecting data—even data that we don't realize we are collecting! From homework grades to class surveys about our students' favorite books, from attendance charts to unit reflections, we are gathering multiple types of information from our students all the time. But what do we do with it? And how do we ask critical questions about it to enact equitable practices in our classroom when we don't even know what we are collecting, and why? In this course, you will learn about the Data Equity approach as a way to benefit student growth and learning, while also learning how to identify your own bias when analyzing data. Then, you will explore and interact with a variety of resources and tools to help you categorize, collect, and analyze data. By the end of this course, you will be able to utilize the Data Equity approach to implement change at your school site!

LE4 597: Cultural Competency from the Classroom to the Community (5613)

As the saying goes, when we know better, we do better. This course explores the many ways in which we can “do better” to create culturally competent classrooms and communities. Learn how cultural awareness affects the way we teach, learn, and live, and how culturally responsive teaching (CRT) “lifts all boats.” Examine the ways unconscious bias and cultural faux pas influence how we react and respond in different situations, and take a test to uncover your own biases. Collaborate with a colleague to converse about creating communities and classrooms that are proudly culturally diverse and competent.

LE4 598: Suicide Prevention Strategies for Educators (5614)

According to the Pew Charitable Trust, people 10-24 years old make up 14% of all suicides—surpassing 6,500 deaths each year, which makes suicide the third leading cause of death for this age group. As adults who work directly with students, we can make a difference in students' lives with awareness of teen mental health, and an understanding of warning signs and risk factors of suicide. This course shows the strong connections between bullying and suicide, and suicide and non-suicidal self-injury (NSSI), and offers language and strategies to prevent suicides. With protective and preventive resources, you will leave this course with goals and knowledge to promote awareness and understanding of suicide with students, families, in your school, and beyond.

LE4 599: Unlocking Student Potential with Blended Learning (5618)

This engaging and practical course offers educators an opportunity to explore blended learning components that enhance their present classroom strategies. Determine the most suitable types of learning tasks for asynchronous and synchronous interaction, and evaluate and develop effective strategies for transitioning from a traditional classroom to a blended learning setting. Educators will also investigate issues of equity in the blended learning format to identify potential barriers in blended learning. Finally, educators will assess a range of technology tools and devices to design virtual and physical learning environments that foster meaningful and interactive learning experiences.

LE5 500: Demystifying the College Application Essay (5619)

The college application process can seem like a brave new world with a different set of rules and expectations, but that is not the case! This course aims to demystify the college application essay and empower educators and students to use writing skills they already possess in order to write an engaging, dynamic, and successful narrative. Throughout the course, participants will learn tips and tricks for teaching students how to write college application essays using a variety of information from universities and will explore activities for teaching about the college application essay in the classroom. Educators will reflect on topics that have implications for the college essay process like using mentor texts to spark creativity, using artificial intelligence (AI) when writing college essays, and will even discover how the Supreme Court's recent rulings impact the purpose of the college application essay. By the end of this course, teachers will have a variety of approaches to teach about the college application essay as well as new awareness around its increasingly complex future.

LE5 501: Boosting Your Lessons for Student Engagement (5620)

This course focuses on highly engaging lesson plans and strategies to help create them. Special attention is paid to the relationship between student engagement and lesson planning, writing learning objectives, curriculum alignment, and engaging activities. Translating that information into a professional development lesson plan for colleagues is emphasized.

LE5 502: Cultivating Creativity with Literacy (5621)

Creativity and literacy are essential skills necessary for success in the 21st century. To foster communication, cooperation, and critical thinking among students in today's world, it is important to weave these two skills together seamlessly. In this course, you will explore the link between creativity and literacy, as well as important thinking habits that serve as a foundation for both. You will learn strategies to integrate the arts into your literacy block, analyze how student choice and self-direction facilitate students' creative agency, and you'll even get to explore your own creativity through the review of an art piece of your choice. Ultimately, by combining creativity

and literacy, you will empower students to become proficient communicators, cooperative collaborators, and discerning critical thinkers who can navigate the challenges of our rapidly evolving society.

LE5 503: Delegation and Other School Leader Superpowers (5622)

The art of delegating, when used efficiently and effectively, can make a big impact on the lives of school leaders! In this course, you will see the myriad of ways delegation is not only good for school leaders, but has the power to lift others so they have a chance to shine! Explore how delegating enhances efficiency and effectiveness, and use the Eisenhower Matrix to organize your day. Learn how strategies like a morning huddle, asking good questions, and managing your To-Do List can streamline your life, and help you stay focused on what matters most. At the end of the course, you'll discover the impact and importance of wellness as an antidote to burnout, so you can continue to thrive as a healthy school leader.

LE5 504: Empowering Student Assessment with Standards-Based Grading (5623)

Historically, grading and assessment in schools has taken a universal approach: letter grades from A-F, points for each assignment, zeros for late work...you know the drill! However, research suggests that traditional grading systems do not always support student learning. Standards-based grading is a relatively new approach to assessment focusing on students' mastery of content rather than on individual tasks. In this course, we will learn the history of traditional grading practices and the debate around the assessment revolution. We'll provide you with a variety of resources to help you understand and implement standards-based grading practices, including ways of incorporating student voice in the conversation. By the end of this course, you will be able to identify the merits of standards-based grading as well as brainstorm potential solutions to some of its challenges. Prepare for a fresh approach to assessment and grading that will empower students to take control of their learning!

LE5 505: Empowering Students to Create Persuasive Arguments (5624)

Unlock the critical components of argumentation and gain essential vocabulary to dissect, comprehend, and construct persuasive arguments in this compelling course all about persuasion. Learn how to create engaging activities, lead dynamic discussions, and how exercises in argumentative writing teach logic, reasoning, evidence, evaluation, and persuasive communication. Design a mini lesson based on respectful discourse that fosters constructive conversations with differing points of view. You'll leave the course understanding how persuasive communication can be a transformative skill in students' academic and personal life.

LE5 506: Time-Tested Learning Supports (5625)

This course explores dependable strategies that provide learning supports for students with special needs. You'll harness the power of differentiation and Universal Design for Learning (UDL) to create a learning environment that

caters to every student. Explore strategies to assist students with improving Executive Functioning (EF), and investigate technology techniques to boost student engagement. You'll dig into Assistive Technology (AT) and how it benefits the inclusive classroom, and learn tips for the practical implementation and advantages of AT tools. Whether you are refreshing your knowledge or are learning about these strategies for the first time, you will finish the course feeling well-equipped to create a learning environment for all students.

LE5 507: Innovative Makerspaces for All Students (5626)

Imagine the possibilities: a room full of tools and materials, carefully selected, for students to tinker, play, and create? Makerspaces are exceptionally beneficial to education by allowing students to drive their own learning through design processes, so they can change the world! In this course you will understand the purpose, application, and benefits of maker spaces, and identify ways to ensure the space is accessible, and representative of all students. You'll know the right tools and materials with which to stock your makerspace, and learn both the Design Process and SCAMPER to help students frame their ideas. Whether you work with a makerspace or want to create one, this course will help you to bring additional innovation to your students' learning experience.

LE5 508: Learning with Awareness and Accountability (5630)

Looking for strategies and insights to inspire growth as a school leader? This course examines various ways to enhance leadership skills, and expand capacity to positively impact the school community. Deepen your understanding of the need for faculty and staff support by advocating for additional assistance in the school community. Articulate ideas and best practices for effective professional development programs that address the diverse needs of educators. Explore ideas for improving your communication style, and investigate information centered around applying Social Emotional Learning (SEL) principles as a school leader. These enhanced skills and practices will help you to become the leader you want to be!

LE5 509: Deeper Learning Through Debate and Argumentation (5632)

Teaching debate and argumentation skills in the classroom may seem daunting, but the benefits far outweigh the challenges! Debate enables deep engagement in learning, supports literacy skills like reading and writing as well as speaking and listening, and improves critical thinking abilities. In this course, you will learn why debate supports all areas of literacy and how it can easily be integrated into any content area. Explore various debate structures, gather topics that align with your curriculum, and develop lesson plans to implement in the classroom. Unlock the potential of debate as a dynamic teaching strategy, and see how its integration into your curriculum can lead to improved engagement and learning outcomes.

LE5 510: Write On! Using Personal Narrative in the Classroom (5633)

Personal narrative writing is a common writing unit found in K-12 classrooms but it can feel like there are a million different pathways and methods for teaching it! While some students hunger for opportunities to complete personal writing, other students recoil at the idea of writing about their own lives. In order to meet all students' diverse needs and feelings about personal narrative writing, a variety of strategies and approaches are necessary to best support them—that's where this course comes in! In this course you will examine a variety of strategies for teaching personal narrative writing in the classroom. Then, examine the potential risks of personal writing for students, and discover ways to be intentional about introducing personal writing tasks in your classroom. Discover how to practice developing and adapting personal narrative writing lesson plans by viewing creative writing activities and mentor texts to scaffold student learning. By the end of the course, you will know fresh strategies for personal narrative, like podcasting and oral storytelling, and will have revolutionized your personal narrative writing unit to best meet students' needs. Write on!

LE5 511: Building and Sustaining an Exceptional Teaching Team (5636)

In this course, you'll discover best practices for attracting, hiring, coaching, and nurturing excellent teachers. You'll learn how to find the best applicants for your positions and assess whether applicants are a good fit for a position. For your existing staff, you'll review strategies for making good teachers into great ones, including conducting effective observations, providing meaningful coaching, and helping teachers set and meet goals that are important to them. Finally, you'll take a deep dive into the issue of burnout, including how to prevent it and how to intervene when teachers show signs of wanting to quit. By investing your time in this course, you will be able to proactively build and keep a great staff for years to come, saving yourself time and headaches down the road.

LE5 512: Content Writing Skills for College Readiness (5637)

Reading and writing are fundamental skills needed to thrive in college, and in life. With a focus on disciplinary literacy in the secondary classroom, educators can invite students to engage deeply in the academic disciplines like science, history, the arts, and even math. In this course, you will learn the importance of disciplinary literacy in the acquisition of academic knowledge and explore specific strategies to enhance reading, writing, listening, and speaking in your content area. Design opportunities to implement writing conferences, provide formative feedback, and utilize mentor texts to model disciplinary thinking. You'll leave this course with applicable strategies to teach students how to read, write, think, and talk like an expert in the field.

LE5 513: Teaching and Learning about Social Justice (5639)

We are living in a time where social justice activism and advocacy surrounds us! In this course, you will learn what is meant by "social justice," and what social justice means for educators, students, and schools. Filled with

resources about social justice, this course teaches students how they can get involved and be advocates for change. Explore pedagogical best practices for teaching students about social justice, and leave the course with meaningful ideas for supporting advocacy and action for social change.

LE5 514: Trust, Humor, Praise, and Connection for Meaningful Relationships with Students (5643)

LE5 515: Cultivating Equity in STEM (5272)

Dream big and empower the next generation of diverse Science, Technology, Engineering, Arts, and Math innovators! In *STEM, STEAM, Make, Dream*, the author of the course text, Dr. Chris Emdin, reimagines STEM as inclusive, equitable, and accessible for all students, in particular students from historically marginalized communities who have been most excluded from STEM. In this inspiring, actionable course, you'll teach students how to claim a positive STEM identity, cultivate a sense of belonging in your classroom, and integrate the arts to build STEAM with creativity and maker culture. Encourage students to see themselves in STEM by connecting with mentors and learning about the contributions of diverse STEM thinkers. Engage students with real-world applications to address issues that matter to them. Activate students' natural curiosity with play and technology that brings STEM to life, such as augmented and virtual reality. This course will prepare you to foster a STEM culture where all students are "STEM people!"

LE5 516: Trauma-Informed Teaching in Early Childhood (5288)

This course is a warm hug around a topic that is difficult to embrace. Early childhood educators will explore everything from how to define trauma, to determining the meaning behind students' behaviors in the classroom. Learn how children's cognitive, language, physical, and social-emotional development are impacted by trauma, and load up on an armful of strategies to make students' lives better and more manageable. Uncover how trauma-informed and culturally responsive practices make us better educators, and study ways to respond when our youngest students express their experiences. Discover Whole-Classroom Strategies and Individualized Support Plans to ensure our littles feel safe, seen, and supported.

LE5 517: Growing and Learning with Nature-Based Outdoor Education (5292)

Gear up and get ready to spend time in the great outdoors! This course will encourage you to have your "Littles" frolicking and finding out how the outdoor world works as they spend time soaking up Vitamin N (nature). See how spending time with trees, streams, plants, sunshine, and snow improves students' mental health, well-being, and happiness. Unearth books and dig into resources that champion and support outdoor learning for both teachers and students. Even explore how you can challenge the status quo by studying how technology can enhance outdoor learning, and listen to some of the best outdoor education podcasts. Watch how students blossom into outdoor leaders as you design lessons and activities that take-and-make the best of nature-based learning.

LE5 518: Motivate, Celebrate, and Innovate with Secondary ELA Instruction (5289)

Each secondary ELA student is unique in their own literacy skill development, relationship with reading and writing, values, beliefs, and stamina—mix all of these ingredients together and put state standards, student motivation, and engagement on top, and it can feel like a recipe for chaos. Fortunately, there are a variety of tools to streamline your instruction! In this course, participants will explore fresh instructional strategies and tools for differentiating content in the secondary language arts classroom. Prepare to fill your recipe box by exploring new grading and assessment practices, identifying motivation and engagement strategies for secondary students, and utilizing opportunities to collaborate with colleagues to make the hard work of secondary ELA sustainable. Whether you are a new or experienced ELA educator, come explore, share, and grow with colleagues who teach the same content as you!

LE5 519: Strengths-Based Support for Neurodiverse Learners (5291)

Neurodiversity is a gift to our world, and understanding how to support neurodiverse students is essential in today's classrooms. This information-packed course provides definitions, strategies, and explanations to shed a fresh perspective on what it means to be neurodiverse. You'll adapt a lesson to include principles of Universal Design for Learning (UDL), and explore strategies specifically for neurodiverse students. Learn how to improve your positive behavior game with shifts in practice that accommodate the unique needs of students who are neurodiverse, and challenge misconceptions related to Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD). Prepare a plan to support students who struggle with executive function, and celebrate neurodiversity and diversity from a strengths-based perspective. This course will show general, content-area, and special education teachers, and supportive staff how to create a learning environment where every student can thrive, regardless of their unique learning needs.

LE5 520: Systematic and Explicit Phonics Instruction for Early Reading and Writing Success (5282)

Teaching phonics requires an in-depth understanding of the processes and science behind learning to read, however many educators indicate gaps in their knowledge-base. This course helps bridge the divide with opportunities to explore the foundational underpinnings of phonics— the alphabetic principle, letter-sound correspondence, spelling patterns, and more advanced phonics skills like syllable division and morphology. You'll learn about assessment structures to evaluate the needs of individual students and use our lesson template to design differentiated whole and small group instruction. You'll gather strategies and routines for teaching irregular high-frequency words, learn the best approaches for incorporating decodable texts in your instruction, and support student practice applying letter-sound relationships through reading and writing. Perfect for general educators, interventionists, support specialists and special educators, this transformative course ensures you're better equipped to address student errors with explicit and targeted instruction so that students come away with a strong foundation for future reading success.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

LE5 521: Transforming the Mathematical Experiences of Young Children (5287)

Designed to empower educators with the knowledge to teach mathematics effectively to young children, this course explores the variety of ways students can learn math throughout their day. Whether you are an experienced teacher looking for ways to enhance your math instruction or a new teacher finding your footing, you will leave the course with ideas for teaching a variety of math concepts for 3-6 year olds, from counting to algebra. Discover how math happens in informal spaces and ways to encourage families to engage in math at home. Extend your learning using the collegial conversation starters from the colorful course text. Whether you consider yourself a "math person" or not, don't count yourself out! This course will leave you feeling confident, energized, and eager to share your new knowledge with students.

LE5 522: Effective Fluency Instruction for Skilled Reading (5293)

Discover innovative ways to incorporate fluency practice into reading instruction! This course will empower educators with the knowledge and tools to enhance reading fluency in their students. You'll explore the latest research on how the brain learns to read and discover how decoding, vocabulary, comprehension, and fluency interconnect to create proficient readers. Gather evidence-based strategies focused on modeling, repeated reading, coaching, and understand how the inclusion of performance can support expression and prosody. To help pinpoint underlying skill gaps, you'll investigate the use of assessments and learn how small group instruction can help differentiate learning, providing tailored support for students with varying needs. By the end of this course, you will be equipped with the knowledge and practical skills necessary to help every student become an engaged, fluent reader.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

LE5 523: Love, Literacy, and Liberation in the Culturally Inclusive Classroom (5290)

When asked to describe how you feel about your students, a word like "love" would come as no surprise. But, what does it mean to practice revolutionary love, the kind of love that is backed by action and intentionality? In this course, you will reflect on your own current teaching practice by participating in an audit of your curriculum and literature resources, school policies, and practices. Based on these results, you will develop a variety of lesson plans, activities, and initiatives to support students' linguistic diversity, reading and writing development, and family and community engagement. By the end of the course, you will not only have more tools for literacy

instruction, but you will also have a new understanding of what it means to be a culturally inclusive educator who not only believes in love but enacts it!

LE5 524: Communicating and Connecting with Families (5294)

We all want to see our students soar and achieve! Family engagement and effective communication are two tried-and-true techniques educators can use to bolster student success in the classroom and beyond. In this course, educators will explore the benefits of engaging families in classroom events, and strategies for effective culturally responsive communication. Listen and learn from the latest podcasts that cover everything from the relevance of family engagement to practical tips for making connections. Explore the Family-School Partnerships framework by watching a presentation from family engagement expert Dr. Karen Mapp, then design an in-person or virtual classroom event to get to know the families of your students. Student success is a collaborative effort, and this course will prepare you for fostering deeper, more meaningful connections.

LE5 525: Immersive Learning with Google Arts & Culture (5295)

Make learning come alive with Google Arts & Culture! Discover the incredible resources available on this digital database with artwork, artifacts, and 360-degree images of natural wonders, cultural sites, and more. Whether you teach the arts, history, STEM, world language, or another content area, Google Arts & Culture offers resources to enhance learning and engage students. Global museum collections, themed topic areas, virtual field trips in augmented and virtual reality, and interactive experiments connect students with real-world, immersive experiences. Curate exciting and memorable lessons with ready-to-go resources made for educators. In this exploratory course, you'll familiarize yourself with Google Arts & Culture resources and "wow" students as you bring the world to the classroom with technology.

LE5 526: Learning by Choice (5300)

Have professional learning books you'd love to read and use with students, or for your own professional development, but can't find the time? Watched a documentary that would be the perfect tool to teach a topic? Spent time traveling or have trips planned and want to apply your insights to the classroom? Attended a professional development training or workshop that didn't offer credit?

If any of these sound familiar, this is the course you've been looking for! In this course, you have the freedom to

- choose a text (related to teaching),
- a tool (documentary, tv series, podcast etc.),
- a travel experience (a trip you took or plan to take, a field trip with students, etc.),
- a training (PD workshop, etc.) pathway that meets your learning needs

At your own pace, you will engage in a guided exploration, with plenty of options to demonstrate your learning. By the end of the course, you'll apply what you've created to support your role in education. Your most precious resource is time, so decide what you want to learn!

LE5 527: Serving Up Student Success with Pickleball (5533)

Are you a PE or other educator looking for a way to keep students active, engaged, and thriving? We've got the answer, and it's pickleball! Discover how to teach students the rules, etiquette, and code of conduct on the court, as well as pickleball basics like the equipment needed, pickleball's unique vocabulary, and of course, how to play the game! Learn how pickleball connects and strengthens students' social emotional skills—and even gets them off their phones! This active, low cost, and easy-to-learn sport is sweeping our nation for a reason. Find out how you can use pickleball to boost your students' happiness and well-being in this one of a kind course.

LE5 528: World Language Differentiation for Heritage and Native Speakers (5576)

Students who are heritage or native speakers bring a wealth of knowledge to school and the classroom, especially in World Language class! This course will expand your toolkit to include the Language Experience Approach (LEA), oracy, and a wealth of differentiation possibilities; many of which can also be used with students identified as gifted and talented! Through connections to the ACTFL 5 C's, you'll revise and create inclusive activities and lessons that can showcase the voices and gifts of students who are heritage or native speakers. You'll also have a chance to interact with others via a Padlet, sharing tips, stories, and strategies to succeed in your role as a cultural mediator. Finally, you'll learn different ways to scaffold your instruction for all learners to reinforce skills and make success attainable. Explore ways to meet the needs of both students who are heritage or native learners, along with general language learners, in the same World Language classroom with this practical course!

LE5 529: Re-Imagining Trauma-Informed Practices With Equity (5524)

We know students experience trauma in a variety of contexts, both in and out of school. While we cannot always change the circumstances around trauma, we can ensure all students are cared for by incorporating equity principles as part of our trauma-informed practices, and this course will guide you toward that goal. You'll engage with ways to implement strategies to push back against deficit thinking, foster unconditional positive regard, and establish healthy boundaries within the classroom. Explore opportunities to incorporate movement or art as therapeutic tools for healing, and to develop a collaborative activity based on critical consciousness. Learn how to challenge the status quo by evaluating school policies to align with equity-centered, trauma-informed practices. By the end of this course, participants will have the tools and framework needed to create a more inclusive and supportive educational environment for all students.

LE5 530: Using Technology to Transform Research Writing (5628)

Research writing can be an intimidating topic to approach in the classroom. With so many rules around style and citation, it's no wonder teachers and students gravitate towards more open-ended styles of writing. However, research writing is an important writing style offering excellent opportunities to create interdisciplinary, real-world content. With the emergence of new digital tools to assist with writing, the research writing process has never felt more manageable! In this course, participants will review resources and tools for teaching research writing and design a variety of digital tools to implement in their own instruction. From mind maps and collaborative digital toolkits, digital resources for teaching editing and revising, and artificial intelligence (AI) tools, participants will develop ways to engage all learners in the writing process! By the end of the course, teachers will know how to make research writing come to life for their students! Come explore all of the digital tools that can transform the research writing classroom!

LE5 531: Nutrition, Exercise, Wellness, and Sleep for Teachers (5296)

Take a personal and individualized wellness journey using The Health Compass Method focused on winning each day. Learn the 6 step process to identify priorities, goals, and habits that will lead you on a path to improved health and wellness. Trust your compass as you uncover best practices of nutrition, exercise, wellness, and sleep. Through informative videos, guided reflection and intentional planning opportunities, you'll gain the knowledge and tools needed to be your best self. Ideal for educators of any role, this course will help you increase your self-awareness.

LE5 532: SEL Skills and Practices for High Potential and Gifted Students (5299)

While gifted and twice exceptional (2e) students are identified based on talent or affinities, this course addresses students' often overlooked need for social-emotional learning (SEL) skills. Explore research-based, practical strategies for differentiating instruction for diverse learners, engaging both under- and overachieving students, and create an instructional artifact for colleagues to understand SEL goals for gifted and 2e learners. Analyze and evaluate district and school policies for diversity, equity, and inclusion to ensure equitable access for high-potential students. Understand how to mitigate challenges like perfectionism and worrying, while teaching resilience skills. Regardless of content area or specialty, all teachers, participants will have a strong understanding of how to support both the academic and emotional needs of gifted and 2e students.

LE5 533: Empowering Students with Assistive Technology (AT) (5310)

Assistive Technology (AT) can be the key to ensuring success for all students! Although the inclusion of AT provides different ways for students to access information, the content remains the same! Explore the vast array of high and low tech tools to support students including the speech-to-text, assistive listening devices, and speaking aids, along with resources for specific content areas. You'll even learn how Artificial Intelligence (AI) can play a role in AT! Strengthen communication and collaboration between home and school by creating a resource

to demystify the AT selection process for families. Design or modify a lesson plan using Universal Design for Learning (UDL), that includes AT tools to ensure every learner has the chance to shine. This course provides space for both discovery and application to empower students through the use of AT.

LE5 534: Teaching Artificial Intelligence (AI) Literacy for Students (5313)

From ChatGPT to TikTok algorithms to shopping recommendations, Artificial Intelligence (AI) is increasingly embedded in students' daily lives, transforming industries, and shaping future education and career pathways. That's why empowering students with AI literacy—the knowledge and skills to understand, navigate, and critically engage with AI—has become an essential priority educators. In this timely course, you'll develop lessons and strategies to teach students how AI systems work, how to use them safely and effectively, and how to thoughtfully evaluate the ethical implications, societal impacts, and data privacy concerns AI technologies present. You'll develop hands-on practices to integrate AI education across content areas, cultivate critical thinking skills, and assess AI literacy. Let's prepare students to be informed and responsible citizens, consumers, and creators in an AI-driven world!

LE5 535: Making Mistakes Meaningful for Students AND Teachers (5314)

When Bob Ross said “mistakes are happy accidents,” it was easy to believe in the context of painting, but why is it so hard to accept in the context of our teaching? Perhaps, the school system appears not to welcome failure, as evidenced by high-stakes testing and class rank. Or, because we teach students to learn from mistakes, but often fear them ourselves. In this course, you will reflect on your relationships with failure and mistakes, both personally and professionally, including the barriers faced—from fear, to perfectionism, to burnout. You will then analyze and collaboratively problem solve mistakes at the classroom and school levels. By the end of the course, you will develop a mistake-welcoming classroom by creating lessons and activities for students (and yourself!) to navigate and reframe risk-taking. Learn to embrace mistakes and transform risks into opportunities to rise!

LE5 536: The Brilliance of Playful Learning for All Ages (5315)

Explore the brilliance and discover the characteristics of playful learning in this refreshing course about the Pedagogy of Play! Feel energized and enlightened as you read the research that supports the power of play as a proven teaching strategy. Created for students from PreK through 12th grade, learn about cross-cultural indicators of playful learning and poke through a teaching toolbox filled with 18 tools designed to enhance your lessons and learning activities. Reflect on your beliefs about play as a pedagogy and grow in your understanding about how play enhances learning for students with different abilities, backgrounds, and life experiences. Prepare for pushback from the powers-that-be so you are ready to respond with what the research proves: play improves student outcomes and success. You will even have the opportunity to explore how play influences and creates curiosity in your own life. Enjoy the empowerment, wonder, and meaning play can bring to your teaching in this one-of-a-kind course.

LE5 537: Six (More) Practices to Shift Your Focus to the Science of Reading (5317)

With the conversation about the Science of Reading centered on beginning readers, upper elementary educators have been left to wonder what the research says about intermediate reading instruction. This course presents upper elementary teachers with the foundational research, practical strategies, and cheerful encouragement to meet the advancing needs of diverse learners. It is a continuation of knowledge building gathered from the author's first text, which is the anchor for course 5227: *Shifting Your Focus to the Science of Reading* and focuses on early reading instruction. We encourage participation in both courses (though not required) as each helps educators grow their knowledge to cover the spectrum of skills from the alphabetic principle and phoneme-grapheme connections, to listening comprehension and sight word memorization (included in the PK-3 course). The 6 practical, high-leverage shifts presented in this course, however, will expand your knowledge to answer questions like:

- How can I support background knowledge building to improve reading comprehension?
- What role does traditional strategy instruction (ex. main idea, inferring) play in comprehending complex texts?
- How can I support decoding and word recognition skills for advancing readers?
- What does research say about effective fluency strategies?
- How do I balance independent/silent reading with small group instruction during my reading block?

Through your work in this course you'll begin to make thoughtful, science-aligned adjustments to your reading instruction that support skilled reading.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

LE5 538: Questions and Connections with NGSS Science Storylines (5321)

This course empowers educators to revolutionize science instruction with the Next Generation Science Standards (NGSS) student-driven Storylines! Just like thinking routines, Storylines emphasize repeatable practices to enable deeper learning. Learners will engage with routines to support the creation and use of

Storylines by crafting focus questions, choosing anchoring phenomena, and bundling performance expectations, standards, and content areas. Connect with practical strategies supporting hands-on exploration and critical thinking, and create an engaging classroom environment using the benefits of student-centered and Storylines. This course provides tools to revolutionize science education through student driven learning, shaping a future where curiosity and exploration drive student success.

Note: Prior experience with NGSS *3-dimensional learning* and *phenomenon* will be helpful, but not necessary to complete this course.

LE5 539: Beyond the Book: Creating a Comprehensive Unit for Stamped (5330)

Young Reader’s Editions of texts provide an incredible opportunity to teach students new ideas in developmentally appropriate ways; however, designing a unit is no small feat. Teachers rarely have time to innovate their lessons, let alone an entire unit of study...until now! This inaugural course in the Beyond the Book Series will walk you through the process of designing and creating an instructional unit for *Stamped: Racism, Antiracism, and You* by Jason Reynolds and Ibram X. Kendi. Using Backwards Design and Universal Design for Learning (UDL) best practices, you will create a variety of learning activities and a final project to create a dynamic, engaging unit! Identify key themes and quotes and explore multimedia resources to support further investigation of historical events and ideas. By the end of this course, you will have a completed unit of study, and feel energized, confident, and ready to teach *Stamped: Racism, Antiracism, and You*!

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You’ll find the same great resources and applicable assignments as our traditional 3 module course format, but distributed over 10 modules.

LE5 540: Addressing Chronic Absenteeism with Creative Collaboration (5418)

Chronic absenteeism is America’s “hidden educational crisis.” In the wake of the COVID-19 pandemic, chronic absenteeism, defined as missing 10% of school days, has nearly doubled nationwide. Effects of chronic absenteeism include lower grades and achievement, increased risk of high school dropout, and poorer health and economic outcomes throughout life. The good news is when schools, communities, and families work together, they have the power to make a positive difference! Learn how to shift the conversation from punishment to partnership in this actionable course. Begin by investigating the data and impact of chronic absenteeism, and explore the underlying causes and systemic barriers preventing students from coming to school. Then, learn about foundational supports for all students, and specific research-backed, tiered interventions that get results, such as family engagement, home visits, and integrated school supports, and develop an action plan. This course will provide educators, support staff, and school and district leaders with a road map to address this critical issue and rebuild consistent attendance habits in your school community.

LE5 541: Effective Strategies for Addressing Off-Task Behavior (5419)

In this time of elevated student mental health challenges and increased responsibilities for educators, fresh ideas for behavior management and relationship building are needed more than ever. This course features practical strategies to minimize off-task behavior through proactive and low-key intervention strategies, explicit instructions for behavior expectations, and ready-to-implement routines. Review strategies for equitable behavior management practices and explore Artificial Intelligence (AI) tools to increase efficiency and formalize behavior intervention. Educators will also investigate strategies for executive function challenges to help students focus and stay on task. As a result of completing this course, learners will have a refreshed toolbox to keep students engaged and on task.

LE5 542: Educating with Neurodiversity in Mind (5420)

In today's inclusive educational landscape, it's critical to effectively support neurodiverse students in general, content-area, and special education classrooms. This course is packed with resources sharing definitions, strategies, and explanations for a new perspective on what it means to be neurodiverse. Learn how to shift behavior interventions to better serve neurodivergent students, and explore how to support students with executive functioning strategies. Challenge misconceptions related to Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD), and celebrate neurodiversity through a strengths-based lens. To culminate your learning, you will adapt a unit to include principles of Universal Design for Learning (UDL), create a behavior strategies guidebook, or prepare a plan to assist students who struggle with executive function. You'll leave this course with a new comprehension of neurodiversity, and ideas for appreciating both the strengths and needs of neurodivergent learners.

LE5 543: Navigating Anxiety for Student Well-Being (5421)

As we continue to learn more about children and their mental health needs, anxiety remains a challenge for students everywhere. This course shares information about the multifaceted aspects of student anxiety, including the role of the brain, impacts of social media on student mental health, and considerations for discussing anxiety with students. You'll learn about accommodations and modifications for students with anxiety, and connect it to rising school absenteeism challenges. Boost your toolbox with a variety of strategies proven to be successful for students with anxiety, including mindfulness practices, awareness and grounding techniques, and the cognitive behavior therapy (CBT) Triangle. At the end, you will be prepared to share information with colleagues and support students struggling with anxiety through sure-fire strategies learned in the course. You can make a positive impact by understanding the whats, hows, and whys of anxiety.

LE5 544: Using Artificial Intelligence (AI) As Your Classroom Co-Pilot (5701)

AI is transforming the way we live, so how can we use it to boost efficiency and reduce effort when designing teaching materials and performing repetitive tasks? From creating quizzes, gathering data, producing presentations, assessing students, to managing materials, AI can be your collaborative classroom co-pilot! Discover trending AI tools teachers rely on and guide students in using AI in ways that are authentic and transparent. Compose your own classroom AI policy to proactively communicate your stance as you steer students into the future and beyond. Capitalize on the opportunity to ask questions, engage in conversations with fellow educators, and receive support through our live synchronous Zoom session all about AI!

LE5 545: Instructional Strategies to Engage and Inspire (5703)

Revitalize your instructional strategies with this course designed to engage and inspire students! From Artificial Intelligence (AI) to the arts, both experienced and new teachers will explore ways to incorporate fresh ideas into instructional design and lessons. Investigate implicit biases and uncover how they trickle into teaching, and reimagine ways of approaching tried-and-true activities like Bell Ringers, Exit Tickets, and questioning. Grab a cup of coffee and share your best instructional ideas with a colleague to discuss new-to-you practices during the synchronous portion of the course. This experience will leave you feeling invigorated and ready-to-refresh the way you start and end classes using updated strategies that engage students.

LE5 546: Creating a Gender Inclusive Classroom for Young Learners (5312)

Young Reader’s Editions provide an incredible opportunity to teach students new ideas in developmentally appropriate ways. However, designing a unit is no small feat. Teachers rarely have time to innovate their lessons, let alone an entire unit of study...until now! This course in the Beyond the Book Series allows you to design an instructional unit for Braiding Sweetgrass. Identify key themes and quotes and explore multimedia resources to build background and content-area knowledge. Then, using best practices in Backwards Design and Universal Design for Learning (UDL), develop a variety of learning activities and a final project to create a dynamic, engaging unit! By the end of this course, you will have a complete unit of study, and feel energized, confident, and ready to teach Braiding Sweetgrass.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You’ll find the same great resources and applicable assignments, distributed over 10 modules.

LE5 547: Empowering Multigenerational Newcomers with Language and SEL Support (5308)

Welcoming newcomer students – immigrants or refugees– to our classrooms requires targeted and compassionate interventions to foster feelings of belonging and empowerment. This survey course offers insights, ideas, and strategies to support student newcomers and their families. You’ll create a resource guide for families, and a Newcomer Kit to empower students to navigate their new school. Explore language development

strategies with multi-cue and comprehensible input approaches to learning English, and deepen your awareness of the needs of newcomer students with learning disabilities. Equip yourself to discuss immigration and refugee current events through respectful and productive dialogue as an advocate for newcomers. Plan language input and output strategies as practice opportunities for English language development. You will leave this course with a broad appreciation for empowering student newcomers and their families with the tools they need for success in their new schools and communities.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

LE5 548: Beyond the Book: Creating a Comprehensive Unit for Braiding Sweetgrass (5331)

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

Young Reader's Editions provide an incredible opportunity to teach students new ideas in developmentally appropriate ways. However, designing a unit is no small feat. Teachers rarely have time to innovate their lessons, let alone an entire unit of study...until now! This course in the Beyond the Book Series allows you to design an instructional unit for Braiding Sweetgrass. Identify key themes and quotes and explore multimedia resources to build background and content-area knowledge. Then, using best practices in Backwards Design and Universal Design for Learning (UDL), develop a variety of learning activities and a final project to create a dynamic, engaging unit! By the end of this course, you will have a complete unit of study, and feel energized, confident, and ready to teach Braiding Sweetgrass.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

LE5 549: Structured Vocabulary Practices for Rebus Word Learning (5327)

One of the key contributors to language comprehension is the breadth and depth of vocabulary knowledge a student brings to a text or topic. In fact, it's the bridge! In this vocabulary course, you'll learn about the features of evidence-based vocabulary instruction, including routines for introducing new words, protocols for prioritizing words, and strategies for active processing of vocabulary knowledge. As part of a 4-part framework for word learning, you'll also learn ways to engage students with independent word learning actions like using context clues and unpacking word parts with morphology. And to encourage word play that builds the mental lexicon,

you'll design a fun word challenge for students! Ideal for 3-12 general educators, support specialists, and content area teachers, this foundational vocabulary course will equip you with the knowledge you need to deliver structured and robust vocabulary instruction aligned to the science of reading.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

LE5 550: Beyond the Book: Creating a Comprehensive Unit for Born a Crime (5332)

Young Reader's Editions of texts provide an incredible opportunity to teach students new ideas in developmentally appropriate ways. However, designing a unit is no small feat. Teachers rarely have time to innovate their lessons, let alone an entire unit of study...until now! This course in the Beyond the Book Series allows you to design and create an instructional unit for Born a Crime. Explore historical information and multimedia resources about apartheid, including connections between apartheid and present-day human rights issues. Identify key themes related to identity and belonging, and analyze the text using a variety of comprehension strategies. Then, using best practices in Backwards Design and Universal Design for Learning (UDL), create a variety of learning activities and a final project to create a dynamic, engaging unit! By the end of this course, you will have a complete unit of study, and feel energized, confident, and ready to teach Born a Crime.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

LE5 551: SEL for Middle and High School Students (5323)

In a post-pandemic world, there remains a significant need for supporting middle and high school students in all aspects of social-emotional learning (SEL). This course will guide you in reflecting on your classroom practices to promote the Collaborative for Academic Social Emotional Learning (CASEL) framework through resilience, self-awareness, and more. We'll explore how to refresh group processes and classroom organization to empower students, design a collaborative activity based on restorative practices, and implement a lesson on metacognition to enhance self-awareness and executive function skills. Challenge the status quo through assignments focused on identity, empathy, and responsible decision-making, and design your assessment philosophy to support student resilience. Filled with SEL strategies, this course will refresh and restore the way you promote social-emotional learning in your middle or high school classroom.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

LE5 552: Celebrating and Supporting Twice-Exceptional (2e) Learners (5325)

Imagine a student who's a creative force, but struggles with organization. Or a whiz at math who gets frustrated with reading. These are just some of the unique challenges faced by twice-exceptional (2e) learners, who are identified as gifted and as having a specific learning disability. This course will help you better understand and support your 2e learners so you can champion them! You'll learn about the essential shift from deficit-based to strengths-based thinking, and how to identify potential learning challenges, executive dysfunction, and processing disorders, through case studies. Explore how motivation strategies and microgoals can inspire 2e learners, and develop a resource to support 2e students' mental health and Social-Emotional Learning (SEL) skills. Finally, you will build a lesson to help students understand and celebrate neurodiversity. This resource-packed course will expand your toolbox to support and celebrate your twice-exceptional learners in meaningful and impactful ways.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find great resources and applicable assignments, distributed over 10 modules.

LE5 553: Unveiling Efficiency & Engagement with the Magic School AI Tool (5306)

What enchanting technology grants teachers the gift of extra time? Enter the Artificial Intelligence-powered world of Magic School AI! Among the growing field of generative AI tools, Magic School AI has emerged as a comprehensive favorite designed to meet educators' needs. This easy-to-use, free, customizable tool is a powerful teacher assistant, simplifying tasks like differentiating lessons, creating assessments, designing IEPs, crafting clear communication, and more. This course will take you from basic navigation to innovative creation with Magic AI's rubric, choice board, and exemplar generators. Discover recommended tools tailored to your role and content area, and ideas for using the embedded MagicStudent tool to create a safe, guided AI experience for students. Whether you're an AI novice or an experienced user, this course unveils the enchanting features of Magic School and will empower you to apply timesaving teaching tools with confidence and creativity.

LE5 554: Harnessing Artificial Intelligence for Innovative Instruction (5328)

Explore the transformative capabilities of artificial intelligence tools to optimize instruction while lightening your teacher workload! Learn how AI can become your invaluable "teaching assistant," streamlining the creation of lesson plans, presentations, and assessments. Navigate AI safely and effectively with guidelines for evaluating data privacy, bias, and accuracy. Harness the power of language models like ChatGPT, Google Gemini, and

Microsoft Copilot to save time and reduce burnout. Discover specialized prompt tools tailored to educators' unique needs, from content creation to personalized learning pathways. Customize activities for individual student needs with features like text leveling, speech-to-text, translation, and more. Introduce students to custom chatbots and AI tutors in monitored spaces, elevating engagement and building AI literacy. Level up your lesson planning with AI assistance, and boost efficiency and effectiveness in your classroom!

LE5 555: The Art and Skill of Listening to Understand (5307)

Our rapid-fire culture, fueled by short videos and sound bites, clashes with the need for soft skills like active listening in today's workforce. This course provides essential information on why listening skills are crucial for strong communication and relationships, both now and in future careers! You'll learn the differences between hearing and listening, and active and passive listening, explore five key types of listening, and investigate practical strategies to adjust classroom protocols for a more successful classroom. Fun activities encourage you to refine your listening abilities through paraphrasing, empathy, and more. Packed with resources, tips, and tricks, this course empowers you to teach, reinforce, and ultimately improve student listening skills, setting them up for success in communication and interpersonal connections.

LE5 556: High-Dosage Tutoring for Learning Recovery and Acceleration (5320)

Explore the transformative potential of high-dosage tutoring (also known as high-impact tutoring) to address learning loss and accelerate achievement for all student groups. When compared to other academic interventions, high-dosage tutoring boasts the most robust evidence for significantly improving student outcomes. In this course, you'll gain a deep understanding of how high-impact tutoring—which is intensive, relationship-based, and personalized—differs from traditional tutoring methods. Drawing upon examples from districts across the country, you'll examine successful implementations of high-dosage tutoring programs, exploring various models and strategies for setup and sustainability. The course provides practical insights into overcoming common challenges, including strategies for securing funding and addressing logistical considerations. Discover innovative technologies, such as AI-powered tutoring platforms like Khanmigo, and learn how these tools can enhance the effectiveness and efficiency of tutoring efforts. Whether you're a teacher, administrator, or district leader, this course equips you to advocate for, plan, and implement high-impact tutoring initiatives in your school community.

LE5 557: Behavior Support for Students with Autism (5311)

The diversity of students with Autism Spectrum Disorder (ASD) showcases their unique strengths and perspectives, which can be a great asset to society. This form of neurodiversity can lead to behavior that might be disruptive in a classroom setting. Through the use of case studies and expert resources, this course will break down the basics of common ASD behaviors for general educators and support staff to assist autistic students. Learn about evidence-based practices (EBPs), functions of behavior, replacement

behavior, and reinforcements as strategies to understand and address behavior challenges. Explore how visual supports, social stories, video modeling, and an understanding of sensory function can assist autistic students with communication and social skills. Determine how Pathological Demand Avoidance Disorder (PDA) and anxiety can impact how students with ASD behave. Understand how the difference between a medical and social model of disability can reframe our work with these neurodivergent individuals. This important course will shed light and understanding on the best ways to compassionately and efficiently support autistic students.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

LE5 558: The Power and Possibilities of Play (5423)

Feel the enthusiasm, engagement, and energy jump off the page when you hear, “the power and possibilities of play!” More than a teaching strategy for our youngest, play enhances learning for all students from PreK to 12th grade, and even the adults, too. Learn the history of play, how to be an advocate for play in the classroom, support children’s right to play, and celebrate its benefits on the International Day of Play! Behold what researchers say about why play is the way we learn best, and identify the damaging effects of shrinking recess and taking play away. Investigate how you can infuse the best of technology and outdoor learning experiences into your professional play practice. Honor the rejuvenating power play brings to your classroom, including the ways it fosters friendships, teaches self-regulation, encourages social-emotional learning, and promotes well-being. Learn about the people behind the research, share your own play experiences, and take a quiz to determine your own play personality. Bring joy back to teaching as you rediscover the power and possibilities of play!

LE5 559: Reading Instruction for Multilingual Learners (5364)

Empower your multilingual learners (MLLs) to become confident readers!

Supporting the reading development of students learning English, requires an asset-based approach that honors and supports their home language while also advancing English skills. In this course, you’ll learn research-based literacy strategies and targeted language supports to boost the reading skills of your MLLs. You’ll expand the one-size-fits-all Science of Reading framework, to embrace the power of translanguaging, phonology, morphology, and other key components of reading instruction. Through reflection on current practices and investigation of new approaches, you’ll develop a deeper understanding of how to cultivate language and reading development simultaneously, ensuring all learners thrive. Ideal for general educators, support specialists, and English language development (ELD) co-teachers tasked with providing reading instruction, this course aims to equip you with the foundational knowledge and practical strategies necessary to unlock the full potential of every multilingual reader in your classroom.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

LE5 560: Cultivate Historical Thinking with Inquiry-Based Labs (5319)

Ignite student curiosity and deepen historical thinking with inquiry-based history labs! Whether your curriculum centers on ancient civilizations or modern movements, this course will guide you in creating engaging, investigative learning experiences that go beyond the traditional textbook techniques. Learn how to craft compelling historical questions, curate diverse sources for student analysis, and scaffold the inquiry process to support all learners. Integrate historical literacy, thinking, and argumentation skills, and prepare students for rigorous inquiry with skills like sourcing and considering multiple perspectives. Discover effective approaches for teaching “hard history,” facilitate meaningful discussions, and design assessments that measure both content knowledge and historical thinking skills. By the end of this course, you'll develop a dynamic history lab that fosters critical thinking, deep understanding, and lasting engagement with the past.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

LE5 561: Boost Literacy and Critical Thinking in All Content Areas (5360)

Encourage critical thinking in your classroom through essential literacy skills across all subjects – from math and science to social studies and physical education. Reflect on and design ways to integrate academic language into your discipline area, enabling students to approach text with confidence. Explore ideas and strategies to boost literacy in your classroom through summarizing skills, inference activities, cause and effect, compare and contrast, or analysis of argument. Boost literacy across the curriculum to improve student learning, and to empower independent thinkers, capable of dissecting complex ideas and forming their own informed perspectives in all areas of life.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

LE5 562: Teaching Relationships, Sex, and Health Education (5361)

Well beyond the “birds and the bees,” this course is a comprehensive look at the ways teachers, counselors, and health educators can effectively address the complex and important subjects of relationships, sex, and health education (RSE). Discover techniques, terminology and timelines, review the National Sex Education Standards (NSES), and investigate the policies and requirements for sex ed in your state. Explore a wide range of topics in the text, from consent to contraception, digital dating to sexting, and much more. Improve your self-confidence when facilitating discussions about sensitive topics, and learn to lead role-play activities that increase students’ knowledge and trust in their decision-making abilities. Empower your students by providing accurate and affirming sex and relationship education essentials for their health and well-being!

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You’ll find the same great resources and applicable assignments, distributed over 10 modules.

LE5 563: History and Foundations of Ethnic Studies in K-12 Schools (5362)

As states and school districts across the country begin to incorporate ethnic studies in social studies standards and graduation requirements, the conversation around ethnic studies continues to grow. But what exactly is ethnic studies, and how does it fit into your work as an educator? Join us to find out! In this foundational course, review the history and debate around ethnic studies in K-12 schools and examine various definitions to ground your understanding. Then, explore ethnic studies guiding values and principles, including holistic humanization, community cultural wealth, and critical consciousness to deepen your knowledge of ethnic studies frameworks. Design lesson plans and unit ideas that fuse ethnic studies principles into your current curriculum and instruction. By the end of this course, you will have a solid foundation on which to grow your ethnic studies expertise!

While not required, we recommend taking course 5362: History and Foundations of Ethnic Studies (this course) before enrolling in 5324: Designing and Implementing Ethnic Studies to gain a deeper understanding and enhance your overall learning experience.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You’ll find the same great resources and applicable assignments, distributed over 10 modules.

LE5 564: Using FigJam Digital Whiteboards to Engage and Collaborate (5363)

FigJam is a powerful online whiteboard tool designed to transform collaboration and engagement in your classroom. And it’s completely free for educators and students! Whether you're brainstorming ideas, facilitating

group projects, or gathering feedback, FigJam's flexible canvas and intuitive features make it easy to share ideas visually and work together in real-time. By keeping all learning resources within FigJam, students can stay focused on the task at hand and avoid the distractions of multiple tabs or windows. In this course, we'll dive into the many ways FigJam can enhance your teaching and amplify student voice, from creating interactive activities, to student-led projects. It's also a powerful tool for building connection and classroom community. If you loved Google Jamboard, get ready to discover how FigJam can unlock new possibilities for collaboration and learning in your classroom!

LE5 565: Designing and Implementing Ethnic Studies (5324)

Ethnic studies is expansive, complex, and dynamic; therefore, teaching it should be, too! Whether you are interested in teaching a standalone ethnic studies course, want to learn more about incorporating the concepts in your content area, or are already implementing them in your classroom and want some fresh instructional strategies, there is something for everyone. Following a review of the foundations and history of ethnic studies, this course focuses on the tools to teach them. Explore anti-racist and equity-focused assessment strategies, as you discover a wealth of resources, lesson plans, and unit ideas to build your curriculum bank. Consider how to approach complex discussions and prepare to utilize Youth Participatory Action Research (YPAR) as one method for engaging both the classroom and the community. By the end of the course, you will have reflected on your personal and professional identities and the ways they interplay with your instruction, and will feel ready to approach ethnic studies with a fresh set of strategies and perspectives!

We recommend taking course 5362: History and Foundations of Ethnic Studies before enrolling in 5324 (this course): Designing and Implementing Ethnic Studies to gain a deeper understanding and enhance your overall learning experience.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

LE5 566: Understanding and Affirming Transgender and Non-binary Students (5344)

Schools can be places of acceptance and belonging for transgender and non-binary students when we ensure their safety, well-being, and full participation in school life. This timely course provides tools for you to champion the needs of transgender and non-binary students. Gauge their current level of well-being within the school community through a school climate survey, and determine areas for professional growth. Consider policies that explicitly protect the rights of transgender and non-binary students, and develop proactive strategies to address anti-trans and anti-non-binary bullying. Build awareness through a variety of ways to celebrate and care for transgender and non-binary students. Through an abundance of resources and student case studies, this course

will empower you with a deep awareness and empathy about the experiences and challenges faced by transgender and non-binary students, with strategies to support their needs.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

Master of Science in Nursing

Director of Direct Entry MSN Program: Cynthia Edwards-Tuttle

DNP,

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Direct Entry Master of Science in Nursing (DEMSN)

Program Learning Outcomes

The student will:

1. Synthesize liberal education and nursing knowledge within a systems framework for advanced nursing roles (ULO 2a).
2. Exhibit critical thinking and evidenced-based decision-making incorporating scientific inquiry as a foundation to reach appropriate clinical judgement for health promotion, disease prevention and management of illness (ULO 5b).
3. Develop leadership through the analysis of the organization, policy and financing of systems and their effect on individuals and populations for optimal outcomes (ULO 4b).
4. Utilize effective communication, inter- and intra-disciplinary collaborative skills, and interprofessional partnerships to impact care through collaboration, management, coordination, and delivery (ULO 4c).

5. Incorporate the Franciscan ethic and standards of professional nursing portraying the core values and ethics of accountability, caring, communication, clinical reasoning, critical thinking, and lifelong learning (ULO 3b, 5c).
6. Demonstrate leadership to plan change and promote quality outcomes affecting culturally diverse individuals and populations providing high quality and safety care (ULO 2e, 2f).

Direct Entry Master of Science in Nursing Degree

The Direct Entry Master of Science in Nursing program is intended for individuals who hold a minimum of a bachelor’s degree in a non-nursing field who want to enter the nursing profession as competent, generalist nurse. Each course listed below is a required course for the Direct Entry Master of Science Program.

| Required Curriculum | | Semester Hours |
|---------------------|---|----------------|
| <i>Core Courses</i> | | |
| NUR 501 | Foundations of Professional Nursing Theories Guiding Practice | 3 |
| NUR 502* | Health and Physical Assessment | 3 |
| NUR 509 | Pathophysiology and Pharmacology Concepts | 4 |
| NUR 520* | Clinical Practice, Clinical Judgement, and Role Development I: Care of Adults with Common Health Problems | 6 |
| NUR 530 | Advanced Nursing Inquiry for Evidenced-Based Practice | 3 |
| NUR 575* | Clinical Practice, Clinical Judgement, and Role Development II: Mental Health Nursing Problems | 4 |
| NUR 580* | Clinical Practice, Clinical Judgement, and Role Development III: Care of Adults With Complex Health Problems | 6 |
| NUR 609 | Advanced Pathophysiology and Pharmacology Across the Lifespan | 4 |
| NUR 618* | Clinical Practice, Clinical Judgement, and Role Development IV: Nursing Care of Women, Children, and Families | 6 |
| NUR 623* | Clinical Practice, Clinical Judgement, and Role Development V: Population Focused Nursing | 5 |
| NUR 624 | Healthcare Systems Management and Policy in a Diverse Community | 3 |

| | | |
|----------|---|---|
| NUR 626 | Nursing Informatics | 3 |
| NUR 627 | Health Promotion and Disease Prevention across the Globe | 3 |
| NUR 628* | Clinical Practice, Clinical Judgement, and Role Development VI: Synthesis of Concept-Based Practicum | 6 |
| NUR 639* | Clinical Practice, Clinical Judgement, and Role Development VII: Contemporary Nursing Leadership/Management | 3 |

| | | |
|---------|---|----|
| NUR 641 | Knowledge Integration and Transition to Professional Practice | 3 |
| | Total | 66 |

****Indicates clinical and/or laboratory course experiences.***

Policies

Admission

Admission for Pre-licensure DEMSN students who meet the following requirements:

- Conferred baccalaureate or master's degree from an accredited university.
- Minimum cumulative Grade Point Average of 3.0 (on a scale of 4.0) in either undergraduate or graduate degree for the last 60 credits of degree.
- Admitted to Lourdes University
- Completed DEMSN Application
- Completed prerequisites to the DEMSN Nursing major
- Achieves a C or better in all pre-requisite courses with a minimum cumulative GPA of 2.75

For pre-licensure DEMSN students, continuation in the nursing major is contingent upon achieving a C+ or better in each course and maintaining a 3.0 cumulative G.P.A. in the nursing major and successful completion of required Laboratory and Clinical components to include passing Clinical Calculations Exams (CCEs).

Direct Entry MSN Degree Requirements:

Each master's degree candidate must successfully complete the following prior to graduation:

- All Lourdes University graduation requirements.
- All courses that comprise the instructional portion of the M.S.N. degree program, including a combined minimum total of 780 Clinical and Laboratory hours.
- A nursing capstone project which includes a scholarly paper.
- A presentation of the capstone project to faculty, students, and invited guests.

Nurse Educator and Nurse Leader 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 inter-professional 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

The Master of Science in Nursing program is for bachelor's prepared registered nurses (RNs) who seek advanced practice as a nurse educator and nurse leader.

The Master of Science in Nursing for Nurse Educator and leader program will be offered in a Self-Paced, On-line course work modality.

Approval: Lourdes University has been approved by the Higher Learning Commission (HLC) to offer Self-Paced, On-line Education programs . This model ties learning activity back to credit hours and as a result, allows flexibility for student progression and the ability to offer federal aid to students.

About: Lourdes University offers one graduate program, the Master of Science in Nursing in a self-paced, online format. Students can enroll for a term subscription period with 6 start times a year.

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, unrestricted license as a registered nurse in attendee's state of residence
- 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 transcripts from all colleges and universities attended
- One recommendation using the Lourdes University recommender form supporting the applicant's potential success in the MSN program such as the applicant's potential or ability for functioning in the advanced practice role (clinical skills, critical thinking, independent decision making, collaborative skills with other health professionals, and nursing leadership).
- Current copy of a resumé or curriculum vitae.
- Graduated from an accredited college or university with a bachelor's degree in nursing

Program Completion Requirements

Each master’s degree candidate must successfully complete the following prior to graduation:

- All Lourdes University graduation requirements.
- All courses that comprise the instructional portion of the M.S.N. degree program, including a 120-hour practicum experience.

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 and specialty certification. Each course listed below is a required course for the Nurse Educator concentration.

Required Curriculum Semester Hours

Core Courses

| | | |
|----------|---|-----|
| ENG 670 | Graduate Nursing Writing Preparation | 3 |
| NUR 600 | Theories and Values for Advanced Nursing | 3 |
| NUR 612 | Health Care Policy in a Diverse Community | 3 |
| NUR 620 | Advanced Statistics and Data Analysis | 3 |
| NUR 622 | Advanced Nursing Inquiry for Evidenced-Based Practice | 3 |
| NUR 625 | Nursing Informatics | 3 |
| NUR 692 | Practicum in Advanced Nursing Roles-Educators | 3 |
| NUR 696 | Professional Proposal Design | 2 |
| NUR 698 | Nursing Capstone | 2-3 |
| NUR 699* | Nursing Capstone Continuation | 0 |

Educator Courses

| | | |
|---------|---|---|
| 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 and specialty certification. 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 Advanced Statistics and Data Analysis | 3 |
| NUR 622 Advanced Nursing Inquiry for Evidenced-Based Practice | 3 |
| NUR 625 Nursing Informatics | 3 |
| NUR 690 Practicum in Advanced Nursing Roles-Leaders | 3 |
| NUR 696 Professional Proposal Design | 2 |
| NUR 698 Nursing Capstone | 2-3 |
| 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.*

Master of Science in Nursing Degree: Nurse Anesthesia Concentration

(Please note: This program is no longer offered after January 1, 2022)

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 take 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 the 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 (NAP) is successful completion (B [3.0] or better) of a graduate-level statistics course (3 hours).

Below is the required curriculum for those students entering the Nurse Anesthesia Program Fall 2016 or later.

Required Curriculum Semester Hours

Core Courses

| | | |
|---------|--|-----|
| NUR 600 | Theory and Values for Advanced Nursing | 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 | 2 |
| NUR 698 | Nursing Capstone | 2-3 |

Nurse Anesthesia Courses

| | | |
|---------|--|---|
| NUR 603 | Basic Principles of Anesthesia and Lab | 4 |
|---------|--|---|

| | | |
|---------|---|---|
| NUR 604 | Advanced Principles of Anesthesia and Lab | 4 |
| 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 Across the Lifespan | 2 |
| NUR 630 | Launch into Clinical Practicum | 1 |
| NUR 631 | Clinical Practicum I | 3 |
| NUR 632 | Clinical Practicum II | 3 |
| NUR 633 | Clinical Practicum III | 3 |
| NUR 634 | Clinical Practicum IV | 3 |
| NUR 635 | Clinical Practicum V | 3 |
| NUR 636 | Clinical Practicum VI | 3 |
| NUR 691 | Senior Seminar | 3 |

Total

64-65

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 Admissions, 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 GPA of 3.0 or higher on a 4.0 scale. An official college transcript from each college/university attended must be submitted directly to graduate admissions from the institution of origin. The candidate must have course content within the last 10 years in:
 - a. Anatomy & Physiology, Inorganic and Organic Chemistry. Candidates must have a 3.0 or above in these courses.
 - b. For repeated courses the highest grade earned will be used in the calculation of GPA.
 - c. 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 Admissions if you have taken the GRE and would like to submit it
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 per week), providing direct patient care, in one of the following critical care areas listed below.
 - a. Candidates must have a **minimum** of 1 year as a Registered Nurse (RN) in a critical care area.
 - 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, if admitted to the nurse anesthesia program, must remain employed in their critical care area, providing direct patient care until 4 weeks prior to matriculation into the program.

Candidates must possess the following:

- a. Independent decision making
 - b. Ventilator experience
 - c. Exposure and use of vasoactive drips
 - d. Advanced psychomotor skills
 - e. Ability to interpret advanced monitoring modalities
 - f. 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 three letters of recommendation utilizing the Lourdes University recommender form.

Recommendations must be from the following individuals:

- a. A current peer who works alongside the candidate
- b. An immediate supervisor, or someone who performs or can evaluate the candidate in the workplace

- c. A Physician, Physician Assistant, or Nurse Practitioner the applicant has worked closely with in the critical care area

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. Candidates must have the shadow form completed and submitted along with their admission documents.

8. The CCRN critical care certification is **required** for interview eligibility and program admittance.
9. The accepted/alternate candidate must complete Graduate Statistics prior to matriculation into the Nurse Anesthesia Program.
10. Submit a Curriculum Vita.
11. Submit completed application and application fee. The application fee is \$50.00 and non-refundable.
12. Successfully complete the interview process (interviews are by invitation only).
13. On the day of the interview, the candidate must successfully complete objective testing.
14. A background check, health and drug screening will be required prior to beginning the program.
15. 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.
16. 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.)
17. A candidate may **re-apply** for the Nurse 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.

The administration of the Nurse Anesthesia Program reserves the right to offer and allow adjustments to the admission requirements or processes on an individual case basis while remaining consistent with the University's policy of nondiscrimination in its admission processes.

Procedure

1. The Director of Graduate Admissions and the Nurse Anesthesia Program Director establish admission deadline.

2. The Director of Graduate Admissions for completeness initially reviews the files. No candidate will be considered for admission with an incomplete file, unless the Nurse Anesthesia Program Director has granted permission.
3. The Nurse Anesthesia Program Director, along with the Nurse Anesthesia Program Administration and other designees, review all records for meeting the admission requirements.
4. The Nurse Anesthesia Program Administration and its designees present each candidates file to the group (The Nurse Anesthesia Program Administration and its designees) and select candidates to interview.

5. The Director of Graduate Admissions notifies the candidates for interviews.
6. The interview dates and times are scheduled through the NAP Administrative Assistant.
7. Members of the Nurse Anesthesia Program Selection Committee are oriented to the interview rubric and utilize this rubric during the interview to evaluate the candidates. Members may include but are not limited to: Nurse Anesthesia Program Director, Assistant Nurse Anesthesia Program Directors, Nurse Anesthesia Faculty, and two students from the graduating cohort. Students from the graduating cohort are involved in the interview process. Students are not involved in the deliberation of the candidates and do not participate in candidate selection. Only the Nurse Anesthesia Program Administration determines the candidates for admission, alternates, and those who will be denied admission.
8. Interview scores/comments are entered onto the admission rubric sheet.
9. The Nurse Anesthesia Program Administration determines the candidates for admission, alternates, and those who will be denied admission.
10. Recommendations for admission are made to the Director of the Graduate Admissions
11. Applicants must sign an “Intent to Enroll” form and remit a nonrefundable deposit before a seat in the cohort is reserved. This deposit will be applied to the first semester’s tuition.
12. If a candidate is selected to be an alternate for the Nurse Anesthesia Program, they will have the option to accept the alternate seat knowing that a spot may not become available for that Cohort. If a spot does not become available by August 1, the candidate will be notified. The alternate candidate will need to re-apply to the program through the graduate school and update their file (see #17 in Policy section).

Nurse Anesthesia Program Completion Requirements:

The Nurse Anesthesia Program follows the progression policies of the university, Graduate Nursing Handbook, and the Nurse Anesthesia Program Handbook. 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 Launch into Clinical Practicum and clinical practicum I-VI with satisfactory marks on daily clinical practicum evaluation forms.
- Complete and record a minimum of 600 cases, 700 preferred, 2000 clinical hours minimum, and satisfy all the COA case type requirements.
- Submit National Certification Examination paperwork and fee to Program Administrator.
- A nursing capstone project, which includes a scholarly paper
- A presentation of the project to faculty and students.

Nurse Anesthesia Program Drug and Alcohol Policy

The Lourdes University College of Nursing and Social Sciences

requires that all nurse anesthesia students must be free of illicit or illegal drugs and alcohol in the classroom setting, when supplying patient care or on call to supply 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 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 Director. 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 found online at Lourdes.edu.

Graduate Certificate Programs

Graduate Nurse Anesthesia Certificate

(This option WILL NOT be offered to incoming students after January 1, 2022.)

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 wish 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, Launch into Clinical Practicum, and clinical practicum I-VI, 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 Admissions and the Master of Science in Nursing nurse anesthesia concentration. These include:

1. Graduation from a nationally accredited MSN nursing program.
2. Bachelor 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.
 - b. For repeated courses the highest grade earned will be used in the calculation of G.P.A.
 - c. 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 it.
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 per week), providing direct patient care, in one of the following critical care areas listed below.
 - a. Candidates must have a **minimum** of 1 year as a Registered Nurse (RN) in a critical care area.
 - 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 if admitted to the nurse anesthesia program must remain employed in their critical care area, providing direct patient care until 4 weeks prior to matriculation into the program.

Candidates must possess the following:

- a. Independent decision making
 - b. Ventilator experience
 - c. Exposure and use of vasoactive drips
 - d. Advanced psychomotor skills
 - e. Ability to interpret advanced monitoring modalities
 - f. 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 three letters of recommendation utilizing the Lourdes University recommender form. Recommendations 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 workplace
- c. A Physician, Physician Assistant, or Nurse Practitioner with whom the applicant has worked closely in the critical care area

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. Candidates must have the shadow form completed and submitted along with their admission documents.

9. The CCRN critical care certification is **required** for interview eligibility and program admittance.
10. The accepted/alternate candidate must complete Graduate Statistics prior to matriculation into the Nurse Anesthesia Program.
11. Submit a Curriculum Vita.
12. Submit completed application and application fee. The application fee is \$50.00 and non-refundable.
13. Successfully complete the interview process (interviews are by invitation only).
14. On the day of the interview, the candidate must successfully complete objective testing.
15. A background check, health and drug screening will be required prior to beginning the program.
16. 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.
17. 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.)
18. A candidate may **re-apply** for the Nurse 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.

The administration of the Nurse Anesthesia Program reserves the right to offer and allow adjustments to the admission requirements or processes on an individual case basis while remaining consistent with the University's policy of nondiscrimination in its admission processes.

Procedure:

1. The Director of Graduate Admissions and the Nurse Anesthesia Program Director establish admission deadline.
2. The Director of Graduate Admissions for completeness initially reviews the files. No candidate will be considered for admission with an incomplete file, unless the Nurse Anesthesia Program Director has granted permission.

3. The Nurse Anesthesia Program Director, along with the Nurse Anesthesia Program Administration and other designees, review all records for meeting the admission requirements.
4. The Nurse Anesthesia Program Administration and its designees present each candidates file to the group (The Nurse Anesthesia Program Administration and its designees) and select candidates to interview.

5. The Director of Graduate Admissions notifies the candidates for interviews.
6. The interview dates and times are scheduled through the MSN NAP Administrative Assistant.
7. Members of the Nurse Anesthesia Program Selection Committee are oriented to the interview rubric and utilize this rubric during the interview to evaluate the candidates. Members may include but are not limited to: Nurse Anesthesia Program Director, Assistant Nurse Anesthesia Program Directors, Nurse Anesthesia Faculty, and two students from the graduating cohort. Students from the graduating cohort are involved in the interview process. Students are not involved in the deliberation of the candidates and do not participate in candidate selection. Only the Nurse Anesthesia Program Administration determines the candidates for admission, alternates, and those who will be denied admission.
8. Interview scores/comments are entered onto the admission rubric sheet.
9. The Nurse Anesthesia Program Administration determines the candidates for admission, alternates, and those who will be denied admission.
10. Recommendations for admission are made to the Director of the Graduate School.
11. Applicants must sign an “Intent to Enroll” form and remit a nonrefundable deposit before a seat in the cohort is reserved. This deposit will be applied to the first semester’s tuition.
12. If a candidate is selected to be an alternate for the Nurse Anesthesia Program, they will have the option to accept the alternate seat knowing that a spot may not become available for that Cohort. The candidate will have the option to reapply for the following Cohort selection. The alternate candidate will need to re-apply to the program through the graduate school and update their file (see #18 in Policy section).

Completion Requirements

The Nurse Anesthesia program follows the progression policies of the university, Graduate Nursing Handbook, and the Nurse Anesthesia Program Handbook. In addition, each GNAC 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. (Waiver NAP Curriculum Sequence see below).
- Successful completion of Launch into Clinical Practicum and clinical practicum I-VI with satisfactory marks on daily clinical practicum evaluation forms.
- Complete and record a minimum of 600 cases, 700 preferred, 2000 clinical hours minimum, and satisfy all the COA case type requirements.
- Submit National Certification Examination paperwork and fee to Program Administrator.

Below is the required curriculum for students entering the Nurse Anesthesia Program GNAC Track Fall 2016 or later:

Required Curriculum

Semester Hours

Nurse Anesthesia Courses

| | | |
|---------|---|---|
| NUR 603 | Basic Principles of Anesthesia and Lab | 4 |
| NUR 604 | Advanced Principles of Anesthesia and Lab | 4 |
| 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 Across the Lifespan | 2 |
| NUR 630 | Launch into Clinical Practicum | 1 |
| NUR 631 | Clinical Practicum 1 | 3 |
| NUR 632 | Clinical Practicum 11 | 3 |
| NUR 633 | Clinical Practicum 111 | 3 |
| NUR 634 | Clinical Practicum IV | 3 |
| NUR 635 | Clinical Practicum V | 3 |
| NUR 636 | Clinical Practicum VI | 3 |
| NUR 646 | Professional Aspects of Nurse Anesthesia | 3 |
| NUR 691 | Senior Seminar | 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 Admissions 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.

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 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

Courses

| | | |
|---------|---|---|
| NUR 610 | Leadership Foundations | 3 |
| NUR 611 | Leadership and Organizational Behavior | 3 |
| NUR 617 | Financial Tools for Leaders and Organizations | 3 |
| NUR 690 | Practicum in Advanced Nursing Roles-Leaders | 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 692 | Practicum in Advanced Nursing Roles-Educators | 3 |
| Total | | 12 |

Course Descriptions

NUR 501 Foundations of Professional Nursing and Theories Guiding Practice (3)

This course examines how nursing knowledge is developed and how that knowledge guides and informs safe, contemporary as well as future professional nursing practice. This course serves as a foundation providing fundamental, essential nursing concepts, knowledge, skills, and competencies to provide safe, evidence-based best practice for nursing care of diverse patient populations across the lifespan. There is emphasis on helping nurses apply selected theories, theoretical concepts to inform one’s nursing knowledge to become critical thinkers, competent clinicians, patient advocates, clinical leaders, and patient educators within a broad spectrum of patient care experiences. Finally, this course provides emphasis on nursing care regarding health status on the health and illness continuum, primary, acute, and restorative care across the lifespan. DEMSN nursing students learn how to apply the nursing process in care of patients along with fundamental knowledge, skills, and attitudes that inform basic elements of patient care. Prerequisites: Admission to Graduate and the DEMSN Programs Co-Requisites: NUR 502, NUR 509, NUR 520

NUR 502 Health and Physical Assessment (3)

This course builds upon the basic skills of completing and documenting a developmentally-appropriate, age appropriate, and thorough health history and physical assessment. Students will learn about theoretical concepts underpinning the need for completing a thorough health history, health assessment, and physical examination skills in both theoretical and laboratory settings. Emphasis for this course is on obtaining accurate and relevant health history and physical assessment data to inform clinical decision-making and differentiation between normal versus abnormal findings. Students learn how to integrate subjective and objective data from the health history and physical examination that informs evidence-based patient care and health outcomes for selected patients across the lifespan.

Prerequisites: Admission to Graduate and the DEMSN Programs Co-Requisites: NUR 501, NUR 509, NUR 520

NUR 509 Pathophysiology and Pharmacology Concepts (4)

This course addresses the professional nurse role of the nurse regarding foundational concepts of pathophysiology and pharmacological concepts including medication calculation and competencies needed to safely care for patients with common, selected diagnosis in order to achieve and maintain optimum and safe health outcomes of patient across the

lifespan. Content focuses on neurobiological, psychosocial, cultural, and spiritual perspectives when caring for patients with common, selected medical and surgical diagnoses. There is emphasis on safe, effective, therapeutic relationship development and therapeutic communication skills, the therapeutic nurse-patient relationship, and application of the nursing process as applied to care of patients across the lifespan. There is also emphasis on the nurse's role promoting person-centered care while maintaining a culture of safety in selected in-patient and out-patient care settings and behavioral health units. Pharmacology, pathophysiology, ethical and legal issues, care of patients with selected acute and chronic medical and surgical diagnoses are examined. There is also focus on best practice for nursing care of special, high-risk, vulnerable populations as well as professional expectations of the nurse. Prerequisites: Admission to Graduate and the DEMSN Programs Co-Requisites: NUR 501, NUR 502, NUR 520

NUR 520 Clinical Practice, Clinical Judgement, and Role Development I: Care of Adults with Common Health Problems (6)

This course focuses on key concepts in care of the adult patient with acute and chronic health deviations on the health – illness continuum. There is specific focus on the physical, psychosocial, spiritual, and cultural forces impacting the health status of the adult population. There is emphasis on nursing basic concepts and frameworks including communication, safety, organization, critical thinking, clinical judgement, and the nursing process. Additionally, this course introduces students to common acute and chronic conditions commonly impacting adult patients on the health –illness continuum. Students have learning opportunities to apply knowledge, skills, and competencies in care of adult patients with selected common acute and chronic health conditions requiring nursing care.

Prerequisites: Admission to Graduate and the DEMSN Programs Co-Requisites: NUR 501, NUR 502, NUR 509

NUR 530 Advanced Nursing Inquiry for Evidence-Based Practice (3)

The course provides foundational knowledge of the original research process and translation of original research into evidence-based practice to inform one's critical thinking and decision-making based on relevant contemporary science and best practice. The course prepares students with requisite knowledge, skills, and attitudes necessary to integrate scientific evidence and best practice to inform one's clinical nursing practice to achieve safe, quality, optimal patient, and healthcare system outcomes. There is specific emphasis on integration of evidence-based science for individual patient care, care of populations, and systems innovation and change. Capstone Project: Students will be introduced to the project and encouraged to consider/reflect on a topic for the project. The application of EBP steps and principles for the project will be covered in this course. Meet with faculty capstone

advisor. Prerequisites: Admission to Graduate and the DEMSN Programs, Successful 1st semester Co-Requisites: NUR 575, NUR 580

NUR 575 Clinical Practice, Clinical Judgement and Role Development II: Mental Health Nursing (4)

This course addresses the professional nurse's role in caring for patients with common, selected mental health disorders to achieve and maintain optimum and safe behavioral health of these patient populations. Content focuses on neurobiological, psychosocial, cultural, and spiritual perspectives when caring for patients with common, selected mental health disorders. There is emphasis on safe, effective, therapeutic relationship development and therapeutic communication skills, the therapeutic nurse-patient relationship, and application of the nursing process as applied to care of patients across the lifespan. There is also emphasis on the nurse's role promoting person-centered care while maintaining a culture of safety in selected in-patient and out-patient care settings and behavioral health units.

Psychopharmacology, ethical and legal issues, care of patients with acute and chronic psychiatric and mental health issues are examined and nursing care of special, high-risk, vulnerable populations are major areas of focus as well as the

professional nurse role. Prerequisites: Admission to Graduate and the DEMSN Programs, Successful 1st semester Co- Requisites: NUR 530, NUR 580

NUR 580 Clinical Practice, Clinical Judgement, and Role Development III: Adults with Complex Health Problems (6)

This course focuses on key concepts in care of the adult patient with selected complex acute diagnoses across the health- illness continuum. There is specific focus on the physical, psychosocial, spiritual, and cultural forces impacting the complex and acute health status of the adult population. This course is a combination of theory and clinical. There is emphasis on advanced nursing concepts and frameworks in care of adult patient experiencing selected complex acute diagnoses including communication, safety, organization, critical thinking, clinical judgement, and the nursing process. Additionally, this course introduces students to common complex acute diagnoses impacting body systems of the adult patient with selected complex acute diagnoses across the health-illness continuum. Students have learning opportunities to apply knowledge, skills, and competencies in complex acute care of adult patients with selected complex acute care diagnoses requiring complex nursing care. Prerequisites: Admission to Graduate and the DEMSN Programs, Successful 1st semester Co-Requisites: NUR 530, NUR 575

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.

Prerequisite: Admission to Graduate Studies

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 (4)

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. Prerequisites: NUR 603, 606, 607, 613, 619, & 630.

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. Prerequisites: NUR 603, 606, 607, 613, 619, 630, 604, 614, 608, & 631. Co-requisites: NUR 600*, 615, & 632. *= *Except Nurse Anesthesia Certificate Students.*

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-teleconference).

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-teleconference). Prerequisites: NUR 603, 606, 607, 613, 619, & 630. Co-requisites: NUR 604, NUR 614, NUR 631.

NUR 609 Advanced Pathophysiology and Pharmacology Across the Lifespan (4)

This course builds upon basic knowledge gained from pathophysiology and pharmacology with a focus of the advanced interrelationship between two nursing concepts, pathophysiology, and pharmacology across the lifespan to guide professional nurses in the diagnosis and management of health and

disease. Students learn how to integrate in depth theoretical and clinical principles of diseases encountered in primary care settings as well as health disparities resulting from genetic, environmental, and stress related causes. Assessment findings, diagnostic testing, and interventions specific to selected health problems are explored to strengthen the development of critical thinking skills for pathophysiologic causes and pharmacologic treatments of given disease processes. The advanced pharmacology focus includes drug classification, concepts, and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy. Selected major health problems are explored including, clinical manifestations associated with pathophysiology. Admission to Graduate and DEMSN Program/
Successful 2nd semester Co-Requisites: NUR 619, NUR 623

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. Prerequisites: ENG 670 & NUR 600

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. Prerequisite: NUR 600.

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 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 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. Prerequisites: NUR 603, 606, 607, 613, 619, & 630. Co-requisites: NUR 604, NUR

608, NUR 631.

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 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. Prerequisites: NUR 603, 606, 607, 613, 619, 630. 604, 614, 608, & 631. Co-requisites: NUR 600*, 605, & 632. *= *Except Nurse Anesthesia Certificate Students*.

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. . Prerequisite: Admission to Graduate Studies

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 & NUR 611.

NUR 618 Clinical Practice, Clinical Judgement and Role Development IV: Care of Women, Children, and Families (6)

This course focuses on the foundational concepts of entry level knowledge, skills, and competencies the nurse needs to provide safe, effective, holistic family-centered nursing care to childbearing families from diverse cultures. There is emphasis in the course on women's health issues prior to conception, during and after conception as well as content exploring relevant concepts in the event of untoward fetal or neonatal demise. There is emphasis on male and female reproductive anatomy and physiology as well as concepts related to family-centered, pre, intra, post-partum care of women and babies, and children. Students learn how to apply scientific foundations of best practice to provide optimal, safe patient care in a family-centered approach in application of the nursing process in care of women, children, and families. Admission to Graduate and DEMSN Program/ Successful 2nd semester Co-Requisites: NUR 609, NUR 623

NUR 619 Advanced Physical Health Assessment Across the Lifespan (2-3)

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. Prerequisite: Admission to Graduate Studies

NUR 620 Advanced Statistics and Data Analysis (3)

This course introduces advanced knowledge of descriptive, correlation, and inferential statistics to students in order for them to recognize and demonstrate the necessary skills in order to interpret and apply the information evaluation from quantitative data sets within professional careers. They will learn how to conduct quantitative investigation and evaluation through a variety of metrics for purposes of decision-making. The course instructs students in the introductory use of software applications to aid in statistical calculations and presentations. Students will be able to interpret their findings, within a professional perspective, to become useful information for organizational success.

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

NUR 623 Clinical Practice, Clinical Judgement and Role Development V: Population Focused Nursing (5)

This course focuses on the core concepts of nursing care of groups, communities, and populations. Emphasis is placed on understanding the health of individuals, populations, and aggregates including assessment and nursing care systems at all three levels of prevention. The effect of teaching and counseling is analyzed and applied at the micro and macro-levels. Issues associated with vulnerable populations and groups experiencing health disparities are examined in relation to health policies, health care finance, and sociological trends. Students learn how to integrate knowledge from other disciplines and collaborate to enhance advocacy and become successful change agents. Capstone Project: Students will continue to work on their project by continuing to consider/reflect on a problem, issue, concern, passion, or interest related to nursing that you would like to consider developing into the capstone. Begin to consider how the design of a project that incorporates/reflects DEMSN PLOs, QSEN Competencies, and DEMSN Conceptual Framework. Meet with faculty capstone advisor to discuss

project. Prerequisite: Admission to Graduate and DEMSN Program/ Successful 2nd semester Co-Requisites: NUR 609, NUR 618

NUR 624 Healthcare Systems Management and Policy in a Diverse Community (3)

This course is designed to help students gain a detailed understanding of the structure, function, and culture of healthcare delivery organizations and explore and focus on the components of nursing leadership situations within the health care delivery system. To better understand and prepare for the changing role of the professional nurse leader in complex and diverse health care settings, emphasis is placed on developing skills in critical thinking, team building, communication, priority setting, collaborative decision-making, and advocacy. Students will use nursing leadership and management theory as well as the basic and applied sciences and humanities from previous courses and will be encouraged to examine health care organizational cultures through the lens of “caring” and responsible leadership. Prerequisite: Admission to Graduate and DEMSN Program/ Successful 3rd semester Co-Requisites: NUR 626, NUR 627, NUR 628

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. Prerequisite: Admission to Graduate Studies.

NUR 626 Nursing Informatics (3)

This course focuses on information systems technology, its applications within healthcare settings, and the value of technology for managing healthcare data. Students will trace the history of health data management and the role of the Electronic Health Record (EHR) and other clinical informatics applications in healthcare organizations. Attention is focused on the role of the nurse in interfacing with these systems to improve healthcare quality and patient outcomes through the integration of evidence-based practice and informatics. Emphasis is also given to clinically transformative technologies, communication processes and informatics practices in nursing and healthcare. Prerequisite: Admission to Graduate and DEMSN Program/ Successful 3rd semester Co-Requisites: NUR 624, NUR 627, NUR 628

NUR 627 Health Promotion and Disease Prevention Across the Globe (3)

This course builds on the content from the foundational population health course and will explore and analyze supra- territorial health care systems and models, and their influence on health disparities and health care within a global environment to promote health and well-being across lifespans. Key principles and topics in global health, which include measures of the global burden of disease, identification of regional key health problems, impactful determinants, health system impacts, and the influence of international public health organizations and policies will be studied. Attention will be given to cross-cutting and timely issues in health promotion, disease control programs, and operational research in international settings. Roles in advanced nursing practice as they relate to the health of diverse individuals, families, communities, and populations are identified and explored. Prerequisite: Admission to Graduate and DEMSN Program/ Successful 3rd semester Co-Requisites: NUR 624, NUR 626, NUR 628

NUR 628 Clinical Practice, Clinical Judgement and Role Development VI: Synthesis of Concept Based Curriculum (6)

This is a clinical course that provides the student with multiple opportunities to develop independence in nursing practice, skill in clinical reasoning, and demonstrate accountability for clinical decisions. Course and clinical activities focus on the delivery and management of nursing care within the context of

legal, ethical, and evidence-based practice and higher level medical-surgical nursing concepts. Building upon competencies developed in the previous semesters, students will sharpen their critical thinking and clinical reasoning, practice, and clinical judgment skills, and develop the roles of manager/leader for the patient, collaborator, care provider, and member of the profession as they prepare for transition into practice and licensure. Students will learn to work as a team in caring for patients and will be assigned to a variety of types of care settings to complete 135 clinical practice hours with a nursing preceptor. Emphasis is placed on the synthesis of previous coursework and knowledge as the student progresses through the program. Capstone Project: Students will continue to work on their project by finalizing the project idea and designing the project. Meet with faculty capstone advisor. Prerequisite: Admission to Graduate and DEMSN Program/ Successful 3rd semester Co-Requisites: NUR 624, NUR 626, NUR 627

NUR 630 Launch into Clinical Practicum (1)

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 I (3)

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. Prerequisites: NUR 603, 606, 607, 613, 619, & 630. Co-requisites: NUR 604, NUR 608, & NUR 614.

NUR 632 Clinical Practicum II (3)

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. Prerequisites: NUR 603, 606, 607, 613, 619, 630, 604, 614, 608, & 631. Co-requisites: NUR 600*, 605, & 615. *= Except Nurse Anesthesia Certificate Students.

NUR 633 Clinical Practicum III (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.

Prerequisites: NUR 600*, 603, 605, 606, 607, 613, 619, 630, 604, 614, 608, 615 & 631, & 632. Co-requisites: NUR 612*

& 622*. *= Except Nurse Anesthesia Certificate Students.

NUR 634 Clinical Practicum IV (3)

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. Prerequisites: NUR 600*, 603, 604, 605, 606, 607, 608, 612*, 613, 614, 615, 619, 622, 630, 631, 632, & 633.

Co-requisites: NUR 696. *= *Except Nurse Anesthesia Certificate Students.*

NUR 635 Clinical Practicum V (3)

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. Prerequisites: NUR 600*, 603,604, 605, 606, 607, 608, 612*, 613, 614, 615, 619, 622*, & 630, 631, 632, 633,

634, 696*. Co-requisites: NUR 698*. *= *Except Nurse Anesthesia Certificate Students.*

NUR 636 Clinical Practicum VI (3)

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. Prerequisites: NUR 600*, 603,604, 605, 606, 607, 608, 612*, 613, 614, 615, 619, 622*, & 630, 631, 632, 633,

634, 635, 696* & 698* Co-requisites: NUR 691. *= *Except Nurse Anesthesia Certificate Students.*

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 pharmacotherapeutic principles are emphasized to assist the registered nurse to administer drugs and monitor for effectiveness and safety at an advanced level. Prerequisite: Admission to Graduate Studies.

NUR 639 Clinical Practice, Clinical Judgement and Role Development VII: Contemporary Nursing Leadership/ Management (4)

This is a clinical course that provides the student with multiple opportunities to develop independence in nursing practice, skill in clinical reasoning, and demonstrate accountability for clinical decisions. Course and clinical activities focus on the delivery and management of nursing care within the context of legal, ethical, and evidence-based practice and higher level medical-surgical nursing concepts. Building upon competencies developed in the previous semesters, students will sharpen their critical thinking and clinical reasoning, practice, and clinical judgment skills, and develop the roles of manager/leader for the patient, collaborator, care provider, and member of the profession as they prepare for transition into practice and licensure. Students will learn to work as a team in caring for patients and will be

assigned to a variety of types of care settings to complete 90 clinical practice hours with a nursing preceptor. Emphasis is placed on the synthesis of previous coursework and knowledge as the student progresses through the program. Capstone Project: Students will submit their final capstone project paper to course faculty. Meet with faculty capstone advisor.

Prerequisite: Admission to Graduate and DEMSN Program/ Successful 3rd semester Co-Requisite: NUR 641

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. Prerequisite: ENG 670, NUR 600

NUR 641 Knowledge Integration and Transition to Practice (3)

This course occurs at the end of the DEMSN program and serves as the culminating experience with the specific objective of integrating and synthesizing core nursing knowledge and the range of courses that are designed to demonstrate the student's mastery of knowledge learned in general education and nursing courses. The course facilitates the student's transition into professional nursing through the exploration of an evidence-based practice formal paper or presentation, that identifies a health care problem and develops intervention strategies that promote health, improve outcomes, enhance quality of life and foster safe care practices for patients. A comprehensive nursing program review is embedded in this course to support mastery of essential nursing content for beginning practice as a registered nurse, preparation for the Next Generation (NGN) NCLEX-RN licensure examination and transition to professional nursing practice. Capstone Project: Students will complete a final presentation on their final capstone project during the semester. Dates of presentation: Posted in Canvas and in course calendar. Meet with faculty capstone advisor. Prerequisite: Admission to Graduate and DEMSN Program/ Successful 3rd semester Co-Requisite: NUR 639

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. Prerequisite: NUR 640

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.

Prerequisite: NUR 643.

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. Prerequisites: NUR: 603, 605, 606, 607, 613, 619, 630, 604, 614, 608, 615 & 631, & 632. Co-requisites: NUR 633 and Permission from the Nurse Anesthesia Program Director.

NUR 690 Practicum in Advanced Nursing Role-Leaders (3) (1 Theory; 2 Clinical)

This course combines both theoretical and experiential learning. Students complete a clinical practicum in the advanced nursing practice role of leader. Students in the Leader role participate in a 120-practicum supervised by a graduate prepared nurse leader. Students are also assigned to, and meet regularly with, a faculty member. Clinical time focuses on achieving individually designed goals for learning within the Leader role following a contract mutually-approved by the student, the preceptor, and the faculty member. Class time focuses on the exploration and analysis of theoretical and

practical components of the advanced nursing role of Leader. Prerequisites: All required graduate nursing courses in the Leader Concentration except NUR 698 and NUR 696.

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. Prerequisites: NUR 600*, 603,604, 605, 606, 607, 608,612*, 613, 614, 615, 619, 622*, & 630, 631. 632, 633, 634, 635, 696 & 698. Co-requisites: NUR 636. *= Except Nurse Anesthesia Students.

NUR 692 Practicum in Advanced Nursing Roles –Educators (3) (1 Theory; 2 Clinical)

This course combines both theoretical and experiential learning. Students complete a clinical practicum in the advanced nursing practice role of educator. Students in the Educator role participate in a 120-practicum supervised by a graduate prepared nurse Educator. Students are also assigned to, and meet regularly with, a faculty member. Clinical time focuses on achieving individually designed goals for learning within the Educator role following a contract mutually-approved by the student, the preceptor, and the faculty member. Class time focuses on the exploration and analysis of theoretical and practical components of the advanced nursing role of Educator. Prerequisites: All required graduate nursing courses in the Educator Concentration except NUR 698 and NUR 696.

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: Educators & Leaders: All graduate NUR courses, including co-requisite NUR 690. Nurse Anesthesia: All graduate NUR courses through NUR 633 and NUR 634 co-requisite.

NUR 698 Nursing Capstone (2-3)

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: Educators & Leaders: All graduate NUR courses, including NUR 690. Nurse Anesthesia: All graduate NUR courses through NUR 696 and NUR 634; NUR 635 co-requisite.

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. Prerequisite: NUR 698 earning a grade of SP or UP.

DOCTOR OF NURSING PRACTICE PROGRAM

The Doctor of Nursing Practice (DNP) is a practice-focused terminal degree designed to prepare experts in advanced nursing practice. The DNP nurse is prepared with leadership competencies for problem solving, using evidence, and leading change to improve patient outcomes.

DNP students completing the program must meet the Lourdes University Graduate Learning Outcomes and the DNP Student Learning Outcomes adapted from American Association of Colleges of Nursing DNP Essentials (2006) as listed below. Specific competencies that lead to each outcome will be identified in each course along with development and measurement expectations.

- Display a professional commitment to the Franciscan values of community, learning, reverence, and service when leading care of diverse populations in the advanced practice nursing role. (Essential II, VIII, Lourdes Mission)
- Utilize interdisciplinary sciences to establish professional standards that provide safe, effective, efficient, evidence-based care in an advanced practice nursing role. (DNP Essential I, VIII)
- Apply evidence-based knowledge in the design and use of theoretical and technological systems to manage individual and aggregate level information to improve and transform healthcare. (DNP Essential I, II, IV)
- Employ communication, leadership, and cultural principles to collaborate with multidisciplinary teams in the provision of quality and safety initiatives to improve outcomes at the individual and systems level. (DNP Essential II, VI, VIII)
- Utilize epidemiology to translate evidence-based practice models to improve individual, aggregate, and population health. (DNP Essential III, V, VII)
- Synthesize, evaluate, and impact ethical, political, economic, legal, and moral issues as related to healthcare in society. (DNP Essential V, VII)

**Adapted from the American Association of Colleges of Nursing (2006). *The Essentials of Doctoral Education for Advanced Nursing Practice* available

at <http://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf>

DOCTOR OF NURSING PRACTICE IN LEADERSHIP FOR POPULATION HEALTH

The Lourdes Doctor of Nursing Practice (DNP) in Leadership for Population Health Program is designed for RNs who currently hold a master's degree. This leadership in population health program provides foundational knowledge of population health needed for improving patient outcomes at the individual or population level

in complex settings. The program embraces an online format of core content and provides ample opportunity for experiential learning while working with leaders and experts in the practice setting. Core courses provide a foundational knowledge of both Population Health and advanced Leadership principles. Students will also individualize the program by selecting two concentration courses in either Population Health or Leadership to best support their career goals.

Applications for the Lourdes DNP Program will be accepted year-round for Fall and Spring admission consideration. Students admitted together will progress through the program in a cohort manner. The six-semester program has two

completion options providing an additional element of individualization. For students who wish to complete courses consecutively, the program can be completed in two years. This option is admitted in the Fall Semester. Students desiring to have summers off will be admitted during the Spring Semester and will complete the program in three years. *NOTE: Students located in California (see NC-SARA for listings) are not eligible for the Lourdes DNP Program at this time.*

ADMISSION REQUIREMENTS

Registered nurses (RNs) who hold a Master of Science in Nursing (MSN) degree are admitted directly into the DNP program upon satisfactory fulfillment of the following requirements. (See the MSN & DNP CON Admission Policy for full details.)

- Graduated from an accredited college or university with a master's degree in nursing
 - Completed a graduate level statistics course prior to admission
 - Official transcripts from all colleges and universities attended
- Note: Unofficial transcripts of undergraduate courses may be reviewed by program advisor prior to application process at applicant's request.
- Cumulative GPA of 3.0 or higher
 - A current, unrestricted license as a registered nurse in attendee's state of residence.
 - Complete a satisfactory interview (by invitation only).
 - Complete and submit the Graduate Application for Admission and pay a non-refundable application fee. For more information, please contact Student Accounts at 419-824-3714.

A completed application also includes the following:

- Two (2) recommendations using the Lourdes University recommender form supporting the applicant's potential success in the DNP program such as the applicant's potential or ability for functioning in the advanced practice role (clinical skills, critical thinking, independent decision making, collaborative skills with other health professionals, and nursing leadership). At least one recommendation must be from a graduate-prepared nurse.
 - Note: Applicants currently enrolled in a nursing program must submit at least one (1) recommendation from a faculty member in that program or a current manager/supervisor.
- Written statement of personal career goals and areas of practice interest including intended utilization of leadership and population health knowledge and competence.
- Resume or CV that includes work experience, educational, leadership and professional organization activities, and scholarly activities including publications, presentations, research, honors and awards.
 - Documentation of post baccalaureate clinical hours completed in master's program. Note: All DNP graduates

are expected to complete a minimum of 1,000 post-baccalaureate clinical hours. Even if a candidate's Master's program included 1,000 hours or more, a minimum of 550 hrs. of experiential learning is required to meet the project and competency attestation requirements. Additional hours may be required if the competency requirements are not fully met within the prescribed 550 hours. See DNP Student Learning Outcome Section below for general competency categories. Specific competencies will be identified in each course along with development and measurement expectations. No GRE is required for admission

Note: Students must complete any health requirements and orientation requirements of specific practice sites at their own expense prior to beginning any experiential learning experiences.

Applications for the Lourdes DNP Program will be accepted year-round for Fall and Spring admission consideration. Upon admission, each student will meet with the program director or designee to devise an individualized plan of study based on the student's career goals and previous graduate education.

DNP Student Plan of Study

Core DNP Courses

NUR722 Foundational Principles of Evidence-based Practice and Implementation Science for Leading Change (3 cr)

NUR723 Foundational Principles of Quality Improvement and Data Management for Leading Change (3 cr)

NUR737 Epidemiology and Statistical Analysis for Population Health (3 cr)

NUR738 Population Health for Advanced Nursing Practice (3 cr)

NUR741 Leadership for Excellence: Advocacy, Policy, Equity, and Ethics (3 cr)

NUR742 Influencing Change- Leadership Skills for Planned and Unplanned Change (3 cr)

NUR757 Applications of advanced nursing concepts I (2 cr)

NUR758 Applications of advanced nursing concepts II (2 cr)

NUR765 DNP Project Identification and Development (3 cr)

NUR767 DNP Project Planning and Implementation (3 cr)

NUR769 DNP Project Evaluation and Dissemination (3 cr)

Concentration-Specific Courses (per student selection of two)

NUR743 Leadership Competencies in Population Health (3 cr)

NUR746 Economic and Financial Concepts for Nursing Leaders (3 cr)

NUR747 Health Promotion and Population-Focused Interventions (3 cr)

NUR748 Health Disparities: Issues in Population Health for Vulnerable Populations (3 cr)

Total

37

**Students are expected to be actively enrolled in a DNP Project course while working on their final project is completed. Students must be actively enrolled at Lourdes University during their final semester of attendance/graduation.

DNP Course Descriptions

NUR 722 Foundational Principles of Evidence-based Practice and Implementation Science for Leading Change (3 credit hours)

Evidence-based Practice is the foundation for change in the healthcare environment. This course provides the theoretical evidence-based practice foundation and practice strategies to implement and sustain change projects in any healthcare environment and context. Various models of EBP and implementation science as well as the individual steps of EBP are applied to current healthcare issues. A strong emphasis is placed on the development of proficiency in searching and evaluating the body of evidence on a given topic. This course includes a minimum of 20 field hours.

NUR 723 Foundational Principles of Quality Improvement and Data Management for Leading Change (3 credit hours)

Quality Improvement models and tools provide the foundation for quality improvement activities. Clinical Data Management strategies as a part of Nursing Informatics application are used as core skills to assess clinical processes and outcomes for areas of improvement. This course includes a minimum of 20 field hours.

NUR 737 Epidemiology and Statistical Analysis for Population Health Management (3 credit hours)

Students apply the core principles of Epidemiology within a population health framework to support analysis and improvement of healthcare. Epidemiological statistics and analytical tools are used to describe and determine causal inferences involving the distribution and determinants of morbidity and mortality. Epidemiologic study designs are used to interpret health data at the global, and local levels including analysis for policy changes.

NUR 738 Population Health for Advanced Nursing Practice (3 credit hours)

This course covers the fundamental elements of population health, population health management strategies, as the core understanding required for addressing health equity and disparities, social determinants of health, public health issues, and policy advocacy needed by nursing leaders. Additionally, students will apply key steps of a population health model related to conducting an assessment, intervention, and evaluation of individuals and populations. This course includes a minimum of 20 field hours.

NUR723 Foundational Principles of Quality Improvement and Data Management for Leading Change (3 cr.): Quality Improvement models and tools provide the foundation for quality improvement activities. Clinical Data Management strategies as a part of Nursing Informatics application are used as core skills to assess clinical processes and outcomes for areas of improvement. This course includes a minimum of 20 field hours.

NUR741 Leadership for Excellence: Advocacy, Policy, Equity, and Ethics (3 cr.): Students will explore leadership principles and theories that support the advanced nursing roles of the DNP prepared nurse.

The course allows the student opportunities to work with leaders at various levels on the design, implementation, and advocacy of healthcare policy and policy changes related to equity, justice, and ethical care. This course includes a minimum of 20 field hours.

NUR742 Influencing Change- Leadership Skills for Planned and Unplanned Change (3 cr.): Students will analyze various leadership and communication models and strategies that are effective in supporting planned and unplanned change in the healthcare environment. In this course, students will develop a sense of how to lead change and not just implement change from an individual perspective.

NUR 743 Leadership Competencies in Population Health (3 cr.): Based on the Leadership Competencies for Population Health from the American Organization of Nursing Leaders, this course explores how leadership competencies impact population health and the healthcare system in general. The benefits and limitations of using the AONL competencies and professional development strategies will be evaluated in light of population health needs. Students will have the opportunity for self-assessment and planning based on the AONL competencies. This course includes a minimum of 20 field hours.

NUR746 Economic and Financial Concepts for Nursing (3 cr.): The focus of this course is the economic context of healthcare including the financial impact of population health initiatives. Students will analyze financial strategies related to strategic planning and fiscal constraints including the use of data. Financial constructs related to change and sustainment initiatives will be examined. This course includes a minimum of 20 field hours.

NUR747 Health Promotion and Population-Focused Interventions (3 cr.): Students will explore various ways a DNP Prepared nurse can address health promotion, healthcare disparities, and health equity. Students will self-select populations of interest to explore how health promotion, healthcare disparities, and health equity impact that population and what population management strategies might be useful. Students will have the opportunity to work within the practice setting of their choice to apply principles of health promotion and population management. This course includes a minimum of 20 field hours.

NUR748 Health Disparities: Issues in Population Health for Vulnerable Populations (3 cr.): This course focuses on the health needs of vulnerable populations and the nurse's role in diminishing health disparities. Students will select several populations of interest based on their practice specialty or career goals. Evidence-based strategies to address health disparities will be explored in both coursework and Fieldwork. This course includes a minimum of 20 field hours.

NUR757 Applications of advanced nursing concepts I (2 cr.): This course allows the student opportunity to work with their preceptor and practice leaders for the further development of knowledge and skills in the practice setting to align with the student's chosen career focus as well as the attainment and measurement of Advanced Level Nursing Competencies (per AACN 2021 Essentials) This course includes a minimum of 90 field hours.

NUR758 Applications of advanced nursing concepts II (2 cr.): This course allows the student opportunity to work with their preceptor and practice leaders for the further development of knowledge and skills in the practice setting to align with the student's chosen career focus as well as the attainment and measurement of Advanced Level Nursing Competencies (per AACN 2021 Essentials) This course includes a minimum of 90 field hours. Additional hours may be required if the Advanced Level Nursing Competencies have not been achieved.

NUR765 DNP Project Identification and Development (3 cr.): Using the foundational knowledge of DNP courses, students will select a practice issue of their choice, provide internal and external data supporting the need and

determine the appropriate change should be an EBP or QI approach. Project proposal is written and submitted for approval, followed by evidence analysis and design of the appropriate implementation, sustainment, and measurement strategies. This course includes a minimum of 100 project hours.

NUR767 DNP Project Planning and Implementation (2 cr.) - Working with a project mentor, students will implement their DNP Project in the practice setting. Opportunity is provided for ongoing analysis and monitoring of the implementation and support of the sustainment strategies selected. Ongoing measurement of process indicators and preparation for final evaluation occurs at the end of this course. This course includes a minimum of 100 project hours.

NUR769 DNP Project Evaluation and Dissemination (3 cr.): The culmination of the 3-semester project, this course focuses on the evaluation of the EBP or QI project using process and outcome metrics, assuring sustainment in the healthcare environment, and dissemination of the work in oral and written formats.

DOCTOR OF NURSING PRACTICE NURSE ANESTHESIA

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The DNP Nurse Anesthesia Program (DNP-NAP) at Lourdes University is 36 months of continuous coursework, including didactic and clinical practicum. The program consists of nine semesters including summers, with an additional week for final exams. Students are also assigned clinical practicum experience during scheduled University breaks.

Clinical practicum will be scheduled to afford the student the maximum opportunity to meet the case requirements required by the Council on Accreditation of Nurse Anesthesia Educational Programs and will not follow the academic calendar of the University. All students are enrolled full-time; there is not a part-time student option.

The DNP curriculum is designed to emphasize didactic instruction in the first four semesters, with progressive clinical experiences, and to emphasize clinical instruction in the remaining five semesters with integrated didactic coursework. Students are introduced into the clinical setting during their third

semester and transition to their assigned clinical practicum rotations throughout the rest of the program.

The Nurse Anesthesia Concentration in the Doctor of Nursing Practice 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 take 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. Clinical practicums 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 (COA) and will vary from the academic calendar of the University.

It is the expectation that nurses who complete the program will:

Demonstrate a professional commitment to the Franciscan values of community, learning, reverence, and service when leading care of diverse populations in the advanced practice nursing role.

- 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 diverse patient populations
- 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.
 - Synthesize, evaluate, and impact ethical, political, economic, legal, and moral issues as related to healthcare in society.

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 Admissions, and the Nurse Anesthesia Program.

The requirements are as follows:

Graduation from a nationally accredited nursing program with a baccalaureate degree in nursing Degrees must be completed, and final transcripts submitted prior to the application deadline.

A cumulative GPA of 3.0 or higher on a 4.0 scale. An official college transcript from **each** college/university attended must be submitted directly to graduate admissions from the institution of origin. The candidate must have course content in:

- Anatomy & Physiology, Inorganic and Organic Chemistry. Candidates must have a 3.0 (B) or above in these courses.
- For repeated courses the highest grade earned will be used in the calculation of GPA.

- 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.

A current, unrestricted licensure as a registered nurse in any state (Ohio licensure required prior to starting the program). A copy must be provided with the application.

Candidates must currently hold a full-time position (36 or more hours per week), providing direct patient care, in one of the following critical care areas listed below.

- Candidates must have a **minimum** of 1 year as a Registered Nurse (RN) in a critical care area.

- Critical care areas include SICU, MICU, CICU, NICU, PICU, Neuro ICU, and ER. ER nursing may be considered as fulfilling this requirement and will be individually considered by the interviewing panel based on the acuity/intensity of the ER.
- Candidates, if admitted to the nurse anesthesia program, must remain employed in their critical care area, providing direct patient care until 4 weeks **prior to matriculation into the program.**

Candidates must possess the following:

1. Independent decision making
2. Ventilator experience
3. Exposure and use of vasoactive drips
4. Advanced psychomotor skills
5. Ability to interpret advanced monitoring modalities
6. Superior collaboration and communication skills
7. Current American Heart Association Basic Life Support
 - a. Training must be maintained throughout the program.
8. Current American Heart Association Advanced Cardiac Life Support
 - a. Training must be maintained throughout the program.
9. Current American Heart Association Pediatric Advanced Life Support training.
 - a. Training must be maintained throughout the program.
10. Provide three letters of recommendation utilizing the Lourdes University recommender form.
 - a. Recommendations **must** be from the following individuals:
 - i. A current peer who works with the candidate
 - ii. An immediate supervisor, or someone who performs or can evaluate the candidate in the workplace
 - iii. A Physician, Physician Assistant, or Nurse Practitioner the applicant has worked closely with in the critical care area
11. A minimum shadowing experience of 1-2 days (8-16 hours) with a CRNA or anesthesiologist.
 - a. Additional shadowing is preferred and recommended prior to interviewing with the program.
12. Candidates must have the **Lourdes shadow form** completed and submitted along with their admission documents.

The CCRN critical care certification **with score achieved** is **required** for interview eligibility and program admittance. Submit a Curriculum Vita.

Submit the completed application and application fee. The application fee is \$50.00 and non-refundable. Successfully complete the interview process (interviews are by invitation only).

On the day of the interview, the candidate must successfully complete objective testing.

A background check, health and drug screening will be required prior to beginning the program. 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.

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. It is not applied to the pre-requisite courses taken prior to matriculation to the program.) If the student does not enroll in the program, the deposit shall be forfeited.)

A candidate may **re-apply** for the Nurse Anesthesia Program one time. The candidate will be required to re- apply through the graduate admissions department. 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.

Members of the Nurse Anesthesia Program Administration and the Selection Committee review applications and Interview selected candidates.

Successful applicants must sign an “Intent to Enroll” form and remit a nonrefundable deposit before a seat in the cohort is reserved. **This deposit will be applied to the first semester’s tuition.**

If a candidate is selected to be an alternate for the Nurse Anesthesia Program, they will have the option to accept the alternate seat knowing that a spot may not become available for that Cohort. If a spot does not become available by December 1, the candidate will be notified. The alternate candidate will need to re-apply to the program through the graduate school and update their file if necessary if they would like to apply for another Cohort.

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.**

The administration of the Nurse Anesthesia Program reserves the right to offer and allow adjustments to the admission requirements or processes on an individual case basis while remaining consistent with the University’s policy of nondiscrimination in its admission processes.

Nurse Anesthesia Program Completion Requirements

The Nurse Anesthesia Program follows the progression policies of the university, Graduate Nursing Handbook, and the Nurse Anesthesia Program Handbook. In addition, each DNP/NAP 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 (COA) Programs’ required curriculum courses.
- Successful completion of clinical practicum residencies I-VII with satisfactory marks on daily clinical practicum evaluation forms.

- Complete and record a minimum of 650 cases, 700 preferred, 2000 clinical hours minimum, and satisfy all the COA case type requirements at time of admission
- Submit National Certification Examination paperwork and fee to Program Administrator.
- A DNP project, which includes a scholarly paper
- A presentation of the project to faculty, students, and communities of interest.

Nurse Anesthesia Program Drug and Alcohol Policy

The Lourdes University College of Nursing and Social Sciences requires that all nurse anesthesia students must be free of illicit or illegal drugs and alcohol in the classroom and clinical setting, when supplying patient care or on call to supply 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. The procedure for testing is managed by the Nurse Anesthesia Director. A detailed procedure is available on the Lourdes University website in the Nurse Anesthesia Student Handbook section

Each course listed is a required course for the Doctor of Nursing Practice Nurse Anesthesia concentration (DNP-NAP). The course number, name, and semester hours are listed below.

A prerequisite for entering the Nurse Anesthesia Program (DNP-NAP) is successful completion (B [3.0] or better) of a doctorate level statistics course (3 credit hours), scholarly/scientific writing course (3 credit hours) and Theory and Philosophy for Advanced Practice Nursing (3 credit hours). These courses are offered to students by Lourdes University prior to matriculation into the NAP/DNP program.

| Required Curriculum | | Semester Hours |
|---------------------|---|----------------|
| Core DNP Courses | | |
| NUR 710 | Population Health Across Diverse Cultures | 3 |
| NUR 720 | Translational Research for Advanced Practice | 3 |
| NUR 725 | Program Planning and Evaluation | 3 |
| NUR 730 | Advocacy and Social Policy | 3 |
| NUR 735 | Epidemiology | 3 |
| NUR 740 | Information Systems Science, Theory, and Technology | 3 |
| NUR 745 | Leadership for Transitional Health Systems | 3 |
| NUR 750 | Translational Research Design | 3 |
| NUR 755 | Translational Research Implementation | 3 |
| NUR 760 | Translational Research Project | 1 |

DNP Anesthesia Courses

| | | |
|---------|--|---|
| NUR 707 | Advanced Pharmacology for Anesthesia I | 4 |
| NUR 708 | Advanced Pharmacology for Anesthesia II | 4 |
| NUR 711 | Scientific Foundations for Anesthesia | 3 |
| NUR 712 | Advanced Human Anatomy | 3 |
| NUR 713 | Advanced Health Assessment and Diagnostic Reasoning | 3 |
| NUR 714 | Economics for Healthcare Systems and Advanced Nursing Practice | 3 |
| NUR 718 | Advanced Physiology and Pathophysiology Across the Lifespan I | 3 |
| NUR 719 | Advanced Physiology and Pathophysiology Across the Lifespan II | 3 |

| | | |
|---------|--|---|
| NUR 721 | Principles for DNP Anesthesia I | 2 |
| NUR 726 | DNP Anesthesia Residency I | 2 |
| NUR 729 | Principles for DNP Anesthesia II | 2 |
| NUR 736 | DNP Residency II | 3 |
| NUR 739 | Principles for DNP Anesthesia III | 5 |
| NUR 744 | Regional Anesthesia and Pain Management. | 4 |
| NUR 746 | DNP Anesthesia Residency III. | 3 |
| NUR 749 | Principles for DNP Anesthesia IV | 3 |
| NUR 756 | DNP Anesthesia Residency IV | 4 |
| NUR 763 | Synthesis of Critical Anesthesia Concepts I | 2 |
| NUR 764 | Synthesis od Critical Anesthesia Concepts II | 2 |
| NUR 766 | DNP Anesthesia Residency V | 3 |
| NUR 768 | DNP Anesthesia Residency VI | 4 |
| NUR 770 | DNP Anesthesia Residency VII | 4 |

Total DNP NAP

97 Semester

Hours

DNP Nurse Anesthesia Course Descriptions

NUR 707 Advanced Pharmacology for Anesthesia I (4)

The course focus is the in-depth analysis of pharmacological precepts for clinical correlation and therapeutic pharmacologic decision making. The course analyzes current human medication pharmacokinetics and pharmacodynamics used in clinical care. Pharmacogenomics, biotransformation, elimination and cellular and physiologic actions, and reactions will be used for clinical therapeutic decision-making across the lifespan.

NUR 708 Advanced Pharmacology for Anesthesia II (4)

The course focus is the in-depth analysis of pharmacological precepts for clinical correlation and therapeutic pharmacologic decision making. The course analyzes current human medication pharmacokinetics and pharmacodynamics used in clinical care. Pharmacogenomics, biotransformation, elimination and cellular and physiologic actions, and reactions will be used for clinical therapeutic decision-making across the lifespan.

NUR 710 Population Health across Diverse Cultures (3)

This course critically analyzes social determinants of health with application to disease prevention in diverse populations. Basic epidemiological methods are explored in order to assess and evaluate populations at risk. Theories of health behavior and health promotion are applied to nursing practice for development of strategies to improve health outcomes among populations.

NUR 711 Scientific Foundations for Anesthesia (3)

The course focus is on chemical, biochemical, and physics that are pertinent to human physiology, pharmacology, and biomedical equipment. The course is structured to examine physics, general, organic, and biochemical principles for

clinical correlation. Specific content areas include measurement, chemical and physical properties of matter, atomic and molecular structures, chemical equations and stoichiometry, reactions, energy relationships, fluids and flow, periodicity, bonding, gas laws, and solutions.

NUR 712 Advanced Human Anatomy (3)

The course focus is on the structure and organization of the human body as a scientific foundation for clinical practice application. The course focus is an exploration of the human body from a regional perspective providing the gestalt of anatomy in clinical practice.

NUR 713 Advanced Health Assessment and Diagnostic Reasoning (3)

The course focuses on analysis and interpretation of assessment and diagnostic methodologies of advanced practice nursing across the lifespan. The course focuses on analysis and interpretation of assessment and diagnostic

methodologies of advance practice nursing across the lifespan. Students will apply theory to performing and documenting findings from a comprehensive and episodic health history, physical examination and pertinent and age-appropriate clinical diagnostic skills. Student will use communication and critical-thinking skills as they develop clinical decision for health.

NUR 714 Economics for Healthcare Systems and Advanced Nursing Practice (3)

The course focus is on the application of macroeconomics and microeconomics principles as applied to the United States' healthcare market and the funding and delivery of personal healthcare market and the alternate systems of delivery and funding of healthcare , examination of cultural, institutional and interactional events effects on delivery and quality of care, care providers and advanced nursing practice will be explored.

NUR 718 Advanced Physiology and Pathophysiology Across the Lifespan I (3)

The course focus is analysis of specific normal and abnormal human physiology for health promotion and clinical and therapeutic decision making across the lifespan. The course is structured for analysis of advanced normal and abnormal physiologic relationships across the lifespan for clinical correlation. Course content includes the examination of cell, musculoskeletal, cardiovascular, pulmonary, endocrine and neurological systems' role in homeostasis and pathophysiologic adaptation in disease.

NUR 719 Advanced Physiology and Pathophysiology Across the Lifespan II (3)

The course focus is analysis of specific normal and abnormal human physiology for health promotion and clinical and therapeutic decision making across the lifespan. The course is structured for analysis of advanced normal and abnormal physiologic relationships across the lifespan for clinical correlation. Course content includes the examination of cell, musculoskeletal, cardiovascular, pulmonary, endocrine and neurological systems' role in homeostasis and pathophysiologic adaptation in disease.

NUR 720 Translational Research for Advanced Practice (3)

This course explores advanced nursing research skills from theory to practice. The student learns how to plan, design, implement, analyze, and report nursing research that translates to advanced nursing practice. Applicable nursing research designs are examined, and research methodologies are appraised for appropriateness for clinical practice. The role of the advanced practice nurse for project development in inter-professional collaboration is explored. The course culminates with an integrative review of the literature for an identified practice problem.

NUR 721 Principles for DNP Anesthesia 1 (2)

The course focus is on biomedical technology – anesthesia delivery and airway equipment, physiologic monitoring, utilization and interpretation of data in clinical practice This course focuses on biomedical technology for safe, evidence- based care. Students will explore anesthesia delivery and airway equipment, physiologic monitoring and Imaging modalities.

NUR 725 Program Planning and Evaluation (3)

This course explores applications of program planning, including implementation, and evaluation for the DNP graduate in diverse clinical and population-based settings. Program planning paradigms, theories, and models are discussed to provide the foundations necessary to plan, implement, and evaluate health programs independently and collaboratively. The student investigates and synthesizes planning models, needs assessment data, evidence-based implementation strategies, data collection methodologies, evaluation reports, data quality measures, and ethics applicable to program planning.

NUR 726 DNP Anesthesia Residency I (2)

The course focuses on integration of scientific, best practices, and safety and quality theoretical knowledge with experiential learning in simulated and real clinical environment developing critical thinking, problem solving and psychomotor skills appropriate for the preclinical novice student.

NUR 729 Principles for DNP Anesthesia II (2)

The course focus is on the use of biomedical technology and equipment in perioperative anesthesia management, utilization and interpretation of data for safe, evidence-based care in select human normal and abnormal physiologic states for medical, surgical and diagnostic interventions, care management strategies based on ethical, scientific and pharmacologic principles, safety.

NUR 730 Advocacy and Social Policy (3)

This course focuses on the knowledge, skills and significance of advocacy, health policy, and health law at the local, state, national, and international levels. It includes the process of health policymaking, the

impact of health policy on the health of citizens and the roles of nursing and the role of advanced practice nurses in the political process.

NUR 735 Epidemiology (3)

Epidemiological principles and biostatistical methods used in the study of disease patterns are further examined. Methods are applied in the development, implementation, and evaluation of preventative healthcare services in diverse settings.

Students investigate, describe, and determine causal inferences involving the distribution and determinants of morbidity and mortality. Epidemiological and statistical data are used to develop and improve health care delivery models for diverse population health and acute-care settings.

NUR 736 DNP Anesthesia Residency II (3)

The course focuses on integration of scientific, best practices, safety, and quality theoretical knowledge to psychomotor skills, clinical judgment, and problem-solving by the “*novice*” anesthesia student for the care of the patient with minimal to no physiological derangements (PS I & IE). This course provides immersion into the anesthetic management of the PS I & IE surgical, medical and/or diagnostic procedures’ patient

NUR 739 Principles for DNP Anesthesia III (5)

The course focuses on safe, evidence-based anesthesia care in select human normal and abnormal physiologic states for select medical, surgical, and diagnostic interventions. Care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness will be developed by the students.

NUR 740 Information Systems – Science, Theory, and Technology (3)

This course focuses on the use of information systems in the leadership of health care. It includes the processes of decision-making with individual patients, patient populations and health care systems using individual and aggregate health and business data. Skills are developed in data based strategic planning, individual and system performance evaluation and health care delivery design and improvement. Students discuss the ethical, political and economic considerations in health information management. Regulatory and accreditation mandates, emerging multidisciplinary roles in informatics and common barriers to the use of information systems are examined.

NUR 744 Regional Anesthesia and Pain Management (4)

The course focuses on safe, evidence-based care management in regional anesthesia, acute and chronic pain states, radiological and ultrasonography principles, and best practices in nonoperating room anesthesia experiences. Specific content topics include pain theories, physiology, acute and chronic pain states' management, regional anesthetic techniques, radiation safety and use of radiological and ultrasound techniques in regional blocks placement, and complications of pain and management strategies. Simulation and experiential regional workshops that include ultrasound techniques will occur for application of theory to practice.

NUR 745 Leadership for Transitioning Health Systems (3)

This course allows the student to integrate theoretical, technological, leadership and communication principles to design management strategies for evidence-based practice approaches to the improvement of healthcare.

NUR 746 DNP Anesthesia Residency III (3)

The course focuses on integration of scientific, best practices, safety, and quality theoretical knowledge to psychomotor skills, clinical judgment, and problem-solving by the “*advanced beginner*” anesthesia student for the care of the more complex patients who may present emergently with severe systemic disease and some functional limitation and patients with minimal to mild physiological derangements who presents for emergency surgical, medical or diagnostic care (PS II & IIE).

NUR 749 Principles for DNP Anesthesia IV (3)

The course focuses on safe, evidence-based anesthesia care in special populations’ normal and abnormal physiologic states for select specialty medical, surgical, and diagnostic interventions. Care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness will be developed by the students.

NUR 750 Translational Research Project Design (3)

The course provides the opportunity for the student to design a comprehensive project based on analysis of existing evidence and data collected from the student’s selected practice/clinical site. The development of the project includes

identifying a clinical problem or change initiative, collaborating with health care leaders, ascertaining the processes necessary for implementation and evaluation of the project within the parameters of an evidenced based practice model. Additionally, the student develops a plan for time and resource management of the project.

NUR 755 Translational Research Project Implementation (3)

This course provides the opportunity for the student to implement and evaluate the translational research project that was planned and designed in the Translational Research Design course. This final project demonstrates synthesis of the knowledge gained throughout the DNP curriculum and lays the foundation for future scholarship in practice. Practice hours may be assigned to the scholarly project for the purpose of implementation and evaluation Translational Research Project I and II.

NUR 756 DNP Anesthesia Residency IV (4)

The course focuses on integration of scientific, best practices, and safety and quality theoretical knowledge to psychomotor skills, clinical judgment, and problem-solving by the “competent” anesthesia student for the care of the functionally incapacitated emergent, moribund and special population and specialty procedures’ patients (PS III & IIIE). The course provides immersion into anesthetic management of the functionally incapacitated emergent, moribund and special population and specialty procedures’ patients. This immersion experiences provides the opportunity to broaden the knowledge, skills and attitudes for nurse anesthesia practice

NUR 763 Synthesis of Critical Anesthesia Concepts I (2)

The course focus is synthesis of critical professional and practice concepts for progression into independent nurse anesthesia practice as one who accepts the duty of current practice knowledge and lifelong learning. Individual knowledge strengths and inadequacies based on the National Board of Certification and Recertification of Nurse Anesthetists (NBCRNA) core competencies for entry into practice will be assessed. Students will take the SEE exam after which individualized learning plans will be developed.

NUR 764 Synthesis of Critical Anesthesia Concepts II (2)

The course focus is synthesis of critical professional and practice concepts for progression into independent nurse anesthesia practice as one who accepts the duty of current practice knowledge and lifelong learning. The course focus is the continued Individual knowledge strengths and inadequacies

based on the National Board of Certification and Recertification of Nurse Anesthetists (NBCRNA) core competencies for entry into practice will be assessed.

NUR 766 DNP Anesthesia Residency V (3)

The course focuses on integration of scientific, best practices, and safety and quality theoretical knowledge to psychomotor skills, clinical judgment, and problem-solving by the “competent” anesthesia student for the care of emergent, moribund, declared brain death patient for organ harvest and special population and specialty procedures’ patients (PS IV & IVE). The course provides immersion into anesthetic management of the emergent, moribund, declared brain death patient for organ harvest and special population and specialty procedures’ patients and special population and specialty procedures’ patients. This immersion experience provides the opportunity to broaden the knowledge, skills and attitudes for nurse anesthesia practice.

NUR 768 DNP Anesthesia Residency VI (4)

The course focuses on integration of scientific, best practices, safety, and quality theoretical knowledge to psychomotor skills, clinical judgment, and problem-solving by the “proficient” anesthesia student for the care of emergent, moribund, declared brain death patient for organ harvest and special population and specialty procedures’ patients (PS V, VE, & VI). The course provides immersion into anesthetic management of the emergent, moribund, declared brain death patient for organ harvest and special population and specialty procedures’ patients and special population and specialty procedures’ patients. This immersion experiences provides the opportunity to broaden the knowledge, skills and attitudes for nurse anesthesia practice.

NUR 770 DNP Anesthesia Residency VII (4)

The course focuses on integration of scientific, best practices, safety, and quality theoretical knowledge to psychomotor skills, clinical judgment, and problem-solving by the “expert” anesthesia student for patients across the lifespan, special populations, and procedures. The course provides the final immersion to complete synthesis and integration of knowledge, skills and attitude for entry into full scope of independent anesthesia practice.

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