2011-2012

Undergraduate & Graduate Academic Catalog

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LOURDES UNIVERSITY

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Calendar

Fall Semester	**2011**
Fall Graduation Application Period	Jul. 25 - Oct.21
Get in the Game Orientation (for traditional students)	Aug. 12
Fall Student Orientation (for non-traditional students)	Aug. 17
Final Registration	Aug. 15 - Aug. 20
Fall Graduate School Orientation (all programs)	Aug. 18
Welcome Weekend	Aug. 19 - 21
Classes Begin	Aug. 22
Late Registration	Aug. 22 - Aug. 27
Last day to Drop (Regular & L Session)	Sept. 3
Financial Aid Freeze Date	Sept. 4
Labor Day (no classes)	Sept. 5
Last Day to Withdraw (L Session)	Sept. 26
College Night (no classes)	Oct. 4
Registration for Spring Semester	Oct. 10
First Day of Classes (Q Session)	Oct. 19
Spring Graduation Application Period	Oct. 24 - Feb. 10, 2012
Fall Graduation Application Deadline	Oct. 21
Last Day to Drop (Q Session)	Oct. 26
Final Date for Withdrawal from Classes	Nov. 21
Thanksgiving Recess	Nov. 23 - 27
Classes Resume	Nov. 28
Semester Exams	Dec. 5- 10
Semester Recess	Dec. 11 - Jan. 8, 2012

Spring Semester	**2011**
Final Registration	Jan. 19 - 14
Spring Orientation	Jan. 11
Spring Graduate School Orientation (all programs)	Jan. 12
Martin Luther King Day (no classes)	Jan. 16
Classes Begin	Jan. 17
Late Registration	Jan. 17 - 21
Last day to Drop (Regular & L Session)	Jan. 30
Financial Aid Freeze Date	Jan. 31
Spring Graduation Application Deadline	Feb. 10
Registration for Summer & Fall	Feb. 27
College In-Service (no classes)	Feb. 28
Spring Break	Mar. 5 - Mar. 11
Classes Resume	Mar. 12
First Day of Classes (Q Session)	Mar. 21
Last Date to Drop (Q Session)	Mar. 28
Easter Break	Apr. 4 - Apr. 8
Easter Sunday	Apr. 8
Classes Resume	Apr. 9
Final Date for Withdrawal from Class	Apr. 30
Semester Exams	May 7- 12
Summer Orientation	May 17
Commencement	May 19

Summer Session	**2011**
Final Registration for Summer (I & II)	May 14 - 18
Classes Begin (I & II)	May 21
Last Day to add/drop Session I & II	May 26
Financial Aid Freeze Date	May 27
Memorial Day Commemoration (no classes)	May 28
Summer Graduation Application Period	Jun. 4 - Jul. 6
Final Registration for Summer Session (III)	Jun. 18 - 24
Summer Session II Ends	Jun. 23
Summer Session III Begins	Jun. 25
Last day to add/drop Session III classes	Jun. 30
Independence Day (no classes)	Jul. 4
Fall Graduation Application Period	Jul. 23 - Oct. 19
Summer Sessions I & III End	Jul. 28
Get in the Game Orientation (for traditional students)	Aug. 10
Fall Student Orientation (for non-traditional students)	Aug. 15
Fall Graduate School Orientation (all programs)	Aug. 16
Welcome Weekend	Aug. 17- 19
Fall Semester Begins	Aug. 20

Accelerated Schedule

Fall Session	**2011-2012**
Session I – Section L	Aug. 22 - Oct. 11
Session II – Section Q	Oct. 19 - Dec. 10
Spring Semester	
Session I – Section L	Jan. 17 - Mar. 13
Session II – Section Q	Mar. 21 - May 12

Lourdes University

Seal

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

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

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

Logo

Color

Terracotta Brown represents

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

Pillars and Arch

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

The Two-Part Arch represents

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

It is the policy of the University to provide equal opportunity in all terms and conditions of employment and education for all faculty, staff and students. The intent of this policy is to prohibit unlawful discrimination (including sexual harassment) and to promote the full realization of equal employment opportunity.

The University will provide equal opportunities for all qualified individuals and will promote the full realization of equal opportunity through positive programs. This policy of equal employment opportunity applies to all individuals in every aspect of education, employment policy and practice.

Lourdes University does not discriminate on the basis of race, color, creed, religion, national origin, ancestry, citizenship, sex, disability, military or veteran status, age, or other legally protected category in its programs, activities, and employment.

This Catalog is published for informational purposes only. It creates no contract rights for either students or staff. All questions concerning the application of any stated policy to an individual 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 on CD, in hard copy format or on the Lourdes University web site.

To obtain the 2011-2012 Lourdes University Undergraduate and Graduate Academic Catalog in CD format, please contact the Office of Admissions at 419-885-5291 or lcadmits@lourdes.edu.

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Introduction to
Lourdes University

The University

Lourdes University is a private, four-year institution of higher learning, offering values-centered educational programs in professional studies and the arts and sciences in a caring and supportive environment. It offers Associate in Arts, Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, Master of Arts in Liberal Studies, Master of Business Administration, Master of Education, Master of Organizational Leadership, Masters of Science in Nursing, and Master of Arts in Theology degrees.

Beginning in 1943 as an extension campus of the College of St. Teresa, Winona, Minnesota, Lourdes Junior College was founded in 1958. Originally established to educate sisters of the Franciscan community, Lourdes College began to admit laywomen in 1969 and laymen in 1975. The institution received its certificate of authorization from the Ohio State Board of Education in January, 1958, and was accredited by the North Central Association of Colleges and Schools in 1964. It was independently incorporated as Lourdes College in 1973.

In the 1980s, the College realized an expansion in the scope of its programs: the Ohio Board of Regents authorized Lourdes College to grant the Bachelor of Arts, the Bachelor of Science in Nursing, and the Bachelor of Individualized Studies degrees. The National League for Nursing accredited the Bachelor of Science in Nursing Program in 1989, and the Bachelor of Science was authorized and accredited in 2000.

Lourdes College next added four masters programs: the Master of Education (M.Ed.), the Master of Organizational Leadership (M.O.L.), the Master of Science in Nursing (M.S.N.) and the Master of Arts in Theology. The Master of Education degree received North Central Association of Colleges and Schools accreditation in 2001, the Master of Organizational Leadership in 2002, the Master of Science in Nursing in 2006, and the Master of Arts in Theology in 2009.

In 2011 the College developed and was granted Ohio Board of Regents' authorization and Higher Learning Commission of the North Central Association accreditation for the Master of Arts in Liberal Studies, the Master of Business Administration, and the Nurse Anesthesia Program under the Master of Science in Nursing. The Nurse Anesthesia Program is also accredited by the Council on Accreditation (COA).

With the increased offerings in graduate degrees, the establishment of student housing and athletics, and in alignment with its seven year strategic plan, Lourdes College transitioned to Lourdes University during its Convocation Ceremony on August 19, 2011.

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

Rooted in the Franciscan tradition, Lourdes University expresses its Franciscan identity as:

- a Community of Learning
- a Community of Reverence
- a Community of 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, to all of creation. The mission of Lourdes University is carried out in the context of a community that begins on the Lourdes campus among students, faculty, and staff and flows outward to embrace the religious and civic communities whom we engage. As a community we are called to grow, to be hospitable and inclusive, to be peacemakers and justice seekers.

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

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

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

Diversity Statement

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

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

Learning Outcomes

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

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

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

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

They can

A. Use knowledge and methods of history, literature, philosophy, and theology to address enduring questions of meaning and develop a worthy vision of the human person.

B. Use knowledge, theories, or methods appropriate to the arts to understand their context and significance.

C. Use knowledge and the methods of inquiry and analysis appropriate to the physical or natural sciences, the social sciences, and mathematics to develop well reasoned solutions to local and global issues.

II. Critical Thinking Ability.

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

They can

A. Systematically explore issues and ideas by finding, retrieving, evaluating, and using information responsibly.

B. Comprehensively and objectively analyze and evaluate appropriate data (e.g., issues, texts, artifacts, and events) in order to develop an informed conclusion.

C. Review existing knowledge and synthesize it in original ways to clarify meaning, develop a broader perspective, or present a new point of view.

D. Use mathematical or formal reasoning to answer questions or to achieve desired goals.

E. Collaborate in a search for well-reasoned solutions.

F. Express ideas effectively in speech and in writing to inform, engage, and persuade their audiences.

III. Catholic and Franciscan Religious and Intellectual Traditions.

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

Students will

A. Engage topics involving the Catholic and Franciscan traditions across the curriculum and in co-curricular activities.

B. Experience and grow to embrace the welcoming Franciscan values of community, reverence, learning, and service.

C. Be aware of how the Catholic and Franciscan traditions and values have shaped their Lourdes University experience.

IV. Personal and Social Responsibility

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

They can

A. Demonstrate knowledge of personal and interpersonal responsibilities, ethical principles consonant with Christian tradition, and moral reasoning.

B. Demonstrate knowledge of the richness of human diversity.

C. Demonstrate a commitment to service as well as civic and social action in diverse communities.

D. Demonstrate a commitment to addressing local and global ethical issues.

V. Integrative Learning

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

They can

A. Connect skills and knowledge from multiple sources and experiences in responding to issues or situations and addressing contemporary problems.

B. Apply theory to practice in responding to issues or situations and addressing contemporary problems in academic and/or other real-world settings.

C. Incorporate diverse and even contradictory points of view in responding to issues or situations and addressing contemporary problems.

D. Recognize contextual factors, such as cultural, historical, professional, and ethical frameworks, in responding to issues or situations and addressing contemporary problems.

Assessment

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

At the institutional level, semester reports on assessment findings and action plans for improvement are collected at the end of every semester from all departments involved in student learning and reviewed by the Assessment Committee. Data on graduating students' perceptions of their skills and knowledge in the University Learning Outcome areas and the effect their learning experiences at Lourdes University had on the development of those skills and knowledge are also collected and reviewed annually. To provide a broader context for assessing learning and student engagement at the institutional level, the University participates in the National Survey of Student Engagement every three years. Results provide a vehicle for examining and improving students' learning experiences in light of empirically confirmed "good practices" in undergraduate education.

At the program level, academic and student life programs involved in student learning have program missions, student learning outcomes, and plans for assessing program outcomes. The missions are related to the University's mission, and the outcomes are related 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.

Buildings and Campus

The campus of Lourdes University is located in Sylvania, Ohio, 10 miles west of Toledo in Lucas County. It is situated on an 89-acre tract of wooded land on Convent Boulevard and Silica Road. A unique feature of the campus is the California mission style of architecture. The University complex consists of an additional 20 acres that include Lourdes Commons, a student residential housing complex.

Lourdes University is one of several ministries sponsored by the Sisters of St. Francis on site. Others include the Sophia Center and Franciscan Services Corporation. Buildings housing the administration, residence halls, and the retirement home for the Sisters of St. Francis are also located on the grounds.

Lourdes University Building Complex

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

Carmel Hall, located on the west side of the campus, houses classrooms and faculty offices.

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

Duns Scotus Library, dedicated in 1950, was named for the 13th century Franciscan philosopher, John Duns Scotus. The library is located at the west end of St. Clare Hall. It houses a collection of over 55,000 volumes, a periodical collection over 200 titles, and a collection of about 900 audiovisual items. More than 350 art items decorate the library and are fully catalogued online. Lourdes University is a member of OhioLINK.

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

Lourdes Hall, connected to Mother Adelaide Hall, houses the offices of the President and University Administration. The second floor contains faculty offices, the office of Campus Ministry, and the office of Service Learning.

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

McAlear Hall, named in honor of Michael and Gloria McAlear, contains classrooms, faculty offices, a student lounge area, the Advising Center, and the Information Technology Center.

Mother Adelaide Hall, houses the Admissions Office and the Financial Aid Office. It also contains faculty offices, art studios, classrooms, science laboratories, The Appold Planetarium, and the Planetarium Lobby.

St. Clare Hall, joined to Lourdes Hall, includes offices of the Registrar, Bursar, Institutional Advancement offices, faculty offices, music practice rooms, classrooms, and meeting areas. The Department of Human Resources and the Nursing Department are located on the second floor.

Franciscan Academy of Lourdes University, formally St. Francis Education Center, was founded in 1973 on the campus of Lourdes College. Its current location opened in August 2002 at 5335 Silica Dr. just west of campus and houses a Pre-K to Grade 8 Catholic School. The school can be accessed by the paved path running behind the Learning Center and Carmel Hall or along the sidewalk or drive of Convent Blvd. Classrooms are utilized primarily for Education courses.

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

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

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

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

The Learning Center Hall, located between Assisi Hall and Carmel Hall, contains faculty offices, the Archives, and the Life Lab.

The Appold Planetarium

Built in 1964, the former Copernicus Planetarium underwent renovations in 2006 to provide real-time 3D sky simulations, fulldome shows and multimedia presentations. The planetarium is part of the Lourdes' Community and Children's Outreach Program and features SciDome, a single projector fulldome video system powered by Starry Night. Thanks to the generous donors James and Patricia Appold, The Appold Planetarium has allowed for the expansion of astronomy instruction for Lourdes' undergraduate programs, especially in biology and education as well as astronomy. The public shows bring in a wide cross section of the community and has been used to educate people of all ages, from preschoolers through senior citizens.

Center for Professional Studies

The Center for Professional Studies is located in St. Francis Hall. The Center promotes student success for those enrolled in the College of Business and Leadership, and the College of Education and Human Services. Students are able to interact with their peers and gain hands-on experience through a variety of professional materials and equipment.

Ebeid Student Center

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

The Flasck Nursing Center

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

The Franciscan Center

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

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

Paul R. Koester Greenhouse

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

Other Buildings on Campus

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

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

Alverno Art Studio is located across the campus from the main University buildings. This studio has 2,745 square feet of workspace with kilns and equipment for classes in ceramics and sculpture.

Educational Rights and Privacy Act

Lourdes University is in full compliance with the 1974 Educational Rights and Privacy Act.

(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.

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 the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

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 it should be changed.

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.

Lourdes University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, 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 for the University.

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 on a student without violating FERPA through what is known as "directory information." Directory information includes the 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 and sports, weight and height of members of athletic teams, degrees, honors and awards received, the most recent educational agency or institution attended, and other similar information.

A student has the right to refuse to let the University designate as directory information any or all of these types of information about the student. A student has 14 days from the first day of each semester to notify the Registrar in writing that the student does not want any or all of those types of information about the student designated as directory information.

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

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

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

Notice of Non-Discrimination

Lourdes University does not discriminate on the basis of race, color, creed, religion, national origin, ancestry, citizenship, sex, disability, military or veteran status, age, or other legally protected category in its programs, activities, and employment.

If you believe that Lourdes University is discriminating on the basis of a protected category, you may seek information on the University's non-discrimination policies, or file a complaint. The following persons have been designated as Lourdes University's Title IX Coordinators, Title VI Coordinators, and Age Discrimination Act Coordinators to handle inquiries and complaints regarding the non-discrimination policies:

For complaints by faculty members:	Janet H. Robinson, Ph.D. Provost 6832 Convent Blvd. Sylvania, OH 43560 419-824-3676
For complaints by staff members:	Michael Killian, B.A., B.S. Vice President for Finance and Administration 6832 Convent Blvd. Sylvania, OH 43560 419-824-3730
For complaints by students:	Kimberly Grieve, Ph.D. Dean of Students 6832 Convent Blvd. Sylvania, OH 43560 419-824-3834
For further information, contact:	Cleveland Office Office for Civil Rights U.S. Department of Education 600 Superior Avenue East, Suite 750 Cleveland, OH 44114-2611 Telephone: 216-522-4970 FAX: 216-522-2573; TDD: 877-521-2172 Email: OCR.Cleveland@ed.gov

Student complaints of discrimination will be handled according to Lourdes University's Non-Academic Grievance Procedures. These procedures are explained in the Lourdes University Student Handbook. Faculty or staff complaints of discrimination will be handled according to the Redress of Complaints and Appeal sections in Lourdes University's Policy Manual, Volume II, General Institutional Policies.

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 was founded.

The Newman Award

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

Accreditation and Membership

Lourdes University is:

Sponsored by the Sisters of St. Francis of Sylvania, Ohio

Authorized by the Ohio Board of Regents

Accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools
(312.263.0456 or www.ncahigherlearningcommission.org)

Approved by the Ohio State Department of Education

Approved by the Ohio Board of Nursing

Accredited by the Commission on Collegiate Nursing Education
(Department 210, Washington, DC 20055-0210, 202.887.6791)

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

Accredited by the Council on Social Work Education (CSWE)

Accredited by International Assembly for Collegiate Business Education (IACBE)

Accredited by the Teacher Education Accreditation Council (TEAC)

Lourdes University holds membership in:

American Association of Colleges for Teacher Education

American Catholic Colleges & Universities

American Council on Education

Association for the Advancement of Sustainability in Higher Education

Association of American Colleges and Universities

Association of Catholic Colleges and Universities
Association of Franciscan Colleges and Universities
Association of Governing Boards of Universities and Colleges
Association of Independent Colleges and Universities of Ohio
Better Business Bureau of Toledo
Board Source
Council for Advancement and Support of Education College Board
Council for Adult and Experiential Learning
Council for Higher Education Accreditation
Council for Opportunity in Education
Council of Independent Colleges
Independent College Advancement Associates
International Assembly for Collegiate Business Education (IACBE)
Midwest Association of Graduate Schools
National Academic Advising Association
National Association of Intercollegiate Athletics
National Association of Independent Colleges and Universities
Network for Vocation in Undergraduate Education
Ohio Association of Advanced Practice Nurses
Ohio Campus Compact
OHIONET
Science Alliance for Valuing the Environment
Society of Biblical Literature
Sylvania Area Chamber of Commerce
The American Association of Colleges of Nursing
The American Association of University Women
The American Conference of Academic Deans
The American Library Association
The Association of Graduate Schools in Catholic Colleges and Universities
The Catholic Biblical Association of America
The College Board
The Commission on Collegiate Nursing Education
The Council for Adult and Experiential Learning
The Council for Advancement and Support of Education
The Council of Graduate Schools

The Council of Social Work Education

The Higher Learning Commission of the North Central Association of Colleges and Schools

The National Academic Advising Association

The National League for Nursing

The North American Patristics Society, Inc.

The Ohio College Association

The Ohio Council of Deans and Directors of Baccalaureate and Higher Degree Nursing Programs

The Ohio Foundation of Independent Colleges

The Ohio League for Nursing

The Toledo Employers Association

Toledo Area Organization of Nurse Executives

Toledo Regional Chamber of Commerce

Toledo Metropolitan Area Council of Governments

Wolversine-Hoosier Athletic Conference

Agreements with Other Institutions:

Case Western

Davis College

Greater Northwest Ohio Tech Prep Consortium

Monroe Community College

Northwest State Community College

Owens Community College

Rhodes State College

Service Members Opportunity Colleges

Studio Art Centers International

Terra Community College

The University of Findlay

The University of Toledo

Tiffin University

Student Life

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

The areas within Student Life include: accessibility services, admissions, athletics, career services, counseling services, diversity and multicultural services, enrollment management, financial aid, housing and residential life, judicial affairs, student activities and recreation, student organizations, veterans affairs, and the Federal TRiO programs, including Student Support Services and Upward Bound. These areas are designed to assist and support students in their overall educational goals and experiences.

Academic Advising Process

MISSION: To support the University's Mission by helping students identify educational plans in keeping with their life goals. While we believe that the ultimate responsibility of making educational choices rests with the individual student, as advisors, we provide accurate and timely information and a supportive atmosphere for exploring a student's maximum potential.

At Lourdes University advising is a comprehensive process where students are assisted in developing a personalized educational plan to guide them in their pursuit of a degree. A broad spectrum of advising services is available to help students choose their classes wisely and to ultimately help them obtain their goal. Advisors strive to know each advisee to better assist him or her in making informed choices.

Students are assigned an academic advisor according to their major. With the advisor's assistance, they develop their plan of study, register for classes, and learn about some of the culture, values and practices of the Lourdes University community. All first term students will register in the Academic Advising Center. The only exceptions are L.P.N. to B.S.N. students, R.N. to B.S.N. students, and educational licensure students. These students register in their respective departments. After the first semester most liberal arts students, pre-nursing students, special needs students, and students who have yet to declare their major continue to be advised through the Academic Advising Center. Students who are interested in Interdisciplinary Studies also work with an advisor in the Center. Art, Art History, Business, Social Work, Criminal Justice, and Sociology majors are assigned advisors in their area of specialization.

For registration and other advising services, students need to contact their advisor. Appointments are encouraged. Potential students may also meet with advisors to receive preliminary information.

Academic Services

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

Sr. Cabrini Warpeha WIN (Windows for Intellectual Networking) Center

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

Students may use computers, graphing calculators, video monitors, scanners, CD and DVD burners and printers (color and black and white) in The WIN Center. Computers are equipped with Microsoft Office, documentation software, SPSS, Kurzweil 3000, Diet Analysis Plus, NutriTrac and other software.

Additionally, The WIN Center provides tutors (for content) and academic coaches (for study skills) to students currently taking courses at Lourdes University. Patrons can schedule appointments for individual or group tutoring, or they may utilize drop-in tutoring services. Tutors in The WIN Center include peer tutors, graduate students and professionals.

Each semester, workshops are offered to assist students with various topics, including: software (e.g., Microsoft Word and PowerPoint, writing (e.g., documentation and Internet research), software programs to assist with their course work (e.g., Sakai and Turnitin) and study skills (i.e., improving memory and test anxiety). Students may register for any and all of these free workshops.

The WIN Center proctors make-up tests, standardized tests, and tests for students who require academic adjustments. Students are responsible for scheduling their own proctored testing appointments.

Students may also reserve one of four group study rooms for groups of two or more students. Group study room availability is not guaranteed.

College Readiness Program

MISSION: The College Readiness Program is designed to help students develop essential competencies for academic college level success. The program is targeted for individuals who request intensive introductory course work instruction or for students who do not test into college level courses.

Faculty and students work as a team to set and to meet individual learning goals. The program uses a variety of learning strategies in the classroom and encourages students to utilize tutoring outside of the classroom setting.

Course offerings include ENG 097 College Reading Skills, ENG 098 College

Writing Skills, MTH 097 Basic Mathematics, MTH 098 Basic Algebra, and ND 106 College Study Skills.

In addition, there are two non-academic credit courses offered in entry level reading/writing (ENG 090 English Prep Course) and entry level math (MTH 090 Math Prep Course). Both cover fundamental content skills. After completion of the 090 course(s), students may take the placement test to determine scheduling into appropriate courses.

Duns Scotus Library

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

Students have access to The Duns Scotus Library collection that includes books, audio visuals, periodicals, and online resources such as research databases, eBooks, and electronic journals. Students may use library computers with Internet access and Microsoft Office software, printers, a scanner and fax machine. The Library has two group study rooms; tables in the main reading room are wired for laptop computers and two TV/DVDs are available for individual use. The Library homepage (http://www.lourdes.edu/Academics/ 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/OhioLINK library catalogs to locate and request books and other materials, and research databases to find and request journal articles. At the request of faculty, librarians schedule library group instruction.

Accessibility Services

MISSION: To improve the educational development of students with disabilities and to enhance understanding and support within the campus community.

The Office of Accessibility Services coordinates academic adjustments for students with disabilities. Specific guidelines for determining eligibility for accessibility services can be found in the Lourdes University Policy on Accessibility Services, available from the Office of Accessibility Services or on the Lourdes University website. To receive academic adjustments, students with disabilities must first provide documentation of the disability to the Director. The Director notifies the faculty members of the appropriate adjustments. Students should also discuss the established services with each of their professors.

Lourdes University is committed to providing access to its programs and its facilities. Accessibility Services brochures that provide accessibility and parking information are available at the Welcome Center and the Office of Accessibility Services.

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 the 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 was recently accepted into the Wolverine Hoosier Athletic Conference (WHAC) to begin competing against the other nine conference members beginning in the Fall of 2011. The WHAC includes institutions from Michigan, Indiana and Ohio.

Starting in August of 2011, Lourdes will compete in Women's and Men's Volleyball, Women's and Men's Basketball, Women's and Men's Golf, and Men's Baseball. Season schedules, team rosters and more can be found at www.lourdes.edu/athletics.

Lourdes also sponsors the following opportunities for students to complement the athletic teams and support the home contests:
Spirit Squad
Pep Band
Mascot Team

More information about the Spirit Squad or Mascot Team can be found at www.lourdes.edu/athletics. Contact the Chair of the Music Department for more information about the Pep Band.

Mascot

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 his suit is the University colors.

Fight Song

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

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

We are the Gray Wolves, come hear us howl!

We strive for victory, we're on the prowl!

Out on the court or out in the field, Gray Wolves fight and never yield!

Gray Wolves are brave and Gray Wolves are bold!

Our loyalty will never grow old;

Gray Wolves with fearless stride march forward with true Lourdes pride

Fighting on for Victory!

Campus Life Programs

MISSION: To provide a variety of social, recreational, and educational opportunities that enrich the overall college experience of students. Participation in these activities and programs encourages teambuilding and leadership development; enhances personal growth and 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 recreational opportunities in the gym or fitness center

for sports or fitness programs; involvement in cultural functions such as concerts or performances, coffee houses, social gatherings or diversity programs; or special events hosted by the many student organizations on campus. In addition, the University offers annual events such as Fall Fest, Snowed In Winter Celebration, Spike the Spirit Volleyball Tournaments, and Spring Fling.

Campus Ministry

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

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

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

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

Career Services

MISSION: Career Services is dedicated to helping students explore, define, plan and implement their post graduate career plans.

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

and needs of the student.

Career Services offers individual appointments, campus workshops, and classroom training to ensure employment readiness. Students are encouraged to contact the Career Services Office 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 Mobile Unit #1, and the telephone number is 419-824-3704. For additional information please access www.lourdes.edu/career.

Counseling Services

MISSION: The Office of Counseling Services promotes the holistic development of students by providing individual counseling services and programming that supports students in achieving their personal and academic goals.

Counseling Services 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.

Specialized topics are also addressed through classroom presentations, special events and programs, and information resource displays. Students wishing to set up an individual appointment are requested to call, e-mail, or stop by the Counseling Office. All individual counseling services and programming is provided at no charge to students.

Diversity and Multicultural Services

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

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

Food Service

Adjacent to the planetarium Lobby and Mother Adelaide Hall is 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 new Lourdes' Dining Hall, offers a menu of freshly made soups, salads, sandwiches, pizza, specialty coffees and other dining options in an A ´ la carte atmosphere.

Vending options are located throughout the various campus buildings for that person on the go and a tight schedule

Gymnasium & Fitness Center

The Gymnasium and Fitness Center, located in the Franciscan Center is available for use during posted hours. The gymnasium has a resingard synthetic playing surface spanning over 7,500 square feet. It is lined for basketball and volleyball. The fitness center includes a wide variety of exercise equipment and full shower and dressing room facilities.

Health Services

In case of an emergency, first contact 911, then call 411. If necessary, referral service to a physician or to a hospital will be provided with the understanding that the expenses will be the responsibility of the student. Students seeking health insurance are advised to consult local health insurers or contact the Senior Administrative Assistant to the Vice President for Student Life for information.

Housing & Residential

On-campus housing is available for students at Lourdes Commons, located on McCord Road near Brint Road. The residential complex currently has five buildings designated for residence halls: Ambrose, Bonaventure, 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 Residential Life is available from the Campus and Residential Life staff or on the Housing website.

I.D. Card

Lourdes University I.D. cards permit students to use or participate in the following: library and research, the Sr. Cabrini Warpeha WIN 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 Welcome Center.

Judicial Affairs

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 judicial procedures for violation of University regulations. The Handbook is revised annually and accessible to students on the University's website and in hard copy upon request from the Senior Administrative Assistant for Student Life. Every student is responsible for knowing and observing all Lourdes University regulations. Questions concerning Lourdes University regulations, or judicial procedures should be addressed to the Dean of Students and Retention.

Lourdes Alert

Lourdes Alert is a service provided by the University to deliver a TEXT 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.

This service is an "Opt-In" service and requires a mobile cell phone. Text message fees may be charged by your personal cell phone carrier.

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 Welcome Center and are free of charge.

The parking permit must be clearly displayed hanging from the rearview mirror.

Student Parking at Lourdes Commons
Students will be required to obtain a special parking pass if living in the residence halls.

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.

Publications

AtLourdes Magazine
Published quarterly by the Office of University Relations, AtLourdes is available to students at various locations around campus.

MyCampus Portal
Lourdes University's MyPlace is a campus portal solution that provides students, faculty, and staff with access to their academic and social information all in one place. Some of the key features to MyPlace are: single sign on capabilities to Email, Sakai, Banner Self-Service, LiveText; social networking links such as Facebook, MySpace, Flickr; Campus Views; Feedback portlet. Go to https://mycampus.lourdes.edu to log into MyPlace.

Recording Policy

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

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

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

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

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 419-517-3861.

In case of life-threatening emergencies, faculty, administration, support staff, and students are directed to call 911 and then notify Campus Security at 411, 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 using an incident report form obtained from the Welcome Center, which will be investigated and responded to either through the student discipline process as described in the Student Handbook, easily accessed from the Lourdes University website, or the Sylvania Police Department, as appropriate.

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.

Counseling Services can be contacted by campus phone at 511 or 419-885-3211, ext. 511 for a student who is experiencing emotional distress.

Service Learning

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

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

Service Learning has been part of Lourdes University academic programs since the late nineties. In the Fall of 2002, the Office of Service Learning was created in order to foster the development of additional projects and to continue alliances with community institutions. The number of classes offering a Service Learning component continues to increase and they encompass a variety of academic disciplines, including Art, Human Values, Sociology, Biology, Nursing, Business, and Theological Studies. The collaboration of enthusiastic faculty, staff, students, and community agencies, helps to ensure the success of the Service Learning program at Lourdes University. Lourdes University is a member of Ohio Campus Compact, an alliance that supports student and institutional involvement in service and civic engagement.

Student 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, members at large, and representatives from each active student organization. Students interested in participating are encouraged to contact the SGA Office at 419-824-3943 or the Director of Student Activities at 419-517-8946.

Student Organizations

Admissions Ambassador Club

Arab American Student Union

Biology Student Association

Black Student Union (BSU)

Collegiate Middle Level Association

Drama Society
Environmental Club
Film Club
Gaming Society
Graduate Student Association
Latino Student Union (LSU)
Linking Interest Need and Knowledge (L.I.N.K.)
Literati
Lourdes University Future Educators
Non-Traditional Student Union (NTSU)
Orbis Ars (World of Art)
Phi Alpha Theta (History)
Phi Beta Lambda (Business)
Pre-Art Therapy Association
Social Science Club
Student & Alumni Connection
Student Nurses Association (SNA)

In addition, there are a number of honorary organizations for students with high academic achievement in their respective areas. (see p. 69)

TRiO Program

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

The program's goals include:

- Helping members achieve academic success and college degrees.
- Assisting members in establishing career direction.
- Promoting continued education at the graduate level.
- Increasing cultural awareness and enhanced appreciation for the arts.
- Encouraging attention to physical well being.
- Instilling a sense of social responsibility.
- Recognizing individuals' diverse backgrounds and learning styles.

These goals are achieved through a variety of services, including learning and study skills enhancement, tutoring, personal and career counseling, mentoring, technology assistance, and cultural awareness opportunities. There is also collaboration with faculty and staff in order to create a strong network of support for the TRiO students.

Veteran's Center

The Veteran's Center, located in the lower level of St. Francis Hall, provides support services to assist veterans with their transition from soldier to civilian to student. Please visit the Scholarships for Military and Veterans webpage for more information.

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.

Admission

The procedures listed in this section are to apply for admission as a traditional full-time student (freshman) or those with an interest in part-time, evening; or who are transferring to Lourdes.

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, college or universities attended, and GPAs or ACT/SAT scores submitted. If any falsification or omission of information on the admission application is discovered during the admission process,

the application, at the sole option of the University, may be considered null and void, and may be rejected. If any falsification or omission of information on the admission application is discovered after admission has been granted, that granting of admission, at the sole option of the University, may be immediately rescinded, and the applicant's student status may be terminated.

Application Procedure

Entrance into Lourdes University requires an earned diploma from an accredited high school in a college preparatory course of study or a GED certificate. The faculty recommend 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. While Lourdes University is a test optional institution, provided ACT or SAT scores can be used in the case of admissions decisions as well as for placement into courses.

The following criteria are used as standards for freshman admission:

- High school grades and class rank;
- Optional: American College Test (ACT) or Scholastic Aptitude Test (SAT) scores;
- Other indicators of academic and personal success (character, study habits, personality, etc.);
- Submit a completed International Admission Application form with one-time, non-refundable application fee.

For first-time international University applicants, submit an official high school transcript or record in the applicant's native language as well as an official copy to World Education Services (www.wes.org) for an international Academic Credential evaluation at the expense of the student.

For international University transfer applicants, submit an official transcript or record from all colleges or universities attended and high school records in the applicant's native language as well as ALL international transcripts must then be sent by the student to World Education Services (www.wes.org) for an international Academic Credential evaluation and translation at the expense of the student. All International applicants must complete the TOEFL with a score of 173+ on the computer version or 500+ on the paper version, or a cumulative score of 61 on the TOEFL IBT (Internet-based test). In addition, verification of enrollment in a Medical Insurance Plan, and a statement of financial responsibility indicating (in U.S. dollars) the applicant's ability to cover all costs for a one year period.

The following criteria are used as standards for transfer admission:

- Official transcripts from all previously attended colleges, regardless of hours completed, earned or attempted, and regardless of cumulative G.P.A. Note:

students with less than 12 college semester hours (18 quarter hours) are required to submit official high school transcripts or GED along with official transcripts from all previously attended colleges.

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

Conditional Admission

Conditional admission may be granted at the discretion of the Dean of Enrollment to Full-time, first-time freshmen, Part-time and transfer applicants applying to Lourdes. Applicants will be reviewed on an individual basis and may require supporting documentation, such as letters of recommendation for conditional admission to Lourdes.

- Requirements to be fulfilled by Conditional Admission Students:
  - May need to take a placement test, i.e. Accuplacer.
  - Complete ND 106: College Study Skills in the first semester at Lourdes University with a grade of C or better by second semester.
  - Complete necessary Math and English coursework below the 100 level within the first 15 semester hours at the University.
  - Meet with a Lourdes University academic advisor in the Academic Advising Center during the time the student is taking ND 106: College Study Skills and all Math and English courses below the 100 level, i.e. MTH 090, MTH 097, MTH 098, ENG 090, ENG 097, ENG 098 as determined by a placement test and until a G.P.A. of 2.0 is achieved.
  - Not exceed 13 credit hours per semester for the first two semesters at Lourdes University or as long as a student has a conditional admit status.
  - Contact the academic advisor for referrals if academic difficulty is experienced.

International Admission Requirements

As you probably know, applying for admission to colleges in the U.S. can be confusing. Lourdes will work with you to make the process as simple as possible. Please review the list below for specific requirements for international admission.

We invite you to apply to Lourdes by submitting the following items (required for all international students):

1) Proof of English proficiency

a. TOEFL score and test date (cumulative score of 79-80 on internet based test, acceptable score of 500+ on paper version or minimum of

173+ on computer version).

b. Proof of English as primary language for school instruction.

2) **Proof of healthcare insurance.**

3) **Financial requirements**

a. A bank statement showing at least $25,044 to cover costs for books, food, housing, tuition, and transportation for two (2) semesters.

4) **Educational background**

a. Students with no post high school courses must submit an official transcript from high school to WES (World Education Services) for academic evaluation. The WES Evaluation that is sent to Lourdes will serve as the student's official transcript for admissions purposes.

b. Students who have attended a college and or university upon completion of high school must submit official transcripts from all prior colleges or universities attended to WES (World Education Services) for academic evaluation. The WES Evaluation that is sent to Lourdes will serve as the student's official transcript for admissions purposes.

5) **Completed International Application Form for Admission with a fee of $25 U.S.**

a. A copy of the student's passport.

b. A copy of the student's I-94.

Next Step: Getting your Visa
After we receive the above items, we will process your application and an admission decision will be made as soon as possible. Once you have accepted our offer of admission, you will be sent an I-20 form. Because this I-20 form is not a visa, it is imperative that you take this form to the nearest American Embassy or Consulate. They will review your case and grant you a student visa. Once you receive your visa, you can enter the USA 30 days before classes start. Upon arrival you will be issued an I-94 card. This document is important for you to keep. If you have any questions, please contact the Dean of Enrollment.

How and When to Apply

The Office of Admissions provides application forms to prospective students and receives the applications when completed. A high school transcript showing grade point average and class rank should be requested from the high school guidance counselor and submitted to the Office of Admissions. While not required, students are encouraged to submit results of the Scholastic Aptitude Test (SAT) or American College Test (ACT) to be used as supporting admissions documentation and for academic placement into University courses.

The college education may begin during the fall, spring or summer semester. Applications for first-time direct from high school students for fall semester enrollment are completed early in the students' senior year.

All prospective students are strongly encouraged to visit the campus. An interview/visit can provide a better idea of the educational opportunities available at Lourdes. The Office of Admissions is open from 9 a.m. to 5:30 p.m. Monday through Thursday and 8:30 a.m. to 4:30 p.m. Fridays. To set up an appointment, call the Office of Admissions at 419-885-5291 or 1-800-878-3210, ext. 5291.

Entrance Examinations

Lourdes University is a test optional school although it will accept either American College Test (ACT) or Scholastic Aptitude Test (SAT) results for use as supporting documentation and in course placement. If more than one set of scores is submitted, the higher scores are used to determine course placement.

Advanced Placement

Advanced Placement Examinations of the College Entrance Examination 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 one's progress toward a degree. Check with your advisor when registering.

Notification of Decision

Notification of the admission decision will be made within two weeks from the time all required materials have been received by the Office of Admissions.

Deposit

An advanced deposit of $100 is required upon acceptance to ensure housing. The deposit is 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 Dec. 15 for second-semester applicants. After that date, the deposit is not refundable.

Health and housing forms will be sent upon receipt of the deposit. A final transcript of the student's high school record must be submitted to the Office of Admissions after acceptance.

New Student Registration and Orientation

All full-time, first-time freshmen and transfers entering the University with fewer than 27 hours of college credit are required to attend a one-day registration program. This event provides the student the opportunity to meet with faculty advisers, to register for classes, and to take care of many of the functional details such as obtaining a Lourdes University ID card, and obtaining a parking pass. There are specific sessions for parents to attend to address the wide range of topics relative to the student's college career.

Orientation is a required program which occurs the weekend prior to the beginning of classes. It serves as an introduction to college life and provides the student with an overview of programs and services that are available.

Transfer students with 28 or more hours are not required to attend a registration day but may schedule an appointment with their advisor upon receiving their acceptance letter.

A Transfer and Adult Student Orientation is also offered and highly recommended for students new to Lourdes to attend. Orientation occurs the Wednesday prior to the beginning of classes in both fall and spring semester. It serves as an introduction to college life and provides the student with an overview of programs and services that are available. Time is also allotted during the evening of orientation so students can receive a parking pass and student ID.

Transfer Credit Policy

Transfer applicants are students who have attended another institution prior to Lourdes University regardless of credit hours passed or major of study.

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 credit hours at a college/university.

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 of the North Central Association of Colleges and Schools (HLC-NCA), or its nationally affiliated equivalent accrediting associations, will be accepted. The HLC-NCA nationally affiliated accrediting associations are:

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

For international students, transfer credit is granted when courses taken at an approved, as defined by the appropriate governmental body in the international student's home country (e.g. Ministry of Education), degree-granting post-secondary institution are completed with a verifiable grade of "C" or better and not developmental in nature as defined by Lourdes University.

The decision regarding the acceptance of credit rests with the Office of the Registrar. Decisions about validation of courses are based on a comparison of syllabi or course descriptions. Course equivalencies from one institution to Lourdes University are reviewed periodically and are subject to change. Therefore, a student's transfer evaluation will only become official after he/she enters Lourdes University and his/her credits have been posted to The University of Lourdes transcript. Modifications to a student's program can only be made with the approval of the appropriate department chair.

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

A student applying for transfer admission to Lourdes University must be in good academic standing at the accredited post-secondary institution which he/she most recently attended or attended prior to application. Good standing generally implies a minimum cumulative GPA of 2.00. A student may challenge his/her admission status by appealing to the Dean of Enrollment.

Homeschooled Applicants

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

Transient Students

Transient students must apply for admission to Lourdes University and provide a signed and completed Transient Student Form. This form should verify that the student is in good standing at a Higher Learning Commission of the North Central Association accredited college (or its nationally affiliated equivalent accrediting

associations). Credits are forwarded to the student's home school upon the student's request to the Office of the Registrar.

Non-degree Students

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.

Admission Prior to High School Graduation/ Post-secondary Option Program

This program assists public high schools in the Lucas County area in providing an Admission Prior to High School Graduation/Post-secondary Option Program for qualified students in grades nine-twelve.

Option A permits eligible students to enroll in college/university courses for college credit. Students selecting this option are required to pay all costs incurred including tuition, books, materials, and fees.

Option B permits eligible students to enroll in college/university courses for high school and college credit. Students selecting this option are not required to pay for tuition, books, materials, or fees associated with such courses. (The local secondary schools will meet these costs.)

Contact the Admissions Office for more information on Admissions Prior to High School Graduation/Post-secondary Option Program.

Ohio Senate Bill 140 Post Secondary Option Application Procedure

Students must:

- Begin the PSO application process by contacting his/her high school guidance counselor.
- Submit a completed Lourdes University application form.
- Send his/her official high school transcript to Lourdes University. This can be done with the assistance of the high school guidance counselor.
- Contact Lourdes University at 419-885-5291 or 1-800-878-3210 ext. 5291 for any questions regarding the application process.

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

High School Seniors

1. Must have a cumulative G.P.A. of 3.00 or higher.
2. Must have a minimum high school G.P.A. of 3.00 in the subject area being taken at Lourdes University.
3. May attend full-time, not to exceed 16 credit hours per semester.

High School Juniors

1. Must have a cumulative G.P.A. of 3.25 or higher.
2. Must have a minimum high school G.P.A. of 3.00 in the subject area being taken at Lourdes University.
3. May enroll in no more than two courses per semester.

High School Sophomores

1. Must have a cumulative G.P.A. of 3.80 or higher.
2. Must have a minimum high school G.P.A. of 3.00 in the subject area being taken at Lourdes University.
3. May enroll in only one course per semester. One course would be equal to a lecture and an accompanying lab.

High School Freshmen

1. Must have a cumulative G.P.A. of 4.00 based on a 4.00 scale.
2. Must provide a required letter of recommendation.
3. Must have a required interview with the coordinator of the Post Secondary Option Program.
4. May enroll in only one course per semester. One course would be equal to a lecture and an accompanying lab.

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

Post Secondary Option Students must maintain a 2.0 G.P.A. Failure to do so will result in a student being ineligible to register for one semester. Exceptions are at the discretion of the Provost.

Students who wish to continue as a regular student after high school graduation are not required to submit another application, but must submit updated or final high school transcripts.

Admissions Holds

Admission is available for students who are recommended for admission but are unable to provide Lourdes University with official transcripts of their high school or college/university performance. Students are admitted based on unofficial transcripts. They are admitted on the condition that they provide the Office of Admissions with all outstanding official transcripts before the next registration period in their program. If a student is unable to comply, they will be placed on

an admissions hold until the required transcripts are provided and will not be permitted to register for subsequent semesters.

Applicants Who Do Not Register

The files of applicants who have not registered are retained for a period of four years. After this period, non-registered applicants must reapply for admission. However, the application fee is a one-time fee and does not need to be paid with a second Application for Admission.

Criminal Activity Admissions Disclosure Policy

Lourdes University is committed to the safety and security of its campus community. It requires applicants for student admission to disclose correct and complete information about the applicant's: (1) pending charges and prior convictions for any criminal offense other than minor traffic violations; and (2) disciplinary suspensions or dismissals from any educational institution.

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

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

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

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

Student Finances

Expenses

Tuition and Fees 2011-2012

Application Fee (non-refundable) $25.00

Student Orientation Fee (one-time fee) $100.00

Tuition for all students per credit hour $484.00

Student General Fee per credit.....$65.00

Art, applied music, business, education, nursing, biology,
chemistry labs..... $40-55.00
(Fee varies per discipline/class.)

Graduation Fee.....$110.00

Audit charge for regular student per credit
(on a space available basis) $242.00

Audit fee for regular student per credit $32.50

Tuition for senior citizen (60 years) per credit hour $242.00

Audit charge for senior citizen (60 years) $121.00

Audit fee for senior citizen (60 years) per credit $16.75

Transcript Fee (same day) $5.00

Room and Board

1 Bedroom Apartment, 2 people per academic year	$4,200.00
1 Bedroom Apartment, 1 person per academic year	$7,000.00
2 Bedroom Apartment, 3 people, shared room per academic year	$4,200.00
2 Bedroom Apartment, 3 people, single room per academic year	$5,200.00

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

A Student Account Payment Agreement must be completed and returned to the Bursar's office on or before the start of each semester. You can print this form via the Bursar's web page or stop by the Bursar's office for a copy and assistance with completing it. Failure to return this form prior to the start of class will result in a non-refundable $50 late financial registration fee. Tuition and fees are due and payable by the start of each semester. If your tuition cannot be paid in full by the start of each term, there is a payment plan option for paying 5 equal installments:

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

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

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

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

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

Students, including international students, who have failed to meet full financial obligations, may have their registration 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.

Refunds

A refund of tuition may be claimed in case of withdrawal from the University or from individual courses. Students must submit in writing a dated notice of

withdrawal to the Registrar's Office. The amount of any refund will be calculated based on the date the notice is received by the Registrar. **Mere cessation of attendance does not constitute official withdrawal.** Students who discontinue class attendance without officially notifying the Registrar during the refund period will be responsible for the full amount of tuition.

Charges will be made if a student withdraws completely after the semester begins.

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

Freeze Date Information (See p. 59)

Fall 2011 **September 4, 2011**
Spring 2012 **January 31, 2012**

- Summer Session and Accelerated Schedule refund information is available in the Bursar's Office.
- Verification of Drop/Withdrawal must be on file in the Registrar's Office. Contact your advisor or the Registrar for proper procedure to follow.
- Information regarding the federal government's policy for return of Title IV Federal Student Aid (if applicable) is available in the Bursar's Office. If you have questions or wish to receive a copy of the Title IV refund policy, the Bursar's Office can be reached at (419) 824-3695 or (800) 878-3210, ext. 3695.

Bookstore Policy

Lourdes University Bookstore is located in the shopping complex at 4900 N. McCord on the corner of Brint Road. Hours are posted at the store and on the bookstore web site http://lourdes.bkstr.com.

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

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

All returns/exchanges must have original receipt with them. Students have one week after the start of class, or two days after the purchase, for a full refund on text. New books must be in unmarked and new condition for full credit. For non-text

items in new condition (with tags), customers may receive a refund up to 30 days after purchase.

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

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

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

Financial Aid

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

To be eligible for Federal Student Aid, a person must be admitted as a regular or conditional admit student with a high school diploma or its recognized equivalent, or be beyond the age of compulsory school attendance in the State of Ohio. If a student is beyond the age of compulsory attendance, but does not have a high school diploma or its recognized equivalent, yet has received aid at a prior institution on the basis of an Ability-to-Benefit Test, the person should notify both the Admissions & Financial Aid Offices for further determination.

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 grants and scholarships available, which are not based on income. The FAFSA must be filed annually, as soon as possible after January 1 for the next academic year. Applications may be completed on the web at www.fafsa.ed.gov. Most types of aid are available to both full and part-time students. Visit the Financial Aid section of the Lourdes University website, www.lourdes.edu, or contact the Lourdes Financial Aid Office for a complete list of financial aid opportunities and awarding requirements. The following types of financial aid are available at Lourdes University:

Grants

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

Loans

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

- **Federal Stafford Loans:** These loans are part of the Federal Direct Loan Program, which helps students to pay part of their educational expenses by borrowing directly from a lending institution. Stafford Loans may be used for educational expenses only. Stafford Loans have low interest rates. It is important to remember that the amount borrowed will determine the monthly repayment amount once repayment begins. For more information on these loans including interest and repayment go to www.direct.ed.gov\student.
- **Federal Stafford Subsidized Loan:** The Subsidized Stafford Loan is awarded based on financial need. While a student is attending college at least half time, the Federal government pays the loan interest. Repayment on the loan begins six months after a student graduates, leaves school, or drops below half-time enrollment.
- **Federal Unsubsidized Stafford Loan:** The Unsubsidized Stafford Loan does not require demonstrated financial need. Under this program, students are charged interest while attending college. Students may pay the interest or delay it until payment of the principle begins six months after graduation, or when enrollment drops below half-time (6 hours). If repayment of the interest is chosen while the student is attending at least half-time, the student must contact the lender to arrange a payment schedule.

- **Federal 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. Repayment begins 60 days after the last disbursement check is issued. Eligibility is determined based on credit worthiness as determined by the lender.
- **Federal Perkins Loan:** The Perkins Loan is awarded based on financial need and fund availability. The Perkins Loan is a low-interest (5%) loan for undergraduate and graduate students. Repayment begins nine months after the student graduates, leaves school, or drops below half-time (6 hours) enrollment.
- **John Martin Loan:** This loan is awarded to business majors with financial need. The maximum annual award is $4,000 with an interest rate of 6%. Repayment and interest begins six months after the student graduates, leaves school, or drops below half-time (6 hours) enrollment.
- **Charles E. Schell Loan:** This loan is awarded based on financial need to traditional age students (ages 18 to 25) who are residents of Ohio, Kentucky, or West Virginia. The maximum annual award is $4,000 with an interest rate of 0%. Repayment begins six months after the student graduates, leaves school, or drops below half-time (6 hours) enrollment.
- **Alternative Loans:** Lenders provide a wide variety of student loan options. Most loans require a credit check, proof of income, and/or cosigners. Alternative loan interest rates and repayment terms are set and determined by the lender. You may choose any lender you prefer. A lender comparison tool is available on Lourdes financial aid website.
- **Federal College Work-Study Program**: This program provides employment opportunities to undergraduate and graduate students with financial need. Lourdes University offers a limited number of on-campus positions. FWS earnings are not considered when completing the FAFSA in the following year and therefore may increase financial aid eligibility.

Satisfactory Academic Progress

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

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

Programs Governed by this Policy
The Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Stafford Student Loans (includes Federal PLUS loans), and Federal Work-Study Program are governed by the Satisfactory Academic Progress Policy.

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

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

Freeze Date Information

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

Fall 2011	**September 4, 2011**
Spring 2012	**January 31, 2012**

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

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

Policies & Procedures

Academic Policies

Academic Calendar

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

Academic Credit

Academic credit is issued in semester hours. A semester hour generally corresponds to one fifty-minute period per week and presupposes approximately two hours of preparation. A minimum of two hours of laboratory work or three hours of field experience is considered the equivalent of one hour of class work. One semester hour is equal to one and one-half quarter hours. One-quarter hour accepted from other institutions is equal to two-thirds semester hour.

Classification of Students

Students are classified as follows:

- Degree - students who are formally admitted into an associate or bachelor's degree program.
- Non-degree - students who are taking courses for credit or audit and have formally indicated that no degree is sought.
- Undecided - beginning students who have not formally declared the intent to pursue a degree.
- 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 sh
Sophomore	28 - 55 sh
Junior	56 - 83 sh
Senior	84 sh and above

Transfer of Credits from Other Regionally Accredited Institutions

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

Prior Learning

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

Program considers the awarding of credit through:

- Testing Sponsored by the College Board (with a maximum of 30 credits for a bachelor's degree and maximum of 15 credits for an associate's degree).
- The Experiential Learning Program (with a maximum of 25 credits for a bachelor's degree and a maximum of 10 for an associate's degree).
- Non-Collegiate Sponsored Learning Programs (with a maximum of 20 credits for a bachelor's degree and a maximum of 10 for an associate's degree).

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

Testing Sponsored by The College Board

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

Advanced Placement

Lourdes University participates in the Advanced Placement Program sponsored by the College Board, a national organization. Qualified high school students who achieve appropriate scores on the AP examinations may be eligible for college credit and advanced standing. This can accelerate one's progress toward a degree. Check with an advisor.

Advanced Placement (AP) Credit
Lourdes University

Subject Examination	Score	Course Equivalent	Awarded
Art History	4 or 5	ART 141	3 s.h.
Biology	3, 4, or 5	BIO 201 & 202	6 s.h.
Language & Composition	4 or 5	ENG 101	3 s.h.
Language & Literature	5	ENG 101 & 200	6 s.h.
French and Spanish	3	FRN/SPA 101 & 102	6 s.h.
	4 or 5	FRN/SPA 101, 102, 201, 202	12 s.h.
Geography	3, 4, or 5	GEO 250	3 s.h.
History, American	3 or 4	HST 122	3 s.h.
	5	HST 121 & 122	6 s.h.
History, European	3, 4, or 5	HST 104	3 s.h.

History, World	3, 4, or 5	HST 104	3 s.h.
Mathematics Calculus AB	3, 4, or 5	MTH 135	4 s.h.
Mathematics Calculus BC	3, 4, or 5	MTH 135 MTH 135 & 136	4 s.h. 6 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		PSY 110	3 s.h.

College Level Examination (CLEP)

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

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

Lourdes University awards credits as recommended by the College Entrance Examination Board for each Subject Examination passed at the 33rd percentile or higher, and credit is also granted for General Examinations. Subject areas include: accounting, macroeconomics, microeconomics, business law, management, marketing, information systems and computer applications, composition, literature, French, history, college algebra, calculus, American government, psychology, sociology and Spanish.

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 transcripting fee is charged per credit hour awarded.

Experiential Learning Credit

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

Policies and Procedures

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

8. Fees will be charged as follows:
    - Assessment Processing Fee. Fee paid by all students who submit a portfolio for the assessment process.
    - Fee for experiential learning credit. Fee paid by students who have been awarded credit through the assessment process. Fee equals one-half the resident credit charge for courses at Lourdes University during the academic year in which the student completed a portfolio. No general fee is added to the charge for credits earned through experiential learning.
    - Assessment-processing fee, and fee for experiential learning credit are not refundable.
    - All fees are charged at the completion of the assessment process.
9. The completed portfolio becomes the property of Lourdes University. Students are encouraged to make a copy of their portfolio and retain it.
10. Lourdes University will provide a Verification Form which students will complete, have notarized and include in the portfolio.

Non-Collegiate Sponsored Learning Programs

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

Lourdes University participates in a number of programs that recommend academic credit for non-collegiate sponsored learning. Among the recommendations followed are those of the Program on Non-Collegiate-Sponsored Instruction of the American Council on Education's Office of Educational Credit and Credentials, and the Defense Activity for Non-Traditional Education Support (DANTES).

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.

College-Level Coursework

Every student must meet with an advisor. Registration will take place based on placement testing. Students who test below ENG 097, ENG 098, MTH 097 or MTH 098 are:

1. Required to take the appropriate Prep course(s) based on placement test scores.
2. Prohibited from registering for any college level (100 or above) courses except a college-level study skills course until there is evidence of having achieved developmental-level skills in reading, writing and/or math.
3. Required to successfully complete all courses below 097 within one academic calendar year.
4. Prohibited from taking courses below 097 more than two times.
5. Dismissed academically from the University if they do not successfully progress to the 097 or 098 level courses within one academic calendar year. Effective Spring 2012 - ENG 097, ENG 098, MTH 097 and MTH 098 will be issued letter grades of A*, B*, C*, D*, F* rather than Satisfactory or Unsatisfactory. A grade of C* or better must be earned in order to be considered "successful completion" and allow for registration in the next level of coursework. The * indicates the grade will not impact the overall G.P.A.
6. Allowed to appeal their dismissal and petition to be readmitted after sitting out for five (5) years.

Registration Procedure

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

Banner Web Registration Instructions

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

1. Currently be enrolled as a Lourdes University student, or have taken a course(s) within the last five (5) years.
2. Clear any Holds on your record.
3. Be in good academic standing.

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

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

TO BEGIN THE ONLINE REGISTRATION PROCESS:

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

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

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

6. Click on "Add/Drop Classes" and Select a Term and "Submit."

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

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

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

TO COMPLETE THE REGISTRATION PROCESS:

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

STUDENT RESPONSIBILITY

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

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

WHERE TO GET HELP
If you experience technical difficulties or problems with your log in, contact the IT Help Desk at (419) 824-3807.

For registration questions, please contact your academic advisor, or the Advising Center at (419) 824-3882.

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 the Advising Center or advisor'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, students receiving financial aid should check with the Financial Aid Advisors to determine the financial implications of changing their class load.

The freeze date (see Freeze Date Information on p. 59) 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 Monday two weeks prior to the final examinations and are initiated with an official Drop/Add Form obtained from the Advising Center or advisor's office.

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

Audit Students
Students who audit a class receive no credit and are required to take no examinations. Students registering for a course for credit may change their status to

that of auditor until mid-semester. The reverse is also true. Only one such change is permitted.

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 his or her advisor; or
2) A student may access and change this information through the Lourdes University web page.

Academic Honors

The Dean's List
At the end of each semester, 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, 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 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

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. Lourdes' chapter of Sigma Tau Delta is designated as Alpha Sigma Nu.

Pi Lambda Theta
Pi Lambda Theta is an international honor society and professional association in education that honors excellence and fosters leadership skills and intellectual values. Membership is open to advanced teacher education students and education professionals who meet specific academic requirements or have achieved certification by the National Board for Professional Teaching Standards.

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

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

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

Phi Alpha
Phi Alpha is a national honor society for social work students who have attained excellence of scholarship and distinction of achievement. Students meeting the standards of membership are eligible for induction into Lourdes' Delta Alpha Chapter.

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

Early Alert Systems

The early alert systems are designed to evaluate the academic progress of students throughout the semester and help them achieve academic success. The University's early alert systems include:

- College of Nursing Success Program Referral Form
- Student Athlete Academic Progress Report
- Student Early Semester Evaluation (SE)2
- Student Monitoring Academic Alert Referral Team (SMAART)
- TRiO Mid Term Progress Report

School of Nursing Success Program Referral Form
SUCCESS is a program sponsored by the Lourdes University College of Nursing to promote retention and academic SUCCESS in the nursing major. The services provided for the student focus on nursing specific content and assistance with testing take procedures unique to the NCLEX RN © style exams. SUCCESS services do not substitute for the time the student spends working with faculty on test reviews; assignments, and course related content. Students may self-refer to the SUCCESS program or they may be referred by a faculty member.

Student Athlete Academic Progress Report
On a bi-weekly basis, faculty are asked to submit a report that details a student athlete's academic performance. This report is used by athletic coaches to monitor and assess an athlete's progress.

Student Early Semester Evaluation (SE) 2
At the end of the fourth week of the semester, faculty members are asked to submit a (SE) 2 in which they identify whether students are achieving or failing to meet the course requirements. Those students having difficulty will be contacted by one of the following: their academic advisor, the Associate Dean of Academic Services or a TRiO Staff member (Academic Alert System Team).

Student Monitoring Academic Alert Referral Team (SMAART)
Throughout the semester, faculty and staff can submit a SMAART, which is used to identify students in academic difficulty. They are then contacted by a member of the Academic Alert Team.

TRiO Mid-Term Progress Report
Faculty are asked to submit a midterm report, which provides TRiO students with a summary of their academic progress. Students who are not performing satisfactorily are asked to follow-up with a TRiO administrator.

Academic Probation and Dismissal

A student will be placed on academic probation status if their cumulative grade point average falls below the established minimum standards of academic progress as outlined below:

Overall Credit Hours Attempted*	Cumulative Grade Point Average**
12 credit hours or less	1.50
13-24 credit hours	1.80
25 credit hours or more	2.00

*Including transfer hours
**Attempted Lourdes hours ÷ Quality Points

Academic Probation
Academic probation begins with a written warning from the Associate Dean of Academic Services to a student whose scholastic record is unsatisfactory, informing the student that continued failure to meet academic standards will result in dismissal from the University.

Academic Probation 0.00 G.P.A.
Students who earn a 0.00 G.P.A. after taking six or more credits after one semester will be on probation. They may take no more than six credits the following semester. One course must be a Lourdes' Study Skills course, and the other must be a course they failed. These students must obtain a C (2.0) or higher in the Study Skills course and earn at least a 2.0 in any graded course in order to register for classes the following semester. Failure to earn a C (2.0) or higher in all graded courses will result in suspension from the University for one year. After sitting out one year, the student may submit a request to be reinstated. If reinstated, the student will be limited to six credits. One course must be the Lourdes University Study Skills (if not previously passed with a C [2.0] and another course they failed). They must pass both courses with at least a C (2.0). Failure to do so will result in dismissal from the University.
When placed on academic probation, a student is required to:

- Seek academic counseling from their advisor.
- Raise his/her grade point average to the minimum standard during the probationary period, usually the succeeding semester.

Failure to achieve the academic standards of Lourdes University as stated above after one semester of probation will result in academic suspension.

Academic Probation Petition
A student who has demonstrated improvement in academic standing during the probationary period but has not met the established minimum requirement may, upon the recommendation of the advisor, submit a written Petition for Probation Extension to the Associate Dean of Academic Services to continue probationary status for one additional semester. The petition will be reviewed and action decided by the Associate Dean of Academic Services. Students have the right to appeal the denial of a probation extension by following the Lourdes University Academic Suspension Appeal Process. (see p. 73)

Academic Probation Extension
A student who has been granted an extension of the probation status must raise their overall grade point average to the minimum acceptable standard as stated above. In addition, the student must fulfill three further requirements within the first semester of reinstatement:

1. Complete a Lourdes University study skills course with a grade of C (2.0) or better (unless previously successfully completed at Lourdes University).
2. Develop a Probation Contract with the Associate Dean of Academic Services and/or with student's academic advisor.

3. Maintain a minimum grade point average of 2.0 for that semester's work. Students who do not achieve a semester G.P.A. of at least 2.0 in the semester of academic probation extension will automatically be suspended without the right to appeal.

Academic Reinstatement
A student who has been suspended from the University for low scholarship may not apply for reinstatement until a semester has elapsed. At this time a written Request for Reinstatement to the Associate Dean for Academic Services may be submitted. The Associate Dean for Academic Services makes the determination regarding reinstatement. A student has the right to appeal the denial of reinstatement by following the Lourdes University Academic Suspension Appeal Process.
Upon reinstatement, the student will be on probation and must:
1. Raise the overall grade point average to the minimum acceptable standard as stated above.
2. Develop a *Supension Contract* with the Associate Dean of Academic Services with input from the student's advisor.
3. The Associate Dean of Academic Services must attest to the student's successful completion of the terms of the *Suspension Contract*.

Failure to achieve these requirements will result in academic dismissal.

Academic Dismissal
Failure to achieve a semester G.P.A. of 2.0 or better for the reinstated semester and/or not carrying through with the terms of their *Suspension Contract* will result in academic dismissal.

Academic Suspension Appeal Process

With the approval of the Associate Dean of Academic Services, a student who is appealing a denial of a probation extension may continue as a student while the appeal is under consideration.

A student denied a request for probation extension and/or request for reinstatement for academic reasons may appeal the decision to the Provost in writing stating the basis of the appeal not later than ten (10) working days following receipt of written notification of the denial for a request for a probation extension or reinstatement. The Provost will appoint an Appeal Review Committee with a minimum of three faculty members.

The student will be requested to present her/his position and supporting evidence at a hearing of the Appeal Review Committee within five (5) working days of the Provost receiving the notice of appeal. The student may invite his/her academic advisor to join him/her at the hearing. Neither the student nor the Appeal Review Committee may have legal counsel present during the hearing. The Committee may

also consult with the student's academic advisor and other appropriate faculty in making its recommendation.

The Committee will make a written recommendation to the Provost within five (5) working days of the hearing. The Provost may then elect to interview the student. Neither the student nor the Provost may have legal counsel present during the interview. The decision of the Provost shall be rendered to the student in writing within five (5) working days following receipt of the Appeal Review Committee's recommendation or within five (5) days after meeting the student.

If, because of unforeseen circumstances, the above timeline 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 Provost to apply for an extension before a deadline. At any step in the process, once the student's deadline has lapsed without the student taking the next step, the appeal is considered officially withdrawn by the student.

The decision of the Provost in the matter is final.

Re-Admission After Dismissal Policy

A student who has been academically dismissed can request readmission after a five (5) 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 twelve (12) semester hours in one academic year. After five (5) years, a dismissed student who wants to register for classes must submit a written petition to the Associate Dean for Academic Services. 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 (5) year waiting period.

Re-admission (RA) approval
A student will be readmitted as conditional admit status. The student will need to develop a Readmission Contract with the Associate Dean of Academic Services.

Previous academic record
Any courses in which a student has received a C (2.0) or higher would 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 would remain on the transcript designated with a specific code AF (Academic Forgiveness), but would 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 ONE MORE TIME

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 re-admitted student must take a minimum of six (6) and no more than twelve (12) credits and obtain at least a 2.0 semester G.P.A. for each of two consecutive semesters that they are admitted. Failure to do so will result in permanent dismissal (PD).

Academic Forgiveness can only be granted once.

If re-admission is denied, a student will have the right to appeal the decision to the Provost, following the Academic Suspension Appeal Process (see p. 73).

Financial Aid Satisfactory Academic Progress

Your academic probation status and financial aid satisfactory academic progress are two different issues. You will need to contact the Financial Aid Office to determine if you are making Satisfactory Academic Progress (SAP). SAP is an entirely separate issue from academic probation and is administered according to the U.S. Department of Education Federal Regulations, not Lourdes University (see p. 58)

Academic Grievance

A student who believes that an error or injustice (e.g., regarding a grade) has occurred in an academic course should contact the instructor about the issue as soon as possible. Most often, the problem can be quickly resolved. (If, as in the example, there is a grade change, the instructor will notify the Registrar in writing.) In situations where the student is dissatisfied with the response of the instructor, the student may appeal to the Department Chairperson. In this case, the Academic Grievance Tracking Form should be used (available from the instructor). If the question is still not resolved to the student's satisfaction, the student may appeal to the Dean of the appropriate college. If resolution is not obtained in discussion with the Dean, the student may appeal to the Provost. The decision of the Provost in the matter is final.

In the event that a student wishes to appeal a final grade in a course, the student has five (5) working days after the beginning of the next semester (that is, the semester after the contested grade was assigned) to appeal the final grade to the instructor. If a student does not begin the appeal process within this time frame, the student loses the ability to appeal the grade. In the event that the instructor is not available (e.g. an adjunct instructor who is no longer on campus) the student may begin the appeal with the Department Chairperson and follow the process described above. It will then become the Chairperson's task to contact the instructor in question. If the contested grade was awarded in the Spring semester, the student has five (5)

working days after the beginning of the following Fall semester to begin the appeal process. The grievance process must be completed by the end of the 15th week from when the formal grievance was filed.

Academic Honesty

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

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

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

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

III. Appeals Procedure:
The student has five (5) working days after notification of the sanction to appeal to the instructor. The instructor has five (5) working days to render a decision on the appeal. If unsatisfied, the student has five (5) working days after notification of the instructor's decision to appeal the sanction to the instructor's Department Chair. The Department Chair has five (5) working days to render a decision on the appeal. If still unsatisfied, the student has five (5) working 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) working days to render a decision. If still unsatisfied, the student has five (5) working days after the notification of the Dean's decision to appeal the sanction to the Provost. The Provost has five (5) working 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.

Policies and Procedures

Background Checks

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

Closing the University for Inclement Weather

If classes are canceled because of inclement weather or for some other reason, announcements will be made on the local radio/television stations. A listing of the radio/television stations appears in the Student Handbook, which is easily accessed from the Lourdes University website. Class cancellations due to inclement weather will also appear on the home page of the website at www.lourdes.edu.

Declaration of Candidacy - Commencement

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

Students must have completed all academic requirements for their degree before they will be able to graduate and participate in the commencement ceremony. Students completing all requirements in the Fall, Summer, or Spring semesters

will participate in the May ceremony. Students receiving degrees are encouraged to participate in the commencement exercises. Each candidate is assessed a fee for expenses, regardless of participation.

E-mail Policy

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

Grade Change

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

Institutional Review Board (IRB)

Federal law requires that any project, survey or thesis involving the use of human subjects for data collection must be approved by the Institutional Review Board (IRB) before the beginning of the study. Students engaged in research must first receive approval from their Research Mentor and then submit their project to the IRB for review and approval.

Military Duty

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

Repeating Courses

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

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

All courses may only be repeated once. To determine whether a course may be repeated, a student who does not drop from a class prior to the financial aid "freeze date" is considered to have "taken" the course.

Responsible Attendance

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

Scale of Scholarship

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

Grade Achievement			Quality Points Per Hour
A	=	Superior quality	4.00
A*	=	Superior quality (no effect on G.P.A., credit does not apply toward graduation)	
A-	=	Slightly less than superior quality	3.67
B+	=	Slightly more than high quality	3.33
B	=	High quality	3.00
B*	=	High quality (no effect on G.P.A., credit does not apply toward graduation)	
B-	=	Slightly less than high quality	2.67
C+	=	Slightly more than average quality	2.33
C	=	Average	2.00

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

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

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

Grade of Incomplete
The grade of I (Incomplete) is given to students at the end of a semester after they have made arrangements with the instructor to complete the work of the course. Assignment of the grade of I may be given only when a substantial portion of the work in a course has been satisfactorily completed. No student has a right to this

grade and it is given only at the discretion of the instructor. An I grade that is not converted to another grade before the end of the next semester (summer session excluded) becomes an F. Students are not permitted to withdraw from any course for which an I grade has been issued.

Satisfactory Academic Progress
Students who receive federal financial aid should review the Lourdes University Satisfactory Academic Progress Policy. Students who receive federal financial aid are expected to satisfactorily complete all courses for which they register. Courses in which an I grade is received have not been satisfactorily completed. Students are encouraged to contact the Financial Aid Office to have their individual transcripts reviewed.

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

Transcripts

In accord with the Family Education Rights and Privacy Act of 1974, the University issues a transcript of grades earned at Lourdes University only when the student requests it in writing. Transcripts should be requested two days in advance of actual date needed. Requests should be directed to the Registrar. The transcript may be withheld if the applicant 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.

There are two types of transcripts: official copies and unofficial copies. An official copy (with the school seal) is mailed upon request to other schools, employers, etc. An unofficial transcript is a student's personal copy and it will be stamped unofficial. Unofficial transcripts cannot be used for matriculation in other colleges or for employment references.

Degrees & Programs

Academic Organization

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

Lourdes University offers its students a choice of 33 majors. Academic disciplines at Lourdes are organized into four Colleges: Arts and Sciences, Business and Leadership, Education and Human Services and Nursing, which encompass fifteen departments. Students can pursue undergraduate and graduate degrees as well as pre-professional programs.

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 College of Arts and Sciences

Fine Arts

- Department of Art
- Department of Music

Humanities

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

Mathematical and Natural Sciences

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

Social Sciences

- Department of Psychology
- Department of Sociology and Justice Studies

The College of Arts and Sciences

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

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

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

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 explores 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 corequisites, which are listed after the course descriptions in the catalog. Students should see the appropriate department chairperson if they have questions about courses. Usually ACT (SAT) scores are used to assist students in the correct selection of mathematics classes for their course of studies, but placement tests may be taken instead. Participation in any science laboratory course requires the signing of a Risk Assessment Notification and Release Form.

The social sciences (psychology and sociology) are concerned with the orderly investigation of the behavior of people in society from infancy through adulthood, with the aim of accumulating a body of relevant theory and acceptable practices for working with diverse populations. Theories concerning human growth, development, and behavior in groups are developed from philosophies, belief systems and empirical observation. The distinctive quality of social science is that it attempts to formulate such theories systematically and in a way which permits the testing of theory against fad 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 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.

The College of Business and Leadership offers both undergraduate and graduate

programs of study. Students may choose from eight undergraduate majors offered within the Bachelor of Science degree. An Associate of Arts Business major is also available. For information on the undergraduate majors (see p. 133) and for course descriptions (see p. 217) The College also offers a Masters of Business Administration (M.B.A.) degree and a Master of Organizational Leadership (M.O.L.) degree. More information on the graduate programs and course descriptions can be found in the Graduate School section of the catalog (see p. 300 & 310).

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

We consider the College of Business and Leadership to be a learning community of over 450 diverse students, roughly 40 dedicated faculty and staff, 1,600 alumni, and many friends and partners—a community that revolves around a mission of engagement. The atmosphere is personal and values-centered, a place where students and faculty often interact on a first name basis in the pursuit of personal and professional growth.

Lourdes University has received specialized accreditation for its Bachelor of Science business programs through the International Assembly for Collegiate Business Education (IACBE), Olathe, Kansas.

The College of Education and Human Services

MISSION: The College of Education and Human Services is dedicated to preparing students to be effective, successful members in the professional fields of Education and Social Work. All programs provide professional studies grounded in liberal arts that emphasize the Franciscan values of 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 learning, reverence, and service and to see those values as foundational to their personal and professional lives.

- **Liberal Arts** – Teaching, modeling, and challenging our students to reverence and value the role that Liberal Arts play in their academic, personal and professional lives.
- **Meaningful Experiences** – Providing experiences that link theory to contemporary best practices.
- **Partnerships/Engagement** – Building partnerships that support student engagement in meeting the needs of the professional community.
- **Scholarship** – Continuously supporting and encouraging in ourselves and our colleagues scholarly activities and professional development that enhance our knowledge in order to provide the most current and practical instruction for students.
- **Diversity** – cultivating a community that demonstrates reverence and appreciation for the diversity and giftedness of others.
- **Leadership** – Preparing students to demonstrate the capability for leadership positions within their chosen professions and in their communities.
- **Social Responsibility** – Preparing students with the dispositions and ethical foundations in order to promote well-being for themselves and others in their workplaces and communities.
- **Accountability** – Initiate and maintain assessment practices to ensure excellence in our professional studies.

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

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

The College of Nursing

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

Lourdes University College of Nursing believes that:

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

Baccalaureate nursing education builds on a liberal arts education to prepare generalists to practice values-based nursing within the community, fulfill leadership roles and provide evidenced based nursing care. Masters nursing education builds upon the baccalaureate curriculum to prepare graduates for advanced nursing roles by promoting the development of advanced knowledge, concepts and skills.

Undergraduate Degrees Offered

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

General Degree Requirements

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

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

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 a prerequisite, qualified students who have obtained the appropriate approval may take it.

Purpose of General Education

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

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

Bachelor of Arts Degree (B.A.)

Students may choose majors from the following:

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

B.A. Degree Requirements:

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

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

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

Students must complete the General Education Requirements for the degree. A single course may be used to meet only one general education requirement.

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 C* (2.0) or better within their first two semesters at Lourdes University.

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

First-time college students must successfully complete MTH 097 (if required) C* (2.0) or better within the first 20 semester hours at Lourdes; MTH 098 (if required) 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) C* (2.0) or better within the first 15 semester hours at Lourdes. MTH 098 (if required) must be successfully completed with a C* (2.0) or better within the first 30 semester hours. At least one of the math courses required for general education (MTH 110 or higher) must be completed within the first 45 hours at Lourdes University.

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

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

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

Qualifying students may be awarded up to 45 total credits through prior learning (see p. 161).

General Education Requirements for B.A.: 63 sh
Courses marked with + have a prerequisite.

Some majors require specific courses to fulfill general education requirements. A single course may be used to meet only one general education requirement. Students should see their advisor before registering for courses.

1. Communication Competence

___ 1.1 ENG 101 Composition I: Essay Writing (3 sh)

___ 1.2 ENG 102 Composition II: Research and Writing (3 sh)

___ 1.3 A course from the list below (3 sh):

COM 100	Oral Communication
COM 102	Interpersonal Communication
BUS 325	Business Communications
BIO 402 and 410	Introduction to Research and Biology Seminar+
HST 430	Historiography
SOC 340	Correctional Assessment, Casework, and Counseling with Multicultural Offenders+
SWK 218	Interviewing Skills+

2. Critical Thinking Ability

___ 2.1 A course from the list below (3 sh):

PHL 101	Introduction to Philosophy
PHL 102	Introduction to Critical Thinking
PHL 103	Introduction to Ethics

___ 2.2 Another philosophy (PHL) course (one of the two not taken to fill the requirement above or another one for which the prerequisite has been met), or a course from the list below (3 sh):

BUS 400	Entrepreneurship+
BUS 459	Business Policy+
ENG 407	Approaches to Criticism+
PLS 310	The Constitution and the Supreme Court
PSY 300	Experimental Psychology+
SWK 413	Practice Oriented Research+
SOC 208	Constitutional Law in Criminal Justice+
SOC 413	Practice Oriented Research
ND 480	B.A.-I.S. Capstone+

3. Aesthetic Awareness

___ 3.1 An art (ART) course (except for ART 302)+ (3 sh)

___ 3.2 Any music (MUS) course (3 sh)

___ 3.3 ENG 200 Introduction to Literature+ (3 sh)

4. Ethical Foundations

___ 4.1 A course from the list below (3 sh):

HUV 100	Human Values
PHL 103	Introduction to Ethics
PHL 202	Ethics for the Health Professional
PHL 310	Bio-Ethics+
THS 265	Christian Ethics

___ 4.2 Another course from those listed above or one of the following (3 sh):

HTW 410	Death, Dying, and Bereavement
HUV 400	Human Values and Community Service+
PHL/BUS 430	Business Ethics+
SOC 324	Ethics and Criminal Justice
THS 333	Moral and Spiritual Development+
THS 435	Justice, Peace, and Forgiveness

5. Historical Consciousness

___ 5.1 Any history (HST) course (3 sh)

___ 5.2 A course from the list below (3 sh):

Another history (HST) course

MUS 314	Music History Survey I
MUS 414	Music History Survey II
PLS 122	American National Government
PLS 310	The Constitution and the Supreme Court
PSY 460	History and Systems in Psychology+
SOC 313	The Civil Rights Movement
THS 211	History of Christianity I: Origins to the Renaissance
THS 212	History of Christianity II: Reformation to the Present

6. Cultural Awareness

___ 6.1 A course from the list below (3 sh):

EDU 316	Multicultural and Social Issues in Education+
GEO 250	World Cultural Geography
SOC 101	Introduction to Sociology
SOC 207	Cultural Anthropology
SOC 304	Multicultural Diversity
SWK 209	Ethnic and Culturally Diverse Perspectives

___ 6.2 Another course from the list above or one of the following (3 sh):

ART 350	Art of Africa+
ART 442	American Art History+
ART 444	Chinese Art History+
ART 445	Japanese Art History+
ART 447	History of Women Artists+
ASL 102	Introductory American Sign Language II+
BUS 303	Women in Management
EDU 316	Multicultural and Social Issues in Education+
ENG 218	The History of the English Language
ENG 301	Studies in English Literature I+
ENG 302	Studies in English Literature II+
ENG 304	Studies in American Literature II+
ENG 306	Literature by Women+
ENG 309	Studies in World Literature I+
ENG 310	Studies in World Literature II+
ENG 404	Studies in Modern Literatures+
FRN 201	Intermediate French I+
FRN 202	Intermediate French II+
HST 407	Native American History
HST 411	History of Latin American Civilization
HST 416	History of the Far East
PSY 403	Dynamics of Marriage and Family+
SOC 403	Dynamics of Marriage and Family+
SPA 201	Intermediate Spanish I+
SPA 202	Intermediate Spanish II+
SOC 313	The Civil Rights Movement

THS 244	Great Religions of the East
THS 246	Great Religions of the West

7. Scientific Literacy

___ 7.1 One biology (BIO), chemistry (CHM) (except CHM 099), physical science (PHS) course, or SCI 150 Lake Erie: A Microcosm of Environmental Issues (3 - 4 sh)

___ 7.2 Any course from the list below (3 sh):

EDU 250	Educational Psychology+
PSY 330	Psychology of Aging
PSY 110	General Psychology
PSY 210	Developmental Psychology+
PSY 300	Experimental Psychology+
PSY 310	Psychology of Human Learning+
PSY 311	Information Processing Approach+
PSY 312	Physiological Psychology+
PSY 360	Social Psychology+
PSY 370	Psychological Measurement and Testing+
PSY 410	Small Group Behavior+
PSY 411	Personality Theories and Dynamics+
SOC 101	Introduction to Sociology
SOC 205	Juvenile Delinquency+
SOC 207	Cultural Anthropology
SOC 301	Urban Life and Development+
SOC 412	Human Sexuality in Social Context+
SOC 421	Population and Society+
SWK 210	Human Behavior in the Social Environment

8. Religious Perspective

___ 8.1 A 100 or 200 level theological studies (THS) course (3 sh)

___ 8.2 A theological studies (THS) course 200 or higher (3 sh)

9. Quantitative Competence

___ 9.1 A mathematics (MTH) course (110 or higher) (3 sh)

___ 9.2 Another mathematics (MTH) course (110 or higher) (3 sh)

10. Personal Wellness Responsibility

___ 10.1 A course or courses from the list below (3 sh):

BIO 203	Biology of Aging+

BIO 204	Basic Human Anatomy and Physiology
BIO 212	Nutrition
BIO 313	Nutrition Science+
CHM/CHL 221	An Introduction to Biochemistry+(2)
CHM/CHL 222	Nutritional Chemistry+(2)
HTW 304	Aging and Exercise+
HTW 113	Health Science
HTW 203	Physical Fitness and Lifelong Well-Being and a 1 sh PED activity course
HTW 253	Health Science for Teachers of Early Childhood+
HTW 254	Health Science for Teachers of the Young Adolescent to Young Adult+
HTW 333	Alternative/Complementary Health Practices+
HTW 355	Survey of Human Diseases
HTW 405	Consumer Health+
SOC 412	Human Sexuality in Social Context
SWK 316	Behavioral Health: Perspectives and Services
SWK 423	Substance Abuse: Perspectives and Services

Bachelor of Arts – Interdisciplinary Studies

The Bachelor of Arts in Interdisciplinary Studies is a major designed to give students who have a variety of college coursework and students who have completed an associate degree in a technical area, a means to complete their bachelor's degree. The B.A.-I.S. allows students the option of designing their own curriculum around a choice of six (6) concentrations. The concentration areas are: humanities, social sciences, natural sciences, fine arts, business studies and allied health. These areas of concentration require a minimum of 30 credit hours from at least two departments. Students work with an academic advisor who helps them identify which concentration areas are applicable to their completed coursework, advanced coursework and future goals. This major allows for a great deal of flexibility. This flexibility may also appeal to premed and prelaw students.

Each student concludes his or her program with a sequence of courses that integrate the learning in the area of concentration. Most programs will require successful completion of ND 470: Introduction to the B.A.-I.S. Capstone (1 semester hour) and ND 480: B.A.-I.S. Capstone (3 semester hours). Students pursuing a concentration in Natural Science are required to successfully complete BIO 402: Introduction to Research (1 semester hour) and BIO 410: Biology Seminar (2 semester hours).

B.A. in Interdisciplinary Studies Requirements:

Students must complete a minimum of 120 semester hours with a minimum of 32 semester hours at the upper level.

The B.A.-I.S. concentration includes a capstone course and a minimum of 30 semester hours of classes from at least two departments. Students must complete at least 15 semester hours at the upper level within their approved concentration or pre-professional program.

Students must earn a minimum G.P.A. of 2.0 in all coursework and a minimum G.P.A. of 2.5 in the Interdisciplinary Studies concentration or pre-professional program.

At least 30 semester hours toward the overall degree, 16 upper-level hours, and at least 18 semester hours in the concentration or pre-professional program must be completed at Lourdes University.

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

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

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

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

Bachelor of Science Degree (B.S.)

B.S. Degree Requirements:

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

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

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

Students must complete the General Education Requirements for the degree. A single course may be used to meet only one general education requirement.

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

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

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

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

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

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

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

Qualifying students may be awarded up to 45 total credits through prior learning (see p. 61).

Students may choose majors from the following:

- Accounting
- Accounting and Finance
- Adolescence to Young Adult Education
- Biology
- Business Administration
- Environmental Science
- Health Care Administration

- Human Resource Management
- Integrated Business
- Management
- Marketing

General Education Requirements for B.S.: 48 sh

Courses marked with + have a prerequisite.

1. Communication Competence

___ 1.1 ENG 101 Composition I: Essay Writing (3 sh)

___ 1.2 ENG 102 Composition II: Research and Writing (3 sh)

2. Critical Thinking Ability

___ 2.1 A course from the list below (3 sh)

PHL 101	Introduction to Philosophy
PHL 102	Introduction to Critical Thinking
PHL 103	Introduction to Ethics

3. Aesthetic Awareness

___ 3.1 An art (ART) (except ART 302+) or music (MUS) course (3 sh)

___ 3.2 ENG 200 Introduction to Literature+ (3 sh)

4. Ethical Foundations

___ 4.1 A course from the list below (3 sh):

HUV 100	Human Values
PHL 103	Introduction to Ethics
PHL 202	Ethics for the Health Professional
PHL 310	Bio-Ethics+
THS 265	Christian Ethics

___ 4.2 Another course from those listed above or one of the following (3 sh):

HTW 410	Death, Dying, and Bereavement
HUV 400	Human Values and Community Service+
PHL/BUS 430	Business Ethics+
SOC 324	Ethics and Criminal Justice
THS 333	Moral and Spiritual Development+
THS 435	Justice, Peace, and Forgiveness

5. Historical Consciousness

___ 5.1 A history (HST) or political science (PLS) course (3 sh)

6. Cultural Awareness

___ 6.1 One of the following (3 sh):

GEO 250	World Cultural Geography
SOC 101	Introduction to Sociology
SOC 207	Cultural Anthropology
SOC 304	Multicultural Diversity
SWK 209	Ethnic and Culturally Diverse Perspectives

7. Scientific Literacy

___ 7.1 CHM/CHL 181 General College Chemistry I or any other biology (BIO), chemistry (CHM) (except CHM 099), physical science (PHS) course (3 sh) or SCI 150 Lake Erie A Microcosm of Environmental Issues

___ 7.2 Any course from the list below (3 sh):

EDU 250	Educational Psychology+
PSY 110	General Psychology
PSY 210	Developmental Psychology+
PSY 300	Experimental Psychology+
PSY 310	Psychology of Human Learning+
PSY 311	Information Processing Approach+
PSY 312	Physiological Psychology+
PSY 330	Psychology of Aging
PSY 360	Social Psychology+
PSY 370	Psychological Measurement and Testing+
PSY 410	Small Group Behavior+
PSY 411	Personality Theories and Dynamics+
SOC 101	Introduction to Sociology
SOC 205	Juvenile Delinquency+
SOC 207	Cultural Anthropology
SOC 301	Urban Life and Development+
SOC 412	Human Sexuality in Social Context+
SOC 421	Population and Society+
SWK 210	Human Behavior in the Social Environment

8. Religious Perspective

___ 8.1 A 100 or 200 level theological studies course (3 sh)

8.2 A theological studies (THS) course 200 or higher (3 sh)

9. Quantitative Competence

___ 9.1 A mathematics (MTH) course (110 or higher) (3 sh)

___ 9.2 Another mathematics course (110 or higher) (3 sh)

10. Personal Wellness Responsibility

___ 10.1 A course or courses from the list below (3 sh):

BIO 203	Biology of Aging+
BIO 204	Basic Human Anatomy and Physiology
BIO 212	Nutrition
BIO 313	Nutrition Science+
CHM/CHL 221	An Introduction to Biochemistry+(2)
CHM/CHL 222	Nutritional Chemistry+(2)
HTW 113	Health Science
HTW 203	Physical Fitness and Lifelong Well-Being and a 1 sh PED activity course
HTW 254	Health Science for Teachers of Young Adolescent to Young Adult+
HTW 333	Alternative/Complementary Health Practices
HTW 355	Survey of Human Diseases
HTW 405	Consumer Health
SOC 412	Human Sexuality in Social Context
SWK 316	Behavioral Health: Perspectives and Services
SWK 423	Substance Abuse: Perspectives and Services

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

The Bachelor of Science in Nursing (B.S.N.) prepares technically competent, professional practitioners of nursing through a program of study in the liberal arts and the science and art of nursing. Advanced standing admission and qualification for bypass credit is available to the registered nurse with an associate degree or diploma in nursing. Nursing Assistants (N.A.) and Licensed Practical Nurses (L.P.N.) are given prior learning credit for previous knowledge. A separate application is required for admission to the upper division major in nursing

This application may be made upon completion of prerequisite courses with a cumulative G.P.A. of 2.5 or higher and 2.0 or higher in each science course. All students must complete a minimum of 125 semester hours.

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

Students must complete a stipulated number of courses in their major at Lourdes University. Students must earn a minimum of 25% (32 semester hours) of the total credit hours for the nursing program from Lourdes University. These semester hours do not include prior learning credits. 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.

Students must complete the general education and major courses specified by the department that are required for the degree. A single course may be used to meet only one general education requirement.

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

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

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

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

Qualifying students may be awarded up to 45 total credits through prior learning (see p. 61).

	Semester Hours
Nursing	60
General Education	44
Support Courses	21
Total	**125**

General Education Requirements for B.S.N.: 44sh

Courses marked with + have a prerequisite.

1. Communication Competence

___ 1.1 ENG 101 Composition I: Essay Writing (3sh)

___ 1.2 ENG 102 Composition II: Research and Writing (3sh)

2. Critical Thinking Ability

___ 2.1 A course from the list below (3sh)

PHL 101 Introduction to Philosophy

PHL 102 Introduction to Critical Thinking (Only if THS 265 is also taken)

PHL 103 Introduction to Ethics

3. Aesthetic Awareness

___ 3.1 An art (ART) (Except ART 302+) or music (MUS) course (3sh)

___ 3.2 ENG 200 Introduction to Literature+ (3sh)

4. Ethical Foundations

___ 4.1 PHL 310 Bio-Ethics (3sh)

5. Historical Consciousness

___ 5.1 A course from the list below (3sh)

A history (HST) course

A Political Science (PLS) course

6. Cultural Awareness

___ 6.1 A course from the list below (3sh)

SOC 304 Multicultural Diversity

SWK 209 Ethnic and Culturally Diverse Perspectives

7. Scientific Literacy

___ 7.1 BIO 330/BIL 330 Anatomy and Physiology I/Lab (4sh) +

___ 7.2 PSY 110 General Psychology (3sh)

8. Religious Perspective

___ 8.1 A 100 or 200 level theological studies (THS) course (3sh)

___ 8.2 A theological studies (THS) course 200 or higher (3sh)

9. Quantitative Competence

___ 9.1 MTH 212 Statistics+ (3sh)

10. Personal Wellness Responsibility

___ 10.1 CHM/CHL 221 An Introduction to Biochemistry (2sh)
CHM/CHL 222 Nutritional Chemistry (2sh)

Associate in Arts Degree (A.A.)

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

Credit earned in each of these majors is transferable to an appropriate program at other four-year institutions.

Students must complete a minimum of 60 semester hours.

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

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

Students must complete the General Education Requirements for the degree. A single course may be used to meet only one general education requirement.

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

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

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

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

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

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

Qualifying students may be awarded up to 20 total credits through prior learning for the associate degree (see p. 61).

Students may choose majors from the following:

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

A.A. Degree Requirements:
Students must complete a minimum of 60 semester hours.

General Education	35
Concentration (minimum required)	24
Total degree hours earned at Lourdes University	25
Prior Learning (maximum granted)	20

General Education Requirements for A.A.: 35 sh
Courses marked with + have a prerequisite.

Some majors require specific courses to fulfill general education requirements. Students should see their advisor before registering for courses.

1. Communication Competence

___ 1.1 ENG 101 Composition I: Essay Writing (3 sh)

___ 1.2 ENG 102 Composition II: Research and Writing (3 sh)

2. Critical Thinking Ability

___ 2.1 A course from the list below (3 sh)

PHL 101 Introduction to Philosophy

PHL 102 Introduction to Critical Thinking

PHL 103 Introduction to Ethics

3. Aesthetic Awareness

___ 3.1 An art (ART) (except for ART 302+) or music (MUS) course (3 sh) and

___ 3.2 ENG 200 Introduction to Literature (3 sh)

4. Ethical Foundations

___ 4.1 A course from the list below (3 sh):

HUV100	Human Values
PHL 103	Introduction to Ethics
PHL 202	Ethics for the Health Professional
PHL 310	Bio-Ethics
THS 265	Christian Ethics

5. Historical Consciousness

___ 5.1 A history (HST) course (3 sh)

6. Cultural Awareness

___ 6.1 One of the following courses (3 sh):

GEO 250	World Cultural Geography
SOC 101	Introduction to Sociology
SOC 207	Cultural Anthropology
SOC 304	Multicultural Diversity
SWK 209	Ethnic and Culturally Diverse Perspectives

7. Scientific Literacy

___ 7.1 A biology (BIO), chemistry (CHM) (except CHM 099), physics (PHS) course (3-4 sh) or SCI 150 Lake Erie: A Microcosm of Environmental Issues

8. Religious Perspective

___ 8.1 A 100 or 200 level theological studies course (3 sh)

9. Quantitative Competence

___ 9.1 A mathematics (MTH) course (110 or higher) (3 sh)

10. Personal Wellness Responsibility

___ 10.1 One of the following courses (2 sh)

BIO 203	Biology of Aging+
BIO 204	Basic Human Anatomy and Physiology
BIO 212	Nutrition
BIO 313	Nutrition Science
CHM/CHL 221	An Introduction to Biochemistry
CHM/CHL 222	Nutritional Chemistry+
HTW 113	Health Science
HTW 203	Physical Fitness and Lifelong Well-Being
HTW 253	Health Science for the Teachers of Early Childhood+
HTW 254	Health Science for Teachers of Young Adolescent to Young Adult+

HTW 333	Alternative /Complementary Health Practices
HTW 355	Survey of Human Disease
HTW 405	Consumer Health
SOC 412	Human Sexuality in Social Context+
SWK 316	Behavioral Health: Perspectives and Services
SWK 423	Substance Abuse: Perspectives and Services

Associate in Arts - Liberal Arts

Any student, upon the satisfactory completion of the B.A. General Education Requirements, is eligible to receive an Associate in Arts degree with a major in liberal arts. These courses can still be used in fulfilling the B.A. degree requirements. For more information see the Registrar.

Associate in Arts - Natural and Behavioral Sciences

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

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

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

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

First-time college students must successfully complete MTH 097 (if required) with a C* (2.0) or better within the first 20 semester hours at Lourdes; MTH 098 (if required) must be successfully completed with a C* (2.0) or better within the first 40 semester hours. 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.

Qualifying students may be awarded up to 20 total credits through prior learning for the associate degree (see p. 61).

General Education Requirements for A.A. in Natural and Behavioral Sciences

Courses marked with + have a prerequisite.

Some majors require specific courses to fulfill general education requirements. A single course may be used to meet only one general education requirement. Students should see their advisor before registering for courses.

1.	**Communication Competence**		
	ENG 101	Composition I: Essay Writing	3
	ENG 102	Composition II: Research and Writing	3
2.	**Critical Thinking Ability**		
	PHL 101	Introduction to Philosophy	3
3.	**Aesthetic Awareness**		
	An art (ART) (except for ART 302) or music (MUS) course		3
	ENG 200	Introduction to Literature	3
4.	**Ethical Foundations**		
	PHL 310	Bio-Ethics	3
5.	**Historical Consciousness**		
	A history (HST) course		3
6.	**Cultural Awareness**		
	SOC 101	Introduction to Sociology	3
7.	**Scientific Literacy**		
	BIO 330	Anatomy and Physiology I	3
	BIL 330	Anatomy and Physiology I Lab	1
8.	**Religious Perspective**		
	A 100 or 200 level theological studies course		3
9.	**Quantitative Competence**		
	MTH 212	Statistics	3
10.	**Personal Wellness Responsibility**		
	CHM/CHL 221	An Introduction to Biochemistry	2
	CHM/CHL 222	Nutritional Chemistry	2
General Education credits			38

Major Required Courses

BIO 331	Anatomy and Physiology II	3
BIL 331	Anatomy and Physiology II Lab	1
BIO 335	Microbiology	3
BIL 335	Microbiology Lab	1
CHM/CHL 121	An Introduction to General Chemistry	2
CHM/CHL 122	An Introduction to Organic Chemistry	2
CHM 311	Biochemical Pharmacology	3
PSY 110	General Psychology	3
PSY 210	Developmental Psychology	3
Elective Credit/Experiential Learning Credit		5
Credits in major		26
Total credit		**64**

Minors

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

- Accounting and Finance
- Art
- Art History
- Biology
- Business
- Criminal Justice
- English
- Health and Wellness
- Health Care Administration
- History
- Human Resource Management
- Management
- Marketing
- Music
- Philosophy
- Psychology
- Sociology
- Theological Studies

Contact your advisor for more information.

Pre-Professional Programs

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, 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. See the listings in each of these two departments for more details.

Accelerated Courses

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

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

Independent Study for Students in All Degree Programs

Students must present the Approval to Register-Extraordinary Status Form, obtainable from advisors, to the Registrar when registering for an Independent Study.

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

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; 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 obtain the signatures of their advisor, the instructor, and the chair of the department that will be offering the course on an "Extraordinary Status (green) Form."

The department chair has 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.

Weekend Classes

Lourdes weekend classes offer a special scheduling alternative for students who desire to take a class or classes on the weekends. Two different scheduling formats are offered for weekend classes. Classes offered under Schedule A or B meet typically every other week on opposite Saturdays either from 8:00 a.m. to 12:15 p.m. (mornings) or from 1:00 p.m. to 5:15 p.m. (afternoons). Classes offered under Schedule C meet typically every week on Saturdays from 7:30 a.m. to 10:00 a.m., 10:10 a.m. to 12:40 p.m., or 1:00 p.m. to 3:30 p.m. In addition, some departments occasionally offer weekend classes on Fridays that meet typically either from 5:30 p.m. to 8:00 p.m. (every week) or from 5:30/6:00 p.m. to 9:45/10:15 p.m. (every other week). All classes that are held on an every other week basis usually require students to prepare in advance for their first class meeting. Advance assignments are posted on the University's website. (www.lourdes.edu)

This special scheduling alternative allows students to enroll in classes on a full-time basis while attending classes only on the weekends. Students cannot, however, complete a baccalaureate degree by enrolling solely in weekend classes since no four-year program of study is offered entirely on the weekend.

Higher Education Academic Partnerships

Owens Community College - Student-Focused Health Science Programs Collaborative

Owens students and alumni can take Lourdes classes at Owens in pursuit of their Bachelor of Science degree in business, through a new partnership with

Lourdes University. Students can take the majority of their Lourdes credit hours on the Owens campus and can choose from the following eight business majors: Accounting, Accounting & Finance, Business Administration, Health Care Administration, Human Resource Management, Integrated Business, Marketing, and Management.

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

Owens Community College - Student-Focused Health Science Programs Collaborative

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

Reserve Officer Training Corp Partnerships

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

Students attending Lourdes University may register for Aerospace Studies courses offered to Lourdes students at Bowling Green State University through the Department of Aerospace Studies. Lourdes students can also participate in the Army ROTC program by enrolling in the appropriate Military Science and Leadership courses at the University of Toledo. Scholarships are available from both programs. For more information on these programs, contact or visit:

The University of Toledo
Department of Military Science and Leadership
Mail Stop 217
Toledo, OH 43606
419-530-4696
arotc@utoledo.edu
armyrotc.utoledo.edu

For course listings (see p. 244)

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

For course listings (see p. 204)

Tiffin University

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

The University of Detroit Mercy - Engineering

Lourdes University and the University of Detroit Mercy Engineering Transfer Program enables students to take math, science and humanities classes at Lourdes University then complete their designated Bachelor of Engineering degree (Civil, Electrical, Manufacturing, or Mechanical) at the University of Detroit Mercy. Students typically begin the program by attending Lourdes University for one to two years of full-time study then transfer to the University of Detroit Mercy for an additional three years. Part-time students are also welcome to participate in this program; however, the time spent at each institution will be greater than specified above. The number of semesters spent at each institution depends upon the need for any prerequisite courses, the program selected, course availability, and the pace of courses chosen by the student (including full-time or part-time status).
A unique component to this program is the option for full-time Lourdes pre-

engineering students to take E105, Engineering Graphics and Design, and/or E107, Introduction to Solid Modeling, at the University of Detroit Mercy, before transferring, at no cost. This allows for a smoother transfer process.

Another component of the UDM Engineering programs is the completion of three cooperative work assignments (equivalent to one full year of work experience). Students earn money, obtain real experience, and have a full resume before graduating.

Lourdes students are strongly encouraged to contact a UDM engineering advisor as early as possible to put together a customized program plan for courses at both Lourdes and UDM.

The University of Findlay – Articulation Agreement with Lourdes College School of Nursing

An articulation agreement allows students to take prerequisite courses at the University of Findlay and then apply for admission to the nursing major at Lourdes University. Students who are interested in this option should talk to an academic advisor at The University of Findlay.

The University of Findlay - Health Professions Collaborative

The Health Professions Collaborative between Lourdes College and The University of Findlay offers Lourdes students the opportunity to continue studies at The University of Findlay in the Doctorate of Physical Therapy Program, the Master of Occupational Therapy, Master of Athletic Training, or the Master of Physician Assistant Program. Students begin their studies for these majors at Lourdes College, fulfilling the necessary requirements to apply for admission into the College of Health Professions or the graduate school at The University of Findlay. Admission is competitive.

Master of Physician Assistant Program

Physician assistants are health-care professionals licensed to practice medicine with physician supervision. As part of their comprehensive responsibilities, physician assistants (PAs) conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive health care, assist in surgery and can write prescriptions in all 50 states. Within the physician-PA relationship, physician assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. A PA's practice may also include education, research and administrative services.

Because of the close working relationship the PAs have with physicians, PAs are educated in the medical model. Upon graduation, physician assistants take a national certification examination developed by the National Commission on

Certification of PAs in conjunction with the National Board of Medical Examiners. To maintain their national certification, PAs must log 100 hours of continuing medical education every two years and sit for a recertification every six years. Graduation from an accredited physician assistant program and passage of the national certifying exam are required for state licensure.

The University of Findlay's program is fully accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) since 2000. In order to be eligible to enter The University of Findlay's physician assistant program, students must have earned a baccalaureate degree from a recognized accredited institution and must complete the course requirements listed below. The physician assistant program consists of 98 semester hours and upon successful completion of the program, students are awarded a Master of Physician Assistant. The PA program is competitive. PA classes begin in January so students should apply through the Central Application Service for Physician Assistants (CASPA) in the spring of their senior year.

Required Curriculum		**Semester Hours**
BIO 308/BIL 308	Genetics/Lab	3, 1
BIO 330/BIL 330	Anatomy & Physiology I/Lab	3, 1
BIO 331/BIL 331	Anatomy & Physiology II/Lab	3, 1
BIO 335/BIL 335	General Microbiology/Lab	3, 1
CHM/CHL 181	General College Chemistry I	4
CHM/CHL 182	General College Chemistry II	4
CHM/CHL 301 **and** CHM 305 **or**	Organic Chemistry I **and** Biochemistry **or**	4, 3
CHM/CHL 122 **and** 221	An Introduction to Organic Chemistry **and** An Introduction to Biochemistry	2, 2
HTW 114	Medical Terminology	1
MTH 212 or PSY 215	Statistics **or** Statistics for Psychology	3
PHS/PLA 201	College Physics I/Lab	5
PSY 110	General Psychology-An Overview	3
SOC 101	Introduction to Sociology	3

Bachelor of Science/ Master of Occupational Therapy Program

The mission of the Occupational Therapy (OT) Program at The University of Findlay is to prepare therapists who understand and value an occupation-based approach to practice and are self-directed, life-long learners, agents for change, and leaders in the profession and the community. Occupational therapists provide a wide range of services for individuals across the life span, using meaningful and

healthy activities to develop, improve, sustain, or restore skills in daily living, work, productivity, and play or leisure.

In order to be eligible to apply to The University of Findlay's Occupational Therapy Program, students without a baccalaureate degree must complete a minimum of 65 hours including the requirements listed below. The three-year professional program in occupational therapy requires 128 hours of course work with a Bachelor of Science degree with a major in health science-pre-occupational therapy awarded after the second professional year and a Master of Occupational Therapy degree awarded upon successful completion of the third professional year and six months of fieldwork. The total time required for this program is five and one half years.

Required Curriculum		**Semester Hours**
BIO 330/BIL 330	Anatomy & Physiology I/Lab	3, 1
BIO 331/BIL 331	Anatomy & Physiology II/Lab	3, 1
CHM/CHL 121	An Introduction to General Chemistry/ Lab	2
CMP 111	Communication and Search Applications	3
COM 100	Communication	3
ENG 102	Composition II: Research and Writing	3
ENG 200	Introduction to Literature	3
	Fine Arts General Education Electives	6
	Foreign Language/Culture Elective	3
HTW 114	Medical Terminology	1
HTW 203	Physical Fitness and Lifelong Well-Being	2
	Humanities General Education Electives	3
MTH 130	Elementary Analysis	3
MTH 212	Statistics **or**	
PSY 215	Statistics for Psychology	3
PHS/PLA 201	College Physics I/Lab	5
PSY 110	General Psychology – An Overview	3
PSY 210	Developmental Psychology – Life Span	3
PSY 350	Abnormal Psychology	3
	Social Science	3

Bachelor of Science/Master of Occupational Therapy Weekend Program

Occupational therapy assistant courses do not transfer into The University of Findlay's (UF) professional program. The general education courses listed below should be accomplished prior to transfer to the UF weekend program. Students who have their OTA or any bachelor's degree and one year of work experience (may be part time) in a health-care related area, e.g., nursing home care; early childhood care or business health related field and plan to apply to The University of Findlay's weekend program should contact The University of Findlay to obtain an application and to assure their curriculum prerequisite coursework is in order.

Required Curriculum		**SemesterHours**
BIO/BIL 330	Anatomy & Physiology I/Lab	3,1
BIO/BIL 331	Anatomy & Physiology II/Lab	3,1
COM 100	Oral Communication	3
CMP 111	Communication & Search Applications	3
ENG 200	Introduction to Literature	3
	Fine Arts	3
HTW 114	Medical Terminology	1
	Humanities	3
MTH 212 **or** PSY 215	Statistics or Statistics for Psychology	3
	Foreign Language/Culture	3
PHS/PLA 201	College Physics I/Lab	5
PSY 110	General Psychology – An Overview	3
PSY 210	Developmental Psychology – Life Span	3
PSY 350	Abnormal Psychology	3

Bachelor of Science/Doctor of Physical Therapy

The mission of the Physical Therapy Programs at The University of Findlay is to prepare ethical, entry-level practitioners who are competent within and sensitive to the ever-changing healthcare environment as it relates to the prevention and alleviation of movement dysfunction.

In order to be eligible to enter The University of Findlay's Physical Therapy Program, students without baccalaureate degrees must complete a minimum of 81 hours including the course requirements listed below. Students who are accepted for enrollment in the program will complete a bachelor's degree in health science awarded by The University of Findlay and a Doctor of Physical Therapy degree awarded upon successful completion of the sixth year. Students participating in this agreement and transferring to The University of Findlay will earn their bachelor's degree after the first year of transfer and their Doctor of Physical Therapy after the third year.

Required Curriculum		Semester Hours
BIO 330/BIL 330	Anatomy & Physiology I/Lab	3, 1
BIO 331/BIL 331	Anatomy & Physiology II/Lab	3, 1
CHM/CHL 181	General College Chemistry I/Lab	4
CHM/CHL 182	General College Chemistry II/Lab	4
CMP 111	Communication & Search Applications	3
COM 100	Oral Communication	3
ENG 102	Composition II: Research and Writing	3
ENG 200	Introduction to Literature	3
	Fine Arts General Education Electives	6
	Foreign Language/Culture Elective	3
HTW 114	Medical Terminology	1
HTW 203	Physical Fitness & Lifelong Well-Being	2
	Humanities General Education Electives	6
MTH 130	Elementary Analysis	3
MTH 212	Statistics **or**	
PSY 215	Statistics for Psychology	3
PHS/PLA 201	College Physics I/Lab	5
PHS/PLA 202	College Physics II/Lab	5
PSY 110	General Psychology – An Overview	3
PSY 210	Developmental Psychology – Life Span	3
PSY 350	Abnormal Psychology	3
	Social Science General Education Elective	3

Bachelor of Science/Doctor of Physical Therapy Weekend Program

In order to be eligible to enter The University of Findlay's Physical Therapy Weekend Program, students must have earned the associate degree as a physical therapist assistant and have one year experience. In addition, students must have earned a bachelor's degree and completed the course requirements listed below.

Required Curriculum		Semester Hours
MTH 212	Statistics **or**	
PSY 215	Statistics for Psychology	3
BIO 330/BIL 330	Anatomy & Physiology I/Lab	3, 1
BIO 331/BIL 331	Anatomy & Physiology II/Lab	3, 1
CHM/CHL 181	General College Chemistry I/Lab	4
CHM/CHL 182	General College Chemistry II/Lab	4

PHS/PLA 201	College Physics I/Lab	5
PHS/PLA 202	College Physics II/Lab	5

Pre-Athletic Training Program/Master of Athletic Training

Athletic training is practiced by Athletic Trainers, healthcare professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis and intervention of emergency, acute and chronic medical conditions involving impairment, functional limitations and disabilities. The Master of Athletic Training (MAT) program at the University of Findlay is accredited by the Commission on Accreditation of Athletic Training Education.

This program is designed for students with minimal or no knowledge or experience in athletic training. Upon graduation, students will be eligible to sit for the Board of Certification (BOC) certification exam. With the successful completion of this exam graduates will earn the ATC credential which is required to practice athletic training in the vast majority of states.

In order to be eligible to enter The University of Findlay's athletic training program, students will earn a baccalaureate degree from Lourdes University including the prerequisite courses listed below. Students are not guaranteed admission to the MAT and must meet all current application requirements. Current application requirements can be found on The University of Findlay's Web site, http://www.findlay.edu KEYWORD MAT. Students are encouraged to apply for early admission (December 1). The two-year professional program in athletic training requires 65 hours of course work with a MAT awarded after the second professional year. Students are encouraged to contact the MAT program director with any questions.

Required Curriculum		Semester Hours
BIO 330/BIL 330	Anatomy & Physiology I/Lab	3, 1
BIO 331/BIL 331	Anatomy & Physiology II/Lab	3, 1
CHM/CHL 181	General College Chemistry I/Lab	4
HTW 203	Physical Fitness and Lifelong Well-Being	2
MTH 212	Statistics	3
PHS/PLA 201	College Physics I/Lab	5
PSY 110	General Psychology – An Overview	3

The University of Toledo

Doctoral/Occupational Therapy

An occupational therapist helps people who have physical and/or psychological challenges maximize their ability to perform daily living, work, and leisure tasks.

Occupational therapists work with people of all ages in a variety of settings such as hospitals, schools, long-term care facilities, and community organizations. Depending on interest and experience, occupational therapists can assume roles in direct service, administration, consultation, education, and research.

The mission of The University of Toledo occupational therapy doctoral (OTD) degree is to lead students to a career path of excellence in practice, advocacy for the profession, leadership, and contribution to occupational therapy knowledge through research. Graduates will be autonomous decision makers using contemporary practice skills. The OTD requires 95 semester credit hours over three years (8 semesters inclusive of 2 summer terms) of study.

The agreement with Lourdes University will facilitate entrance into the (OTD) program at The University of Toledo for qualified Lourdes University students. Students enrolled at Lourdes University may be accepted to the OTD program at The University of Toledo at one and two years prior to their matriculation at The University of Toledo. In order to matriculate to the OTD program, you must meet the following requirements and prerequisite courses.

- Bachelor degree in any field of study; minimum 3.0 G.P.A. must be completed prior starting the program (not prior to application).
- GRE with minimum mean percentile of 33% across all three sections. If G.P.A. is 3.5 or greater, the GRE is not required.

• BIO 201/BIL 201	Principles of Biology I	3, 1
• BIO/BIL 330	Anatomy and Physiology I	3, 1
• BIO/BIL 331	Anatomy and Physiology II	3, 1
• PSY 110	General Psychology Overview	3
• PSY 350	Abnormal Psychology	3
• SOC 101	Introduction to Sociology **or**	3
SOC 207	Cultural Anthropology	
• HTW 114	Medical Terminology	1

- Lifespan Human Development.

  You may meet this requirement by either
- earning a B- or better in PSY 210 Developmental Psychology-Life Span

  OR
- earning a B- or better in both PSY 420 Developmental Psychology I-Child Psychology (3) AND PSY 330 Developmental Psychology IV – Psychology of Aging (3)
- Three letters of recommendation
- Writing sample
- UT College of Graduate Studies application and fee

For complete program information visit the UT OTD program web site at http://hsc.utoledo.edu/healthsciences/ot or call 419-383-4429.

Academic Departments

Department of Art (ART)

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

Phone: **419-824-3685**

E-mail address: **eszavuly@lourdes.edu**

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

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 and enrolled in ART 100 Introduction to Art and ART 141 Art of the Western World. Upon successful completion of these courses with a minimum grade average of 3.0 (B), students may be accepted into a degree program.

The Department of Art offers students the following degree options:

a. Associate in Arts in Art
b. Bachelor of Arts in Art
c. Bachelor of Arts in Art History

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

Associate in Arts Art Major

The associate degree in art is a two-year program, which includes 27 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
General Education (See A.A. Requirements, p. 103)	35

The associate degree in art is a two-year program, which includes 27 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
General Education (See A.A. Requirements, p. 103)		35
Art History		6
ART 101	Drawing I	3
ART 102	Design Fundamentals	3
ART 103	Three Dimensional Design	3
ART 214	Ceramics I	3
ART 221	Oil Painting I **or**	
ART 223	Watercolor I	3
ART 233	Printmaking I	3
ART 303	Sculpture I	3
Available electives		*5*
Total		**67**

Students majoring in art have the option of taking the following courses to fulfill both general education and major requirements:

Learning Outcome

3. Aesthetic Awareness

   Any ART course

6. Cultural Awareness

   ART 350 Art of Africa

   ART 442 American Art History

   ART 444 Chinese Art History

   ART 445 Japanese Art History **or**

   ART 447 History of Women Artists

Bachelor of Arts Art Major

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

Required Curriculum		Semester Hours
General Education		63
(See B.A. General Education Requirements, p. 90)		
A.A. degree core classes		27
ART 201	Drawing II	3
ART 221	Oil Painting I **or**	
ART 223	Watercolor I*	3
Additional classes in one or two studio areas (300/400 level)		9
Art History		6
Minor or electives		17
Total		**128**

**The course that was not taken to meet an associate degree requirement.*

Students majoring in art have the option of taking the following courses to fulfill both general education and major requirements:

Learning Outcome

3. Aesthetic Awareness

   Any ART course

6. Cultural Awareness

   ART 350 Art of Africa

   ART 442 American Art History

   ART 444 Chinese Art History

   ART 445 Japanese Art History

   ART 447 History of Women Artists

9. Religious Perspective

   THS/ART 443 Christianity in Art

Bachelor of Arts Art Minor

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

Required Curriculum		Semester Hours
ART 441	19th and 20th Century Art History	3
ART	Art History Course	3
ART 101	Drawing I	3
ART 102	Design Fundamentals	3
ART 103	Three Dimensional Design	3

ART 214	Ceramics I	3
ART 221	Oil Painting I	3
ART 233	Printmaking I	3
ART 303	Sculpture I	3
Total		**27**

Bachelor of Arts Art History Major

The Bachelor of Arts degree with an art history major is a four-year program, which includes 45 semester hours in art and art history.

Required Curriculum		**Semester Hours**
General Education		63
(See B.A. General Education Requirements, p. 90)		
ART 141	Art of the Western World	3
ART 101	Drawing I	3
ART 102	Design Fundamentals	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 Elective (if taking ART 303, ART 103 is Prerequisite and would be taken here)	3
	Art History Courses	24
ART 453	Senior Thesis in Art History	3
	Minor or electives	20
Total		**128**

Students majoring in art history have the option of taking the following courses to fulfill both general education and major requirements:

Learning Outcome

3. Aesthetic Awareness
   Any ART course
6. Cultural Awareness
   ART 350 Art of Africa
   ART 442 American Art History
   ART 444 Chinese Art History

ART 445 Japanese Art History
ART 447 History of Women Artists

9. Religious Perspective
   THS 443 Christianity in Art

Bachelor of Arts Art History Minor

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

Required Curriculum		Semester Hours
ART 241	Ancient and Medieval Art History	3
ART 341	Renaissance and Baroque Art History	3
ART 441	19th and 20th Century Art History	3
ART 442	American Art History	3
6 sh chosen from the following:		6
ART 350	Art of Africa	
ART 443	Christianity in Art	
ART 444	Chinese Art History	
ART 445	Japanese Art History	
ART 447	The History of Women Artists	
ART 452	Independent Studies-Special Studies in Art	
Total		**18**

Pre-Art Therapy Program

The Pre-Art Therapy Program includes 48 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:	**Psychology Courses:**
ART 101 Drawing I	PSY 110 General Psychology
ART 102 Design I	PSY 210 Developmental Psychology
ART 103 Three Dimensional Design	PSY 350 Abnormal Psychology
ART 214 Ceramics I	PSY 411 Personality Theories & Dynamics
ART 302 Introduction to Art Therapy	PSY 470 Introduction to Counseling
ART 303 Sculpture I	
ART 223 Watercolor I	

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

Department Chairperson: **Anjali D. Gray, Ph.D.**

Phone: **419-517-8876**

E-mail address: **agray@lourdes.edu**

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

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

Associate in Arts Biology Major

Required Curriculum		Semester Hours
General Education		28
Core Requirements		
BIO 201/BIL 201	Principles of Biology I	3, 1
BIO 305/BIL 305	General Botany	3, 1
BIO 307/BIL 307	Cell Biology	3, 1
BIO 308/BIL 308	Genetics	3, 1
BIO 311/BIL 311	Invertebrate Zoology	3, 1
Allied Requirements		
CHM/CHL 181/182	General College Chemistry I, II	8
CHM/CHL 301/302	Organic Chemistry I, II	8
Electives in biology		6
Total		**70**

Bachelor of Arts Biology Major

Required Curriculum		Semester Hours
General Education		63
(See B.A. General Education Requirements, p. 90)		
Core Requirements (31 sh)		
BIO 201/BIL 201	Principles of Biology	3, 1
BIO 305/BIL 305	General Botany	3, 1
BIO 307/BIL 307	Cell Biology	3, 1
BIO 308/BIL 308	Genetics	3, 1
BIO 311/BIL 311	Invertebrate Zoology	3, 1
BIO 317	Principles of Ecology	3
BIO 335/BIL 335	General Microbiology	3, 1
BIO 402	Introduction to Research	1
BIO 410	Biology Seminar	3
Allied Requirement (16 sh)		
CHM/CHL181,182	General College Chemistry I, II	8
CHM/CHL 301/302	Organic Chemistry I, II	8
Electives (18 sh)		
May be taken from any academic discipline.		
Total		**128**

Bachelor of Science Biology Major

Required Curriculum		Semester Hours
General Education		48
(See B.S. General Education Requirements, p. 97)		
BIO/BIL 201	Principles of Biology I	3, 1
BIO/BIL 305	General Botany	3, 1
BIO/BIL 307	Cell Biology	3, 1
BIO 317	Principles of Ecology	3
BIO/BIL 308	Genetics	3, 1
BIO/BIL 311	Invertebrate Zoology	3, 1
BIO 335/BIL 335	General Microbiology	3, 1
BIO 402	Introduction to Research	1
BIO 410	Biology Seminar	3
Allied Requirements (26 sh)		
CHM/CHL 181, 182	General College Chemistry I, II	8
CHM/CHL 301/302	Organic Chemistry I, II	8
PHS 201/202	College Physics	10
Electives (23 sh)	*Taken in biology.*	
Total		**128**

Biology Minor (25 semester hrs.)

Required Curriculum		Semester Hours
BIO 201/BIL 201	Principles of Biology I	3, 1
BIO305/BIL 305	General Botany	3, 1
BIO308/BIL 308	Genetics	3, 1
BIO 311/BIL 311	Invertebrate Zoology	3, 1
Electives (9 sh)	*Taken in biology.*	

Allied requirements are the same as for a Biology major.

Environmental Science

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

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

Bachelor of Arts Environmental Science Major

Required Curriculum		Semester Hours
General Education		63
(See B.A. General Education Requirements, p. 90)		
BIO 305/BIL 305	General Botany	3, 1
BIO 311/BIL 311	Invertebrate Zoology	3, 1
BIO 335/BIL 335	General Microbiology	3, 1
BIO 317	Principles of Ecology	3
BIO 404/BIL 404	Soil Ecology	3, 1
CHM/CHL 181, 182	General Chemistry I, II	8
CHM/CHL 301/302	Organic Chemistry I, II	8
CHM/CHL 306	Environmental Chemistry	4
PHS 112	An Introduction to Earth Science	3
PHS 114	An Introduction to Geology	3
MTH 130	Elementary Analysis	3
MTH 212	Statistics	3
BIO 402	Introduction to Research	1
BIO 410	Biology Seminar	3

Electives (10 sh)		
May be taken from BIO, CHM and PHS courses.		
Total		**128**

Bachelor of Science Environmental Science Major

Required Curriculum		**Semester Hours**
General Education		48
(See B.S. General Education Requirements, p. 97)		
BIO 305/BIL 305	General Botany	3, 1
BIO 311/BIL 311	Invertebrate Zoology	3, 1
BIO 317	Principles of Ecology	3
BIO 335/BIL 335	General Microbiology	3, 1
BIO 404/BIL 404	Plant and Soil Ecology	3, 1
CHM/CHL 181, 182	General College Chemistry I, II	8
CHM/CHL 301/302	Organic Chemistry I, II	8
CHM/CHL 306	Environmental Chemistry	3, 1
PHS 112	An Introduction to Earth Science	3
PHS 114	An Introduction to Geology	3
MTH 130	Elementary Analysis	3
MTH 212	Statistics	3
BIO 402	Introduction to Research	1
BIO 410	Biology Seminar	3
Electives (25 sh)	*Taken in science.*	
Total		**128**

Health Sciences

The health science courses are designed to promote the development of health, wellness, physical fitness, and the complete integration of body, mind, and spirit. Health science courses are designated with HTW or PED. To realize our potential, we must understand that everything we feel, think, and believe has an effect on our degree of wellness. We can help this integration process by recognizing that our physical condition is a reflection of our present spiritual and emotional states. Students are able to investigate health and life from six dimensions: physical, psychological, social, intellectual, environmental, and spiritual. A student pursuing a bachelor's degree may choose to pursue a minor in Health and Wellness.

Health and Wellness Minor (HTW)

Required Curriculum		Semester Hours
BIO 204	Basic Anatomy and Physiology	3
BIO 212	Nutrition	3
HTW 203	Physical Fitness and Lifelong Well-Being	2
HTW 355	Survey of Human Diseases	3
HTW 401	Health Behavior	3
HTW 405	Consumer Health	3
HUV 100	Human Values	3
THS 333	Moral and Spiritual Development	3
Total		**23**

Department of Business and Leadership (BUS)

Chairperson: **Dean C. Ludwig, Ph.D.**

Department Phone: **419-517-8887**

E-mail address: **dludwig@lourdes.edu**

Director for Undergraduate Programming: **Jean Kujawa, M.B.A.**
E-mail address: jkujawa@lourdes.edu

Director, Master of Organizational Leadership Program: **Patrice McClellan, Ed.D.**
E-mail address: pmcclellan@lourdes.edu

Interim Director, Master of Business Administration Program: **Dean C. Ludwig, Ph.D.**
E-mail address: dludwig@lourdes.edu

MISSION: The Lourdes College Department of Business and Leadership ENGAGES current and future members of the business and not-for-profit communities in integrated, personal, and values-centered educational journeys designed to enrich lives and advance career goals.

The Department of Business and Leadership offers both undergraduate and graduate programs of study. Students may choose from eight undergraduate majors offered within the Bachelor of Science degree. An Associate of Arts Business major is also available. For information on the undergraduate majors (see p. 133) and for course descriptions (see p. 217) The Department also offers a Masters of Business Administration (M.B.A.) degree and a Master of Organizational Leadership (M.O.L.) degree. More information on the graduate programs and course descriptions can be found in the Graduate School section of the catalog (see p. 300 & 310).

Lourdes University has received specialized accreditation for its undergraduate business programs through the International Assembly for Collegiate Business Education (IACBE), Olathe, Kansas.

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 Department to be a learning community of over 450 diverse students, 40 dedicated faculty and staff, 1,600 alumni, and many friends and partners - a community that revolves around a mission of engagement. The atmosphere is personal and values-centered, a place where students and faculty often interact on a first name basis in the pursuit of personal and professional growth.

Associate in Arts Business Major

The Associate in Arts Business major is designed for students who seek entry-level positions in business, for students who currently hold positions in business and wish to enhance their skills, or for students who wish to lay a foundation for a baccalaureate degree. In order to successfully complete an Associate in Arts Business major, students must:

- Earn a minimum grade of C (2.0) in all business major courses.
- Fulfill the degree requirements listed below and complete a minimum of 60 semester hours of overall coursework.
- Possess a minimum overall G.P.A. of 2.0 and a minimum G.P.A. of 2.5 for all business (BUS) and computer (CMP) courses within the A.A. Business major.
- Transfer students must complete a minimum of 15 overall semester hours and 9 semester hours of business and/or computer coursework in residency at Lourdes University.

Required Curriculum		**Semester Hours**
General Education		35
The Associate in Arts Business major requires the standard courses for the Associate in Arts degree		
(A.A. General Education Requirements, see p. 103)		
With the following specification:		
Learning Outcome		
LO 6.1	Cultural Awareness	
Students must choose one of the two following courses:		
SWK 209	Ethnic and Culturally Diverse Perspectives **or**	
SOC 304	Multicultural Diversity	
Major		
BUS 100	Career Planning & Personal Finance	3
BUS 101	Business Principles	3
CMP 111	Communication & Search Applications **or**	
CMP 211	Spreadsheet & Database Applications	3

BUS 201	Accounting I	3
BUS 254	Macroeconomics **or**	
BUS 255	Microeconomics	3
BUS 325	Business Communications	3
BUS 333	Management Concepts	3
BUS 344	Marketing Concepts	3
Available electives		0-1
Total		**60**

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. Lourdes University has received specialized accreditation for its Bachelor of Science degree programs in business through the International Assembly for Collegiate Business Education (IACBE), Olathe, Kansas. In order to successfully complete any Bachelor of Science Business major, students must:

- Earn a minimum grade of C (2.0) in all business core 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 (BUS) and computer (CMP) 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 requirements (45 semester hours), students can pursue one of eight specific Bachelor of Science Business majors, each requiring an additional 15 to 24 semester hours of study. Given the number of available electives within each business major (6 to 15 semester hours), students often can choose to complete a second business major simply by utilizing their available electives to complete the course requirements of another business major.

Business Majors

Accounting	Human Resource Management
Accounting & Finance	Integrated Business
Business Administration	Management
Health Care Administration	Marketing

Bachelor of Science Business Major Requirements

Required Curriculum		Semester Hours
General Education		45

All Bachelor of Science Business majors require standard General Education courses for the Bachelor of Science degree

(B.S. General Education Requirements, see p. 97)

With the following specifications:

Learning Outcomes

6.1 Cultural Awareness

Students must choose one of the two following courses:

SWK 209 Ethnic and Culturally Diverse Perspectives **or**

SOC 304 Multicultural Diversity

9.1 Quantitative Competence

MTH 212 Statistics

Students who complete any Bachelor of Science Business major should take the following course to fulfill both a general education and a business core course requirement:

Learning Outcome

4.2 Ethical Perspective

BUS 430 Business Ethics

Students who complete a Health Care Administration major should take one of the following courses to fulfill both a general education and a major course requirement:

Learning Outcome

4.1 Ethical Perspective

PHL 310 Bio-Ethics **or**

PHL 202 Ethics for the Health Care Professional

Business Core Requirements for all Business majors		45
BUS 100	Career Planning & Personal Finance	3
BUS 101	Business Principles	3
CMP 111	Communication & Search Applications	3
CMP 211	Spreadsheet & Database Applications	3
BUS 201	Accounting I	3
BUS 254	Macroeconomics	3
BUS 255	Microeconomics	3
BUS 304	Corporate Finance	3
BUS 320	International Business	3

BUS 325	Business Communications	3
BUS 333	Management Concepts	3
BUS 340	Business Internship	3
BUS 344	Marketing Concepts	3
BUS 430	Business Ethics	3
BUS 459	Business Policy	3
Business Major Requirements (determined by major)		15 to 24
Accounting Major (see p. 135)		24
Accounting and Finance Major (see p. 136)		15
Business Administration Major (see p. 136)		15
Health Care Administration Major (see p. 137)		18
Human Resource Management Major (see p. 137)		15
Integrated Business (see p. 138)		24
Management Major (see p. 138)		15
Marketing Major (see p. 139)		15
Available electives (determined by major)		6-15

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.

Required Curriculum		**Semester Hours**
Accounting Major		24
BUS 202	Accounting II	3
BUS 302	Managerial Accounting	3
BUS 318	Intermediate Accounting I	3
BUS 319	Intermediate Accounting II	3
BUS 321	Tax Accounting	3
BUS 322	Cost Accounting	3
BUS 332	Auditing	3
BUS 401	Advanced Accounting I	3

Bachelor of Science Accounting and Finance Major

The accounting and Finance major is designed for students who seek careers in financial services (banking, lending, investing, insurance, and real estate), for students who currently hold such positions and wish to enhance their skills, or for students who eventually want to pursue a graduate degree. Since a sufficient number of electives (15 semester hours) exist in this program, this business major can be combined with another business major if a student desires a degree consisting of two majors.

Required Curriculum		Semester Hours
Accounting & Finance Major		15
BUS 202	Accounting II	3
BUS 302	Managerial Accounting	3
BUS 305	Financial Institutions, Markets & Money	3
BUS 322	Cost Accounting	3
BUS 404	Investments	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, 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 required M.B.A. graduate degree prerequisites. Students who plan to pursue an M.B.A. degree in the future are encouraged to use their available electives to complete the pre-M.B.A. option.

Required Curriculum		Semester Hours
Business Administration Major		15
BUS 202	Accounting II	3
BUS 302	Managerial Accounting	3
BUS 330	Legal Environment of Business	3
BUS 335	Marketing Management	3
BUS 413	Organizational Behavior & Development	3
Pre-M.B.A. Preparation Option (Electives)		
BUS 434	Operations Management	3
MTH 132	Calculus for Managerial Sciences+	3

\+ *This math elective can be used to fulfill one of the math general education requirements as long as the required prerequisite math courses are waived through satisfactory placement test scores.*

Bachelor of Science Health Care Administration Major

The Health Care Administration major is designed for students who seek careers in health care administration, for students who currently hold such positions and wish to enhance their skills, or for students who want to eventually pursue a graduate degree. The program can be especially suitable for former direct-care practitioners who have been promoted into management and need further managerial training or for current direct-care practitioners who desire the managerial training necessary to achieve promotion into management. Since a sufficient number of electives (12-15 semester hours) exist in this program, this major can be combined with another business major if a student desires a degree consisting of two business majors.

Required Curriculum		Semester Hours
Health Care Administration Major		18
BUS 225	Health Care Entranceship	3
BUS 424	Health Care Management	3
BUS 425	Financial Management for Health Care Professional	3
BUS 426	U.S. Health Care Policy	3
PHL 310	Bio-Ethics **or**	3
PHL 202	Ethics for the Health Care Professionals	
HCA elective (choice of one course below)		3
BUS 310	Human Resource Management **or**	(3)
BUS 413	Organizational Behavior and Development	(3)

Bachelor of Science Human Resource Management Major

The Human Resource Management major is designed for students who seek careers in human resources, for students who currently hold such positions and wish to enhance their skills, or for students who eventually want to pursue a graduate degree. Since a sufficient number of electives (15 semester hours) exist in this program, this major can be combined with another business major if a student desires a degree consisting of two business majors.

Required Curriculum		Semester Hours
Human Resource Management Major		15
BUS 213	Human Resource Development	3
BUS 310	Human Resource Management	3
BUS 411	Labor Relations	3
BUS 413	Organizational Behavior & Development	3
BUS 440	Employment Law	3

Bachelor of Science Integrated Business Major

The Bachelor of Science Integrated Business major is designed to provide students who want and need the flexibility to tailor their business degree to their own individual goals and career paths the opportunity to custom design a strong business curriculum. Business organizations are demanding that present and future graduating business majors must not only possess the skills and subject knowledge of their functional areas but must understand the cross integration of business functions. This major acknowledges the need to utilize information from multiple business disciplines.

The major is transfer friendly allowing graduates from accredited community colleges the opportunity to transfer in courses from academic programs such as computer programming, informational systems, networking and e-business to meet the 24 semester hour Integrated Business major requirement.

The Bachelor of Science Integrated Business major will require the same 45 semester hour business core, but it will allow a student to select any combination of business courses not in the required business core to fulfill the 24 semester hour Integrated Business major requirement.

Required Curriculum	Semester Hours
Integrated Business Major	*24*

Any advisor-approved combination of eight business courses (24 s.h.) selected from the existing discipline-specific Lourdes' business majors, business electives, or from business courses at two-year institutions that are specified in articulation and pathway agreements.

Bachelor of Science Management Major

The Management major is designed for students who seek careers in supervisory management, for students who currently hold such positions and wish to enhance their skills, or for students who eventually want to pursue a graduate degree. Since a sufficient number of electives (15 semester hours) exist in this program, this major can be combined with another business major if a student desires a degree consisting of two business majors.

Required Curriculum		Semester Hours
Management Major		**15**
COM 102	Interpersonal Communications	3
BUS 213	Human Resource Development	3
BUS 259	Supervision	3
BUS 413	Organizational Behavior & Development	3
Management Electives (choice of one course below)		3

BUS 303	Women in Management	(3)
BUS 310	Human Resource Management	(3)
BUS 335	Marketing Management	(3)
BUS 424	Health Care Management	(3)
BUS 434	Operations Management	(3)

Bachelor of Science Marketing Major

The marketing major is designed for students who seek careers in marketing, for students who currently hold such positions and wish to enhance their skills, or for students who eventually want to pursue a graduate degree. Since a sufficient number of electives (15 semester hours) exist in this program, this major can be combined with another business major if a student desires a degree consisting of two business majors..

Required Curriculum		**Semester Hours**
Marketing Major		15
COM 100	Oral Communications or	
COM 102	Interpersonal Communications	3
BUS 315	Consumer Behavior	3
BUS 335	Marketing Management	3
Marketing Electives (choice of two courses below)		6
BUS 314	Marketing Research	(3)
BUS 334	Advertising	(3)
BUS 435	Internet Marketing	(3)
BUS 444	Logistics & Marketing	(3)

Business Minors

The Department of Business and Leadership Studies offers six business minor programs, all requiring 24 semester hours of coursework. In order to successfully complete any business minor, students must:

- Earn a minimum grade of C (2.0) in all business minor courses.
- Fulfill the selected minor course requirements listed below.
- Possess a minimum 2.5 G.P.A. for all business (BUS) and computer (CMP) courses within the business minor.

These business minor programs were designed for both business and non-business students.

Accounting & Finance	Human Resource Management
Business (for Non-Business Majors only)	Management
Health Care Administration	Marketing

Required Curriculum		Semester Hours
Accounting and Finance		24
BUS 101	Business Principles	3
BUS 201	Accounting I	3
BUS 202	Accounting II	3
BUS 302	Managerial Accounting	3
BUS 304	Corporate Finance	3
BUS 305	Financial Institutions, Markets, and Money	3
BUS 322	Cost Accounting	3
BUS 404	Investments	3

Required Curriculum		Semester Hours
Business (for Non-Business Majors only)		24
BUS 101	Business Principles	3
BUS 201	Accounting I	3
BUS 254	Macroeconomics **or**	
BUS 255	Microeconomics	3
BUS 325	Business Communications	3
BUS 333	Management Concepts	3
BUS 344	Marketing Concepts	3
BUS 430	Business Ethics	3
CMP 111	Communication & Search Applications **or**	
CMP 211	Spreadsheet & Database Applications	3

Required Curriculum		Semester Hours
Health Care Administration		24
BUS 101	Business Principles	3
BUS 201	Accounting I	3
BUS 225	Health Care Entranceship	3
BUS 304	Corporate Finance	3
BUS 333	Management Concepts	3
BUS 424	Health Care Management	3
BUS 425	Financial Management for Health Care Professionals	3
BUS 426	U.S. Health Care Policy	3

Required Curriculum		Semester Hours
Human Resource Management		24
BUS 101	Business Principles	3

BUS 213	Human Resource Development	3
BUS 259	Supervision	3
BUS 310	Human Resource Management	3
BUS 333	Management Concepts	3
BUS 411	Labor Relations	3
BUS 413	Organizational Behavior and Development	3
BUS 440	Employment Law	3

Required Curriculum		**Semester Hour**
Management		24
BUS 101	Business Principles	3
BUS 213	Human Resource Development	3
BUS 259	Supervision	3
BUS 333	Management Concepts	3
BUS 413	Organizational Behavior and Development	3
COM 102	Interpersonal Communications	3
SOC 304	Multicultural Diversity	3
Management Elective (choice of one course below)		3
BUS 303	Women in Management	(3)
BUS 310	Human Resource Management	(3)
BUS 335	Marketing Management	(3)
BUS 424	Health Care Management	(3)
BUS 434	Operations Management	(3)

Required Curriculum		**Semester Hours**
Marketing		24
BUS 101	Business Principles	3
BUS 255	Microeconomics	3
BUS 315	Consumer Behavior	3
BUS 335	Marketing Management	3
BUS 344	Marketing Concepts	3
COM 100	Oral Communication **or**	
COM 102	Interpersonal Communication	3
SOC 304	Multicultural Diversity	3
Marketing electives (choice of one course below)		
BUS 314	Marketing Research	(3)
BUS 334	Advertising	(3)
BUS 435	Internet Marketing	(3)
BUS 444	Logistics and Marketing Applications	(3)

Bachelor of Arts Business Majors

Students are no longer being admitted into Bachelor of Arts Business majors. Students needing to complete degree requirements for these majors should refer to the 2006-2007 and earlier academic catalogs if necessary. Students are held accountable to the requirements at the time the major is declared.

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

Department Chairperson: **Cynthia Molitor, Ph.D.**

Phone: **419-824-3518**

E-mail Address: **cmolitor@lourdes.edu**

MISSION: To engage students in a dynamic, challenging, and integrated study of chemical and physical principles necessary to develop scientific literacy and critical thinking skills. Through a variety of supportive learning modes, students develop the knowledge, skills, attitudes, and values that enable them to become successful professionals and scientifically responsible citizens.

Chemistry

Chemistry, as a pure science, explores the nature and transformation of matter. As an applied science, it seeks to provide society with the knowledge and tools to tackle pressing social problems. Knowledge of chemistry will aid students in understanding the technological society in which they live. The courses are designed to provide the student with the chemical principles and techniques that are useful in a broad range of careers, including those in the biological sciences and pre-professional programs in medicine and nursing.

Physical Sciences

Physical sciences address the needs of the non-science major with four course offerings. The goal is to present physical sciences as interesting human activities to those persons for whom this may be the last formal glimpse of science. In addition, the two-semester physics course provides a basic introduction, with emphasis on application and the underlying concepts essential to all technical knowledge. This mathematically based course is intended to support studies of biology, pre-medicine, pre-dentistry, and various related fields.

Environmental Science Major

The environmental science major in either the Bachelor of Arts degree or the Bachelor of Science degree is an interdisciplinary study offered jointly by the Department of Biology and Health Sciences and the Department of Chemistry and Physical Sciences. For further information regarding this program, see the Department of Biology and Health Sciences.

Department of Education (EDU)

Chairperson: **Michael J. Smith, Ph.D.**

Department Phone: **419-824-3713 or 419-824-3715**

E-mail Address: **msmith@lourdes.edu**

Associate Chairperson for Undergraduate Teacher Preparation
Carol Schwartz, M.Ed.
E-mail Address: cschwartz@lourdes.edu

Associate Chairperson for Graduate and Professional Studies
Michael P. French, Ph.D.
E-mail Address: mfrench@lourdes.edu

Director for Early Childhood Education Program
Karen S. Roadruck, M.Ed.
E-mail Address: kroadruck@lourdes.edu

Director for Middle Childhood Education Program
Nance S. Wilson, Ph.D.
E-mail Address: nwilson@lourdes.edu

Director for Adolescence to Young Adult Education Program
Sr. Valerie Grondin, O.S.F., M.A.
E-mail Address: vgrondin@lourdes.edu

MISSION: To facilitate the preparation of teachers, provide professional development opportunities for educators, and offer educational experiences and outreach for learners of all ages. We provide holistic learning rooted in Franciscan values: learning, reverence and service. As a result of our efforts we foster the development of individuals who make a positive difference in our world.

Department of Education

The Department of Education is committed to preparing students with the knowledge, skills, and dispositions needed to become competent, caring and qualified teachers and lead rich, meaningful lives. Believing in the education of the total person, we seek to equip students for the teaching profession by integrating liberal arts education with professional education. Through its basic liberal arts curriculum, the University provides students with opportunities to integrate deep moral convictions with intellectual and social interests and professional careers. The University recognizes that development of a person's total potential requires lifelong learning; hence, we encourage students to make the search for truth a continuing quest.

Lourdes University Department of Education believes and affirms the study of the growth and development of the whole child as a unique gift from God. We are committed to providing students with the opportunity to acquire the necessary knowledge, skills, and dispositions in order that they may provide developmentally appropriate, inclusive and responsive education for all children in society. We are also committed to assisting our students in becoming knowledgeable and appreciative of the multicultural/diverse gifts of children and of the capabilities necessary to provide effective education for such children. In addition, we recognize the significant impact technology plays in society and in the learning process. As such, we are committed to providing the opportunities for students to understand the appropriate integration of technology in the learning process and to acquire the fundamental concepts and skills for effectively applying technology in educational settings.

The curriculum and experiences (including four 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 the Franciscan tradition of a lifetime of learning.
- The teacher candidate will analyze past experiences and pursue professional development to enhance teaching efficacy and to improve future teaching performance.
- The teacher candidate will create and practice developmentally appropriate and inclusive lessons that articulate clear learning goals, recognize the unique God-given gifts of all students, connect prior and future learning, and include appropriate evaluation strategies.
- The teacher candidate will create a positive and safe learning environment, incorporating consistent and appropriate standards for behavior, which respects and celebrates the value of all students' backgrounds, styles, and perspectives.
- The teacher candidate will demonstrate an understanding of subject content, developmentally appropriate teaching practices, student learning, and respect for diversity.

- The teacher candidate will use a variety of instructional strategies, which may incorporate the appropriate use of technology, to make content comprehensible and to promote high order thinking.
- 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 Department of Education programs are designed to offer students the opportunity to achieve a liberal arts education and prepare students for the teaching profession. All programs meet the requirements as set forth by the Ohio Board of Regents and the licensure requirements of the Ohio Department of Education. In order to graduate, students must meet the Lourdes University Department of Education requirements. The responsibility for meeting the goals and requirements rests with the student. Lourdes University Department of Education reserves the right to make changes to the courses of study and program requirements due to the frequent changes in national and state standards and regulations.

Classification of students

EDU Students are classified as follows:

Pre-Education Majors -are students seeking a teacher education degree and have not yet fulfilled the program admission requirements. They will not be admitted to the Teacher Education Program until they have met the Program Admission Requirements and have been officially accepted into the Program.

EDEP - Pre-Education Early Childhood Major

EDMP - Pre-Education Middle Childhood Major

EDAP - Pre-Education Adolescence to Young Adult Major

Education Majors - are students seeking a teacher education degree who have fulfilled the Program Admission Requirements and have been officially accepted into the Lourdes University Department of Education.

EDE - Early Childhood Education Major

EDM - Middle Childhood Education Major

EDA - Adolescence to Young Adult Education Major

Pre-Licensure Students - Licensure Students are degreed students seeking an approved teacher preparation program that prepares them for teacher licensure, but have not fulfilled the Program Admission requirements and have not been officially accepted into the Lourdes University Department of Education. It should be noted that licensures are only issued by the Ohio Department of Education and not Lourdes University.

EDEQ - Pre-Early Childhood Licensure

EDMQ - Pre-Middle Childhood Licensure

EDAQ - Pre-Adolescence to Young Adult Licensure

Teacher Licensure - are degreed students who are seeking an approved teacher preparation program that prepares them for teacher licensure. Such students 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. It should be noted that licenses are only issued by the Ohio Department of Education and not Lourdes University.

EDEL - Early Childhood Licensure

EDML - Middle Childhood Licensure

EDAL - Adolescence to Young Adult Licensure

Program Admission Requirements

Students seeking admission to the Teacher Education Program are considered as Pre-Education Majors until they have completed the following Program Admission Requirements and have been approved for acceptance into the Program. Pre-Education Majors and non-educational 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 2.5 or higher.
- Grade of C or higher in EDU 100/EDU 101, EDU 150, EDU 230, EDU 250.
- Grade of C or higher in ENG 101, MTH 110⌑⌑ or higher.⌑
- Passing scores for all Praxis I tests (172 Writing, 172 Math, 175 Reading).⌑
- Completion of 20 hours of approved service learning.
- Successful review of Teacher Development Portfolio.
- Satisfactory disposition assessment.
- Successful interview and approval of Program Director/Advisor.

Once accepted into the Teacher Education Program teacher candidates will need to demonstrate competencies at various points called "gates" in order to progress and ultimately complete the program. Students are to refer to the Education Student Handbook for details related to Assessment Gates and requirements.

⌑Not required for students seeking licensure only.
⌑⌑ Early Childhood students must take MTH 110.

Clinical/Field Experiences

The Lourdes University Department of Education believes that it must provide opportunities for its teacher candidates to participate in meaningful classroom experiences in which they are able to put theory and knowledge into action. Field

experiences embedded within teacher education courses at Lourdes University 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. 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. All policies, requirements, and procedures related to field experiences are detailed in the Field Experience Handbook. Students must have a satisfactory criminal background checks (FBI and BCI) to participate in the clinical or field experiences. For more information, students should contact their advisor.

Bachelor of Arts Early Childhood Major Course of Study

The Early Childhood Program prepares teachers to work with young children from ages three through eight, grades Pre-Kindergarten through third.

Required Curriculum

General Education

Learning Outcome

1. Communication Competence (9)
   - COM 100 Oral Communications
   - ENG 101 Composition I: Essay Writing
   - ENG 102 Composition II: Research & Writing
2. Critical Thinking Ability (6)
   - PHL 101 Introduction to Philosophy
   - PHL 102 Introduction to Critical Thinking
3. Aesthetic Awareness (9)
   - ART 117 Art for the Teachers of Young Children
   - ENG 200 Introduction to Literature
   - MUS 111 Music for Teachers of the Young Child-Basic
4. Ethical Foundations (6)
   - HUV 100 Human Values
   - PHL 103 Introduction to Ethics

5. Historical Conscience (6)
   HST 219 Ohio History
   PLS 122 American National Government
6. Cultural Awareness (6)
   EDU 316 Multicultural & Social Issues in Education
   GEO 250 World Cultural Geography
7. Scientific Literacy (6)
   EDU 250 Educational Psychology
   SCI 170 Survey of Science
8. Religious Perspective (6)
   One theological studies (THS) course at the 100 or 200 level
   A theological studies (THS) course 200 or higher
9. Quantitative Competence (6)
   MTH 110 Fundamental Concepts of Mathematics I
   MTH 224 Mathematics for Teachers of Young Children I
10. Personal Wellness Responsibility (3)
   HTW 253 Health Science for Teachers of Early Childhood

Professional Education

Foundation Courses

EDU 100⌘ Foundations of Education (3) **or** EDU 101 (1)
EDU 150 Introduction to Technology in Education (3)
EDU 230 Survey of Special Needs Education (3)
EDU 250 Educational Psychology (3)
EDU 316 Multicultural & Social Issues in Education (3)
EDU 318⌘⌘ Classroom Management & Behavioral Issues (3)
EDU 317⌘⌘⌘ Classroom Management for Early Childhood Education (3)
EDU 328⌘⌘ Integration of the Arts in Instruction (3)
EDU 329⌘⌘⌘ Differentiated Instruction & Assessment (3)

Early Childhood Strand

EDE 210 Child Development (3)
EDE 235 Integrated Curriculum and Instruction in Early Childhood (3)
EDE 250⌘ Early Childhood Methods and Field Experience I (3)
EDE 307 Special Education Assessment & Instructional Adaptations (3)

EDE 315	Family, School, Community Relations (3)
EDE 350⌘	Early Childhood Methods & Field Experience II (3)
EDE 450⌘	Early Childhood Student Teaching (12)
Reading Strand	
EDU 218	The Role of Phonics in Emergent Literacy (3)
EDU 314	Teaching Reading Through Literature for Children (3)
EDU 330	Developmental Reading Through Content Area Reading (3)
EDU 332	Reading Diagnosis and Assessment (3)
Curriculum Content	
Language Arts	
COM 100	Oral Communications (3)
ENG 101	Composition I: Essay Writing (3)
ENG 102	Composition II: Research & Writing (3)
ENG 200	Introduction to Literature (3)
Math	
MTH 110	Fundamental Concepts of Mathematics I (3)
MTH 224	Mathematics for Teachers of Young Children I (3)
MTH 225	Mathematics for Teachers of Young Children II (3)
Science	
HTW 253	Health Science for Teachers of Early Childhood (3)
SCI 170	Survey of Science (3)
SCI 370	Integrated Science for Teachers (3)
Social Studies	
GEO 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 111	Music for Teachers of the Young Child-Basic (3)

⌘*Field Experience Required*

⌘⌘*Course offered Fall 2011 only*

⌘⌘⌘*New course required Spring 2012*

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

General Education

Learning Outcome

1. Communication Competence (9)
   - COM 100 Oral Communications
   - ENG 101 Composition I: Essay Writing
   - ENG 102 Composition II: Research & Writing
2. Critical Thinking Ability (6)
   - PHL 101 Introduction to Philosophy
   - PHL 102 Introduction to Critical Thinking
3. Aesthetic Awareness (9)
   - ENG 200 Introduction to Literature
   - EDU 328 ⌘⌘ Integration of the Arts in Instruction
   - An Art or Music Course
4. Ethical Foundations (6)
   - HUV 100 Human Values
   - PHL 103 Introduction to Ethics
5. Historical Consciousness (6)
   - HST 219 Ohio History
   - PLS 122 American National Government
6. Cultural Awareness (6)
   - EDU 316 Multicultural & Social Issues in Education
   - GEO 250 World Cultural Geography
7. Scientific Literacy (6)
   - EDU 250 Education Psychology
   - SCI 170 Survey of Science
8. Religious Perspective (6)
   - One theological studies course at the 100 or 200 level
   - A theological studies (THS) course 200 or higher

9. Quantitative Competence (6)
   MTH 110/111 Fundamental Concepts of Mathematics I/II
   MTH 110 or higher
10. Personal Wellness Responsibility (3)
   HTW 254 Health Science for Teachers of Young Adolescent to Young Adult

Professional Education

Foundation Courses

EDU 100⌘	Foundations of Education (3) or EDU 101 (1)
EDU 150	Introduction to Technology in Education (3)
EDU 230	Survey of Special Needs Education (3)
EDU 250	Educational Psychology (3)
EDU 316	Multicultural & Social Issues in Education (3)
EDU 318⌘⌘	Classroom Management & Behavioral Issues (3)
EDU 319⌘⌘⌘	Classroom Management for Middle Childhood and Adolescence to Young Adult (3)
EDU 328⌘⌘	Integration of the Arts in Instruction (3)
EDU 329⌘⌘⌘	Differentiated Instruction & Assessment (3)

Middle Childhood Strand

EDM 210	Education for Young Adolescents (3)
EDM 235	Integrated Curriculum and Instruction in the Middle School (3)
EDM 250⌘	Middle Childhood Methods and Field Experience I (3)
EDM 350⌘	Middle Childhood Methods and Field Experience II (3)
EDM 450⌘	Middle Childhood Student Teaching (12)

Reading Strand

EDU 218	The Role of Phonics in Emergent Literacy (3)
EDU 312	Teaching Reading Through Literature for Young Adolescents (3)
EDU 330	Developmental Reading Through Content Area Reading (3)
EDU 332	Reading, Diagnosis & Assessment (Elective) (3)

⌘*Field Experience Required*

⌘⌘*Course offered Fall 2011 only*

⌘⌘⌘*New course required Spring 2012*

Curriculum Content/Areas of Concentration

(Choose 2 of the 4 areas listed)

Language Arts

COM 100	Oral Communications (3)
ENG 101	Composition I: Essay Writing (3)
ENG 102	Composition II: Research and Writing (3)
ENG 200	Introduction to Literature (3)
ENG 313	Theoretical Approaches to Writing, Reading, and the Teaching of Writing (3)
ENG 401	Studies in Fiction (3)
ENG 404	Studies in Modern Literatures (3)

Math

MTH 110	Fundamental Concepts of Math I **or**
MTH 111	Fundamental Concepts of Math II (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)
SCI 170	Survey of Science (3)
SCI 370	Integrated Science for Teachers (3)
PHS 112	Introduction to Earth Science (3)
PHS 113	Principles of Physical Science (3)
HTW 254	Health Science for Teachers of Young Adolescent to Young Adult (3)

Social Studies

HST 104	History of World Civilization II (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 250	World Cultural Geography (3)
BUS 250	Macroeconomics (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

The exact number of credit hours needed for graduation is dependent upon the teaching field selected. In some fields students may be able to obtain a dual major.

Education (AYA) students declaring an English concentration are expected to fulfill a portfolio requirement.

Required Curriculum

General Education

Learning Outcomes

1. Communication Competence (6)
   ENG 101 Composition I: Essay Writing
   ENG 102 Composition II: Research & Writing
2. Critical Thinking Ability (3)
   PHL 101 Introduction to Philosophy or
   PHL 102 Introduction to Critical Thinking
3. Aesthetic Awareness (6)
   ENG 200 Introduction to Literature
   EDU 328⌘⌘Integration of the Arts in Instruction
4. Ethical Foundations (6)
   HUV 100 Human Values
   PHL 103 Introduction to Ethics
5. Historical Consciousness (3)
   Any History (HST) or Political Science (PLS) course
6. Cultural Awareness (3)
   EDU 316 Multicultural & Social Issues in Education
7. Scientific Literacy (6)
   Any science class from biology, chemistry (except 099), physics
   EDU 250 Educational Psychology
8. Religious Perspective (6)
   One theological studies (THS) course at 100 or 200 level **and**
   A theological studies (THS) course 200 or higher
9. Quantitative Competence (6)
   Two mathematics (MTH) courses (110 or higher)
10. Personal Wellness Responsibility (3)
    HTW 254 Health Science for Teachers of the Young Adolescent to Young Adult

Professional Education

Foundational Courses

EDU 100 Foundations of Education (3) **or** EDU 101 (1)
EDU 150 Introduction to Technology in Education (3)

EDU 230	Survey of Special Needs Education (3)
EDU 250	Educational Psychology (3)
EDU 316	Multicultural and Social Issues in Education (3)
EDU 318⌘⌘	Classroom Management and Behavioral Issues (3)
EDU 319⌘⌘⌘	Classroom Management for Middle Childhood and Adolescence to Young Adult (3)
EDU 328⌘⌘	Integration of Arts in Instruction (3)
EDU 329⌘⌘⌘	Differentiated Instruction & Assessment (3)

Adolescence to Young Adult Strand Courses

EDA 210	Teaching Adolescents and Young Adults (3)
EDA 235	Curriculum and Instruction for Adolescents and Young Adults (3)
EDA 250⌘	General Teaching Methods and Field Experience I (3)
EDU 330	Developmental Reading through Content Area Reading (3)
EDA 351-354⌘	Concentration Area - Methods and Field Experience II(3)
EDA 450	Adolescent & Young Adult Student Teaching (12)

⌘*Field Experience Required*

⌘⌘*Course offered Fall 2011 only*

⌘⌘⌘*New course required Spring 2012*

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

- Integrated Language Arts
- Integrated Mathematics
- Integrated Social Studies
- Life Sciences

Lourdes University Department of Education Report on the Quality of Teacher Preparation

MISSION: 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. (Lourdes University Mission Statement).

Reflecting the traditions and philosophy of the Sisters of St. Francis, the Lourdes University Department of Education mission is to facilitate the preparation of teachers, provide professional development opportunities for educators, and offer

educational experiences and outreach for learners of all ages. We provide holistic learning rooted in Franciscan values: learning, reverence and service. As a result of our efforts we foster the development of individuals who make a positive difference in our world.

Teacher Preparation: The Lourdes University Department of Education is committed to preparing students with the knowledge, skills and disposition necessary to be competent, caring and qualified teachers. Candidates are prepared with skills that allow them to provide developmentally appropriate, inclusive and responsive education.

As such, the curriculum and experiences of the Lourdes University Teacher Education Program are designed to reflect established, contemporary and emerging principles and practices and provide students with a solid foundation and the most current knowledge and skills necessary to be effective and successful teachers.

Teacher Education Programs:

- Early Childhood
  - Degree - Bachelor of Arts in Early Childhood Education
  - The Early Childhood Education Program prepares teachers to work with young children between the ages of three and eight years old, grades pre-kindergarten through third.
- Middle Childhood
  - Degree - Bachelor of Arts in Middle Childhood Education
  - The Middle Childhood Education Program prepares teachers to work with children between the ages of nine and fourteen years old, grades four through nine.
- Adolescence to Young Adult
  - Degree - Bachelor of Science in Adolescence to Young Adult Education
  - The Adolescence to Young Adult Program prepares teachers to work with learners from ages 12 through 21, grades seven through twelve in one of the following teaching fields: Life Sciences, Integrated Mathematics, Integrated Language Arts, Integrated Social Studies.

Student Characteristics: More than 300 students are enrolled in the Department of Education programs at Lourdes University. Many students are “non-traditional” students who are returning to college several years after graduating from high school. Many are first generation college students, and virtually all students have a full or part time job with many raising families.

Program Admission Requirements: Students seeking admission into the teacher education program are considered as pre-education majors until they have met all of the following Program Admission Requirements and have been approved for acceptance into the program. Those admission requirements that do not apply to students seeking licensure only are noted with an ⌑.

- Completed credential file.
- Successful BCI/FBI Background Check.
- Overall G.P.A. of 2.5 or higher.
- Grade of C or higher in EDU 100/EDU 101, EDU 150, EDU 230, EDU 250.
- Grade of C or higher in ENG 101, MTH 110 ⌑⌑ or higher.⌑
- Passing scores for all Praxis I tests (172 Writing, 172 Math, 175 Reading). ⌑
- Completion of 20 hours of approved service learning.
- Successful review of Teacher Development Portfolio.
- Satisfactory disposition assessment.
- Successful interview and approval of Program Director/Advisor.

⌑Not required for students seeking licensure only.
⌑⌑Early Childhood students must take MTH 110.
Revised program admission requirements will be effective beginning Fall 2011.

Program Approval/Accreditation: All Education Programs have been approved by The Ohio Board of Regents (O.B.R.) and are nationally accredited by the Teacher Education Accreditation Council (TEAC).

Special Features:

- Instructional Technology and Multiculturalism are integrated in educational courses.
- All teacher education students are required to develop a professional portfolio demonstrating their knowledge, skills and dispositions in their selected area of study.
- Students receive intensive, diverse and meaningful field experiences in area classrooms.
- Four required reading courses are incorporated into the Early Childhood Education and Middle Childhood Education course of study

Praxis II Pass-Rate Data: Regular Teacher Preparation Program

Academic Year: 2009-2010 • Number of Program Completers: 40

					Statewide		
Type of Assessment Taking[2]	Number Passing Assessment[3]	Number Pass Assessment[4]	Institutional Quartile Rate	Institutional Taking Rank	Number Passing Assessment[3]	Number Pass Assessment[4]	Statewide Rate
Aggregate - Basic Skills							
Aggregate - Professional Knowledge	39	39	100%	I	5279	5174	97%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	53	53	100%	I	4959	4863	98%

[3] Number of completers who took one or more tests in a category and within their areas of specialization.

[4] Number who passed all tests they took in a category and within their area of specialization.

[5] Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and total pass rate.

Contextual Information

Total number of students admitted into teacher preparation, all specializations, in academic year 2009-2010	38
Number of students in supervised student teaching in academic year 2009-2010	41
Number of faculty members who supervised student teachers in 2009-2010	6
• Full-time faculty in professional education	9
• Part-time faculty in professional education but full-time in the institution	0
• Part-time faculty in professional education, not otherwise employed by the institution	17
Student teacher/faculty ratio	10/1
The average number of student teaching hours per week required	30
The total number of weeks of supervised student teaching required	15
Average total number of student teaching hours required	**450**

Note: Ohio Passing Scores that are over 200 are older versions of the Praxis II test in that area.

Special Programs

Elementary Religion Teacher Certificate

The Elementary Religion Teacher Certificate is offered in collaboration with the Department of Theological Studies. It is designed for Early Childhood and Middle

Childhood Education majors who wish to teach religion in the Toledo Diocesan Catholic Elementary Schools. Students who successfully complete the designated courses listed below and who complete the Diocesan Orientation Program will be certified to teach religion in the Diocese. In most cases this program will only add one additional course to a student's program.

EDE 350	Early Childhood Methods and Field Experience II **or**
EDM 350	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)

Middle Childhood Generalist Endorsement
The Middle Childhood Generalist Endorsement is added to the Ohio Department of Education Middle Childhood Teaching License. The Ohio Board 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 (six semester hours per content area)

Middle Childhood Endorsement for Language Arts
In addition to the Communication Competence (ENG 101: Composition I: Essay Writing, ENG 102: Composition II: Research & Writing, ENG 200: Introduction to Literature) required by General Education the candidate must take the following two courses:

EDU 330	Developmental Reading Through Content Area Reading (3)
ENG 313	Theoretical Approaches to Writing, Reading, and the Teaching of Writing (3)

The candidate must also pass the Praxis II test for Middle Childhood Language Arts **OR** pass the Praxis II Elementary Education: Content Knowledge Test.

Middle Childhood Endorsement for Social Studies
In addition to the Historical Conscience (PLS 122: American National Government) and Cultural Awareness (GEO 250: World Cultural Geography) required by General Education the candidate must take the following two courses:

HST 219	Ohio History (3)
HST 121	Survey of United States History I (3)

The candidate must also pass the Praxis II test for Middle Childhood Social Studies **OR** pass the Praxis II Elementary Education: Content Knowledge Test.

Middle Childhood Endorsement for Mathematics
The candidate must take the following two courses:

MTH 110	Fundamentals Concepts of Mathematics I (3)
MTH 111	Fundamentals Concepts of Mathematics II (3)

The candidate must also pass the Praxis II test for Middle Childhood Mathematics **OR** pass the Praxis II Elementary Education: Content Knowledge Test.

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 Praxis II test for Middle Childhood Science **OR** pass the Praxis II Elementary Education: Content Knowledge Test.

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 Praxis II Elementary Education Content Test, #10014, with a passing score of 143.
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)

Franciscan Academy Learning Community
The Franciscan Academy of Lourdes University is a Catholic elementary school that serves Pre-K to Grade 8 students, teachers and families as well as the Lourdes

University Education students and faculty. This Learning Community enables teacher candidates to be immersed in real-life, classroom experiences while at the same time providing opportunities for enrichment and academic support to the Pre-K to Grade 8 students. Teachers at the Franciscan Academy are life-long learners, supported by University faculty, who use inquiry based teaching strategies and "best practices" to support student learning. Professional development opportunities are abundant in this Learning Community. All members of the learning community work collaboratively to enhance student achievement and the development of the whole child. University students may have the opportunity to do clinical work at Franciscan Academy within a course or as a field experience. This is an approved service learning site.

Lourdes Life Lab (LCH 167/168) Natural and Environmental Science Program
The Lourdes Life Lab, as a resource center, is home to a unique collection of plants and animals highlighting earth diversity, while at the same time appreciating the sustainable relationships of healthy eco-systems. This interdisciplinary environmental program provides an ecological atmosphere that encourages the development of the Naturalist Intelligence in students of all ages, enabling them to touch the Franciscan spirit through academic and societal learning experiences. Each school year students from public or private elementary and charter schools and home school groups attend two-hour field classes with experiential-based and standards-based classroom curriculum using seasonal or requested science themes. Four weeks of Summer Science Camp accommodate students in grades 5-10. University classes use this resource to supplement their curriculum. Special programs for families, scout groups and other members of the community are also offered in one and a half hour sessions after school hours. The Life Lab frequently contributes to and participates in special events. Senior participants also enjoy learning about the natural world in Life Long Learning seasonally-based programs held at the Life Lab.

Franciscan Center Arts Education Program
The Franciscan Center of Lourdes University is a performing arts center built by the Sisters of St. Francis to extend their educational ministries into the cultural and performing arts, and to participate more fully in the growth and activity of the Northwest Ohio and Southeast Michigan communities. Each school year, thousands of students, educators and members of the public come to the Franciscan Center to participate in the Theater Vision: Educational Theater Series, an educational outreach program which is presented through a partnership between Lourdes University and the Valentine Theatre in downtown Toledo, Ohio. Theater Vision features school-day theater performances by professional touring companies for students in pre-school through college, presented on the Franciscan Center stage and the Valentine Theatre stage. Several Theater Vision performances are accompanied by Theater Vision Days, which combine shows with interactive presentations by professional artists/educators that enhance the performances and integrate other curriculum areas. In addition to school-day

performances, a Saturday family matinee series is presented at the Valentine Theatre. Lourdes University students and employees are invited to attend Theater Vision performances at the Franciscan Center free of charge.

Department of English (ENG)

Department Chairperson: **Katherine P. Beutel, Ph.D.**

Phone: **419-517-8880**

E-mail Address: **kbeutel@lourdes.edu**

MISSION: To challenge students of all ethnic, racial, religious and academic backgrounds to enhance their intellectual, social and emotional growth. The Bachelor of Arts in English program helps prepare students for successful entry into graduate and professional programs or careers requiring high levels of communication and analytical skills. Students are challenged to become knowledgeable of and to think critically about literary works as art form and cultural production. They learn to use language effectively to express ideas and develop informed arguments about literature and literary issues.

The Department of English enhances the intellectual, social, emotional and spiritual growth of students through the investigation of languages, literature and interdisciplinary study. This study heightens the emotions, imagination and critical thinking of students, thus enabling them to meet life's challenges with a better understanding of self and fellow human beings.

The Department of English offers various courses in literary study including American, English, Modern and World literatures along with courses in writing, research, communications, American Sign Language, and foreign languages. All courses are designed to help students develop effective oral and written communication skills, techniques necessary for critical reading and logical discussion, a grasp of linguistic structure and idiomatic use of language, familiarity with major literary forms, along with their historical development, 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 take the English placement test before registering for a composition course and then take the following English courses in sequence:

ENG 097 College Reading Strategies (3)
ENG 098 College Writing Strategies (3)

Students will be placed in ENG 098 unless they take the University placement test that places them otherwise. 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, ENG 102, and ENG 200 are general education requirements for all bachelor's degrees.

ENG 101 Composition I: Essay Writing (3)
ENG 102 Composition II: Research and Writing (3)

(Students must take ENG 101 and ENG 102 during their first four semesters at Lourdes College.)

ENG 162 The Research Paper (1)

(Students who have transfer credit for ENG 102 but have not had a research paper experience are generally required to take ENG 162.)

ENG 200 Introduction to Literature (3)

Associate of Arts English Major

The Associate of Arts in English major requires completion of the standard courses for the Associate of Arts degree with the following specifications:

Required Curriculum		Semester Hours
General Education		35
(See A.A. General Education Requirements, p. 103)		
Choose one of the following sequences:		
ENG 301-302	Studies in English Literature I and II **or**	6
ENG 303-304	Studies in American Literature I and II **or**	
ENG 309-310	Studies in World Literature I and II **and**	
Choose six other English electives from the following list:		18
ENG 218	History of the English Language	
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 305	Creative Writing	
ENG 309	Studies in World Literature I	
ENG 310	Studies in World Literature II	
ENG 401	Studies in Fiction	
ENG 402	Studies in Drama	
ENG 403	Studies in Poetry	
ENG 404	Studies in Modern Literatures	
ENG 405	Shakespeare	
ENG 407	Approaches to Criticism	
Elective		3
Total		**62**

Bachelor of Arts English Major

The Bachelor of Arts degree with an English major includes 63 semester hours of general education courses and 36 semester hours in English. Students may declare a major in English when they have completed ENG 102 and ENG 200 with an average grade of 2.5 or better and have had an interview with the Chair of the Department of English.

The English major prepares students to:

- Demonstrate knowledge of the history and content of world literatures.
- Analyze and interpret works of literature.
- Conduct literary research and synthesize critics' views with their own.
- Articulate the role of literature in cultures.
- Describe and apply different critical approaches to literature.
- Define language, describe historical changes in the English language, and recognize how language has developed in diverse cultures.

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**
General Education		63
(See B.A. General Education Requirements, p. 90)		
Choose one of the following three courses:		3
ENG 401	Studies in Fiction **or**	
ENG 402	Studies in Drama **or**	

ENG 403	Studies in Poetry	
And:		
ENG 218	History of the English Language	3
ENG 301	Studies in English Literature I	3
ENG 302	Studies in English Literature II	3
ENG 303	Studies in American Literature I	3
ENG 304	Studies in American Literature II	3
ENG 309	Studies in World Literature I	3
ENG 310	Studies in World Literature II	3
ENG 404	Studies in Modern Literatures	3
ENG 405	Shakespeare	3
ENG 407	Approaches to Criticism	3
ENG 498	Senior Research	3
Available electives		29
Total		**128**

Students wishing to pursue integrated language arts licensure for teaching early childhood, middle childhood, or adolescence and young adults should consult the appropriate advisor in the Department of Education.

Bachelor of Arts English Minor

Bachelor of Arts students may minor in English by completing 21 semester hours of English courses in the English Department.

Required Curriculum		Semester Hours
Choose one of the following three courses:		
ENG 401	Studies in Fiction **or**	3
ENG 402	Studies in Drama **or**	
ENG 403	Studies in Poetry	
And:		18
ENG 218	History of the English Language	
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 309	Studies in World Literature I	
ENG 310	Studies in World Literature II	

ENG 404	Studies in Modern Literatures	
ENG 405	Shakespeare	
ENG 407	Approaches to Criticism	
Total		**21**

Bachelor of Arts Interdisciplinary Studies (B.A.-I.S.) and Bachelor of Arts Minors

Bachelor of Arts Interdisciplinary Studies students may readily combine English, communications, Spanish, and American Sign Language courses with those of other disciplines to create individualized concentrations.

Bachelor of Arts students may minor in English by completing 21 semester hours. A B.A. minor or courses taken as part of a B.A.-I.S. concentration will enhance students' academic and professional potential by providing opportunities to develop analytical and critical abilities, oral and written communication skills, and cultural literacy.

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

Interim Department Chairperson: Mary E. Robinson, Ph.D.

Phone: 419-824-3947

E-mail Address: mcooney@lourdes.edu

MISSION: History majors will master a solid foundation in American, European, and World History, learn and practice the historical method in their coursework at all levels, and master the skills necessary to prepare them for graduate school and/or careers in history and related fields.

History, political science, and geography deal with people and relationships in the historical, social, economic, and political orders. The study of history is excellent preparation for careers in teaching, writing, government service, politics, law, Foreign Service, business, and public history institutions such as museums, libraries and archives.

Courses offered by this department may be used for general education requirements, an Associate in Arts Degree, a Bachelor of Arts Degree major or minor, or a Bachelor of Arts Degree Interdisciplinary Studies major.

Students who have declared their major must meet with the Interim 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 63 semester hours of general education courses and 33 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.

Required Curriculum		Semester Hours
General Education		
(See B.A. General Education Requirements, p. 90)		63
HST 103 and 104	History of World Civilization I and II **or**	6
HST 121 and 122	Survey of United States History I and II	
Three (3) courses from the listing in United States History		9
HST 219	Ohio History	
HST 304	Women in American History	
HST 305	Colonial and Revolutionary America	
HST 306	The New Nation	
HST 350	American Business and Economic History	
HST 351	American Labor History	
HST 407	Native American History	
HST 408	Civil War and Reconstruction	
HST 409	History of the American West	
HST 412	History of the United States in the 20th Century	
Three (3) courses from the listing in European History		9

HST 230	History of Ireland	
HST 301	Ancient History from Prehistoric Times to the Death of Justinian	
HST 315	History of England	
HST 320	History of France	
HST 380	History of Russia and Eastern Europe	
HST 410	World War II: Causes and Effects	
HST 414	The Renaissance and the Reformation	
HST 415	Modern Europe Since 1789	
HST 420	History of Medieval Europe	
Two (2) courses above survey level in World History		6
HST 207	World Economic History	
HST 214	African Civilization	
HST 411	History of Latin American Civilization	
HST 413	The Middle East, 19th, 20th Centuries	
HST 416	History of the Far East	
One (1) course in Historiography		3
HST 430	Historiography	
Electives		*32*
Total		**128**

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

Bachelor of Arts History Minor

Required Curriculum		Semester Hours
HST 103 and 104	History of World Civilization I and II **or**	6
HST 121 and 122	Survey of United States History I and II	
Two (2) courses from above the survey level in United States History Courses		6
HST 219	Ohio History	
HST 304	Women in American History	
HST 305	Colonial and Revolutionary America	
HST 306	The New Nation	
HST 350	American Business and Economic History	
HST 351	American Labor History	
HST 407	Native American History	

HST 408	Civil War and Reconstruction	
HST 409	History of the American West	
HST 412	History of the United States in the 20th Century	
Two (2) courses above the survey level in European History Courses		6
HST 230	History of Ireland	
HST 301	Ancient History from Prehistoric Times to the Death of Justinian	
HST 315	History of England	
HST 320	History of France	
HST 380	History of Russia and Eastern Europe	
HST 410	World War II: Causes and Effects	
HST 414	The Renaissance and the Reformation	
HST 415	Modern Europe Since 1789	
HST 420	History of Medieval Europe	
One (1) course above survey level in World History		3
HST 207	World Economic History	
HST 214	African Civilization	
HST 411	History of Latin American Civilization	
HST 413	The Middle East, 19th, 20th Centuries	
HST 416	History of the Far East	
Total		**21**

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

Associate of Arts in History

Students may complete an Associate in Arts degree in History by meeting the general education requirements for the A.A. degree as described in this catalog *(See A.A. General Education Requirements, p. 103)* and by completing the following requirements for the concentration in History:

Required Curriculum	Semester Hours
General Education Requirements	35
History course work required for the Bachelor of Arts History Minor	21
One (1) Political Science elective	3
Electives	6

Department of Mathematics (MTH)

Department Chairperson: **Donald P. Czarcinski, Ph.D.**

Phone: **419-824-3979**

E-mail Address: **dczarcinski@lourdes.edu**

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 (S/C* or better) prior to registering for any other math class MTH 110 or higher.

Department of Music (MUS)

Department Chairperson: **Karen T. Biscay, M.M.**

Phone: **419-824-3772**

E-mail Address: **kbiscay@lourdes.edu**

MISSION: To support the University Mission in offering music instruction as artistic enrichment, which plays a vital role in the holistic education of the student in forming the complete, whole and unique person. Courses provide opportunities for learning the theory and technique of creating, performing and appreciating music, for broadening musical taste and experience, and for developing the critical skills and understanding needed to evaluate music and musical performance. These comprise appropriate preparation for both the well-rounded musician and the well-educated individual, for life-long participation in the musical life of their respective communities.

Bachelor of Arts Music Minor

A minor in music is appropriate for students majoring in any liberal arts area. The music base adds useful skills for students desiring to specialize in nursing, early childhood education, or social work.

Required Curriculum		Semester Hours
Applied Music		4
MUS 109	Chorus or	2
MUS 210	Choir/Vocal Ensemble	
MUS 112	Music Appreciation	3

MUS 213	Basic Musicianship	3
MUS 313	Music Theory	3
MUS 314	Music History Survey I	3
MUS 414	Music History Survey II	3
Music Electives		2
Total		**23**

Bachelor of Arts in Interdisciplinary Studies

A Bachelor of Arts Degree in Interdisciplinary Studies that includes music as part of a concentration in fine arts is appropriate for students interested in any liberal arts subject and provides useful skills for the student interested in nursing, child development, or social work.

Department of Nursing (NUR)

Chairperson of Undergraduate Nursing Studies: **Mallie Kozy, Ph.D., R.N., PMHCNS-BC**

Phone: **419-517-8932**

E-mail Address: **mkozy@lourdes.edu**

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

Lourdes University Department of Nursing believes that:
Health is the dynamic state of physical, emotional, and spiritual well-being that is defined in the context of personal values and culture.
Nursing is a scientific and caring profession which utilizes the most current evidence in diagnosis and treatment to optimize health, reduce risk, and promote wellness.

Learning results in an increase in self understanding and discovery of knowledge, values, and skills. Learning occurs in a supportive environment through a collaborative partnership that requires active involvement on the part of a student/learner and educator/facilitator.

Baccalaureate nursing education builds on a liberal arts education to prepare generalists to practice values-based nursing within the community, fulfill leadership roles and provide evidenced based nursing care. Master's nursing education builds upon the baccalaureate curriculum to prepare graduates for advanced nursing roles by promoting the development of advanced knowledge, concepts and skills.

Bachelor of Science in Nursing

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 four tracks in the B.S.N. major: Pre-licensure B.S.N., N.A-.B.S.N., L.P.N.-B.S.N., and R.N.-B.S.N. The Pre-licensure B.S.N. is a program for students who want to become a registered nurse. The N.A..-B.S.N. is a pre-licensure program for experienced Nursing Assistants who want to become a registered nurse. The L.P.N.-B.S.N. is a pre-licensure program designed for the practicing L.P.N. who desires to become a registered nurse. The R.N.-B.S.N. program is designed for registered nurses who graduated from diploma or associate degree programs and do not have a B.S.N.

All nursing courses in the major must be completed within 5 calendar years.

Classification of Students

Students are classified as follows:

Pre-Nursing Majors - are pre-licensure students seeking a B.S.N. degree and have not yet fulfilled the program admission requirements. Students will not be admitted to the nursing program until they have met the program admission requirements and have been officially accepted into the program. Students will be able to take general education and science courses according to the Lourdes University policies. Students may apply to the nursing major according to the posted deadlines for the Fall and Spring semesters each year. Students are responsible to have all components of the application submitted to the College of Nursing prior to the deadline in order to be considered in this competitive process. Students are selected for the nursing major based upon their overall G.P.A. and science G.P.A. A limited number of seats are available each admission. Students are also required to assure that official transcripts from prior/current institutions are on file in the Registrar's office prior to the application deadline. These students include the following nursing education tracks:

- Pre Licensure B.S.N.
- Nursing Assistants (.N.A. to B.S.N.)
- Licensed Practical Nurses (L.P.N. to B.S.N.)
- Registered Nurses (R.N. to B.S.N.)

Nursing Majors - are students seeking a professional nursing degree (B.S.N.) who have fulfilled the program admission requirements and have been accepted into the nursing major through the competitive admission process. These students include the following populations:

- Pre Licensure B.S.N.
- Nursing Assistants (N.A. to B.S.N.)
- Licensed Practical Nurses (L.P.N. to B.S.N.)
- Registered Nurses (R.N. to B.S.N.)

Requirements for Admission to the Nursing Major

Admission for Basic and Nursing Assistant (N.A.) student who meets the following requirements:

A. Admitted to Lourdes University.
B. Completes prerequisites to the Nursing Major. (See Curriculum Plan p. 101).
C. Must achieve a grade of "C" (2.0) or better in each natural science course.
D. Achieves an overall G.P.A. (Lourdes University and transfer) of 2.5 or better.
E. Ability to communicate effectively with fellow students, faculty, staff and administration
F. Completion of Assessment Technologies Institute's (ATI's) Test of Essential Academic Skills (TEAS).
G. For the N.A. –B.S.N. track a student must show evidence of certification as a State Tested Nurses Aid or completion of a nursing assistant or patient tech program and documentation of 250 hours of employment as a nursing assistant.

Admission requirements for a Licensed Practical Nurse (L.P.N.):

A. Admitted to Lourdes University.
B. Completes prerequisites to the Nursing Major. (See Curriculum Plan p.101).
C. Must achieve a grade of "C" (2.0) or better in each natural science course.
D. Achieves a GPA of 2.5 from either Lourdes University or transfer credit (excluding academic coursework completed prior to L.P.N. completion).
E. Ability to communicate effectively with fellow students, faculty, staff and administration.

F. Is a graduate of an approved Licensed Practical Nurse program and holds a current valid license.

G. Completion of Assessment Technologies Institute's (ATI's) Test of Essential Academic Skills (TEAS).

Admission requirements for Registered Nurse (R.N.):

A. Admitted to Lourdes University.

B. Achieve an overall G.P.A. (Lourdes University and transfer) of 2.0 or better.

C. Ability to communicate effectively with fellow students, faculty, staff and administration.

D. Graduate of an NLNAC accredited associate degree or diploma program in nursing, and holds a current valid license.

E. Applicants graduating from an associate degree or diploma program that is not accredited by NLNAC and hold a current valid 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 434 Principles of Professional Nursing. Once students achieve a B- or better in NUR 434, they receive full admission to the program and bypass credit will be awarded.

Health and Professional Requirements required prior to clinical experiences or practice linked activities

Students Admitted to the Nursing Major must submit:

- Satisfactory criminal background check.
- Results of a physical exam.
- Evidence of required immunizations.
- Evidence of Healthcare Provider American Heart Association CPR certification.
- Satisfactory completion of Core concepts.
- Evidence of meeting the technical standards, for nursing students which verify that the student can perform certain mental, physical and other tasks that are essential in providing patient care.
- Personal Health Insurance is recommended. During clinical practice there are risks of exposure to hazardous substances and physical injuries. When students are assigned to a clinical agency they are instructed to follow the agency policy if there is an exposure or an injury. If this incident occurs the agency will require payment for care from an applicable insurance or directly from the student. Students are responsible for payment of their personal health care needs in these situations.

Progression in the Nursing Major

- For pre-licensure students continuation in the nursing major is contingent upon achieving a C- or better in each clinical course and maintaining a 2.5 G.P.A. in the nursing major. If the nursing G.P.A. falls below 2.5, the student is placed on probation. If the G.P.A. is less than 2.4 the student must achieve a 2.4 after the first semester on probation and a 2.5 by the end of the second semester in order to continue in the nursing major. If a student is placed on probation with a G.P.A. of 2.4 or above the student must achieve a G.P.A. of 2.5 by the end of the second semester on probation. Two consecutive semesters on probation and not achieving an NUR G.P.A. of 2.5, or failure of two (2) nursing courses in the nursing major, or unsafe clinical performance, or failure to meet professional conduct and policy standards will result in a dismissal from the major. Refer to the Nursing Student Handbook located on The College of Nursing Web page.
- For R.N.-B.S.N. students, continuation in the nursing major is contingent upon maintaining a 2.0 G.P.A. in the nursing major. If the nursing G.P.A. falls below 2.0, the student is placed on probation. The student must achieve a 1.9 after the first semester on probation and a 2.0 by the end of the second semester in order to continue in the nursing major. If a student is placed on probation the student must achieve a G.P.A. of 2.0 by the end of the second semester on probation. Two consecutive semesters on probation and not achieving an NUR G.P.A. of 2.0, or failure of two (2) nursing courses in the nursing major, or unsafe clinical performance, or failure to meet professional conduct and policy standards will result in a dismissal from the major. Refer to the Nursing Student Handbook located on The College of Nursing Web page.
- A student must follow the plan of study in effect upon admission to the nursing major to be assured of a place in classroom and clinical courses. Changes in the plan of study will be made on a space available basis, upon request.
- All nursing courses in the major must be completed within five (5) calendar years excluding NUR 100 and NUR 201 for any student admitted prior to Fall 2011.

Required Curriculum

125 semester hours of coursework is required for all of the program tracks of the B.S.N.

Pre-licensure Bachelor of Science in Nursing (B.S.N.) and nursing assistant (C.N.A.-B.S.N.) includes general education courses, prerequisite and support courses, as well as courses in the nursing major.

Required Curriculum	Semester Hours
General Education	44

Students in pre-licensure B.S.N., N.A.-B.S.N. and L.P.N.-B.S.N. programs should take the following courses to fulfill general education requirements:

Learning Outcomes

1. Communication Competence
   - 1.1 ENG 101 Composition I: Essay Writing❖(3sh)
   - 1.2 ENG 102 Composition II: Research and Writing❖(3sh)
2. Critical Thinking Ability
   - 2.1 A course from the list below (3sh):
     PHL 101 Introduction to Philosophy, PHL 102 Introduction to Critical Thinking (must also take THS 265), **or** PHL 103 Introduction to Ethics
3. Aesthetic Awareness
   - 3.1 An Art (ART) or Music (MUS) course (3sh)
   - 3.2 ENG 200 Introduction to Literature+ (3sh)
4. Ethical Foundations
   - 4.1 PHL 310 Bio-Ethics (3sh)
5. Historical Consciousness
   - 5.1 A course from the list below
     A History (HST) course (3sh)
     A Political Science (PLS) course (3sh)
6. Cultural Awareness
   - 6.1 Students must choose one of the two following courses:
     SOC 304 Multicultural Diversity ❖ (3sh) **or**
     SWK 209 Ethnic and Culturally Diverse Perspectives ❖ (3sh)
7. Scientific Literacy
   - 7.1 BIO 330/BIL 330 Anatomy and Physiology I/Lab (4sh) ❖
   - 7.2 PSY 110 General Psychology (3sh) ❖
8. Religious Perspective
   - 8.1 A 100 or 200 level Theological Studies (THS) course (3sh)
   - 8.2 A Theological Studies (THS) course 200 or higher (3sh)
9. Quantitative Competence
   - 9.1 MTH 212 Statistics (3sh)
10. Personal Wellness Responsibility

10.1 CHM/CHL 221 An Introduction to Biochemistry (2sh)
CH*M/CHL 222 Nutritional Chemistry (2sh)*

Support Courses for students admitted to the major prior to Fall 2011		**Semester Hours**
BIO 310	Pathophysiology❖	3
BIO 331/BIL 331	Anatomy and Physiology II/Lab❖	4
BIO 335/BIL 335	Microbiology/Lab❖	4
CHM/CHL 121	An Introduction to General Chemistry	2
CHM/CHL 122	An Introduction to Organic Chemistry	2
NUR 301/CHM 311	Clinical Pharmacology❖	3
PSY 210	Developmental Psychology❖	3
Support Course Total		**21**

Nursing Major for students admitted prior to Fall 2011		**Semester Hours**
NUR 210/211	Basic Health Care Skills•	3
NUR 212	Concepts in Health Care•	3
NUR 213	CNA Bridge to Professional Nursing°•	1
NUR 314/315	Health Assessment	3
NUR 316/317	Adult Health Nursing I	6
NUR 318/319	Psychosocial Health Nursing	5
NUR 324/325	Perinatal & Women's Health Nursing	5
NUR 326/327	Adult Health Nursing II	5
NUR 328/329	Child Centered Nursing	5
NUR 405	Foundations for Evidence Based Practice	3
NUR 416/417	Community Centered Nursing	5
NUR 418/419	Adult Health Nursing III	7
NUR 424/425	Leadership Roles & Nursing Management	5
NUR 426/427	Transitions in Nursing Practice	5
Nursing Major Total		**60**

❖ *Prerequisite for entry into the 300 level courses of the nursing major.*

° *Certified Nursing Assistant receives 2 prior learning credits upon successful completion of this course. Successful completion of NUR 213 meets requirement of NUR 210/211.*

• *Must have a G.P.A. of 2.5 or better in the following science courses: CHM/CHL 121/122, BIO/BIL 330/331 for admission into the course.*

Students admitted for Fall 2011 or later will take all the general education courses identified above.

Support Courses for students admitted to the major Fall 2011 or later		**Semester Hours**
BIO 310	Pathophysiology	3
BIO 331/BIL 331	Anatomy and Physiology II/Lab	4
BIO 335/BIL 335	Microbiology/Lab	4
CHM/CHL 121	An Introduction to General Chemistry	2
CHM/CHL 122	An Introduction to Organic Chemistry	2
PSY 210	Developmental Psychology	3
NUR 100	Introduction to Nursing	3
Support Course Total		**21**

Nursing Major for students admitted Fall 2011 or later		**Semester Hours**
NUR 250	Fundamentals of Quality and Safety in Nursing	6
NUR 260	Population Focused Nursing	3
NUR 265	Integrated Clinical I *	2-3
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 405	Foundations in Evidence Based Practice	3
NUR 430	Clinical Nursing Leadership	3
NUR 435	Integrated Clinical IV	6
NUR 440	Advanced Nursing Care	3
NUR 485	Complex Nursing Care	3
NUR 490	Nursing Capstone	3
NUR 495	Practicum in Professional Nursing	3
Nursing Major Total		**60**

** Students admitted to the N.A.-B.S.N. track Fall 2011 or later take 2 semester hours of NUR 265 and receives 1 prior learning credit upon successful completion of this course.*

L.P.N. - B.S.N. program includes general education courses required for graduation from Lourdes University and prerequisite and support courses from the basic program. Each applicant's L.P.N. transcript will be reviewed to evaluate prior

academic activities. Please note the differences identified below.

10. Personal Wellness Responsibility

10.1	CHM 221/CHL 221	An Introduction to Biochemistry/Lab (2sh)♓
	CHM 222/CHL 222	Nutritional Chemistry/Lab (2sh)♓

The following are the courses in the Nursing Major:

Required Curriculum		**Semester Hours**
Nursing Major Courses		
NUR 201	Introduction to Professional Nursing	1
NUR 310/311	LPN Advancement to Professional Nursing🔔	2 (1)
NUR 316/317	Adult Health Nursing I	3 (3)
NUR 318/319	Psychosocial Health Nursing	3 (2)
NUR 324/325	Perinatal & Women's Health Nursing	3 (2)
NUR 326/327	Adult Health Nursing II	5
NUR 328/329	Child Centered Nursing	3 (2)
NUR 405	Foundations for Evidence Based Practice	3
NUR 416/417	Community Centered Nursing	5
NUR 418/419	Adult Health Nursing III	7
NUR 424/425	Leadership Roles & Nursing Management	5
NUR 426/427	Transitions in Nursing Practice	5
Nursing Major Total		**60**

♓ *Standardized Test for credit*

LPN prior learning credit given for clinical courses if successful completion of companion theory course and meets the criteria for the clinical content waivers for NUR 317, NUR 319, NUR 325, NUR 329.

🔔 *Successful completion of NUR 310/311 - 5 prior learning credits will be awarded and the requirements of NUR 210/211, NUR 212, and NUR 314/315 will be met.*

Transcription fee applies.

R.N.-B.S.N. program students should take the following general education and support course requirements:

Transcription fee applies.

Required Curriculum for LPN students admitted Fall 2011 or Later

		Semester Hours
NUR 250	Fundamentals of Quality and Safety in Nursing	(3)

NUR 252	LPN Transition to Baccalaureate Nursing *	3
NUR 260	Population Focused Nursing	3
NUR 265	Integrated Clinical I * *	2 (1)
NUR 305	Pharmacology for Nursing	3
NUR 320	Nursing Assessment *	(3)
NUR 330	Mental Health Nursing	3
NUR 335	Integrated Clinical II ***	1 (2)
NUR 350	Nursing Care of Families with Children	3
NUR 360	Nursing Care of Childbearing Families	3
NUR 365	Integrated Clinical III ***	1 (2)
NUR 370	Acute Nursing Care	3
NUR 405	Foundations in Evidence Based Practice	3
NUR 430	Clinical Nursing Leadership	3
NUR 435	Integrated Clinical IV ^	3 (3)
NUR 440	Advanced Nursing Care	3
NUR 485	Complex Nursing Care	3
NUR 490	Nursing Capstone	3
NUR 495	Practicum in Professional Nursing	3
Nursing Major Total		**60**

( ) Prior Learning Credit

* Prior Learning credit = student will earn 3 prior learning credits for NUR 250 and 3 prior learning credits for NUR 320 at successful completion of NUR 252.

** Prior Learning credit = student will earn 1 prior learning credit for NUR 265 at successful completion of NUR 265.

*** Prior Learning credit = student will earn 2 prior learning credits for NUR 335 at the successful completion NUR 335 and 2 prior learning credits for NUR 365 at successful completion of NUR 365.

^ Prior Learning credit = Student will earn 3 prior learning credits for NUR 435 after successful completion of NUR 435.

Transcription fee applies.

R.N.-B.S.N. program students should take the following general education and support course requirements:

Required Curriculum		Semester Hours
General Education		44
Learning Outcomes		
1. Communication Competence		
ENG 101	Composition I: Essay Writing	3
ENG 102	Composition II: Research & Writing	3
2. Critical Thinking Ability		
A course from the list below:		3
PHL 101	Introduction to Philosophy	
PHL 102	Introduction to Critical Thinking (must also take THS 265), **or**	
PHL 103	Introduction to Ethics	
3. Aesthetic Awareness		
An Art (ART) or Music (MUS) course		3
ENG 200	Introduction to Literature	3
4. ***Ethical foundations*** (3sh, one of the following)		3
PHL 310	Bio-Ethics	
HUV 100	Human Values	
PHL 102	Introduction to Ethics	
PHL 202	Ethics for Health Professionals	
THS 265	Christian Ethics	
HTW 410	Death, Dying, & Bereavement	
HUV 400	Human Values & Community Service	
PHL/BUS 430	Business Ethics	
SOC 324	Ethics & Criminal Justice	
THS 333	Moral & Spiritual Development	
THS 435	Justice, Peace, & Forgiveness	
5. ***Historical Consciousness***		
A History (HST) or Political Science (PLS) course		3
6. ***Cultural Awareness***		
Students must choose one of the following courses:		3
SOC 101	Introduction to Sociology	
SOC 304	Multicultural Diversity	
SWK 209	Ethnic and Culturally Diverse Populations	
SOC 207	Cultural Anthropology	
GEO 250	World Cultural Geography	

7. Scientific Literacy

Any biology (BIO) or any chemistry (CHM) course except CHM 099		3-6
PSY 110	General Psychology	3

8. ***Religious Perspective***

A 100 or 200 level Theological Studies (THS) course		3
A Theological Studies (THS) course at 200 level or higher		3

9. Quantitative Competence

MTH 212	Statistics	3

10.***Personal Wellness Responsibility***

Any of the following:		2-5
CHM/CHL 222	Nutritional Chemistry	
BIO 212	Nutrition	
BIO 313	Nutrition Science	
CHM/CHL 221	An Introduction to Biochemistry/Lab	

Required Curriculum		**Semester Hours**
Support Courses		
BIO 310	Pathophysiology	3
Any natural science, social science, or elective courses at or above the 100 level		12
NUR 301/CHM 311	Clinical Pharmacology	3
PSY 210	Developmental Psychology	3
Support Course Total		***21***

Required Curriculum		**Semester Hours**
Nursing Major Courses		
NUR 201	Introduction to Professional Nursing#	1
NUR 210/211	Basic Health Care Skills#	3
NUR 212	Concepts in Health Care#	3
NUR 313	Health Assessment	1
NUR 316/317	Adult Health Nursing I#	6
NUR 318/319	Psychosocial Health Nursing#	5
NUR 324/325	Perinatal & Women's Health Nursing#	5
NUR 326/327	Adult Health Nursing II#	5
NUR 328/329	Child Centered Nursing#	5
NUR 405	Foundations for Evidence Based Practice	3
NUR 434	Principles of Professional Nursing	6

NUR 444	Population Focused Care	5
NUR 454	Nursing Leadership and Management Roles	5
NUR 464	Patterns of Knowing in Nursing	5
Nursing Major Total		**60**

♓ Standardized test for credit.

🗎 2 credits of prior learning awarded upon successful completion meets the requirements of NUR 314/315. Transcription fee applies.

Credits awarded through by-pass process.

🔔 After successful completion of NUR 434, the student will be awarded semester hours of bypass credit.

Transcription fee applies.

Nursing Electives		*Semester Hours*
NUR 450/451	Transcultural Experiences in Healthcare	2-3

Department of Philosophy and Values (PHL)

Department Chairperson: **Mark S. Christensen, M.A.**

Phone: **419-824-3804**

E-mail Address: **mchriste@lourdes.edu**

MISSION: To contribute to the intellectual development of students in all programs with particular preparation provided in the areas of ethics and critical thinking. Courses in philosophy and values support other departments and the University by introducing students to the origins of great ideas, honing their reasoning skills, developing their ability to consider conflicting sides of controversial issues, and preparing them to apply the tools of philosophy to their personal and professional lives. This is done consistent with the mission of the University and Franciscan values.

Students may select one or more courses from this department to fulfill the general education course requirements for all degrees. Students obtaining a Bachelor of Arts degree may minor in philosophy. Students obtaining a Bachelor of Arts in Interdisciplinary Studies may use philosophy courses as part of their area of concentration.

Bachelor of Arts Philosophy Minor

The philosophy minor includes 21 semester hours of philosophy courses.

The curriculum for the minor is designed to provide students with the opportunity to develop sensitivity to human needs, an awareness of value systems, skills in human relations, and the ability to plan appropriate courses of action after analyzing alternatives. Students will explore the thoughts and methodologies of the major philosophers in various periods of human history and their relevance to problems that confront society today. The curriculum further provides for an exploration into the basic methodologies and various aspects involved in the valuing process.

The philosophy minor is viewed as complementary to the mission of Lourdes University and to the various majors students are pursuing. Therefore, there is a strong approach to practical application with the goals of promoting realization of self, assisting individuals in establishing a personal standard of professionalism, and making value decisions in a work setting.

The advanced courses are grouped into three specialty areas: 1. Human Nature, Values, and Ethics; 2. Logic and Knowledge; and 3. Great Ideas in Philosophy. Students are required to take at least one course in each specialty area for the minor so that they will be knowledgeable in the major areas of concern in the discipline.

Required Curriculum		**Semester Hours**
PHL 102	Introduction to Critical Thinking	3
PHL 490	Special Project: Field Experience in Professional Ethics	3
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.	9
2.	One upper level course in a specialty area of the student's choice, excluding PHL 490, which is required.	3
		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 Psychology (PSY)

Department Chairperson: **Patricia A. Bellomo, Ph.D.**

Phone: **419-824-3810**

E-mail Address: **pbellomo@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.s in a wide variety of areas including neuropsychology and counseling psychology.

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.

GOAL 2: Research Methods in Psychology
Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

GOAL 3: Critical Thinking and Communication Skills in Psychology
Students will demonstrate the ability to think critically and engage in skeptical inquiry to solve problems related to behavioral and mental processes**.**

Bachelor of Arts Psychology Major

Required Curriculum		Semester Hours
General Education		63
(See B.A. General Education Requirements, p. 90)		

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

Learning Outcome

2. Critical Thinking

   PSY 300 Experimental Psychology

5. Historical Consciousness

   PSY 460 History of Psychology

7. Scientific Literacy

   PSY 110, 210, 300, 310, 311, 312, 360, 370, 403, 410, 411

Core Courses

PSY 110	General Psychology	3
PSY 205	Pre-professional Seminar for the Social Sciences	3
PSY 210	Developmental Psychology	3
PSY 215	Statistics for Psychology	3

PSY 300	Experimental Psychology	3
PSY 310	Psychology of Human Learning	3
PSY 311	Information Processing Approach to Psychology	3
PSY 312	Physiological Psychology	3
PSY 350	Abnormal Psychology	3
PSY 489	Psychology Capstone	3
Any five Psychology courses from the 300 or 400 level		15
Available electives		20
Total		**128**

Bachelor of Arts Psychology Minor

Required Curriculum		**Semester Hours**
PSY 110	General Psychology	3
PSY 210	Developmental Psychology	3
PSY 310	Psychology of Human Learning	3
PSY 350	Abnormal Psychology	3
One from the following:		
PSY 320	Adult Psychology	3
PSY 330	Psychology of Aging	3
PSY 420	Child Psychology	3
PSY 430	Adolescent Psychology	3
Three courses from the 300/400 level		9
Total		**24**

Pre-Art Therapy Program

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 103	Three Dimensional Design
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.

Bachelor of Arts in Interdisciplinary Studies

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

Department of Social Work (SWK)

Department Chairperson: **Joyce P. Litten, M.S.S.A.**

Phone: **419-824-3708**

E-mail Address: **jlitten@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 justices.

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

Bachelor of Arts Social Work Major

Required Curriculum	Semester Hours
General Education *(See B.A. General Education Requirements, p. 90)*	60

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

Learning Outcome

1. Communication Competence
   COM 100 Oral Communication

5. Historical Consciousness
   PLS 122 American National Government

6. Cultural Awareness
   SOC 101 Introduction to Sociology

7. Scientific Literacy
   BIO 204 Basic Anatomy & Physiology
   PSY 110 General Psychology: An Overview

9. Quantitative Competence
   MTH 212 Statistics

Major		
SWK 111	Introduction to Social Work	3
SWK 205	Pre-Professional Seminar for Social Work	3
SWK 209	Ethnic and Culturally Diverse Perspectives	3
SWK 210	Human Behavior in the Social Environment I	3
SWK 218	Interviewing Skills	3
SWK 310	Human Behavior in the Social Environment II	3
SWK 311	Social Work Process I	3
SWK 312	Social Welfare Systems	3
SWK 314	Contemporary Social Welfare Policy and Services	3
SWK 411	Social Work Process II	3
SWK 413	Practice Oriented Research	3
SWK 414	Field Placement I	4
SWK 415	Field Placement II	4
SWK 416	Field Placement Seminar I	2
SWK 417	Field Placement Seminar II	2
Nine Semester Hours (9) of Social Work Electives as approved by Advisor.		9
Related Course		
BUS 251	Economics and Social Issues	3
Available electives		11
Total		**128**

Department of Sociology and Justice Studies (SOC)

Acting Department Chairperson: **Dale Lanigan, Ed.D.**

Phone: **419-824-3826**

E-mail Address: **dlanigan@lourdes.edu**

MISSION: The sociology program prepares students to use the sociological perspective to critically examine the social world, and their position in it, at the individual, cultural, societal and global levels. The criminal justice program provides students with the knowledge and skills that will enable them to operate effectively in professional positions within the justice system.

Sociology is the scientific study of human behavior. In sociology, the student will focus on societal structures and how they influence and shape human behavior. Classes in sociology provide a wide range of behavioral topics to explore, including family and marriage, race, gender, social class, deviant behavior, and sexuality. Sociology is a valuable social science major for students planning careers in a wide variety of fields including human services, public administration, social research, community relations, and politics. A Sociology degree also provides a good foundation for those planning to enter graduate school in law, political science, demography, social health planning, counseling, and a variety of other programs.

In addition to the sociology major, a criminal justice major is offered within the Department of Sociology and Justice Studies. Criminal justice prepares students to work as professionals in law enforcement, corrections, court administration, and investigatory work for public agencies and private business. The baccalaureate degree in criminal justice also provides the basic credentials for entry into graduate school. Many students choose a related area such as law, corrections management, criminal counseling, or public adminsitration as a graduate school focus.

An accelerated program in criminal justice offers students an opportunity to complete the major courses in approximately three semesters for the Bachelor of Arts degree and in approximately two semesters for the Associate in Arts degree. This is possible because the majority of major courses are offered in two seven-week modules within the traditional semester. A 2.5 G.P.A. in the major coursework is required in order to receive a degree in Sociology and Criminal Justice. This program widely appeals to persons who desire to complete their college education in a shorter period of time than normal.

Many police officers, corrections and other human services workers are able to convert their on-the-job work experiences, police academy hours, and professional in-service certificates to college credit toward their degree through experiential learning credit-portfolio development. Students generally develop a personal portfolio to document their evidence for having gained knowledge in specific areas prior to entry into our programs.

Associate in Arts in Sociology

Required Curriculum		Semester Hours
General Education *(A.A. General Education Requirements, see p. 103)*		36
Students majoring in Sociology should take the following courses to fulfill general education requirements:		
Learning Outcome		
6. Cultural Awareness		
SOC 101	Introduction to Sociology	
10. Personal Wellness		
SOC 412	Human Sexuality in Social Context	
Major		
SOC 101	Introduction to Sociology	3
SOC 202	Contemporary Social Problems	3
SOC 304	Multicultural Diversity	3
SOC 403	Dynamics of Marriage and Family	3
Electives in Sociology *(to be chosen in consultation with advisor)*		12
Available electives		4
Total hours		**64**

Associate in Arts in Criminal Justice

Required Curriculum	Semester Hours
General Education *(A.A. General Education Requirements, see p. 103)*	36
Students majoring in Criminal Justice should take the following courses to fill general education requirements:	

Learning Outcome

6. Cultural Awareness

SOC 304 Multicultural Diversity

10. Personal Wellness Responsibility

SOC 412 Human Sexuality in Social Context

Major		
SOC 102	Introduction to Criminal Justice	3
SOC 205	Juvenile Delinquency	3
SOC 208	Constitutional Law in Criminal Justice	3
SOC 210	Criminology	3
SOC 218	Community Corrections	3
SOC 304	Multicultural Diversity	3
SOC 306	Criminal Justice Administration	3
SOC 404	Deviant Behavior	3
Electives		4
Total		**64**

Bachelor of Arts Sociology Major

Required Curriculum	Semester Hours
General Education *(B.A. General Education Requirements, see p. 90)*	63

Students majoring in Sociology should take the following courses to fulfill general education requirements:

Learning Outcome

2. Critical Thinking Ability

SOC 413 Practice Oriented Research

6. Cultural Awareness

SOC 101 Introduction to Sociology

SOC 304 Multicultural Diversity

7. Scientific Literacy

SOC 421 Population and Society

10. Personal Wellness Responsibility

SOC 412 Human Sexuality in Social Context

Sociology Major Core Courses		
SOC 101	Introduction to Sociology	3
SOC 304	Multicultural Diversity	3
SOC 403	Dynamics of Marriage and Family	3
SOC 412	Human Sexuality in Social Context	3
SOC 413	Practice Oriented Research	3
SOC 421	Population and Society	3
SOC 435	Internship: Sociology/Criminal Justice	1-6
SOC 436	Sociology Capstone	2
*Choose **one** of the following options:*		
Option 1: Human Development and Global Studies		
Sociology Core Courses		
SOC 202	Contemporary Social Problems	3
SOC 302	Sociological Theory	3
Choose 3 courses from the following:		
SOC 207	Cultural Anthropology	
SOC 301	Urban Life and Development	
SOC 330	Religion and Human Behavior	
SOC 420	Poverty and Justice Issues	
SOC 441	Seminar: Violence and Intimate Relationships	
Choose 3 additional Sociology courses in consultation with the advisor.		9
Available electives		20
Total		**128**
OR		
Option 2: Family Studies		
Sociology Core Courses		
SOC 205	Juvenile Delinquency	3
SOC 320	Gender, Family and Society	3
SOC 441	Violence and Intimate Relationships	3
Choose 2 courses from the following:		6
SOC 202	Contemporary Social Problems	
SOC 301	Urban Life and Development	
SOC 312	Juvenile Law and Procedures	
SOC 404	Deviant Behavior	

Choose 3 courses from the following:		9
HTW 410	Death, Dying, and Bereavement	
PSY 420	Developmental Psychology I-Child Psychology	
PSY 430	Developmental Psychology II-Adolescent Psychology	
SOC	Sociology courses in consultation with advisor	
Available electives		20
Total		**128**

Bachelor of Arts Criminal Justice Major

Required Curriculum	**Semester Hours**
General Education	63
(B.A. General Education Requirements, see p. 90)	

Students majoring in Criminal Justice should take the following courses to fulfill general education requirements:

Learning Outcome

1. Communication Competence
   SOC 340 Correctional Assessment, Casework, and Counseling with Multicultural Offenders
2. Critical Thinking Ability
   SOC 208 Constitutional Law in Criminal Justice
4. Ethical Foundations
   SOC 324 Ethics and Criminal Justice
6. Cultural Awareness
   SOC 304 Multicultural Diversity
7. Scientific Literacy
   SOC 205 Juvenile Delinquency
9. Quantitative Competence
   MTH 212 Statistics
10. Personal Wellness Responsibility
    SOC 412 Human Sexuality in Social Context

Major

SOC 102	Introduction to Criminal Justice	3
SOC 205	Juvenile Delinquency	3
SOC 208	Constitutional Law in Criminal Justice	3
SOC 210	Criminology	3

SOC 213	Criminal Investigation	3
SOC 218	Community Corrections	3
SOC 304	Multicultural Diversity	3
SOC 306	Criminal Justice Administration	3
SOC 307	Penology	3
SOC 310	Specialized Crimes	3
SOC 312	Juvenile Law and Procedures	3
SOC 340	Correctional Assessment, Casework, and Counseling with Multicultural Offenders	3
SOC 403	Dynamics of Marriage and the Family or	3
SOC 441	Seminar: Violence and Intimate Relationships	
SOC 404	Deviant Behavior	3
Criminal Justice Elective		3
SOC 435	Internship: Sociology/Criminal Justice	1-6
SOC 437	Criminal Justice Capstone	2
Available electives		14
Total hours		**128**

Bachelor of Arts Sociology Minor

Required Curriculum		Semester Hours
SOC 101	Introduction to Sociology	3
SOC 202	Contemporary Social Problems	3
SOC 304	Multicultural Diversity	3
SOC 403	Dynamics of Marriage and Family	3
Electives		
Four courses from 300-400 level (Upper level courses to be chosen in consultation with advisor)		12
Total		**24**

Bachelor of Arts Criminal Justice Minor

Required Curriculum		Semester Hours
SOC 102	Introduction to Criminal Justice	3
SOC 205	Juvenile Delinquency	3
SOC 208	Constitutional Law in Criminal Justice	3
SOC 218	Community Corrections	3
SOC 304	Multicultural Diversity	3

SOC 306	Criminal Justice Administration	3
SOC 404	Deviant Behavior	3
Total		**21**

Bachelor of Arts in Interdisciplinary Studies

The Bachelor of Arts in Interdisciplinary Studies provides the student with an opportunity to design his or her program. A student may choose to combine sociology with other areas of study to create a concentration. Many students combine sociology with psychology, business, or social work.

Department of Theological Studies (THS)

Department Chairperson: **Shannon Schrein, O.S.F., Ph.D.**

Phone: **419-824-3819**

E-mail Address: **sschrein@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 through its interaction with culture.
   - Apply an historical-critical approach to interpretation of primary and secondary sources;
   - Understand the history and development of the 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;
   - Critically explore the nature of religious experience and the religious dimension of the human person.
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;
   - Employ the Christian tradition and sound theological methods to evaluate ethical problems and present solutions systematically.
5. **World Religions**
   Graduates of the Theological Studies program demonstrate an understanding of and appreciation for at least two major world religions.
   - Demonstrate an empathetic understanding of the history, beliefs, ethics, and religious practices of two major world religions.

A theological studies curriculum takes an indispensable place among the humanities in a liberal arts university. In designing an academic program, the student readily sees that theological studies can work in tandem with a number of other disciplines offered at the University, both in the Bachelor of Arts and Bachelor of Arts in Interdisciplinary Studies programs.

The Associate degree in theological studies is available to students seeking a two-year degree. Interested students should review the general requirements for an Associate degree as described in "Degrees and Programs," (see p. 103).

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
General Education Courses		35

The Associate of Arts Theological Studies major requires the standard courses for the Associate of Arts degree (see p.103) with the following specifications:

Learning Outcome

4. Ethical Foundations
   THS 265 Christian Ethics (3)

8. Religious Perspective
   THS 125 Foundations in Theology (3)
   (This also fulfills the requirements of the major.)

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 or	3
THS 221	Introduction to the New Testament	
THS 244	Great Religions of the East or	3
THS 246	Great Religions of the West	
THS 312	Jesus, the Christ	3
Two Theological Studies Elective Courses		6
Total		**62**

Graduation Requirements in this program are as follows:

Students must earn 62 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 take the following courses to fulfill both general education and major requirements:

Required Curriculum	Semester Hours
General Education Courses	48

Learning Outcome

2. Critical Thinking Ability

PHL 101	Introduction to Philosophy (3)
PHL 102	Introduction to Critical Thinking (3)
PHL 302	Philosophy of Religion (3)

4. Ethical Foundations

† THS 265	Christian Ethics (3)
† THS 435	Peace, Justice, and Forgiveness (3)

8. Religious Perspective

† THS 125	Foundations of Theology (3)
† THS 244	Great Religions of the East (3) **or**
† THS 246	Great Religions of the West (3)

Available electives: 33

At least nine of these elective credits must be earned at the 300-400 level.

Core Courses

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 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 316	The Shape and Mission of the Church	3
THS 435	Peace, Justice, and Forgiveness	3
THS 480	Senior Integrative Seminar	3
Electives (at the 300-400 level)		9
Total		**128**

Graduation Requirements in this program are as follows:

1) Students must earn 128 semester hours of credit with a minimum grade point average of 2.5 in the major and a minimum of 2.0 grade point average for all college-level courses.

2) Students must earn a minimum of 32 semester hours from Lourdes University, exclusive of experiential learning or CLEP examination credits.

3) Students must complete the general education requirements of the University.

4) Students must complete a major that consists of nine (9) required courses (THS 211, THS 212, THS 220, THS 221, THS 265, THS 312, THS 316, THS 435, and THS 480) for a total of 27 semester hours, plus three upper-division (300-400 level) elective courses (nine semester hours). Thirty-six (36) semester hours in theological studies are required for graduation.

5) Of the thirty-three elective hours required, nine (9) must be from the 300-400 level.

6) Students may earn a maximum of 30 semester hours under the College Level Examination Program (CLEP). Students may earn a maximum of 45 semester hours under the Experiential Learning Program.

Bachelor of Arts Theological Studies Minor

Required Curriculum		**Semester Hours**
THS 125	Foundations of Theology	3
THS 211	History of Christianity: Origins to the Renaissance	3
THS 212	History of Christianity: Reformation to the Present	3
THS 220	Introduction to the Old Testament **or**	3
THS 221	Introduction to the New Testament	
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
One Elective Course at the 300-400 level		3
Total		**24**

Elementary Religion Teacher Certificate

The Elementary Religion Teacher Certificate is offered in collaboration with the Department of Education. It is designed for Early Childhood and Middle Childhood Education majors who wish to teach religion in the Toledo Diocesan Catholic Elementary Schools. Students who successfully complete the designated courses listed below and who complete the Diocesan Orientation Program will be

certified to teach religion in the Diocese. In most cases this program will only add one additional course to a student's program.

THS 218	Celebrating the Sacraments
THS 221	Introduction to the New Testament **or**
THS 220	Introduction to the Old Testament
THS 235	Survey of Catholic Belief
THS 265	Christian Ethics
EDE 350	Early Childhood Methods and Field Experience II **or**
EDM 350	Middle Childhood Methods and Field Experience II

High School Religion Teacher Certificate

The High School Religion Teacher Certificate is offered in collaboration with the Department of Education. It may be earned by adolescence to young adult (AYA) education majors, theological studies majors, or by individuals who already hold a bachelor's degree.

This certificate program is designed to prepare students with content knowledge in theological studies and the educational skills necessary to be successful religion teachers on the high school level.

Theological studies 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.

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
Department of Education:		
EDA 210	Teaching Adolescents and Young Adults	3
EDA 235	Curriculum and Instruction for Adolescents and Young Adults	3
EDA 355	Religious Education Methods and Field Experience ¤	3
EDU 250	Educational Psychology	3
EDU 316	Multicultural and Social Issues in Education	3
EDU 318	Classroom Management and Behavioral Issues	3
EDU 319*	Classroom Management for Middle Childhood and Adolescence to Young Adult	3

*EDU 319 replaces EDU 318 in Spring 2012

¤ *4-week field placement*

Non-Divisional Courses (ND)

Courses		Semester Hours
ND 106	College Study Skills	3
ND 200	Portfolio Development	1
ND 470	Introduction to the B.A.-I.S. Capstone	1
ND 480	B.A.-I.S. Capstone	3

Course Descriptions

** Starred courses can be used to fulfill General Education Requirements*

Aerospace Studies (AERO) at Bowling Green State University

AERO 111 - Air Force Organization 1
Interactive classroom experience introducing students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include Air Force Dress & Appearance Standards, Military Customs & Courtesies, Air Force heritages, Air Force Benefits, and Air Force Officer Career Fields. Teambuilding and classroom exercises are used to demonstrate practical application of concepts studied. A leadership laboratory complements this course (mandatory for those individuals who are trying to pursue a commission in the United State Air Force) by providing hands-on leadership experiences applying the principles of this course.
Lecture: 2 Lab: 0 Credits: 2

AERO 112 - Air Force Organization 2
Concentrates on furthering the understanding of being an AF officer. Classroom exercises and a base visit trip allow students to interact with each other and collaborate on featured topics: Air Force core values, What an Officer Does, Team building, Diversity & Harassment, and the Oath of Office. A leadership laboratory complements this course (mandatory for those individuals who are trying to pursue a commission in the United State Air Force) by providing hands-on leadership experiences applying the principles of this course.
Lecture: 2 Lab: 0 Credits: 2 Other: Paid summer internships and co-ops available.

AERO 211 - Air Force History 1
Focuses on the development of air power from the first lighter-than-air vehicles through to the establishment of the Department of the Air Force as an independent military force. Historical case studies concentrate on various concepts of employment of air power and factors which have prompted research and technological change. A leadership laboratory complements this course (mandatory for those individuals who are trying to pursue a commission in the United State Air Force) by providing hands-on leadership experiences.
Lecture: 2 Lab: 0 Credits: 2

AERO 212 - Air Force History 2
Focuses on the employment of air and space power, using history (chronological order) as the format. Videos, guest speakers, and group leadership projects, will allow students to walk through this century with stops at main events like WWI, WWII, The Cold War, Vietnam, and the Gulf War. Students will also study Airpower today as well as learn about the Global War on Terror, and Operations Enduring Freedom and Iraqi Freedom. A leadership laboratory complements this course (mandatory for those individuals who are trying to pursue a commission in the United State Air Force) by providing hands-on leadership experiences.
Lecture: 2 Lab: 0 Credits: 2

AERO 311 - Air Force Management 1
Integrated management course emphasizing individual as a leader in the Air Force. Human behavior, individual and in groups, historical development of management thought, discussion of classical leadership theory; oral and written communication, military writing and briefing formats. Leadership laboratory

activities. Prerequisite: departmental approval.
Lecture: 3 Lab: 0 Credits: 3

AERO 312 - Air Force Management 2
Air Force leadership, planning organizing, coordinating, directing and controlling functions of management with emphasis on Air Force application, concept of command and staff, junior officer as administrative leader, Air Force personnel system, management of change, managerial strategy in changing environment. Leadership laboratory activities. Prerequisite: departmental approval.
Lecture: 3 Lab: 0 Credits: 3

AERO 411 - American National Security 1
Examines the national security process, the U.S. Constitution, U.S. and Foreign Policy, and focused regional studies. Additionally, terrorism, advanced leadership ethics, policy, and doctrine are also covered. Special topics of interest focus on the profession of arms, Principles of War, justice, civilian control of the military and current issues affecting national and military policy. Emphasis is placed on refining communication skills with a leadership laboratory (mandatory only for those individuals who are trying to pursue a commission in the United State Air Force) applying the principles of this course.
Lecture: 3 Lab: 0 Credits: 3
Other: Independent research/study available

AERO 412 - American National Security 2
Examines the national security agencies responsible for protection and defense of the U.S. Areas of interest also include the Law of Armed Conflict, Uniform Code of Military Justice, and an in-depth supervisory/leadership principles covering performance expectations, feedback, annual reports, and promotions for civilians and military alike. Communication skills are refined to include briefings, opinion papers, and argumentation. The leadership laboratory (mandatory only for those individuals who are trying to pursue a commission in the United State Air Force) provides advanced leadership experiences by applying the principles of this course.
Lecture: 3 Lab: 0 Credits: 3
Other: Independent research/study available

American Sign Language (ASL)

ASL 101 Introductory American Sign Language I (3)
Introduces study of American Sign Language and deaf culture.

ASL 102 Introductory American Sign Language II* (3)
Presents instruction and practice in American Sign Language and study of deaf culture. Prerequisite: ASL 101.

ASL 105 American Sign Language for Health Care Workers (1)
Students will learn how to assess a Deaf and Hard-of-Hearing patient's communication preference and learn basic communication methods to ease barriers in the everyday health care setting. The communication methods include, but are not limited to, basic key ASL vocabulary and finger spelling.

Army ROTC - see Military Science courses (MIS)

Art (ART)

Art History

ART 141/342 Art of the Western World* (3)
Provides study of art of the Western World from ancient through the Medieval, Renaissance, and Modern periods. Emphasizes principles, trends, and personalities representative of the various periods. Offered in traditional and distance learning format. Prerequisites: ENG 101and ENG 102.

ART 241/343 Ancient and Medieval Art History* (3)
Presents study of the art of ancient and classical civilizations, of the early Christian and Byzantine eras, and of the Middle Ages from the Romanesque to the Gothic. Prerequisites: ENG 101 and ENG 102.

ART 341 Renaissance and Baroque Art History* (3)
Studies the art of Western Europe from the fourteenth through the eighteenth centuries. Prerequisites: ENG 101 and ENG 102.

ART 350 Art of Africa* (3)
Studies the art of the African continent including Egypt. Course information will cover material that will give students foundation knowledge in the various cultures and periods of art found in these regions. It will also allow students to develop an ability to critically analyze the visual environment of these different cultures. Since this is a course with a non-Western focus, it will explore some of the differences between non-Western and Western thought as seen in the art of these areas. Prerequisites: ENG 101 and ENG 102.

ART 441 19th and 20th Century Art History* (3)
Studies the art of the Western World from the Neo-Classical and Romantic periods to contemporary times. Prerequisites: ENG 101 and ENG 102.

ART 442 American Art History* (3)
Studies American painting, sculpture, and architecture from colonial to contemporary times. Prerequisites: ENG 101 and ENG 102.

ART 443 Christianity in Art* (3)
Studies the influences of Christianity on the development of Western art from the early Christian era to the present. Emphasizes the visual transmission of the Christian message, especially through symbolism. Crosslisted with THS 443. Prerequisites: ENG 101 and ENG 102.

ART 444 Chinese Art History* (3)
Studies the arts of China from the earliest civilizations to the present. Emphasizes the place of art in the cultural history of the country and the periods studied. Prerequisites: ENG 101 and ENG 102.

ART 445 Japanese Art History* (3)
Studies the arts of Japan from the earliest civilizations to the present. Emphasizes the place of art in the cultural history of the country and the periods studied. Prerequisites: ENG 101 and ENG 102.

ART 447 The History of Women Artists* (3)
Studies the role women have played as visual artists throughout recorded history. Emphasizes the cultural milieu influencing their accomplishments. Prerequisites: ENG 101 and ENG 102.

Studio Art

ART 100 Introduction To Art* (3)
Introduces basic principles of visual organization and skills employing various media. Concentrates on studio operation coordinated with historic art movements. Designed for students with little or no background experience in studio art. (Fee)

ART 101 Drawing I* (3)
Introduces basic drawing. Emphasizes learning to see, controlling various drawing media, using of line, value, perspective, proportion and texture. Course includes 5 hours of service learning.

ART 102 Design Fundamentals* (3)
Presents study and application of elements and principles of two-dimensional design in various drawing and painting media. Includes experimentation with techniques for purposeful organization of visual materials. Course includes 5 hours of service learning.

ART 103 Three Dimensional Design* (3)
Presents study and application of basic concepts and principles of three-dimensional design. Introduction to the strategies, vocabulary and tools used for three-dimensional art making. Course includes 5 hours of service learning. (Fee)

ART 113 Calligraphy I* (3)
Presents experience in hand lettering of basic styles with application of skill to problems of layout organization. Introduces decorative techniques of illumination. Course includes 5 hours of service learning.

ART 117 Art for the Teachers of Young Children* (3)
Provides students with the necessary hands-on experience in learning the artistic skills necessary to work with young children (from birth to age eight). Emphasizes both the creative process as well as a variety of creative forms of expression. Familiarizes students with curriculum planning and materials for developmentally appropriate practices for children. Provides experiences with a wide variety of media, tools, and techniques, as well as giving students a solid understanding of artistic principles and how to convey them to young children in inclusive early childhood settings. Open only to students in the Education Program. (Fee)

ART 200 Fiber Arts I* (3)
Introduces traditional fiber techniques, both on and off the loom. Presents the mechanics of warping and dressing the loom. Course includes 5 hours of service learning. (Fee.)

ART 201 Drawing II* (3)
Continuation of Art 101. Emphasizes technical command of media, improving observation skills, and developing individual expression. Introduces figure drawing and portraiture. Course includes 5 hours of service learning. Prerequisite: ART 101. (Model Fee.)

ART 202 Design II* (3)
Continuation of ART 102. Emphasizes color. Course includes 5 hours of service learning. Prerequisite: ART 102.

ART 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 215 Copper Enameling I* (3)
Investigates aesthetic qualities of color and texture resulting from the application of molten colored glass to metal surfaces. Includes testing colors for results, exploring basic techniques, and improving them. Course includes 5 hours of service learning. (Fee.)

ART 221 Oil Painting I* (3)
Explores the technical and aesthetic possibilities and limitations of the oil medium. Emphasizes formal painting concerns, including color and composition. Course includes 5 hours of service learning. (Model Fee)

ART 223 Watercolor I* (3)
Explores the technical possibilities of watercolor as a medium. Presents study of traditional watercolor methods and experimentation with creative approaches. Course includes 5 hours of service learning.

ART 233 Printmaking I* (3)
Presents techniques employed in relief printing and screen printing. Includes experimentation with linoleum block, woodcut, collagraph (collage) printing, and serigraphy (silk screen). Emphasizes aesthetic theory and technique. Course includes 5 hours of service learning. (Fee.)

ART 260/460 Workshops in Art (Topic)* (1-3)
Explores topics of special interest and issues in the art disciplines. Varied topics. Course includes 5 hours of service learning.

ART 300 Fiber Arts II* (3)
Concentrates on draft notations for a four-harness loom. Course includes 5 hours of service learning. Prerequisite: ART 200. (Fee.)

ART 301 Drawing III* (3)
Concentrates on drawing of the human form. Includes drawing from life, study of anatomy and structure, rendering the human form in a variety of media and expressive techniques. Course includes 5 hours of service learning. Prerequisite: ART 201. (Model Fee.)

ART 302 Introduction to 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 304 Graphic Design* (3)
Provides experience in the advertising field, its language and studio procedures.

Presents the world of commercial art from both the production and the problem-solving approach. Course includes 5 hours of service learning. Prerequisites: ART 101, ART 102, ART 113, ART 201, and ART 202.

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 315 Copper Enameling II* (3)
Continues experience in various enamel designing techniques. Course includes 5 hours of service learning. Prerequisite: ART 215. (Fee.)

ART 321 Oil Painting II* (3)
Continuation of ART 221. Greater emphasis on experimentation with techniques, ideas, and media. Includes study of traditional and modern methods. Course includes 5 hours of service learning. Prerequisite: ART 221. (Model Fee)

ART 323 Watercolor II* (3)
Continuation of pursuit of excellence in watercolor techniques. Further explores interpretation and handling of the medium toward individual expression. Course includes 5 hours of service learning. Prerequisite: ART 223.

ART 333 Printmaking II* (3-9)
Includes study and experimentation in techniques employed in intaglio printing. Investigates various etching processes and engraving. Course includes 5 hours of service learning. Prerequisite: ART 233. (Fee.)

ART 400 Fiber Arts III* (3)
Continues working on the loom with other creative uses of fibers. Course includes 5 hours of service learning. Prerequisite: ART 300. (Fee.)

ART 401 Drawing IV* (3-6)
Further develops drawing skills. Emphasizes expressive techniques, advanced rendering of the human form, and development of personal styles. Course includes 5 hours of service learning. Prerequisite: ART 301. May be repeated up to 6 hours. (Model Fee.)

ART 403 Sculpture II* (3-6)
Includes experience in modeling, casting, and carving in various media and study of contemporary sculpture and its prototypes. Course includes 5 hours of service learning. Prerequisite: ART 303. May be repeated up to 6 hours. (Fee.)

ART 404 Graphic Design: Production* (3)
Emphasizes an in-depth study of the present trends in the production of finished art. Tour of a print shop included. Course includes 5 hours of service learning. Prerequisite: ART 304.

ART 405 Graphic Design: Problem Solving* (3)
Emphasizes problem-solving aspects, encourages creative thinking and provides specific graphic arts problems to solve. Student will complete a portfolio. Course includes 5 hours of service learning. Prerequisite: ART 404.

ART 414 Ceramics III* (3-9)
Continuation of work on the potter's wheel including functional form combinations of the thrown form. Encourages students to develop their own projects. Course includes 5 hours of service learning. Prerequisite: ART 314. May be repeated up to 9 semester hours. (Fee.)

ART 421 Oil Painting III* (3-9)
Emphasizes expressive and interpretive handling of the medium. Develops personal styles. Course includes 5 hours of service learning. Prerequisite: ART 321. May be repeated up to 9 semester hours.

ART 423 Watercolor III* (3-9)
Continues watercolor techniques. Course includes 5 hours of service learning. Prerequisite: ART 323. May be repeated up to 9 semester hours.

ART 433 Printmaking III* (3-9)
Includes investigation, experimentation, and aesthetic production in a chosen area of relief, intaglio, or screen-printing techniques. Course includes 5 hours of service learning. Prerequisite: ART 333. May be repeated up to 9 hours. (Fee.)

ART 461 Intensive Figure Drawing Workshop* (1)
Provides students with an understanding of the structure of the human body and terminology, as well as studio drawing experience with a live model. (Model Fee)

Independent Studies

Study for credit on an independent basis may be arranged if the student meets the following qualifications:
a. Completing three courses in the chosen area and attaining an average grade of 3.0 (B) in them;
b. Petitioning and obtaining guidance of a faculty member working in the area of interest;
c. Presenting the faculty member with a proposal for the study.

ART 451 Independent Studies - Advanced Studio Problems (3-6)
Presents individual study in the studio area of the student's special interest. Pursues a major problem throughout the term. Course includes 5 hours of service learning. Prerequisites: Fulfillment of all other art requirements for art concentration; permission of the department chairperson.

ART 452 Independent Studies - Special Studies In Art (3-9)
Presents individualized study in the area of art history. May take the form of research, presentations, lectures, tour guide presentations, or a combination of these. Permission of the department chairperson.

ART 453 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 197 Biodiversity & Conservation* (3)
Introduces students to biodiversity – the diversity of life on Earth – and the importance of that diversity to both humans and the natural world. Examines the biological characteristics and ecological roles of the major groups of organisms. Presents the fundamental causes and consequences of reducing or destroying biodiversity in the United States and other countries, as well as specific efforts to conserve species, genetic diversity, and ecosystems. This course does not meet any requirements for a biology major, biology minor, or environmental science major. Three hours lecture, three hours lab.

BIL 197 Biodiversity & Conservation* (1)
Laboratory accompanies BIO 197 Biodiversity & Conservation lecture. Requires additional individual and group study and meetings with instructor. This course does not meet any requirements for a biology major, biology minor, or environmental science major. Three hours lecture, three hours lab.

BIO 201 Principles of Biology I* (3)
Introduces fundamental biological processes and problems as they apply to cellular and molecular biology and ecological systems. Considers the cell, chemical processes, bioenergetics, genetics, and ecological principles and processes. Must be taken by all students who are required to take at least one semester of biology. Three hours lecture, three hours lab.

BIL 201 Principles of Biology I Lab (1)
Laboratory accompanies BIO 201 Principles of Biology I lecture. Requires additional group and individual study and meetings with instructor.

BIO 202 Principles of Biology II* (3)
Introduces fundamental biological principles and problems as they apply to organismic, ecological and evolutionary levels of plant and animal worlds. Three hours lecture, three hours lab. Prerequisite: BIO 201.

BIL 202 Principles of Biology II Lab (1)
Laboratory accompanies BIO 202 Principles of Biology II lecture. Requires additional group and individual study and meetings with instructor. Prerequisites: BIO 201 and BIL 201.

BIO 203 Biology of Aging* (3)
Presents the essential biological changes, which occur as part of the aging process as well as those pathological conditions that are common in later life. Includes current theories of biological aging with special attention to the implications of those changes for serving the needs of older adults. Designed specifically to meet the needs of students preparing for careers in working with older adults.

BIO 204 Basic Human Anatomy And Physiology* (3)
Presents a fundamental knowledge of anatomy and basic physiology of the human body. Includes demonstrations and practical applications to support lecture topics. Designed for students in non-science concentrations. Credit is not applicable to a science concentration or biology minor.

BIO 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 305 General Botany* (3)
Includes the morphology and biology of algae, fungi, mosses, and ferns. Emphasizes the vegetative and reproductive structures of gymnosperms and angiosperms. Devotes part of the semester to becoming acquainted with campus flora. Three hours lecture, three hours lab. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201 or permission of the instructor. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisite.

BIL 305 General Botany Lab (1)
Laboratory accompanies BIO 305 General Botany lecture. Requires additional individual and group study and meetings with instructor. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201 and BIL 201 or permission of the instructor. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisite.

BIO 306 Vertebrate Zoology* (3)
Surveys all the vertebrate animals, emphasizing the principles of morphology, physiology, development, behavior, and population and ecosystem interactions. Three hours lecture, three hours lab. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201 or permission of the instructor. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisite.

BIL 306 Vertebrate Zoology Lab (1)
Laboratory accompanies BIO 306 Vertebrate Zoology lecture. Requires additional individual and group study and meetings with instructor. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201 and BIL 201 or permission of the instructor. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisite.

BIO 307 Cell Biology* (3)
Presents the biochemistry and molecular biology of eukaryotic cells and their organelles. Describes the unity and diversity of plant and animal cells. Emphasizes the relationship between structure and function and between specialized functions and the integrity of tissues, organ systems, and organisms. Three hours lecture, three hours lab. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisite.

BIL 307 Cell Biology Lab (1)
Laboratory to accompany BIO 307 Cell Biology lecture. Requires additional individual and group study and meetings with instructor. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201 and BIL 201. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisite.

BIO 308 Genetics* (3)
Examines the principles of transmission genetics and delves into the cellular and molecular aspects of genetic mechanisms in organisms. Considers chromosome behavior, gene structure and function, protein synthesis mechanisms and interactions as well as processes of recombinant DNA technique. Three hours lecture, three hours lab. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisite.

BIL 308 Genetics Lab (1)
Laboratory accompanies BIO 308 Genetics lecture. Requires additional individual and group study and meetings with instructor. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201 and BIL 201. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisite.

BIO 310 Pathophysiology* (3)
Presents applications of the pathologic variations from the normal function and structure of the body resulting from disease, heredity or injury. Provides a link between anatomy and physiology and biochemistry and its application to clinical practice. Three hours lecture. Prerequisites: BIO 330 and BIO 331 or equivalent. BIO 335 or equivalent as prerequisite or corequisite.

BIO 311 Invertebrate Zoology* (3)
Surveys the major invertebrate phyla, emphasizing the principles of morphology, development, physiology, evolutionary relationships and environmental interactions. Three hours lecture, three hours lab. Prerequisites: BIO 201 or permission of the instructor, ENG 101, ENG 102, or their equivalent. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisite.

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, ENG 102, or their equivalent. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisite.

BIO 313 Nutrition Science* (3)
Includes the study of digestion, metabolism, and absorption of nutrients in the healthy body, the application of the principles of good nutrition in the maintenance of a healthy diet through the lifespan and the relationships between nutrition and illness. Examines the nutrition concerns of people who are ill or have medical conditions that require dietary modification. Prerequisites: ENG 101, ENG 102, BIO 201. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisite.

BIO 317 Principles of Ecology* (3)
Presents a study of the environment from the perspectives of biology, chemistry, and physics with emphasis on energy flow, nutrient cycling, population growth and interactions, and community dynamics. Discusses consequences of human impact on communities, ecosystems, and the

global environment. Three hours lecture. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201 or permission of the instructor. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisite.

BIO 330 Anatomy and Physiology I* (3)
Studies the chemical basis of life, body organization, cellular structure and metabolism, tissues, membranes, and glands; the structure and function of the skeletal, muscular, nervous systems, and special senses. Includes lab experiences designed to supplement lecture topics: cell physiology, tissues, human bones, dissection of a cat or cadaver, certain physiological experiments and computer simulations. Three-hour lecture, two and one half hours lab. Prerequisites: BIO 201 with a minimum grade of C, or high school biology taken within the last 5 years with a minimum grade of B, or a minimum of 80% on a basic biology concepts pre-test, CHM 099 or its equivalent.

BIL 330 Anatomy and Physiology I Lab (1)
Laboratory accompanies BIO 330 Anatomy and Physiology I. Requires additional group and individual study and meetings with instructor. Prerequisites: BIO 201and BIL 201 with a minimum grade of C, or high school biology taken within the last 5 years with a minimum grade of B, or a minimum of 80% on a basic biology concepts pre-test, CHM 099 or its equivalent.

BIO 331 Anatomy and Physiology II* (3)
Studies the structure and function of the endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems and human development. Lab emphasizes anatomy and includes certain physiological experiments, computer simulations, and cat or cadaver dissection. Three hours lecture, two and one half hours lab. Prerequisite: BIO 330 with a minimum grade of C (2.0).

BIL 331 Anatomy and Physiology II Lab (1)
Laboratory accompanies BIO 331 Anatomy and Physiology II lecture. Requires additional individual and group study and meetings with instructor. Prerequisites: BIO 330 and BIL 330 with a minimum grade of C (2.0).

BIO 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 121 and CHM 122 or equivalent as prerequisite or corequisite, or permission of the instructor. Three hours lecture, three hours lab.

BIL 335 General Microbiology Lab (1)
Laboratory accompanies BIO 335 General Microbiology lecture. Requires an additional one to two hours of lab time per week for various procedures: staining, observation, data collection, consulting, depending on requirements of particular lab protocol. Prerequisites: High school biology, BIO 201 and BIL 201 or equivalent. CHM 121 and CHM 122 or equivalent as prerequisite or corequisite, or permission of the instructor.

BIO 336 Microbial Ecology* (3)
Provides an overview of microbial ecology principles and methods as applied to members of Archaea, Eubateria, and microbial species within Eukaryota. It considers traditional microbiological topics such as physiology, microbial diversity and growth, but within the context of both symbiotic relationships and biogeochemical processes. Application to ecosystems will use both traditional assays and molecular methods. Three hours lecture, three hours lab. Prerequisite: BIO/BIL 201.

BIL 336 Microbial Ecology* (1)
Laboratory accompanies BIO 336 lecture. May require additional lab time for observation and completion of protocols, completion of data gathering during field work, and interpretation of instrument results. Prerequisite: BIO/BIL 201.

BIO 401 Parasitology* (3)
Presents the life history, morphology, physiology, and evolution of parasites: helminth and arthropod parasites, host-parasite relationships, control of protozoa, economic importance. Three hours lecture, three hours lab. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201, BIO 335 or its equivalent. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisiste.

BIL 401 Parasitology Lab (1)
Laboratory accompanies BIO 401 Parasitology lecture. Requires additional individual and group study and meetings with instructor. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201, BIO 335 or its equivalent. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisiste.

BIO 402 Introduction to Research (1)
Introduces scientific literature research methods. Emphasis will be placed on doing literature searches using the scientific abstracts, indexes and computer on-line databases. Procedures for writing a scientific paper using CBE, APA, or ACS guidelines will be covered. Prerequisite: admission to the major or BA-IS natural science candidate.

BIO 403 Immunology* (3)
Introduces the student to the normal functions of the immune system. Studies in-depth the components of the immune system and the manner in which these work together to prevent disease. Explores problems with the immune system that lead to immune deficiency or autoimmune disease. Prerequisites: BIO 335 or permission of instructor, ENG 101, ENG 102 or their equivalent. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisite.

BIO 404 Plant and Soil Ecology* (3)
Studies the diversity of soil organisms, including bacteria, fungi, and invertebrates, as well as soil development, structure, profile, and classification. Relates succession and evolution of plant communities and ecosystems into the major terrestrial biomes with particular attention to their biogeography. Requires individual research into components of typical Northwest Ohio ecosystems, including field study and ecosystem monitoring. Three hours lecture, three hours lab. Prerequisites: admission to the major, ENG 101, ENG 102 or their equivalent. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisite.

BIL 404 Plant and Soil Ecology Lab (1)
Laboratory accompanies BIO 404 Plant

and Soil Ecology lecture. Requires additional individual and group study and meetings with instructor. Prerequisites: admission to the major, ENG 101, ENG 102 or their equivalent. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisite.

BIO 407 Human Genetics* (3)
Presents the structure and functioning of hereditary mechanisms which humans have in common with all organisms; descriptions of human genetic conditions and diseases; the molecular aspects and their clinical applications; the scope of genetics in the analysis, diagnosis, treatment, and prevention of disease; genetic aspects of embryology and development. Three hours lecture. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201, BIO 308 or permission of the instructor. CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisite.

BIO 410 Biology Seminar* (1-3)
Gives students experience in preparing and presenting a scientific paper. Taken by students having senior status who are seeking a concentration in biology as a requirement for graduation. Initial project must be approved by the department chairperson two semesters before graduation. Biology and Environmental Science majors must take this course for 3 credit hours.

BIO 411 Biotechnology (3)
Introduces basic molecular research techniques of recombinant DNA technology: use of restriction endonucleases, agarose gel electrophoresis, DNA sequencing techniques, polymerase chain reaction. Studies the application of various techniques to environmental studies, agriculture and crop science, botanical applications, microbial applications. Provides students opportunities to research and discuss ethical, legal, societal implications and applications of molecular biology techniques. Three hours combined lecture/laboratory experience. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201 or its equivalent, CHM 121 and CHM 122 or CHM 181 as prerequisite or corequisite.

BIO 420 Epidemiology* (3)
Introduces the basic principles and scope of epidemic extent and influence. Includes basic methodology, research, and applications. Prerequisite: MTH 212.

BIO 430 Practicum: Environmental Field Activities (3)
Provides the students with opportunities to experience practical aspects of ecological applications, while being of service. Assigns students to a variety of agencies, consulting firms, and businesses that provide environmental services to the public. Requires meetings with the instructor to discuss and reflect upon experiences and summarize them in written form to be given as a presentation at the end of the semester. Prerequisites: Senior status, admission to major and permission of department chairperson.

BIO 498 Reading in Biology (1-3)
Introduces students to scientific literature on a topic decided by student and instructor. Emphasizes the reading of interrelated papers from primary sources. Includes the writing of a summary review paper. Prerequisites: Senior status; admission to the major/permission of the instructor; ENG 101, ENG 102 or their equivalent. CHM 121 and CHM 122 or

CHM 181 as prerequisite or corequisite.

BIO 299/499 Topics in Biology (1-4)
Provides opportunity for special topics of interest to instructor and students. Could include (but not limited to): Endocrinology, Development, Neurophysiology, Kinesiology. Prerequisite: Permission of instructor and/or department chairperson.

Business (BUS)

BUS 001 Business Bridge Orientation (0)
Assesses lifelong skills that prepare students for successful business careers. Ensures that business students possess a strong foundation in personal finance, career planning, and basic computer literacy. Includes an orientation to business program opportunities and expectations. Students who receive an unsatisfactory grade (U) must complete BUS 100 successfully before taking another business course. Prerequisites: Must be a declared business major. Must have transferred a minimum of 24 credit hours in business courses with a minimum 3.0 G.P.A overall in those courses.

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. Required of all business students during their first semester. Students who receive an unsatisfactory grade (U) must complete the course successfully before taking another business course. Prerequisite: Must be a declared business major.

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 201 Accounting I (3)
Introduces the principles of accounting for the sole proprietorship. Presents the complete accounting cycle including journalizing and posting business transactions, preparation of simple financial statements, and the closing process. Prerequisites: BUS 101 with a grade of C or better and MTH 098 or Math Placement Test score of MTH 110 or higher.

BUS 202 Accounting II (3)
Continues BUS 201. Includes partnership and corporate accounting principles, inventory and depreciation methods, financial statement and ratio analysis, and payroll taxes. Prerequisite: BUS 201 with a grade of C or better.

BUS 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.

BUS 225 Health Care Entranceship (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. Open only to Health Care Administration majors or with approval of business advisor. Prerequisite: BUS 101 with a grade of C or better.

BUS 250 Macroeconomics (3)
Examines national income 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 social and educational issues. (For non-business majors only.)

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. (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 098 or Placement Test score of MTH 110 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: All 100 and 200 level business courses and junior standing.

BUS 301 Computerized Accounting (3)
Introduces Peachtree and QuickBooks commercial accounting software. Applies basic accounting knowledge and theory to a computerized environment. Includes sales, invoicing, purchases, receivables and payables, payroll, financial statements, and end of period procedures for service and merchandising businesses. Prerequisites: BUS 201 and CMP 211 with grades of C or better.

BUS 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.

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 333 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. Prerequisite: BUS 201 with a grade of C or better.

BUS 305 Financial Institutions, Markets, & Money (3)
Studies the operations of financial institutions. Emphasis is placed on the structure of these institutions; their deposit, payment, and lending functions; their role in the economy; and current legislation which govern them.

BUS 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 333 with a grade of C or better.

BUS 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 344 with a grade of C or better and MTH 212.

BUS 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 344 recommended but not required as prerequisites.

BUS 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.

BUS 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: BUS 318 with a grade of C or better.

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 101with a grade of C or better.

BUS 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.

BUS 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: BUS 202 with a grade of C or better.

BUS 325 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 resume writing and effective job interviews. Prerequisite: ENG 101.

BUS 330 Legal Environment of Business (3)
Uses case studies to focus on the impact of the legal system on business. Provides an overview of the legal system. Includes topics such as sources and nature of law, contracts, sales, real and personal property, forms of business ownership, and employment. Prerequisite: BUS 101 with a grade of C or better.

BUS 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. Prerequisites: BUS 201 and BUS 202 with grades of C or better, and MTH 212.

BUS 333 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 101with a grade of C or better.

BUS 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 344 with a grade of C or better.

BUS 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 333 and BUS 344 with grades of C or better.

BUS 340 Business Internship (3-6)
Combines classroom knowledge with practical business experience through a minimum of 125 hours of on-site experience with a culminating paper or project. Prerequisite: BUS 101with 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 344 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 101with a grade of C or better.

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: All 100, 200, and 300 level business courses and senior standing.

BUS 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: BUS 319 with a grade 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 201with a grade of C or better.

BUS 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: BUS 310 with a grade of C or better.

BUS 413 Organizational Behavior & Development (3)
Continues many of the topics presented in BUS 333 with an emphasis on individual, interpersonal, organizational, and developmental processes. Integrates theory and research with management applications taken from actual work situations. Prerequisite: BUS 333 with a grade of C or better.

BUS 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.

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 333 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 424 Health Care Management (3)
Examines topics related to health care operations and organizational structure. Prerequisites: BUS 225 and BUS 333 with grades of C or better.

BUS 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: BUS 225 and BUS 304 with grades of C or better.

BUS 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: BUS 225 with a grade of C or better.

BUS 430 Business Ethics* (3)
Analyzes the need for social and ethical responsibility in business. Focuses on the ethical dilemmas that confront businesses today and how decisions concerning these dilemmas impact society. Crosslisted with PHL 430.

BUS 434 Operations Management (3)
Focuses on the management of manufacturing and service operations. Topics include operations planning and strategy selection, improving productivity and quality, designing and managing operations, and supply-chain management. Prerequisite: BUS 333 with a grade of C or better.

BUS 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 344 and CMP 111 with grades of C or better (or equivalent Internet skills).

BUS 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: BUS 310 with a grade of C or better.

BUS 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 344 and either CMP 111 or CMP 211 (or equivalent computer skills) with grades of C or better.

BUS 459 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 program(s) with grades of C or better, a minimum overall G.P.A. of 2.5 in those courses, and senior standing. (Fee)

BUS 299/499 Topics in Business (1-4)
Explores business topics of special interest.

Chemistry

CHM 099 Basic Chemistry (3)
Introduces atomic structure, formulas, equations, stoichiometry, chemical bonding, gas laws, solution chemistry, and the basic concepts of mathematics used in chemistry to students who have had no high school chemistry. Credit is not applicable to a science concentration. Three hours lecture. Successful completion is a C* or better. Grades are not calculated in the G.P.A.. Credit does not apply toward graduation. Prerequisites: high school algebra, a minimum grade of C* (2.0) in MTH 098, equivalent placement test score or the approval of the instructor.

CHM/CHL 121 An Introduction to General Chemistry* (2)
Introduces atomic structure, chemical reactions, and solutions. Three hours lecture, two hours lab. Prerequisites: high school chemistry or CHM 099; MTH 098 or equivalent placement test score. CHM/CHL 122 must be taken in the future in order to fulfill the general education requirements for L.O. 7.1 Scientific Literacy.

CHM/CHL 122 An Introduction to Organic Chemistry* (2)
Applies the general chemistry topics learned in CHM/CHL 121 to organic chemistry reactions. Nomenclature, structure, formulas, and reactions of organic compounds are introduced. Three hours lecture, two hours lab. Prerequisite: CHM/CHL 121.

CHM 163 Societal Issues and Chemistry* (3)
Designed for non-science majors. Introduces students to basic chemical principles through discussions related to societal issues. Using the philosophical and social implications in our macroscopic world as a springboard, students will be introduced to the science of the molecular world as they seek possible solutions to the problems. No prior knowledge of chemistry is assumed and minimal math skills are required.

CHM 165 The Chemistry of Art* (3)
This introductory chemistry course for non-science majors explores the intersection of chemistry with the visual arts. Basic principles of chemistry will be applied to the topics of color, paint, paper, clay, glass, metals, photography, and art restoration. No prior knowledge of chemistry is assumed and minimal math skills are required. Three hours lecture with integrated lab/studio activities.

CHM 167 CSI: An Introduction to Forensic Chemistry* (3)
Introduces students to the techniques of forensic chemistry, particularly as they relate to crime scene investigation and ongoing analysis of evidence. Involves the basic chemistry concepts needed to 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/CHL 181 General College Chemistry I* (4)
Deals with the principles of inorganic chemistry including formulas, equations, reaction principles, atomic and molecular structure, bonding, thermochemistry, states of matter, stoichiometry, and the periodic table. Provides the basis for all higher levels of chemistry. Three hours lecture, three hours lab, one hour problem-solving and quiz session. Prerequisites: high school chemistry or CHM 099, two years algebra or MTH 122.

CHM/CHL 182 General College Chemistry II* (4)
Continues the study of General College Chemistry I (CHM/CHL 181). Includes chemical equilibria, kinetics, solutions, acids and bases, complex ions and coordination compounds, redox reactions, thermodynamics, nuclear chemistry, and brief introductions to organic chemistry and qualitative analysis. Three hours lecture, three hours lab, one hour problem-solving and quiz session. Prerequisite: CHM/CHL 181.

CHM/CHL 221 An Introduction to Biochemistry* (2)
Introduces the student to the structure and function of biomolecules; metabolism of carbohydrates, fats, and proteins is included. Three hours lecture, two hours lab. Prerequisite: CHM/CHL 122. CHM/CHL 222 must be taken in the future in order to fulfill the general education requirements for L.O.10.1 Personal Wellness Responsibility.

CHM/CHL 222 Nutritional Chemistry* (2)
Includes fundamental principles of foods, vitamins, minerals, and water; energy balance and specifics of food labeling and additives; and special needs of varying age groups, i.e. nursing mothers, infants, children, young adults, and older adults. Three hours lecture, two hours lab/recitation and problem solving session. Prerequisite: CHM/CHL 221.

CHM/CHL 301 Organic Chemistry I* (4)
Studies the structure, preparation, and mechanisms of reactions of aliphatic and aromatic hydrocarbons and their derivatives; stereochemistry and spectra of carbon compounds. Three hours lecture, three hours lab. Prerequisite: CHM/CHL 182.

CHM/CHL 302 Organic Chemistry II* (4)
Continues the study of Organic Chemistry I (CHM/CHL 301). Three hours lecture, three hours lab. Prerequisite: CHM/CHL 301.

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. Corequisites: MTH 135/136 and PHS/PLA 202/302.

CHM 305 Basic Biochemistry* (3)
Includes the chemistry of living systems, considers carbohydrates, lipids, nucleic acids, and proteins. Three hours lecture,

optional three hours CHL 305 Basic Biochemistry lab. Prerequisite: CHM/CHL 302 or permission of the instructor.

CHL 305 Basic Biochemistry Lab* (1)
Provides students with a laboratory experience to enhance the learning of concepts covered in CHM 305 Basic Biochemistry lecture. Three hours lab per week.

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. Corequisite: 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. Corequisite: CHM 306.

CHM 311 Clinical Pharmacology* (3)
Introduces science students to the fundamental principles of drug action, and presents the essentials of how major classifications of drugs are used therapeutically in various disease states. Identification, assessment, and intervention of adverse drug responses and drug-drug interactions are also considered. Prerequisites: CHM/CHL 221, CHM/CHL 222, BIO 331, BIO 335.

CHM 320 Toxicology* (3)
Introduces students to the basic principles of toxicology and the application of toxicology to the environment, food, forensics and occupational settings. Biochemical interactions of industrial, agricultural and household chemicals with elements of soils, plants, animals and humans. Three hour lecture. Prerequisites: CHM/CHL 302, BIO 201 or permission of the instructor.

CHM 420 Regulatory Protocols* (3)
Studies the protocols prescribed by the Environmental Protection Agency and other governmental agencies. Includes application of the protocols in the laboratory and in field-testing. Three hours lecture. Prerequisite: Permission of the instructor.

CHM 299/499 Topics in Chemistry* (1-4)
Presents topics of particular interest to the student. Intended for advanced students in chemistry. Prerequisite: Permission of the instructor.

Communications (COM)

COM 100 Oral Communication* (3)
Provides students with the variety of speaking and listening skills necessary to be effective and in control in an ever-broadening visual/verbal environment. In addition to learning the theories and applications of classical speech preparation and delivery, students engage in a study of the current issues of oral communication in society, mass media's print and non-print traditions, and relationships to the world including ethics and publication law.

COM 102 Interpersonal Communication* (3)
Introduces interpersonal communication with emphasis on one-to-one relationships and group discussions. Includes practice in articulation of ideas, feelings, ideals; develops understanding and appreciation of these through listening and decision-making skills as well as semantics.

COM 201 Introduction to Film Studies (3)
Provides knowledge of filmmaking process, film production, narrative, role of film in culture, and critical approaches to studying film.

COM 299/499 Topics in Communications (1-4)
Explores topics of special interest in communications. Requires permission of department chair.

Computer (CMP)

CMP 111 Communication & Search Applications (3)
Introduces MS Word, MS PowerPoint, and Internet Explorer and their use as communication and search tools. Includes both basic and advanced hands-on applications. Prerequisite: Typing Speed Test score of 28 or more.

CMP 211 Spreadsheet & Database Applications (3)
Introduces MS Excel and MS Access and their use as spreadsheet and database management tools. Includes both basic and advanced hands-on applications. Prerequisites: Typing Speed Test score of 28 or more; MTH 098 or math placement test score of MTH 110 or higher.

CMP 299/499 Topics in Computers (1-4)
Explores computer topics of special interest.

Education (EDA, EDE, EDM, EDU)

EDA 210 Teaching Adolescents & Young Adults (3)
Provides students with opportunities to examine the developmental needs and unique aspects of educating adolescents and young adults and how schools and teachers effectively respond to such needs. Students will not only examine the history and philosophy of adolescent education but will also explore the latest theories regarding learning and effective instructional practices. Pre-requisite/Co-requisite: EDU 250.

EDA 235 Adolescent to Young Adult Curriculum, Instruction & Assessment (3)
Building on the general concepts presented in EDA 210, Teaching Adolescents and Young Adults, this course begins to bridge the gap between content and practice. The course examines adolescent to young adult curriculum and provides an in depth review of the Ohio 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. Prerequisites: EDA 210 and EDA 230 (co-requisite).

EDA 250 General Teaching Methods & Field Experience I (3)
Provides students with opportunities to learn and practice the skills and competencies of effective teaching at the adolescence to young adult level. This course will examine various instructional methods used to teach adolescents and young adults. The course includes a field experience in adolescence to young adult setting. 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. Students will be expected to prepare, implement and assess religious studies lessons based on the Pathwise Performance Standards. Students will be required to complete a four-week field experience (five days per week all day.). At the conclusion of their field experience, students will be asked to reflect and develop a Professional Development Plan. Prerequisites: 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 450 Adolescent & Young Adult Student Teaching (12)
Provides the teacher candidate with an intensive opportunity to put into practice the skills and competencies of effective teaching of adolescents. This course is the culminating experience in the student's educational program. Students will complete all elements of the Teacher Performance Assessment, including planning instruction and assessment, instructing and engaging students in learning, assessing student learning, and final retrospective reflection. This course will include intense experiences and practices in an Adolescent and Young Adult classroom along with seminars. Prerequisite: Gate 2.

EDA 299/499 Topics in Adolescent & Young Adult Education (1-4)
Allows students to pursue opportunities for topics, projects, and/or extensive research in an area of Adolescent and Young Adult education, which is of special interest to the student as agreed upon by the instructor. Prerequisite: permission of the education advisor.

EDE 210 Child Growth and Development (3)
Presents an in-depth study of children's development, growth and learning from birth through adolescence in the affective (moral, spiritual, aesthetic, and personality development), social (including play), creative, cognitive, language, and physical domains. Particular focus is given to the development, growth and learning of the child from three years of age to eight years of age in the stated developmental domains. Examines how theoretical knowledge of child development impacts on, and has implications for the establishment of appropriate learning environments, curriculum/activities, and realistic and appropriate classroom expectations for young children/students. Assists teacher candidates in recognizing how the alignment of course content to appropriate guidelines and standards apply to teacher preparation. Examines the observational process and observational role of the classroom teacher. Prerequisite/ Co-requisite: EDU 250.

EDE 235 Early Childhood Curriculum, Instruction & Assessment (3)
Building on the general concepts presented in EDE 210, Child Growth and Development; this course begins to bridge the gap between content and practice. The course examines early childhood curriculum and provides an in-depth review of the Ohio 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: EDE 210 and EDU 230 (co-requisite).

EDE 250 Early Childhood Methods and Field Experience I (3)
Provides students with opportunities to learn and practice the skills and competencies of effective teaching at the early childhood level. This course will examine various instructional methods used to teach young children in all content areas and will provide students with field experience in an early childhood setting. Prerequisite: EDE 235.

EDE 307 Special Needs Assessment & Instructional Adaptations (3)
Studies concepts and principles of developmentally appropriate assessment of young children including instruments, adaptations, interpretation, parent conferences, and referrals to community agencies. Reviews standardized tests and measurements. Prerequisites: EDE 210 and EDU 230.

EDE 315 Family, School, Community Relations (3)
Examines the role and interrelatedness of the family, school, and community in the education of young children and the free exchange of information between all three entities. Emphasis is on understanding the diversity within families: family dynamics; guidance and discipline issues as related to family perspectives; rights of families; PL 142; and how such issues impact children's development and learning. Investigates the role of the para-professional in the Early Childhood classroom. Examines PreK program licensing. Demonstrates alignment/connection of course content with all applicable professional and educational standards. Prerequisites: EDE 210 and EDE 235.

EDE 350 Early Childhood Methods & Field Experience II (3)
Provides students with opportunities to learn and practice early childhood content specific pedagogy. Students will engage in all elements of the Teacher Performance Assessment, including planning instruction and assessment, instructing and engaging students in learning, assessing student learning, and final retrospective reflection. The course includes an extensive field experience in an early childhood setting. Prerequisite: EDE 250.

EDE 450 Early Childhood Student Teaching (12)
Provides the teacher candidate with an intensive opportunity to put into practice the skills, competencies, and dispositions of effective teaching of young children. Students will complete all elements of the Teacher Performance Assessment, 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 that comprise the Early Childhood Education Program. This course will include intense experiences and practices in an Early Childhood classroom along with seminars. Prerequisite: Gate 2.

EDE 299/499 Topics in Early Childhood Education (1-4)
Allows students to pursue opportunities for topics, projects, and/or extensive research in an area of Early Childhood Education that is of special interest to the student as agreed upon by the instructor. Prerequisite: permission of education advisor.

EDM 210 Education for Young Adolescents (3)
Fosters an understanding of the unique developmental needs and aspects of young adolescents. This course will examine not only the history and philosophy of middle school education but will explore exemplary practices, which are characteristics of effective middle childhood education. Prerequisite/Co-requisite: EDU 250.

EDM 235 Middle Childhood Curriculum, Instruction & Assessment (3)
Building on the general concepts presented in EDM 210, Education for Young Adolescents, this course begins to bridge the gap between content and practice. The course examines middle childhood curriculum and provides an in-depth review of the Ohio 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. Prerequisite: EDM 210 and EDU 230 (co-requisite).

EDM 250 Middle Childhood Methods & Field Experience I (3)
Provides students with opportunities to learn and practice the skills and competencies of effective teaching at the middle childhood level. This course will examine various instructional methods used to teach young adolescents in all four curriculum content areas and reading. The course includes a field experience in a middle childhood setting. Prerequisite: EDM 235.

EDM 350 Middle Childhood Methods & Field Experience II (3)
Provides students with opportunities to learn and practice middle childhood content specific pedagogy in the two selected areas of concentration. 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 a middle childhood setting in both areas of concentration. Prerequisite: EDM 250.

EDM 450 Middle Childhood Student Teaching (12)
Provides students with an intensive opportunity to put into practice the skills and competencies of effective teaching of young adolescents. Students will complete all elements of the Teacher Performance Assessment, 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. Prerequisite: Gate 2.

EDM 299/499 Topics in Middle Childhood Education (1-4)
Allows students to pursue opportunities for topics, projects, and/or extensive research in an area of Middle Childhood Education which is of special interest to the student as agreed upon by the instructor. Prerequisite: permission of education advisor.

EDU 100 Foundations of Education (3)
Provides a historical philosophical, legal, and social overview of education. Students will examine how schools are organized, administered and financed. In addition, students will explore the skills and competencies (Teacher Performance Standards) necessary to be an effective teacher. Students are required to participate in field experiences in two of the following education settings; Early Childhood (grades PK-3), Middle Childhood (grades 4-9), or Adolescence to Young Adult (grades 7-12). Such experience will assist students in determining if teaching is a career for them and will also help students decide which major (program) they will pursue. Required Field Base Experience.

EDU 101 Foundations of Education Bridge Course (1)
This 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 150 Introduction to Technology in Education (3)
Provides practical skills in various ways to incorporate technology into the student's personal educational program as well as integrating instructional technology into the classroom. Materials will aid students in development and application of ISTE/NETS standards in the classroom setting. It will provide instructions from basic through more advanced computer technologies. The class will be as practical and hands-on as possible using computer, printers, scanner, digital camera, camcorder, web cam, and other multimedia technologies as they become available. Topics will include computer applications, use of computer related technologies, integration of technology into lesson plans, Internet, use of productivity tools, and computer based portfolio assessment techniques.

EDU 218 The Role of Phonics in Emergent Literacy*(3)
Integrates cognitive and language development in children and across cultures, the linguistic aspects of language (content), and pedagogy or the teaching of phonics (theory and research) and its role in emergent literacy (reading). The focus is on the physiological, developmental, and sociological aspects of cognition and receptive and expressive language. The course uses the Ohio Academic Content Standards as the basis for curriculum development of literacy approaches and content in early childhood and middle school classrooms. Prerequisites: ENG 101, ENG 102.

EDU 230 Survey of Special Needs Education (3)
Focuses on the foundations of special education with emphasis on historical background, legal issues, a positive learning environment, disabilities and health disorders in a regular/inclusive classroom, as well as developing teaching skills for use in an inclusive classroom.

EDU 250 Educational Psychology (3)
The emphasis of this course will be on

the education implications of the research on child psychology, cognitive science, teaching, learning and child behavior. Theory and application will be considered together. Prerequisite: EDU 100.

EDU 312 Teaching Reading Through Literature for Young Adolescents (3)
Focuses on the acquisition and development of reading skills, and the nature, implementation and process of reading instruction through literature. Students study the psychological and linguistic foundations of reading instruction with emphasis on the value of reading aloud to learners and strategies and skills needed to encourage and motivate students to pursue and respond to reading and writing. The course presents a practical study of fiction and nonfiction literature for young adolescents, including a study of literary elements, reading strategies, the implementation of flexible literacy programs, critical evaluation of texts and their use in the classroom. It also examines ways that various factors, such as content, purpose, tasks, settings, and cultural, linguistic, and ethnic diversity influence the reading process. Prerequisites: ENG 200 and EDU 218**.**

EDU 314 Teaching Reading Through Literature for Children (3)
Focuses on the acquisition and development of reading skills, and the nature, implementation and process of reading instruction through literature. Students study the psychological and linguistic foundations of reading instruction with emphasis on the value of reading aloud to learners and strategies and skills needed to encourage and motivate students to pursue and respond to reading and writing. The course presents a practical study of fiction and nonfiction literature for children, including a study of literary elements, reading strategies, the implementation of flexible literacy programs, critical evaluation of texts and their use in the classroom. It also examines ways that various factors, such as content, purpose, tasks, settings, and cultural, linguistic, and ethnic diversity influence the reading process. Prerequisites: ENG 200 and EDU 218.

EDU 316 Multicultural & Social Issues in Education (3)
Examines historical and legal multicultural issues in society. The course assists teacher candidates in the development of cultural consciousness toward and reverence for the diversity of individuals and groups within society. Teacher candidates are expected to develop an awareness of the implications and application of instruction and curriculum which demonstrate the obligation to respect, accept, adapt, and work in communion for all students' learning. EDU 316 also examines social issues within the P-12 classrooms. Prerequisites: EDE 235, EDM 235, or EDA 235.

EDU 317 Classroom Management for Early Childhood Education
This course provides students with the knowledge and skills necessary to create an effective learning environment for a P-3 classroom and to deal appropriately and effectively with behavioral issues within the classroom setting. The course covers both legal and ethical implications and provides practical management techniques. Prerequisite: EDE 250. Effective Spring 2012 replaces EDU 318.

EDU 318 Classroom Management & Behavioral Issues (3)
Provides students with the knowledge and skills necessary to create an effective learning environment 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. Prerequisites: EDE 250, EDM 250 and EDA 250. Effective Spring 2012 EDU 317 and EDU 319 replace EDU 318.

EDU 319 Classroom Management for Middle Childhood and Adolescence to Young Adult Education
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. Effective Spring 2012 replaces EDU 318.

EDU 328 Integration of the Arts in Instruction (3)
Explores theories, issues, research, resources and exemplary practices, which promote aesthetic education for children. Students will explore and experience how the visual arts, music, performing arts and dance can be integrated across the curriculum, using the unique needs and interests of students and promoting the development of basic skills as well as critical thinking skills, problem solving and creativity. Prerequisites: EDE 250, EDM 250, EDA 250. Effective Spring 2012 EDU 329 replaces EDU 328.

EDU 329 Differentiated Instruction & Assessment
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/Co-requisite: EDE 350, EDM 350; Co-requisite: EDA 351-355. Effective Spring 2012 EDU 329 replaces EDU 328.

EDU 330 Developmental Reading Through Content Area Reading (3)
Focuses on reading as a tool for constructing meaning from text by accessing prior knowledge, applying schema, developing a purpose for reading, and emphasizing the value of reading aloud to learners. A basic understanding of the reading process combined with the application of reading strategies to build knowledge of study strategies will be examined. Explores questioning techniques, and cognitive processing in the comprehension of narrative and expository text, application of readability factors to the content textbook, study/learning strategies for the teacher and the student, and techniques for developing higher level thinking skills. Prerequisites: EDE 250, EDM 250, or EDA 250.

EDU 332 Reading Diagnosis & Assessment (3)
Focuses on the practice and process of Authentic Reading Assessment that contributes to student learning. This course focuses on the teacher's role in the diagnostic and assessment process, the nature and interrelatedness of factors that affect reading performance, and the instruments and techniques available for

the assessment and diagnosis of reading performance. Prerequisites: EDU 218, and EDU 330. Prerequisites/co-requisites: EDU 312 and EDU 314.

EDU 375 Nature and Needs of Young Adolescents (3)
Fosters understanding of the unique developmental needs and aspects of young adolescents. This course will examine not only the history and philosophy of middle school education, but will explore exemplary practices that are characteristics of effective middle childhood education. Additionally, the students will observe and examine how integrated curriculum and instruction uses the unique needs and interests of young adolescents and promotes the development of basic skills as well as critical thinking skills, problem solving and creativity. This is one of the three courses that fulfill the requirements of the State of Ohio Early Childhood Generalist Endorsement whereby a teacher with a P-3 license can add the Grades 4-5 endorsement to his/her license. Prerequisite: EDE 350.

EDU 380 Math and Science Pedagogical Skills and Content for Teachers of Gr. 4-5 Students (3)
Provides students who have an early childhood P-3 teaching license with math and science skills and concepts presented in grade four and five Ohio Academic Content Standards. This is one of the three courses that fulfill the requirements of the State of Ohio Early Childhood Generalist Endorsement whereby a teacher with a P-3 license can add the Grades 4-5 endorsement to his/her license. Prerequisite: EDE 350.

EDU 385 Social Studies and Language Arts Pedagogical Skills and Content for Teachers of Grades 4-5 Students (3)
Provides students who have an Early Childhood P-3 teaching license with the social studies and language arts pedagogical skills and content presented in grades four and five Ohio Academic Content Standards. This is one of the three courses that fulfill the requirements of the State of Ohio Early Childhood Generalist Endorsement whereby a teacher with a P-3 license can add the Grades 4-5 endorsement to his/her license. Prerequisite: EDE 350.

EDU 299/499 Topics in Education* (1-4)
Allows students to pursue opportunities for topics, projects, and/or extensive research in an area of education that is of special interest to the student as agreed upon by the instructor. Prerequisite: permission of advisor.

English (ENG)

ENG 090 English Prep Course (0)
Involves basic practical English grammar, sentence structure, paragraph development and reading fluency. It is designed to develop effective skills for those who have a limited background in English and reading. The course does not apply toward graduation. Prerequisite: Admission to Lourdes University.

ENG 097 College Reading Strategies (3)
Introduces skills for reading fluency, comprehension, and retention of college level texts. The course is offered on a satisfactory/unsatisfactory (P/F) basis. Effective Spring 2012 the course will be graded. Successful completion is a C* (2.0) or better. Grades are not calculated

in the G.P.A. Credit does not apply toward graduation.

ENG 098 College Writing Strategies (3)
Provides instruction in grammar, punctuation, sentence structure, prewriting, and essay development. Effective Spring 2012 the course will be graded. Successful completion is a C* (2.0) or better. Grades are not calculated in the G.P.A. Credit does not apply toward graduation.

ENG 101 Composition I: Essay Writing* (3)
Helps students become competent academic writers by giving them practice and guidance in preparing college level essays utilizing various rhetorical strategies and applying particular academic conventions. The course introduces basic research techniques and MLA Style citing conventions. Prerequisite: Placement test or satisfactory grade C* (2.0) in ENG 098.

ENG 102 Composition II: Research and Writing* (3)
Reinforces the process approach to researched writing while continuing to develop writing skills for multiple purposes including analysis, evaluation, synthesis, and argument. Students learn to craft responses to texts and put their ideas into conversation with other texts. Students learn the basics of visual rhetoric. Prerequisite: ENG 101.

ENG 105 Intensive Composition (3)
Provides intensive, individualized instruction and practice in writing. Ideal for students who already have credit for ENG 101 and ENG 102 but need additional help to develop their writing skills. Students must be recommended by a faculty member or have permission of the chairperson of the English Department.

ENG 162 The Research Paper (1)
Includes guidance through the research process and completion of a research paper. Prerequisite: ENG 101. Not open to students who have taken ENG 102.

ENG 200 Introduction to Literature* (3)
Introduces literary genres and approaches to fiction, poetry, and drama. Gives students practice in interpretive, analytical, and critical discussion and writing about literature. Prerequisites: ENG 101 and ENG 102.

ENG 218 The History of the English Language* (3)
Explores several facets of the science of human language acquisition: how language is acquired and how language is produced; language as a system including the semantic and linguistic features common to all human languages, signed or spoken; and the historical and cultural development of English from 5th century Britain to the place of English in the United States and across the world. The course stresses recognition of and respect for diversity of cultures, dialects, and ethnicity.

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. Effective Spring 2012 this course replaces ENG 218.

ENG 301 Studies in English Literature I* (3)
Presents a study of the various forms of poetry and prose of major English writers

through the eighteenth century. Includes experience in historical, analytical, and critical study. Introduces the techniques of literary research. Prerequisites: ENG 101, ENG 102 and ENG 200.

ENG 302 Studies in English Literature II* (3)
Presents a study of English literature from the nineteenth century to the present day. Includes experience in historical, analytical, and critical study. Introduces the techniques of literary research. Prerequisites: ENG 101, ENG 102, and ENG 200.

ENG 303 Studies in American Literature I (3)
Presents a study of American literature from the Colonial to Civil War periods with emphasis on major writers and literary movements of those eras. Introduces the techniques of literary research. Prerequisites: ENG 101, ENG 102, and ENG 200.

ENG 304 Studies in American Literature II* (3)
Presents a study of American literature from the Civil War to the present. Emphasizes major writers, literary movements, and significant contributions from various American cultures. Introduces the techniques of literary research. Prerequisites: ENG 101, ENG 102, and ENG 200.

ENG 305 Creative Writing (3)
Develops creative writing ability through readings, writing practice, peer criticism and discussion. Emphasizes poetry, short story, and script writing. Prerequisites: ENG 101, ENG 102, and ENG 200.

ENG 306 Literature by Women* (3)
Includes study of prose, poetry, and drama by women. Focuses on women as significant, creative contributors to literature and culture from medieval times through the present. Prerequisites: ENG 101, ENG 102, and ENG 200.

ENG 309 Studies in World Literature I* (3)
Presents a study of Western literary masterpieces in translation from the world of antiquity to the Renaissance. Introduces the techniques of literary research. Prerequisites: ENG 101, ENG 102, and ENG 200.

ENG 310 Studies in World Literature II* (3)
Provides study of Western masterpieces from the Neoclassic Period to the Twentieth Century. Introduces the techniques of literary research. Prerequisites: ENG 101, ENG 102, and ENG 200.

ENG 313 Theoretical Approaches to Writing, Reading, and the Teaching of Writing (3)
Provides students with a foundation in composition and literacy theory for teaching. Students will craft teaching modules, engage with readings, and analyze their experiences.

ENG 401 Studies in Fiction (3)
Includes reading and analysis of selected works of fiction by significant writers. Emphasizes aesthetic and social values in fiction. Requires substantial scholarly research on a literary topic. Prerequisites: ENG 101, ENG 102, and ENG 200.

ENG 402 Studies in Drama (3)
Includes reading and analysis of selected

plays. Focuses on variety in period, type, and techniques. Requires substantial scholarly research on a literary topic. Prerequisites: ENG 101, ENG 102, and ENG 200.

ENG 403 Studies in Poetry (3)
Includes reading and analysis of selected poems covering a range of period, authors, forms, and content. Requires substantial scholarly research on a literary topic. Prerequisites: ENG 101, ENG 102, and ENG 200.

ENG 404 Studies in Modern Literatures* (3)
Studies works of literature representative of diverse modern world cultures. Requires substantial research on a literary topic. Prerequisites: ENG 101, ENG 102, and ENG 200.

ENG 405 Shakespeare (3)
Presents a study of Shakespeare as poet and playwright including critical and interpretive studies of selected plays. Emphasizes appreciation, understanding, and analysis of his poetry and drama. Requires substantial research on a literary topic. Prerequisites: ENG 101, ENG 102, and ENG 200.

ENG 407 Approaches to Criticism (3)
Presents a survey of critical approaches to studying literature (cultural, historical, feminist, etc.). The course includes adopting approaches from which to write critical papers.

ENG 470 Advanced Writing for Health Professionals (3)
Offers students the opportunity to learn and practice advanced principles of scholarly and professional writing, such as clarity, cohesion, coherence, and emphasis, using their own previously produced work as primary texts. This study of advanced concepts of style is based in a foundation of rhetorical theory. R.N. to M.S.N. Prerequisites: ENG 102 or equivalent and permission of the M.S.N. program director. ENG 102 or equivalent may be taken concurrently.

ENG 498 Senior Research (3)
Provides an intensive research and report experience in literary topics agreed to by the instructor and the student. This course is designed to synthesize the student's work in English/Language Arts studies. Prerequisites: ENG 200, ENG 407, and Senior Standing.

ENG 299/499 Topics (1-4)
Provides substantial research in language or literary topic(s) mutually agreed upon between advisor and student. Prerequisites: ENG 101, ENG 102, ENG 200, and permission of department chairperson.

French (FRN)

Foreign Language classes may require a fee for tapes.

FRN 101 Introduction to French I (3)
Presents basic conversational study of the French language.

FRN 102 Introductory French II (3)
Presents basic conversational study of the French language. Prerequisite: FRN 101.

FRN 201 Intermediate French I* (3)
Presents an advanced approach to the grammatical structure of the French language. Prerequisites: FRN 101, FRN 102 or two years of high school French.

FRN 202 Intermediate French II * (3)
Presents an advanced approach to the grammatical structure of the French language. Prerequisites: FRN 101, FRN 102, FRN 201, or two years of high school French.

Geography (GEO)

GEO 250 World Cultural Geography* (3)
Examines world cultural geography by exploring such areas as population, migration, language, religion, social customs, and/or agriculture.

GEO 260 World Regional Geography (3)
This course will examine the physical, historical, population, economic, political, gender, race, and class issues at work in the geography of the major regions and sub-regions of the world.

Health & Wellness (HTW)

HTW 108 Standard First Aid and CPR (1)
Consists of a coordinated instructional system including video presentations, instructor-led practice sessions, and workbook exercises organized into units to correlate content to the needs of participating students. Offered in two, eight-hour segments each semester. Additional cost of $60 for American Red Cross materials and texts. Will not meet requirements for healthcare providers.

HTW 113 Health Science* (3)
Deals with basic information and current concepts in the area of health and wellness. Considers mental health, stress, drug abuse, sexuality, relationships, nutrition, fitness, major health problems, infectious diseases, health care costs, aging, death and dying. Designed for students in non-science concentrations.

HTW 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.

HTW 203 Physical Fitness and Lifelong Well-Being* (2)
Presents concepts, theories, and practices of physical fitness, nutrition, and weight control that will assist the student in adapting to a healthy lifestyle. Activity is required.

HTW 253 Health Science for Teachers of Early Childhood* (3)
Designed to acquaint students with basic information, history, philosophy and competencies unique to health education in the school setting. The course will help education majors apply the information they learn in a health content course to a pre-K-3 teaching experience. Areas covered include conflict management, mental health and stress, drug use and abuse, sexuality, relationships, nutrition, fitness, infectious diseases, environmental health, and death and dying. This course is designed to address these concerns of the student, as well as the future teacher. Prerequisite: EDU 100 and prerequisite or corequisite of EDM, EDE, or EDA 250.

HTW 254 Health Science for Teachers of Young Adolescent to Young Adult*(3)
Designed to acquaint students with basic

information, history, philosophy and competencies unique to health education in the school setting. The course will help education majors apply the information they learn in a health content course to a grade 4-12 teaching experience. Areas covered include conflict management, mental health and stress, drug use and abuse, sexuality, relationships, nutrition, fitness, infectious diseases, environmental health, and death and dying. This course is designed to address these concerns of the student, as well as the future teacher. Prerequisites: EDU 100 and prerequisite or corequisite of EDM, EDE, or EDA 250.

HTW 333 Alternative/Complementary Health Practices* (3)
Explores, compares, and evaluates alternative approaches and philosophies to personal health management. Topics include, but are not limited to homeopathy, Tai Chi and Chinese medicine, acupuncture, herbal and nutritional therapies, massage, chiropractic, yoga, crystal and electromagnetic therapy, guided imagery and hypnotherapy. Prerequisite: ENG 102 or equivalent.

HTW 355 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.

HTW 401 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.

HTW 405 Consumer Health* (3)
Provides student with a survey of responsible and fraudulent practices in the health field. Selected health services, products, fads, and types of quackery are discussed and evaluated.

HTW 410 Death, Dying and Bereavement* (3)
Explores socio-cultural attitudes and behaviors surrounding death, dying and bereavement. Examines current ethical issues and research on death and dying and professional interventions to support dying persons and their families utilizing ethical principles. Considers the grief process and problems peculiar to family members and other survivors.

HTW 420 Senior Seminar in Health and Wellness (3)
Provides the student with the opportunity to synthesize and integrate concepts and practices learned in earlier courses. It is taken by students having senior status who are seeking a minor in health and wellness. The initial project must be approved by the department chairperson/advisor at least two semesters before graduation. Students may elect (1) to serve an "internship" with a minimum of 20 hours weekly spent volunteering in an appropriate facility, or (2) to prepare and present a scientific paper to students and faculty. Prerequisite: completion of all health and wellness courses required for a minor.

HTW 299/499 Topics in Health and Wellness (1-4)
Presents topics of particular interest to the student in health and wellness under the guidance of the instructor and other resource person(s). Prerequisite: Permission of the instructor and the department chairperson.

History (HST)

For upper level courses, completion of ENG 101 and ENG 102 is recommended.

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)
Studies the dramatic story of the rise of the American nation from the time of discovery through the Civil War. The course will particularly examine the development of democratic government and the American national character. In the process, students will learn the basics of the historical method as they study relevant primary sources from the period.

HST 122 Survey of United States History II* (3)
Studies the dramatic story of the development of the American nation from the time of the Civil War until the present day. The course will particularly examine the experiences that Americans have lived through in the 20th Century, and the problems that Americans will face in the 21st Century. In the process, students will learn the basics of the historical method as they study relevant primary sources from the period.

HST 207 World Economic History* (3)
Examines the major aspects and evolution of the world economy since ancient times with special emphasis on developments since the rise of European Expansionism in the late 15th Century. It includes an examination of basic economic concepts, the fundamentals of economic development in the pre-modern world, and the creation of the world economy since early modern times.

HST 214 African Civilization* (3)
Studies the beginnings of African culture and its contribution to world civilization.

HST 219 Ohio History* (3)
Traces history in Ohio from the prehistoric period to the present. Includes Indian cultures, the Revolutionary and Territorial periods, the War of 1812, participation in the anti-slavery movement, and Ohio in the twentieth century.

HST 230 History of Ireland* (3)
Covers the history of Ireland from the arrival of the Celts through the founding of the Republic of Ireland. A main theme of the course will be to examine how the Irish have remembered and interpreted their own national history.

HST 301 Ancient History from Prehistoric Times to the Death of Justinian* (3)
Examines the ancient near East, Hellas, the Hellenistic Age, the Roman Republic, and the Roman Empire.

HST 304 Women in American History* (3)
Deals particularly with that part of social history concerned with what women have done since the founding of America. Focuses on crises, movements, and events, which have been of special concern to women.

HST 305 Colonial and Revolutionary America* (3)
Studies the foundation of the American nation including colonization, Revolutionary War, Declaration of Independence, the Confederation, and the Constitution.

HST 306 The New Nation* (3)
Studies the development of the United States during the early national period from 1789 to 1840. The course covers the administrations of Washington, Adams, and Jefferson, the War of 1812, the Era of Good Feelings, and the Age of Jackson. The course emphasizes the struggle of the young nation to establish its own political life, to influence the course of worldwide democratic revolutions, and to find its place on the world stage in the decades between the end of the American Revolution and the coming of the Civil War.

HST 315 History of England* (3)
Surveys English history from the days of the Celt to the eve of the Second World War.

HST 320 History of France* (3)
Studies France's past through the people, events and ideas which have shaped this country from the ancient Gauls to the 21st century.

HST 350 American Business and Economic History* (3)
Examines the major aspects and evolution of the American economy from colonial times until the present with special emphasis on the development of the American business practices. The course surveys the history of American economic growth from the days of the colonial farmer and merchant capitalist through the development of the factory system, banking and the transportation revolutions, and the growth of modern corporations and worldwide trade.

HST 351 American Labor History* (3)
Traces the experience of the American worker from colonial days to the present. Explores the changes in philosophies and goals of the labor movement in response to changing social and economic conditions.

HST 380 History of Russia and Eastern Europe* (3)
Studies the history of Russia and its relationship to its Eastern European neighbors, and examines the Russian political and economic culture as a product of the past.

HST 407 Native American History* (3)
Studies the dramatic story of the Native American tribes and their chiefs from the early 17th century to the present. The course emphasizes the response of Indian leaders to America's westward advance, and the role that Indian resistance played in shaping the American nation and the American character. The

course also explores the Native American spiritual traditions from a historic and contemporary point of view.

HST 408 Civil War and Reconstruction* (3)
Examines the conflict between the Northern and Southern states during the Civil War and Reconstruction. The heritage of slavery and the chaos of the 1850s are covered, as well as the social, political, and economic transformation that occurred as a result of the war. Primary emphasis is placed on the military conflict along with the successes and failures of the Reconstruction.

HST 409 History of the American West* (3)
Studies the settlement of the United States from the first beginnings in Virginia and Massachusetts in the early 17th century until the final settlement of the Great Plains in the early 20th century.

HST 410 World War II: Causes and Effects* (3)
Studies the origins of Second World War and subsequent effects on world powers.

HST 411 History of Latin American Civilization* (3)
Examines the discovery and colonization of Spanish speaking Latin America and the subsequent rise of nation states in Central and South America from Mexico to Chile and Argentina. The course emphasizes the political, social, and cultural changes that Latin American countries have gone through to become modern nations in the last 500 years, and also examines how the Latin American people have attempted to understand themselves and their civilization in the same time period. Contemporary Latin American authors are studied to understand the nature of this struggle throughout the region.

HST 412 History of the United States in the 20th Century* (3)
Examines the development of the American nation from 1900 to the present. Special emphasis is placed on the rise of the modern American economy, the dominance of America on the world political and military scene, and the traumatic shifts in social and political standards throughout the "American Century." The self-awareness of America's many artists in various mediums will also be studied as the best eyewitness to this remarkable age.

HST 413 The Middle East, 19th, 20th Centuries* (3)
Studies the development of the modern nations of the Middle East with an emphasis on understanding the backgrounds for present day conflicts.

HST 414 The Renaissance and the Reformation* (3)
Studies Europe from the end of the Middle Ages to the eve of the French Revolution. The Renaissance, the Protestant Reformation and Catholic Counter Reformation are the core of the course. The beginnings of capitalism, the discovery of the new world, and the rise of absolute monarchies and worldwide empires will also be covered. Special emphasis will be placed on the political, economic, and social changes in the major countries of Western Europe by the Renaissance and Reformation.

HST 415 Modern Europe Since 1789* (3)
Studies Europe from the French Revolution to the present. Special

emphasis will be placed on the struggle between absolutism and democracy that has marked the major nations of Western Europe and Russia during the 19th and 20th centuries.

HST 416 History of the Far East* (3)
Analyzes modern Asia with particular emphasis on conflicts arising from the impact of Western imperialism on the Far East, and the encounter between the ancient cultures of China and Japan and the civilization of the modern Western World.

HST 420 History of Medieval Europe* (3)
Surveys European history from the end of the Roman Empire to the fifteenth century, exploring the social, political, economic, religious and intellectual life of the medieval world.

HST 425 Internship* (1-3)
Provides 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. They will then work for eight weeks at an assigned site (chosen by the student and coordinated by the Chair of the Department of History) for 10, 15, or 20 hours per week depending on their chosen credit hours (1 credit hour = 10 hours per week, 2 credit hours = 15 hours per week, and 3 credit hours = 20 hours per week). Students will keep a journal during their internship, write a paper on their internship and its relationship to public history or government service, and make a final presentation on their experience. Prerequisite: permission of Department Chairperson.

HST 430 Historiography* (3)
Engages students in the practice of researching history in a seminar setting. Students learn how to choose a story, construct an outline, research primary and secondary sources, and develop a history that brings the past to life. Students also learn respect for the great tradition of historical writing by reading the works of major historians from the ancient world to the modern age, and writing and speaking about that tradition. Finally, students are taught how to prepare their work for publication and/or presentation in a public forum. The students will accomplish these tasks in a seminar setting that will allow them to interact with the instructor and one another as an integral part of their study of history.

HST 299/499 Topics in History* (1-4)
Provides opportunities for extensive research in an historical area of special interest to the student or faculty member.

Human 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.

Military Science (MIS) at The University of Toledo

MIS 101 Foundations of Officership (2)
Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establishes a framework for understanding leadership, officership, Army values, physical fitness and time management. Leadership Lab required.

MIS 102 Basic Leadership (2)
Builds upon the basic leadership fundamentals introduced in MIS 101 and includes lessons in goal setting, problem solving, critical thinking, values clarification, leadership and followership, and introduces techniques for improving listening and speaking skills. Leadership Lab required.

MIS 201 Individual Leadership Studies (3)
Identifies successful leadership characteristics through observation and self, using experiential learning exercises designed to teach students how to communicate, how to build teams and how to plan and organize effectively. Leadership Lab required.

MIS 202 Leadership and Teamwork (3)
Students examine how to build successful teams, including methods for influencing action and achieving goals, effective communication techniques, values and ethics, problem solving and physical fitness. Leadership Lab required.

MIS 301 Leadership and Problem Solving (3)
Students assess leadership abilities, plan and conduct individual and small unit training, and apply basic tactical principles and reasoning skills. Leadership Lab required.

MIS 302 Leadership and Ethics (3)
Examines the role that communications, values and ethics play in effective leadership. Topics include ethical decision making, consideration of others and Army Leadership Doctrine. Leadership Lab required.

MIS 385 Leadership Development Assessment Course (3)
This is an intensive five-week course conducted between the two final years of the Army ROTC experience. This concentrated training provides an opportunity to evaluate the student's application of skills, and knowledge over a range of leadership situations and tasks. Prerequisite: Permission of department.

MIS 401 Leadership and Staff Management (3)
Develops student proficiency in planning and executing complex operations, functioning as a member of a military staff and mentoring subordinates. Students explore the Army's training

management system, methods of effective staff collaboration and developmental counseling techniques. Leadership Lab required.

MIS 402 Officership (3)
Course includes case study analysis of military law. It utilizes practical exercises which focus on the establishment of ethical command climates. Students complete a semester-long Senior Leadership Project which requires them to research, organize, analyze, and present complex military data.

MIS 480 Military History of Gettysburg (3)
An in-depth study of the tactics used in the Battle of Gettysburg as compared to modern warfare. Emphasis is placed on the thought processes of the Union and 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 Sates 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 Sates into World War I.

Leadership Lab
All Cadets participate in weekly Leadership Lab. Leadership Lab provides the opportunity for "hand-on" training and skill development. All leadership labs are led by upper-class cadets as part of their leadership development experience. Leadership labs are usually held on Thursday between 3 - 5 p.m. Labs are occasionally conducted on Saturdays based on travel and training requirements.

Physical Fitness Training
Physical fitness training sessions are conducted from 6:15 - 7:30 a.m. and are mandatory three times per week for contracted cadets. Physical training is conducted in small groups under the supervision of a group leader. Physical training may be conducted in various locations on campus. Twice each semester the Battalion conducts an APFT to mark the performance of each student. The Cadets also conduct periodic Battalion runs, to enhance unit cohesion and spirit.

Math (MTH)

MTH 090 Math Prep Course (0)
Addresses using the calculator effectively; calculating whole numbers, fractions, decimals, percents, signed numbers; solving problems involving proportions; solving work problems; using variables to represent numbers; simplifying and evaluating variable expressions; solving equations in one variable; solving word problems that can be reduced to one variable; solving and graphing linear equations; factoring and solving quadratic equations. Prerequisite: Admission to Lourdes University.

MTH 097 Basic Mathematics (3)
Involves practical arithmetic: decimals, fractions, ratios, percentages; operations on numbers; introduction to algebra. Designed to develop skills of persons with a limited background in mathematics. Prerequisite: placement test. Offered on a satisfactory/ unsatisfactory basis. Effective Spring 2012 the course will be graded. 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. Offered on a satisfactory/unsatisfactory basis. Effective Spring 2012 the course will be graded. 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, 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 sets, functions, geometry, probability, statistics and consumer mathematics. 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 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 110 or equivalent placement test score. 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 110 or equivalent placement test score. Enrollment limited to students in the Department of Education.

MTH 235 Calculus III* (4)
Considers geometry in three dimensions, partial differentiation, multiple and line integrals. Prerequisite: MTH 136.

MTH 242 Introduction to Mathematical Reasoning* (3)
Prepares students for the study of higher mathematics by exploring the techniques and fundamentals of proving theorems. The course will include elementary logic and set theory, a discussion of the real number system, and an introduction to the basic theorems of number theory. Prerequisite: MTH 136.

MTH 256 Discrete Mathematics* (3)
Introduces the basic topics and techniques of discrete mathematics, including logic, set theory, counting techniques, recurrence relations, and topics from graph theory. Prerequisite: MTH 136.

MTH 301 Abstract Algebra* (3)
Studies groups, rings, integral domains, fields, and the development of various number systems. Prerequisites: MTH 215, MTH 242.

MTH 305 Differential Equations* (3)
Studies methods for solving ordinary differential equations of first, second and higher order. Includes applications, series, systems and numerical techniques. Prerequisite: MTH 235.

MTH 498 History of Mathematics* (3)
Considers the historical development of modern mathematical concepts and theories and examines them in the light of the intellectual climate at the time of their development. Prerequisites: MTH 242 and permission of the department chairperson.

MTH 299/499 Topics in Mathematics* (1-4)
Intended for advanced students in mathematics. Presents topics of particular interest to the student. Permission of department chair required. Prerequisite: MTH 242 for MTH 499.

Music (MUS)

Applied
Each level of an applied music class is taken for two semesters.

MUS 104-404 Violin* (1 OR 2)
Permission of instructor required. (Fee.)

MUS 105-405 Piano* (1 OR 2) for 105, 205; (2) for 305, 405.
Permission of instructor required. (Fee.)

MUS 106-406 Guitar* (1 OR 2)
Permission of instructor required. MUS 406 is classical guitar. (Fee.)

MUS 307, 407 Organ* (2)
Permission of instructor and two years of piano required. (Fee.)

MUS 108-408 Voice* (1 or 2)
Permission of instructor required. Applied classes in other instruments by special arrangement with department chairperson. (Fee.)

MUS 109 Chorus (Mixed Voices)* (2)
Involves the study and performance of choral music (SATB) encompassing many musical traditions in the standard literature. Emphasis on music reading, vocal techniques, and part-singing for those with minimal previous choral experience.

MUS 210 Choir/Vocal Ensemble* (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 410 Instrumental Ensembles* (1-2)
Enables students with sufficient instrumental proficiency to enrich their musical experience through the study of chamber ensemble literature, or as a member of a larger ensemble such as concert band, orchestra or handbell ensemble. By arrangement with Department Chair.

Non-Instrumental

MUS 111 Music for Teachers of the Young Child - Basic* (3)
Provides the student with hands on experience in learning the musical skills necessary to work with young children (from birth to age eight). Students will learn to play both accompanying instruments and melodic instruments.

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 213 Basic Musicianship* (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 311 Music for Teachers of the Young Child - Advanced* (3)

A developmental approach to learning musical skills needed to work with young children. Class requirements reflect an increase in the development of music teaching techniques, participation in class demonstration of music skills and in the depth of research. For students with advanced standing and prior experience. Prerequisite: permission of instructor.

MUS 312 Advanced Music Appreciation: Selected Topics* (3)
Concentrates on one selected area of music. Prerequisite: permission of instructor.

MUS 313 Music Theory* (3)
Builds on Music Theory I and includes ear training and elements of composition. Prerequisites: permission of instructor, MUS 213.

MUS 314 Music History Survey I* (3)
Examines musical development from primitive forms to the Baroque period. Designed for the student with some background in applied music and theory. Prerequisite: permission of instructor.

MUS 316 Ensemble Leadership* (2, 3)
Allows advanced student to gain skills needed to be a good chamber ensemble leader, accompanist, or ensemble conductor. Addresses aspects of direction and leadership necessary to lead a performing ensemble or to accompany a soloist or ensemble. By arrangement with Department Chair.

MUS 334 Music In Therapy* (3)
Gives an overview of music from the perspective of a music therapist. Includes an overview of music itself, some specific experiences applicable to several populations, and a resource presentation of books, records, etc.

MUS 413 Composition* (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 Survey II* (3)
Continues on the base laid by Music History I and includes music from the Classic period through 20th Century music. Prerequisite: permission of instructor.

MUS 299/499 Topics in Music* (1-4)
Provides opportunities for work in areas of special interest, such as preparation for a recital, composition of an opus, and preparation for the capstone project. Prerequisite: permission of the department chair and by arrangement with instructor.

Non-Divisional (ND)

ND 106 College Study Skills (3)
Introduces techniques for improving goal setting, time management, listening, memory, note-taking, and test taking skills. Textbook reading techniques and communication skills in a classroom context are emphasized.

ND 200 Portfolio Development (1)
Required for all students seeking college credit for experiential learning obtained through methods other than regular academics at accredited post-secondary institutions. It is the process used for assisting persons in the development of a professional portfolio that identifies, articulates, and validates learning outcomes

in a systematic way so that:

- A faculty assessor may objectively valuate the degree of learning within a particular academic discipline and award appropriate college credit for such learning; and
- The student may integrate formal learning with experiential learning for a regular degree program at Lourdes University. Limited enrollment. Elective only.

ND 470 Introduction to B.A.-I.S. Capstone (1)
Prepares B.A.-I.S. students for their capstone experience by developing communication and critical thinking skills in their chosen area of concentration and by integrating their learning over the span of their undergraduate education. Students will meet with a mentor, and determine a capstone topic and develop a working bibliography for their thesis.

ND 480 B.A.-I.S. Capstone (3)
Required course for B.A.-I.S. majors whose approved B.A.-I.S. concentration or pre-professional program is unrelated to the natural sciences. Consists of a thesis, which integrates one's formal learning. Completed during the final semester of studies.

Nursing (NUR)

Courses in the nursing major integrate instruction toward meeting the Lourdes University Learning Outcomes across the curriculum.

NUR 100 Introduction to Nursing (3)
Provides an introduction to nursing education and the nursing profession. The historical and current image and role of nursing will be explored as related to value-based care. The course will also help the student discover personal learning styles as well as identify and access resources for academic success. The emphasis is on development of attitudes and skills for self-directed learning to assure optimal patient care.

NUR 201 Introduction to Professional Nursing (1)
Focuses on lifelong skills to prepare students for a successful professional nursing career. Provides nursing students with a strong foundation in professionalism, critical thinking, communication skills, nursing math, and networking skills.

NUR 210 Basic Health Care Skills (1)
NUR 211 Basic Health Care Skills Lab (1-2)
Focuses on the performance of basic health care skills. Emphasis is placed on the provision of holistic care to individual clients. Supervised didactic, learning laboratory, and clinical laboratory experiences provide a foundation for the delivery of basic health care. Prerequisites: sophomore status, completion of CHM/CHL 121 & CHM/CHL 122, BIO/BIL 330 & BIO/BIL 331 with a G.P.A. of 2.5. Students may register for this course prior to admission into the nursing major.

NUR 212 Concepts in Health Care (3)
Focuses on the survey of health across the disciplines. Examines the historical, political, ethical and legal dimensions of health. Emphasis is placed on theoretical and philosophical foundations of health professions. Explores the importance of individuality in defining health. Prerequisites: sophomore status,

completion of CHM/CHL 121 & CHM/CHL 122, BIO/BIL 330 & BIO/BIL 331 with a G.P.A. of 2.5. (NUR 212 is open to non-nursing majors and basic nursing students.) Students may register for this course prior to admission into the nursing major.

NUR 250 Nursing Fundamentals for Quality and Safety (3-6)
The student will explore concepts and values essential to safe quality nursing practice. Through the use of exemplars the student will discover the relationship between physiology, disease, and the nursing care for patients experiencing common illnesses. The student will also come to understand the core values associated with nursing practice. Prerequisite: Admission into the major. Co-requisites: NUR 405; NUR 260, NUR 265.

NUR 252 LPN Transition to Baccalaureate Nursing (3)
Building on the knowledge gained as an L.P.N. the student will explore concepts and values essential to safe quality nursing practice. Through the use of exemplars the student will explore the relationship between physiology, disease, and the nursing care for patients experiencing common illnesses. The student will develop health assessment skills appropriate to the role of the registered nurse. The student will also come to understand the core roles and values associated with baccalaureate nursing practice. Prerequisites: L.P.N., admission into the major. Co-requisites: NUR 260, NUR 265.

NUR 260 Population Focused Nursing (3)
Focuses on the core concepts of nursing care of groups, communities, and populations. Emphasis is placed on understanding the health of populations including assessment and nursing care systems at all levels of prevention. Issues associated with vulnerable populations and groups experiencing health disparities are examined in relation to health policies, health care finance, and sociological trends. Prerequisite: Admission to the nursing major. For Basic Pre Licensure Students: Co-requisites: NUR 250, NUR 265, NUR 405, for L.P.N.-B.S.N. students NUR 252, NUR 265.

NUR 265 Integrated Clinical I (1-3)
Focuses on beginning development of the knowledge, skills, and values associated with professional nursing care of adults and vulnerable populations in the community with a special emphasis on the aging population. Clinical experience will emphasize active learning using evidence-based practice in the application of nursing and health concepts, at all levels of prevention. Various lab and community settings will be utilized. Prerequisite: Admission to the Nursing Major. Basic Pre Licensure Students: Co-requisites: NUR 405, NUR 250, NUR 260; for L.P.N.-B.S.N. students NUR 252 and NUR 260.

NUR 305 Pharmacology for Nursing (3)
Focuses fundamental principles of pharmacokinetics, pharmacodynamics and phamacotherapeutics. 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. For Basic R.N. prerequisites: NUR 250, NUR 260, NUR 265, NUR 405 all passed with a C- or better; Co-requisites: NUR 320, NUR 330, NUR 335. For L.P.N.-B.S.N.: prerequisites: NUR 252, NUR 260, NUR 265; Co-requisites: NUR 330, NUR 335, NUR 405.

NUR 313 Nursing Assessment for R.N.'s (1)
Focuses on the development of assessment skills for the registered nurse within the context of the nursing process. Emphasis is placed on the collection of data and the development of nursing diagnoses as the basis for promoting client adaptation. Interrelated classroom, supervised laboratory experience, individual review and faculty directed work focuses on interviewing, record review, observation, physical examination, instrumentation, and documentation. Prerequisites: Licensed Registered Nurse, admission into the nursing major.

NUR 316 Adult Health Nursing I (3)
NUR 317 Adult Health Nursing I Lab (3)
Focuses on basic clinical nursing knowledge and skill in the care of individual clients in health promotion and subacute/acute treatment settings. Develops the capacity for clinical nursing judgment based on an adaptive nursing conceptual framework. Examines the historical, ethical, and legal context of professional nursing settings. Emphasis is placed on physiological needs and responses of adults and the primary and secondary levels of prevention. Interrelated classroom and supervised laboratory experiences focus on nursing therapeutics based on the integration of basic and applied sciences and the humanities. Prerequisites: Basic B.S.N.: Admission into nursing major; L.P.N.-B.S.N.: NUR 201 and NUR 310 passed with a C- or higher. Pre/Co-requisites: Basic B.S.N.: NUR 314/315 with a grade of C- or higher; NUR 301; L.P.N.-B.S.N., NUR 301.

NUR 320 Nursing Assessment (3)
Builds on the knowledge acquired in NUR 250. The emphasis of this course will be on the development of assessment skills including the collection of data and the development of nursing diagnoses. The student will focus on interviewing, record review, observation, physical examination including older adult, family assessment, lab and diagnostics, instrumentation, and documentation utilizing informatics. Prerequisites: NUR 250, NUR 260, NUR 265, NUR 405 all passed with a C- or better; Co-requisites: NUR 330, NUR 305, NUR 335.

NUR 324 Perinatal & Women's Health Nursing (3)
NUR 325 Perinatal & Women's Health Nursing Lab (2)
Focuses on the nursing care of perinatal families and women within an adaptive nursing process model. Emphasis is placed on wellness/illness, therapeutic communication, teaching/learning, individual responsibility/accountability and critical thinking. Nursing therapeutics focus on the physiological and psychosocial adaptation of the perinatal family and women. Interrelated classroom and supervised clinical laboratory experiences are in a variety of nursing care systems. Prerequisites: Basic B.S.N.: NUR 326/327, NUR 318/319 each passed with a grade of C- or higher. L.P.N.-B.S.N.:

NUR 316, NUR 318 each passed with a grade of C- or higher and NUR 301. Pre/Co-requisite: L.P.N.-B.S.N.: NUR 326/327 passed with a grade of C- or higher.

NUR 326 Adult Health Nursing II (3)
NUR 327 Adult Health Nursing II Lab (2)
Focuses on clinical nursing knowledge and skill with individuals with varying degrees of acute and chronic illness in ambulatory and acute care settings. Emphasis is placed on increased understanding of the physiological and psychosocial adaptive modes during periods of illness. Collaborates with the health care team in utilizing resources to promote adaptation. Interrelated classroom and supervised clinical laboratory experiences focus on adult clients as holistic adaptive systems with adaptive and ineffective coping mechanisms. Prerequisites: Basic B.S.N.: NUR 316/317, NUR 314/315 each passed with a grade of C- or higher, NUR 301. L.P.N.-B.S.N.: NUR 316 passed with a grade of C- or higher, NUR 301. Pre/Co-requisites: Basic B.S.N.: NUR 318/319 passed with a grade of C- or higher. L.P.N.-B.S.N.: NUR 328, NUR 324 each passed with a grade of C- or higher.

NUR 328 Child Centered Nursing (3)
NUR 329 Child Centered Nursing Lab (2)
Focuses on nursing of children and their families within an adaptive process model. Emphasis is placed on the developmental level of child, client, and family. Nursing knowledge and skills focus on well children and children with actual and potential acute and chronic physiological stress. Interrelated classroom and supervised laboratory experiences incorporates critical thinking skills and the application of the adaptive nursing process in a variety of pediatric settings. Prerequisites: Basic B.S.N.: NUR 326/327, NUR 318/319 each with a grade of C- or higher. L.P.N.-B.S.N.: NUR 316, NUR 318 each passed with a C- or higher, NUR 301. Pre/Co-requisite: L.P.N.-B.S.N.: NUR 326/327 with a grade of C- or higher.

NUR 330 Mental Health Nursing (3)
This course introduces essential concepts related to the mental health needs and nursing care of patients and members of their social networks. The full range of mental health needs, from normal human reactions to acute mental illness will be explored. An emphasis is placed on learning communication skills necessary for therapeutic interaction with patients and for effective work within a health care team. Nursing self-care will also be explored. Prerequisites: Basic Pre-Licensure: NUR 250, NUR 260, NUR 265, NUR 405 all passed with C- or higher; Co-requisites: NUR 305, NUR 320, NUR 335. Prerequisites: L.P.N.-B.S.N.: NUR 252, NUR 260, NUR 265 all passed with C- or better; Co-requisites: NUR 305, NUR 335, NUR 405.

NUR 335 Integrated Clinical II (1-3)
Builds on the knowledge, skills and values learned in NUR 265. The student will work individually and in teams caring for patients in sub acute care settings and with those experiencing a variety of mental health problems. The emphasis is on development of assessment skills and therapeutic communication with individuals and in groups. The student will begin to evaluate clinical systems for threats to patient safety and will develop skills in using technology to manage patient information. Prerequisites: Basic Pre-licensure: NUR 250, NUR 260, NUR

265 all passed with a C- or better; Co-requisites: NUR 305, NUR 320, NUR 330. Prerequisites: L.P.N.-B.S.N.: NUR 252, NUR 260, NUR 265 all passed with a C- or better; Co-requisites: NUR 305, NUR 330, NUR 405.

NUR 350 Nursing Care of Families with Children (3)
Focuses on the core concepts of nursing care of children and their families. Emphasis is on developmental care, health promotion and maintenance and reduction of risk potential for the child and family. Nursing knowledge and skills focus on well children as well as those with actual and potential acute and chronic physiologic stressors. Cultural and spiritual beliefs and their impact on the child and family are examined. Prerequisites: Basic Pre-Licensure: NUR 305, NUR 320, NUR 330, NUR 335, all passed with a C- or better. Pre-requisites: L.P.N.: NUR 305, NUR 330, NUR 335, NUR 405 all passed with a C- or better. All students: 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: Basic Pre-Licensure: NUR 305, NUR 320, NUR 330, NUR 335 all passed with a C- or better. Prerequisites: L.P.N.-B.S.N.: NUR 305, NUR 330, NUR 405 all passed with a C- or better. Co-requisites: all students: NUR 350, NUR 365, NUR 370.

NUR 365 Integrated Clinical III (1-3)
Builds on the knowledge skills and values learned in NUR 335 by integrating and applying knowledge learned in NUR 350, NUR 360 and NUR 370. It introduces students to nursing care of children and childbearing women in a variety of settings and provides opportunity for students to care for patients of all ages in an acute care setting. Students work with patients and family members and increase their role as an active member of a health care team. Students continue to improve in their roles as coordinator of care, educator and advocate. Prerequisites: Basic Pre-licensure: NUR 305, NUR 320, NUR 330, NUR 335 all passed with a C- or better. Prerequisites: L.P.N.-B.S.N.: NUR 305, NUR 330, NUR 335, NUR 405 all passed with a C- or better. Co-requisites: all students: 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: Basic Pre-licensure: NUR 305, NUR 320, NUR 330, NUR 335 all passed with a C- or better. Pre-requisites: L.P.N.-B.S.N.: NUR 305, NUR 330, NUR 335, NUR 405 all passed with a C- or better. Co-requisites: all students: NUR 350, NUR 360, NUR 365.

NUR 405 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 among nursing theory, nursing practice, and nursing research is examined. Various sources of evidence including electronic data bases and Internet as well as published research studies are critically evaluated. Ethical considerations in research involving human participants are explored. Prerequisites: For Students admitted to the Nursing Major prior to Fall 2011: NUR 301, NUR 314/315, NUR 316/317 each passed with a C- or better or conditional admission to the M.S.N. program. Pre/Co-requisites: MTH 212. For students admitted to the Nursing Major Fall 2011 or later: Prerequisites: Basic Pre-licensure: Admission to the major, MTH 212: Co-requisites: NUR 250, NUR 260, NUR 265. Prerequisites: L.P.N. to B.S.N.: NUR 252, NUR 260, NUR 265 all passed with a C- or better. Co- requisites: NUR 305, NUR 330, NUR 335.

NUR 416 Community Centered Nursing (3)
NUR 417 Community Centered Nursing (2)
Focuses on comprehensive management of family, group and community clients within the context of an adaptation conceptual framework, the nursing process, and public health science. Emphasis is placed on the assessment and development of nursing care systems for families, groups and populations within communities. Interrelated classroom and supervised laboratory experiences include care of clients across the lifespan and at all levels of prevention with an emphasis on preventative health services and health promotion. Prerequisites: Basic B.S.N.: NUR 324/325, NUR 328/329 each passed with a C- or higher. L.P.N.-B.S.N.: NUR 326/327, NUR 324, NUR 328 each passed with a C- or higher.

NUR 418 Adult Health Nursing III (3)
NUR 419 Adult Health Nursing III Lab (4)
Focuses on advanced clinical nursing knowledge and skills with adult clients and their families in the acute care and home care settings. Emphasis is placed on mastery of complex pathophysiology and advanced technological and holistic nursing health care therapeutics. Examines the integration of physiological and psychosocial modes in the complex client. Interrelated classrooms and supervised laboratory experiences based on the application of the adaptive nursing process are included and offered in the acute care and home care setting. Prerequisites: Basic B.S.N.: NUR 324/325, NUR 328/329 each passed with a grade of C- or higher. L.P.N.-B.S.N.: NUR 326/327, NUR 324, NUR 328 each passed with a grade of C- or higher.

NUR 424 Leadership Roles and Nursing Management (3)
NUR 425 Leadership Roles and Nursing Management Lab (2)
Focuses on nursing management and leadership roles in health care organizations. Emphasis is placed on data resource management, change, conflict, communication and critical thinking within the adaptive nursing process. Examines the concepts and theories of health care organizational development, maintenance, and growth. Interrelated classroom and supervised laboratory experiences facilitate the transfer of theory to individual and group interventions in a variety of settings. Prerequisites: Basic B.S.N. & L.P.N.-B.S.N.: NUR 416/417, NUR 418/419 each passed with a grade of C- or higher.

NUR 426 Transitions in Nursing Practice (3)
NUR 427 Transitions in Nursing Practice Lab (2)
Focuses on the analysis, synthesis, and evaluation of therapeutic intervention, nursing judgment, and role development in professional nursing practice. Emphasis in the clinical setting is placed on the integration of nursing knowledge to care for clients. The student is prepared to apply teaching and learning principles to instruct other health professionals, clients and their families in the continuum of health promotion, prevention and illness. Interrelated classroom and supervised clinical experiences promote personal and professional growth in dealing with current and emerging roles in health care delivery systems. Prerequisites: Basic B.S.N. & L.P.N.-B.S.N.: NUR 416/417, NUR 418/419 each passed with a grade of C- or higher. Pre/Co-requisites: Basic B.S.N. & L.P.N.-B.S.N.: NUR 424/425 with a grade of C- or higher.

NUR 430 Clinical Nursing Leadership (3)
Addresses promoting high quality patient care through attainment of the knowledge, skills and values associated with organizational and systems leadership, quality improvement and patient safety components. A focus is given to leadership skills and behaviors which will promote ongoing quality improvement to maximize safe patient care and optimal health care outcomes. Prerequisites: NUR 350, NUR 360, NUR 365, NUR 370 all passed with a C- or better. Co-requisites: NUR 440, NUR 435.

NUR 435 Integrated Clinical IV (3-6)
Builds on the knowledge, skills, and values of NUR 365. This course provides the student with hospital based experiences in care of clients with acute and chronic illness. The student will experience the role of coordinator of care educator, and advocate, as well as the role of team leader responsible for other members of the health care team while working with a clinical instructor. The increased number of clinical hours also allows students the opportunity to evaluate outcomes of care provided on an individual and system-wide basis. Prerequisites: NUR 350, NUR 360, NUR 370, NUR 365 all passed with a C- or better. Co-requisites: NUR 440, NUR 430.

NUR 440 Advanced Nursing Care (3)
Focuses on nursing needs of patients with acute and chronic illness being cared for in the hospital setting. Physiologic and psychosocial concepts that are presented build on those presented in NUR 370, are more complex and focus on patients experiencing acute exacerbations of chronic illness. The student will recognize significant nursing roles and collaborate with the health care team in utilizing resources to promote all levels of prevention. Prerequisites: NUR 350, NUR 360, NUR 365, NUR 370 all passed with a C- or better. Co-requisites: NUR 430, NUR 435.

NUR 434 Principles of Professional Nursing (6)
Focuses on the transition to baccalaureate education for registered nurses. Examines the nature of professional nursing and the processes guiding practice and skills. Interrelated classroom and practice activities focus on the application of professional nursing principles with clients across the lifespan within a variety of nursing care delivery systems. Prerequisite: Admission to the major.

NUR 444 Population Focused Nursing (5)
Focuses on comprehensive nursing management of group and population clients within the context of an adaptation conceptual framework, the nursing process and public health science. Emphasis is placed on the assessment and development of nursing care systems for groups and populations within communities with a special focus on vulnerable populations and health policies. Classroom and practice experiences include care of populations at all levels of prevention. Prerequisite or Co-requisite: NUR 434.

NUR 450 Transcultural Experiences in Health Care (1)
NUR 451 Transcultural Experiences Clinical (1-2)
Focuses on developing sensitivity to persons from different cultures, understanding the strengths of individuals from different professional disciplines, learning about systems of healthcare delivery and education in a different culture, and adapting to providing healthcare under challenging conditions. Nursing students may provide care in either ambulatory or acute care settings. All students will collaborate with the health care team in utilizing resources to promote client adaptation. Didactic learning will be enhanced by an international or national healthcare mission with clinical experiences that are supervised as needed for the student's level of knowledge and discipline. Prerequisites: For nursing students: NUR 210 through NUR 326 or R.N. to B.S.N. status. Non-nursing students and Spanish speaking volunteers: Senior or graduate status.

NUR 454 Nursing Leadership and Management Roles (5)
Focuses on nursing leadership and management roles and skills needed for the 21st century in health care organizations. Emphasis is placed on the emerging concepts of leadership in the 21st century, characteristics of an integrated leader-manager, thriving with change in a complex environment, communication in a multicultural workplace, the culture of safety, and critical thinking within the dynamic adaptive management processes. Analyzes the complex systems of planning, staffing, organizing, directing, and controlling in light of the transforming environment within which health care institutions exist. Interrelated classroom and practice experiences facilitate the integration of theory to a variety of practice settings. Prerequisite or Co-requisite: NUR 434.

NUR 460 Concepts in Professional Nursing (3)
Focuses on the socialization process of nursing practice and the integration of professional identity. Nursing practice roles are examined through nursing theory and scholarly readings. Professional communication skills will be expanded through technology, written activities, and presentation skills. Prerequisite: Admitted to the R.N.-M.S.N. program.

NUR 464 Patterns of Knowing in Nursing Science (5)
Focuses on the analysis, synthesis and evaluation of empirical, aesthetic, personal and ethical knowledge in nursing for the registered nurse. Student is prepared to apply teaching and learning principles to instruct patients, families and other health professionals regarding the health/illness continuum. Classroom, online discussions and practice experiences promote personal and professional growth in dealing with

current and emerging roles in healthcare and nursing. Prerequisite: NUR 434; Prerequisite or Co-requisite: NUR 444 or NUR 454.

NUR 470 Operating Room First Assistant I (3)
Provides the didactic instruction necessary for a Registered Nurse or Certified Surgical Technologist to perform in the operating room (OR) as a First Assistant. Areas such as surgical asepsis; surgical knot tying, patient management and scope of practice will be covered. Prerequisites: R.N.: evidence of 2 years experience in the operating room (OR); current valid R.N. license in state where internship hours will be taken; CPR (BLS); letter of support from employer granting 100 clock hours of clinical experience as first assistant intern. Prerequisites: Surgical Technologists: current valid certification in Surgical Technology, evidence of two years work experience in the OR, CPR (BLS); letter of support from employer granting 100 clock hours of clinical experience as first assistant intern.

NUR 471 Operating Room First Assistant II (3)
Provides the practical experience necessary for a Registered Nurse or Certified Surgical Technologist to perform in the operating room (OR) as a First Assistant. The student will complete 100 clinical hours as an operating room first assistant intern in the OR under the supervision of a licensed surgeon. Classroom time will be spent presenting and discussing client case management issues derived from internship experiences. Prerequisites: R.N.: evidence of 2 years experience in the operating room (OR); current valid R.N. license in state where internship hours will be taken; successful completion of NUR 470 Operating Room First Assistant I; CPR (BLS); letter of support from employer granting 100 clock hours of clinical experience as first assistant intern. Prerequisites: Surgical Technologists: current valid certification in Surgical Technology, evidence of two years work experience in the OR, successful completion of NUR 470 Operating Room Assistant I, CPR (BLS), letter of support from employer granting 100 clock hours of clinical experience as first assistant intern.

NUR 475 Concepts in Population Focused Nursing (3)
Focuses on the core concepts of nursing care of groups and populations. Emphasis is placed on the assessment and development of nursing care systems for groups and populations within communities with a special focus on vulnerable populations and health policies. Course readings and projects will be focused on the care of populations at all levels of prevention. Prerequisites: NUR 460, ENG 470.

NUR 480 Concepts in Leadership and Management (3)
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 decisions-making, strategies for safe, quality outcomes for patients. Prerequisites: NUR 460, ENG 470.

NUR 485 Complex Nursing Care (3)
Focuses on advanced clinical nursing knowledge with adult clients and their families. Emphasis is placed on mastery of

complex pathophysiology and advanced technological and holistic nursing health care therapeutics. Examines the integration of physiological and psychosocial concepts in the complex client. Prerequisites: NUR 435, NUR 440, NUR 430 all passed with a C- or better. Co-requisite: NUR 490, NUR 495.

NUR 490 Professional Nursing Capstone (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 495 Practicum in Professional Nursing (3)
Nursing practicum is a precepted field experience in an acute care setting for the nursing student in the final semester of study. The student also attends a professional seminar designed to integrate clinical learning. This clinical also will stress acquisition of the professional nurse identity and further development of professional nurse role concepts as the student assumes accountability for personal and professional growth. Seminar will focus on collaboration and problem-solving as students examine issues encountered in the health care setting. Prerequisites: NUR 430, NUR 435, NUR 440 all passed with a C- or better. Co-requisite: NUR 485, NUR 490.

NUR 298/498 Topics in Nursing (1-4)
Provides opportunities to design a nursing course that meets specific learning needs of the nursing student. Satisfactory/Unsatisfactory grade.

NUR 299/499 Topics in Nursing (1-4)
Provides an opportunity to design a course of study in a specialized area of faculty and student interest at an advanced level. Approval of topic and proposal by student and instructor.

Physical Education (PED)

Note: Any PED course can be taken for general education if HTW 203 is also taken.

PED 101 Personal Fitness Through Aerobic Dance and Exercise* (1)
Emphasizes physical fitness through aerobic dance and exercise for both men and women. Consists of routines set to music. Includes stretching, warming up, cardiovascular exercise, firming and toning exercises, and a cool-down in each routine. Designed for individuals seeking a way to achieve and maintain good physical condition. May be repeated once for credit.

PED 103 Volleyball* (1)
Presents fundamentals of recreational volleyball: analysis of rules, methods of play, and strategies involved in team play. May be repeated once for credit.

PED 104 Cross Country Skiing* (1)
Improves the cardiovascular and muscular systems of the body through cross-country skiing. Meets off-campus at a local park. Ski rental extra.

PED 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.

PED 107 Horsemanship* (1)
Designed for the novice or the beginner who has had little or no exposure to horses or riding. Students will learn horses, the basics of horsemanship, and the Western style of riding. May be repeated once for credit. Additional cost.

PED 109 Tennis* (1)
Emphasizes the fundamentals of tennis: instruction in skills, techniques, and strategies for singles and doubles. Must supply own racquet and unopened can of balls. (Limit: 8 students).

PED 201 Modern Dance Techniques* (2)
Introduces dance techniques that develop a kinetic link between inner (spirit) and outer (physical) expressivity. Emphasizes body, spatial and rhythmic awareness. Develops aesthetic principles, which form the basis for improvisation, composition, and the larger art experience. Designed for students with little or no dance experience.

PED 299/499 Topics in Physical Education (1-4)
Presents topics of particular interest to the student in physical education under the guidance of the instructor and other resource person(s). Prerequisite: permission of instructor and the department chairperson.

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 prepositional logic and in predicate logic;

includes a study of formal systems and of logic and language. Prerequisite: PHL 102.

PHL 306 Philosophy of Knowledge: Epistemology (3)
Studies the nature, basis, and extent of knowledge. Examines a number of problems - the structures, reliability, extent, and kinds of knowledge, truth, science, logic, and language. Prerequisite: PHL 102.

PHL 307 Inductive Logic and Scientific Method (3)
Studies inductive logic, its justification, and application in the natural and social sciences; methods and rules of probability; observation and classification. Prerequisite: PHL 102.

PHL 310 Bio-Ethics* (3)
Examines and analyzes issues affecting human life from a variety of ethical and religious contexts. Includes discussion of problems such as the nature of personhood, rights of society, rights of a person, personal integrity, consent, and distributive justice. Prerequisites: PHL 101 or PHL 103; or THS 265.

PHL 315 Social and Political Philosophy (3)
Examines the application of moral principles to the problems involved in freedom, justice, and equality. Places particular emphasis on the basis of social authority, exercise of power, and the criteria used to determine the distribution of power in society. Prerequisite: PHL 101 or PHL 103.

PHL 320 Philosophy of Art: Aesthetics (3)
Studies beauty, especially in art. Examines the nature of beauty, taste, and standards of artistic judgment, not only in painting, but also in music, literature, sculpture, drama, and architecture. Raises one's consciousness and heightens perceptions, making one aware of true personal needs and values. Suggested for students in fine arts/music. Prerequisite: PHL 101.

PHL 340 History of Philosophy I (3)
Studies the origins of philosophy in ancient Greece through the Middle Ages. Includes Socrates, Plato, Aristotle, St. Augustine, and St. Thomas Aquinas. Prerequisite: PHL 101 or PHL 103.

PHL 341 History of Philosophy II (3)
Studies philosophy from Descartes through Kant and Hegel. Includes the study of continental rationalism, British empiricism, and German idealism. Prerequisite: PHL 101 or PHL 103.

PHL 405 Philosophy of Science: Natural and Social (3)
Investigates the philosophical problems raised by the physical, biological, and social sciences by an examination of some significant examples taken from the history of science. Considers relation of theories to observation; scientific explanation; space and time; cause and chance; matter, life, and mind; experiment; the nature of scientific truth; and scientific revolution. Prerequisites: PHL 102 and one course at 300 or 400 level.

PHL 410 Philosophy of Being: Metaphysics (3)
Examines the ultimate nature of reality; the general traits of existence; and terms, concepts, and symbols necessary to describe the nature of reality. Prerequisites: PHL 101 and one PHL course at 300 or 400 level.

PHL 425 Human Values and Mental Health (3)
Examines the ethical-normative nature of the use of such terms as "disease," "health," "normality," and "treatment" as they are applied in modern mental health care. Discusses how evaluation of practices in the mental health field will determine the ethical consequences of the moral standing, rights and quality of life of the mentally ill patient. Suggested for students pursuing careers (present or future) in the areas of psychology, nursing, social services, pastoral counseling, law and law enforcement, medicine, and social justice. Prerequisite: PHL 310 or PHL 315.

PHL 430 Business Ethics (3)
Analyzes the social responsibility of business and the ethical problems involved. Examines case studies of specific business problems, including the conflict of business with society and the impact of labor on business and society. Crosslisted with BUS 430.

PHL 440 Contemporary Philosophy (3)
Studies major philosophical traditions since Hegel. Includes Marxism, pragmatism, phenomenology, existentialism, logical atomism, linguistic analysis, and positivism. Prerequisite: PHL 340 or PHL 341.

PHL 450 Seminars in Individual Philosophers (3)
Examines an individual philosopher and his writings in detail. Choice made by seminar participants with the consent of the department chairperson and faculty. Prerequisites: two courses in philosophy.

PHL 451 Seminar in Major Philosophical Movements (3)
Examines a major philosophical movement in detail. Choice made by seminar participants with the consent of the department chairperson and faculty. Philosophical movements may include phenomenology, pragmatism, Marxism, analytic, linguistic philosophy, Oriental, etc. Prerequisites: two courses in philosophy.

PHL 490 Special Project: Field Experience in Professional Ethics (3)
Involves a special experience, within an individual's professional or other practical setting, which will assist the student in recognizing and articulating his/her values, in demonstrating abilities for decision making, and in recognizing the values operant in others. Combines classroom instruction with field experience and seminar meetings. Prerequisites: any philosophy course at the 200 level or above and with the approval of the department and the student's academic advisor. Highly recommended for the end of the minor study.
Note: Since students in many programs at Lourdes University include field experiences in their course work, and other students who do not have field experience are still required to make decisions on ethical issues throughout life, this course will provide valuable experience in gaining practical insights into real life situations involving ethical issues. Students who minor in philosophy and who are required to take a field experience in their professional preparation will focus this course on their work setting. Students who minor in philosophy and are not required to take a field experience in their chosen discipline of study will decide on an appropriate setting for this course with the consent of the department chairperson and faculty.

PHL 299/499 Topics in Philosophy (1-4)
Provides opportunities for in-depth study in areas of special interest in philosophy.

Physical Sciences (PHS)

PHS 111 An Introduction to Astronomy* (3)
Reveals to the student the workings of our universe from ancient beliefs to modern discoveries. Helps the student to understand the evolution of our Earth, solar system, and the universe, with emphasis divided between theoretical and observational astronomy.

PHS 112 An Introduction to Earth Sciences* (3)
Presents an overview of Earth science with application to the environment. Integrates the fundamentals of geology, oceanography, meteorology, and related concepts of astronomy.

PHS 113 Principles of Physical Sciences* (3)
Presents an introductory study of physics, chemistry, astronomy, earth science and weather. Topics include motion, energy, heat, wave motion, sound, light, atomic structure, elements, chemical change, the universe, the solar system, rocks and minerals, earthquakes, weathering, and erosion, volcanoes, plates, the atmosphere, clouds, storms, tornadoes, and climate.

PHS 114 An Introduction to Geology* (3)
Presents an overview of geology with application to the environment. Topics include geologic cycles, rocks, soil, water, earthquakes, volcanoes, pollution, fossil fuels and alternative energy. Designed as an introductory course for non-science majors.

PHS/PLA 201/301 College Physics I* (5)
Includes an in-depth, mathematically-based presentation of physics, emphasizing physical principles, problem-solving, and laboratory experiences. Involves a study of classical mechanics, solids and fluids, and energy. Three hours lecture, three hours lab, one-hour problem solving and quiz session. High school physics strongly recommended. Prerequisites: algebra, geometry, and trigonometry or MTH 130 for PHS/PLA 201; additionally, calculus or MTH 135 for PHS/PLA 301.

PHS/PLA 202/302 College Physics II* (5)
Continues the study of College Physics I. Presents a thorough study of waves, sound, light and optics, electricity and magnetism, quantum mechanics, and nuclear physics. Three hours lecture, three hours lab, one-hour problem solving and quiz session. Prerequisite: PHS/PLA 201/301.

PHS 299/499 Topics in Physics* (1-3)
Intended for advanced students in physics. Presents topics of particular interest to the student. Permission of the instructor and the department chair required.

Political Science (PLS)

PLS 122 American National Government* (3)
Attempts to comprehend the workings of a democratic system wherein power is shared by many forces and individuals. Includes study of current events, reading,

and discussion for the purpose of achieving a new grasp of the American system.

PLS 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 299/499 Topics in Political Science (1-3)
Provides opportunities for extensive research in an area of political science of special interest to the student or faculty member. For upper level courses, completion of ENG 101 and ENG 102 is recommended.

Psychology (PSY)

PSY 110 General Psychology -An Overview* (3)
Presents an overview of the field of psychology. Designed to provide the student with knowledge and understanding of basic principles in psychology and their applications to human behavior. Topics include history of psychology, the scientific method, biopsychology and learning.

PSY 205 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. Crosslisted with SWK 205.

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 215 Statistics for Psychology (3)
Examines statistical theory and methodology as it relates to the field of psychology. Students will receive instruction in a variety of topics including central tendency, probability theory, statistical inference and hypothesis testing. Special emphasis will be placed on the use of hypothesis testing in psychological research. Prerequisites: PSY 110, MTH 098 or equivalent placement test score.

PSY 300 Experimental Psychology* (3)
Provides instruction on the basic principles of experimentation including: experimental design, the differences between correlational studies and experiments, lab and field studies, reliability, validity, and ethics in research. Issues relating to theory construction are

also discussed. In addition, students will learn how to design and implement an experimental study as well as write an APA style research paper. Prerequisites: PSY 110 and PSY 215.

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 Information Processing Approach to Psychology* (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 320 Developmental Psychology III - Adult Psychology (3)
Involves the theory and research related to young and middle 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 330 Developmental Psychology IV - Psychology of Aging (3)
Encompasses the entire process of aging from birth to death, but stresses the special characteristics of later life from sixty on with its promise of life fulfillment. 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 370 Psychological Measurement and Testing* (3)
Introduces the principles of psychological measurement and evaluation. Includes historical background; functions and uses of tests, norms, reliability, and validity; and a brief survey of aptitude, intelligence, achievement, and personality tests. Prerequisite: PSY 110.

PSY 403 Dynamics of Marriage and Family* (3)
Explores the psychological perspective of marriage and family; analyzes cultural forms and social changes affecting the family as a society, its structure, and function. Explores other areas such as the psychodynamics of love, sexuality problems arising from social and personal disorganization, relational styles, stability of marriage and family, divorce, and the reconstituted family. Crosslisted with SOC 403. Prerequisite: PSY 110 or SOC 101.

PSY 410 Small Group Behavior* (3)
Surveys small group constructs, research, and principles of application. Emphasizes learning methods and skills of group observation. Presents a variety of methods of observing groups and analyzing small-group processes utilizing these observational methods and specific group concepts. Involves members in creating, participating, observing, and analyzing a small group from beginning to end. Prerequisite: PSY 110.

PSY 411 Personality Theories and Dynamics* (3)
Surveys principles and theories dealing with the dynamics of human personality, including the following theories: psychoanalytic, social, behavioral, humanistic, existential, and cognitive with a critical evaluation of each. Prerequisite: PSY 110.

PSY 420 Developmental Psychology I - Child Psychology (3)
Introduces student 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 425 Psychology of Religion (3)
Examines religious experience from a psychological perspective. The works of Freud, Jung, James and Rogers are reviewed along with contemporary research on religiosity. Significant personages from each major religion are discussed in the context of their social-psychological history. Special attention is given to religious conversion and spiritual transitions. The relationship between Erikson's psychosocial stages and transcendent experience is also explored. Prerequisite: PSY 110.

PSY 430 Developmental Psychology II - 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 440 Psychology Seminar (2-3)
Specializes in giving students a broad and comprehensive understanding of important problems in contemporary psychology. Topics for the seminar are chosen at the beginning of each semester and can be found in that semester's brochure. Prerequisites: PSY 110 and permission of advisor.

PSY 460 History and Systems in Psychology* (3)
Outlines the history of psychology and the major schools as they have influenced current psychological thought. Prerequisite: PSY 110.

PSY 470 Introduction to Counseling (3)
Studies the purpose and theories of counseling; gives attention to various approaches and basic skills required for the counseling process. Examines professional and ethical issues. Prerequisite: PSY 110.

PSY 480 Directed Senior Research (3)
Requires students to plan and carry out a research project under the direction of a faculty member in the psychology department. Prerequisites: PSY 110, senior major, and approval of advisor.

PSY 489 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 215, PSY 300, and an additional 24 hours in psychology.

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 content knowledge in areas outlined in the National Science Standards and Science for All Americans. The course will demonstrate, through praxis, 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 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.

SWK 205 Pre-professional Seminar for Social Work (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. Crosslisted with PSY 205. Prerequisite: SWK 111.

SWK 209 Ethnic and Culturally Diverse Perspectives* (3)
Explores characteristics of various ethnic and culturally diverse groups with an emphasis on cultural competency and diversity from a strengths and empowerment perspective. Current issues affecting these groups with the resulting implications for social work practice and social justice are presented.

SWK 210 Human Behavior in the Social Environment I* (3)
Presents an interdisciplinary approach to the understanding of human bio-psycho-social development, emphasizing the effects that ethnicity, gender, race, culture, poverty, sexual preference and life style have on the individual's life cycle and social systems. Explores implications for social justice, empowerment, and social work practice resulting from this interaction. This course focuses on human development from birth through adolescence into adulthood.

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 and admission to the major; non-social work majors, permission Social Work Department.

SWK 310 Human Behavior in the Social Environment II (3)
Provides a social work orientation and mezzo, macro systems perspective to human social behavior in small and large group structure, building upon the content in Human Behavior and the Social Environment I. Examines the developmental process of families, groups, communities, and formal social organizations. Emphasis is on diversity as a strength in light of institutional sexism, racism, and oppression of vulnerable groups of diverse sexual preference and life styles in human social systems. Prerequisites: SWK 209 and SWK 210 or permission of 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. Course includes content on peace and justice and its relationship to social welfare. Programs and services are evaluated and discussed. Prerequisites: ENG 101, ENG 102, SWK 111.

SWK 314 Contemporary Social Welfare Policy and Services (3)
Presents a historical perspective and systems approach to the analysis of current social policy development in light of social and economic justice. Examines policies, their relationship to agency goals, and service delivery as well as organizational structure, decision making, and roles in the social welfare organization as a resource or barrier to oppressed, discriminated against, and exploited groups. Reviews the political processes employed to influence policy and skill development in empowering individuals, groups, families and communities to use the process to obtain resources. Research skills used to formulate and evaluate social policy are also examined. Prerequisite: SWK 312.

SWK 316 Behavioral Health: Perspectives and Services* (3)
Examines various aspects of the mental health system. It focuses 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 411 Social Work Process II (3)
Emphasizes various social work practice models as they exist in the bureaucratic setting of social agencies and community institutions. It examines strategies and community organizations and structure change to enhance social functioning within the context of human diversity. It advances the knowledge of generalist intervention, and further explores associated issues with a focus on social justice and working with vulnerable

individuals, families, and groups. Prerequisite: SWK 311.

SWK 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 women, minorities, gay/lesbians and other vulnerable populations. Students gain skills in research as a means of evaluating practice. Crosslisted with SOC 413. Prerequisites: SWK 111 and MTH 212.

SWK 414 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 415 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 416 Field Placement Seminar I (2)
Mandatory weekly seminar to accompany Field Placement I.

SWK 417 Field Placement Seminar II (2)
Mandatory weekly seminar to accompany Field Placement II.

SWK 423 Substance Abuse Perspectives and Services* (3)
Examination of aspects of substance abuse/chemical dependency including history, etiology, typology, incidence and prevalence, effects on individuals and families, cost to society, and community response. Also to explore current treatment modalities, addressing issues of cultural diversity as it relates to treatment.

SWK 299/499 Topics in Social Work (1-4)
Intended for advanced students in social work who intend to further pursue specialized areas of study or concentrated study in an area of course work under supervised guidance of instructor. Prerequisite: junior standing or permission of instructor.

Sociology (SOC)

SOC 101 Introduction to Sociology* (3)
Analyzes human interaction and studies the application of scientific methods in the observation and analysis of social change, norms, groups, intergroup relations, social stratification, institutions, and basic socialization processes. Required for many programs.

SOC 102 Introduction to Criminal Justice (3)
Assists the student in understanding the history, philosophy, and structure of the criminal justice system and provides the student with a broad knowledge of contemporary issues within our system and the tension between the rights of those within and without the system.

SOC 202 Contemporary Social Problems (3)
Critically examines various theoretical frameworks of selected social problems such as racial conflict, poverty, juvenile delinquency, crime, population changes, communication problems, and intergroup conflict resolution. Prerequisite: SOC 101.

SOC 205 Juvenile Delinquency* (3)
Analyzes classical and contemporary theories of causation, institutionalization, diversion, and prevention of juvenile delinquency. The justice system in the United States is also examined. Prerequisite: SOC 101 or SOC 102.

SOC 207 Cultural Anthropology* (3)
Studies ancient and modern human culture by examining human physical and social evolutionary processes. Unique aspects of economic activities, ecological practices, religion, language, family, sexual practices, war, and violence in the human species are presented from anthropological research.

SOC 208 Constitutional Law in Criminal Justice* (3)
Studies the United States Constitution and how it affects criminal procedure and law enforcement activities. Emphasis is on the Bill of Rights, rights of the accused, and judicial interpretations of criminal procedures. Prerequisite: SOC 102.

SOC 210 Criminology (3)
Presents the science of crime, theories, causes, correlates, and the use of the scientific methods used by criminologists to accept or reject crime theories in light of observed or statistical data. Major emphases considered will be the relativity of crime, the scientific method in criminology, and the impact of ideology on criminology as a science. Prerequisite: SOC 102 or permission of advisor.

SOC 213 Criminal Investigation (3)
Examines the fundamentals of criminal investigation from the crime site to courtroom preparation. This course also includes an analysis of crime site search and recording techniques, case preparation, and operational modes of particular kinds of offenses. Prerequisite: SOC 102.

SOC 218 Community Corrections (3)
Examines the history, goals, and practices of community corrections as an alternative to incarceration in the United States. Student will learn and analyze current practices and issues in the investigation, classification, supervision, and rehabilitation of probationers and parolees. Emphasized are more recent intermediate sanctions of electronic monitoring, boot camps, and intensive supervision. Prerequisite: SOC 102 or permission of advisor.

SOC 301 Urban Life and Development* (3)
Explores urban theory and analysis techniques emphasizing urban culture, life styles, social change, and the demographical, ecological, and social organization of the city and metropolitan area. Focuses on the sociological aspects of urban planning and redevelopment. Prerequisite: SOC 101 or SOC 102.

SOC 302 Sociological Theory (3)
Provides an overview of the history of sociological theory, the major classical theorists and selected contemporary theorists and theories. Examines the effect of social and intellectual forces on the development of sociological thought. Prerequisite: SOC 101.

SOC 304 Multicultural Diversity* (3)
Presents the nature of multicultural diversity reflecting both Western and Non-Western cultures, theories, and patterns

of social interaction, current trends and problems of cultural diversity with special emphasis on ethnicity, race, religion, the elderly, the mentally and physically disabled, sexual orientation, women as a minority, and an analysis of prejudice, discrimination, and institutional racism.

SOC 306 Criminal Justice Administration (3)
Examines the principles and management of law enforcement agencies. The course also presents basic concepts of decision-making and human relations within law enforcement and corrections. Prerequisite: SOC 102.

SOC 307 Penology (3)
Examines punishment and treatment of offenders in the United States. Course includes a historical and philosophical overview of punishment with emphasis on human rights versus prisoners' rights and court decisions that have affected juvenile and adult offenders. Prerequisite: SOC 102.

SOC 310 Specialized Crimes (3)
Examines the "changing face of crime" in America and the increasing spectrum of criminal activity engaged in by individuals from diverse segments of society. Students will study and analyze a variety of contemporary crimes such as hate crimes, gang-related crime, white-collar crimes, and cybercrime with particular emphasis placed on demographics, characteristics, costs, trends, and prevention and prosecutorial efforts associated with those crimes.

SOC 312 Juvenile Law and Procedures (3)
Studies the Ohio Revised Code Titles 21 & 29, Rules of Juvenile Procedure and Constitutional provisions, which affect the juvenile justice system. This course reviews and analyzes the codified aspects of the juvenile justice system. Study begins with the establishment of paternity and ends with reaching the age of eighteen, emancipation, marriage or certifying a juvenile to be treated as an adult under the Ohio Revised Code legally or in a criminal matter. Emphasis is on critical thinking and legal analysis. Prerequisites: SOC 102, SOC 208, or permission of advisor.

SOC 313 The Civil Rights Movement* (3)
Examines the Civil Rights Movement of the mid-20th century United States representing the African American quest for greater equality. Analyzes the roots of the movement from the late 1800's to the present with primary focus on events of the 1950's through the early 1970's. The application of the theories of social movements and the investigation of political and cultural consequences for current civil rights will be included.

SOC 320 Gender, Family and Society (3)
Provides an analysis of the conceptualization of gender, reinforced in the family, with a focus on the methods of studying gender, historical perspectives on gender, biological and social bases of gender, and how gender intersects with other stratification systems within societies. Using a multicultural perspective, special emphasis is placed on how gender is manifested in the family as well as other major social institutions.

SOC 324 Ethics and Criminal Justice* (3)
An examination of important ethical issues encountered by professionals in the criminal justice system, including law enforcement officers, defense attorneys, prosecutors, judges, and corrections personnel. Emphasis will be placed on recognizing and analyzing moral dilemmas confronting criminal justice

professionals and determining responses to those complex and controversial dilemmas through an understanding of ethical theories, the development of ethical reasoning skills, and the application of appropriate standards and codes of conduct.

SOC 330 Religion and Human Behavior* (3)
Examines interrelationship between religious phenomena and social institutions and structures, with particular emphasis on human behavior within traditional and modern religious forms; studies role of cults and communal movements. Prerequisite: SOC 101 or permission of advisor.

SOC 340 Correctional Assessment, Casework, and Counseling with Multicultural Offenders* (3)
This course in correctional counseling and cultural competence with diverse offender populations investigates methods, processes, techniques, and skills for increased success in the rehabilitation process. Communication techniques and therapeutic interventions are examined for their efficacy in improving the correctional client's behavior. Prerequisite: SOC 102.

SOC 403 Dynamics of Marriage and Family* (3)
Explores marriage and the family from a psychosociological perspective including cultural and historical family forms, the impact of social change on the family, and families stratified by social class, ethnicity, race, and religion. Analyzes topics such as love, attraction, sexuality, relational styles, stability of marriage and the family, divorce, remarriage, and reconstituted families. Crosslisted with PSY 403. Prerequisite: SOC 101 or PSY 110

SOC 404 Deviant Behavior* (3)
Studies the process by which deviants are socially defined; critically examines deviance as a process of human interaction. Prerequisite: SOC 101 or SOC 102.

SOC 405 Sociology Seminar (1-3)
Provides seminars, initiated by faculty, designed to investigate in detail specific issues in the field of sociology or criminal justice. Selected contemporary issues within the seminar context may be open to the public. Prerequisites: permission of department chairperson and junior standing.

SOC 410 Criminal Justice and the Mass Media (3)
This course will examine the relationships between crime, the criminal justice system and the mass media in the United States. Students will explore media images of crime and the impact of media portrayals of criminal activities on society and the criminal justice system. Topics discussed and analyzed will include violence in news and entertainment programming and the history, extent, content and social impact of violent materials and media coverage of crime on individuals, groups, and public policy.

SOC 412 Human Sexuality in Social Context* (3)
Studies cross-cultural and historical view of sexuality from ancient times to the present focusing on agents of social change and the impact of Christian religious traditions. Examines modern social issues associated with sexuality including gender, AIDS, pornography, sexual orientation, contraceptive use and misuse, rape, incest, sexual functioning and dysfunction, adolescent sexual behavior, and the impact of changing sexual practices and attitudes on the family. Prerequisite: SOC 101.

SOC 413 Practice Oriented Research* (3)
Examines the basic principles and techniques of organizing and conducting social research. Qualitative and quantitative methodologies are presented. Ethical standards of scientific inquiry are emphasized as related to the impact of research on diverse and at-risk populations. Students are expected to gain knowledge in research as a method of evaluation of practice. Prerequisites: SWK 111, MTH 212 or permission of advisor. Crosslisted with SWK 413.

SOC 414 Understanding and Countering Terrorism (3)
This course will examine the evolution of terrorism in the United States and other countries and will focus on types of terrorism, terrorism ideology, profiles of terrorists, tactics used by those who engage in terrorism and preventative and counter terrorist measures employed by governments and law enforcement agencies. Prerequisite: SOC 102 or consent of Criminal Justice Program Director.

SOC 420 Poverty and Justice Issues* (3)
Examines theories, definitions, and measurement of poverty and implications of recent research on the poor; considers social consequences and strategies to combat poverty. Prerequisite: SOC 101.

SOC 421 Population and Society (3)
The course includes an in-depth study of social and demographic principles related to population change. The social and cultural consequences of changes in fertility, mortality, and migration will be examined along with the historical and current national population issues, policies, and programs.

SOC 435 Internship: Sociology/Criminal Justice (1-6)
The internship provides upper-division students with field experience or a research project related to their majors. The course is open only to Junior and Senior level Sociology and Criminal Justice majors. Prerequisites: Junior or Senior level standing, permission of program director, and completion of the waiver process.

SOC 436 Sociology Capstone (2)
Provides students with the opportunity to engage in a culminating experience in which they use critical thinking skills to analyze, integrate, and synthesize the knowledge gained in their major program of study. Students will apply that knowledge and critical thinking skills to the exploration of contemporary issues and discipline-related concerns/problems. Prerequisite: Completion of Sociology major coursework or permission of department chairperson.

SOC 437 Criminal Justice Capstone (2)
Provides students with the opportunity to engage in a culminating experience in which they use critical thinking skills to analyze, integrate, and synthesize the knowledge gained in their major program of study. Students will apply that knowledge and critical thinking skills to the exploration of issues and concerns/problems of the profession. Prerequisite: Completion of Criminal Justice major coursework or permission of Criminal Justice Director.

SOC 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.

SOC 299/499 Topics in Sociology (1-4)
Intended for advanced students in sociology and criminal justice desiring to further pursue unlisted areas of study or concentrated study in an area of course work.

Spanish (SPA)

SPA 101 Elementary Spanish I (3)
Introduces conversational Spanish through the basic skills of listening, speaking, reading, and writing. Presents basic grammar and Hispanic culture.

SPA 102 Elementary Spanish II (3)
Continues conversational Spanish study. Prerequisite: SPA 101.

SPA 105 Spanish for Health Care Workers (1)
Merges grammar and health care vocabulary in various medical contexts to facilitate the acquisition of the basic skills of listening, reading, writing, and speaking.

SPA 201 Intermediate Spanish I* (3)
Completes grammar essentials and further develops audio-lingual skills with emphasis on speaking, reading, writing, and Hispanic culture. Prerequisites: 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.

Theological Studies (THS)

Choosing courses to fulfill General Education Requirements: Generally, one's first course should be chosen from the 100-200 level courses. Subsequent courses may be chosen from appropriate 300-400 level courses.

THS 101 Introduction to Religious Studies* (3)
Assists students in recognizing the religious dimension of their own and others' experience, helping them to appreciate the value and role of religion in human life. Further, the course examines the various ways in which religious experience has been evoked, expressed, and evaluated. The personal, social, and moral implications of religious experience are explored as well.

THS 125 Foundations of Theology* (3)
Introduces students to the foundations of theology as a discipline where faith seeks understanding. Students will be introduced to the central texts and sources of theology (the Bible, creeds, church councils, doctrinal sources) and to the several expressions of its practice (history, doctrine, ritual and practice). Students will engage primary and secondary sources from the Christian theological tradition in developing and understanding of the interrelation of faith and reason and an appreciation of the tradition. Students will be introduced to theological reflection and writing.

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 concept of grace and sacrament. (Recommended for Catholic students).

THS 220 Introduction to the Old Testament* (3)
Studies the Old Testament with attention to its 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 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 Books, with emphasis on the teachings about the person of Jesus and the community he founded, and the place of law, grace, faith, and hope in Christian life. Attention 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 235 Survey of Catholic Belief* (3)
Presents an overview of contemporary Catholic belief. This course includes consideration of the nature of faith, the doctrine of the Trinity, creation, sin, incarnation, redemption, church, and the last things. (Recommended for Catholic students).

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)
Examines the principles of moral theology and their application to contemporary issues, e.g., economic and social justice, war and peace, sexuality, reproductive and medical issues.

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 312 Jesus, the Christ* (3)
Analyzes the person and role 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. Special attention will be given to the Vatican II vision and various contemporary models of the church.

THS 320 The Torah* (3)
Presents an in-depth examination of the first five books of the Old Testament with special attention to the development of the Law for and by God's people.

THS 322 The Prophets* (3)
Reflects on the biblical notion of prophecy; includes a practical application and thematic analysis of the Major and Minor Prophets seen in their historical setting and utilizing the most recent discoveries of biblical exegesis.

THS 326 The Epistles of Saint Paul* (3)
Studies the letters and apostolic ministry of Saint Paul with a consideration of the basic Pauline concepts of faith, law, love, freedom, the Spirit, and community.

THS 328 Wisdom Literature, Psalms and Writings* (3)
Includes a thorough examination of the Wisdom books, the Psalms, and the miscellaneous writings of the Old Testament (excludes Torah and prophetic writings). Special attention will be given to the literary, cultural, and historical aspects of this literature.

THS 333 Moral and Spiritual Development* (3)
Focuses on development through the life stages of moral thinking and faith to adult maturity, with attention to theories of such writers as Piaget, Erikson, Kohlberg, Fowler, and Gilligan. Prerequisite: PSY 110.

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 origin and inter-relationships of the Gospels and the communities to whom the Gospels 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)
A survey of 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. Focuses on the essential elements of Christian spirituality.

THS 433 Suffering, Healing, Dying* (3)
Looks at the human condition and the response of Christian faith. Examines how the Christian confronts questions of ultimate meaning.

THS 435 Peace, Justice, and Forgiveness* (3)
Studies Christian principles and movements that attempt to promote peace, justice, and forgiveness in past and present global circumstances. As 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. Crosslisted with ART 443.

THS 480 Senior Integrative Seminar* (3)
Provides students with the opportunity to demonstrate mastery of the Departmental Learning Outcomes through the exploration of a selected topic in Theological Studies. It culminates in the writing of a major paper and a public presentation. Prerequisites: 24 credits in the major and Senior standing.

THS 499 Topics in Theological Studies* (1-4)
Presents topics of particular interest to the advanced student in theological studies. This course may be initiated by a student, an instructor, or the department chairperson. Such courses require the approval of the department chairperson.

Graduate School

Mission Statement

The Graduate School of Lourdes University serves men and women by providing specialized learning opportunities that build upon the foundations laid by baccalaureate education. Graduate studies are designed to enhance both knowledge and expertise in specific academic disciplines and particular areas of professional practice.

Graduate School Learning Goals

Graduate programs provide learning opportunities for students to:

- Acquire and utilize specialized knowledge in their area of study.
- Gain intellectual and practical communication, analytic inquiry, and information fluency skills appropriate to their area of study.
- Develop a personal and professional ethic consistent with the Franciscan values of learning, reverence and service.
- Demonstrate a commitment to social responsibility, diversity, and the standards of their professions/disciplines.
- Exhibit the professional development, work practices, global perspectives, and dispositions of lifelong learners.
- Integrate knowledge by engaging in meaningful graduate-level scholarly activities appropriate for their area of study.

Graduate Student Policies & Procedures

POLICIES AND PROCEDURES SPECIFIC TO THE GRADUATE SCHOOL ARE INCLUDED IN THIS SECTION OF THE LOURDES UNIVERSITY ACADEMIC CATALOG. IN THE ABSENCE OF A WRITTEN GRADUATE SCHOOL POLICY, THE SCHOOL DEFERS TO THE POLICIES AND PROCEDURES ESTABLISHED BY LOURDES UNIVERSITY.

Regular Admission

Applicants seeking admission to the Graduate School must:

- Possess a bachelor's degree from a regionally accredited institution.
- Have a minimum 2.75 cumulative undergraduate G.P.A. (on a 4.0 scale) or

GRE general test score of 35th percentile or higher that is less than 5 years old.

- Submit a completed graduate application for admission and a current résumé.
- Pay a $25 non-refundable application fee good for one calendar year from the time of application.
- Write a statement of purpose about 250 words in length addressing the purpose for enrolling in graduate studies at Lourdes University as illustrated by three major benefits the applicant hopes to gain from the experience.
- List the names, positions and phone numbers of three individuals who will be writing letters of recommendation on the applicant's behalf. If the applicant completed a baccalaureate degree within the past five years, one of these should be an academic reference who can focus on the potential for success in graduate level coursework.
- Request official transcripts from all colleges and universities previously attended.
- Meet all additional requirements of the program to which the applicant is applying.

Conditional Admission

Applicants not meeting the regular admission standards may be admitted conditionally with the approval of the appropriate program director. Conditional admission requires a student to earn a grade of B or higher in each of the first two graduate courses taken. Students who do not obtain grades of B (3.0) or higher are subject to dismissal.

Deferring Admission

Applicants who are admitted to the Graduate School may choose to defer admission for up to one year or until the start of the next cohort in their specific programs of study, whichever is greater.

Visiting Non-Degree Admission

Individuals desiring to take a graduate-level course for professional development may apply for visiting non-degree status. A visiting non-degree student must first have the permission of the appropriate program director to take a graduate course. If permission is granted, the student will then be enrolled in the course at the current graduate tuition rate. If the student desires to take an additional course, permission must again be granted by the appropriate program director.

A visiting non-degree student may only enter a graduate degree program if accepted through the application process for regular admission. Courses taken as a non-degree student, when deemed appropriate for the program, may be applied to a degree upon regular admission.
Applicants seeking visiting non-degree admission to the Graduate School must:

- Possess a bachelor's degree from a regionally accredited institution.
- Submit a completed graduate application for admission.

- Pay a $25 non-refundable application fee good for one calendar year from the time of application.

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.

Fixed Tuition

Tuition for each entering cohort is fixed for the duration of the program. Students dropping out of a cohort and re-entering at a later date will pay the current tuition at the time of re-entry.

The tuition for a graduate student going directly (next available opportunity) from a certificate program to a degree program or a student completing a degree program and going directly (next available opportunity) on to a certificate program will be at the rate fixed when entering the first program. The student has to be accepted into the second program through the usual admissions process.

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.

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.

Financial Aid for Graduate Students

- **Federal Stafford Subsidized Loan:** The Federal Stafford Subsidized Loan is awarded based on financial need. While students attend college, the Federal government pays interest on the loan. Repayment begins six months after a student graduates, leaves school, or drops below half-time enrollment. The graduate student loan maximum is $8,500 per year.
- **Federal Stafford Unsubsidized Loan:** The Federal Stafford Unsubsidized Stafford Loan does not require demonstrated financial need. Under this program, students are charged interest while attending college. Students may pay the interest or delay interest payments until they begin repayment of the principle. Students who choose to pay the interest while attending at least half-time must contact their lender to make payment arrangements. Repayment of the principle begins six months after the student graduates, leaves school, or drops below half-time enrollment. This loan may not exceed $12,000 per year.

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 not satisfactorily completed if a grade of D, F, I, U, Dr, Au, or WD is assigned)
- The maximum number of credit hours a student may attempt and be considered eligible for financial aid is 50 hours or 150% of the credit hours required for graduation.

*Graduate students who do not meet the minimum grade point average requirements but whose academic department verifies that they may continue enrollment will be considered to be meeting the minimum cumulative grade point average requirements of this policy.

These standards meet or exceed minimum DOE SAP Standards. As such, a student will be terminated from the Lourdes University Graduate School before reaching the DOE minimum SAP standards.

In exceptional circumstances, the Director of Financial Aid may reinstate a student's federal aid or extend the period for which a student may receive aid. If approved by the Director, a status of continuing probation may allow the student to continue to receive aid.

- Students must appeal for a reinstatement of federal financial aid, in writing, and receive an approval of the appeal prior to the start of the semester for which the student wishes to use the federal financial aid. In addition, students

may regain eligibility for federal financial aid. Students always have the right to appeal. Students may otherwise regain eligibility as follows:

- A student who lost eligibility based on a cumulative grade point average below 3.0 must raise his/her cumulative grade point average to at least 3.0 without the use of federal funds.
- A student who failed to achieve the minimum completion rate for his/her credit hours attempted would be required to complete courses without the use of federal funds until he/she has achieved the minimum completion rate required for his/her attempted credit hours.

Grading Policy

Graduate courses are designated as letter graded or as Satisfactory (S)/Unsatisfactory (U) graded. The grading procedure for graduate courses is established by the instructor of each course. It is the policy of the Graduate School that instructors notify students during the first class meeting of the procedure used for determining grades. At the end of the semester, instructors submit grades to indicate the quality of students' work in a course. Semester and cumulative grade point averages (G.P.A.) are computed at the end of each semester. Credits accepted from other institutions as part of the student's program are transferred to the student's permanent record without grades or quality points. Quality points for each semester of credit are assigned according to the following system

Grade	Quality	Points per Hour
A	Superior quality	4.00
B	High quality	3.00
C	Fair quality	2.00
D	Poor quality	1.00
F	Failing	0.00
FA	Failure due to lack of attendance	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

The grade of SP (Satisfactory Progress) or UP (Unsatisfactory Progress) is given for a Capstone Course, which is not completed within the semester of original enrollment. 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 course, the SP or UP grade will be replaced with a Satisfactory (S) grade. For students who do not successfully complete the capstone course within three semesters, the SP or UP grade will be replaced with an Unsatisfactory (U) grade.

Student in Good Standing

To remain in good standing in a graduate program and to graduate, a student must maintain a grade point average of 3.0 (on a 4.0 scale). Only graduate courses with grades of C (2.0) or higher can be used to fulfill degree requirements. No more than two graduate course grades of C (2.0) can be used to fulfill degree requirements. Additional requirements for being a student in good standing are determined by the department offering the degree program.

Repeat Course Policy

Graduate students may repeat any graduate course in which a grade of less than B (3.0) is earned, including withdrawal (W) grades. They may not repeat any course more than once. No more than two graduate courses in a graduate degree program can be repeated. Students who repeat a course will receive only the credit and quality points from the most recent registration. The grade first earned will remain on the record.

Leave of Absence Policy

A student admitted into a graduate degree program is expected to remain in continuous enrollment. However, circumstances may arise that could justify an interruption in graduate study. Reasons may include health problems, financial hardship, family responsibilities, call to active military duty, and other compelling personal reasons.

A student wishing to apply for a Leave of Absence should:

- Meet with his/her program director to inform him/her of the intent, the reasons for requesting a leave, and the expected duration. A student receiving financial aid should also consult with the Student Financial Aid Office.
- Complete a Leave of Absence Request Form available online or in the Graduate School.

A student requesting a Leave of Absence should be aware that:

- A student returning from an approved Leave of Absence will continue to pay his/her initial tuition rate.
- If withdrawal is during a semester, and the student has earned a C or better at the time of withdrawal, a grade of W will be recorded. If the student's grade is below a C at withdrawal time, a grade of F or U will be recorded.
- An extension of up to 3 additional semesters may be granted at the student's request. Substantial justifications will be required to obtain an extension. A student cannot proceed in the program until space is available in an ongoing cohort.
- The time spent on a Leave of Absence does not extend the time to completion requirement of five years after matriculation.

Withdrawal from a Course or Program

To withdraw from a course/program, a student must submit notification in writing to the appropriate graduate program director and the Graduate School. Withdrawal from courses may be requested through the Monday two weeks prior to the end of the course session. Forms are available from the Graduate School. To receive a tuition refund, the withdrawal must be submitted to the Graduate School prior to the "freeze date."

Academic Probation and Dismissal for Grades

A student will be placed on academic probation for one semester (summer session excluded) if the cumulative grade point average falls below 3.0. Academic probation begins with notification from the Dean of the Graduate School. A student placed on academic probation must bring the G.P.A. up to the required 3.0 minimum during the probationary period. A student on academic probation should consult with the appropriate program advisor.

A student who has demonstrated improvement in academic standing during the probationary period but has not met the minimum requirement may, upon

recommendation of the program advisor, request a probation extension for an additional semester. Forms are available from the Graduate School. Failure to achieve the minimum standards of academic progress at the end of two consecutive semesters, including summer, will result in dismissal.

Grade Grievance Policy

The grade filed with the Registrar is a part of the official records of Lourdes University. It is only subject to review when 1) a procedural error has been discovered in calculation or recording of a grade, or 2) there is a basis or need for an academic reevaluation. **If the graduate student believes the instructor has acted in a prejudicial or unethical manner, the student must file a Non-academic Grievance as described in the Lourdes University Student Handbook.**

If a graduate student wishes to have a 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.

In general, it is expected that differences will be resolved by the student and the instructor. However, if no resolution can be reached with the instructor, the student may initiate a formal grievance by completing an Academic Grievance Tracking form and having it signed by the instructor. The Academic Grievance Tracking form must be presented and signed at each of the subsequent selected appeal steps. The Academic Grievance Tracking form may require additional appeal steps according to the specific academic program. The grievance procedure must be initiated by the end of the seventh week of the spring semester for grades received during fall semester, and by the end of the seventh week of fall semester for grades received during the spring or summer semester. The student must appeal by duplicate submission in writing to the Program Director and the Graduate Dean stating the basis of the appeal. If the instructor is the Program Director, the student's written appeal must go directly to the Academic Dean. If the instructor is the Graduate Dean, the written appeal must go to the Program Director and the Academic Dean. The Program Director shall meet separately with the student and the instructor within 15 working days. The Program Director shall respond within 5 working days.

If the issue is not resolved to the satisfaction of the student, the student must within 10 working days after being notified in writing by Program Director, request in writing to meet with the student's Academic Dean stating the basis of the appeal. The Academic Dean shall meet separately with the student and the instructor within 15 working 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 working days after being notified in writing by the Academic Dean, request in writing to meet with the Graduate Dean. 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 instructor within 15 working days. The Graduate Dean 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 Graduate Dean. The decision of the Graduate Dean shall be rendered in writing within 5 working 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 there are any necessary delays. 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.

Academic Honesty

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

I. Definition: Academic dishonesty is unethical behavior, which in any way violates the standards of scholarly conduct or is knowingly or intentionally helping another violate any part of this policy. It includes such behaviors as cheating on assignments or examinations, misappropriating library materials, destroying of or tampering with computer files, or plagiarizing. Plagiarism is the failure to give credit for the material from other sources. It includes, but is not limited to:

- Copying of passages, either verbatim or nearly verbatim, with no direct acknowledgment of the source.
- Making a few superficial changes in the text instead of quoting a passage directly and including appropriate citation of source(s).
- Submitting the same written work to meet the requirements for more than one course without prior approval.
- Participating in plagiarism by providing another with written work with the knowledge that the work will be plagiarized.

II. Disciplinary Sanctions: Faculty members who suspect a student of academic dishonesty may resolve the problem directly with the student. In cases where culpability is substantiated or admitted, the sanction may include failure for the work in question, failure of the course, or with approval of the Dean of the Graduate School, other sanctions up to and including suspension or dismissal from the Graduate School. When a student is sanctioned, the faculty member must report the incident in writing to the Program Director. A copy of the report will be sent to the Academic Dean and the Dean of the Graduate School.

III. Appeals Procedure: The student has five working days after notification of the sanction to appeal to the instructor. The instructor has five (5) working days to render a decision on the appeal. If unsatisfied, the student has five (5) working 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) working days to render a decision on the appeal.

If still unsatisfied, the student has five (5) working days after the notification of the Program Director's decision to appeal the sanction to the Academic Dean. The Dean has five (5) working days to render a decision. If still unsatisfied, the student has five (5) working days after the notification of the Academic Dean's decision to appeal the sanction to the Dean of the Graduate School. The Dean of the Graduate School has five (5) working days to render a decision, which is final. All steps of the appeal and resolutions must be in writing. If any deadline for a decision on the appeal is unmet, with the exception of that by the Dean of the Graduate School, the student may make the appeal to the next person in the process.

Time to Degree

Students have five (5) years in which to complete their master's degree.

Graduation Policies

Lourdes University holds commencement once a year in May. Students completing all requirements in the fall, summer, or spring semesters may participate in the ceremony. Students receiving degrees are encouraged to participate in the commencement exercises. Each candidate is assessed a graduation fee for expenses, regardless of participation.

The completion of all academic and administrative requirements is the responsibility of the students. Only students who have met all requirements will be permitted to participate in graduation ceremonies. Degree requirements include:

- Completion of all required courses in the program curriculum with a minimum 3.00 G.P.A. Only courses with grades of C (2.0) or higher can be used to fulfill degree requirements. No more than two course grades of C (2.0) can be used to fulfill degree requirements.
- 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 of $145.

Transcripts

Requests to have academic transcripts sent to a third party must be in writing to the Office of the Registrar and must include the student's signature. Under no circumstances will a transcript, or a copy of a transcript of work taken at another

institution be released by Lourdes University. Students should contact each school attended for copies of official records at that institution.

Institutional Review Board (IRB)

Federal law requires that any project, survey or thesis involving the use of human subjects for data collection must be approved by the Institutional Review Board (IRB) before the beginning of the study. Students engaged in research must first receive approval from their Research Mentor and then submit their project to the IRB for review and approval. All applications involving capstone projects must be reviewed and signed by the Director of each program.

Student Services 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 OhioLink and to use the WIN Center. Students must register their vehicles and park in designated areas. ID Cards and parking stickers can be obtained at the Welcome Center.

Resources and Support Services

Supporting resources and academic services assure an appropriate learning environment for graduate students. The Duns Scotus Library offers journal access to OhioLink databases and the print resources available on campus. The Sr. Cabrini Warpeha WIN Center offers access to Internet research, computers and printers, tutoring, research and writing support.

General Student Life Questions

For questions relating to Lourdes University student life as a whole, see the Student Handbook, which is easily accessed from the Lourdes University web site. A copy can be obtained from the Admissions Office.

For questions relating to a specific graduate program, see the Director of the program.

Master of Arts in Liberal Studies

MISSION: The mission of the Master of Arts in Liberal Studies Program is to offer an intellectually challenging, interdisciplinary educational experience based on liberal learning that leads to personal growth, professional enhancement, and a deepening commitment to the service of others. Students will develop an integrated knowledge of the contemporary world rooted in an understanding of the humanities, sciences, and arts. They will develop the creative, analytical, and research skills to confront questions, solve problems, and face challenges in a variety of fields.

The Master of Arts in Liberal Studies (MALS) degree program offers a graduate-level educational experience that provides opportunities for connecting and applying knowledge across the humanities, fine arts, social sciences, and natural sciences. The degree program is designed to enrich students' personal and professional lives and the quality of their service. The program seeks to cultivate an appreciation for the world of ideas while encouraging personal growth, professional enhancement for a variety of careers, and a deepening commitment to the service of others.

Students in the program progress from an initial year of interdisciplinary courses examining the development and methodologies of various disciplines within the liberal arts and sciences. In their second year of study, students will develop and apply their understanding of the disciplines by examining compelling perennial and contemporary issues and problems, through multidisciplinary approaches. Students develop a proposal for a capstone project or thesis that uses multidisciplinary knowledge, values, and methods of inquiry, and, under the guidance of a faculty mentor, they finish the program by completing the project or thesis for public presentation.

Program Learning Goals and Objectives for the Master of Arts in Liberal Studies

1. **Students will acquire an integrated knowledge of the contemporary world rooted in an understanding of the humanities, sciences, and arts.**
   - They will be able to trace the development of the major schools of thought and theories shaping current issues in the humanities, social sciences, and natural sciences.
   - They will be able to use interdisciplinary thinking and knowledge in addressing contemporary issues.
2. **Students will develop critical, creative, analytical, and research skills through work in a variety of liberal studies disciplines.**
   - They will be able to analyze complex issues and problems systematically and thoroughly.
   - They will be able to evaluate alternative and competing explanations of an issue and/or solutions to a problem rationally and ethically and propose their own feasible explanations or solutions.

- They will be able to synthesize information and ideas from scholarly sources with their own educated opinions to develop cogent arguments.

3. **Students will communicate effectively in oral and written form commensurate with the discourse of liberal disciplines.**
   - They will be able to write thorough, organized, competent analyses of complex issues and problems.
   - They will be able to write thorough, organized, cogent, scholarly arguments.
   - They will be able to write scholarly papers using the discourse of the liberal disciplines.
   - They will be able to create engaging presentations suitable for an academic audience that synthesize current learning on an interdisciplinary topic and present cogent arguments based on graduate level research.
4. **Students will evidence a deepened appreciation for culture and values.**
   - They will be able to explain cultural phenomena from multidisciplinary perspectives.
   - They will be able to discuss human values from multidisciplinary perspectives.
   - They will be able to apply multidisciplinary knowledge and values in analyzing complex issues and problems.
5. **Students will enhance their capacity to solve problems to serve the common good.**
   - They will be able to examine and evaluate solutions to significant issues and problems in the contemporary world from a multidisciplinary, values-based perspective.
   - They will be able to propose solutions to significant issues and problems in the contemporary world from a multidisciplinary, values-based perspective.

Policies

Admission

Applicants seeking admission to the Master of Arts in Liberal Studies degree program must initially fulfill the admission requirements of the Graduate School. Applicants must also complete a satisfactory interview with the Program Director of the Master of Arts in Liberal Studies.

Program Completion Requirements

Each master degree candidate must successfully complete the following prior to graduation:

- All Lourdes University graduation requirements.
- All eleven of the courses that comprise the classroom portion of the Master of Arts in Liberal Studies degree program.

- The capstone project or thesis (completed within the MLS 655 course), presented publically.

Planned Program of Study

Required Curriculum		Semester Hours
MLS 605	Humanities I – History and Literature	3
MLS 610	Natural Sciences	3
MLS 615	Humanities II – Theology and Philosophy	3
MLS 620	Social Sciences	3
MLS 625	Humanities III – Art and Music	3
MLS 630	Humanities Topics	3
MLS 635	Science Topics	3
MLS 640	Interdisciplinary Seminar I	3
MLS 645	Interdisciplinary Seminar II	3
MLS 650	Capstone/Thesis Proposal Seminar	3
MLS 698	Capstone/Thesis Seminar	3
MLS 699*	Capstone/Thesis Seminar Continuation	0
Total		**33**

* Students who do not finish their capstone or thesis within the semester of original enrollment for MLS 698 are required to enroll in MLS 699 Capstone/Thesis Seminar Continuation for 0 credit hours for each semester until they finish.

Course Descriptions

MLS 605 Humanities I – History and Literature (3)
Explores the development of history and literary theory as disciplines and examines the roots and evolution of scholarly methodologies in these fields. Key texts and developments in the disciplines will provide the focus for scholarship.

MLS 610 Natural Sciences (3)
Examines the manner in which the natural scientist frames a problem, investigates a problem, and reasons about the world. Several key events in the history of the physical sciences (Chemistry and Physics) and the life sciences (Biology) will provide a framework to identify, apply, and analyze scientific methods.

MLS 615 Humanities II – Theology and Philosophy (3)
Provides a critical look at how reason and faith define and describe the human person and what it means to be human. The methods of philosophy and theology will be employed in developing a personal perspective on the human person.

MLS 620 Social Sciences (3)
Examines sociological and psychological theories and social science methods of inquiry. The course will provide a framework to identify, apply, and analyze the methods of the social sciences.

MLS 625 Humanities III – Art and Music (3)
Explores the ways humanity expresses, through the creation and performance of art and music, significant and shared experiences that both edify and entertain. The development of music and art as disciplines, as well as the roots of aesthetic theory, will be examined.

MLS 630 Humanities Topics (3)*
Provides opportunities for developing multidisciplinary perspectives and applying specific scholarly methodologies of the humanities in the examination of a perennial human question.

MLS 635 Science Topics (3)*
Provides opportunities for developing multidisciplinary perspectives and applying specific scholarly methodologies of the natural and behavioral sciences in the examination of a compelling problem.

MLS 640 Interdisciplinary Seminar I (3)*
Analyzes a significant contemporary issue or problem through the rigorous application of interdisciplinary knowledge and values.

MLS 645 Interdisciplinary Seminar II (3)*
Examines, evaluates, and proposes solutions or options for addressing a significant contemporary problem identified by the cohort based on the rigorous application of interdisciplinary knowledge and values. The identified problem will have practical implications that students will explore as part of their examination and evaluation of the problem.

MLS 650 Capstone/Thesis Proposal Seminar (3)*
Provides an opportunity for individual interdisciplinary exploration and development of a capstone project

proposal or thesis prospectus. Proposals will address a specific complex issue or problem and the principal methodologies that will be used to explore/investigate it. Students will work with faculty to develop a work plan and timeline for completion.

MLS 698 Capstone/Thesis Seminar (3)*
This is the culminating experience for students in the program. Students will build on the proposal developed and approved in MLS 650, carry out the research plan, and create a final written thesis or capstone project that uses multidisciplinary knowledge, values, and methods of inquiry to analyze a complex issue or problem, evaluate alternative solutions, and propose original solutions**.**

MLS 699 Capstone/Thesis Seminar Continuation (0)*
Students who do not finish the MALS Capstone/Thesis Seminar course (MLS 698) within the semester of original enrollment are required to enroll each subsequent semester in the MLS 699 Capstone/Thesis Continuation course for 0 credit hours. The continuation course will be graded non credit (NC). Upon successful completion of the MLS 698 Capstone/Thesis Seminar course, the SP or UP grade will be replaced with a satisfactory (S) grade. For students who do not complete the Capstone/Thesis Seminar course within three semesters (including the summer semester), the SP or UP grade will be replaced with an Unsatisfactory (U) grade.
*Pending approval by the Graduate Executive Council.

Master of Arts in Theology

MISSION: Rooted in the Catholic and Franciscan tradition, the Master of Arts in Theology is an academic degree that is ecumenically-oriented and provides a solid foundation in Christian theology. The program will prepare graduates who are at home with the primary sources of the Christian Tradition and who have strong research and critical thinking skills. Graduates will have an integrated theological vision and be able to articulate how Christian faith speaks to the contemporary world.

The Master of Arts in Theology is a thirty-six credit program (consisting of eleven courses and a capstone seminar) designed as a degree to provide students with a solid theological grounding for future ministry or as a building block for doctoral work. Therefore, the curriculum aims to supply students with a breadth of theological knowledge and research skills. Students will study biblical, historical, moral, and systematic theology, focusing on the sources of theology and teaching them the research skills necessary to engage in continued study throughout their lives.

The Master of Arts in Theology is designed as a degree to provide students with a solid theological grounding that will be helpful for members of a variety of Christian traditions. Graduates are prepared for continued study and to be a theological resource for others.

Program Learning Outcomes for the Master of Arts in Theology

1. **Scripture**

   Graduates of the Master of Arts in Theology program are sophisticated in their approach to and interpretation of the Scriptures.

   - Apply historical-critical approaches to interpretation of biblical texts.
   - Demonstrate knowledge of the biblical narratives and themes as well as the way that they speak today.

2. **Historical Theology**

   Graduates of the Master of Arts in Theology program have a thorough knowledge of the development of Christian thought.

   - Articulate the history and development of Christian thought.
   - Manifest the ability to read and interpret the classics of Christian thought in context.

3. **Systematic Theology**

   Graduates of the Master of Arts in Theology program can interpret the Tradition and articulate it in a coherent and comprehensive way that is intelligible to contemporary situations.

   - Engage in theological analysis of fundamental Christian doctrines.
   - Synthesize and express classic beliefs of the Christian Tradition in a way that is meaningful today.

4. **Moral Theology**

   Graduates of the Master of Arts in Theology program can interpret the Moral Tradition and articulate it in a way that is intelligible to contemporary situations.

   - Understand the philosophical and theological foundations of moral theology.
   - Engage in systematic, theological analysis of concrete moral issues.

Policies

Admission

Applicants seeking admission to the Master of Arts in Theology degree program must initially fulfill the admission requirements of the Graduate School. Applicants must also complete a satisfactory interview with the program director of the Master of Arts in Theology. Additional Master of Arts in Theology admission requirements include:

- Successful completion of undergraduate courses in:
  - Old Testament
  - New Testament
  - Christian Ethics
  - Philosophy

- Submission of a writing sample in the discipline of theology/religious studies

Program Completion Requirements

Each master degree candidate must successfully complete the following prior to graduation:

- All Lourdes University graduation requirements.
- All twelve (12) courses that comprise the classroom portion of the Master of Arts in Theology degree program (including the capstone seminar).

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.

THS 610 The Christian Church: From the Reformers to the Contemporary Church (3)
Studies the development of the Christian church from the Reformation of the sixteenth century until today. Special attention is paid to significant persons, events, and movements in the development of Christian life, teaching, and worship. Students will become familiar with classic and contemporary expressions (primary texts and cultural artifacts) of Christian faith.

THS 615 Old Testament Themes: A Critical Study (3)
Offers a critical introduction to the themes found in the major books of the Old Testament: the Torah, the prophetic literature, Psalms, and the Wisdom literature. It will evaluate the strengths and difficulties of biblical criticism as it has developed in recent centuries. The Old Testament will be explored as the foundation for the Judeo-Christian tradition.

THS 620 New Testament Themes: A Critical Study (3)
Offers a critical introduction to the themes found in the major books of the New Testament: Gospels, Acts of the Apostles, the epistles, and Revelation. It will evaluate the strengths and difficulties of biblical criticism as it has developed in recent centuries. The New Testament will be explored as the foundation for Christian theology, past and present.

THS 625 Christian Anthropology (3)
Investigates the fundamental Christian mystery of God's self-communication to humanity through Christ and in the Spirit and the relation of the doctrines of creation, grace and eschatology to the Christian understanding of human existence.

THS 630 The Triune God (3)
Provides a systematic study of the Christian understanding of the one God in three persons, the significance of that doctrine for the rest of theology and Christian life, creation and providence. The course will examine the Christian concept of the Triune God in the Bible,

classical theology, and contemporary thought.

THS 635 Jesus Christ: Word and Redeemer (3)
Provides a systematic study of the person and work of Jesus Christ with particular attention to the Incarnation, the meaning and effects of his life, death and resurrection and Christ's promise to return. It will examine the major Christological developments within the Christian tradition by drawing upon the Scriptures, the early Creeds, and significant Church documents.

THS 640 Ecclesiology (3)
Studies the origins, development, and mission of the church, beginning with Scripture and examining key texts from the Christian tradition. The ecclesiologies of mainline Christian traditions will be examined including the vision of the church emerging from Vatican II. Students will appreciate the importance of ecumenism in the contemporary church.

THS 645 Foundations of Christian Moral Theology (3)
Examines the foundations and principles of Christian moral theology as they are grounded in Scripture and the Christian tradition. Special attention will be given to primary sources in the Christian tradition, classic and contemporary questions of method, and particular moral issues.

THS 650 Symbol, Ritual, and Sacrament (3)
Surveys the development and meaning of Christian ritual and sacrament. Students will learn the biblical roots of ritual action and the way these activities have grown and are celebrated in the Christian tradition. The nature of liturgical activity will be examined from a number of Christian perspectives. Students will examine the traditional seven sacraments with an emphasis on baptism and Eucharist as central to the life of mainline Christian believers.

THS 698 Theology Capstone Seminar (3)
This integrative seminar will provide students with an opportunity to work constructively within the discipline of Theology. Students will write an analytical and synthetic research paper that demonstrates their mastery of the program outcomes. The course uses a seminar format where students will share their research and offer constructive criticism to one another under faculty guidance.

THS 699 Theology Capstone Seminar Continuation (0)
Students who do not finish the Theology Capstone course within the semester of original enrollment for THS 698 are required to enroll each semester in the program's THS 699 Capstone Seminar Continuation course for 0 credit hours. The continuation course will be graded non credit (NC). Upon the successful completion of the THS 698 Theology Capstone course, the SP or UP grade will be replaced with a Satisfactory (S) grade. For students that 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 Unsatisfactory (U) grade.

Master of Business Administration

MISSION: The Master of Business Administration program provides a values-centered M.B.A. program that ENGAGES the whole person on his or her journey to becoming a fulfilled and successful manager in either the for-profit or nonprofit sectors. In developing the whole person, the program moves students through four stages of development: knowing (facts, frameworks, theories), doing (skills, capabilities, techniques), being (values, attitudes, beliefs), and practicing (adoption, integration, internalization).

The Lourdes University Master of Business Administration (M.B.A.) degree is a full-time program that can be completed in one year. It is primarily designed for individuals who have recently completed an undergraduate degree in Business (within five years) and are interested in further developing expertise and skills before pursuing a career in business or nonprofit management. (Applicants with other backgrounds will be considered if they meet prerequisites.) The program is designed to 1) reinforce and build upon business facts, frameworks, and theories that were learned at the undergraduate level, 2) develop comfort in the application of foundational knowledge by learning skills, capabilities, and techniques, 3) facilitate the adoption of values, attitudes, and beliefs necessary for ethical success in a complex competitive environment, and 4) allow for practice through immersion experiences that will foster the adoption, integration, and internalization of the acquired knowledge, skills, and dispositions.

It is expected that graduates of the M.B.A. program will demonstrate proficiency in the following outcomes:

- An ability to apply foundational business facts, frameworks, and theory to real-world business problems.
- Fluency in the creation, analysis, and manipulation of financial statements .
- An understanding and acceptance of the multi-dimensional global environment with the ability to incorporate best management practices into solutions.
- The development of an ethical and socially responsible leadership style by learning, applying and supporting alternative approaches to inspiring, influencing and guiding others, while recognizing the impact leadership decisions have on others.
- Cultivation of the skills and attitudes necessary for analyzing real-world situational problems, including the ability to critically reflect on the often complex and conflicting issues from a holistic perspective in order to make effective and ethical decisions.
- The ability to articulate strategies for effectiveness and implementation in the face of organizational and political realities, including skills and practice in critical thinking and effective communication.

- The capacity to review, synthesize, and present solutions to complex problems that require creativity, innovation, and lateral thought processes that encourage trial and error problem-solving techniques.
- The ability to consider financial and nonfinancial objectives through understanding of the expectations and requirements of diverse constituencies, including the ability to balance business decisions in order to have the largest positive social impact.
- The ability to question underlying assumptions and merge patterns in order to decrease risk.
- The practice and application of managerial knowledge, functions, and dispositions in foreign and domestic immersion experiences.

Policies

In addition to admissions requirements for the Graduate School, the following are required for admission to the M.B.A. program:

Completion Requirements

Applicants will need demonstrated equivalency (3 credits hours of undergraduate or graduate coursework with a grade of C [2.0] or better) in each of the seven defined foundation course areas: Microeconomics, Managerial Accounting, Organizational Behavior, Marketing Management, Corporate Finance, Business Ethics and Statistics or Calculus.

GMAT – The program requires that scores from the Graduate Management Admissions Test (GMAT) be submitted.

Program Completion Requirements

Each master degree candidate must successfully complete the following prior to graduation:

- All Lourdes University graduation requirements.
- All ten (10) of the lecture courses and two (2) immersion experiences that comprise the program.

Planned Program of Study

Required Curriculum		Semester Hours
MBA 620	Application of Business Theory to Managerial Functions	3
MBA 621	Developing as a Leader	3
MBA 622	Critical Thinking and Effective Business Communication	3
MBA 623	Financial Reporting and Analysis	3

MBA 624	Planning, Budgeting, and Implementation	3
MBA 625	Global Business Perspectives	3
MBA 626	Power, Politics, and Influence in Organizations	3
MBA 627	Creativity, Innovation, and Integrative Thinking	3
MBA 628	Triple Bottom Line	3
MBA 629	Models, Markets, and Their Limitations	3
MBA 690	International Immersion	3
MBA 691	Professional Immersion	3
Total		**36**

Course Descriptions

MBA 620 Application of Business Theory to Managerial Functions (3)
Reviews and expands upon major facts, frameworks, and theories found in the primary business disciplines—management, marketing, human resource management, finance, and accounting—with a focus on their ethical, legal, and practical application in various managerial functions. The course will utilize cases, simulations, role playing, and materials written for practicing managers.

MBA 621 Developing as a Leader (3)
Focuses on distinguishing the roles and responsibilities of leadership. It will facilitate the development of multiple approaches to inspiring, influencing, and guiding others. Basic skills such as conducting a performance appraisal and giving critical feedback will be practiced. Students will learn to recognize the impact of one's actions and behaviors on others. The course will utilize cases, simulations, role playing, and materials written for practicing managers.

MBA 622 Critical Thinking and Effective Business Communication (3)
Helps students develop and articulate logical, coherent, and persuasive, arguments— marshalling and utilizing supporting evidence and distinguishing fact from opinion. Students will practice multiple types of communication—oral, written, multi-media, symbolic, etc.

MBA 623 Financial Reporting and Analysis (3)
Develops fluency in the language of business. It focuses on the creation, analysis, and manipulation of financial statements for external decision makers such as stockholders, suppliers, banks, employees, government agencies, and other stakeholders.

MBA 624 Planning, Budgeting, and Implementation (3)
Examines the planning process at a variety of levels, but focuses on the development of business and strategic plans. The budget process is examined as an extension of the planning process. Because the planning process is often disconnected from reality and plans often sit on shelves, heavy emphasis is placed on the implementation phase.

MBA 625 Global Business Perspectives (3)
Examines trends in global economics as well as differences in business practice across cultures. It focuses on identifying, analyzing, and practicing how to best manage when faced with economic, institutional, and cultural differences across countries.

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.

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.

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. Students will evaluate organizational performance utilizing the TBL approach.

MBA 629 Models, Markets, and Their Limitations (3)
Forces students to ask tough questions about risk by questioning underlying assumptions and emerging patterns. Students 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.

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.

MBA 691 Professional Immersion (3)
Working under faculty supervision, this course provides students with direct involvement in the business environment. 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.

Master of Education

MISSION: To serve teachers by providing specialized learning opportunities that address the professional development needs of today's teachers. The program is committed to providing quality professional development experiences for teachers in order to assist them in updating their knowledge and skills.

The Master of Education (M.Ed.) program was created to provide learning opportunities that address the professional development needs of today's educators. By design, the program leads to the advancement of knowledge and instructional skills that provide the foundation for quality classroom instruction.

In addition to the Graduate School Learning Goals, it is our expectation that teachers who successfully complete the program will demonstrate proficiency on the following outcomes:

- Emphasizing developmentally appropriate teaching practices and learning strategies that recognize all students as unique gifts from God, M.Ed. graduates will demonstrate an understanding of the latest theories regarding learning, curriculum and instruction and will be able to apply theoretical constructs, curriculum and teaching strategies that promote learning for all students.
- Promoting the Franciscan values of learning, reverence, and service, M.Ed. graduates will demonstrate an understanding of the social, cultural and legal issues that impact education and responsive approaches to such issues, emphasizing the Franciscan values of learning, reverence, and service.
- Promoting the use of a variety of innovative research-based instructional practices that incorporate the use of technology to support student

learning, M.Ed. graduates will identify capabilities and limitations of current and emerging technology resources and assess the potential of these resources to address personal, lifelong, and educational (workplace) needs.

- Valuing and respecting the diversity of individuals to provide inclusive and responsive education, M.Ed. graduates will demonstrate proficiency in the specific knowledge base, dispositions, and performance indicators which form the conceptual/endorsement area.
- Integrating liberal arts education and professional education that includes meaningful and intensive field experiences, M.Ed. graduates will integrate and apply coursework in a culminating field-based research project.
- Promoting reflective and efficacious practitioners engaged in their own professional development and personal growth, M.Ed. graduates will demonstrate proficiency in specific emphasis areas and reflective assessment ability by developing, presenting, and defending a professional development portfolio.

Policies

Admission

Students seeking admission to the Master of Education degree programs must initially fulfill the requirements to the Graduate School. Additional M.Ed admission requirements include:

- A valid teaching certificate/license.
- At least one (1) full year teaching in a K-12 setting.
- A satisfactory interview with the M.Ed. Program Director.

Program Completion Requirements

Each master degree candidate must successfully complete the following prior to graduation:

- All Ohio and Lourdes University graduation requirements.
- A Portfolio that displays the knowledge learned while pursuing the degree at Lourdes University (traditional or electronic).
- An action research/field-based project.
- A presentation of the research project and portfolio to a selected faculty advisor.

Transfer of Credit

Up to six (6) hours of credit may be transferred for strand courses only (see Graduate Transfer Policies).

Master of Education Degree in Teaching and Curriculum

The Master of Education degree in Teaching and Curriculum is designed for classroom teachers (grades K-12) providing specialized and coordinated learning opportunities for teachers who are faced daily with the realities of today's world as reflected in their classrooms, their schools, and their communities.

- The program provides quality, relevant, coordinated, and enriching professional development experiences to advance, enhance, and update the knowledge and skills of teachers.
- Teachers who complete the program will be able to advance, enhance, and update the knowledge and skills of their students and the learning communities in which they work and serve.

Required Curriculum		**Semester Hours**
Core Courses		
EDU 600	Introduction to Graduate Studies and Applied Research	3
EDU 610	Learning Theory and Instruction	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
Strand Courses		
EDU 610	Learning Theory and Instruction	3
EDU 630	Evolving Instructional Strategies	3
EDU 631	Multiple Approaches to Assessment	3
EDU 632	Accommodating Diversity in the Classroom	3
EDU 633	The Teacher's Leadership Role in Curriculum and Professional Development	3
Total		**33**

* Students who do not finish their Action Research Project within the semester of original enrollment for EDU 621 are required to enroll each semester in the program's EDU 699 Action Research Project Continuation course for 0 credit hours.

Master of Education Degree with Endorsement in Reading

The Master of Education degree with the P-12 Endorsement 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 Introduction to the Teaching Reading Praxis II Specialty Test to be eligible for a P-12 Ohio Reading Endorsement. This endorsement program requires 100 clinical hours. To meet this requirement, classes are taught on Saturdays.

- 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		
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
Strand Courses		
EDU 640	Literacy Foundations and Strategies	3
EDU 641	Phonics and Applied Word Study	3
EDU 642	Reading and Writing in the P-12 Classroom	3

EDU 643	Literacy Assessment, Diagnosis, and Intervention	3
EDU 644	Practicum: Professionalism in Clinical Literacy Practice	3
Total		**33**

* Students who do not finish their Action Research Project within the semester of original enrollment for EDU 621 are required to enroll each semester in the program's EDU 699 Action Research Project Continuation course for 0 credit hours.

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, candidates must pass the Teaching Reading Praxis II Specialty Test to be eligible for a P-12 Ohio Reading Endorsement. Those successfully completing these courses will receive a certificate from the University.

This endorsement program requires 100 clinical hours. To meet this requirement, classes are taught on Saturdays.

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 and Strategies	3
EDU 641	Phonics and Applied Word Study	3
EDU 642	Reading and Writing in the P-12 Classroom	3
EDU 643	Literacy Assessment, Diagnosis, and Intervention	3
EDU 644	Practicum: Professionalism in Clinical Literacy Practice	3

State of Ohio Endorsement: Teacher Leader

Lourdes University offers three graduate-level courses that qualify the educator for a State of Ohio Endorsement as a Teacher Leader. The Teacher Leader endorsement is a credential that will provide opportunities for teachers to advance in their careers and serve as improvement leaders. The program includes coursework and an extensive practicum experience during which aspiring teacher leaders must demonstrate knowledge, skills and dispositions at the distinguished level, as described in the Ohio Standards for the Teaching Profession. Program completers will be eligible to earn a teacher leader endorsement that may be added to an existing teacher license.

There are five standards to be addressed in the program.

1. Teacher Leader candidates know and demonstrate skill in evidenced-based principles of effective leadership and teacher learning.
2. Teacher Leader candidates promote the use of data-based decisions and evidence-based practice.
3. Teacher Leader candidates facilitate a collaborative learning culture.
4. Teacher Leader candidates participate in developing and supporting a shared vision and clear goals for their schools.
5. Teacher Leader candidates promote and model ongoing professional learning and improved practice within a learning community.

The courses fulfilling the requirements for the endorsement certificate program are listed below:

Required Curriculum	Semester Hours
EDU 651 Fundamentals of Teacher Leadership	3
EDU 652 Applied Assessment for Leadership and Learning	3
EDU 653 Practicum in Applied Leadership Practices	3

Professional Development

Lourdes University offers educators quality professional development opportunities. Professional Development Courses (EDU 500 level) are graduate classes and can be used for relicensure (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 transferring the credits earned by taking Lourdes University 500-level courses to graduate degrees at other institutions should obtain approval from the institution to which the credits will be transferred in advance of registration. EDU 500-level credits may not be used to fulfill graduate program requirements at Lourdes University.

Information regarding professional development course offerings is available by contacting the Graduate School at 419-824-3517.

State of Ohio Early Childhood Generalist Endorsement (Early Childhood Endorsement Certificate Program)

Lourdes University offers a nine-credit, three course certificate program at the 500 level that qualifies the educator who holds the State of Ohio Pre-K3 Early Childhood License and who earns a score of 143 on the Praxis II Test: Elementary Education Content (10014) to receive an Elementary Generalist Grades 4-5 Endorsement.

The courses included in this sequence are:

Required Curriculum		**Semester Hours**
Courses		
EDU 575	Pedagogy and Development in Young Adolescence	3
EDU 576	Content and Pedagogy: Mathematics and Science in Grades 4 and 5	3
EDU 577	Concepts and Pedagogy: Social Studies and Language Arts in Grades 4 and 5	3

This Endorsement requires a passing score of 143 on the Praxis II Test: Elementary Education Content (10014).

Master of Organizational Leadership

MISSION: To advance the knowledge, skills, and vision of current and future leaders in the Franciscan and liberal arts traditions to inspire and enable them to be of service to their organizations and 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.

It is our expectation that students who successfully complete the program will:

- Possess an understanding of themselves, others, and their organizations in order to identify a personal organizational leadership style.
- Identify necessary organizational leadership skills and prepare a plan of action for improving organizational leadership abilities.
- Engender commitment and empower followers to become key players in top-performing organizations.
- Understand how quantitative tools are used to translate data into useful information for their organizations.
- Appreciate and respect diversity while leading in their organizations.
- Choose to make moral and ethical decisions that allow them to lead in a socially responsible fashion.
- Make use of research and statistics in the decision making process.
- Communicate persuasively and collaborate well with others to foster consensus and community.
- Understand how financial tools are used to assess the financial health of their organizations.
- Help build learning organizations that embrace innovation and change in order to create value in the marketplace.

- Be able to formulate and implement effective and efficient collaborative strategies that manifest the social responsibilities of their organizations.
- Integrate diverse organizational leadership knowledge to complete and present a rigorous applied organizational leadership research project.

The Master of Organizational Leadership degree is a three-year program with a schedule that accommodates working adults. It operates on a classroom cohort model over a two-year, 30-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 four-hour time frame, one night (or Saturday) per week for seven consecutive weeks, with a one-week to two-week break between classes each fall and spring term.

Policies

Admission

Applicants seeking admission to the Master of Organizational Leadership degree program must initially fulfill the admission requirements of the Graduate School. Applicants must also complete a satisfactory interview with the M.O.L. Program Director.

Program Completion Requirements

Each master degree candidate must successfully complete the following prior to graduation:

- All Lourdes University graduation requirements.
- All ten (10) of the courses that comprise the classroom portion of the M.O.L. degree program.
- A Lourdes University Leadership Development Portfolio (LPD) that displays the knowledge learned while pursuing the degree at Lourdes University (traditional or electronic).
- An applied organizational leadership research capstone project.
- A presentation of the research and project to a selected faculty committee.

Planned Program of Study

Required Curriculum		**Semester Hours**
Courses		
LS 610	Leadership Foundations	3
LS 611	Leadership & Organizational Behavior	3
LS 612	Quantitative Tools for Leadership	3
LS 613	Diversity & Leadership	3
LS 614	Ethical Leadership	3
LS 615	Research Methods & Statistical Analysis	3
LS 616	Interpersonal Issues in Leadership	3
LS 617	Financial Tools for Leadership	3
LS 618	Leadership & Organizational Development	3
LS 619	Strategic Thinking	3
LS 698	Leadership Capstone Project	3
LS 699*	Leadership Capstone Project Continuation	0
Total		**33**

* 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.

Graduate Leadership Certificate

The Graduate Leadership Certificate (GLC) program is designed for current and prospective leaders at all levels within any organization to update their leadership knowledge, skills, and abilities thus enabling them to enhance the performance of their respective organizations and to make a positive difference in both their organizations and communities.

The GLC program is an alternative for those individuals who desire leadership training but are not necessarily interested in completing a graduate degree. It is also designed to provide relevant transfer credit into other graduate programs. Students who intend to transfer hours should consult with the appropriate program officials.

It is our expectation that students who successfully complete the program will:

- Possess an understanding of themselves, others, and their organizations in order to identify a personal organizational leadership style.
- Identify necessary organizational leadership skills and prepare a plan of action for improving organizational leadership abilities.
- Engender commitment and empower followers to become key players in top-performing organizations.

- Understand how financial tools are used to assess the financial health of their organizations.

Required Curriculum		Semester Hours
Courses		
LS 610	Leadership Foundations	3
LS 611	Leadership & Organizational Behavior	3
LS 617	Financial Tools for Leaders & Organizations	3
Total		**9**

Course Descriptions

LS 610 Leadership Foundations (3)
Introduces the definition of leadership, the history of leadership, the history of leadership development in the United States, and various mode of leadership in use in this country and elsewhere. Focuses on personal leadership development, offering students the opportunity to identify personal leadership values and those audiences and arena they aspire to influence. Provides an orientation to the entire Master of Organizational Leadership curriculum and its associated goals and objectives. Crosslisted with NUR 610.

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. Crosslisted with NUR 611.

LS 612 Quantitative Tools for Leadership (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.

LS 613 Diversity & Leadership (3)
Focuses on diversity within organizations and the importance of organizational leaders' response to the realities of multicultural differences. Organizational culture, prejudice, discrimination, and institutional racism will be analyzed from an organizational leadership perspective.

LS 614 Ethical Leadership (3)
Emphasizes the moral, ethical, and social responsibilities of organizational leaders as well as the practical application of value based organizational leadership behavior and decision-making. The course will demonstrate the organizational implications of a Franciscan based value system.

LS 615 Research Methods & Statistical Analysis (3)
Studies the various aspects of research methodology including research planning,

design, and execution. Includes a review of statistical concepts and applications that can be used in research.

LS 616 Interpersonal Issues in Leadership (3)
Introduces the student to various approaches to the development of interpersonal relationships within effective organizations. Draws connections between relationship building and leadership effectiveness. Explores relevant issues from a multi-disciplinary perspective that includes communication theory, psychology, sociology and business.

LS 617 Financial Tools for Leaders and 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. Crosslisted with NUR 617.

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 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 non credit (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 that do not successfully complete the Leadership Capstone course within three semesters (including summer semester) the SP or UP grade will be replaced with an Unsatisfactory (U) grade.

Master of Science in Nursing

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

The Master of Science in Nursing (M.S.N.) program prepares professional nurses with a bachelor's degree for service in advanced roles of teaching and/or leadership in nursing and advanced practice in nurse anesthesia. The program is for nurses who have a foundation of quality nursing practice, critical thinking, leadership, diversity, and a holistic nursing philosophy. The Lourdes University M.S.N. program offers three concentrations – Nurse Educator, Nurse Leader , and Nurse Anesthesia. The R.N. to M.S.N. program is designed for Associate Degree and Diploma nurses. This program is offered with a leadership concentration. Graduate Certificates in Nursing Leadership, Nursing Education, and Nurse Anesthesia are offered to nurses that already have Master's degrees in another specialty or discipline (see specific requirements for each certificate).

Graduates of the Nurse Educator concentration are prepared to function as generalists to teach in a variety of educational roles in nursing practice, including undergraduate nursing education programs and staff development programs. Graduates of the Nurse Leader concentration are prepared to function in advanced leadership roles in a variety of health care settings. Graduates of the Nurse Anesthesia concentration are prepared to function in the advanced practice role of nurse anesthesia and will be eligible for the national certification examination. All concentrations include core content in nursing theory, trends in nursing, nursing research, statistics, health care policy, role development, ethics, and diversity,

It is our expectation that nurses who complete the program will:

- Incorporate knowledge from nursing science, related fields, and professional foundations in building advanced nursing roles.
- Collaborate in scholarly activities of evaluation, application, and integration of nursing research into holistic nursing practice.

- Integrate Franciscan and personal values and beliefs into a framework for advanced nursing.
- Engage in professional activities, advocate for change, and articulate the role of the advanced nurse through interdisciplinary interaction.
- Demonstrate an understanding and appreciation of human diversity in the provision of health care.
- Explore the impact of ethical, political, economic, legal, and moral issues related to healthcare in society.
- Develop a commitment for lifelong learning and advanced study.

Master of Science in Nursing: Education and Leadership Concentrations

The Master of Science in Nursing degree is a seven semester program with a schedule that accommodates working adults. The 33 credit hour M.S.N. program operates on a classroom cohort model. The classroom component of the program requires the completion of six credit hours each fall, six credit hours each spring, and three credit hours each summer. Classes will be conducted in a four-hour time frame. There is typically a minimum of a one-week break between classes each semester. The program includes a 120-hour (3 semester hour credit) supervised clinical practicum experience and during the final semester a student capstone project is completed under the guidance of a graduate faculty advisor.

Policies

Admission
Applicants seeking admission to the Master of Science in Nursing degree program must initially fulfill the admission requirements of the Graduate School. Additional M.S.N. admission requirements include:

- A current active registered nurse license.
- A satisfactory interview with the M.S.N. faculty committee.
- Completed successfully an undergraduate statistics and research course.
- If the candidate does not have a B.S.N., an undergraduate community health nursing course must be taken successfully.

Program Completion Requirements
Each master degree candidate must successfully complete the following prior to graduation:

- All Lourdes College graduation requirements.
- All of the courses that comprise the classroom portion of the M.S.N. degree program, including a 120 hour practicum experience.

- A nursing capstone project.
- A presentation of the project to a selected faculty committee.

Master of Science in Nursing Degree, Nurse Educator Concentration

The Nurse Educator concentration in the Master of Science in Nursing program is a non-advanced practice degree, and prepares nurses as educators in colleges of nursing or health care institutions. Each course listed below is a required course for the Nurse Educator concentration. The course number, name and semester hours are listed below.

Required Curriculum		Semester Hours
Core Courses		
NUR 600	Theories and Values for Advanced Nursing	3
NUR 612	Health Care Policy in a Diverse Community	3
NUR 620	Statistics for Advanced Nursing	3
NUR 622	Advanced Nursing Inquiry for Evidenced-Based Practices	3
NUR 625	Nursing Informatics	3
NUR 690	Practicum Advanced Nursing Roles	3
NUR 696	Professional Proposal Design	3
NUR 698	Nursing Capstone	3
NUR 699*	Nursing Capstone Continuation	0
Educator Courses		
NUR 640	Perspectives on Teaching and Learning	3
NUR 643	Curriculum Design	3
NUR 645	Assessment and Evaluation in Healthcare Education	3
Total		**33**

* 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 R.N. to M.S.N. degree option is offered to registered nurses who have graduated from an accredited diploma or associate degree nursing program. It is designed for the experienced registered nurse who wants to function in an advanced role in nursing leadership. The R.N. to M.S.N. option has both an undergraduate and a graduate component. The undergraduate portion is designed to meet the essential knowledge needed by the diploma or associate degree nursing graduate to be successful in the M.S.N. The M.S.N. builds upon the undergraduate courses to prepare graduates for advanced nursing roles. The leader concentration promotes the development of nursing leadership knowledge, concepts, and skills. Graduates of the R.N. to M.S.N. nurse leader concentration are prepared to function in advanced leadership roles in a variety of health care settings.

Admission

Admission into the R.N. to M.S.N. option is a two (2) step process. Initial admission is into the Nursing Pre-R.N. to M.S.N. undergraduate program. Admission into the Graduate School is offered after all Pre-R.N. to M.S.N. undergraduate courses are successfully completed with a 3.00 G.P.A. or better.

Students seeking admission to the R.N. to M.S.N. option must:

- Be a graduate of an NLNAC accredited associate degree or diploma program in nursing and hold a current active license as an R.N. An applicant accepted from an associate degree or diploma program in nursing that is not accredited by NLNAC and holds a current active license as an R.N. will be conditionally admitted to the R.N. to M.S.N. option. A student admitted conditionally must achieve a B or better in the R.N.-M.S.N. bridge course NUR 460 (Concepts in Professional Nursing) to progress in the R.N. to M.S.N. option.
- Have two (2) years of clinical practice prior to admission into the Graduate School portion of the R.N. to M.S.N. degree option.
- Have 75 undergraduate semester credit hours excluding required undergraduate bridge courses. Upon successful completion of NUR 460 Concepts in Professional Nursing the student will receive 33 prior learning credits for nursing courses taken in their associate degree or diploma nursing program which will count toward the 75 semester hours.
- Have a minimum 2.75 cumulative G.P.A.
- Submit a completed graduate admission's application to the Graduate School.
- Request an official copy of all college transcripts.
- Provide a current resume, a statement of purpose, and three (3) letters of recommendation, all of which, should address the student's leadership qualities, ability to critically think, motivation and contributions as a team player.
- Complete a satisfactory interview with the M.S.N. Faculty Committee.

Pre-R.N. to M.S.N.

Required Curriculum		Semester Hours
Undergraduate Courses		
MTH 212	Statistics	3
One Theological Studies Course		3
PHL 310	Bio-Ethics	3
NUR 313	Nursing Assessment for RN's 1+2 Prior Learning Credits	
NUR 405	Foundations for Evidence-Based Practice	3
ENG 470	Advanced Writing for Health Professionals	3
NUR 460	Concepts in Professional Nursing	3
NUR 475	Concepts in Population Focused Nursing	3
NUR 480	Concepts in Leadership & Management	3

Course descriptions can be found in the undergraduate section of this catalogue. Undergraduate bridge courses may be taken on either a part- or full-time basis.

Required Curriculum		Semester Hours
Core Courses		
NUR 600	Theories and Values for Advanced Nursing	3
NUR 612	Health Care Policy in a Diverse Community	3
NUR 620	Statistics for Advanced Nursing	3
NUR 622	Advanced Nursing Inquiry for Evidence-Based Practice	3
NUR 625	Nursing Informatics	3
NUR 690	Practicum in Advanced Nursing Roles	3
NUR 696	Professional Proposal Design	3
NUR 698	Nursing Capstone	3
NUR 699	Nursing Capstone Continuation*	0
Nurse Leader Concentration		
NUR 610	Foundations of Leadership	3
NUR 611	Leadership and Organizational Behavior	3
NUR 617	Financial Tools for Nursing Leadership	3
Total		**33**

* Students who do not finish their Nursing Capstone project within the semester of original enrollment for NUR 698 are required to enroll each semester in the program's NUR 699 Nursing Capstone Continuation course for 0 credit hours.

Master of Science in Nursing Degree, Nurse Anesthesia Concentration

The Nurse Anesthesia Concentration in the Master of Science in Nursing program is an advanced practice degree, and prepares nurses for service in the advanced practice role of nurse anesthesia. The Nurse Anesthesia concentration courses and their sequence were designed to build upon prior baccalaureate education and professional experiences promoting development of nurse anesthesia knowledge, concepts and skills. Graduates of the Nurse Anesthesia concentration are prepared to fulfill the requirements to sit for the National Certification Examination. In addition, preparation is provided to safely practice as an advanced practice nurse with significant autonomy upon certification as a Certified Registered Nurse Anesthetist. The Nurse Anesthesia concentration is 28 months of continuous coursework, including didactic and clinical practicum. All students are enrolled full-time, and there is no part-time option. Clinical practicum will be scheduled to afford the student the maximum opportunity to meet case requirements mandated by the Council on Accreditation of Nurse Anesthesia Educational Programs and will vary from the academic calendar of the University.

It is our expectation that nurses who complete the program will:

- Demonstrate appropriate scientific knowledge and psychomotor ability while providing anesthesia care.
- Demonstrate safety and vigilance to protect the patient from harm.
- Provide individualized anesthesia care to meet the needs of the patient.
- Demonstrate effective oral and written communication skills.
- Demonstrate professionalism and responsibility in the advanced practice role of the Nurse Anesthetist.
- Utilize critical thinking and decision making skills to impact patient care.

A prerequisite for registration for any course in the Nurse Anesthesia Program is successful completion (B [3.0] or better) of a college-level statistics course (3 hours).

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	3
NUR 698	Nursing Capstone	3

Required Curriculum		Semester Hours
Nurse Anesthesia Courses		
NUR 603	Basic Principles of Anesthesia and Lab	3
NUR 606	Chemistry & Physics for Nurse Anesthesia	2
NUR 607	Pharmacology I (Videoconference)	3
NUR613	Advanced Anatomy and Physiology/ Pathophysiology I	
NUR 630	Clinical Practicum I	0
NUR 604	Advanced Principles of Anesthesia and Lab	3
NUR 614	Advanced Anatomy and Physiology/ Pathophysiology II	3
NUR 608	Pharmacology II (Videoconference)	3
NUR 631	Clinical Practicum II	2
NUR 605	Advanced Principles of Anesthesia II	2
NUR 615	Advanced Anatomy and Physiology/ Pathophysiology III	3
NUR 619	Advanced Physical Health Assessment	3
NUR 632	Clinical Practicum III	2
NUR 633	Clinical Practicum IV	3
NUR 634	Clinical Practicum V	4
NUR 635	Clinical Practicum VI	4
NUR 691	Senior Seminar	3
NUR 636	Clinical Practicum VII	4
Total		**65**

Nurse Anesthesia Program (N.A.P.) Policies

Admission Requirements

The Lourdes University Nurse Anesthesia program admission process does not discriminate on the basis of race, color, religion, age, gender, national origin, marital status, disability, sexual orientation, or any factor protected by law.

Applicants seeking admission to the graduate program must initially meet the admission requirements of the Lourdes University Graduate School, the Master of Science in Nursing and the Nurse Anesthesia Program. The requirements are as follows:

- Graduation from an accredited (NLNAC or CCNE) nursing program.
- A baccalaureate degree in Nursing or other appropriate major 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 Community 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.
- Applicants 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.
- A cumulative G.P.A. of 3.0 or higher on a 4.0 scale, including a math/science 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. (Undergraduate science courses must be no more than 10 years prior to application to the program. Grades in these courses must be at or above a 3.0.)
- Completion of the Graduate Record Examination (GRE) within the last five years prior to application. A combined quantitative and verbal score of 1000, and a score greater than 3.5 on the analytical writing section is preferred. Test scores must be received by the Graduate School prior to the application deadline.
- A current, unrestricted licensure as a registered nurse in any state (Ohio licensure required prior to starting the program). Provide copy with application.
- A minimum of 2 years (within the last five years) as a Registered Nurse (R.N.) in a critical care area prior to matriculation. Candidates with one year critical care experience must remain employed in a critical care area within 3 months of starting class. All types of intensive care areas, OR, ER and PACU nursing will be considered as fulfilling this requirement. Direct patient care is required. Candidates must possess the following:

    a. Independent decision making.

    b. Advanced psychomotor skills.

    c. Ability to interpret advanced monitoring modalities.

    d. Superior collaboration and communication skills.
- Current Basic Life Support, Advanced Cardiac Life Support, and Pediatric Advanced Life Support training. Training must be maintained throughout the program. Provide documentation of training with each application.
- Provide a professional goal statement which includes why you have chosen

nurse anesthesia as a profession, why you have chosen a faith based institution, and specifically why you have chosen Lourdes University. (500 words maximum)

- Provide three letters of recommendation utilizing the Lourdes University reference form. References must be from the following individuals:

  a. An anesthesia provider.

  b. An immediate supervisor.

  c. A physician the applicant has worked closely with in the critical care area.

- A minimum shadowing experience of 1-2 days with a CRNA or a MDA. Additional shadowing is preferred.
- Submit a Curriculum Vita.
- Critical care certification (examples CCRN, CNOR) is encouraged for first time applicants, and is preferred for reapplication to the program.
- Submit completed application and application fee.
- Successfully complete the interview process (interviews are by invitation only).
- A background check, health and drug screening will be required prior to beginning the 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 student's account once enrolled in the program. If the student does not enroll in the program, the deposit shall be forfeited.)

Note: Due to the very competitive nature of the admissions process, applicants should understand that meeting minimum standards does not guarantee admission. All completed applications will be screened, and the most qualified candidates will be selected to participate in the interview process.

Nurse Anesthesia Program Completion Requirements

The Nurse Anesthesia Program follows the progression policies of the Graduate School found in the Handbook for the Graduate Student, which is located on the Lourdes University website under Current Students/Graduate School. In addition, each master's degree candidate must successfully complete the following prior to graduation:

- Successful completion of the curriculum sequence, which includes the Council on Accreditation of Nurse Anesthesia Educational Programs' required curriculum courses.
- Successful completion of Clinical practicum I-VII with satisfactory marks on daily clinical practicum evaluation forms.

- Complete and record a minimum of 550 cases, 650 preferred, and satisfy all of the COA case type requirements.
- Submit National Certification Examination paperwork and fee to Program Administrator.
- A nursing capstone project.
- A presentation of the project to faculty and students.

Nurse Anesthesia Program Drug and Alcohol Policy

The Lourdes University College of Nursing requires that all nurse anesthesia students must be free of illicit or illegal drugs and alcohol in the classroom setting, when providing patient care or on call to provide patient care.

Further, students may not use illegal drugs, abuse prescription drugs, or engage in excessive alcohol use while enrolled in the Program. The policy includes mandatory testing for all students entering the Nurse Anesthesia Program and random testing during the program if indicated by the clinical site or there is a suspicion that the student is under the influence of drugs or alcohol. The procedure for testing is managed by the Nurse Anesthesia Administrator. A detailed procedure is available on the Lourdes University website in the Nurse Anesthesia Student Handbook. Additional policies can be found in the Nurse Anesthesia Program Handbook located on line at Lourdes.edu.

Graduate Certificates

Graduate Nurse Anesthesia Certificate

The Graduate Nurse Anesthesia Certificate (GNAC) program is designed for nurses who have a Master's Degree in Nursing with a concentration in areas other than nurse anesthesia and want the knowledge, skills and ability to become a Certified Registered Nurse Anesthetist and provide anesthesia in the clinical setting. The GNAC program is an alternative for those individuals who desire nurse anesthesia knowledge, but are not necessarily interested in completing another Master's Degree in Nursing. Nurses interested in this certificate program will take the entire anesthesia related curriculum, including Clinical Practicum I – VII and one course related to professional aspects of Nurse Anesthesia. Potential candidates must successfully complete the application and selection process for admission into the program. Upon successful completion of the program, graduates will be awarded a certificate of completion in Nurse Anesthesia and be able to sit for the National Certification Examination. An additional Master's or higher degree will NOT be awarded.

It is our expectation that nurses who complete the program will:

- Demonstrate appropriate scientific knowledge and psychomotor ability while providing anesthesia care.

- Demonstrate safety and vigilance to protect the patient from harm.
- Provide individualized anesthesia care to meet the needs of the patient.
- Demonstrate effective oral and written communication skills.
- Demonstrate professionalism and responsibility in the advanced practice role of the Nurse Anesthetist.
- Utilize critical thinking and decision making skills to impact patient care.

Admission Requirements

Lourdes University Nurse Anesthesia program admission process does not discriminate on the basis of race, color, religion, age, gender, national origin, marital status, disability, sexual orientation, or any factor protected by law.

Applicants seeking admission to the graduate program must meet the admission requirements of the Lourdes University Graduate School and the Master of Science in Nursing nurse anesthesia concentration. These include:

- Graduation from an accredited (NLNAC or CCNE) M.S.N. nursing program.
- A Master's degree in Nursing from a regionally accredited college or university. Degree must be completed and final transcripts submitted prior to the application deadline.
- A cumulative G.P.A. of 3.0 or higher on a 4.0 scale including a math/science 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. (Undergraduate science courses must be no more than 10 years prior to application to the program. Grades in these courses must be at or above a 3.0.)
- Completion of the Graduate Record Examination (GRE) within the last five years prior to application. A combined quantitative and verbal score of 1000, and a score greater than 3.5 on the analytical writing section is preferred. Test scores must be received by the graduate school prior to the application deadline.
- A current, unrestricted licensure as a registered nurse in any state (Ohio licensure required prior to starting the program). Provide copy with application.
- A minimum of 2 years (within the last five years) as a Registered Nurse (R.N.) in a critical care area prior to matriculation. Candidates with one year critical care experience must remain employed in a critical care area within 3 months of starting class. All types of intensive care areas, OR, ER and PACU nursing will be considered as fulfilling this requirement. Direct patient care is required. Candidates must possess the following:
    - Independent decision making

- o Advanced psychomotor skills
- o Ability to interpret advanced monitoring modalities
- o Superior collaboration and communication skills

- Current Basic Life Support, Advanced Cardiac Life Support, and Pediatric Advanced Life Support training. Training must be maintained throughout the program. Provide documentation of training with each application.
- Provide a professional goal statement, which includes why you have chosen nurse anesthesia as a profession, why you have chosen a faith based institution, and specifically why you have chosen Lourdes University. (500 words maximum)
- Provide three letters of recommendation utilizing the Lourdes University reference form. References must be from the following individuals:
  - o An anesthesia provider.
  - o An immediate supervisor.
  - o A physician the applicant has worked closely with in the critical care area.
- A minimum shadowing experience of 1-2 days with a CRNA or a MDA. Additional shadowing is preferred.
- Submit a Curriculum Vita.
- Critical care certification (examples CCRN, CNOR) is encouraged for first time applicants, and is preferred for reapplication to the program.
- Submit completed application and application fee.
- Successfully complete the interview process (interviews are by invitation only).
- A background check, health and drug screening will be required prior to beginning the 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. If the student does not enroll in the program, the deposit shall be forfeited.)

Note: Due to the very competitive nature of the admissions process, applicants should understand that meeting minimum standards does not guarantee admission. All completed applications will be screened, and the most qualified candidates will be selected to participate in the interview process.

Completion Requirements

- The GNAC program follows the progression policies of the Graduate School found in the Handbook for the Graduate Student, which is located on the Lourdes University website under Current Students/Graduate School.

- Successful completion the curriculum sequence, which includes the Council on Accreditation of Nurse Anesthesia
- Educational Programs required curriculum courses. (Waiver N.A.P. Curriculum Sequence see p. 321)
- Successful completion of Clinical practicum I-VII with satisfactory marks on daily clinical practicum evaluation forms.
- Complete and record a minimum of 550 cases, 650 preferred and satisfy all of the COA case type requirements.
- Submit National Certification Examination paperwork and fee to Program Administrator.

Each course listed below is a required course for the Graduate Nurse Anesthesia Certificate (GNAC) program.

Required Curriculum		Semester Hours
Nurse Anesthesia Courses		
NUR 603	Basic Principles of Anesthesia and Lab	3
NUR 606	Chemistry & Physics for Nurse Anesthesia	2
NUR 607	Pharmacology I (Videoconference)	3
NUR 613	Advanced Anatomy and Physiology/ Pathophysiology I	3
NUR 630	Clinical Practicum I	0
NUR 604	Advanced Principles of Anesthesia and Lab	3
NUR 614	Advanced Anatomy and Physiology/ Pathophysiology II	3
NUR 608	Pharmacology II (Videoconference)	3
NUR 631	Clinical Practicum II	2
NUR 605	Advanced Principles of Anesthesia II	2
NUR 615	Advanced Anatomy and Physiology/ Pathophysiology III	3
NUR 619	Advanced Physical Health Assessment	3
NUR 632	Clinical Practicum III	2
NUR 633	Clinical Practicum IV	3
NUR 634	Clinical Practicum V	4
NUR 635	Clinical Practicum VI	4
NUR 691	Senior Seminar	3
NUR 636	Clinical Practicum VII	4
NUR 646	Professional Aspects of Nurse Anesthesia	3
Total		**53**

For nurses with a Master's Degree in Nursing or another discipline Graduate Certificate Programs are offered in Nursing Leadership and Nursing Education. Description of each certificate program follows the admission criteria.

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. Description 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, active registered nurse license.
- Submit to the Graduate School official transcripts indicating degrees received.
- Possess a Master's degree in nursing or a related field from a regionally accredited institution with a minimum G.P.A. of 3.0.
- Provide a current resume.
- Complete a satisfactory interview with the M.S.N. Director.

Graduate Nursing Leadership Certificate

The Graduate Nursing Leadership Certificate (GNLC) program is designed for current and prospective nurse leaders at all levels within any organization to expand their leadership knowledge, skills, and abilities. The GNLC will enhance the 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.

The Graduate Nursing Leadership Certificate Program consists of the following courses:

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 680	Leadership Seminar	3
Total		**12**

Graduate Nursing Education Certificate

The Graduate Nursing Education Certificate (GNEC) program is designed for nurses who may have a master's degree in areas other than nursing who want the knowledge, skills and ability to teach in a variety of educational settings with students, nurses or patients.

The GNEC program is an alternative for those individuals who desire nursing education knowledge, but are not necessarily interested in completing another Master's Degree. The GNEC is also designed to provide relevant transfer credit into other graduate programs.

It is our expectation that students who successfully complete the program will:

- Implement teaching and learning theories into nursing education programs in a variety of settings.
- Recognize the characteristics of an individual to learn.
- Create instructional materials to motivate and engage adult learners.
- Articulate the parameters, approaches and processes essential in curriculum/program and individual course design.
- Verify definitions and purposes of philosophical approaches and goals for curriculum/program development.
- Compare and contrast various evaluation methods used to assess student learning and curriculum/program development.

The Graduate Nursing Education Certificate Program consists of the following courses:

Required Curriculum		Semester Hours
Educator Courses		
NUR 640	Perspectives on Teaching and Learning	3
NUR 643	Curriculum Design	3
NUR 645	Assessment and Evaluation I Healthcare Education	3
NUR 690	Practicum in Advanced Nursing Roles	3
Total		**12**

Course Descriptions

NUR 600 Theories and Values for Advanced Nursing (3)
Examines the significance of theory for nursing as a profession, which provides the student with a foundation for advanced nursing practice and research. The course focuses on the components related to the development of nursing theory including grand and midrange theories, and conceptual frameworks. The Franciscan values are also explored to determine how students' and healthcare organizations' values and ethical principles impact the care of individuals.

NUR 603 Basic Principles of Anesthesia I and Lab (3)
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 that the student will need to provide safe, effective, and individualized anesthesia care. The lab component of this course will offer the student a simulated anesthetizing environment for application and synthesis of basic anesthesia principles. Instructor as well as computer based scenario training will be offered.

NUR 604 Advanced Principles of Anesthesia I and Lab (3)
Designed to provide the student with a comprehensive overview of advanced principles of anesthesia care for patients undergoing various surgical, diagnostic, or therapeutic procedures. The primary focus will be patient assessment, anesthetic management, and associated technology integral to each procedure. Anesthetic implications of various disease processes are also discussed. The lab component of this course will offer the student a simulated anesthetizing environment for application and synthesis of advanced anesthesia principles. Instructor as well as computer based scenario training will be offered.

NUR 605 Advanced Principles of Anesthesia II (2)
Offers a continuation of advanced principles of nurse anesthesia care.

Building upon previous knowledge, students will plan and implement anesthesia care for patients with increasingly complex pathology and /or increasingly complex procedures.

NUR 606 Chemistry and Physics for Nurse Anesthesia (2)
The course addresses the specific relationships connecting chemistry, physics, and clinical nurse anesthesia practice. Concepts of general, organic, and biochemistry are discussed in relation to physiological processes and pharmacologic principles. Concepts of modern physics are discussed in relation to the practice of anesthesia; specifically the understanding of the behavior of gases. Emphasis will be on the integration and practical application of these principles to clinical nurse anesthesia practice.

NUR 607 Pharmacology I (3)
This course is designed to provide the student with a thorough understanding of the science of pharmacology. The primary focus will be on the topics integral to the practice of modern anesthesia. These include pharmacokinetics, pharmacodynamics, pharmacotherapuetics, 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, pharmacotherapuetics, pharmacogenetics, pharmacy and toxicology of neuromuscular blocking drugs, local anesthetics, autonomic, asthma, and cardiovascular drugs (video-teleconference).

NUR 610 Foundation of Leadership (3)
Analyze various models and theories of leadership in use in this country and in the world. Evaluation of personal leadership development will offer students the opportunity to identify personal leadership values and characteristics. Synthesize the leadership culture within organizations and in nursing. Crosslisted with LS 610.

NUR 611 Leadership and Organizational Behavior (3)
Examines individual and group behavior in healthcare organizations, including how organizations operate internally and externally within the healthcare environment. Organizational structure and models, culture and practices, power and politics, and individual and group dynamics will be discussed. The student will evaluate the role of healthcare organizations, in light of leadership and workplace dynamics and using the change process, to positively impact healthcare organizations. Crosslisted with LS 611.

NUR 612 Health Care Policy in a Diverse Community (3)
Examines the relationship between the health needs of populations and healthcare policy with specific attention to global health issues. The influences of society, environment, diversity of populations, and health trends are examined utilizing epidemiological principles. The role of public policy in the organization, delivery, and financing of health care to meet the needs of diverse communities is synthesized. The course explores how the role of nursing can effectively impact the health of a diverse and global society.

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.

NUR 615 Advanced Anatomy and Physiology/Pathophysiology III (3)
Provides a comprehensive study of human anatomy, physiology and pathophysiology with an emphasis on anesthesia affects using a systems approach. This course focuses on endocrine and neuromuscular systems, and obstetric and pediatric populations. Priority is placed on those physiological and patho-physiological alterations that affect the body's ability to maintain equilibrium throughout the aging process. This course provides a foundation for the understanding of disease states and their impact on anesthesia practice. Content includes intervention modalities relevant to anesthetic management throughout the peri-operative period.

NUR 617 Financial Tools for Leaders and Organizations (3)
Examines the role of financial management and nursing leadership in healthcare organizations. Concepts related to the budgeting process, strategic planning, and business plan development for an organization's financial operation will be presented. The student will utilize principles of healthcare economics, finance, and accounting to examine the strategic, operational, and systems decisions facing nursing leaders. Crosslisted with LS 617.

NUR 619 Advanced Physical Health Assessment (3)
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. Following an introduction to advanced health assessment, students complete a review of health assessment organized in a body-systems approach. Practical application in the clinical area will be offered.

NUR 620 Statistics for Advanced Nursing (3)
This course applies the knowledge of

descriptive, correlation, and inferential statistics used in nursing research. Students will develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings. Examples of nursing research studies will be evaluated for the appropriate use of statistics to validate findings. Prerequisite: Undergraduate statistics course.

NUR 622 Advanced Nursing Inquiry for Evidenced-Based Practice (3)
Focuses on critical thinking skills needed to develop an evidenced based practice. It helps the student learn to utilize current and 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 current knowledge of a clinical/educational problem(s) from which they will develop an evidence-based practice guideline. Prerequisite: NUR 620.

NUR 625 Nursing Informatics (3)
Discusses the conceptual and functional components of nursing informatics. Students will analyze the components of data, information and knowledge as they relate to information technology, information structures, and information management. It explores the role of the nurse in interfacing with these systems and ethical issues related to the use of technology.

NUR 630 Clinical Practicum (0)
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 631Clinical Practicum II (2)
Designed to provide the student with clinical application of basic principles of nurse anesthesia. Experience includes development and application of skills specific to the role of nurse anesthetist. Actual clinical experience includes progressively more difficult cases, invasive monitoring, and specialty areas, such as general, laparoscopic, orthopedic, and neurologic procedures. Students assume increasing responsibility for the independent delivery of anesthesia care as they progress. Students are individually assigned to meet case requirements mandated by the Council on Accreditation of Nurse Anesthesia Educational Programs.

NUR 632 Clinical Practicum III (2)
Clinical experiences continue to focus on the application of the principles of nurse anesthesia and expanding clinical practicum skills. Clinical practice involving pediatric, obstetric, and other specialty care patients with a clinical affiliate faculty will be introduced. Students assume increasing responsibility for the independent delivery of anesthesia care as they progress. Students are individually assigned to meet case requirements mandated by the Council on Accreditation of Nurse Anesthesia Educational Programs.

NUR 633 Clinical Practicum IV (3)
Clinical experience continues with an individual, in-depth study of more advanced clinical nurse anesthesia in such specialty areas such as neurosurgical, cardiovascular, obstetric, pediatric and

regional anesthesia. The student learns to handle more difficult, specialized, patients who are at high risk. Emphasis is on more complex management with advanced monitoring techniques, use of pharmacological agents, and handling higher stress situations. Experiences include development of advanced skills specific to the role of the nurse anesthetist. Students are individually assigned to meet case requirements mandated by the Council on Accreditation of Nurse Anesthesia Educational Programs.

NUR 634 Clinical Practicum V (4)
Building upon the knowledge and skills acquired in clinical practicum IV, clinical experience continues with the primary focus involving advanced, independent clinical nurse anesthesia administration. Emphasis is on management of higher risk patients requiring more difficult surgical procedures, performing peri-operative anesthetic care with a minimum amount of supervision, and readiness for transition from student to graduate status. Students are individually assigned to specialty areas to meet case requirements mandated by the Council on Accreditation of Nurse Anesthesia Educational Programs.

NUR 635 Clinical Practicum VI (4)
Building upon the knowledge and skills acquired in clinical practicum V, clinical experience continues with the primary focus involving advanced, independent clinical nurse anesthesia administration. Emphasis is on management of higher risk patients requiring more difficult surgical procedures, performing peri-operative anesthetic care with a minimum amount of supervision, and readiness for transition from student to graduate status. Students are individually assigned to specialty areas to meet case requirements mandated by the Council on Accreditation of Nurse Anesthesia Educational Programs.

NUR 636 Clinical Practicum VII (4)
Building upon the knowledge and skills acquired in clinical practicum VI, clinical experience continues with the primary focus involving advanced, independent clinical nurse anesthesia administration. Emphasis is on management of higher risk patients requiring more difficult surgical procedures, performing peri-operative anesthetic care with a minimum amount of supervision, and readiness for transition from student to graduate status. Students are individually assigned to specialty areas to meet case requirements mandated by the Council on Accreditation of Nurse Anesthesia Educational Programs.

NUR 640 Perspectives on Teaching and Learning (3)
Presents a variety of teaching and learning theories with their associated instructional methods used in laboratory, classroom, and clinical settings. Traditional and nontraditional methods of teaching will be examined along with the strengths and limitations of each. Strategies to enhance teaching effectiveness will be presented.

NUR 643 Curriculum Design (3)
Discusses conceptual and practical foundations on which to build a nursing curriculum. Related literature and research, past practices, contextual factors influencing curricula, and strategies in mapping the curriculum will be presented. Emphasis is on the process of developing a curriculum meeting the standards set by regulatory and accreditation agencies.

NUR 645 Assessment and Evaluation in Healthcare Education (3)
Explores assessment and evaluation theories with strategies to analyze the individual student, course content and the effectiveness of the curriculum/program. The impact of accrediting agency requirements for nursing education will be examined. Programs offering standardized testing services and the impact on evaluating student outcomes are presented.

NUR 646 Professional Aspects of Nurse Anesthesia (3)
This course provides an overview of the development of anesthesia as an advanced practice nursing specialty. Emphasis is placed on those factors that shape the practice environment of the nurse anesthetist: qualifications and scope of practice, professional role, commitment to the profession, professional organizations, the U.S. legal system, history, bioethics, professional standards, political and practice challenges, global health issues, multiculturalism, and the concept of caring.

NUR 680 Leadership Seminar (3)
Examines the impact of nursing leadership in building organizations that transform individuals. It discusses the role of the nurse leader in healthcare and academic environments. The course may include national and local guest speakers who will focus on current leadership, healthcare or related topics.

NUR 690 Practicum in Advanced Nursing Role (1 Theory; 2 Clinical)
Combines both theoretical and experiential learning. Students complete a clinical practicum in their area of concentration. Students are also assigned and meet regularly with a clinical faculty member. Class time focuses on the exploration and analysis of theoretical and practical components of the advanced nursing role. Prerequisites: NUR 600, 612, 621; Nurse Educator: NUR 640, 643, 645; Nurse Leader: NUR 610, 611, 617.

NUR 691 Senior Seminar (3)
Reviews and synthesizes all previous coursework using case studies and other teaching strategies to prepare the student for the National Certification Examination. Simulated National Certification Examination (NCE) testing as well as personal study time for the NCE will be offered.

NUR 696 Professional Proposal Design (3)
Takes the student through the process of development of a project proposal. The student is expected to synthesize concepts learned in the M.S.N. curriculum as they apply to an identified project of interest to the student. The project timeline and evaluation will be discussed. A written project document will be developed that includes problem identification, proposed implementation and anticipated evaluation. The student will learn how to negotiate the IRB process. The student will engage in critical evaluation of personal project design as well as those developed by others. Prerequisites: NUR 620, 622.

NUR 698 Nursing Capstone (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: All NUR courses including 690.

NUR 699 – Nursing Capstone Continuation (0)
Students who do not finish their Nursing Capstone within the semester of original enrollment for NUR 698 are required to enroll each semester in the program's NUR 699 Nursing Capstone Continuation course for 0 credit hours. The continuation course will be graded non credit (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.

Office of the President

Robert C. Helmer, Ph.D., J.D.
President
B.A., University of Notre Dame
M.A., The Catholic University of Louvain
Ph.D., Marquette University
J.D., The University of Toledo

Theresa L. Holup
Executive Administrative Assistant to the President

Title III Program

Keith K. Schlender, Ph.D.
Program Director
B.A., Westmar College
M.S., Ph.D., Michigan State University

Pamela S. Crabtree, M.L.S.
Administrative Assistant
B.A., M.L.S., The University of Toledo

Lindsay N. Czech, M.Ed.
Assistant Director Career Services
B.A., Bowling Green State University
M.Ed., Ohio University

Amy Jo Rouleau, B.A.
Project Leader
B.A., Lourdes College

Donald J. Vogel, M.Ed.
Instructional Design Specialist
A.A., B.S., M.Ed., Bowling Green State University

Rachel N. Duff Anderson, M.S.W.
Director of First Year Experience
B.A., Siena Heights University
M.S.W., University of Michigan

Academic Affairs

Janet H. Robinson, Ph.D.
Provost
B.S.N., Mercy College of Detroit
M.S.N., Ph.D., Wayne State University

Ellen M. Vershum
Executive Assistant, Provost

Shana Pyle, M.U.P.
Administrative Assistant, Provost
B.A., University of California
M.U.P., University of Michigan

Keith K. Schlender, Ph.D.
Associate Provost
B.A., Westmar College
M.S., Ph.D., Michigan State University

Academic Advising Center

Mary Douglas, M.Ed.
Director of Advising Services
B.S., M.Ed., The University of Toledo

Kelly Conkle, M.S.
Academic Advisor
B.B.A., The University of Toledo
M.S., Kansas State University

Stacy Jenkins, M.A., L.P.C., N.C.C.
Owens Transfer Coordinator/Advisor
B.A., M.A., Siena Heights University

Libby King, B.A.
Advisor/Nursing Liaison
B.A., The University of Toledo

Deborah M. Rathbun, B.S.
Education Advisor/Recruiter
B.S., Central Michigan University

Chandra Reinhart, B.A.
Administrative Assistant
B.A., Lourdes College

Assessment

Deborah Schwartz, Ph.D.
Institutional Assessment
B.Ed., M.A., The University of Toledo
Ph.D., The University of Michigan

Institutional Research

Pamela A. Curavo, B.A.
Director of Institutional Research
B.A., Lourdes College

Archives

Sr. Cabrini Warpeha, O.S.F., Ph.D.
Director of Archives
B.A., The College of St. Teresa
M.A., The University of Detroit
Ph.D., The University of Toledo

The College of Arts and Sciences

Geoffrey J. Grubb, Ph.D.
Dean
A.B., Saint Louis University
M.A., The Catholic University of America
Ph.D., Saint Louis University

Richelle L. Burkey, B.A.
Administrative Assistant
B.A., Bowling Green State University

Deborah Jovanovic
Administrative Assistant

Linda Stout, M.Ed.
Administrative Assistant
B.S., M.Ed., University of Pittsburgh

Lifelong Learning

Laura Megeath, Ph.D.
Coordinator
B.A., Colgate University
Ph.D., University of Massachusetts Medical Center

Deborah Jovanovic
Assistant Coordinator

The Appold Planetarium

Laura Megeath, Ph.D.
Coordinator
B.A., Colgate University
Ph.D., University of Massachusetts Medical Center

Department of Business and Leadership

Dean C. Ludwig, Ph.D.
Dean of the College of Business and Leadership
Interim Director of the M.B.A. Program
Chairperson of the Department of Business and Leadership
Professor of Business and Leadership
Regular Graduate Faculty
B.A., University of Detroit
M.B.A., Ph.D., Wharton School of the University of Pennsylvania

Heidi Keller, A.A.
Administrative Assistant
A.A, Northwest State Community College

The College of Nursing

Judy A. Didion, Ph.D., R.N.
Dean
Diploma, St. Vincent Hospital
B.S.N., The University of Toledo
M.S.N., The University of Texas Health Science Center
Ph.D., Duquesne University

Candy Postlewaite
Administrative Assistant

The College of Education and Human Services

Michael J. Smith, Ph.D.
Dean
B.Ed., M.Ed., The University of Toledo
Ph.D., Bowling Green State University

Anne Krupa
Administrative Assistant
A.A., Ohio College of Massotherapy

Graduate School

Deborah Schwartz, Ph.D.
Dean
B.Ed., M.A., The University of Toledo
Ph.D., The University of Michigan

Heather Bae
Administrative Assistant

Tara Hanna
Administrative Assistant/
Coordinator of Student Services

Keith Ramsdell, M.Ed.
Director, Graduate Admissions
B.A., M.Ed., The University of Toledo

Academic Services

Robyn A. Gandy, Ph.D.
Associate Dean for Academic Services
A.A., B.I.S., Lourdes College
M.A., The University of Dayton
Ph.D., The University of Toledo

College Readiness Program

Barbara J. Masten, M.Ed.
Faculty Coordinator
B.Ed., M.Ed., The University of Toledo

Registrar

Michelle Rable, M.B.A.
Registrar
B.A., The University of Toledo
M.B.A., The University of Findlay

Carolyn J. Grant, B.A.
Assistant Registrar
B.A., The University of Toledo

Nancy Davis
Administrative Assistant

Academic Support Center

Robyn A. Gandy, Ph.D.
Associate Dean
A.A., B.I.S., Lourdes College
M.A., The University of Dayton
Ph.D., The University of Toledo

Chrissy Knapke, B.S.
Assistant Director of Academic Support Center
B.S., Southern Illinois University

Angie Gorny, M.S.
Academic Support Center Coordinator
B.S., Bowling Green State University
M.S., University of Kentucky

Gina Luck, B.A.
Academic Support Center Coordinator
B.A., Lourdes College

Kelly McIntyre, B.A.
Academic Support Center Coordinator
B.A., The University of Toledo

Tara Reineck, B.A.
Academic Support Center Coordinator
B.A., The University of Toledo

Library

Sr. Sandra Rutkowski, O.S.F., Ed.S.
Director of Library Services
B.A., Mary Manse College
M.S.L.S., Wayne State University
Ed.S., The University of Toledo

Karen Mohar, M.S.L.I.S.
Assistant Librarian
B.A., Ohio Dominican College
M.S.L.I.S., Kent State University

Linda Murray, B.A.
Library Assistant II
B.A., The University of Michigan

Patsy Kiros, M.S.L.I.S.
Technical Assistant
B.A., M.A., Howard University
M.S.L.I.S., Kent State University

Mission and Ministry

Sr. Ann Carmen Barone, O.S.F., M.M.
Vice President for Mission and Ministry
B.A., Mary Manse College
M.M., Bowling Green State University

Sr. Barbara Vano, O.S.F., M.A.
Director of Campus Ministry
Director of Service Learning
B.A., Oakland University
M.A., Wayne State University
M.A., St. Bonaventure University

Laureen Knueven, B.A.
Campus Minister
B.A., Lourdes College

Rev. Marty Lukas, O.S.F.S., M.Div.
Campus Minister
B.S., Niagra University
M.S., University of Toledo
M.Div., University of Toronto,
St. Michael's College

Nancy Davis
Administrative Assistant

Student Life

Roseanne Gill-Jacobson, M.Ed.
Vice President for Student Life
B.S.S., M.Ed., Ohio University

Kimberly Grieve, Ph.D.
Dean of Students and Retention
B.A., Michigan State University
M. Ed., Ph.D., The University of Toledo

Caroline Kwiatkowski, B.Ed.
Senior Administrative Assistant to the
Vice President for Student Life
B.Ed., The University of Toledo

Admissions

Amy L. Mergen, M.O.L.
Dean of Enrollment
B.Ed., The University of Toledo
M.O.L., Lourdes College

Kelly Bishop, B.Ed.
Admissions Transfer Counselor
B.Ed., Lake Superior State University

Karen Case, B.G.S.
Admissions Coordinator
B.G.S., Indiana University

John H. Hairston, B.A., B.B.A.
Admissions Coordinator
BA, B.B.A., Malone College

Amy L. Houston, B.A.
Associate Director of Admissions
B.A., The University of Toledo

Stacy Jenkins, M.A. L.P.C., N.C.C.
Admissions Transfer Coordinator/Advisor
B.A., M.A., Siena Heights University

Debbie Kennedy, B.S.S.W.
Administrative Assistant
A.A., University of Toledo
B.S., Ohio State University

Erin T. Hafner, M.Ed.
Assistant Director of Admissions
B.A., Miami University
M.Ed., The University of Toledo

Kathy M. Nyitray, B.A.
Admissions Computer Specialist
Student Information Systems
A.A., Owens Community College
B.A., Lourdes College

Jane Richardson, B.B.A.
Data Entry Assistant
B.B.A., University of Toledo

Randy T. Smith, M.A.
Admissions Coordinator
B.A., Youngstown State University
M.A., Ashford University

Athletics

Roseanne Gill-Jacobson, M.Ed.
Director of Athletics
B.S.S., M.Ed., Ohio University

Lisa Binkowski, M.A.
Associate Director of Athletics
B.S.W., M.A., Siena Heights College

Gregory Reitz, M.S.
Assistant Director of Athletics
Head Coach for Women's Volleyball
B.A., California State University, Long Beach
M.S., The University of Toledo

Tim Berta, B.A.
Assistant Baseball Coach
B.A., Bluffton University

Michael Froehlich, B.B.A.
Assistant Volleyball Coach
B.B.A., University of Toledo

Andy Ham, M.A.
Head Baseball Coach
B.S., Husson University
M.A., Siena Heights

Zareth Gray, M.A.
Head Women's Basketball Coach
B.A., Michigan State University
M.A., Ashford University

Leroy C. King, Jr., B.S.
Assistant Men's Basketball Coach
B.S., Youngstown State University

André D. Smith, B.S.Ed.
Assistant Athletic Director
Head Coach for Men's Basketball
B.A., California State University, Long Beach
B.S.Ed., Youngstown State University

Scott L. Simon, M.S.A.
Head Coach for Men's and Women's Golf
B.B.A., The University of Toledo
M.S.A.., Central Michigan University

Olivia Terry, B.S.
Assistant Women's Basketball Coach
B.S., The University of Toledo

Career Services

Janet Dickson, M.O.L.
Director of Career Services
B.S., University of Wisconsin-Oshkosh
M.O.L., Lourdes College

Lindsay N. Czech, M.Ed.
Assistant Director Career Services
B.A., Bowling Green State University
M.Ed., Ohio University

Counseling Services

Kathleen T. Daley, M.Ed., LPC
Director of Counseling Services
B.A., Adrian College
M.Ed., The University of Toledo

Diversity & Multicultural Services

Tonya Colbert, M.A.
Coordinator, Office of Diversity and Multicultural Services
B.A., Lourdes College
M.A., Spring Arbor University

Monica L. Smith
Multicultural Assistant

Financial Aid

Denise A. McCluskey, M.Ed.
Director of Financial Aid
B.S., Bowling Green State University
M.Ed., The University of Toledo

Deborah S. LaJeunesse, B.S.
Associate Director of Financial Aid-Systems Management
B.S., The University of Toledo

Timothy A. Thibodeau, B.S.
Assistant Director of Financial Aid
B.S., Bowling Green State University

Tracy Linenkugel
Financial Aid Office Assistant

Recreation Programs

Lisa Binkowski, M.A.
Director
B.S.W., M.A., Siena Heights College

Residential Life

Todd M. Matthews, M.O.L.
Director, Housing and Residential Life
A.A., Davis College
B.Ed., The University of Toledo
M.O.L., Lourdes College

Justin Pickens, J.D.
Area Coordinator
B.A, Thiel College
J.D., Penn State Dickinson School of Law

Student Activities

Rebecca L. Tobias, M.O.L.
Director, Student Activities and Orientation
B.S., Ohio University
M.O.L., Lourdes College

TRiO Programs

Teddi Moorman, M.Ed., PC
Director, TRiO Student Support Services
A.B., Ohio University
M.Ed., The University of Toledo

Stephanie M. Anderson, Ph.D.
TRiO Academic Skills Coordinator
B.A., The University of Toledo
M. Ed., Bowling Green State University
Ed.S., Ph.D., Bowling Green State University

Kimberly Grieve, Ph.D.
Director, Accessibility Services
B.A., Michigan State University
M. Ed., Ph.D., The University of Toledo

M. Christine Miller, B.A.
TRiO Learning Enhancement Coordinator
Assistant Director of Accessibility Services
B.A., Lourdes College

Janet Smith, B.A.
Administrative Assistant,
TRiO Student Support Services
A.A., Lourdes College
B.A., Mary Manse College

Tonya Colbert, M.A.
Director, Upward Bound Program
Coordinator, Office of Diversity and Multicultural Services
B.A., Lourdes College
M.A., Spring Arbor University

Lisa Hess, B.A.
Administrative Assistant/Advisor,
Upward Bound Program
B.A., Lourdes College

Veterans' Services

Michael Gill-Jacobson
Veterans' Support Staff

Administrative Services and Financial Affairs

Michael P. Killian, B.A., B.S.
Vice President for Finance & Administration
B.A., B.S., Bowling Green State University

Jeanne Callif
Administrative Assistant, Finance and Administration

Bonnie Blakeman
Receptionist, Welcome Center

Anne Marie Blank. B.A.
Accountant
B.A., Miami University

Irene Buechele, B.A.
Assistant Bursar
A.A., B.A., Lourdes College

LouAnn Fletcher
Lead Receptionist, Welcome Center

Patricia Gray, A.A.
Bursar
A.A., Presentation College

Cindy Hesburn
Receptionist, Welcome Center

Jeannette Merritt
Administrative Services Clerk

Brigette Sadowski, B.B.A., M.S.A., C.P.A.
Director of Finance
B.B.A., M.S.A., University of Notre Dame

Teresa A. Rainsberg, A.A.
Assistant Director of Finance
A.A., The University of Toledo

Carol Saggese, A.A.B.
Accounts Payable Clerk
A.A.B., Owens Technical College

Kathy Webber
Payroll Clerk

Marla Zink, B.A.
Student Accounts Receivable Specialist
A.A.S., Owens Community College
B.A., Lourdes College

Administrative Information Systems

Laurie Orzechowski, M.B.A.
Director of Administrative Systems
B.S., M.B.A., The University of Findlay

Marilyn Czerniejewski, M.L.S.
Assistant Project Leader
B.A., The University of Toledo
M.L.S., Kent State University

Michael Grzeszczak, B.S.
Systems Administrator
B.S., A.A.B.D.P., The University of Toledo

Diane Kitson, B.S.
Project Leader
B.S., Hartwick College

Gary Dekany, M.B.A.
Banner Programmer
B.B.A., Bowling Green State University
M.B.A., The University of Toledo

Christine Morris, B.B.A., P.M.P.
Project Leader
B.B.A., The University of Toledo

Amy Jo Rouleau, B.A.
Project Leader
B.A., Lourdes College

Victor Sierra, B.S.
Banner Programmer
A.A., Air Force Community College
B.S., Chapman College

Shailendra K. Sinha, M.S.
Database Administrator
M.S., Patna University, India
Oracle Certified Professional (OCP DBA)
SAS Certified Base Programmer

Franciscan Center

Penny Marks
Executive Director

Karen Hensley
Assistant Director

Mickey Ross
Administrative Assistant

Human Resources

Scott Simon, M.S.A.
Director of Human Resources
B.B.A., The University of Toledo
M.S.A., Central Michigan University

Jeanne Callif
Administrative Assistant, Finance and Administration

Information Technology Center

LeRoy Butler, Ph.D.
Director, Information Technology
B.A., M.A., Furman University
Ph.D., University of South Carolina

John Alderman, MCP, CAN, A+
Network Analyst
Microsoft Certified Professional (MCP)
A+ Certification from Comptia
Novell Certified Engineer

Steven A. Farr
Network Administrator
Linux/Unix System Administrator

Brian Kolacz, B.A.S.
Help Desk Support
A.A.S., Washtenaw Community College
B.A.S., Eastern Michigan University

James Page, Jr.
Help Desk/Desktop Support Specialist

Cynthia Reichow
Help Desk Support

Alisa Smith, B.S.
Technology Services Manager
B.S., Bowling Green State University

Terry Strode
Help Desk Support
B.B.A., The University of Toledo

Bookstore (Follett)

Jessica Klimesh, B.S.
Bookstore Manager
A.A.A., Pennsylvania College of Technology
B.S., Kaplan University

Amy Christensen
Assistant Bookstore Manager

Institutional Advancement

Mary Arquette, B.S.
Vice President for Institutional Advancement
B.S., The University of Toledo

Elizabeth Owens Boltz, M.A.
Assistant Director of University Relations
Web Content Manager
B.A., M.A., The University of Toledo

Mary Chamberlain, M.A.
Prospect Research and Campaign Coordinator
B.A., Baldwin-Wallace College
M.A., University of Akron

Kelly Dilworth, B.E.
Assistant Director of Development
B.E., The University of Toledo

Jennifer Drouillard, A.A.B.
Part-time Graphic Designer
A.A.B., Davis College

Jennifer Dykes, B.S.
Advancement Services Coordinator
B.S., Lourdes College

Linda Hoetzl, B.A.
Advancement Services Specialist
B.A., Adrian College

Heather M. Hoffman, B.A.
Media Coordinator
B.A., The Ohio State University

John B. Jacob, B.S.
Assistant E-Communications Manager
A.A.B., Davis College
B.S., The University of Toledo

Carla Leow, B.F.A.
Publications Coordinator
B.F.A., Bowling Green State University

Aileen Meyer, M.O.L.
Director of Development & Alumni Relations
B.S., Bowling Green State University
M.O.L., Lourdes College

Ruthi Mitchell
Administrative Assistant

Shannon Polz, B.A.
Alumni Relations Coordinator
B.A., Bluffton University

Manda Rice, B.A.
Director of Corporate, Foundation & Government Relations
B.A., The University of Toledo

Helene Sheets, M.O.L.
Director of University Relations
B.A., The University of Toledo
M.O.L., Lourdes College

Carla Woodell, B.A.
Graphic Designer
B.A., University of South Carolina

Faculty

**Adjunct Faculty*

Department of Art

Erin Palmer Szavuly, M.F.A.,
Chairperson of the Department of Art
Associate Professor of Art
B.F.A., M.F.A., Bowling Green State University

Lynn Brinkman, M.A.
*Instructor of Art**
B.A, The University of Toledo
M.A., Bowling Green State University

Patrick DuBreuil, M.F.A.
*Instructor of Art**
B.F.A, The University of Toledo
M.F.A., Bowling Green State University

Julia Chytil Hayes, M.A
*Instructor of Art**
B.A, The University of Toledo
M.A., Bowling Green State University

Sr. Sharon Havelak, O.S.F., M.A.
*Instructor of Art**
B.A., Mary Manse College
M.A., Bowling Green State University

Heather Hawkins-Scott, M.Ed.
*Instructor of Art**
B.A., Lourdes College
M.Ed., The University of Toledo

Thomas Hilty, M.F.A.
*Instructor of Art**
B.F.A., Western State College of Colorado
M.F.A., Bowling Green State University

Todd Matteson, M.F.A.
Associate Professor of Art
B.S., University of Evansville
M.A., Purdue University
M.F.A., Kansas State University

Tamara Monk, M.F.A.
*Instructor of Art**
B.F.A., Cleveland Institute of Art
M.F.A., Bowling Green State University

Sr. Jane Mary Sorosiak, O.S.F., M.A.
*Assistant Professor of Art**
B.A., Mary Manse College
M.A., Xavier University
M.A., Bowling Green State University

Charlene Taylor, M.A., ATR-BC
*Instructor of Art**
B.A., University of Winnipeg
M.A., Ursuline College

Department of Biology and Health Sciences

Anjali D. Gray, Ph.D.
Chairperson of the Department of Biology and Health Sciences
Professor of Biology and Health Sciences
B.Sc., Kurukshetra University
M.Sc., Panjab University
Ph.D., University of Missouri-Columbia

Fred Andres, Ph.D.
*Instructor of Biology and Health Sciences**
B.S., Slippery Rock State College
M.Ed., Ph.D., University of Pittsburgh

April Andrews, B.A.
*Instructor of Biology and Health Sciences**
B.A., Adrian College

Debra A. Bercher, M.Ed.
*Instructor of Biology and Health Sciences**
B.Ed., M.Ed., The University of Toledo

Christine W. Boudrie, M.D.
Assistant Professor of Biology and Health Sciences
B.S., M.D., Brown University

James Chamberlain, M.S.
Instructor of Biology and Health Sciences
A.S., Owens Community College
B.I.S., Lourdes College
M.S., University of Illinois-Springfield

Sr. Marya Czech, S.N.D., M.A.
Assistant Professor of Biology and Health Sciences
B.A., Mary Manse College
M.A., Ball State University

Elizabeth Hyslop, B.S.
*Instructor of Biology and Health Sciences**
B.S., Lourdes College

Sr. Mary Peter Kaminski, B.S.
*Instructor of Biology and Health Sciences**
B.S., Mercy College

Robert J. Klein, B.A.
*Instructor of Biology and Health Sciences**
B.A., The University of Toledo

William Kohler, B.A.
*Instructor of Biology and Health Sciences**
B.A., The University of Toledo

Brenda Leady, M.S.
*Instructor of Biology and Health Sciences**
B.A., Hiram College
M.S., The University of Toledo

Clayton D. McKenzie, M.S.
*Instructor of Biology and Health Sciences**
B.S., Eastern Michigan University
D.D.S., University of Detroit
M.S., The University of Michigan

James J. Minesky, Ph.D.
Associate Professor of Biology and Health Sciences
B.S., The Pennsylvania State University
M.S., Saint Louis University
M.S., University of Michigan
Ph.D., University of Tennessee

Kristin Moline, M.S.Ed.
Assistant Professor of Biology and Health Sciences
B.S., Winona State University
M.S.Ed., The University of Toledo

Judi L. Nath, Ph.D.
Professor of Biology and Health Sciences
B.S., M.Ed., Bowling Green State University
Ph.D., The University of Toledo

Robin Ford Parker, B.S.
*Instructor of Biology and Health Sciences**
B.S., Lourdes College

Sr. Marguerite Polcyn, O.S.F., Ph.D.
Professor of Biology and Health Sciences
B.S., The University of Detroit
M.S., University of Notre Dame
Ph.D., The University of Toledo

Shivani Sapre, M.S.
*Instructor of Biology and Health Sciences**
B.S., Pune University
M.S., The University of Toledo

Keith K. Schlender, Ph.D.
Professor of Biology and Health Sciences
B.A., Westmar College
M.S., Ph.D., Michigan State University

Sr. Rosine Sobczak, O.S.F., M.S.
Associate Professor of Biology and Health Sciences
B.S., Mary Manse College
M.S., The University of Detroit

Sr. Adrienne Urban, O.S.F., M.Ed.
Assistant Professor of Biology and Health Sciences
B.A., College of St. Teresa
M.Ed., The University of Toledo

Jennifer J. Wohlwend, M.P.H.
*Instructor of Biology and Health Sciences**
B.A., Lourdes College
M.P.H., NWO Consortium of Public Health (BGSU, MCO, UT)

Department of Business and Leadership

Dean C. Ludwig, Ph.D.
Dean of the College of Business and Leadership
Interim Director of the M.B.A. Program
Chairperson of the Department of Business and Leadership
Professor of Business and Leadership
Regular Graduate Faculty
B.A., University of Detroit
M.B.A., Ph.D., Wharton School of the University of Pennsylvania

Jean Kujawa, M.B.A.
Director of Undergraduate Programming
Assistant Professor of Business and Leadership
B.A., Furman University
M.B.A., Georgia State University

Patrice McClellan, Ed.D.
Director, Master of Organizational Leadership
Assistant Professor of Business and Leadership
Regular Graduate Faculty
B.A., The University of Toledo
M.O.D., Ed.D., Bowling Green State University

Heidi Keller, A.A.
Administrative Assistant
A.A, Northwest State Community College

Laura M. Ott, M.O.L.
Director of Business Academic Advising & Recruitment
*Instructor of Business and Leadership**
B.A., M.O.L., Lourdes College

Ryan D. Butt, J.D.
Internship Coordinator
Assistant Professor of Business and Leadership
Regular Graduate Faculty
B.A., M.S.A., University of Notre Dame
J.D., Valparaiso University

Dane Copti, M.B.A.
Assistant Professor of Business and Leadership
B.A., M.B.A., The University of Toledo

Philip R. Fink, J.D., C.P.A.
Professor of Business and Leadership
Regular Graduate Faculty
B.B.A., M.B.A., The University of Toledo
J.D., Ohio Northern University

Hyuk Kim, Ph.D.
Assistant Professor of Business and Leadership
Regular Graduate Faculty
B.A., Seoul National University
M.S., Seton Hall University
M.S., Ph.D., Rutgers University

Paul D. Longenecker, Ph.D
Assistant Professor of Business and Leadership
Affiliate Graduate Faculty
B.S.N., M.B.A., The University of Toledo
Ph.D., Kennedy-Western University

Patricia K. O'Connell, Ph.D
Associate Professor of Business and Leadership
Regular Graduate Faculty
B.S., Miami University
Ph.D., The University of Toledo

Jennifer L. Sader, Ph.D.
Assistant Professor of Business and Leadership
Regular Graduate Faculty
B.F.A., M.F.A., Ph.D., Bowling Green State University

Coleena Ali, M.B.A.
*Instructor of Business and Leadership**
B.A., Lourdes College
M.B.A., The University of Findlay

Robert Arquette, J.D.
*Instructor of Business and Leadership**
B.I.S., Lourdes College
M.B.A., Bowling Green State University
J.D., The University of Toledo

Stephen Ball, Ph.D.
*Associate Graduate Faculty of Business and Leadership**
B.A. , M.B.A., Wayne State University
M.A., Ph.D., The University of Michigan

Gary Bentley, M.B.A.
*Instructor of Business and Leadership**
B.A., Lourdes College
M.B.A., The University of Findlay

John Blodgett, M.O.L.
*Instructor of Business and Leadership**
B.S., The University of Michigan
M.O.L., Lourdes College

Luann Brodbeck, D.S.L.
*Associate Graduate Faculty of Business and Leadership**
B.A., Spring Arbor College
M.B.A., Bowling Green State University
D.S.L., Regent University

LeRoy Butler, Ph.D.
*Associate Graduate Faculty of Business and Leadership**
B.A., M.A., Furman University
Ph.D., University of South Carolina

Sheri Caldwell, Ph.D.
*Instructor of Business and Leadership**
B.A., Bowling Green State University
M.B.A., Ph.D., The University of Toled**o**

Charles Chambers, M.B.A., C.P.A.
*Instructor of Business and Leadership**
*Affiliate Graduate Faculty of Business and Leadership**
B.S., University of Tennessee
M.B.A., The University of Toledo

Richard Emery, J.D.
*Instructor of Business and Leadership**
B.S., Ohio Northern University
J.D., The University of Toledo

Pat Galdeen, M.O.L.
*Instructor of Business and Leadership**
B.I.S., M.O.L., Lourdes College

Christine Gladieux, M.B.A.
*Instructor of Business and Leadership**
B.S., M.B.A., Heidelberg University

Donald Haddox, M.B.A.
*Instructor of Business and Leadership**
B.S., M.B.A., Embry Riddle Aeronautical University

David Harms, M.Ed.
*Instructor of Business and Leadership**
B.S., Bowling Green State University
M.Ed., Lourdes College

Gay Hermann, D.C., C.P.A.
*Instructor of Business and Leadership**
B.B.A., University of Toledo
D.C., Western States Chiropractic College

Sr. Ann Francis Klimkowski, O.S.F., Ph.D.
*Professor of Business and Leadership**
*Regular Graduate Faculty**
B.S.E., M.Ed., Bowling Green State University
Ph.D., The University of Toledo

Bruce Klinger, M.O.L.
*Instructor of Business and Leadership**
B.S., State University of New York
M.O.L., Lourdes College

Susan Kosakowski, M.B.A.
*Instructor of Business and Leadership**
B.A., Lourdes College
M.B.A., Bowling Green State University

Hongqin Li, Ph.D.
*Assistant Professor of Business and Leadership**
B.A., Zhengzhou University
M.A., M.Ed., Ph.D., The University of Toledo

Cathy Longacre, M.B.A., C.P.A.
*Instructor of Business and Leadership**
B.A., Cedarville University
M.B.A., Loyola University Graduate School of Business

Ruth Ann Petroff, M.O.L.
*Affiliate Graduate Faculty of Business and Leadership**
B.A., Cedarville University
M.B.A., Loyola University Graduate School of Business

Jennifer Rhoads, Ph.D.
*Instructor of Business and Leadership**
B.A., Dennison University
M.A., Ph.D., University of Illinois at Chicago

D. Eugene Robinson, D. Engr.
*Associate Graduate Faculty of Business and Leadership**
B.Ch.E., University of Detroit, College of Engineering
M.O.L., Lourdes College
M.Engr. & D. Engr., University of Detroit, College of Engineering

Deborah Schwartz, Ph.D.
*Associate Professor of Business and Leadership**
B.Ed., M.A., The University of Toledo
Ph.D., The University of Michigan

David Seeger, M.O.L.
*Instructor of Business and Leadership**
B.A., M.O.L., Lourdes College

William Sholl, M.B.A.
*Instructor of Business and Leadership**
B.S., Bowling Green State University
M.B.A., The University of Toledo

Robert Sillitoe, M.B.A.
*Instructor of Business and Leadership**
B.I.S., Lourdes College
M.B.A., University of Findlay

Patricia Skaff, M.O.L.
*Instructor of Business and Leadership**
B.A., M.O.L., Lourdes College

Daniel Sundberg, M.B.A.
*Instructor of Business and Leadership**
M.S.ChE., B.S. ChE., Massachusetts Institute of Technology
M.B.A., Harvard University

Kimberly Yost, M.O.L.
*Instructor of Business and Leadership**
B.F.A., Wright State University
M.O.L., Lourdes College

Angela Weichelt, M.A.cc
*Instructor of Business and Leadership**
B.A., Lourdes College
M.A.cc, Bowling Green State University

Robert Weprin, M.B.A.
*Instructor of Business and Leadership**
B.S., Northwestern University
M.B.A., Wright State University

Department of Chemistry and Physical Sciences

Cynthia Molitor, Ph.D.
Chairperson of the Department of Chemistry and Physical Sciences
Associate Professor of Chemistry and Physics
B.S., University of Illinois at Urbana-Champaign
Ph.D., The Johns Hopkins University

Elaine Ault, B.S.
Instructor of Chemistry
B.S., Bowling Green State University

Richard Briggle, M.Ed.
*Instructor of Chemistry**
B.A., The University of Toledo
M.Ed., The University of Dayton

Robert Clark, B.S.
*Instructor of Chemistry**
B.S., Michigan State University

Somnath Dutta, Ph.D.
*Instructor of Chemistry**
B.S., M.S., University of Calcutta
Ph.D., State University of New York

John Engel, M.S.
*Instructor of Chemistry**
B.S., The University of Dayton
M.S., The University of Notre Dame

Kathy Ferguson-McGinnis, B.S.
*Instructor of Chemistry**
B.S., The University of Toledo

Daniel Fraser, Ph.D.
Assistant Professor of Chemistry
B.Sc., University of British Columbia at Cariboo College
Ph.D., Texas A&M University

Richard Fuchs, M.S.
*Instructor of Chemistry**
B.S., M.S., The University of Toledo

Neena Goel, M.S.
*Instructor of Physics**
B.S., M.S., Delhi University, India

Nausheen Hasan, M.P.H.
*Instructor of Chemistry**
B.A., M.P.H., The University of Toledo

Earl Heath, M.A.
*Instructor of Physical Sciences**
B.A., Eastern Michigan University
M.A., The University of Toledo

Christine Knaggs, M.Ed.
*Instructor of Chemistry**
A.B., Harvard College
M.Ed., The University of Toledo

Shailaja Kotakonda, M.S.
*Instructor of Chemistry**
B.S, Osmania University
M.S., University of Pune
M.S., The University of Toledo

Stephanie Maines, B.S.N.
*Instructor of Chemistry**
B.S.N., Lourdes College

Lori Schultze, B.S.
*Instructor of Chemistry**
B.S, Bowling Green State University

Eric Snyder, M.S.
*Instructor of Chemistry and Physical Sciences**
B.S, The University of Toledo
M.S., The University of Michigan

Sr. Barbara Stallman, O.S.F., Ph.D.
Professor of Chemistry
B.A., Mary Manse College
M.S., St. Louis University
Ph.D., The University of Minnesota

Ed Tschappat, Ph.D.
*Instructor of Physical Sciences**
B.Ed., The University of Toledo
M.S.T., Cornell University
M.S., Ph.D., The University of Toledo

Eric Wagner, M.A.
*Instructor of Science**
B.A., M.A., The University of Toledo

Elizabeth Wise, Ph.D.
Associate Professor of Chemistry
B.S., The University of Toledo
Ph.D., The University of Pittsburgh

Syed Zaidi, M.S.
*Instructor of Chemistry**
B.S., Punjab University, Lahore
M.S., Punjab University, Lahor
M.S., Emporia State University

Department of Education

Michael J. Smith, Ph.D.
Dean, College of Education and Human Services
Chairperson of the Department of Education
Associate Professor of Education
Regular Graduate Faculty
B.Ed., M.Ed., The University of Toledo
Ph.D., Bowling Green State University

Jacqueline Koch
Administrative Assistant

Maritza Quinones
Administrative Assistant

Gayle Burrer, M.Ed.
Coordinator of Field Experiences
*Instructor of Education**
*Affiliate Graduate Faculty**
B.A., Bowling Green State University
M.Ed., Lourdes College

Michael P. French, Ph.D.
Associate Chairperson for Graduate & Professional Studies
Director of Master of Education
Professor of Education
Regular Graduate Faculty
A.B., University of Notre Dame
M.A., College of St. Thomas
Ph.D., University of Wisconsin

Janet Gabel, M.A.
Coordinator, Tiffin University
*Instructor of Education**
B.S., Ferris State University
M.S., The University of Wisconsin

Sr. Valerie Grondin, O.S.F., M.A.
Director of Adolescence and Young Adult Education Program
Assistant Professor of Education
Affiliate Graduate Faculty
B.A., Mary Manse College
M.A., The University of Detroit

Dariel A. Jacobs, Ph.D.
Associate Professor of Education
Regular Graduate Faculty
B.Ed., M.A., University of Calgary
Ph.D., University of Toronto

Christine Knaggs, M.Ed.
Instructor of Education
A.B., Harvard College
M.Ed., The University of Toledo

Robin Kratzer, M.Ed.
Director of School and Educational Partnerships
B.S., Defiance College
M.Ed., Bowling Green State University

Sr. Rebecca LaPoint, O.S.F., M.A.
Teacher Licensure Officer
Assistant Professor of Education
B.A., B.S.E., M.A., Mary Manse College

Hongqin Li, Ph.D.
Assistant Professor of Education
B.A., Zhengzhou University
M.A., M.Ed., Ph.D., The University of Toledo

Karen S. Roadruck, M.Ed.
Director of Early Childhood Education Program
Assistant Professor of Education
Affiliate Graduate Faculty
B.S., The Ohio State University
M.Ed., The University of Toledo

Melissa Romero, M.A.
Instructor of Education
B.A., Montclair State University
M.A., New Jersey City University

Carol Schwartz, M.Ed.
Associate Chairperson for Undergraduate Teacher Preparation
Assistant Professor of Education
B.Ed., M.Ed., The University of Toledo

Barbara Walters, M.Ed.
Reading Specialist
Assistant Professor of Education
Affiliate Graduate Faculty
B.A., Bowling Green State University
M.Ed. The University of Toledo

Nance S. Wilson, Ph.D.
Director of Middle Childhood Education Program
B.S., New York University
M.Ed., University of Central Florida
Ph.D., University of Illinois at Chicago

Life Lab

Sr. Rosine Sobczak, O.S.F., M.S.
Director of Life Lab Program
Associate Professor of Biology
B.S., Mary Manse College
M.S., The University of Detroit

Linda Penn
Program Coordinator, Life Lab Program
Nature Education Specialist

Margaret Malinowski
Technical Supervisor, Life Lab Program
Living Display Specialist

Heather Bae, A.A.
Administrative Assistant
A.A., Lourdes College

Theater Vision

Jule Horn, Ed.D.
Director of Arts Education Programs at Franciscan Center
B.Ed., M.Ed., The University of Toledo
Ed.D., University of Southern California

Mary Bukowski, A.A.
Administrative Assistant
A.A., The University of Toledo

Department of History, Political Science, and, Geography

Mary Kathryn Robinson, Ph.D.
Interim Chairperson of the Department of History, Political Science and Geography
Associate Professor of History
B.A., University of Nebraska at Omaha
M.A., Ph.D., Florida State University

Michael E. Brooks, Ph.D.
Visiting Assistant Professor of History
B.A., M.A., Ph.D., The University of Toledo

Christine Eisel, M.A.
*Instructor of History**
B.A., M.A., The University of Toledo

Robert C. Helmer, Ph.D., J.D.
Professor of History
B.A., University of Notre Dame
M.A., The Catholic University of Louvain
Ph.D., Marquette University
J.D., The University of Toledo

Mary Elizabeth Stockwell, Ph.D.
Professor of History
B.A., Mary Manse College
M.A. (History), M.A. (Philosophy),
Ph.D. (History), The University of Toledo

Department of English

Katherine P. Beutel, Ph.D.
Chairperson for the Department of English
Associate Professor of English
B.A., The University of Dayton
M.A., Ph.D., The Ohio State University

Elizabeth Anderson, M.A.
*Instructor of English**
B.A., The Ohio State University
M.A., The University of Toledo

Holly L. Baumgartner, Ph.D.
Professor of English
B.A., The University of Toledo
M.A., Ph.D., Bowling Green State University

James Bosinger, M.A.
*Instructor of English**
B.A., M.A., The University of Toledo

Sara Chomyczen, B.Ed.
*Instructor of Developmental English**
B.Ed., The University of Toledo

Karen Csengeri, Ph.D.
*Instructor of English**
B.A., M.A., The University of Toledo
Ph.D., The University of Michigan

Linda Gilbert, M. Div.
*Instructor of English**
B.A., Indiana Wesleyan University
M.Div., Regent University

Linda K. Hoffman, M.A.
*Instructor of Study Skills and English**
B.Ed., M.A., The University of Toledo

Kenneth Hummer, B.A.
*Instructor of Spanish**
B.A., The Pontifical College Josephinum Seminary

Matthew Irelan, M.A.
*Instructor of English**
B.A., The University of Toledo
M.Ed., Kent State University
M.A., Wayne State University

Denise Jordon, M.Ed.
*Instructor of Study Skills**
B.A., Pennsylvania State University
M.Ed., The University of Findlay

Thomas Kaufman, M.A.
*Instructor of English**
B.A., John Carroll University
M.A. (English), M.A. (History),
The University of Toledo

Jonee Lee, M.Ed.
*Instructor of English**
B.A., Lourdes College
M.Ed., The University of Toledo

Eric Lesniewski, M.F.A.
*Instructor of English**
B.A., The University of Toledo
M.F.A., Western Michigan University

Nicole Losie-Rife, M.O.L.
*Instructor of Reading**
B.A., M.O.L., Lourdes College

John J. Makay, Ph.D.
*Instructor of Communication**
B.A., Adrian College
M.A., Kent State University
Ph.D., Purdue University

Barbara J. Masten, M.Ed.
Associate Professor of English
B.Ed., M.Ed., The University of Toledo

Stephanie Quinn, Ph.D.
*Instructor of English**
B.A., The University of Toledo
M.Ed., Ed.S., Ph.D., Bowling Green State University

Keith Ramsdell, M.Ed.
*Instructor of Study Skills and Theatre**
B.A., M.Ed., The University of Toledo

Noah Roderick, Ph.D.
Assistant Professor of English
B.A., M.A.,Western Illinois University
Ph.D, Illinois State University

Deborah Schwartz, Ph.D.
Associate Professor of English
B.Ed., M.A., The University of Toledo
Ph.D., The University of Michigan

Susan Shelangoskie, Ph.D.
Associate Professor of English
B.A., Cleveland State University
Ph.D., University of Utah

Krista Tomaselli, M.A.
*Instructor of English**
B.A., M.A., Eastern Michigan University

Department of Mathematics

Donald P. Czarcinski, Ph.D.
Chairperson of the Department of Mathematics
Assistant Professor of Mathematics
B.S., M.A., Ph.D., The University of Toledo

George Carver, M.S.
*Instructor of Mathematics**
B.S, M.S., The Ohio State University
M.A., The University of New Mexico

Paul Czerwinski, M.Ed.
*Instructor of Mathematics**
B.Ed., M.Ed., The University of Toledo

John Engel, M.S.
*Instructor of Mathematics**
B.S., The University of Dayton
M.S., The University of Notre Dame

Oxana Grinevich, Ph.D.
Associate Professor of Mathematics
B.A., Kaluga State Pedagogical Institute, Kaluga, Russia
M.A., Ph.D., Bowling Green State University

Cecelia Huntebrinker, M.Ed.
*Instructor of Mathematics**
B.S., Kent State University
M.Ed., Lourdes College

Sr. M. Marguerite Polcyn, O.S.F., Ph.D.
Professor of Mathematics
B.S., The University of Detroit
M.S., University of Notre Dame
Ph.D., The University of Toledo

Linda Sattelberg, B.A.
*Instructor of Mathematics**
B.A., Lourdes College

Ed Tschappat, Ph.D.
*Instructor of Mathematics**
B.Ed., The University of Toledo
M.S.T. (Physics), Cornell University
M.S.E.S., University of Notre Dame
Ph.D., The University of Toledo

Department of Music

Karen T. Biscay, M.M.
Chairperson of the Department of Music
Associate Professor of Music
B.M., M.M., Bowling Green State University

Connie Alleshouse, B.S.Ed.
*Instructor of Music**
B.S.Ed., Bowling Green State University

Bettie D. M. Boswell, M.A.T.
*Instructor of Music**
B.S.M., Cincinnati Bible College
M.A.T., E. Tennessee State University

D.E. Buenger, B.M.Ed.
*Instructor of Music**
B.M.Ed., Bowling Green State University

Sr. Marie Joyce Dettinger, S.N.D., M.M.
*Instructor of Music**
B.A., M.M., Bowling Green State University

Kathleen Hafner, B.M.Ed.
*Instructor of Music**
B.M.Ed., Eastern Kentucky University

Kevin F. Heidbreder, M.M.
*Instructor of Music**
B.M.Ed., Illinois Wesleyan University
M.M., Bowling Green State University

Kenneth Hummer, B.A.
*Instructor of Music**
B.A., The Pontifical College Josephinum Seminary

Teresa H. Linares, M.A.T.
*Instructor of Music**
B.M., Bowling Green State University
M.A.T., Mary Grove College

James R. Murray, M.Ed.
*Instructor of Music**
B.M.Ed., Bowling Green State University
M.Ed., Lourdes College

Michelle Ng, B.A.
*Instructor of Music**
B.A., Trinity College of Music, London

Laryce Sasaki, M.M.Ed.
*Instructor of Music**
B.M. Ed., Ohio University
M.M.Ed., Bowling Green State University

Sue A. Sgro, M.M.
*Instructor of Music**
B.M., The University of Toledo
M.M., Miami University

Olga Topuzova-Meade, M.M.
*Instructor of Music**
Post Graduate Assistantship Diploma, DMA, P.I. Tachaikovsky Moscow Concervatory, Russia
Artist Diploma for Piano Studies, Music Certificate Program,
M.M., Bowling Green State University

Roberta Wigle Justice, M.M., MT-BC
*Instructor of Music**
B.M., State University of New York College at Buffalo
B.M.T., Michigan State University
R.M.T.-B.C., Registered Music Therapist, Board Certified
M.M., Western Michigan University

Department of Nursing

Judy A. Didion, Ph.D., R.N.
Dean of College of Nursing
Professor of Nursing
Regular Graduate Faculty
Diploma, St. Vincent Hospital
B.S.N., The University of Toledo
M.S.N., The University of Texas Health Science Center
Ph.D., Duquesne University

M.J. Cox
Administrative Assistant

Fran Hendren
Administrative Assistant

Cynthia Lutzmann
M.S.N. Administrative Assistant

Leah Matteson
Administrative Assistant

Jeannette Miller
Administrative Assistant

Candy Postlewaite
Administrative Assistant to the Dean

Janenne Marcus, B.S.N., R.N.
Advisor/Recruiter for Nursing
B.S.N., The University of Toledo

Kathleen A. Myers, B.S.N., R.N.
Advisor/Recruiter for Nursing
B.S.N., Bowling Green State University/
The Medical College of Ohio

Linette Will, M.S.N., R.N.
Advisor/Recruiter of Nursing
B.S.N., The University of Toledo
M.S.N., Lourdes College

Pat Yancy-Felton, M.S.E.D./P.H., R.N.
Coordinator of Nursing Advising and Enrollment Management
Diploma, St. Vincent Hospital School of Nursing
B.S.N., Mary Manse College
M.S.E.D./P.H., The University of Toledo

Andra Bell, M.S.E., R.N.
Assistant Professor of Nursing
B.S.N., M.S.E., The University of Toledo

Bridget Burnor, M.S.N., R.N., C.H.P.N.
Assistant Professor of Nursing
B.S.N., M.S.N., The University of Toledo

Alison Chamberlain, M.S.N., R.N.
Instructor of Nursing
A.D.N., Owens Community College
B.S.N., M.S.N., Lourdes College

Susan C. Deckelman, M.S.N., R.N., C.N.S.
Assistant Professor of Nursing
Affiliate Graduate Faculty
Diploma, Mercy Hospital School of Nursing
B.S.N., The University of Toledo
M.S.N., The Medical College of Ohio

Kristine Faust, C.R.N.A., M.S., M.B.A.
Assistant Administrator for Nurse Anesthesia Program
Instructor of Nursing
Affiliate Graduate Faculty
Diploma, St. Vincent Hospital
B.S.N., Eastern Michigan University
M.S., University of Detroit Mercy
M.B.A., University of Phoenix

Hollis Hamilton, R.R.T., R.N., C.N.S., M.S.N., NE-BC
Instructor of Nursing
B.S.., University of Toledo
B.S.N., Medical College of Toledo
M.S.N., University of Texas, Arlington
M.S., Texas Women's University

Robin Hamm, M.S.N., R.N.
Instructor of Nursing
B.S.N., The Ohio State University
M.S.N., University of Phoenix

Anna Jaso, M.S.N., R.N.
Assistant Professor of Nursing
B.S.N., University of Toledo
M.S.N., University of Phoenix

Mallie Kozy, Ph.D., R.N., P.M.H., C.N.S., B.C.
Chairperson of Undergraduate Nursing Studies
Associate Professor of Nursing
Regular Graduate Faculty
B.S.N., Duke University
M.S.N., The Medical College of Ohio
Ph.D., Duquesne University

Julie Kruse, M.S.N., R.N.
Assistant Professor of Nursing
Diploma, St. Vincent School of Nursing
B.S.N., Lourdes College
M.S.N., University of Michigan

Mary Anne Kubat, M.S.N., R.N.
Associate Chairperson for Undergraduate Clinical Education
Assistant Professor of Nursing
B.S.N., Saint John College of Cleveland
M.S.N., University of Phoenix

Merrily Kuhn, Ph.D., R.N.
Professor of Nursing
Regular Graduate Faculty
B.S.N., D'Yourville College
M.S., Canisius College
M.S.N., Ph.D., State University of New York at Buffalo

Jennifer L. Lenkay, M.S.N., R.N.
Assistant Professor of Nursing
B.S.N., The University of Toledo
M.S.N., The Medical College of Ohio

Jill Liebnau, M.S., C.R.N.A.
Nurse Anesthesia Program Administrator
Assistant Professor of Nursing
Affiliate Graduate Faculty
Diploma, St. Vincent Hospital School of Nursing
B.S.N., Lourdes College
M.S., Barry University

Mary Jo Maurer, Ph.D., R.N.
Assistant Professor of Nursing
Diploma, St. Vincent Hospital School of Nursing
B.S.N., The University of Toledo
M.S.N., Medical College of Ohio
Ph.D., The University of Toledo

Lauren Maziarz, M.S.N., R.N.
Instructor of Nursing
B.S., Miami University
M.S.N., The University of Toledo

Liz Nims, Ph.D., R.N.C.
Associate Professor of Nursing
Regular Graduate Faculty
B.S.N., Eastern Michigan University
M.S.N., The Medical College of Ohio
Ph.D., The University of Toledo

Mary Jean Ohns, M.S.N., C.P.N.P.
Assistant Professor of Nursing
B.S.N., Bowling Green State University
M.S.N., Medical College of Ohio

Kristine Oneail, M.S.N., R.N.
Assistant Professor of Nursing
B.S.N., Lourdes College
M.S.N., The University of Toledo

Kathy Perzynski, M.S., R.N.
Associate Professor of Nursing
Diploma, Mercy School of Nursing
B.Ed., The University of Toledo
M.S., The University of Michigan

Janet H. Robinson, Ph.D., R.N.
Professor of Nursing
Regular Graduate Faculty
B.S.N., Mercy College of Detroit
M.S.N., Ph.D., Wayne State University

Amy Spangler, M.S., R.N., C.P.N.P.
Assistant Professor of Nursing
B.S.N., M.S., The University of Michigan

Sue Parsons Stoner, M.S.N., R.N.
Associate Coordinator, Nursing Learning Lab
B.S.N., Bowling Green State University
M.S.N., Lourdes College

Deborah Sullivan, M.S.N., R.N.
Associate Coordinator, Nursing Learning Lab
B.S.N., The University of Toledo
M.S.N., Lourdes College

Deborah Vargo, Ph.D., R.N.. C.N.E.
Director of the Master of Science in Nursing
Associate Professor of Nursing
Regular Graduate Faculty
A.D.N., B.S.N., The University of Toledo
M.S.N., The Medical College of Ohio
Ph.D., The University of Akron

Demecia Wade-Murdock, M.P.A., R.N.
Instructor of Nursing
B.S.N., M.P.A., The University of Toledo

Lynne Zajac, Ph.D., R.N. NP-C
Associate Professor of Nursing
Regular Graduate Faculty
B.S.N., Albright College
M.S.N., Case Western Reserve University
Ph.D., University of Northern Colorado

Department of Philosophy and Values

Mark S. Christensen, M.A.
Chairperson of the Department of Philosophy and Values
Assistant Professor of Philosophy
B.A., M.A., University of Wisconsin

Ellen W. Bernal, Ph.D.
Assistant Professor of Philosophy
B.A., Beloit College
M.A., Ph.D., Duke University

Christine Jonke, M.A.
*Instructor of Philosophy**
B.A., Wells College
M.A., Bowling Green State University

Mark MacDowell, M.A.
Assistant Professor of Philosophy
B.A., M.A., The University of Toledo

Mary Mallin, M.L.S.
*Instructor of Human Values**
B.S., The University of Dayton
M.L.S., The University of Toledo

Csaba Nyiri, Ph.D.
*Instructor of Philosophy**
B.A., Eotvos Lorand University
M.A., Ph.D., Bowling Green State University

Department of Psychology

Patricia A. Bellomo, Ph.D.
Chairperson of the Department of Psychology
Professor of Psychology
B.S., Bowling Green State University
M.Ed., Ph.D., The University of Toledo

Robert Campbell, M.A.
Associate Professor of Psychology
B.A., M.A., St. Bonaventure University

Thomas J. Estrella, M.A.
Associate Professor of Psychology
B.A., Providence College
M.A., St. Bonaventure University

Robyn Gandy, Ph.D.
Associate Professor of Psychology
A.A., B.I.S., Lourdes College
M.A., The University of Dayton
Ph.D., The University of Toledo

Larry Godfrey, Ph.D.
*Instructor of Psychology**
B.A., M.Ed., Ph.D., The University of Toledo

Teddi Moorman, M.Ed.
*Instructor of Psychology**
A.B., Ohio University
M.Ed., The University of Toledo

Kerri Riggs, M.Ed.
*Instructor of Psychology**
B.A., Albion College
M.Ed., Siena Heights University

Department of Social Work

Joyce P. Litten, Ed.D., L.I.S.W.-S.
Chairperson of the Department of Social Work
Program Director
Associate Professor of Social Work
B.A., The University of Akron
M.S.S.A., Mandel School of Applied Social Sciences, Case Western Reserve University
Ed.D., Bowling Green State University

Terry M. Keller, M.S.W.
Assistant Professor of Social Work
B.A., Aquinas College
M.S.W., St. Louis University
M.B.A., Webster University

Mark Robinson, M.S.W.
Director of Field Education
Instructor of Social Work
A.S., Onondaga Community College
B.S.W., M.S.W., Syracuse University

James D. Wares, M.S.W., L.I.S.W. - S., L.P.C.C. - S.
Assistant Professor of Social Work
B.A., M.S.W., The University of Michigan

Department of Sociology and Justice Studies

Dale Lanigan, Ed.D.
Interim Chairperson of the Department of Sociology and Justice Studies
Director of the Criminal Justice Program
Assistant Professor of Sociology and Justice Studies
B.A., Elmira College
M.A., Methodist Theological School in Ohio
Ed.D., The University of Toledo

Kristin Blochowski, J.D., M.Ed.
*Instructor of Sociology and Justice Studies**
B.A., Bowling Green State University
M.Ed., J.D., The University of Toledo

Sharon Lindhorst Everhardt, Ph.D.
Visiting Assistant Professor of Sociology and Justice Studies
B.A., M.A., The University of Toledo
Ph.D., Wayne State University

D. Michael Collins, M.B.A.
*Instructor of Sociology and Justice Studies**
B.A., Ohio State University
M.B.A., The University of Toledo

Thomas Galvin, M.S.W.
*Instructor of Sociology and Justice Studies**
B.A., The University of Toledo
M.S.W., The Ohio State University

Krista Kiessling, M.A.
*Instructor of Sociology and Justice Studies**
B.A., The University of Toledo
M.A., Bowling Green State University

Joseph D. Moran, M.A.
*Instructor of Sociology and Justice Studies**
B.A., The University of Toledo
M.A., Bowling Green State University

Lawrence Murphy, M.A.
Assistant Professor of Sociology and Justice Studies
B.S., M.A., University of Notre Dame

Gina Paris, M.A.
*Instructor of Sociology and Justice Studies**
B.A., Lourdes College
M.A., The University of Toledo

Dean Purdy, Ph.D.
*Instructor of Sociology and Justice Studies**
B.A., Bowling Green State University
M.A., Colorado State University
Ph.D., Bowling Green State University

Judge Mary Grace Trimboli, J.D.
*Instructor of Sociology and Justice Studies**
B.A., Canisius College
J.D., The University of Toledo

Lindsey Whitehead, M.Ed., M.P.A.
*Instructor of Sociology and Justice Studies**
B.A., Our Lady of the Lake University
M.Ed., M.P.A., The University of Toledo

John Yerman, J.D.
*Instructor of Sociology and Justice Studies**
B.A., Kent State University
J.D., The University of Toled**o**

Department of Theological Studies

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Professor of Theological Studies
Regular Graduate Faculty
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Ph.D., Marquette University

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*Instructor of Theological Studies**
B.A., Georgetown University
M.A., Harvard University

Benjamin Brown, Ph.D.
Assistant Professor of Theological Studies
Regular Graduate Faculty
B.A., Franciscan University of Steubenville
M.A., The Catholic University of America
Ph.D., The Catholic University of America

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M.A., John Carroll University

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M.Div., The Evangelical Lutheran Theological Seminary
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Geoffrey J. Grubb, Ph.D.
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A.B., Saint Louis University
M.A., The Catholic University of America
Ph.D., Saint Louis University

Barbara Holdcroft, Ph.D.
*Instructor of Theological Studies**
B.Ed., The University of Toledo
B.A.R.S., Lourdes College
M.A., M.S.Ed., The University of Dayton
Ph.D., The University of Toledo

Rachael Hunyor, M.A.
*Instructor of Theological Studies**
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Patricia Oedy-Murray, M.A.
*Instructor of Theological Studies**
B.A., Lourdes College
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Sr. Brigid O'Shea Merriman, O.S.F., Ph.D.
*Instructor of Theological Studies**
*Associate Graduate Faculty**
B.A., Mary Manse College
M.A., The University of Dayton
Ph.D., Graduate Theological Union, Berkeley

Ramakrishna Puligandla, Ph.D.
*Instructor of Theological Studies**
B.S.M., Sc., Andhra University, India
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Peter Sibilio, Ph.D.
Assistant Professor of Theological Studies
Regular Graduate Faculty
B.A., LeMoyne College
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B.A., St. Leo College
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