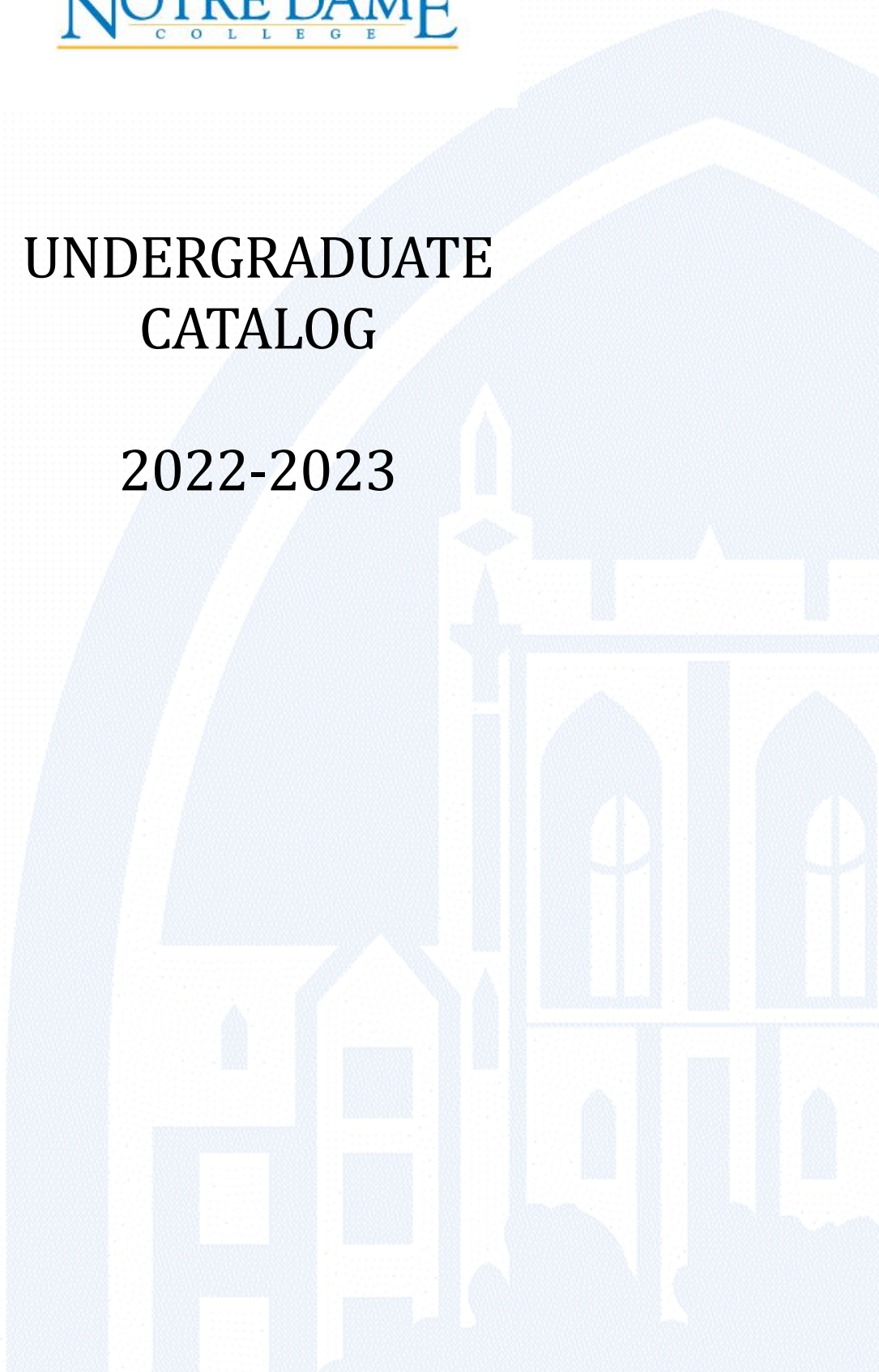




# UNDERGRADUATE CATALOG

2022-2023



## Accreditation and Affirmative Action Statement

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

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

Notre Dame College upholds the policy that there shall be no discrimination against any student, faculty or staff because of race, color, religion, national origin, age or disability. The fees, programs, and requirements contained in this catalog are necessarily subject to change without notice at the discretion of Notre Dame College. It is the student's responsibility to know and follow current requirements and procedures.

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## Purpose of This Catalog

This catalog serves two fundamental purposes. The primary purpose is to define the academic course requirements of all NDC programs: the degrees, majors, minors, and concentrations. In this context, the program of study outlined in the catalog of a student's first semester of attendance defines the courses required for that student to complete a given course of study. The secondary purpose is to articulate policies and procedures related to the College. In this context, the current catalog applies to all students regardless of when the student first enrolled at NDC. Changes in policies and procedures may occur at any point during the year. As changes are approved, the online version of the catalog will be updated to reflect those changes. **This catalog reflects the curriculum approved for of the 2022-2023 academic year, starting 8/29/2022 and ending 8/27/2023.**

## Academic Calendar

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

## Inquiries

See our website [NotreDameCollege.edu](http://NotreDameCollege.edu)

Send email to: [admissions@ndc.edu](mailto:admissions@ndc.edu)

### Our mailing address is:

Notre Dame College 4545 College Road  
South Euclid, Ohio 44121-4293

**Phone:** 216.373.5355

**Toll Free:** 877.NDC.OHIO (877.632.6446) ext. 5355

**Admissions Fax:** 216.937.0357

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

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

### Financial aid, scholarship and loan inquiries:

Office of Financial Aid, First Floor, Main Administration Building, 216.373.5213

### Housing inquiries:

Office of Residence Life, [housing@ndc.edu](mailto:housing@ndc.edu)

### Athletics inquiries:

Office of Intercollegiate Athletics, Keller Center, 216.373.5138

### Academic advising:

Student Success Center, Second Floor, Main Administration Building, 216.373.5383

### Career development, internships, employment assistance:

Career Services Center, 216.373.5290

## Mission Statement

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

## Institutional Learning Outcomes

Notre Dame College engages students, staff and the wider community in the educational experience.

Undergraduate students, as members of the Notre Dame College community will:

- Be Responsible:
  - Personally – Choose a life that honors values, purpose and accountability to self and others.
  - Professionally – Contribute to and enrich one's chosen discipline by acting morally and ethically.
  - Globally – Appreciate the world at local, national, and global levels and strive to have a positive impact.
- Communicate Effectively: Articulate thoughts and ideas clearly and effectively in written and oral forms in a variety of formats and situations.
- Think Critically: Exercise open-minded reflection and reasoning to analyze, evaluate and make decisions.
- Be Information Literate: Research and evaluate information for accuracy, value, context, and meaning in order to formulate an argument.
- Practice Ethical Inquiry: Investigate and apply ethical reasoning in decision-making using ethical principles, including Catholic social teaching.

## Catholic Identity Statement

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

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

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

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

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

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

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

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

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

## **The Campus**

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

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

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

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

Free support services provided by the Student Success Center and the Dwyer Learning Center:

- Walk-in professional tutoring for writing provided by NDC English faculty
- Walk-in tutoring in all subjects by faculty recommended peer tutors
- Study groups in writing, math and accounting led by Graduate Assistants

- Academic Advising
- Financial Aid information and advising
- Assistance with acclimation to college life
- Mentoring programs
- Exam preparation and review
- Review and assistance with homework and class preparation
- Development of study skills
- Assistance with writing organization and grammar review

**Clara Fritzsche Library.** The Clara Fritzsche Library, dedicated in 1971, houses a collection of more than 95,000 volumes. Located next to the Keller Center and adjacent to the Administration Building, the two story structure contains a general collection supporting all areas of the curriculum with a special emphasis on education, literature, art, nursing and intelligence analysis. In addition, the Library maintains a comprehensive juvenile collection, and a 5,000-volume Curriculum Library which provides a wealth of resource materials for prospective teachers. In an effort to provide timely information for all disciplines, the Clara Fritzsche Library is a member of OhioLINK, a network of 91 academic, public and special libraries that provides access to over 49.5 million books and audiovisual materials, 62,000 e-books, thousands of downloadable educational videos, images and sounds and 140 databases containing thousands of journal titles and full text articles.

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

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

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

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

## **Admission to Notre Dame College**

### **Undergraduate Admission**

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

### **Admission Requirements**

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

### **Traditional Students**

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

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

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

A test-optional policy is in place for applicable, first-time students. All students below a 2.25 accumulative GPA must submit a letter of recommendation or statement of character. If eligible for admission, the students will be granted provisional admission (see below for requirements). While no minimum grade point average or standardized test score is specified, all aspects of a student's application are considered and used as the primary means for informing an admission decision.

A test-optional college lets students decide whether they want to submit test scores with their application. Most test-optional schools will consider SAT and ACT scores if they are submitted, but focus on other factors they believe are stronger predictors of a student's potential to succeed in college. These schools look at a student's essays, recommendations, grades, and coursework just as (or more) closely than your test scores.

The admission committee carefully examines the academic achievement and aptitude of every candidate for admission to Notre Dame College. The goal of the admission committee is to admit students who can best benefit from and contribute to the academic program and life of the College.

Exceptions include homeschooled and international students. Athletes wishing to participate in a varsity sport must submit their SAT or ACT score to be considered for eligibility purposes. Also, if a student

wishes to test out of entry-level English or Math, he/she must take the Accuplacer test or submit test scores.

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

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

**Full Admission.** Student will be granted full admission based on the evidence of the potential for academic successes.

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

### **International Students**

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

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

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

Admission Requirements for International Students:

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

## Transfer Students

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

- See page 40 for additional transfer policies

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

- Application for Undergraduate Admission
- Official academic transcripts from each college or university previously attended and a
- Personal interview with an Admissions Counselor
- If you have completed less than 12 credit hours at a regionally accredited institution of higher learning than an official high school transcript is required

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

**Full Admission.** Student will be granted full admission based on the evidence of the potential for academic successes.

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

**Denied Admission.** A student may be Denied Admission when any requirement of admission is unmet and/or when there is a lack of evidence through evaluation of academic transcripts and/or a personal interview to support a student's ability to succeed in college.

## Readmission

Students who have been absent from the College for one calendar year or longer must reapply for admission. For the purpose of readmission, one calendar year is defined as any consecutive combination of a Fall Semester, Spring Semester and Summer Session. The Dean of Admissions determines the official length of academic absence. Students seeking readmission are expected to follow the same admission process as those prospective students who will be attending Notre Dame College for the first time.

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

## Office for Professional Development

### Professional Development

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

### Endorsement Programs

4<sup>th</sup>/5<sup>th</sup> Grade Endorsement

Reading Endorsement

Principle Licensure Endorsement

Teacher Leader Endorsement (in cooperation with Instructional Delivery Services)

### Continuing Education

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

## Student Financial Aid

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

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

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

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



## **Sources of Financial Aid**

### **Federal Financial Assistance Programs**

- Federal Pell Grant
- Federal Direct Subsidized and Unsubsidized Loans
- Federal Direct PLUS (parent) Loan
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Perkins Loan
- Federal Work Study (FWS)
- Federal TEACH Grant

### **State Financial Assistance Programs**

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

### **Named Endowed Scholarship Funds and Awards**

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

- Stanley I. Roediger Award
- Charles Schell Foundation Scholarship
- Marie M. Schoonmaker Scholarship
- Ruth M. Seegert Award
- James C. Sennett Endowment Fund
- Elizabeth Unkefer Award and Scholarship
- Timothy & Marie Welch Award

#### **Historical Gifts Made to Advance Student Scholarship**

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

#### **Private Assistance Programs**

- Batta Reading Fund
- The John Huntington Fund for Education Kathleen Kendel Scholarship
- The Laub Foundation
- Monaghan-Maher Scholarship Fund
- Ohio Foundation of Independent Colleges
- University Suburban Health Center Scholarship

- Sister Mary Marthe Reinhard Scholarship
- Stanley I. Roediger Award
- Gertrude Schaefer Award
- Marie M. Schoonmaker Scholarship
- Ruth M. Seegert Award
- Josephine Smutko Seymour Endowed Scholarship
- Frank J. & Helena M. Smith Award
- Mary Strassmeyer Scholarship Marianne
- Artino Taylor Scholarship
- John and Alma Tercek Award
- Monsignor Angelo J. Trivisonno Award
- Elizabeth Unkefer Award and Scholarship
- John C. and Florence M. Wasmer Foundation Award
- Timothy & Marie Welch Award
- Jeanne Ann Woessner Award
- Stella Scarano Zannoni Endowed Scholarship
- Edward Brandon Scholarship Fund
- James C. Sennett Endowment Fund
- Charles Schell Foundation Scholarship
- F.J. Cole Scholarship
- F.J. O'Neill Scholarship
- Sister Mary Margaret Harig Endowed Internship in Campus Ministry
- Eleanor Malburg
- Hoover-Takacs
- Naomi Dempsey
- Bernice Krumhansl
- Sister Dolores Abood Scholarship

### **Satisfactory Academic Progress Policy for Financial Aid**

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

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

### **Monitoring of Academic Progress**

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

Evaluations will be done in a timely manner; however the next semester may be in progress at the time the Financial Aid office is able to notify students of their ineligibility. Students who are concerned that they may not have met the requirements may contact the Financial Aid office during normal business hours.

Students will be notified via their Notre Dame e-mail account if they have failed one or more measurements. Students may complete an appeal process by following the directions located on the Notre Dame College website.

**There are three (3) parts to the measurement:**

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

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

Undergraduate students	2.00 GPA	60 + hours attempted
POST-BACCALAUREATE TEACHING LICENSE CERTIFICATE and RN to BSN students	2.00 GPA	Throughout entire program; reviewed each semester
Graduate students	3.00 GPA	Throughout entire program; reviewed each semester

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

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

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

Total Registered (Attempted) Hours	Hours Required (Earned)	Completion %	Calculation
15	9	60%	$.60 \times 15 = 9.0$
30	18	60%	$.60 \times 30 = 18.0$

POST-BACCALAUREATE TEACHING LICENSE CERTIFICATE students and Undergraduate students with 32+ attempted credit hours:

Total Registered (Attempted) Hours	Hours Required (Earned)	Completion %	Calculation
32	22	70%	$.70 \times 32 = 22.4$
60	42	70%	$.70 \times 60 = 42.0$
90	63	70%	$.70 \times 90 = 63.0$
120	84	70%	$.70 \times 120 = 84.0$

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

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

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

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

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

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

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

## **SAP Probation and Appeal Process**

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

### **Steps to Appeal:**

1. Complete and submit an NDC SAP Appeal Form. The form is available on [My.NDC](#) and the College website. The appeal requires a signature from an advisor or the person indicated on the form. (Your appeal may be faxed, e-mailed, mailed, or submitted in person at the Student Services Office.)
2. The appeal must contain an explanation as to why you were not able to complete your course work, why your grades fell below the SAP requirement, or why you have not been able to complete your degree requirements in an acceptable timeframe. Please indicate what plans you have to change your academic performance in the future. Documentation should not only indicate the mitigating circumstance that caused you to have academic problems during the semester, but also must clearly indicate that the circumstances that caused the problems have been rectified so that you will be able to successful in future semesters.
3. In most cases, the SAP Appeals Committee will render a decision within two weeks of receipt of a fully completed appeal. All decisions of the SAP Appeals Committee are final. Notification of the decision will be sent via your Notre Dame e-mail account.
4. If the SAP appeal is approved, you will receive an Academic Plan Form, which must be signed and returned to the Office of Financial Aid before financial aid may be awarded (or reinstated) for the next semester. You must meet the conditions of the Academic Plan (or SAP standards) in order to continue to receive financial aid in subsequent semesters.
5. If the SAP appeal is denied, financial aid will be cancelled. If you have been denied aid please review the section below (Regaining Financial Aid Edibility).

### **Regaining Financial Aid Eligibility**

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

Successfully completing coursework that will raise their cumulative GPA to meet or exceed the minimum required for their total attempted hours.

Raising their overall cumulative completion rate for all coursework attempted to the 70% or 75% level as required by their program.

Students who have reached their maximum time frame are not able to regain eligibility

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

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

## Student Accounts

### Tuition and Fees

Tuition and fees, residency charges and dining options are located at <http://notredamecollege.edu/admissions/financial-information/tuition-and-fees>

### Au Pairs

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

### Late Fees

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

### Deposits

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

### Payment

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

### Notre Dame Deferred Payment Options

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

### Payment Options

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

### **Employer Reimbursement**

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

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

### **Refunds**

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

### **Tuition**

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

Refunds on non-credit courses will be made on the percentage basis listed above. Refunds will be made approximately one month after the date of withdrawal.

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

### **Residency fees/meals:**

Please refer to your housing contract for meal and residency refund policies.

### **Check Payment Policy**

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

When we use information from your check to make an electronic funds transfer, funds may be withdrawn from your account as soon as the same day you make your payment.

A return check fee of \$30.00, or maximum allowable by law, will be charged to your student account in the event your electronic transfer is returned from your institution.

### **Return of Federal Financial Aid Funds Covered under Title IV Funding:**

As part of the Higher Education Amendment Act of 1998, Congress passed regulations that dictate what happens to a student's federal financial aid when a student 'completely' withdraws, officially or unofficially, from the college during any given semester. Even though students are awarded and have federal and/or



state funds disbursed to them at the beginning of the semester, students are required to “earn” the financial aid disbursed to them by attending classes up the point that at least 60% of the semester has expired.

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

### **Financial Holds**

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

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

### **Collections**

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

### **Registration Policy**

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

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

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

### **Withdrawing From Classes**

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

## **Veteran Services and Policies**

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

### **Using VA Educational Benefits at NDC**

To start using VA educational benefits at NDC, veterans must email a copy of their "Certificate of Eligibility" (COE) to [registration@ndc.edu](mailto:registration@ndc.edu). The college will allow an individual to attend or participate in a program if the Chapter 31 or Chapter 33 Beneficiary provides the school with a COE. A hard copy is required before the Registrar's Office can certify your enrollment to the VA. The only exception to this policy, is if the college receives verbal authorization from the VA to certify the enrollment.

### **Approved Programs through VA**

The VA has approved all of Notre Dame College's current undergraduate and graduate programs through the 2020-21 course catalog. We are currently in the process of getting approval for our new programs in the 2021-22 course catalog (Legal Studies, Non-Licensure Education, and Social Work).

### **Degree Audit**

Located on Home page of the student portal (My NDC) is a "Progress Towards Degree" Audit, which details an individual student's Core and Major course requirements as well as the 120 overall and 36 upper level credit requirements for degree completion. The audit will show Met, In-progress, and Not-Met requirements for the student. Specific course rotation information can be requested of your Faculty Advisor or the Division Chair.

### **Designated Points of Contact**

Financial Aid – [finaid@ndc.edu](mailto:finaid@ndc.edu)

Registrar (SCO) – [registration@ndc.edu](mailto:registration@ndc.edu)

Student Accounts – [studentaccounts@ndc.edu](mailto:studentaccounts@ndc.edu)

### **Incomplete due to Active-Duty Orders**

Students who have a reasonable amount of time before their leave are encouraged to speak with their course instructors on the option of taking an Incomplete grade for their current classes. This can assist in ensuring that the student takes the best course of action. Students will be required to complete the coursework by the end of the following semester and it is their responsibility to ensure Incompletes are remedied. If a student does not finish the work by the normal incomplete deadline, the grade will automatically roll to a failing grade. However, a change of grade can be submitted for this student before the last day of the following term and it will be posted by the Registrar's Office. Upon receipt of the veteran's orders, the Registrar's office will amend/adjust all applicable certification through VA ONCE. Students with student loans will want to contact their lenders. The Office of the Registrar needs to be contacted if one or more courses will be Incomplete and others withdrawn so the appropriate actions can be taken.

### **Information when Called to Active Duty**

Notre Dame College is a Veteran Friendly Institution and this policy exists to prevent those students from being penalized for having to be absent from the college due to military obligation. Students must be sure to submit all appropriate paperwork to The Office of the Registrar once they are notified of their active

duty requirements. Notices can be sent to [registration@ndc.edu](mailto:registration@ndc.edu), [studentaccounts@ndc.edu](mailto:studentaccounts@ndc.edu), and [finaid@ndc.edu](mailto:finaid@ndc.edu). See the sections on Withdrawals and Incompletes for further details. Students will remain at an active status with NDC for one year.

### **Licensure Programs**

All course and credit requirements for degree conferral are located on the Degree Audit via My NDC. Any additional requirements to achieve actual licensure for the Education or Nursing programs are detailed in the individual program areas of the course catalog.

### **Withdrawal due to Active-Duty Orders**

If the student chooses to withdraw from their courses, they must submit a copy of their Notice of Induction or Orders of Active Duty to the Office of the Registrar at [registration@ndc.edu](mailto:registration@ndc.edu). Forms must be sent to The Office of the Registrar within 2 weeks of notice of Active Duty. Once this information is received, all of the student's current courses will be shown as withdrawn and the student will receive a refund. Upon receipt of the veteran's orders, the Registrar's office will amend/adjust all applicable certification through VA ONCE. Students with student loans will want to contact their lenders. The student must be enlisted in the military prior to the start of the term that they withdraw from in order to receive a refund. Any student debt incurred for a Chapter 33 Veteran will be resolved directly with the VA versus a refund.

## **Student Life & Resources**

### **Campus Ministry**

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

The Campus Ministry program supports multiple service trips each year intended to immerse students in alternative cultures and offer them the opportunity to serve communities outside of their own. The Campus Ministry Office employs numerous work study students and interns and offers opportunities for students to use their gifts and develop as leaders.

The Campus Ministry Office exists to serve all who desire a deeper spiritual life. Our retreats, service opportunities and other programs are open and available to the entire Notre Dame family. In the true spirit of our Catholic heritage, all are welcome. More information can be found on the [Campus Ministry webpage](#).

### **Career Services Center**

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

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

Specific information about the Career Services Center and the Internship Program can be found on the [Career Services webpage](#).

## **Counseling Center**

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

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

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

## **Dean of Students Office**

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

## **The Dwyer Learning Center**

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

The Center assists with the coordination of Notre Dame College's placement testing in English, math and computer skills. The tests are given by appointment. Failure to take these tests at the earliest opportunity can delay a student's enrollment for specific classes. More information can be found on the [Dwyer Learning Center webpage](#).

## **Honors Scholar Program**

The Honors Scholar Program is a select community of individuals dedicated to independence of thought, engagement in creative endeavors, precision in analysis, commitment to the local and global community and the celebration of learning. Students will be chosen for the Honors Program on the basis of ACT/SAT scores and high school GPA. Through enhanced courses and enrichment opportunities in and out of the classroom, students and faculty will share academic, social, cultural and spiritual experiences that contribute to increased personal and professional development. More information can be found on the [Honors Scholar Program webpage](#).

## International Educational Travel

Study abroad is an important component of the international education experience of Notre Dame College. Students can choose from over 50 different programs and cities. All of the majors offered at the college have at least one country or city to choose from to study abroad. Students who study abroad are exposed to new cultural experiences, outlooks on political, economic, and social issues. All courses taken aboard will count towards the students overall degree requirements as well as their overall GPA. A minimum GPA of 2.5 is required for participation in most of the study abroad programs. Certain programs require a minimum of 3.00 and some require a 3.50. Notre Dame College students are able to use their financial aid or institutional aid towards the cost of the study abroad program.

## Institutional Review Board

### Overview

The mission of the Notre Dame College Institutional Review Board (IRB) is to protect the welfare, rights and privacy of human research participants.

Notre Dame College is committed to protecting the welfare, rights and privacy of all human research participants involved in research conducted under our auspices. These safeguards are based upon the Department of Health and Human Services (DHHS) Code of Federal Regulations (CFR) Title 45, Part 46 and the ethical principles articulated in the Belmont Report issued by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research in 1979.

### Ethical Principles of the Belmont Report:

**Respect for Persons:** Recognition of the personal dignity and autonomy of individuals and special protection of those persons with diminished autonomy or particular vulnerabilities, including prisoners, children, those who are mentally or cognitively disabled, pregnant women, or economically or educationally disadvantaged persons. Human subjects should enter into research voluntarily and with adequate information about the research project and the potential consequences of participation in the study.

**Beneficence:** The obligation to protect persons from harm by maximizing anticipated benefits and minimizing possible risks. Possible risks to human subjects should be weighed against possible benefits to the subjects, as well as against the possible improvement of knowledge.

**Justice:** Fairness in the distribution of research benefits and burdens. In selecting human subjects for research, investigators should ensure that no group of participants is either consistently selected to participate in research, or consistently deprived of the opportunity to do so.

The primary responsibility of the IRB is to review proposed and continuing research for the purpose of minimizing risks to participants, ensuring informed consent, protecting vulnerable populations, and protecting participant's privacy.

The Notre Dame College IRB reviews human subject research conducted by Notre Dame College faculty, staff, and students; research in which Notre Dame College faculty, staff or students are research participants; and research that is conducted by external researchers on Notre Dame College's premises.

## **Performing Arts**

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

### **Choral Studies**

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

### **Dance**

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

### **Instrumental Music**

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

### **Theatre**

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

Please find information about our Performing Arts programs on our [website](#).

## **Residence Life**

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

## **Student Conduct**

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

## **Student Disability Services**

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

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

The student will meet with the Director of the Dwyer Learning Center, provide the required documentation and discuss possible reasonable academic accommodations. Once the student has provided appropriate documentation to the Director of the Dwyer Learning Center, an accommodation letter will be developed.

The student is responsible for picking up the accommodation letter(s) from the Director of the Dwyer Learning Center for each class every semester. A faculty member is not required to provide academic accommodations until he or she has received the accommodation letter from the student.

Students who are a part of the The Thrive Learning Center may request academic accommodations from the Director of the The Thrive Learning Center.

## **Student Engagement & Leadership**

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

## **The Thrive Learning Center**

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

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

## **Undergraduate Student Government**

Notre Dame College recognizes that students are entitled to participate in the formulation of rules, regulations and policies directly affecting Student Life. Participation shall be provided through the Undergraduate Student Government and through student participation on College committees and councils.

The Undergraduate Student Government shall have primary responsibility for recognizing student organizations, enforcing Student Government rules, regulations and legislative actions, and budgeting and administering College funds allocated to it.

## Traditions

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

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

## Intercollegiate Athletics

Notre Dame College sponsors 19 varsity intercollegiate scholarship athletic teams. Falcon men's and women's teams compete throughout the Mountain East Conference which consists of schools in Ohio, West Virginia and Virginia. Detailed information can be found on our [website](#).



## **Academic Policies and Procedures**

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

### **Graduation Requirements for Bachelor Degree Programs**

A candidate for a bachelor's degree must meet the requirements listed below:

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

### **Graduation Requirements for Associate Degree Programs**

A candidate for an associate degree must meet the requirements listed below.

The student shall

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

### **Posthumous Degree Policy**

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

### **Notre Dame Core Curriculum**

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

## Outcomes of the Notre Dame College Core Curriculum

Students will be able to:

- Think critically and express ideas effectively both orally and in writing.
- Assess their lives and the world with the broad perspective of a liberally educated citizen.
- Take responsibility for their personal, financial, career, and spiritual development.
- Analyze social issues critically and apply effective measures to promote human rights throughout their lives.

To achieve these outcomes, students will, through courses and other experiences, gain enhanced written, oral, and quantitative fluency as well as engage in creative, literary, philosophical, scientific, and theological inquiries. Students will also take courses to encourage engaged personal, professional, and global responsibility. The Notre Dame Core Curriculum is described below.

### Summary of the Core Curriculum Architecture

Requirement	Requirements are achieved by successful completion of the following courses.	Credits
Engaged Responsibility	First Year Falcon for traditional-aged, First Time Freshmen students (FYF 100)	1
	or Personal Responsibility and Growth course for non-traditional and transfer students	3
	A course designated as a Global Learning course. Consult the current listing of course offerings.	3
	Current Ethical Problems and Positions (PH 480)	3
	Social Justice: Issues and Actions (TH 450)	3
Written Fluency	EN 101 or EN 100/101 (determined by placement)	3 or 6
Oral Fluency	CA100 (Public speaking course)	3
Quantitative Fluency	MA120 or higher numbered mathematics course	3
Creative Inquiry	Consult the current listing of course offerings	3
Literary Inquiry	Literature (EN) course	3
Philosophical Inquiry	Philosophy (PH) course other than PH480	3
Scientific Inquiry	Science course with laboratory	4
Theological Inquiry	Theology (TH) course other than TH450	3
	Total credits	35-40

## Core Curriculum Descriptions and Outcomes

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

**Outcomes.** Students will be able to:

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

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

**Outcomes.** Students will be able to:

- Demonstrate basic competence in outlining, preparing and delivering informative and persuasive speeches.

**Quantitative Fluency.** A liberally educated student, irrespective of career choice, should have a demonstrated ability and comfort to reason and solve quantitative problems. Students will be given opportunities not only to use critical thinking skills in quantitative situations but also to communicate and justify their thinking through multiple representations in a cooperative environment.

**Outcomes.** Students will be able to:

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

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

**Outcomes.** Students will be able to:

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

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

**Outcomes.** Students will be able to:

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

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

**Outcomes.** Students will be able to:

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

**Scientific Inquiry.** Science is more than a body of knowledge; it is also a process by which one can systematically gain knowledge of the natural world. Students will engage in methodology or the process of scientific inquiry and critical thinking, both in a classroom and laboratory.

**Outcomes.** Students will be able to:

- Describe how science is a process to gain knowledge of natural phenomena (through the scientific method).
- Demonstrate factual knowledge in a specific discipline (depending on the course).
- Explore the role of science in society.
- Critically evaluate the validity of scientific claims.

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

**Outcomes.** Students will be able to:

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

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

**Outcomes.** Students will be able to:

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

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

**First Year Falcon (FYF)**

**1 cr.**

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

**Outcomes.** Students will take part in activities and experiences in the course designed to help them:

- Demonstrate understanding of the history and mission of the College.
- Demonstrated personal responsibility for achieving academic success.
- Assess their interests, strengths, skills and values to support their academic and career goals.

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

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

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

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

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

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

**Outcomes.** Students will be able to:

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

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

**Outcomes.** Students will be able to:

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

## Core Curriculum for Associate Degree Programs

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

### Summary of the Core Curriculum Architecture for AA

Requirement	Requirements are achieved by successful completion of the following courses.	Credits
Engaged Responsibility	First Year Falcon for traditional-aged, First Time Freshmen students (FYF 100)	1
	or Personal Responsibility and Growth course for non-traditional and transfer students	3
	A course designated as a Global Learning course. Consult the current listing of course offerings.	3
Written Fluency	EN101 or EN100/101 (determined by placement)	3 or 6
Oral Fluency	CA100 (Public speaking course)	3
Quantitative Inquiry	MA120 or higher numbered mathematics course	3
Creative Inquiry	Consult the current listing of course offerings	3
Literary Inquiry	Literature (EN) course	3
Philosophical Inquiry	Philosophy (PH) course other than PH480	3
Scientific Inquiry	Science course with laboratory	4
Theological Inquiry	Theology (TH) course other than TH450	3
	Total credits	35-40

If a course in the core is also a component of the student’s major, it will usually fulfill both requirements. The credit hours, however, may be counted only once toward fulfilling the degree requirement of 120 credit hours for a baccalaureate degree or 60 credit hours for an associate degree.

## Courses Approved to Fulfill Core Requirements as of March 2022

Creative Inquiry	Literary Inquiry	Personal Growth (alternative to First Year Falcon)
<p>AR 101 Drawing AR 221 Basic Design AR 209 Photography AR 310 Intro to Game Production AR 314 Impressionism to Today AR 114 Intro to Graphic Design AR 223 Graphic Design 1 AR 224 Graphic Design 2 AR 222 Color and Design AR 225 Fundamentals of Game Design AR 310 Intro to Game Production AR 325 Printmaking I AR 341 Painting I AR 371 Three-Dimensional Design AR 377 Ceramics 1</p> <p>MU 103, 105, 106 110,111, 115, 160, 203, 206, 210, 211, 212, 213,214, 215, 220, 222, 306, 310, 311, 315, 316, 320, 333, 406, 410, 415, 444 TR 105, 112, 205, 212, 261, 262, 305, 309, 313, 405</p> <p>EN 318 Creative Writing: Poetry EN 319 Creative Writing: Fiction EN 320 Creative Writing: Creative Non-Fiction</p> <p>ED 379 Music, Creative Arts and Physical Movement in ECE</p> <p>CA 305, 374</p>	<p>EN 225 Introduction to Literature EN 255 Introduction to Western Literature: Epics and Poetry EN 256 Introduction to Western Literature: Prose EN 281 The Short Story EN 331 British Literature to 1700 EN 332 British Literature 1700-1900 EN 341 American Literature to 1900 EN 342 American Literature after 1900 EN 370 20<sup>th</sup>-21<sup>st</sup> Century British and American Poetry EN 459 Post-Colonial Literature EN 460 Literature of Continental Europe EN 462 Shakespeare's Histories and Tragedies EN 463 Major Author EN 480 Great Books Seminar ED 332 Children's Literature</p>	<p>CA 201 Interpersonal Communication HP 110 Personal Health and Wellness; Wellness for College HP 112 Lifetime Wellness HP 213 Stress Management for Wellness HP 215 Nutrition for Health, Fitness and Sport HP 315 Understanding Sexuality SO 425 Conflict Management TH 250 Spirituality: your personal GPS NR 215 Foundations of Nursing Practice NR 305 Health Promotion and Education</p>
	Oral Fluency	Global Learning
<p>EN 318 Creative Writing: Poetry EN 319 Creative Writing: Fiction EN 320 Creative Writing: Creative Non-Fiction</p>	<p>CA 100 Speech NR 410 Health Care Policy</p>	<p>BU 450 Global Marketing CA 376 Intercultural Communication EC 305 Comparative Economic Systems EC 331 Money, Banking, and Global Financial Markets EC 440 International Economics EC 442 International Finance HI 210 Anthropology HI 330 Africa: A Continental History HI 332 Transformation of Japan HI 333 Middle Eastern History: From Islam to Nationalism HI 334 Making of Modern China HI 335 Making of Modern India HI 336 Latin America: A Regional History HI 338 Southeast Asia: A Regional Overview HI 421 Holocaust MA 350 History of Math NR 420 Community/Populations Nursing Practice NR 425 Community and Population Health Nursing NR 474/475/476 International Nursing: a Global Perspective (various versions of the course) PO 311 Comparative Politics PO 312 International Relations PO 411 International Law TH 370 World Religions and Global Issues SP 351 Contemporary Latin American Culture and Civilization</p>
Philosophical Inquiry	Scientific Inquiry	
<p>All 3 credit TH courses, but TH 450</p>	<p>All BI, CH or PS courses taken with the corresponding lab. Science courses without a lab do not apply.</p> <p>Non-science major course recommendations: BI 105/106, BI 200/201, BI 230/231, CH 102/103, CH 220/221, CH 225/226, PS 150/151</p>	
Quantitative Fluency		
<p>All PH courses other than PH 480</p>		
Written Fluency		
<p>MA 120 and higher</p>		
<p>EN 100/101 or EN101</p>		

## **Degree Programs**

### **Associate Degree Program**

Notre Dame College offers an Associate of Arts degree in Management.

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

### **Bachelor Degree Programs**

#### **Major Fields of Study**

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

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

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

#### **Degree Completion Time Frames**

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

#### **Minor Fields of Study**

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

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

#### **Double Major**

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

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

#### **Graduation Fee**

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



## **Programs of Study**

Majors, minors and areas of licensure are listed here. See the indicated discipline's section of the catalog for specific requirements.

### **A Bachelor of Arts (BA) degree is available with these majors:**

- Accounting (Business Administration)
- Biology
- Business Administration
- Criminal Justice (Public Service & Security Studies)
- Cybersecurity (Public Service & Security Studies)
- Education
- English
- Emergency Management and Policy Studies (Public Service & Security Studies)
- Entrepreneurship
- Environmental Science
- Finance (Business Administration)
- Graphic Design (Art)
- Healthcare Administration (Business Administration)
- History (Public Service & Security Studies)
- Human Resources Management (Business Administration)
- Intelligence Studies (Public Service & Security Studies)
- Legal Studies (Public Service & Security Studies)
- Management Information Systems (Business Administration)
- Management (Business Administration)
- Marketing (Business Administration)
- Mathematics
- Music Entrepreneurship
- Non-Licensure Program (Education)
- Political Science (Public Service & Security Studies)
- Psychology
- Software Development (Business Administration)
- Sport Management (Business Administration)
- Strategic Communication and Public Relations
- Theatre Entrepreneurship

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

### **Individually Designed Majors (Bachelor of Arts degree) and Minors**

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

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

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

- Biology
- Biochemistry (Chemistry)
- Exercise Science (Biology)
- Mathematics
- Medical Laboratory Science (Biology)

**A Bachelor of Science in Nursing (BSN) is available in the Nursing major.**

**A Bachelor of Science in Social Work (BSSW) is available in the Social Work major.**

**An Associate in Arts (AA) degree with a major is available in these areas:**

- Liberal Studies
- Management

**Minors are available in these areas:**

- Accounting (Business Administration)
- Biology
- Chemistry
- Coaching (Health/Physical Education)
- Communication
- Cybersecurity (Public Service & Security Studies)
- Economics
- English
- Entrepreneurship (Business Administration)
- Financial Services Management (Business Administration)
- Game Design (Art)
- Graphic Design (Art)
- Health Education
- History
- International Business (Business Administration)
- Intelligence Studies (Public Service & Security Studies)
- Management (Business Administration)
- Management Information Systems (Business Administration)
- Marketing (Business Administration)
- Mathematics
- Music
- Performing Arts
- Philosophy
- Political Science (Public Service & Security Studies)
- Psychology
- Public Relations (Communication)
- Software Development (Business Administration)
- Studio Art
- Theatre
- Theology

**Licensure Areas**

- Early Childhood Education (Pre-K - Gr. 5)
- Middle Childhood Education (Gr. 4 - 9) Areas of Concentration—choose two from the following:  
Mathematics, Reading and Language Arts, Science and Social Studies
- Adolescent/Young Adult Education (Gr. 7 - 12)
- Integrated Language Arts
- Integrated Mathematics
- Integrated Social Studies
- Life Sciences
- Life Sciences and Chemistry
- Multi-Age Education (K - 12) Mild/Moderate Intervention Specialist
- Baccalaureate Teaching License Certificate

## **Graduate Programs**

Graduate programs are offered in Business Administration, Education, Nursing Education, and in Security Policy Studies (Intelligence). For further information, contact The Finn Center for Adult, Graduate and Online Learning at [NotreDameCollege.edu/admissions/graduate](http://NotreDameCollege.edu/admissions/graduate) a copy of the graduate bulletin.

## **Alternative Methods of Learning Assessment**

Notre Dame College acknowledges the fact that learning acquired outside the traditional classroom setting can be equivalent to college-level learning. Upon careful review, and appropriate documentation, the College may grant academic course credit.

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

## **Experiential Learning Credits**

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

## **Proficiency Examinations**

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

## **College Level Examination Program (CLEP)**

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

## **Independent Study and Laboratory Research**

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

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

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

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

## Other Policies and Procedures

### Classification of Students

**A DEGREE-SEEKING STUDENT** is one who follows a planned program of studies at Notre Dame College leading to a degree. Minimum credit requirements for class standing are as follows:

Sophomores	28 semester credits
Juniors	60 semester credits
Seniors	90 semester credits

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

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

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

### Academic Dishonesty

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

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

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

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

## Students with Disabilities

Notre Dame College makes reasonable accommodations for students with disabilities. A qualified student with a disability may request support services from the Dwyer Learning Center on a yearly basis. In order to receive services at Notre Dame College, students with disabilities must provide documentation such as a statement from a medical doctor or licensed psychologist which meets state and federal standards for indicating the presence of a disability. (See [Student Disability Services](#).)

## Transfer Policies for Notre Dame College

All potential transfer students to Notre Dame College must submit an application to the College. Applications can be found on the College website: [www.NotreDameCollege.edu](http://www.NotreDameCollege.edu).

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

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

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

### Transfer policies:

- Only courses with a grade of "D" or better will be considered for transfer.
- Individual courses and credits transfer; grades, quality points, and cumulative grade point average do not transfer.
- Courses considered remedial (below the 100 level) will not transfer.
- Credit will be given for those courses that are equivalent in content or rigor to core and major courses at NDC. Courses not considered equivalent to a core or major requirement at NDC will transfer in as electives.
- Students may not earn credit for the same course twice. A course determined to be equivalent to a Notre Dame course does not need to be taken at NDC. The transfer evaluation will indicate all equivalencies.
- Students must earn a minimum of 30 credits at NDC to graduate.
- Courses taken at a non-regionally accredited post-secondary institution will be considered for transfer only if the institution is accredited by an agency recognized by the U.S. Department of Education and legally authorized to grant specialized associate degrees or higher. Courses with a B will be considered for transfer only after review by the department chair to determine that the content is in conformity to the Notre Dame College Curriculum. A maximum of 15 credits will apply.
- Courses older than 10 years will be considered for transfer on an individual basis; some may transfer in only as electives but not count toward core requirements. Computer courses older than five years will not transfer.
- Nursing and education students must undergo a major review prior to admission to the major.
- Students must complete 50% of their major course work at NDC.
- Notre Dame College will transfer credits earned through advanced placement (AP) courses or the

College Level Examination Program (CLEP) based on the scores earned. AP test scores of 3, 4, or 5 will be considered for transfer. To determine if credit will be granted, the College uses the scoring guidelines recommended by CLEP. Generally a score of 50 or above is required for credit.

- No more than 30 credits earned through AP, CLEP, portfolio assessment, proficiency exams, independent study and research will be counted toward the 120 credits required for a bachelor's degree at Notre Dame College.
- The official evaluation of coursework will determine whether transfer students may enroll in courses with prerequisites.
- Notre Dame College will consider credits earned through or recommended by the military, ACE, DANTES and SMART (Sailor/Marine American Council on Education Registry Transcript) on an individual basis.

### **Transfer Policy with an Associate's Degree**

Recognizing the system of preparation afforded by the completion of an Associate of Arts and Associate of Science (AA/AS) degree, and in accordance with the Ohio Articulation and Transfer policy, Notre Dame College will guarantee admission to the college and afford junior standing to all students who have earned an AA/AS degree from an accredited institution, provided their grade point average is at least 2.0 for all previous college-level courses, excluding Nursing. Notre Dame College's Nursing Program has separate admission requirements. If a student chooses to transfer before completing an Associate degree, all collegiate level courses completed at the Two-Year Institution with a "D" or better grade will be accepted toward the student's class standing at Notre Dame College.

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

### **Cross-Registration**

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

### **Academic Progress Standards**

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

#### **Good Standing**

Cumulative: Above 2.0

Semester GPA: N/A

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

### **Good Standing - Academic Warning**

Cumulative: Above 2.0

Semester GPA: Less than 2.0 in a single semester or any two consecutive semesters

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

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

### **Academic Probation** (First semester students, below 1.75 GPA)

Cumulative: Below 2.0 or 2 Consecutive Semesters on Academic Warning

Semester GPA: N/A

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

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

### **Academic Suspension**

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



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

### **Final Probation after Appeal**

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

- Register for no more than 16 credits. If you registered for more credits, you must change your schedule. Contact the Student Success Center or your academic advisor.
- Repeat courses in which you earned a grade of F as soon as possible.
- Register with the Dwyer Learning Center (DLC) OR the Thrive Learning Center (TLC) the first week of the semester; follow all requirements set up by the DLC or the TLC.
- Attend all class meetings; be on time for each class and stay the entire time.
- Establish a calendar listing all assignments including papers, projects, readings, presentations and quizzes and exams. Check the calendar every day to know what is coming up; look beyond one day/week. Turn in papers and projects on time.
- Meet with a representative of the Office of Academic Affairs to discuss academic progress.
- Prioritize your time.
- Earn a minimum term GPA of 2.000 with no Fs or Ws.

### **Academic Dismissal**

Previously suspended students who have been granted readmission and who continue to make less than satisfactory academic progress will be dismissed from the College for no less than one academic year.

Readmission after dismissal is most unusual and only for compelling reasons.

A report of scholarship grades is available to all students on the NDC portal.

### **Status Review**

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

### **Financial Aid Recipients**

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

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

## Academic Standards and Grades

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

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

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

CR/NC (Pass/Fail) are grades which may be earned in specific instances. CR (Pass) means that a student has achieved a grade of “C” or higher in a course; however, the grade is not computed into the student’s grade point average. NC (Fail) means that a student has not earned academic credit. Ordinarily, a maximum of one course per semester may be taken on a Pass/Fail basis.

Change of registration from CR/NC to a letter grade or vice versa must be carried out through the Office of the Registrar during the first week of the semester.

Departments may declare which of their course offerings may be open for the Pass/Fail option, as well as the number of students who may be admitted on a Pass/Fail basis.

### Incompletes

The designation of “Incomplete” is not a grade. It denotes a limited period of time allotted for a student to complete a course after the end of the term because of extenuating circumstances. An Incomplete is granted only upon the student’s request and with permission of the instructor. In order for an incomplete to be granted, students should have completed at least 75% of the coursework and maintaining a passing grade. Incompletes are not granted to allow a student to complete work for the entire semester.

All course work must be completed within six (6) weeks after the last day of exams for semester courses or four (4) weeks after the last day of an Online Term. Any final grade not assigned within this allotted extension is automatically converted to a failing grade (“F”).

### **Change of Grade**

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

### **Academic Grade Appeal Processes**

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

The two items of an academic nature that follow have specific procedures to address concerns:

- Demonstrably arbitrary and unfair evaluation of student produced course work.
- Accusations of plagiarism or other forms of academic dishonesty.

The processes for each of these follow.

#### **Demonstrably Arbitrary and Unfair Evaluation of Student-Produced Course Work**

Students have a right to expect fair and consistent issuance of course grades. The grading policy employed in each class, including the comparative weight of each component used to determine the final grade, is outlined in each course syllabus. It is the student's responsibility to read and understand the grading policy outlined in that syllabus.

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

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

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

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

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

The Provost and Dean of Faculty after consultation with the President will inform the faculty member and the student of the recommendations of the appeal committee and will take the steps necessary to implement the recommendations.

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

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

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

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

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

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

In either case, the appropriate department/division chairperson may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost and Dean of Faculty. The findings, in either case, are final.

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

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

### **Class Attendance**

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

All students in all ON CAMPUS courses must attend the first class meeting of each course on their schedule. It is imperative that students attend classes and it is known they are present in class.

**Instructors will take attendance and report absences to the Office of Academic Affairs by the end of the first Friday of the semester.** Any student whose name is marked “non-attend/absent” **will be removed from the class list, freeing seats for other students during the “ADD” period.**

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

#### **Note:**

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

Participants in College sponsored co-curricular and extra-curricular events:

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

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

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

### **Withdrawal from Courses**

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

Withdrawals could result in tuition charges and/or loss of financial aid and loss of athletic eligibility.

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

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

### **Withdrawal from the College**

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

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

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

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

## Honors and Awards

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

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

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

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

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

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

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

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

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

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

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

**Art**

- Senior Art and Design Award
- Rising Star Award
- Student Art Show Award: First, Second and Third Place
- Art Club Award
- Art Show Award

**Biology**

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

**Business Administration**

- The Elizabeth Unkefer Award
- Outstanding Business Student Award

**Chemistry**

- O'Neill Science Endowment Scholarship
- Outstanding Student in General Chemistry
- Outstanding Chemistry Undergraduate Award

**Education**

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

**English/Communication/Theatre**

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

**History/Political Science/Criminal Justice/Intelligence**

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

**Mathematics**

- Sr. Mary Cleophas Award
- Josie Pophal Women in Mathematics Endowed Scholarship



### **Nursing**

- Most Outstanding RN to BSN Student Award
- Most Outstanding Graduating Senior in Nursing
- Outstanding Graduating Senior Presented by the Greater Cleveland Nursing Association
- The Dr. Diane Jedlicka Award for Clinical Excellence

### **Physics**

- Outstanding Physics Undergraduate Student

### **Psychology**

- Outstanding Scholarship in Psychology
- Outstanding Research in Psychology

### **Special Awards and Honor Societies**

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

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

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

### **The Finn Center Online Programs**

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

### **Online Academic Terms**

Online courses at NDC are offered in eight week accelerated terms designated "D" terms. There are six "D" terms in an academic year. Within the fall semester, online courses are offered in terms D-1 and D-2 where D-1 courses run the first part of the semester and D-2 courses begin midway through the semester

and run for the second half of the fall semester. Similarly, within the spring semester the D-3 term runs during the first half of the semester and D-4 begins midway through the spring semester and runs during the second half of the semester. Term D-5 and D-6 are summer online terms. Full semester online courses are denoted as AD or BD in the course section.

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

### **Student Verification and Attendance in Online Courses**

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

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

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

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

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

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

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

### **What is an Online Course Like at NDC?**

Online courses at Notre Dame College are accelerated and intensive, covering in eight weeks the same material the course normally covers during a 15 week semester. Most students find online courses more challenging than regular classroom courses because of the accelerated nature of the online course. The same

objectives and academic content are taught in the online course, but the time in which one completes the workload is accelerated.

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

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

#### **What counts toward course engagement?**

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

#### **What does not count toward course engagement but is required activity of courses?**

- Reading required materials (textbooks, articles, etc.)
- Composing written assignments
- Work on projects
- Group work that normally would be required outside of face-to-face class

#### **Synchronous vs. Asynchronous**

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

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

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

#### **Synchronous Classroom**

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

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

### **Technical Support for Online courses**

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

### **How do I know if I can succeed in an online course?**

Succeeding in accelerated online courses is much different from succeeding in traditional classroom courses. A different set of skills and habits is required for students to be successful in any accelerated course, especially those that are taken online. Research conducted over the years has demonstrated that students who can identify with most of the characteristics listed below are likely to be successful in accelerated online courses:

- They are self-starters who do not procrastinate
- They are good at meeting deadlines
- They are motivated to read, write and participate in class activities
- They have the ability to work independently and in teams
- They are resourceful in solving routine technological problems
- They are strong in reading, writing and English language grammar skills
- They schedule specific time each week to participate in online courses
- They don't delay in asking questions when they don't understand something
- They have reliable and consistent access to the internet
- They are proficient in basic computer and email skills
- They are disciplined in managing their time and daily schedule

### **What do I need to participate in an online course?**

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

Minimally students need the following:

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

### **How do I register for an online course?**

Depending on a student's status, the approval process required to register for an online course differs slightly.

**Traditional Students in Good Standing.**

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

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

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

After registering for an online course, students will receive a welcome letter prior to the start of the course. The welcome letter will contain detailed information about accessing and logging into the course(s) for which the student has registered. Students will also likely receive email from the course instructor with introductions and other information regarding the course. All information is sent to students using NDC email accounts. Students will NOT receive email from NDC at alternate email accounts.

**Online Course Access**

You will be able to access your online course(s) through [MyNDC](http://MyNDC) using your NDC issued network login. If you do not know how to login to MyNDC, please be sure to contact the 24/7 Help Desk at 800-985-9781 as the Online Educational Services office is not able to assist with this process.

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

**Virtual Bookstore**

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

**Enjoy your Online Course!**

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

For further information about online education at Notre Dame College, contact Admissions, at 877.NDC.OHIO or [admissions@ndc.edu](mailto:admissions@ndc.edu).

## Academic Programs

### ASSOCIATE IN ARTS DEGREE WITH A MAJOR IN LIBERAL STUDIES

For an outline of the online track, [contact the Finn Center for Adult, Graduate and Online Learning](#).

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

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

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

\*Associate's Degree requires 60 credit hours for completion.

## ART AND DESIGN

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

### Program Student Learning Outcomes:

- Demonstrate principles of visual organization using either or both studio and digital creative media, tools, and processes appropriate to a range of levels and aligned with industry and or ethical standards.
- Develop the creative artistic and design process in timely stages of creative activity to final executed solutions, proto-types and visualizations, visual communication and or personal expression.
- Demonstrate the professional presentation skills requisite for practice as an entry level professional artist and or designer through a portfolio, oral presentations, written statement, and resume with a level appropriate for either an entry level design position or graduate art school application.

## GRAPHIC DESIGN MAJOR

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

### 48 Credits

#### Program Student Learning Outcomes

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

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

**Core Graphic Design Requirements: 36 Credits**

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

**Technology Requirements: 3 Credits**

AR 243 Multimedia Development

**Business Requirements: 3 Credits**

BU 100 Introduction to Business or  
BU 303 Entrepreneurship

**Internship Requirements: 3 Credits**

AR 295 Internship or  
AR 395 Internship or  
AR 495 Internship

**Technology Electives: 3 Credits (choose one from the following)**

IS 245 Website Development  
AR 450 Senior Collaborative Projects

**GRAPHIC DESIGN MINOR****24 Credits****Prerequisites: 3 Credits (choose one from the following)**

AR 101 Drawing I or  
AR 221 Basic Design

**Core Graphic Design: 12 Credits**

AR 114 Introduction to Graphic Design  
AR 223 Graphic Design I  
AR 222 Color and Design  
AR 224 Graphic Design II

**Studio Art Requirements: 6 Credits**

AR 209 Photography I  
AR 314 Impressionism to Today



**Technology Requirements: 3 Credits (choose one from the following)**

AR 243 Multimedia Development **or**

IS 245 Website Design and Development

**GAME DESIGN MINOR**

**24 Credits**

**Program Student Learning Outcomes:**

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

**Prerequisites: 9 Credits**

All game design minors are required to take all prerequisite courses before entering emphasis courses for the game design minor.

AR 220 Game Development Environment

MA 221 Statistics

IS 222 Programming Logic and Design

**Game Design Electives: 6 Credits**

TR 260 Improvisation, and/or

CA 374 Presentation Techniques, and/or

MU 103 Music Theory- Introduction

**Emphasis: 9 Credits**

AR 225 Fundamentals of Game Design

AR 310 Introduction to Game Production

AR 450 Senior Collaboration

**STUDIO ART MINOR**

**18 Credits**

**Requirements: 9 credits**

AR 101 Drawing I

AR 221 Basic Design

AR 222 Color and Design

**9 credits from:**

AR 114 Introduction to Graphic Design

AR 209 Photography I

AR 223 Graphic Design I

AR 325 Printmaking I  
AR 340 Painting I  
AR 371 Digital Modeling and Design  
AR 377 Ceramics I

## **COURSE OFFERINGS**

### **AR 101 Drawing I**

**3 cr.**

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

### **AR 114 Introduction to Graphic Design**

**3 cr.**

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

### **AR 191, 192, 193, 194 Selected Topics**

**1-3 cr.**

### **AR 209 Photography I**

**3 cr.**

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

### **AR 220 Game Development Environment**

**3 cr.**

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

### **AR 221 Basic Design**

**3 cr.**

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

### **AR 222 Color and Design**

**3 cr.**

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

### **AR 223 Graphic Design I**

**3 cr.**

Graphic Design I connects current digital typesetting practices to the rich typographic heritage that is a foundation in the Graphic Design discipline. Students become confident identifying type categorically, typesetting, white space and the ways all of these principles are employed in creating good and functional

design. Some technical and creative pieces will be explored. Some traditional studio work as well as Adobe InDesign will be the primary platforms for producing design. Two, two and one-half hour lab periods weekly. Prerequisites: AR 114 and AR 221.

### **AR 224 Graphic Design II**

**3 cr.**

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

### **AR 225 Fundamentals of Game Design**

**3 cr.**

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

### **AR 243 Multimedia Development**

**3 cr.**

Surveys basic multimedia tools and techniques, using the Adobe Creative Cloud environment. Some introductions to website development may be explored. Prerequisite: AR 114.

### **AR 291, 292, 293, 294 Selected Topics**

**1-3 cr.**

### **AR 300 Graphic Design III**

**3 cr.**

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

### **AR 310 Introduction to Game Production**

**3 cr.**

Open communication is vital for a team's success. While understanding that each person communicates and receives communication in different fashions, the producer will learn to inspire, protect and motivate the group they are responsible for. The producer will foster trust and open communication throughout all levels of the team by being aware of the strengths and weaknesses specific to the team. The producer will also learn to focus on the requirements of a successful project while remaining aware of the needs of the team. Prerequisite: AR 220.

### **AR 314 Impressionism to Today**

**3 cr.**

An historical survey from Impressionism through modern to contemporary art. Concentration on painting and sculpture with frequent field trips to area galleries and museums.

### **AR 325 Printmaking I**

**3 cr.**

An introduction to basic relief and intaglio printmaking processes with emphasis on traditional as well as contemporary methods. Includes woodcuts, etching, and monoprints. Two, two-and-one-half hour lab periods weekly. Prerequisites: AR 101, 221.

**AR 341 Painting I****3 cr.**

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

**AR 371 Digital Modeling and Design****3 cr.**

The dynamics of three-dimensional design principles based on the elements of form, space, shape, light and movement. Basic approaches to digital modeling are covered, i.e., digital 3D attribute editors and interfaces, poly modeling, rendering tools and environments, with various tools and techniques appropriate for each method. Includes traditional and contemporary references. Two, two- and-one-half hour lab periods weekly. Prerequisite: Permission from the instructor.

**AR 377 Ceramics I****3 cr.**

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

**AR 391, 392, 393, 394 Selected Topics****1-3 cr.****AR 398 Independent Study****1-3 cr.****AR 450 Senior Collaborative Projects****3 cr.**

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

**AR 491 Senior Studio I****3 cr.**

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

**AR 492, 493, 494 Selected Topics****1-3 cr.****AR 395, 495 Internship****1-6 cr.**

Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits.

## BIOLOGY

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

### Program Student Learning Outcomes

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

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

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

## BIOLOGY PROGRAM CORE - ALL BIOLOGY CONCENTRATIONS

### 30 Credits

BI 114, 115	General Biology I and Lab: Molecular Biology
BI 116, 117	General Biology II and Lab: Organismal Biology
BI 481, OR 482,	
OR 483	Coordinating Seminar (as dictated by concentration)
CH 118, 119	General Chemistry I and Lab
CH 120, 121	General Chemistry II and Lab
CH 211, 213	Organic Chemistry I and Lab
CH 214, 215	Organic Chemistry II and Lab
MA 221	Statistics

## **BIOLOGY MAJOR (BS): ECOLOGY CONCENTRATION**

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

The Bachelor of Science in Biology with an Ecology Concentration is offered by the Department of Biology for Students that are interested in organismal biology, ecology, field biology, animal behavior, and/or environment science. This program will prepare students for a wide range of jobs in Biology, Ecology, Environmental Science, and graduate programs in related fields.

In addition to the core courses, the students choosing the Ecology concentration will complete the following requirements:

BI 310, 311	Ecology and Lab
BI 317/317L	Plant Biology and Lab
BI 322	Animal Behavior
BI 350	Genetics
BI 360, 361	Microbiology and Lab
BI 415	Field Studies in Ecology & Environmental Science (1 credit)

### **At least 8 credits from the following courses:**

BI 210	Introduction of Geographic Information Systems (GIS)
BI 320	Evolution
BI 330/330L	Comparative Vertebrae Anatomy and Lab
BI 340/340L	Parasitology and Lab
BI 390	Environmental Policy
BI 425/425L	Developmental Biology and Lab
BI 445/445L	Wildlife Conversation and Management and Lab

Students **must take at least 6 additional credits** at the BI 300 level or above and/or CH 305/CH 306 Biochemistry and/or up to four credits in Independent Research (BI 486 – BI 489).

Recommended supplemental coursework:

MA 175	Calculus
PS 180, 181	Basic Physics I and Lab
AND	
PS 182, 183	Basic Physics II and Lab
OR	
PS 200, 201	College Physics I and Lab
AND	
PS 202, 203	College Physics II and Lab

## **BIOLOGY MAJOR (BS): EXERCISE SCIENCE CONCENTRATION**

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

The Exercise Science concentration is designed to prepare students interested in continuing their education through a graduate program to earn an advanced degree in physical therapy.

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

BI 211	Medical Terminology
BI 300, 301	Human Anatomy and Physiology for Majors I and Lab
BI 302, 303	Human Anatomy and Physiology for Majors II and Lab
BI 307/307L	Cell and Molecular Biology and Lab
BI 325	Exercise Physiology for Majors
BI 400	Exercise Science Practicum
CH 305	Biochemistry I
HP 215	Nutrition for Sport, Fitness and Health
PS 200, 201	College Physics I and Lab
PS 202, 203	College Physics II and Lab
PY 201	General Psychology
PY 235	Sports Psychology
PY 251	Lifespan Development
HP 330	Health Psychology

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

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

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

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

BI 307/307L	Cell and Molecular Biology and Lab
BI 395, 495	Internship
PS 180, 181	Basic Physics I and Lab
AND	
PS 182, 183	Basic Physics II and Lab
OR	
PS 200, 201	College Physics I and Lab
AND	
PS 202, 203	College Physics II and Lab

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

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

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

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

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

BI 307/307L      Cell and Molecular Biology and Lab

BI 350            Genetics

BI 360, 361      Microbiology and Lab

CH 305, 306      Biochemistry I and Lab

MA 175          Calculus I

PS 180, 181      Basic Physics I and Lab

AND

PS 182, 183      Basic Physics II and Lab

OR

PS 200, 201      College Physics I and Lab

AND

PS 202, 203      College Physics II and Lab

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

### **MEDICAL LABORATORY SCIENCE (BS)**

**Students will take a minimum of 90 credit hours at NDC and an additional 32 credit hours at the Cleveland Clinic School of Medical Laboratory Science.**

The 3 +1 program prepares students to become eligible for licensure by the American Society for Clinical Laboratory Science. The students who successfully complete the year-long internship at the Cleveland Clinic will sit for the boards one day after completion of the program. Once students pass the exam they will have professional title of MLS (ASCP).

Students who intend to enter this program must be admitted to the college with the preparedness to enter into General Biology I (BI 114/115) and General Chemistry I (CH118/119).

Admission requirements for the program at the Cleveland Clinic Foundation (CCF) include completion of all the required courses at NDC with a minimum GPA of 2.5, see <https://my.clevelandclinic.org/-/scassets/files/org/pathology/med-technology/laboratory-student-handbook-20-21.pdf>



**Required Coursework in Biology:****26 credits**

BI 114, BI 115 General Biology I and Lab: Molecular Biology

BI 307, BI 307L Cell and Molecular Biology and Lab

BI 340, BI 341 Parasitology and Lab

BI 350 Genetics

BI 360, BI 361 Microbiology and Lab

BI 430 Immunology

BI 465, 466 Research Methods and Lab

**Required Coursework in Chemistry:****22 credits**

CH 118, CH 119 General Chemistry I and Lab

CH 120, CH 121 General Chemistry II and Lab

CH 211, CH 213 Organic Chemistry I and Lab

CH 214, CH 215 Organic Chemistry II and Lab

CH 305, CH 306 Biochemistry I and Lab

**Required Coursework in Mathematics:****3 credits**

MA 221 Statistics

**Recommended Coursework:**

BI 116, BI 117 General Biology II: Organismal and Lab

BI 300, BI 301 Human Anatomy and Physiology for Majors I and Lab

BI 302, BI 303 Human Anatomy and Physiology for Majors II and Lab

BI 486, 487, 488, 489 Independent Research

MA 144 Precalculus

**Courses to be completed at CCF (year 4):****32 credits**

MLS 300 Urinalysis and Fluids

MLS 301 Coagulation

MLS 302 Bacteriology I

MLS 303 Bacteriology II

MLS 304 Mycology

MLS 305 Molecular Diagnostics

MLS 306 Parasitology

MLS 400 Clinical Hematology I

MLS 401 Clinical Hematology II

MLS 402 Clinical Chemistry I

MLS 403 Clinical Chemistry II

MLS 404 Lab Operations I

MLS 405 Lab Operations II

MLS 406 Lab Operations III

MLS 407 Immunopathology I

MLS 408 Immunopathology II  
MLS 409 Immunohematology I  
MLS 410 Immunohematology II

See CCF Student Handbook for course credit hours and descriptions: <https://my.clevelandclinic.org/-/scassets/files/org/pathology/med-technology/laboratory-student-handbook-20-21.pdf>

### **Financial Considerations**

Institutional Aid may be adjusted due to the expense of the Cleveland Clinic School of Medical Laboratory Science.

## **BIOLOGY MINOR**

### **24 Credits**

This minor would be appropriate for any student who wishes to strengthen their understanding of Biology related to their career, but do not wish to pursue a full Biology degree.

Some examples include Chemistry majors who wish to work in a cross-disciplinary setting, Educational Studies majors who plan to work in museums or in other public and private sector positions that require a working knowledge of biology and training skills, English majors who may be interested in pursuing science writing, or Business Administration majors who would like to consider impacts of biotechnology or environmental concerns.

### **Requirements:**

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

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

## **BINARY PROGRAM IN ENGINEERING**

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

## COURSE OFFERINGS

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

### **BI 105 Introduction to the Biological Sciences**

**3 cr.**

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

### **BI 106 Introduction to the Biological Sciences Laboratory**

**1 cr.**

One three-hour laboratory period weekly, which investigates the topics covered in the lecture.

### **BI 114 General Biology I: Molecular Biology**

**3 cr.**

The topics covered include basic chemistry as it applies to biological systems, cell structure and division, an introduction to classical and molecular genetics and bioenergetics. Prerequisite for all biology courses numbered 260 or higher. Prerequisite: EN 100 or equivalent; Pre- or Corequisite: MA 110. **Not recommended for non-science majors.**

### **BI 115 General Biology Laboratory I: Molecular Biology**

**1 cr.**

One three-hour laboratory period weekly investigating concepts covered in the lecture material.

### **BI 116 General Biology II: Organismal Biology**

**3 cr.**

An introductory course for biology majors. The topics covered include evolution, a survey of the taxonomic and phylogenetic organization of life with attention given to each of the biological Domains and an introduction into ecology and ecosystems. Prerequisite for all biology courses numbered 260 or higher. Prerequisite: EN 100 or equivalent; Pre- or Corequisite: MA 110.

### **BI 117 General Biology Laboratory II: Organismal Biology**

**1 cr.**

One three-hour laboratory period weekly investigating concepts covered in the lecture material.

### **BI 191, 291, 391, 491 Selected Topics**

**1-3 cr.**

### **BI 200 Environmental Science**

**3 cr.**

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

### **BI 201 Environmental Science Laboratory**

**1 cr.**

One three-hour laboratory period weekly that includes the field study of ecosystems and stresses the scientific method applied to biological, chemical, and physical investigation.

### **BI 204 Human Anatomy and Physiology I**

**3 cr.**

A study of normal structure and function of major body systems primarily designed for students in nursing and health sciences. Also includes content related to cellular biology and basic principles of genetics.

**BI 205 Human Anatomy and Physiology I Lab**

**1 cr.**

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

**BI 206 Human Anatomy and Physiology II**

**3 cr.**

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

**BI 207 Human Anatomy and Physiology II Lab**

**1 cr.**

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

**BI 210 Introduction to Geographic Information Systems (GIS)**

**3 cr.**

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

**BI 211 Medical Terminology**

**3cr.**

**Course Description:** The main goal of this course is to equip students with the tools necessary to build a variety of medical terms by learning each of the word elements. Specifically, body systems to be covered include integumentary, respiratory, cardiovascular, lymphatic, digestive, urinary, reproductive, endocrine, nervous, and musculoskeletal systems. The course will also cover terminology related to the special senses (ie. eyes and ears). Prerequisite EN 101

**BI 230 Basic Anatomy and Physiology**

**3 cr.**

A study of the structure and function of the systems of the human body; designed for students in elementary education, psychology and to fulfill the Core Requirement in Science.

**BI 231 Basic Anatomy and Physiology Laboratory**

**1 cr.**

One three-hour laboratory period weekly, emphasizing human organ systems, their locations and functions.

**BI 240 General Microbiology**

**3 cr.**

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

**BI 241 General Microbiology Lab**

**1 cr.**

One three-hour laboratory period weekly. Includes staining and culture techniques used for the identification of unknown microorganisms. Designed for students in nursing and the health sciences. Prerequisite: BI 206/207.

**BI 291, 292, 293, 294 Selected Topics**

**1-3 cr.**

**BI 300 Human Anatomy and Physiology for Majors I****3 cr.**

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

**BI 301 Human Anatomy and Physiology for Majors I Lab****1 cr.**

Laboratory studies will parallel the various systems covered in BI 300. The student will study these systems using dissections, 3-D models, computer simulations, observation of microscope slides and experimentation.

**BI 302 Human Anatomy and Physiology for Majors II****3 cr.**

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

**BI 303 Human Anatomy and Physiology for Majors II Lab****1 cr.**

Laboratory studies will parallel the various systems covered in BI 302. The student will study these systems using dissections, 3-D models, computer simulations, observation of microscope slides and experimentation.

**BI 307/307L Cell and Molecular Biology and Lab****4 cr.**

An introduction to prokaryotic and eukaryotic cellular functions. Topics include gene regulation, membrane transport and dynamics, organelle functions, stages of cell cycle, and cellular signaling pathways. Lecture and lab also include common cellular and molecular techniques. Prerequisite: BI 114 and CH 118.

**BI 310 Ecology****3 cr.**

This course provides an overview of the science of ecology. Traditional topics of ecology such as energy flow, nutrient cycling, population growth and interactions and community dynamics are treated as a background from which to approach mathematical concepts and emerging areas of ecology. The latter include behavioral, physiological and evolutionary ecology. Current and controversial topics in ecology will be discussed. Prerequisites: BI 116 Pre- or Corequisite: BI 114.

**BI 311 Ecology Laboratory****1 cr.**

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

**BI 317/317L Plant Biology and Laboratory****4 cr.**

A survey of the anatomy, physiology, genetics, evolution and ecology of plants. Concepts and principles emphasized will include plant evolution, structure and function, flow of information, transformation of energy, and the role of plants in ecosystems. The laboratory will include the examination of plant structure and function of the cell, tissue, and organismal level and the exploration of local plant biodiversity and ecosystem function. Prerequisite: BI 114 and BI 116.

**BI 320 Evolution****3 cr.**

A study of the evidence, processes and paths of evolution. Areas of emphasis include gradualism, punctuated equilibrium, mass extinctions, endosymbiosis, molecular genetics, and population genetics. Prerequisite: BI 114 and BI 116.

**BI 322 Animal Behavior****3 cr.**

A study of functional behavior of animals, such as mate choice, feeding, parental care, predation, communication, and social behaviors. Discussions of journal articles dealing with current research in these areas are a major part of this class. Prerequisite: BI 114 and BI 116.

**BI 325 Exercise Physiology for Majors****3 cr.**

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

**BI 330/330L Comparative Vertebrate and Anatomy and Lab****4 cr.**

A study of major vertebrate groups emphasizing structure, function, and evolution. Variations on the vertebrate body plan and functional morphology of anatomical systems are used as a basis for understanding major adaptive changes in vertebrate evolution. Prerequisite: BI 114 and BI 116.

**BI 340 Parasitology****3 cr.**

A study of the morphology, life history, host-parasite relationships, and control of protozoan, helminth, and arthropod parasites as well as the evolution of parasitism. Prerequisite: BI 114 and BI 116.

**BI 341 Parasitology Laboratory****1 cr.**

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

**BI 350 Genetics****3 cr.**

An overview of the inheritance of genetic traits. This course will provide a foundation in the three main branches of genetics: classical transmission genetics, molecular genetics, and population genetics. The application of genetics and biotechnology in current research will also be discussed. Prerequisite: BI 114 and MA 110. Recommended: BI 116.

**BI 360 Microbiology****3 cr.**

A study of the morphology, nutrition, reproduction, and growth of bacteria, fungi, and viruses. Topics in medical and applied microbiology are also covered. Recommended prerequisite: BI 114 and BI 116.

**BI 361 Microbiology Laboratory****1 cr.**

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

**BI 370 Histopathology and Laboratory****3 cr.**

This course is designed to study the general and microscopic features of the four basic tissue types found in animals. Additionally, this course will seek to delve into the histological basis of disease. Special attention will be given to description of each tissue type and how they are altered during disease progression. There will be one laboratory period per week. Prerequisite: BI 307 or permission of instructor

**BI 370L Histopathology and Laboratory Lab****1 cr.**

One three-hour laboratory weekly. Laboratory includes observation of both normal and diseased tissues, staining of tissues, and fluorescence microscopy.

**BI 390 Environmental Policy****3 cr.**

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

**BI 391, 392, 393, 394 Special Topics****1-3 cr.****BI 400 Exercise Science Practicum****1-3 cr.**

Provides students with practical work experience within the fields of exercise science, physical therapy, or related health science careers. Prerequisite: permission of instructor.

**BI 415 Field Studies in Ecology and Environmental Science****1-3 cr.****BI 425/425L Developmental Biology and Laboratory****4 cr.**

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

**BI 430 Immunology****4 cr.**

A comprehensive study of the fundamental principles and recent advances in immunology. Topics include the cellular and molecular control of the immune response, antibodies and immunogenetics, immune system dysfunction and methods of immunoassay and diagnosis. Prerequisite: BI 307.

**BI 445/445L Wildlife Conservation and Management and Lab****4 cr.**

Explores the changing ideas of land ethic in our country and region, the interactions between human, habitat, and wildlife, and the strategies for wildlife conservation and management. Emphasizes the wildlife of The Great Lakes region. Prerequisite: BI 114 and BI 116.

**BI 460 Endocrinology****3 cr.**

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

**BI 465 Research Methods****1 cr.**

Lecture covering critical topics in the proper design and execution of scientific research. Prerequisite: Permission of instructor(s).

**BI 466 Research Methods Laboratory****2 cr.**

Laboratory course covering application of research design, execution, data analysis and presentation. Prerequisite: Permission of instructor(s).

**BI 481 Coordinating Seminar for Comprehensive Biology Concentration****1 cr.**

An in-depth study of some current aspects of biology not covered in the required courses, including discussion of recent journal articles and an oral presentation of student research papers.

**BI 482 Coordinating Seminar for Ecology Concentration****1 cr.**

An in-depth study of some current aspects of ecology and environmental science not covered in the required courses, including discussion of recent journal articles and an oral presentation of student research papers.

**BI 483 Coordinating Seminar for Exercise Science Concentration****1 cr.**

An in-depth study of some current aspects of exercise science not covered in the required courses, including discussion of recent journal articles and an oral presentation of student research papers.

**BI 486, 487, 488, 489 Independent Research****1-3 cr.**

An opportunity for qualified and capable students to do independent research in the life sciences. Hours and credits arranged with faculty advisor. Prerequisites: BI 465, BI 466 and permission of faculty sponsor.

**BI 491, 492, 493, 494 Special Topics****1-3 cr.****BI 295, 395, 495 Internship****1-6 cr.**

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



## **BUSINESS ADMINISTRATION**

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

**Program Mission:** The Business Division at Notre Dame College embraces a diverse and inclusive community. We offer a variety of programs in current disciplines which are in high demand in today's global business environment. Through our academic courses, students actively engage in self-exploration, personal responsibility, corporate social responsibility, and professional growth. We encourage learning through honing critical thinking skills, effective communication, ethics, innovation, and emotional intelligence. We advance our students to be leaders and agents of positive change in the world.

### **Program Student Learning Outcomes**

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

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

## **BUSINESS ADMINISTRATION CORE COURSES**

### **44 Credits**

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

#### **Requirements:**

BU 155 Accounting Principles I  
BU 156 Accounting Principles II  
BU 210 Business Mathematics  
BU 230 Marketing Principles  
BU 235 Management Information Systems  
BU 240 Management Principles  
BU 360 Corporate Finance  
BU 473 Business Law I  
BU 395 or 495 Internship  
BU 426 Strategic Management  
EC 201 Principles of Microeconomics  
EC 202 Principles of Macroeconomics  
IS 260 Computer Decision-Making Applications  
MA 221 Statistics I

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

Each major program has its own specialized requirements. These are given in the following pages.

## ACCOUNTING

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

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

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

### Program Student Learning Outcomes

Students completing the major in Accounting will be able to:

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

### Requirements:

#### Business Administration Core Courses + 24 credits in the following:

BU 255 Intermediate Accounting I  
BU 256 Intermediate Accounting II  
BU 315 Auditing  
BU 320 Cost Accounting  
BU 455 Advanced Accounting  
BU 458 Federal Income Tax I

#### Recommended Coursework:

BU 388 Business Ethics  
BU 459 Federal Income Tax II  
BU 474 Business Law II  
BU 475 Fraud Examination

## **BUSINESS ADMINISTRATION**

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

### **Program Student Learning Outcomes**

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

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

### **Requirements:**

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

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

### **Recommended Coursework:**

BU 388 Business Ethics

PH 200 Critical and Creative Thinking

A communication course such as: CA 201 Interpersonal Communication, CA 374 Presentation Techniques, CA 376 Intercultural Communication, CA 380 Organizational/Leadership Communication

## **FINANCE**

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

### **Program Student Learning Outcomes**

Students completing the major in Finance will be able to:

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

### **Requirements:**

#### **Business Administration Core Courses + 23 credits in the following:**

BU 320 Cost Accounting **OR**

BU 255 Intermediate Accounting I

BU 370 Investments

BU 400 Advanced Corporate Finance

EC 331 Money, Banking, & Global Financial Markets

EC 432 Public Finance

EC 442 International Finance

MA 144 Pre-Calculus Mathematics

### **Recommended Coursework:**

BU 256 Intermediate Accounting II

BU 388 Business Ethics

EC 350 Managerial Economics

## HEALTHCARE ADMINISTRATION

Students in the healthcare administration program will acquire advanced knowledge of the dynamic business environment of healthcare while studying healthcare delivery, providers and their services, and financing. Students will gain an understanding of the significant role healthcare executives have in improving the health of the communities their organizations serve as the program's curriculum prepares them to enter a variety of positions at healthcare organizations such as hospitals, long-term care facilities and physician's offices.

### Program Student Learning Outcomes

Students Majoring in Healthcare Administration will be able to:

- Understand the nature and complexity of the health care environment
- Perceive the interrelated nature of the various components of the HC system
- Analyze systems and subsystems to improve organizational outputs and,
- Analyze the range of health care outcomes, the risks associated with them and place proposed change into that context
- Balance the competing needs of low-cost service, high quality health outcomes and sufficient remuneration to keep the system whole.
- Develop leadership capacity focusing on the change dynamic in health care
- Synthesize the changing, and often conflicting trends in state and federal regulatory environments with the goal of providing ongoing guidance to the best avenues to achieve positive patient outcomes and securing the sustainability of the health care system.

### Requirements:

#### Business Administration Core Courses + 24 credits in the following:

BU 386 Operations Management

BU 425 Project Management

HA 300 Introduction to the Healthcare System

HA 325 Health Information Management

HA 350 Healthcare Management and the Legal System

HA 400 Healthcare Management and Leadership

HA 425 The Full Continuum of Long-Term Care

HA 450 Disaster Management Planning

## **HUMAN RESOURCES MANAGEMENT**

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

### **Program Student Learning Outcomes**

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

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

### **Requirements:**

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

### **Selected Business Administration Core: 38 Credits**

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

### **Human Resources Development Core: 27 Credits**

BU 300 Principles of Supervision  
BU 341 Human Resources Management  
BU 345 Organizational Behavior  
BU 355 Compensation and Benefits  
BU 436 Labor Relations  
PY 201 General Psychology  
PY 389 Industrial/Organizational Psychology  
SO 305 Minority Groups

**Select one (1): 3 credits**

SO 425 Conflict Management

CA 201 Interpersonal Communication

**Recommended Coursework:**

BU 388 Business Ethics

PH 200 Critical and Creative Thinking

A communication course such as: CA 201 Interpersonal Communication, CA 374 Presentation Techniques, CA 376 Intercultural Communication, CA 380 Organizational/Leadership Communication

**MANAGEMENT**

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

**Program Student Learning Outcomes**

Students completing the major in Management will be able to:

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

For an outline of the online track, [contact the Finn Center for Adult, Graduate and Online Learning.](#)

**Requirements:****Business Administration Core Courses + 21 credits in the following:**

BU 300 Principles of Supervision

BU 341 Human Resources Management

BU 345 Organizational Behavior

BU 386 Operations Management

BU 425 Project Management

**Plus two (2) courses from one of the tracks listed:****Entrepreneurship Track:**

BU 303 Entrepreneurship

BU 410 New Venture Management



**Healthcare Administration Track:**

HA 300 Intro to Healthcare System

Any HA course other than HA 300

**Traditional Business Track:**

BU 435 Business & Government

BU 436 Labor Relations

**Recommended Coursework:**

BU 388 Business Ethics

PH 200 Critical and Creative Thinking

A Communication Course such as: CA 201 Interpersonal Communication, CA 232 Professional Communications, CA 374 Presentation Techniques, CA 376 Intercultural Communication, CA 380 Organizational/Leadership Communication

**MANAGEMENT INFORMATION SYSTEMS**

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

**Program Student Learning Outcomes**

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

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

**Requirements:****Business Administration Core Courses + 24 credits in the following:**

BU 425 Project Management

IS 222 Programming Logic and Design

IS 310 Systems Analysis

IS 330 Information Technology Infrastructure

IS 340 Security, Ethics and Intellectual Property

IS 350 Database Management Systems

IS 435 Enterprise Architecture  
Plus one upper level IS course

**Recommended Coursework:**

BU 388 Business Ethics

**MARKETING**

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

**Program Student Learning Outcomes**

Students completing the major in Marketing will be able to:

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

**Requirements:**

**Business Administration Core Courses + 24 credits in the following courses:**

BU 301 Consumer Behavior  
BU 375 Marketing Research  
BU 380 Sales Management  
BU 385 Marketing Management  
BU 390 Advertising  
BU 450 Global Marketing  
ENT 300 Digital Marketing

**Including one (1) of the following courses:**

AR 209 Photography I  
AR 223 Graphic Design I  
CA 220 Newswriting  
CA 323 Introduction to Strategic Communication and Public Relations  
CA 403 Public Relations  
IS 243 Multimedia Development  
IS 245 Website Design and Development

## SOFTWARE DEVELOPMENT

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

### Program Student Learning Outcomes

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

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

### Requirements:

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

#### Software Development Core: 19 Credits

IS 222 Programming Logic and Design  
IS 235 Software Engineering  
IS 310 Systems Analysis  
IS 336, 337 C++ Programming and Lab  
IS 350 Database Management Systems  
IS 425 Data Structures and Storage

#### Advanced Programming: 6 Credits:

IS 345 contemporary Languages  
IS 436 Advanced Programming

## **SPORT MANAGEMENT**

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

### **Program Student Learning Outcomes**

Students completing the major in Sport Management will be able to:

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

### **Requirements:**

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

### **Selected Business Administration Core 41 Credits**

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

### **Sport Management Core: 24 Credits**

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

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

In addition to the above courses, each student is encouraged to complete one or more minors in specific, related interest areas. Typical minors include Coaching, Communication, Management, Marketing and Psychology.

## **ASSOCIATE OF ARTS DEGREE WITH A MAJOR IN MANAGEMENT**

Students who earn an Associates of Arts degree in Management will understand the basic functions of management (planning, organizing, leading, controlling) in large and small, for profit and not-for-profit enterprises. They will be well-equipped to work as an entry-level manager, and/or to continue education to earn a bachelor's degree.

### **Program Student Learning Outcomes**

Students completing the associates in Management will be able to:

- Act ethically while adhering to the highest standards of personal, social and professional integrity.
- Use technology to develop and enhance business processes.
- Communicate effectively in both written and oral forms.

For an outline of the online track, [contact the Finn Center for Adult, Graduate and Online Learning.](#)

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

### **CORE CURRICULUM for the AA of Management**

Requirement	Requirements are achieved by successful completion of the following courses:	Credits
Engaged Responsibility	Personal Responsibility and Growth course for transfer students (more than 12 credits), non-traditional and online students. A course designated as a Global Learning course. Consult the current listing of course offerings.	6
Written Communication Fluency	Placement EN110 OR EN 100 and 101	3-6
Oral Fluency	CA 100	3
Quantitative Inquiry	MA 221	3
Creative Inquiry	Consult current listing of course offerings	3
Literary Inquiry	Consult current listing of course offerings	3
Philosophical Inquiry	PH 180 or PH 200	3
Scientific Inquiry	Science course with Laboratory	4
Theological Inquiry	Theology (TH) course other than TH 450	3
Total	31-34	

**Requirements:****Core Curriculum Courses +32 credits in the following courses:**

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

\*Associate's Degree requires 60 credit hours for completion.

The AA in Management is available only online at this time.

**ACCOUNTING MINOR****Lower Biennium Prerequisites: 8 Credits**

BU 155 Accounting Principles I  
BU 156 Accounting Principles II

**+ 16 Credits from the following:**

BU 255 Intermediate Accounting I  
BU 256 Intermediate Accounting II  
BU 315 Auditing **OR** BU 320 Cost Accounting  
BU 455 Advanced Accounting

**ENTREPRENEURSHIP MINOR****Required Courses: 12-15 Credits**

BU 100 Introduction to Business- this course is required by **all non-business majors**  
ENT 200 Entrepreneurial Mindset  
BU 303 Entrepreneurship  
BU 410 New Venture Management

**Choose One Course from the Following:**

ENT 300 Digital Marketing  
ENT 350 New Venture Finance  
ENT 375 Social Entrepreneurial Leadership  
ENT 450 Entrepreneurial Leadership

## **FINANCIAL SERVICES MANAGEMENT MINOR**

### **Requirements – Business Majors**

#### **Required Courses: 12 Credits**

BU 370 Investments

EC 331 Money, Banking and Global Financial Markets

Choose 2 of the following

BU 400 Advanced Corporate Finance

EC 432 Public Finance

EC 442 International Finance

### **Requirements – Non-Business Majors**

#### **Prerequisites: 20 Credits**

BU 155 Accounting Principles I

BU 156 Accounting Principles II

EC 201 Principles of Microeconomics

EC 202 Principles of Macroeconomics

BU 360 Corporate Finance

MA 145 Applied Calculus or higher

#### **+ Required Courses: 12 Credits**

BU 370 Investments

EC 331 Money, Banking and Global Financial Markets

Choose 2 of the following

BU 400 Advanced Corporate Finance

EC 432 Public Finance

EC 442 International Finance

## **INTERNATIONAL BUSINESS MINOR**

### **Lower Biennium Prerequisites: 17 Credits**

BU 155 Accounting Principles I

BU 156 Accounting Principles II

BU 230 Marketing Principles

EC 201 Principles of Microeconomics

EC 202 Principles of Macroeconomics

### **+ Required Upper Biennium Courses: 12 Credits**

BU 450 Global Marketing

EC 305 Comparative Economic Systems

EC 440 International Economics

EC 442 International Finance

## **MANAGEMENT MINOR**

### **Lower Biennium Prerequisites: 3 Credits**

BU 240 Management Principles

### **+ Required Upper Biennium Courses 15 Credits**

BU 300 Principles of Supervision

BU 341 Human Resources Management

BU 345 Organizational Behavior

BU 386 Operations Management

BU 426 Strategic Management

### **Recommended Electives:**

BU 388 Business Ethics

PH 200 Critical and Creative Thinking

Communication course

## **MANAGEMENT INFORMATION SYSTEMS MINOR**

### **Required Courses: 15 Credits**

BU 235 Management Information Systems

IS 222 Programming Logic and Design

IS 260 Computer Decision-Making Applications

IS 310 Systems Analysis

IS 350 Database Management Systems

### **Plus one course from the following 3 or 4 Credits:**

Any IS course numbered 223 or higher

BU 425 Project Management

## **MARKETING MINOR**

### **Lower Biennium Prerequisites: 6 Credits**

BU 230 Marketing Principles

EC 201 Principles of Microeconomics OR

EC 202 Principles of Macroeconomics

### **+ 12 Credits from the following:**

BU 301 Consumer Behavior

BU 375 Marketing Research

BU 380 Sales Management

BU 385 Marketing Management

BU 390 Advertising

BU 450 Global Marketing

ENT 300 Digital Marketing



## **SOFTWARE DEVELOPMENT MINOR**

**19 Credits**

### **Program Student Learning Outcomes:**

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

### **Core: 10 Credits**

IS 222          Programming Logic and Design

IS 235          Software Engineering

IS 336, 337    C++ Programming and Lab

### **Advanced Programming: 6 Credits:**

IS 345    Contemporary Languages

IS 436    Advanced Programming

## **COURSE OFFERINGS**

### **BU 100 Introduction to Business**

**3 cr.**

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

### **BU 150 Accounting Basics**

**3 cr.**

Introductory course in basic accounting principles designed for non-business majors. Financial and managerial accounting topics relevant to the individual or small business owner are presented. Students who have completed BU 155 are not eligible to take this course.

### **BU 155 Accounting Principles I**

**4 cr.**

Introductory course in financial accounting. Presents basic accounting theory, principles and practices related to double-entry system. Accounting cycle including journalizing and posting entries, preparing worksheet, making adjusting, closing, and reversing entries and preparing periodic statements is covered.

### **BU 156 Accounting Principles II**

**4 cr.**

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

### **BU 191, 192, 193, 194 Selected Topics**

**1-3 cr.**

### **BU 210 Business Mathematics**

**3 cr.**

This course will present an arithmetic-based, basic approach to business mathematics. The emphasis is on practical, skill-building approach to prepare students for future careers in business through step-by-step development of concepts, numerous practice exercises, and a focus on business applications. Applied Business Mathematics will provide students with vocabulary, practices and background information for future business courses such as bookkeeping, accounting or finance. Successful completion of the course will result in the student gaining factual knowledge such as terminology and mathematical methods and procedures, learning fundamental mathematical principles and generalizations, and learning to apply course material to real-world situations.

### **BU 230 Marketing Principles**

**3 cr.**

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

### **BU 235 Management Information Systems**

**3 cr.**

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

**BU 240 Management Principles****3 cr.**

An examination of the basic principles, processes and functions of management, including planning, organizing, leading and controlling. A look at contributions from key classical theorists and present applications of these theories. Topics also include ethics, globalization and decision-making. Application assignments are used to assist the development of student's written communication skills. Prerequisite: EN 101 or equivalent.

**BU 255 Intermediate Accounting I****4 cr.**

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

**BU 256 Intermediate Accounting II****4 cr.**

Continuation of BU 255. Emphasis on stockholder's equity, theory of income determination and presentation and analysis of financial statements. Prerequisite: BU 255.

**BU 270 Sport Industry: Cultural and Sociological Perspectives****3 cr.**

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

**BU 291, 292, 293, 294 Selected Topics****1-3 cr.****BU 300 Principles of Supervision****3 cr.**

An examination of the importance of supervising people in the workplace, including the role of the supervisor in understanding human resources problems. Emphasis on the role of the supervisor in handling labor problems, improving communication in the organization, directing, staffing, and training. Prerequisite: BU 240

**BU 301 Consumer Behavior****3 cr.**

The decision-making processes which consumers use in selecting and purchasing goods and services and the psychological, sociological, and cultural factors which influence these decisions. An analysis of the marketing mix with strategies and policies in a behavioral context is covered. Prerequisite: BU 230

**BU 303 Entrepreneurship****3 cr.**

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

**BU 315 Auditing****4 cr.**

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

**BU 320 Cost Accounting****4 cr.**

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

**BU 341 Human Resources Management****3 cr.**

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

**BU 345 Organizational Behavior****3 cr.**

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

**BU 348 Sports Events, Sponsorship and Promotions****3 cr.**

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

**BU 355 Compensation and Benefits****3 cr.**

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

**BU 360 Corporate Finance****3 cr.**

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

**BU 370 Investments****3 cr.**

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

**BU 375 Marketing Research****3 cr.**

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

**BU 380 Sales Management****3 cr.**

Covers the role of the sales manager in sales training programs, motivating, compensating, and supervising the sales force and various aspects of sales planning. Prerequisite: BU 230.

**BU 385 Marketing Management****3 cr.**

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

**BU 386 Operations Management****3 cr.**

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

**BU 388 Business Ethics****3 cr.**

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

**BU 390 Advertising****3 cr.**

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

**BU 391, 392, 393, 394 Selected Topics****1-3 cr.****BU 400 Advanced Corporate Finance****3 cr.**

This course expands on the fundamentals of corporate finance and introduces students to integrated financial analysis and issues relating to investment decisions, financing decisions, payout estimations, and borrowing and leasing alternatives. Modern financial markets and instruments such as options and derivatives are examined as well as dividend and retention decisions to optimize shareholder value. The subjects of risk management, diversification and valuation will also be discussed. Prerequisite: BU 360

**BU 410 New Venture Management****3 cr.**

This capstone course completes the study of owning, operating and managing a small enterprise. Through the use of case studies, emphasis is placed on planning the product or service, screening opportunities, developing financial projections, obtaining capital and managing growth. The issues surrounding business dissolution are also discussed. The student may complete a business plan for their own venture.

**BU 425 Project Management****3 cr.**

Exploration of Project Management through case studies and projects. This course examines both the technical and behavioral aspects of project management. Students will participate in project teams throughout the semester. Prerequisite: junior standing

**BU 426 Strategic Management****3 cr.**

Capstone course for all Business majors. Provides students the opportunity to enhance their skills to analyze and understand the strategic use of resources, how organizations adapt to rapid technology changes as well as how they restructure and operate in a culturally diverse market. Students work on a number of case studies to develop their skills, knowledge and abilities. Emphasis is placed on the strategic importance of social responsibility and ethics. Issues include sustainability, community relations and the global environment. Prerequisites: BU 240, BU 150 or BU 155, EC 201/202; BU 345 is strongly recommended, Senior standing.

**BU 435 Business and Government****3 cr.**

An historic as well as current investigation into the roles and relationships between business enterprises and the governmental sector. Governmental regulation and regulatory bodies related to business, antitrust and other related topics are presented. Emphasis is placed on the strategic importance of social responsibility and ethics. Issues include sustainability community relations and the global environment. Prerequisites: BU 240, EC 201/202.

**BU 436 Labor Relations****3 cr.**

An analysis of the current relationship between labor and management including an historical view of the relationship through an understanding of current labor laws and regulation. Students examine collective bargaining in both the private and public sectors as well as strategies used by labor and management to address the challenges of today's workplace. Prerequisites: BU 240, EC 201/202 and junior standing.

**BU 450 Global Marketing****3 cr.**

Modification of basic marketing concepts to the global perspective. Differences among markets due to geography, culture, politics, economics, government laws and regulations, and commercial policy and trade practices are emphasized. Prerequisite: BU 230.

**BU 455 Advanced Accounting****4 cr.**

Concepts, principles, theories and problems in accounting for business combinations, stock investments, partnerships, branch operations, foreign currency transactions, international operations and in the preparation of consolidated financial statements. Accounting and reporting by governmental units. Prerequisite: BU 255.

**BU 458 Federal Income Tax I****4 cr.**

Study of federal income tax laws, regulations and procedures as related and applied to individuals. This will include federal taxation of property transactions as they relate to individuals. Students will be required to complete a Form 1040, utilizing available software. Prerequisite: BU 156.

**BU 459 Federal Income Tax II****3 cr.**

Study of federal income tax laws, regulations and procedures as related and applied to entities. This will include federal taxation of property transactions as they relate to entities. Includes coverage of partnerships, corporations, estates and trusts. There will be an introduction to research techniques. Prerequisite: BU 458.

**BU 462 Legal Issues in Sports****3 cr.**

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

**BU 463 Sport Program Administration****3 cr.**

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

**BU 465 Sport Facilities Management****3 cr.**

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

**BU 473 Business Law I****3 cr.**

Nature, purpose and functions of law with special emphasis on its relation to business. Fundamentals of the law of contracts, agency, sales, commercial paper, banking, property, partnerships, corporations, bankruptcy, trade regulations, secured transactions, investment securities and documents of title. Administrative, criminal, torts and employment law. Prerequisite: junior standing.

**BU 474 Business Law II****3 cr.**

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

**BU 475 Fraud Examination****3 cr.**

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

**BU 491- 494 Independent Study****1-3 cr.**

Opportunity for the student to study specific topics of interest not covered in curriculum which would aid in overall content knowledge of business or help better prepare student for career. Must have approval of division. Prerequisite: junior standing.

**BU 295, 395, 495 Internship****1-6 cr.**

BU 295 is an on-campus initial work experience designed to introduce the student to the discipline of the workplace. Prerequisite: Sophomore standing and permission of advisor. BU 395 is a work experience designed to integrate course objectives with a practical experience in an off-campus work environment. Prerequisites: Permission of advisor and junior standing. BU 495 is an advanced work experience with clear career or project orientation designed for juniors and seniors with prior on-the-job-training. Prerequisite: permission of advisor.

Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits.

## CHEMISTRY

Notre Dame College offers a Bachelor of Science in Chemistry with a Biochemistry Concentration. This chemistry program is a rigorous exploration of the chemistry and biology of biochemical and molecular systems, coupled with research experiences, which will prepare students for employment in the biochemical field, graduate studies in biochemistry and molecular biology or professional studies in medicine, pharmacy, or dentistry.

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

### Program Student Learning Outcomes

Students completing a major in Chemistry will be able to:

- Demonstrate current knowledge in the major disciplines of Chemistry.
- Critically evaluate current chemical theory.
- Demonstrate standard laboratory techniques, including: wet chemistry, instrumentation, molecular modeling, experimental design, and keeping a laboratory notebook.
- Communicate scientific information effectively in written, oral, and other informational technologies.
- Engage in the process of discovery through literature review, hypothesis formulation, research design, experimentation, and analysis.
- Act safely, responsibly, and with high ethical standards as a professional scientist.

## BIOCHEMISTRY (BS)

This program offers a comprehensive background for students wishing to pursue research careers in biochemistry, pharmacology, medicinal chemistry, pharmaceutical chemistry, toxicology, immunology, clinical chemistry, and other areas of biochemical and biomedical research.

### Requirements: (66 Credits)

CH 118, 119	General Chemistry I and Lab
CH 120, 121	General Chemistry II and Lab
CH 211, 213	Organic Chemistry I and Lab
CH 214, 215	Organic Chemistry II and Lab
CH 305, 306	Biochemistry I and Lab
CH 340, 341	Foundations of Analytical Chemistry and Lab
CH 405, 406	Biochemistry II and Lab
CH 455, 456	Foundations of Physical Chemistry and Lab
CH 481	Coordinating Seminar in Chemistry
CH 491,492,493	Independent Research and/or Internship
BI 114, 115	General Biology I and Lab: Molecular Biology
BI 307, 307L	Cell and Molecular Biology and Lab
BI 350	Genetics
MA 175	Calculus I
MA 176	Calculus II



PS 200, 201     College Physics I and Lab  
PS 202, 203     College Physics II and Lab

## **CHEMISTRY MINOR**

### **28 Credits**

#### **Requirements:**

CH 118, 119     General Chemistry I and Lab  
CH 120, 121     General Chemistry II and Lab  
CH 211, 213     Organic Chemistry I and Lab  
CH 214, 215     Organic Chemistry II and Lab  
CH 340, 341     Foundations of Analytical Chemistry and Lab  
Plus six (6) credits from any upper biennium chemistry courses except CH 427.

### **Binary Program in Engineering**

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

## **SUMMER LABORATORY RESEARCH INTERNSHIPS**

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

## **COURSE OFFERINGS**

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

### **CH 102 Introductory Chemistry**

**3 cr.**

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

### **CH 103 Introductory Chemistry Laboratory**

**1 cr.**

One three-hour laboratory period weekly.

### **CH 106 Principles of Inorganic Chemistry**

**3 cr.**

Introduction to inorganic chemistry, including fundamental concepts, tools and techniques. The course content will include: atomic structure, bonding, reactions, solutions, reaction dynamics, equilibrium and gases. This course is not designed for students majoring in chemistry, biology or environmental science. Prerequisites: MA 105, high school chemistry or CH 102.

**CH 107 Principles of Inorganic Chemistry Laboratory****1 cr.**

One three-hour laboratory period weekly.

**CH 116 Principles of Organic and Biological Chemistry****3 cr.**

Continuation of the introduction to chemistry with emphasis on organic and biological chemistry. The course content will include: hydrocarbons, alcohols, carbonyls, organic acids and their derivatives, carbohydrates, lipids, proteins, hormones, vitamins, metabolism, and body fluids. This course is not designed for students majoring in chemistry, biology or environmental science. Prerequisite: CH 106/107.

**CH 117 Principles of Organic and Biological Chemistry Laboratory****1 cr.**

One three-hour laboratory period weekly.

**CH 118, 120 General Chemistry I, II****4, 4 cr.**

An introduction to the principles of inorganic chemistry with emphasis on quantitative relationships, atomic and molecular structure, solutions, chemical equilibrium and chemical kinetics. A weekly one-hour problem/recitation session is required. Prerequisites: One-year high school chemistry or CH 102, and MA 110 or equivalent.

**CH 119, 121 General Chemistry Laboratory I, II****1, 1 cr.**

One three-hour laboratory period weekly.

**CH 191, 192, 193, 194 Selected Topics****1-3 cr.****CH 211, 214 Organic Chemistry I, II****3, 3 cr.**

Treatment of fundamental concepts of aliphatic and aromatic organic chemistry, structural theory, reaction mechanisms, and synthetic methods. An introduction to structure determination using spectroscopic methods.

Prerequisites: CH 118 and 120 or their equivalent.

**CH 213, 215 Organic Chemistry Laboratory I, II****1 cr.**

One three-hour laboratory period weekly.

**CH 220 Earth Science****3 cr.**

Study of the structure of the earth, rocks and minerals, continents and ocean basins, weather and climate, and stars and planets.

**CH 221 Earth Science Laboratory****1 cr.**

One three-hour laboratory period weekly.

**CH 225 Science for Living****3 cr.**

Presentation of physical and life science discoveries that impact our way of life and their application in today's world. Intended to fulfill the Core Requirement in Science.

**CH 226 Science for Living Laboratory****1 cr.**

One three-hour laboratory period weekly. Development of an understanding of the experimental nature of science and an introduction to data analysis and scientific reporting.

**CH 291, 292, 393, 394 Selected Topics****1-3 cr.****CH 305 Biochemistry I****3 cr.**

This course is a study of the structure and function of biologically important molecules from a chemistry perspective. Major topics will include carbohydrates, lipids, nucleotides, proteins, and enzymes.

Thermodynamic considerations and kinetic analysis of biochemical systems will be emphasized.

Prerequisites: CH 211, 214. Recommended: BI 307.

**CH 306 Biochemistry I Laboratory****1 cr.**

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

**CH 308 Environmental Chemistry****3 cr.**

A survey of chemical phenomena in the earth's environment. The study of sources, reactions, transport, effects and fates of chemicals in the water, soil and air, and how humans influence these processes.

Prerequisite: CH 211.

**CH 320/320L Integrated Earth Systems****4 cr.**

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

**CH 340 Foundations of Analytical Chemistry****3 cr.**

This course will explore fundamental and modern approaches to analysis as they relate to qualitative and quantitative characterization. Topics will include statistical data interpretation, volumetric analysis, gravimetric analysis, electrochemical analysis, spectrophotometry, chromatography, and mass spectrometry. Prerequisites: CH 120/121

**CH 341 Foundations of Analytical Chemistry Laboratory****1 cr.**

This laboratory will expose students to several fundamental and modern approaches to chemical and biochemical analysis. Students will explore volumetric analysis, gravimetric analysis, electrochemical analysis, spectrophotometry, and chromatography. During each lab student will qualitatively and quantitatively describe a sample including the statistical significance of their measurements.

Prerequisites: CH 120/121

**CH 391, 392, 393, 394 Selected Topics****1-3 cr.****CH 405 Biochemistry II****3 cr.**

This course is an in-depth study of the intermediary metabolic pathways responsible for life.

Prerequisites: CH 305 or the equivalent.

**CH 406 Biochemistry II Laboratory****1 cr.**

One three-hour laboratory period weekly. This laboratory course will focus on theory and application of molecular biology techniques including the preparation and analysis of DNA and RNA and polymerase chain reaction.

**CH 455 Foundations of Physical Chemistry****3 cr.**

This course covers topics in physical chemistry from a biochemical perspective. Topics will include an integrated study of thermodynamics, reaction kinetics, and quantum mechanics. Prerequisites: MA 175, PS 202/203, CH 120/121

**CH 456 Foundations of Physical Chemistry Laboratory****1 cr.**

This lab covers topics in physical chemistry from a biochemical perspective. Topics will include an integrated study of thermodynamics, reaction kinetics, and quantum mechanics.

**CH 481 Coordinating Seminar in Chemistry****1 cr.**

A seminar course which will engage students in the discussion of career opportunities in chemistry or related fields, ethical responsibilities of a science professional, and current trends in research in chemistry. In addition, students will collect, analyze, evaluate, and communicate on a topic in chemistry. Pre-requisite, senior-level with at least two 300/400 level chemistry courses (or with permission from the instructor).

**CH 421, 422, 423, 424, 425, 426 Special Topics****1-3 cr.**

Advanced topics in Chemistry to be arranged by the instructor and students. Hours and credits arranged by the instructor.

**CH 432 Coordinating Seminar: Environmental Science****1 cr.****CH 473, 474 Research Topics****1-3 cr.**

An opportunity for students to undertake laboratory research under faculty direction. Hours and credit arranged by the department. Participation in the research seminar and a written report are required. Prerequisite: CH 465/466 or permission of faculty sponsor.

**CH 491, 492, 493, 494 Independent Study****1-3 cr.**

An opportunity for qualified and capable students to do independent work in chemistry. Hours and credit arranged by the instructor.

**CH 295, 395, 495 Internship****1-6 cr.**

Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits.

## **COMMUNICATION & PUBLIC RELATIONS**

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

### **STRATEGIC COMMUNICATION AND PUBLIC RELATIONS MAJOR**

**48 Credits**

#### **Program Student Learning Outcomes**

Students completing a Strategic Communication and Public Relations Major will be able to demonstrate:

- Effective writing skills (assessed through written assignments).
- Critical thinking skills (assessed through decision making of story development and audience analysis).
- Awareness of contexts (assessed through message development across various platforms and audiences).
- Understanding and application of ethical behavior (assessed through discussions, lectures and activities regarding ethics in the media).

#### **Program Goals**

Students completing a Strategic Communication and Public Relations Major will:

- Communicate effectively in both written and oral forms
- Write effectively for various publics using different technologies
- Understand key functions and standard processes for business and/or design
- Critically evaluate, analyze, and interpret information to solve problems in business and personal situations
- Develop communication messages appropriately for different business goals, within different formats, and across different platforms
- Use communication strategies ethically

#### **Core Communication Requirements: 48 credits**

CA 201 Interpersonal Communication

CA 220 Newswriting

CA 232 Professional Communication

CA 250 Mass Communication

CA 323 Introduction to Strategic Communication and Public Relations

CA 324 Public Relations Writing and Production

CA 374 Presentation Techniques

CA 376 Intercultural Communication

CA 380 Organizational/ Leadership Communication

CA 401 Communication Theory Capstone

CA 403 Strategic Public Communication

CA 410 Applied Public Communication

CA 495 Internship

PO 350 Research for Social Sciences

SO 425 Conflict Management and Resolution

MA 221 Statistics

## COMMUNICATION MINOR

**18 credits**

**Requirements: 12 credits**

CA 201 Interpersonal Communication

CA 220 Newswriting

CA 250 Mass Communication

CA 374 Presentation Techniques

**Two of the following courses: 6 credits**

TR 212 Oral Interpretation

CA 305 Film Studies

TR 309 Acting and Directing

TR 313 Event/Play Production Apprenticeship

CA 323 Introduction to Strategic Communication and Public Relations

CA 324 Public Relations Writing and Production

CA 410 Applied Public Communication

## PUBLIC RELATIONS MINOR

**18 Credits**

Core Requirements: 12 credits

CA 201 Interpersonal Communication

CA 220 Newswriting

CA 250 Mass Communication

CA 374 Presentation Techniques

**Two (2) of the Following: 6 credits**

CA 403 Public Relations Practicum (Highly Recommended)

TR 313 Event/Play Production Apprenticeship

CA 323 Introduction to Strategic Communication and Public Relations

CA 324 Public Relations Writing and Production

CA 380 Organizational/Leadership Communication

## COURSE OFFERINGS

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

**CA 100 Elements of Speech**

**3 cr.**

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

**CA 152, 252, 352, 452 Study Tours**

**1-6 cr.**

**CA 171, 271, 371, 471 Workshops**

**1-3 cr.**

**CA 191, 192, 193, 194 Selected Topics**

**1-3 cr.**

**CA 201 Interpersonal Communication****3 cr.**

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

**CA 220 Newswriting****3 cr.**

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

**CA 232 Professional Communication****3 cr.**

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

**CA 250 Mass Communication****3 cr.**

An introduction to mass communication through study of the commercial, historical and social underpinnings of American mass media and information industries. \*

**CA 291, 192, 193, 194 Selected Topics****1-3 cr.****CA 305 Film Studies****3 cr.**

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

**CA 323 Introduction to Strategic Communication and Public Relations****3 cr.**

Offers an introduction to and practice in professional writing and messaging appropriate advertising, public relations, trade publications, technical writing, news, social media, etc. Students are introduced to various platforms for visual messaging and design. Prerequisite: CA 220 and CA 250.

**CA 324 Public Relations Writing and Production****3 cr.**

Provides intensive practice in professional writing and messaging appropriate for advertising, public relations trade publication, technical writing, news, social media, etc. Students research, analyze and create audience appropriate communication solutions for a client including web content development and strategic communication planning. Prerequisite: CA 220, CA 250, and CA 323 or department permission.

**CA 374 Presentation Techniques****3 cr.**

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

**CA 376 Intercultural Communication****3 cr.**

Probes the influence of individuals' backgrounds on cross-cultural experiences. The roles of ethnicity, gender, race, religion and sexual orientation are explored by examining how verbal and non-verbal

messages are generated and interpreted. Practice with specific skills will empower students to become competent intercultural communicators. Prerequisite: Junior/Senior standing or departmental permission.

**CA 380 Organizational/Leadership Communication**

**3 cr.**

Explores organization communication theory and its application to real world public relations cases involving business, nonprofit and governmental organizations. Includes an introduction to effective leadership communication styles. Students complete and electronic leadership portfolio. Prerequisite: CA 220 and Jr/Senior Status

**CA 391, 392, 393, 394 Selected Topics**

**1-3 cr.**

**CA 401 Communication Theory**

**3 cr.**

Surveys the different ways in which communication has been conceptualized, described and explained. Explores the powers and limitations of various theories and perspectives.\* Junior/senior standing.

**CA 403 Strategic Public Communication**

**3 cr.**

Studies the historical antecedents and contemporary practice of public communication in America. Special emphasis is placed on day-to-day tasks, skills and responsibilities of practitioners including primary and secondary research. Students explore specific issues, meet professionals, and work on a communication campaign. Student work culminates in a completed professional portfolio. Pre-requisite: PO 350, CA 323, CA 324, CA 401.

**CA 410 Applied Public Communication**

**3 cr.**

An in-depth analysis of the public communication channels such as social media, TV and cable networks, AM and FM radio, the music industry and the developing integration of video and computer networks. Special attention is paid to the role of advertising, the impact of video and audio in popular culture and ethical dilemmas. \*Recommended preparation: CA 220

**CA 491, 492, 493, 494 Independent Study**

**1-3 cr.**

Offers opportunities for junior and senior level students in good academic standing and possessing the necessary skills to pursue a research topic or to develop a project. Closely directed by a faculty member.

**CA 295, 395, 495 Internship**

**1-6 cr.**

Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits.



## ECONOMICS

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

### **Objectives of Economic Courses (Minor in Economics Student Outcomes):**

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

## ECONOMICS MINOR

### **Lower Biennium Prerequisites: 6 Credits**

EC 201 Principles of Microeconomics

EC 202 Principles of Macroeconomics

**12 additional credits in Upper Biennium Economics courses.**

## **COURSE OFFERINGS**

### **EC 100 Economics and Contemporary Issues**

**3 cr.**

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

### **EC 191, 192, 193, 194 Selected Topics**

**1-3 cr.**

### **EC 201 Principles of Microeconomics**

**3 cr.**

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

### **EC 202 Principles of Macroeconomics**

**3 cr.**

The first of a two-course sequence in Principles of Economics; this course examines the goals of the macro economy (full employment, domestic price stability, economic growth, and stable international economic relations) and how they are promoted by the government's use of fiscal and monetary policy. The course concludes with a formal introduction to international economics, including the micro-based topics of international trade theory and commercial policy, as well as international finance and open-economy macroeconomics. Prerequisite: Cannot take concurrently with EC 201

### **EC 291, 292, 293, 294 Selected Topics**

**1-3 cr.**

### **EC 304 Economic History of the United States**

**3 cr.**

A topical approach, within a chronological context, to the development of the American economy. Topics examined include agriculture, industry, finance, transportation and communication, commerce, labor and the role of the government in the economy. Prerequisite: sophomore standing

### **EC 305 Comparative Economic Systems**

**3 cr.**

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

### **EC 331 Money, Banking and Global Financial Markets**

**3 cr.**

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

### **EC 350 Managerial Economics**

**3 cr.**

An application of microeconomic theory and methods to business and administrative decision-making; both the neoclassical approach, including a detailed treatment of supply and demand, the theory of the firm, and efficiency in a general equilibrium framework, and modern contributions of economics in the

areas of coordination, motivation, organization, and strategy, e.g., the economics of transactions costs and information problems, are presented. Historical and international comparisons of management issues are made. Prerequisites: BU 360, EC 201-202 or permission of instructor.

**EC 391, 392, 393, 394 Selected Topics**

**1-3 cr.**

Possible topics include the economics of gender issues, health economics, and the economics of environmental issues. Prerequisite: EC 201-202 or permission of instructor.

**EC 432 Public Finance**

**3 cr.**

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

**EC 440 International Economics**

**3 cr.**

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

**EC 442 International Finance**

**3 cr.**

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

**EC 480 Labor Economics**

**3 cr.**

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

**EC 491, 492, 493, 494 Independent Study**

**1-3 cr.**

Opportunity to work on a special project or investigation designed by the student and approved by the faculty sponsor. Prerequisite: Senior standing.

## **EDUCATION**

### **TEACHER EDUCATION**

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

#### **Education Unit Vision**

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

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

#### **Admission to the Division of Professional Education**

Education Program admission is open to students who demonstrate that they have the intellectual ability, emotional stability, and dispositional and professional skills needed to be a professional teacher. Students desiring to apply to the Education Program must first be admitted to the College through the regular Admissions Office application process. Students planning to major in Education will be classified as pre-education until their formal acceptance into the Education program. Formal application should be submitted to the Division during ED 205. Students in the Non-Licensure Education Studies program do not need to formally apply to the Division of Professional Education.

To apply to the division, students need to access the online document by going to myNDC and clicking on Academics, then Division of Professional Education Forms, then Application to the Division. When applying to the division, candidates must submit the formal application document, a copy of their disposition assessment from Tk20, and a letter of recommendation from a cooperating teacher from one of their field experiences.

**Prerequisites needed for admission to the Division of Professional Education are:**

ED 202/203 Introduction to Education/Field Experience

ED 204 Educational Psychology

ED 205/206 Psychology of Special Needs/Field Experience

PY 201 General Psychology

The pre-education courses must be taken in sequence. Candidates may be required to undergo an Ohio Bureau of Criminal Investigation (BCI) background check before being allowed to participate in field experiences in ED 202/203 and subsequent education courses. The state of Ohio will require another BCI and FBI background check before applying for licensure. Candidates are responsible for the cost of the background check, and the outcome may impact the candidate's ability to remain in the program.

See the following website for more information:

<http://education.ohio.gov/Topics/Teaching/Licensure/Additional-Information/Background-Check-FAQs#FAQ681>.

**Applicants must achieve a 2.75 GPA in the professional education prerequisite coursework AND in their cumulative coursework/overall GPA.**

Applicants must also display competency in oral and written communication and mathematics through the successful completion with a grade of "B" or better in the appropriate freshman English sequence and mathematics course beyond the developmental level (see course catalog for further information).

Students who have not met this benchmark must work with the Division of Professional Education, The Dwyer Learning Center, the Writing Lab, or The Thrive Learning Center to strengthen their math and composition skills.

All teacher candidates must give evidence of the physical, emotional, and dispositional abilities required of teachers that include (but are not limited to) the following:

- Ability to communicate effectively in verbal and written form
- Emotional stability to function in stressful situations and to accept personal responsibility and accountability for his/her actions and the safety of students in his/her charge
- Demonstration of initiative and the ability to complete assignments independently
- Responsiveness to constructive feedback/supervision as evident in behavioral changes that manifest elements of the feedback.
- Positive rapport with peers and faculty
- Evidence of high ethical and professional standards exhibited by honesty with and respect for others.

**Requirements for Continuing in the Program:**

To be retained after formal admission to the program, teacher candidates are required to:

- Earn a B- average or better in education core classes.
- Earn no more than 1 C-, C, or C+ in any education course; if a second C is earned, the candidate must retake one of the courses.
- Give evidence of continuing growth in the knowledge, skills and dispositions of the program;
- Maintain the 2.75 GPA and other qualifications required for admission to the program; and
- Maintain work in TK 20.
- Comply with College-wide Academic Policies and Procedures.

**Education Unit Outcomes:**

The Division of Professional Education at Notre Dame College believes that teacher candidates must possess deep and rich content and pedagogical knowledge in order to successfully create, present, and evaluate meaningful learning experiences for students in grades P-12. The teacher candidates must possess the skills and dispositions necessary to engage P-12 students of diverse backgrounds and various learning needs in challenging yet attainable learning goals. This kind of professional work can only be successfully accomplished with the help of the P-12 parents/caregivers and the collaboration of all members of the school community.

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

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

**Student Teaching:**

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

Teacher candidates must have completed all required coursework prior to student teaching. The 15-week student teaching experience is considered a full time, 40-hour per week position. Student teachers must attend the required seminar and successfully complete a performance assessment designed to measure their effectiveness in the classroom.

Students who are seeking a bachelor's degree will take twelve (12) credits of student teaching. Students who participate in the May graduation and who plan to complete student teaching the following fall will take twelve

(12) credits of student teaching. The degree earned and the diploma will be presented upon the successful completion of student teaching.

If the student teacher independently and voluntarily chooses to terminate the student teaching placement and removes himself/herself from the student teaching classroom, the candidate may not receive an

additional placement during the same semester or any subsequent semesters through Notre Dame College. If a student teacher is removed from a placement due to the request of the cooperating teacher or the school, the Division of Professional Education in consultation with the Office of Academic Affairs will determine whether an additional placement is warranted.

## **LICENSURE AREAS**

### **Early Childhood Education (Gr. P-5)**

### **Middle Childhood Education (Gr. 4-9)**

#### **Areas of Concentration – choose two:**

- Mathematics
- Language Arts and Reading
- Social Studies
- Science

### **Adolescent/Young Adult Education (Gr. 7-12)**

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

#### **Majors:**

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

### **Multi-Age Education (K - 12)**

- Mild Moderate Intervention Specialist (K-12)

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

### ECE Program Student Learning Outcomes

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

For an outline of the online track, [contact the Finn Center for Adult, Graduate and Online Learning](#).

### General Content Requirements:

#### Sciences: 3 courses and 3 labs (12 credits)

BI 105/106 Intro to Biological Sciences and lab

BI 200/201 Environmental Sciences and lab

CH 220/221 Earth Science with lab

#### Social Studies: 6 courses (18 credits)

GO 200 World Geography

HI 200 Themes in American History

HI 318 Ohio History

PY 201 General Psychology

PO 210 State & Local Government & Politics

EC 201 Principles of Microeconomics OR EC 202 Principles of Macroeconomics

#### Mathematics: 2 courses (6 credits)

MA 130 Elementary Number Theory (*fulfills Core Quantitative requirement*)

MA 131 Geometry, Probability and Statistics from an Elementary Point of View

#### Oral and Written Language Development: 3-4 courses (9-12 credits)

EN 100 College Composition I OR EN 101 College Composition II (*fulfills Core Writing Fluency requirement*)

EN 314 Rhetorical Grammar

CA 100 Elements of Speech (*fulfills Core Oral Fluency requirement*)

#### Professional Education Core: 9 courses (22 credits)

ED 202 Introduction to Education

ED 203 Field Experience for ED 202

ED 204 Educational Psychology

ED 205 Psychology of Students with Special Needs

ED 206 Field Experience for ED 205



ED 301 Integrating Technology across the Curriculum or Accuplacer test  
ED 341 Curriculum Principles Pre-K – 12  
ED 352 Classroom Management  
ED 475 Issues in Education

**Early Childhood Education Core: 10 courses (37 credits)**

ED 221 Role of Phonics in Reading  
ED 265 Foundations of Early and Middle Childhood Education  
ED 332 Children's Literature and Literacy (*fulfills Core Literature requirement*)  
ED 355 Assessment and Correction of Reading Disabilities  
ED 376 Developmental Reading  
ED 379 Music, Creative Arts and Physical Movement in ECE (*fulfills Core Creative requirement*)  
ED 380 Reading Field Experience for ED 355, MUST be taken concurrently with 355  
ED 443 Instructional Methods in English/Language Arts and Social Studies  
ED 444 Instructional Methods in Science and Mathematics  
ED 480 Student Teaching in Early Childhood Education

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

**MCE Program Student Learning Outcomes**

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

**Professional Education Core: 11 courses**

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

**Middle Childhood Education: 7 Courses**

ED 221 The Role of Phonics in Reading  
ED 265 Foundations of Early and Middle Childhood Education  
ED 332 Children's Literature (*fulfills Core Literature requirement*)  
ED 335 Reading in the Content Areas  
ED 355 Assessment and Correction of Reading Disabilities  
ED 380 Field Experience for Reading in Early Childhood Education and Middle Education  
ED 480 Student Teaching

**AND 1 mathematics course:**

MA 130 Elementary Number Theory OR MA 131 Geometry, Probability and Statistics from an Elementary Point of View (*either fulfills Core Quantitative requirement*)

**Content Area Requirements: Choose two areas****Mathematics: 6 courses**

MA 144, MA 130, MA 131, MA 221, MA 330  
MA 145 OR MA 175

**English: 6 courses**

EN 215 Argument and Rhetoric  
EN 225 Introduction to Literature  
EN 314 Rhetorical Grammar  
EN 318 Creative Writing: Poetry, OR EN 319 Creative Writing: Fiction, OR EN 320 Creative writing: Creative Non-Fiction  
EN 255 Introduction to World Lit: Epics and Poetry, OR EN 256 Introduction to World Lit: Prose  
EN 341 American Literature to 1900 OR EN 342 American Literature

**Science: 5 courses with lab (Lecture and lab must be taken concurrently)**

MA 130 Elementary Number Theory  
MA 131 Geometry, Probability, & Statistics from an Elementary Point of View  
MA 144 Precalculus  
MA 221 Statistics I  
MA 145 Applied Calculus I  
MA 175 Calculus II  
MA 330 Modern Geometry  
BI 105/106 Introduction to Biological Sciences/Lab  
BI 200/201 Environmental Science/Lab  
CH 102/103 Introduction to Chemistry/Lab  
CH 220/221 Earth Science/Lab  
CH 118/119 General Chemistry/Lab  
PS 150/151 Concepts in Physics/Lab  
PS 180/181 Basic Physics/Lab

**Social Sciences: 6 courses**

HI 110 Western Civilizations from 1500  
HI 200 Major Themes in American History  
HI 318 Ohio History

EC 201 Principles of Microeconomics OR EC 202 Principles of Macroeconomics  
GO 200 Introduction to World Geography  
PO 111 American Government and Politics

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

### **AYA Program Student Learning Outcomes**

The Notre Dame College Adolescent to Young Adult (AYA) field-based licensure programs prepare undergraduates and post-baccalaureate candidates for teaching grades 7-12. Candidates acquire the knowledge, skills, and dispositions required to successfully meet the educational needs of 7-12 students. The State of Ohio outlines expectations for AYA candidates. Candidates complete content courses and education courses that prepare them to meet the thematic, disciplinary, and pedagogical standards of their particular major. In order to be licensed to teach in Ohio, candidates are required to pass the Ohio Assessments for Educators. The Ohio Assessments for Educators assesses the content-area and professional (pedagogical) knowledge of candidates who are seeking initial Ohio educator licensure or adding a new licensure area. The assessments are aligned with Ohio Academic Content Standards and Common Core State Standards. See the Ohio Department of Education website for a complete list of tests, qualifying scores and registration information.

Throughout their preparation, the candidates relate their practice to the Ohio Standards for the Teaching Profession. The standards cluster in three categories: teaching and learning, conditions for teaching and learning, and professional work. Candidates are prepared to create effective learning experiences for a diverse student population. Ohio requires all AYA teacher candidates to complete three (3) semester hours of content area reading. This course helps the candidates understand the value of specific reading strategies to use in response to the literacy skills students bring to the AYA classroom, including the recognition of and intervention in students with dyslexia. In the reading, curriculum, methods, and management classes, the candidates develop and implement a repertoire of methods and techniques to use in the AYA classroom to teach diverse learners in a myriad of educational contexts.

### **General Content Requirement:**

#### **Social & Behavioral Sciences: 1 course**

PY 201 General Psychology

#### **Professional Education Core: 8 courses**

ED 202 Introduction to Education

ED 203 Field Experience for ED 202

ED 204 Educational Psychology

ED 205 Psychology of Students with Special Needs

ED 206 Field Experience for ED 205

ED 301 Integrating Technology across the Curriculum or Accuplacer test

ED 352 Classroom Management

ED 475 Issues in Education

#### **Adolescent to Young Adult Education Core: 5 courses**

ED 335 Reading in the Content Areas

ED 341 Curriculum Principles Pre-K - 12

ED 342 Integrated Methods Pre-K - 12

ED 343 Field Experience for ED 342  
ED 480 Student Teaching

**Students pursuing Adolescent/Young Adult and Multi-Age licensure must complete a major field of study AND all certification requirements of the teaching field. Additional content credits needed for Licensure and Major: (Choose one)**

- Integrated Language Arts
- Integrated Life Sciences
- Integrated Life Sciences & Chemistry
- Integrated Math
- Integrated Social Studies

## **INTEGRATED LANGUAGE ARTS**

### **39 Credits**

Students preparing for Adolescent to Young Adult licensure in Integrated Language Arts complete the requirements of an English major with two exceptions: EN 482 and the internship are not required.

#### **English Major Requirements:**

EN 215 Argument and Rhetoric  
EN 225 Introduction to Literature  
EN 312 History of the English Language  
EN 314 Rhetorical Grammar  
EN 331 British Literature to 1700  
EN 332 British Literature 1700-1900  
EN 341 American Literature to 1900  
EN 342 Seminar in American Literature

#### **Two (2) of the following:**

EN 255 Introduction to World Lit: Epics and Poetry  
EN 256 Introduction to World Lit: Prose  
EN 370 20<sup>th</sup> -21<sup>st</sup> Century Brit/Am Poetry  
EN 3XX Special Topics or ED 332 Children's Literature and Literacy  
TR 313 Event/Play Production  
EN 462 Major Authors  
EN 463 Shakespeare's Histories and Tragedies

#### **Two (2) of the following:**

EN 318 Creative Writing: Poetry  
EN 319 Creative Writing: Fiction  
EN 320 Creative Writing: Creative Non-Fiction

#### **Senior Year Capstone:**

EN 480 Great Books

#### **Recommended Electives:**

CA 201 Interpersonal Communication  
CA 232 Professional Communication

CA 376 Intercultural Communication  
CA 401 Communication Theory

## **INTEGRATED LIFE SCIENCES**

**54 Credits**

### **Biology Requirements:**

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

### **Two (2) of the following: (lecture and lab must be taken concurrently)**

BI 300/302 Human Anatomy and Physiology for Majors I and Lab  
BI 302/303 Human Anatomy and Physiology for Majors II and Lab  
BI 320 Evolution  
BI 425/425L Developmental Biology and Lab

### **Two (2) of the following: (lecture and lab must be taken concurrently)**

BI 340/341 Parasitology and Lab  
BI 350 Genetics  
BI 360/361 Microbiology and Lab  
BI 430 Immunology  
BI 460 Endocrinology

### **Four (4) of the following: (lecture and lab must be taken concurrently)**

CH 118, 119 General Chemistry I and Lab  
CH 120, 121 General Chemistry II and Lab  
CH 211, 213 Organic Chemistry I and Lab  
CH 214, 215 Organic Chemistry II and Lab  
PS 180, 181 Basic Physics I and Lab  
PS 182, 183 Basic Physics II and Lab

### **Mathematics Requirement:**

MA 221 Statistics I

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

## **INTEGRATED LIFE SCIENCE & CHEMISTRY**

**58 Credits**

### **Biology Requirements:**

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

**Three (3) of the following: (lecture and lab must be taken concurrently)**

BI 300/301 Human Anatomy and Physiology for Majors I and Lab  
BI 302/303 Human Anatomy and Physiology for Majors II and Lab  
BI 320 Evolution  
BI 350 Genetics  
BI 360/361 Microbiology and Lab  
BI 430 Immunology

**Chemistry Requirements:**

CH 118/119 General Chemistry I and Lab  
CH 120/121 General Chemistry II and Lab  
CH 211/213 Organic Chemistry I and Lab  
CH 214/215 Organic Chemistry II and Lab  
CH 305/306 Biochemistry I and Lab

**One (1) of the following: (lecture and lab must be taken concurrently)**

CH 308 Environmental Chemistry  
CH 340/341 Foundations of Analytical Chemistry and Lab

**Two (2) of the following: (lecture and lab must be taken concurrently)**

CH 220/221 Earth Science and Lab  
PS 180/181 Basic Physics I and Lab  
PS 182/183 Basic Physics II and Lab

**INTEGRATED MATHEMATICS**

**39 Credits**

**Common Major Math Requirements: 27 Credits**

MA 175 Calculus I  
MA 176 Calculus II  
MA 277 Calculus III  
MA 280 Differential Equations I  
MA 330 Modern Geometry  
MA 331 Linear Algebra and Matrix Theory  
MA 332 Introduction to Discrete Mathematics  
MA 432 Modern Algebra  
MA 481 Coordinating Seminar

**Math Major Requirements in addition to the following:**

MA 221 Statistics I  
MA 310 Number Theory  
MA 350 Math History  
MA 452 Discrete Structures

## **INTEGRATED SOCIAL STUDIES**

### **51 Credits**

#### **Requirements:**

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

#### **Geography:**

GO 200 World Geography

#### **American History:**

##### **Choose two (2) from the following:**

EC 304 Economic History of the United States  
HI 310 From Colonies to Nation  
HI 311 Forging the American Nation  
HI 312 America Ascendant  
HI 410 American Diplomacy  
HI 411 African-American History  
PO 315 American Constitutional Law

#### **European History:**

##### **Choose one (1) from the following:**

HI 322 "Isms", Revolution and Imperial Expansion  
HI 325 The Passing of the Old Order

#### **World Civilizations:**

##### **Choose one (1) of the following:**

HI 210 Anthropology  
HI 330 Africa: A Continental History  
HI 332 The Transformation of Japan  
HI 333 The Middle East: From Islam to Nationalism  
HI 334 The Making of Modern China  
HI 335 The Making of Modern India  
HI 336 Latin America: A Regional History  
HI 338 Southeast Asia: A Regional Overview

#### **American Political Development:**

##### **Choose one (1) from the following:**

EC 432 Public Finance  
HI 315 American Constitutional Law  
PO 313 Public Policy in America

**The Interconnected World:****Choose two (2) from the following:**

EC 305 Comparative Economic Systems  
EC 440 International Economics  
PO 312 International Relations  
PO 410 American Diplomacy  
PO 411 International Law

**The Modern Society:****Choose one (1) from the following:**

SO 201 Introduction to Sociology  
SO 222 Problems of Contemporary Society  
SO 305 Minority Groups

**MILD MODERATE INTERVENTION SPECIALIST (MMIS) (K-12)****MMIS Program Student Learning Outcomes**

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

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

For an outline of the online track, [contact the Finn Center for Adult, Graduate and Online Learning](#).

**General Content Requirements:****Natural Sciences: 2 courses with lab**

Biological Science: one course with lab  
AND

Physical Science: one course with lab



**Courses in the following areas or their equivalents are HIGHLY RECOMMENDED:**

BI 105/106 Introduction to Biological Science and Lab OR BI 200/201 Environmental Science and Lab  
CH 220/221 Earth Science and Lab

**Social and Behavioral: 4 courses**

HI 110 Western Cultures from 1500  
HI 200 Major Themes in American History  
GO 200 World Geography  
PY 201 General Psychology

**Mathematics: 2 courses**

MA 130 Elementary Number Theory (*fulfill Core Quantitative requirement*)  
MA 131 Geometry, Probability and Statistics from an Elementary Point of View

**Fine Arts: 1 course**

AR 221 Basic Design (highly recommended)

**Professional Education Core: 8 courses**

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

**Mild Moderate Intervention Specialist Core: 12 courses**

ED 221 The Role of Phonics in Reading  
ED 310 Current Issues in Special Education Law, Services, and Leadership  
ED 330 Collaborative Teaming  
ED 335 Reading in the Content Areas  
ED 352 Student Class Management  
ED 353 Assessment of Special Needs  
ED 354 Instructional Strategies in Mild Moderate  
ED 355 Assessment and Correction of Reading Disabilities  
ED 357 Field Experience for ED 354  
ED 376 Developmental Reading Instruction in Early Childhood Education  
ED 380 Field Experience for ED 355, MUST be taken concurrently with ED 355  
ED 480 Student Teaching

## **NON-LICENSURE PROGRAM: EDUCATION**

### **Program Outcomes**

The non-licensure education program prepares students to work in a variety of educational settings that do not require PK-12 licensure. Students will complete a combination of professional education, general content, Notre Dame College Core, and elective courses that will prepare them to work in educational settings with children of all ages.

### **Professional Education Courses: 13 Courses (37 credit hours)**

ED 202 Intro. to Education  
ED 203 Field Exp. w/ ED 202  
ED 204 Educational Psychology  
ED 205 Psych. of Students w/ Special Needs  
ED 206 Field Exp. w/ ED 205  
PY 201 General Psychology  
ED 301 Integrating Tech. Across the Curriculum  
ED 341 Curriculum Principles PreK-12  
ED 475 Issues in Education  
ED 265 Foundations of ECE and MCE  
ED 332 Children's Lit & Literacy  
ED 379 Music, Creative Arts, & Physical Movement  
ED 495 Internship

### **General Content Courses: 8 Courses (22 credit hours)**

GO 200 World Geography  
HI 110 Western Cultures from 1500 – OR –  
HI 200 Themes in American History  
SO 201 Intro. to Sociology  
EC 202 Principles of Macroeconomics  
CA 376 Intercultural Communication  
BI 105/106 Intro. to Biology & Lab – OR –  
BI 200/201 Environmental Science & Lab  
PO 111 American Gov. & Politics – OR –  
PO 210 State & Local Gov.

### **Electives:**

34-39 elective credit hours  
Students are encouraged to consider a minor.

## POST-BACCALAUREATE TEACHING LICENSE CERTIFICATE

This program is designed for those students who already hold a baccalaureate degree and wish to pursue a career in teaching. For further information, please contact Admissions Office at 216.373.5173.

Candidates must meet the licensure requirements as outlined for their licensure area (see above). The following courses are waived for Post-Baccalaureate Teaching License Certificate students: ED 202 and ED 203.

### Admission Process

1. Complete the application to Notre Dame College.
2. The candidate will be contacted by and work with a member of the Admissions staff after their application has been received. This interview includes a discussion of the various initial licensure programs, schedule of classes, and financial aid.
3. During the admissions process, transcripts will be reviewed for potential transfer of credits and an evaluation sheet will be provided.
  - i. All students pursuing licensure are permitted only (1) C-level letter grade in their Education coursework. Candidates may transfer in (1) C-level letter grade; should they earn a C-level letter grade in an ED course while in the program, it will need to be retaken.
4. Acceptance to any post-baccalaureate program is made with a 2.75 GPA.
  - i. If the GPA is between 2.5 and 2.75, candidates will be given an Action Plan that will allow for them to have two semesters to earn a 2.75+ GPA. If, at the end of those two semesters, candidates have not earned a GPA of 2.75+, they may be counseled out of the program.
5. Upon acceptance to the post-baccalaureate program, candidates must complete the application to the Division of Professional Education on MyNDC.
6. All candidates must have access to a computer, an active NDC email account, Microsoft Office software, and a TK20 subscription.

### Adolescent-Young Adult Licensure Policies

#### ***Language Arts & Social Studies Licensure***

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

#### ***Mathematics & Science Licensure***

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

## **Additional Licensure for Already-Licensed Teachers**

### **Waived Coursework**

Already-licensed teachers looking to earn additional credentials will have the following coursework waived:

- ED 202/203 Introduction to Education & Field Experience (all licensure areas)
- ED 342/343 Integrated Teaching Methods P-12 & Field Experience (all licensure areas)

Already-licensed teachers adding ECE or MCE licenses who have taken OAEs aligned with the content (non-Education) courses, may also ask to have their scores reviewed for additional courses to be waived. In order for OAE scores to be considered in place of select content courses, the following criteria must be met:

1. Scores must be no more than 5 years old.
2. The candidate must have earned a minimum score of 240.
3. Only content areas that received a ranking of ++++ will be used for course waivers.
  - a. The individual courses waived will depend on the content area tests taken and will vary by candidate.

### **Transfer Policy – Field Hours**

Already-licensed teachers transferring in Education (ED) coursework do not need to show proof of field hours in the following courses as long as the content of the course aligns with NDC's course description.

- ED 205/206 Psychology of Students with Special Needs & Field
- ED 330 Collaborative Teaming
- ED 353 Assessment of Special Needs
- ED 355/380 Assessment & Correction of Reading Disabilities
- ED 379 Music, Creative Arts, & Physical Movement Activities in ECE
- ED 443 Instructional Methods in English Language Arts & Social Studies
- ED 444 Instructional Methods in Science & Mathematics

## **COURSE OFFERINGS**

### **ED 202 Introduction to Education**

**3 cr.**

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

### **ED 203 Field Experience for ED 202**

**0.5 cr.**

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

### **ED 204 Educational Psychology: Learning and Human Abilities**

**3 cr.**

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

### **ED 205 Psychology of Students with Special Needs**

**3 cr.**

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

### **ED 206 Field Experience for ED 205**

**0.5 cr.**

Approximately twenty(20) hours of observation at an appropriate site, as determined by the instructor and/or Field Placement Director. This course provides time to organize and reflect upon the field experience in classrooms with students with learning differences. Must be taken concurrently with ED 205 and Twenty (20) field experience hours required.

### **ED 221 The Role of Phonics in Reading**

**3 cr.**

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

### **ED 265 Foundations of Early and Middle Childhood Education**

**3 cr.**

This initial course includes an overview of the history, philosophy, and goals of teaching students in grades P-9. It emphasizes the study of developmentally appropriate curriculum organization, the need for integrating the curriculum, and multiple strategies for evaluating and assessing student performance.

### **ED 291, 292, 293 Special Topics**

**1-3 cr.**

**ED 301 Integrating Technology Across the Curriculum****3 cr.**

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

**ED 310 Current Issues in Special Education Law, Services, and Leadership 3 cr.**

This course reviews legislated and litigated requirements for special education and related services for individuals with disabilities. Students will explore historical and current issues in providing services for individualizes with disabilities including the Individuals with Disabilities Education Act, Americans with Disabilities Act, Elementary and Secondary Education Act, Free and Appropriate Education, Individuals with Disabilities Education Improvement Act, and many legal cases that helped to shape the current laws in Special Education. Students will also explore ethical concerns and guidelines. Leadership types and roles of leaders will also be studied to support future special education teachers in their role as team leaders and case managers. Prerequisite: Admission to the Division of Professional Education.

**ED 330 Collaborative Teaming****3 cr.**

This course is designed to develop collaborative skills and effective communication practices in working with families of children with disabilities. Specific strategies to more effectively develop collaboration with regular classroom teachers and other school and community personnel will be explored as well as opportunities to practice elements of successful and effective team relationships. The student will demonstrate a working knowledge of the Individual Education Plan team, including the consultative role of professionals in related services. Ten (10) hours of field experience are required. It is recommended that ED 354 be taken before ED 330. Prerequisite: Admission to the Division of Professional Education.

**ED 332 Children's Literature and Literacy****3 cr.**

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

**ED 335 Reading in the Content Areas****3 cr.**

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

**ED 341 Curriculum Principles P-12****3 cr.**

An examination of curriculum principles that impact planning instructional activities for students. Emphasis placed on the Backward Design concept. ED 341 precedes ED 342/343. Prerequisite: Junior Standing & Admission to the Division of Professional Education.

**ED 342 Integrated Teaching Methods MCE and AYA****3 cr.**

Effective teaching methodology that addresses the needs of today's diverse classrooms is introduced.

Prerequisites: Completion of ALL other education coursework and 95% of content work. Must be ready to student teach in the next semester following the completion of this course. Prerequisite: Admission to the Division of Professional Education and ED 341. Must be taken concurrently with ED 343.

**ED 343 Field Experience for ED 342****1 cr.**

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

**ED 352 Student Class Management****3 cr.**

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

**ED 353 Assessment of Special Needs****3 cr.**

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

**ED 354 Instructional Strategies for Mild/Moderate****3 cr.**

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

**ED 355 Assessment and Correction of Reading Disabilities****3 cr.**

A study of assessment and intervention procedures for classroom diagnosis and remediation of reading. There is an emphasis on methods and materials for the correction of reading problems. Last course in ECE, MCE, MMIS reading core. Pre-requisite: ED 221 and should be taken concurrently with ED 380. Prerequisite: Must have been admitted to the Division of Professional Education.

**ED 357 Field Experience for ED 354****1 cr.**

Field placement component for the ED 354 course. (MMIS students do not take ED 343; they take ED 354 instead). The planning, teaching, and reflection of multiple lessons taught in classrooms or resource rooms to students on Individual Education Plans. Completed under the direction of an Intervention

Specialist or classroom teacher. Determined by the instructor and/or field placement director. Must be taken concurrently with ED 354.

**ED 376 Developmental Reading Instruction in ECE 3 cr.**

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

**ED 379 Music, Creative Arts and Physical Movement Activities in ECE 3 cr.**

This course focuses on the appreciation for and integration of art, music, and physical movement activities into the classroom learning environment. Students will learn strategies and techniques to meet the needs of students with diverse needs and cultural backgrounds in the context of developmentally appropriate practice. This course has five (5) hours of fieldwork embedded within the course. Prerequisites: Admission to the Division of Professional Education.

**ED 380 Field Experience for Reading for ECE, MCE & MMIS Licensure 1 cr.**

Field placement component for the reading core required for all licenses. Thirty (30) hours of observation/activities at an appropriate site, as determined by the instructor and/or Field Placement Director. The study and the administration of multiple assessments from an informal reading inventory for primary, middle, and high school students. Should be taken concurrently with ED 355. This is the last of the reading core courses.

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

**ED 443 Instructional Methods in English Language Arts and Social Studies 3 cr.**

This course is designed to prepare Early Childhood Education majors to successfully teach English language arts and social studies to students in the fourth and fifth grades. Pedagogy directly linked to the nature and needs of the child in the fourth and fifth grades as related to the language arts and social studies will be discussed and practiced throughout the course. Attention will be given to the developmental needs of children in the fourth and fifth grades; and best practices for teaching fourth and fifth grade language arts and social studies will be discussed, demonstrated and practiced. Prerequisite: Admission to the Division of Professional Education and fifteen (15) hours of field experience are required.

**ED 444 Instructional Methods in Science and Mathematics 3 cr.**

This course is designed to prepare Early Childhood Education majors to successfully teach mathematics and science to students in the fourth and fifth grades. Pedagogy directly linked to the nature and needs of the child in the fourth and fifth grades as related to math and science will be discussed and practiced throughout the course. Attention will be given to the developmental needs of children in the fourth and fifth grades; and best practices for teaching fourth and fifth grade math and science will be discussed, demonstrated and practiced. Prerequisite: Admission to the Division of Professional Education. Fifteen (15) hours of field experience are required.

**ED 475 Issues in Education 3 cr.**

An integrative seminar which focuses on an understanding of current issues affecting education and educational practices in the United States and the role of the professional educator in responding to these



issues. Students are required to complete and submit an electronic portfolio prior to the completion of this course. Senior status required. Must be taken immediately before student teaching

**ED 460 Practicum in Education (Post-Baccalaureate Teaching License Certificate) 3 cr.**

In educational clinical settings, students will practice appropriate planning and instruction, assessment development within their content area and desired grade band. Practical experience will include an examination, evaluation, and intervention of various educational application designed to serve and meet the needs of all children with greater attention for those children identified and diagnose with learning disabilities. This is a structured clinical experience requiring students demonstrating their ability to plan, facilitate, and evaluate instructional activities in their new academic content area. The student will spend up to five days in the classroom within an 8-week timeframe to fulfill a total of 60 hours in the field. All students enrolled in the class must have a current BCI/FBI report. Prerequisites: Successful completion of all professional education and content (e.g. academic content areas, ECE, and MMIS) coursework.

**ED 460 Practicum in Education**

**6 cr.**

In educational clinical settings, students will practice appropriate planning and instruction, assessment development within their content area and desired grade band. Practical experience will include an examination, evaluation, and intervention of various educational application designed to serve and meet the needs of all children with greater attention for those children identified and diagnose with learning disabilities. This is a structured clinical experience requiring students demonstrating their ability to plan, facilitate, and evaluate instructional activities in their new academic content area. The student will spend up to five days in the classroom within an 8-week timeframe to fulfill a total of 60 hours in the field. All students enrolled in the class must have a current BCI/FBI report. Prerequisites: Successful completion of all professional education and content (e.g. academic content areas, ECE, and MMIS) coursework.

**ED 480 Student Teaching (Post-Baccalaureate Teaching License Certificate) 6 cr.**

Student teaching for Post-Baccalaureate Teaching License Certificate students. Formal application must be submitted one semester prior to student teaching.

**ED 480 Student Teaching**

**12 cr.**

Fifteen (15) weeks of student teaching in a chartered school under the supervision of cooperating teacher(s) and a college supervisor. Candidates will teach in classrooms specific to their grade level licensure band, their content area(s), and their program (i.e., Early Childhood, Middle Childhood, Adolescent to Young Adult, or Mild Moderate Intervention Specialist). Cooperating teachers must have at least 3-5 years of experience and be licensed in the candidate's program area. If the candidate is working toward a grade band license AND a license in MMIS, they will either complete 8 weeks in a grade band classroom and 8 weeks in an MMIS classroom, or 16 weeks in an inclusion classroom on their grade band. Prerequisites: Departmental approval. ALL education coursework and content-area coursework must be completed prior to student teaching. Formal application made one semester prior to student teaching.

**ED 491, 492, 493, 494 Special Topics**

**1-3 cr.**

**ED 495 Education Internship**

**6 cr.**

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

## ENGINEERING (PRE-ENGINEERING PARTNERSHIP WITH CWRU)

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

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

### Program Requirements

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

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

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

MA175	Calculus I
MA176	Calculus II
MA277	Calculus III
MA 280	Differential Equations I
MA 221	Statistics I
CH 118	General Chemistry I
CH 119	General Chemistry I Laboratory
CH 120	General Chemistry II
CH 121	General Chemistry II Laboratory
PS 200	College Physics I
PS 201	College Physics I Laboratory
PS 202	College Physics II
PS 203	College Physics II Laboratory
IS 222	Programming Logic and Design
PH 200	Critical and Creative Thinking

Formal admittance to the Binary Engineering Program is made to Case Western Reserve University during spring semester of the junior year. In addition to having completed the above engineering prerequisites a student must have maintained an overall 3.0 GPA and a 3.0 GPA in science and mathematics courses. Upon acceptance a student will spend a minimum of two years at Case Western Reserve University completing courses required for an engineering degree.

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

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

Please see Case Western Reserve University's Dual Degree Program website for more information: [engineering.case.edu/delpp/dualdegree](http://engineering.case.edu/delpp/dualdegree).

### **Financial Considerations**

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

## ENGLISH

### English Department Mission Statement:

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

### Program Student Learning Outcomes

Students completing a major in English will be able to:

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

## ENGLISH MAJOR

### 42 Credits

#### English Core (12 credits)

EN 215 Argument & Rhetoric

EN 225 Introduction to Literature

EN 312 History of the English Language

EN 314 Rhetorical Grammar

#### Historical Literary Surveys (12 credits)

EN 331 British Literature to 1700

EN 332 British Literature 1700-1900

EN 341 American Literature to 1900

EN 342 American Literature after 1900

#### Literature Electives (6 Credits)

##### Choose two (2) of the following courses:

EN 2XX/3XX Special Topics (topic will vary)

EN 281 The Short Story

EN 255 Introduction to World Literature: Epics & Poetry

EN 256 Introduction to World Literature: Prose

EN 370 20th-21st Century British & American Poetry

EN 459 Post-Colonial Literature

EN 460 Literature of Continental Europe

EN 462 Major Authors Shakespeare's Histories and Tragedies

EN 463 Major Authors

#### Writing Electives (6 Credits)

##### Choose two (2) of the following courses:

EN 2XX/3XX Special Topics (topic will vary)

EN 318 Creative Writing: Poetry

EN 319 Creative Writing: Fiction  
EN 320 Creative Writing: Creative Non-Fiction  
EN 325 Legal Writing  
EN 326 Writing for the Sciences

**Senior Year Capstone and Internship (4-6 credits)**

EN 480 Great Books Seminar  
EN 395/495 Internship (1-3 credits)

**ENGLISH MINOR**

**24 Credits**

**English Core (9 credits)**

EN 215 Argument and Rhetoric  
EN 225 Introduction to Literature  
EN 314 Rhetorical Grammar

**Senior Year Capstone**

EN 480 Great Books Seminar

**Historical Literary Surveys (12 credits)**

EN 331 British Literature to 1700  
EN 332 British Literature 1700-1900  
EN 341 American Literature to 1900  
EN 342 American Literature after 1900

**Literature and Writing Electives (6 Credits)**

EN 255, EN 256, EN 281, EN 312, EN 318, EN 319, EN 320, EN 325, EN 326, EN 370, EN 459, EN 460, EN 462, EN 463, or EN 2XX/3XX Special Topics.

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

## COURSE OFFERINGS

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

### **EN 100 College Composition I**

**3 cr.**

This course is part of the First-Year Composition Course curriculum. In this course, writing instruction begins at the sentence level. EN 100 will prepare students for college-level skills in writing, reading comprehension, and critical thinking with an introduction to the research process. This course will meet for three class hours a week. Upon passing this course, students should enroll in EN 101: College Composition II the following semester to complete the composition course requirement for First-Year Composition.

### **EN 100W: Composition Workshop**

**1 cr., P/F**

This course is a co-requisite course for EN100: College Composition I and supports the assigned EN100 curriculum. Students enrolled in Composition Workshop will work alongside their required introductory first-year composition course using the same course texts and assignments. Class size is smaller, allowing for the writing workshop structure with one-on-one interaction with the Instructor and fellow writers. In Composition Workshop, students will work through the writing process before moving into the more formalized drafting processes taught in EN100: College Composition I.

### **EN 101 College Composition II**

**3 cr.**

This course is part of the First-Year Composition Course curriculum. Through writing as inquiry, in this course students will practice critical analysis to evaluate arguments, research and organize evidence and learn to understand contexts by studying the rhetorical situation out of which a text arises. This course will meet for three class hours a week. If students have already taken EN 100, they should enroll in EN 101: College Composition II to complete the composition course requirement for First-Year Composition.

### **EN 191, 192, 193, 194 Selected Topics**

**1-3 cr.**

### **EN 215 Argument & Rhetoric**

**3 cr.**

Students will develop proficiency in expository, analytic, and critical writing that strengthens the rhetorical skills necessary for those planning to enter fields involving substantial writing. Required for English majors.

### **EN 225 Introduction to Literature**

**3 cr.**

Expository, analytic, and critical writing based on reading in major literary genres and an introduction to literary critical theory. Required for English majors.

### **EN 255 Introduction to Western Literature: Epics & Poetry**

**3 cr.**

A study of representative epics and poems with an emphasis on their relevance to the development of Western civilization.

### **EN 256 Introduction to Western Literature: Prose**

**3 cr.**

A course focusing on selected prose works, including selections from a variety of literary periods and genres.

### **EN 281 The Short Story**

**3 cr.**

Analysis and discussion of selected short stories by authors from different cultures and countries.

**EN 291, 292, 293, 294 Selected Topics****1-3 cr****EN 312 History of the English Language****3 cr.**

This course will survey the development of the English Language from multiple perspectives, starting with Indo-European languages to modern etymologies. Students will analyze the phonological, morphological, lexiconic and syntactical changes in the language and discuss historical, geographical, social, and political effects on language development. Required for English majors and those preparing for AYA and recommended for English minors. Prerequisites: EN 215 or EN 314.

**EN 314 Rhetorical Grammar****3 cr.**

In this course, students will study the mechanics of grammar by deconstructing the sentence patterns that structure the English language. In understanding how words, sentence and paragraphs function together, students will recognize how the rules of language structure prose style. Required for English majors and those preparing for AYA licensure and recommended for English minors and those preparing for Middle Childhood licensure in Language Arts.

**EN 318 Creative Writing: Poetry****3 cr.**

Develops skills in writing poetry, including free verse and metered verse; traditional forms including the sonnet, the villanelle, and the ballad; non-traditional forms including the prose poem and the found poem. Students will also work on refining their skills in creating vivid sensory imagery and figurative language.

**EN 319 Creative Writing: Fiction****3 cr.**

Develops skill in writing fiction, specifically the short story. Writers will work on developing characters, plot, and point of view, as well as sensory imagery and figurative language.

**EN 320 Creative Writing: Creative Non-Fiction****3 cr.**

Develops skill in writing creative non-fiction, including autobiography, memoir and research-based imaginative pieces.

**EN 325 Legal Writing****3 cr.**

In EN 325 Legal Writing, students are introduced to the basic purposes and form of legal writing, including case analysis and synthesis, and basic legal research methodologies. Students will learn: how to cite appropriate legal authority, how to evaluate legal resources; how to organize a written legal analysis; and how to write an objective legal memorandum. The course will emphasize research material available on the internet, including how to find legal documents using free online resources.

**EN 326 Writing for the Sciences****3 cr.**

EN 326 Writing for The Sciences, studies the practice and conventions for writing about science to a broader public of non-professionals. Students read and analyze some of the best and most influential science journalism and see what makes that writing successful, before writing samples. While the course addresses some of the more practical skills involved in writing about complex scientific information, students will also learn about the models of science communication that support that work. All students will have the opportunity to pursue their specific areas of scientific interest. Reading and writing assignments have been designed to help students gain greater insight into the issues and challenges of science writing in a variety of contexts.

**EN 331 British Literature to 1700****3 cr.**

A chronological survey of British literature and its historical and social background from the earliest times to 1700, with readings from the highlights of major works.

**EN 332 British Literature 1700-1900****3 cr.**

A chronological survey of British literature and its historical and social background during the 18th and 19th centuries. Readings include samples of major works of the period.

**EN 341 American Literature to 1900****3 cr.**

A historical survey of American literature from its Native American and colonial beginnings to the end of the nineteenth century, with emphasis on themes, images, stylistic techniques and cultural assumptions in the works of major literary figures.

**EN 342 American Literature after 1900****3 cr.**

A concentration on 20th century American literature, with emphasis on the relationship between literature and its cultural and intellectual contexts.

**EN 370 20<sup>th</sup>- 21<sup>st</sup> Century British and American Poetry****3 cr.**

Poetry, theory and techniques of modern poets such as Hopkins, Yeats, Eliot, Pound, Frost, Brooks, Plath, Heaney, Collins.

**EN 391, 392, 393, 394 Selected Topics****1-3 cr.****EN 459 Post-Colonial Literature****3 cr.**

Reading and analysis of literature reflecting the hybridity of cultures in nations which were once part of European empires. Some introductory study of postcolonial theory. Junior-senior standing required or departmental permission.

**EN 460 Literature of Continental Europe****3 cr.**

Study of the structures and themes in the principal works of representative European writers. Junior-senior standing required.

**EN 462 Shakespeare's Histories and Tragedies****3cr.**

Reading and analysis of Shakespeare's histories and tragedies; study of Shakespeare's development as tragic dramatist and poet. Also listed as TR 462. Junior-senior standing required or departmental permission.

**EN 463 Major Authors****3 cr.**

In English 460, students will study the life and selected works of one or two major American, British, European or Non-Western writers. They will examine the author's work in the context of the intellectual and social climate in which it was produced as well as the impact of this writer on subsequent generations of writers and thinkers. Authors will vary by semester.

**EN 480 Great Books Seminar****3 cr.**

The reading and discussion of selected texts, important for their literary genres and their impact on the history of ideas. An examination of the themes and values of western civilization. Junior-senior standing required.



**EN 491, 492, 493, 494 Selected Topics**

**1-3 cr.**

**EN 295, 395, 495 Internship**

**1-6 cr.**

Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits.

## ENTREPRENEURSHIP CO-MAJOR

Upon completion of the Entrepreneurship co-major, graduates will have the abilities to start and grow new business ventures, and/or become a force for innovation and growth within existing businesses and other organizations.

The Entrepreneurship **co-major is designed to be a second major only**. No specific degree is designated for this co-major. Students must have a **declared primary major**, which results in a Bachelor of Arts or a Bachelor of Science degree. Additionally, the Entrepreneurship Co-major will **only be awarded** if the primary major requirements are met. Students must be concurrently enrolled in and must complete another major at Notre Dame College. The program complements majors in all of NDC's academic divisions and promotes the applications of entrepreneurial concepts in support of each student's passion, regardless of major. The co-major provides a framework for understanding entrepreneurship from a variety of disciplines and application of entrepreneurial skill sets to meet societal and workplace demands.

### Program Student Learning Outcomes

Students completing the **co-major** in Entrepreneurship will be able to:

1. Describe the role of entrepreneurship (startup, corporate and social) in the contemporary global business environment
2. Identify viable entrepreneurial opportunities that create economic and social value in an ethical manner
3. Work collaboratively in entrepreneurial contexts
4. Communicate effectively, both in writing and in speech, about themselves and their ideas
5. Construct a comprehensive business plan and identify the appropriate resources to pursue it

### Requirements:

Students must have a **declared primary major**, which results in a Bachelor of Arts or a Bachelor of Science degree.

### Specific courses: (21 to 24 credits):

BU 100	Introduction to Business *
ENT 200	Entrepreneurial Mindset
BU 303	Entrepreneurship
ENT 300	Digital Marketing
ENT 350	New Venture Finance OR
ENT 375	Social Entrepreneurship
BU 410	New Venture Management
ENT 450	Entrepreneurial Leadership
ENT 395/495	Entrepreneurship Internship Experience

\*Required for all **NON**-business majors and for a business major that is starting the Entrepreneurship co-major in their freshman year.

### Plus 2 upper level courses (6 credits)

Recommended courses –

CA 374	Presentation Techniques
CA 376	Intercultural Communication
CA 380	Organizational/Leadership Communication

## **COURSE OFFERINGS**

### **BU 100 Introduction to Business**

**3 cr.**

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

### **ENT 191, 192, 193, 194 Selected Topics**

**1-3 cr.**

### **ENT 200 Entrepreneurial Mindset**

**3 cr.**

An Entrepreneurial Mindset ignites students to begin to think in a creative manner, and act entrepreneurial in their lives. The course provides for experiential learning beyond the classroom, making connections, and building relationships that can support students throughout college and beyond. It focuses on creativity as a driver of organizational innovation—including non-profits, small businesses, large corporations to students' own entrepreneurial startups.

### **ENT 291, 292, 293, 294 Selected Topics**

**1-3 cr.**

### **BU 303 Entrepreneurship**

**3 cr.**

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

### **ENT 300 Digital Marketing**

**3 cr.**

The internet is a dynamic marketplace. This class will give students the theoretical understanding of the internet marketplace necessary to adapt to its many changes, while also equipping students with the skills needed to perform vital daily functions. By the end of the course, students will be able to walk into any company with an online presence and improve their use of the internet to develop and implement digital marketing strategies and tactics.

### **ENT 350 New Venture Finance**

**3 cr.**

This course offers the academic tools, real world expertise, and practical knowledge necessary for teams to build financial plans for early stage companies and to make smart financing decisions. It is targeted to those who want to learn about and understand the unique issues related to starting and financing an entrepreneurial company from the earliest idea stage to bringing the investment to a conclusion on exit.

### **ENT 375 Social Entrepreneurship**

**3 cr.**

This course blends academic and experiential learning experience to help students understand the unique aspects of social impact. Students are exposed to local leaders in the field, inspiring students to consider a career with meaning by operating mission-based businesses designed to address the most pressing domestic and global challenges.

### **ENT 391, 392, 393, 394 Selected Topics**

**1-3 cr.**

**BU 410 New Venture****3 cr.**

This course completes the study of owning, operating and managing a small enterprise. Through the use of case studies, emphasis is placed on planning the product or service, screening opportunities, developing financial projections, obtaining capital and managing growth. The issues surrounding business dissolution are also discussed.

**ENT 450 Entrepreneurial Leadership****3 cr.**

In this capstone course, students will enhance their knowledge and understanding of issues related to founding, growing, and harvesting a firm, as well as preparing to take a leadership role in an entrepreneurial venture. Students will study leadership theories, skills and practices necessary for effectiveness in varied entrepreneurial settings, including private businesses, corporations, not-for-profit organizations, and social movements. To assess Program Student Learning Outcomes, students will complete a comprehensive project that includes the creation of a business model, plan, presentation, and pitch.

**ENT 491, 492, 493, 494 Selected Topics****1-3 cr.****ENT 395/495 Entrepreneurship Internship Experience****3 – 6 cr.**

Work experience with a start-up company or organization that may be used to satisfy a student's primary internship requirement if the experience combines aspects of both programs.

## ENVIRONMENTAL SCIENCE

The Bachelor of Arts Degree in Environmental Science is designed for students who plan to seek employment in an environmentally related vocation immediately upon graduation. It is not intended to prepare the student for further graduate studies in the life or physical sciences or as preparation for medical, dental or veterinary programs.

### Program Student Learning Outcomes

Students completing a major in Environmental Science will be able to:

- Demonstrate an understanding of the core concepts of biological literacy - including evolution, structure and function, information flow and exchange, systems, and transformation of energy and matter – as it pertains to the environment.
- Connect their knowledge of the core concepts of biological literacy with studies in the liberal arts (i.e., science, mathematics, communications, philosophy, etc.).
- Apply the process of science.
- Evaluate the impacts of human activities on the environment.
- Conduct scientific investigations ethically and for the greater good.
- Communicate scientific information and ideas.
- Develop skills in self-learning.

## ENVIRONMENTAL SCIENCE MAJOR

### 53 Credits

#### Requirements:

BI 114,115	General Biology I and Lab: Molecular Biology
BI 116, 117	General Biology II and Lab: Organismal Biology
BI 210	Introduction to Geographic Information Systems (GIS)
BI 310, 311	Ecology and Lab
BI/CH 395,495	Internship
BI 445/445L	Wildlife Conservation and Management and Lab
BI 482	Coordinating Seminar
CH 106, 107	Principles of Inorganic Chemistry and Lab
CH 116,117	Principles of Organic and Biological Chemistry and Lab
CH 308	Environmental Chemistry
CH 320/320L	Integrated Earth Systems and Lab
MA 221	Statistics I
MA 300	Statistics II
CA 232	Professional Communication
BI 390	Environmental Policy
SO 201	Introduction to Sociology

#### Recommended Electives:

BI 317/317L	Plant Biology and Lab
BI 320	Evolution
BI 322	Animal Behavior
BI 360/361	Microbiology and Lab
BI 486	Independent Research
BU 425	Project Management

EC 100	Economics and Contemporary Issues
GO 200	World Geography
PH 380	Bioethics
PS 180/181	Basic Physics I and Lab
PS 182/183	Basic Physics II and Lab

Students are strongly encouraged to select a minor or a second major that would enhance their studies and job opportunities. Some possible minors include the following:  
Communication, Entrepreneurship, Political Science

### **COURSE OFFERINGS**

Required courses for the Bachelor of Arts Degree in Environmental Science are offered primarily through the biology and chemistry departments. Consult the catalog listing in the appropriate discipline for a description of course offerings.

## HEALTH EDUCATION/ PHYSICAL EDUCATION

The ultimate goal of health education is to enable individuals to use knowledge in ways that promote positive behavioral change; therefore, the mission of the department is to empower students to make healthful choices in all dimensions of their lives. Students are encouraged to explore health-related problems confronting contemporary society so as to enable them to make effective decisions concerning their own health and that of their family and community.

### Program Student Learning Outcomes

Students completing the minor in health education will be able to:

- Define, understand and value health and wellness as the dynamic interaction of the following dimensions: physical, emotional, social, spiritual, occupational and environmental.
- Demonstrate knowledge of health concepts and skills in all six dimensions.
- Value and integrate new behaviors that will promote lifelong health and wellness.
- Develop skills to critically evaluate and analyze health information with regard to its potential benefit to self and society.

## HEALTH EDUCATION MINOR

### 22 Credits

This is an excellent minor for individuals interested in positively influencing the health behavior of individuals and communities in the public or private sector. Students completing a minor in health education will demonstrate evidence of achieving the program goals stated above.

### Requirements:

BI 230, 231 Basic Anatomy and Physiology and Lab

HP 110 Wellness for College Life

OR

HP 112 Lifetime Wellness

HP 213 Stress Recognition and Management

HP 215 Nutrition for Sport, Fitness, and Health

HP 315 Understanding Sexuality

HP 321 Exercise Science

HP 330 Health Psychology

### Recommended Electives:

HP 153 Care and Prevention of Athletic Injuries

PY 254 Psychology of the Adolescent

PY 351 Adult Development and Aging

SO 425 Conflict Management and Resolution

## COACHING MINOR

### 18-21 Credits

An excellent minor for education majors and anyone interested in coaching in a school or recreational setting. Upon completing the minor students will be able to demonstrate the skills and abilities needed to coach a variety of sports. This minor includes CPR and a First Aid Certificate as required by the State of Ohio for School Athletic Coaches.

**Requirements:**

BU 462    Legal Issues in Sports  
HP 153    Care and Prevention of Athletic Injuries  
HP 215    Nutrition for Sport, Fitness, and Health  
HP 230    Coaching Team and Individual Sports  
HP 388    Psychology and Ethics of Coaching  
HP 400    Practicum

**Recommended Electives:**

BI 230/231    Basic Anatomy and Physiology and Lab  
CA 201        Interpersonal Communication  
HP 107        Water Safety Instruction  
HP 213        Stress Recognition and Management  
SO 425        Conflict Management and Resolution

**SPORT MANAGEMENT MAJOR****68-69 Credits**

For information on this major, please refer to the Business Administration section of this catalog.



## **COURSE OFFERINGS**

### **HP 107 Water Safety Instruction**

**2 cr.**

This course prepares and certifies individuals in American Red Cross and Water Safety. Content includes primary and advanced swimming skills, stroke refinement and proficiency, basic and emergency water safety skills.

### **HP 110 Wellness for College Life**

**3 cr.**

A lifestyle approach to fitness and wellness emphasizing primary prevention and mind/body relationship. Content focuses on topics of interest to traditional-age students.

### **HP 112 Lifetime Wellness**

**3 cr.**

A holistic approach to fitness and wellness which emphasizes topics of interest to adult women and men with life experience. Content integrates our physical, psychological, social and spiritual selves.

### **HP 115 Exercise and Conditioning**

**1 cr.**

Designed to increase cardiovascular efficiency, flexibility, strength and endurance through an individually planned exercise program.

### **HP 153 Care and Prevention of Athletic Injuries**

**3 cr.**

Methods of preventing common athletic injuries, sport-specific conditioning techniques, First Aid, CPR, Safety Education and discussion of blood borne pathogens. American Red Cross and Ohio Certification granted if all criteria are met.

### **HP 191, 192, 193, 194 Selected Topics**

**1-3 cr.**

### **HP 213 Stress Recognition and Management**

**3 cr.**

The stress response and its effects on body organs and systems, consequences of unmanaged stress for personal health and relationships. Examination of a holistic perspective on internal and external stressors. Techniques for identifying and effectively managing lifestyle stressors.

### **HP 215 Nutrition for Sport, Fitness, and Health**

**3 cr.**

Basic principles of nutrition, stressing components necessary for the maintenance of good health, optimal athletic performance and disease prevention.

### **HP 216 Nutrition in Health & Disease**

**3 cr.**

Provides health care students with the theory and practical application for nutritional intervention to prevent disease, promote health and manage health alterations. Prerequisites: BI 206/207 or BI 300/301 or BI 302/303.

### **HP 230 Coaching Team and Individual Sports**

**3 cr.**

Development of a foundation of coaching techniques, strategies and organizational skills for coaching.

### **HP 291, 292, 293, 294 Selected Topics**

**1-3 cr.**

**HP 315 Understanding Sexuality****3 cr.**

A holistic health and psychosocial perspective on understanding sexuality as a composite of one's total being. Topics include physiology and health of the reproductive system; sexual behavior, components of sexual choice; gender issues, sexuality and the life cycle.

**HP 321 Exercise Science****3 cr.**

Study of the science of exercise and its sub disciplines of exercise physiology, biomechanics, sports psychology, motor learning and nutrition and health fitness. Students will learn techniques for health, fitness and body composition assessments, physical and psychological aids to performance. Students will review and synthesize research literature in the field of exercise science. Prerequisites: HP 110 or 112 and BI 230/231.

**HP 330 Health Psychology****3 cr.**

The contributions of the discipline of psychology to the promotion and maintenance of health-related issues. Topics include the biopsychosocial view of health, pain management, stress management and the relationship between lifestyle choices and optimal physical and psychological health. Prerequisite: PY 201.

**HP 350 Applied Kinesiology****3 cr.**

Study of the scientific basis of human movement. Structure and analysis of muscular-skeletal systems and dynamics of movement. Application to individual fitness programs, lifetime physical activity and coaching. Prerequisite: BI 230/231.

**HP 388 Psychology and Ethics of Coaching****3cr.**

An exploration of the psychology and philosophy of the coaching experience and the player/coach relationship. Topics include: team and player motivation and leadership, communication, goal setting and performance evaluation. Ethical considerations in coaching.

**HP 391, 392, 393, 394 Selected Topics****1-3 cr.****HP 400 Practicum****1-3 cr.**

Supervised coaching experience in a school or recreational setting.

## HEALTHCARE ADMINISTRATION

Students in the healthcare administration program will acquire advanced knowledge of the dynamic business environment of healthcare while studying healthcare delivery, providers and their services, and financing. Students will gain an understanding of the significant role healthcare executives have in improving the health of the communities their organizations serve as the program's curriculum prepares them to enter a variety of positions at healthcare organizations such as hospitals, long-term care facilities and physician's offices.

### Program Student Learning Outcomes

Students Majoring in Healthcare Administration will be able to:

- Understand the nature and complexity of the health care environment
- Perceive the interrelated nature of the various components of the HC system
- Analyze systems and subsystems to improve organizational outputs and,
- Analyze the range of health care outcomes, the risks associated with them and place proposed change into that context
- Balance the competing needs of low-cost service, high quality health outcomes and sufficient remuneration to keep the system whole.
- Develop leadership capacity focusing on the change dynamic in health care
- Synthesize the changing, and often conflicting trends in state and federal regulatory environments with the goal of providing ongoing guidance to the best avenues to achieve positive patient outcomes and securing the sustainability of the health care system.

## HEALTHCARE ADMINISTRATION MAJOR

### Requirements:

#### Business Administration Core Courses + 24 credits in the following:

BU 386 Operations Management  
BU 425 Project Management  
HA 300 Introduction to the Healthcare System  
HA 325 Health Information Management  
HA 350 Healthcare Management and the Legal System  
HA 400 Healthcare Management and Leadership  
HA 425 The Full Continuum of Long-Term Care  
HA 450 Disaster Management Planning

## **COURSE OFFERINGS**

### **HA 300 Introduction to the Healthcare System**

**3 cr.**

This is an introduction to the healthcare system. Topics to be covered include: a historical and current explanation on the healthcare system, how organizations work together, communication and any legal and ethical issues that may arise.

### **HA 325 Health Information Management**

**3 cr.**

**Course Description:** This course provides an overview of Health Information Management including financial aspects, how to manage this type of system and any legal and ethical issues that may arise.

Prerequisite: HA 300

### **HA 350 Healthcare Management and the Legal System**

**3 cr.**

**Course Description:** This course will examine the legal positions in healthcare. Topics include: healthcare laws, the liabilities of all healthcare practitioners, legal and ethical responsibilities, and the basic aspects of a law suit. Prerequisite: HA 300

### **HA 391, 392, 393, 394 Selected Topics**

**1-3 cr.**

### **HA 400 Healthcare Management and Leadership**

**3 cr.**

**Course Description:** This course will provide the student with developed standards and theories of the executive process. Topics include strategic planning, the different types of management, legal and ethical issues and growth within the organization and alliances. Prerequisite: HA 300

### **HA 425 The Full Continuum of Long-Term Care**

**3 cr.**

**Course Description:** Students will learn all aspects of the long-term care system, including historical background, reimbursement, staffing, leading, current challenges and future trends. Prerequisite: HA 300

### **HA 450 Disaster Management Planning**

**3 cr.**

**Course Description:** Students will gain insight into the steps that are used to plan for any type of disaster in a hospital or any type of long-term care setting. Topics include: types of possible disasters, ensuring facilities have solid disaster plans, who are the point people in executing plans and safeguarding patient information. Prerequisite: HA 300

# MANAGEMENT INFORMATION SYSTEMS

## Program Student Learning Outcomes

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

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

## MANAGEMENT INFORMATION SYSTEMS MAJOR

### Requirements:

#### Business Administration Core Courses + 24 credits in the following:

BU 425 Project Management  
IS 222 Programming Logic and Design  
IS 310 Systems Analysis  
IS 330 Information Technology Infrastructure  
IS 340 Security, Ethics and Intellectual Property  
IS 350 Database Management Systems  
IS 435 Enterprise Architecture  
Plus one upper level IS course

### Recommended Coursework:

BU 388 Business Ethics  
Plus one upper level IS course

## SOFTWARE DEVELOPMENT MAJOR

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

### Program Student Learning Outcomes

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

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

### Requirements:

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

Software Development Core: 19 Credits

IS 222 Programming Logic and Design

IS 235 Software Engineering

IS 310 Systems Analysis

IS 336, 337 C++ Programming and Lab

IS 350 Database Management Systems

IS 425 Data Structures and Storage

### Advanced Programming: 6 Credits:

IS 345 contemporary Languages

IS 436 Advanced Programming

## SOFTWARE DEVELOPMENT MINOR

### 19 Credits

#### Program Student Learning Outcomes for the minor:

Students completing the minor in programming will be able to:

- Demonstrate competency in programming specific to their chosen track
- Design programs/applications according to accepted principles of software engineering

#### Core: 10 Credits

IS 222            Programming Logic and Design  
IS 235            Software Engineering  
IS 336, 337      C++ Programming and Lab

#### Advanced Programming: 6 Credits

IS 345   Contemporary Languages  
IS 436   Advanced Programming

## COURSE OFFERINGS

### IS 180 Introduction to Computer Desktop Skills 3 cr.

This course will introduce beginning computer concepts, including computer functions, hardware devices, software types and using a network. It also includes exposure to Windows and Internet Explorer. It concentrates on instruction in word processing, using spreadsheets, presentation graphics, and other online collaboration tools.

### IS 191, 192, 193, 194 Selected Topics 1-3 cr.

### IS 222 Programming Logic and Design 3 cr.

Language-independent course introducing the computer program design and development process. Identification and solution of business problems emphasized. Concepts include program structures, decision-making, flow control, algorithm development and arrays. Techniques include structured flow charts, hierarchy charts, and the use of pseudocode in program design. Prerequisite: MA 105 or higher.

### IS 235 Software Engineering 3 cr.

The software engineering process involves all of the steps of the Systems Development Life Cycle (SDLC), from requirements modeling to design, from design to development, and from development through testing to implementation. This course will examine all of those aspects as well as modern methodologies for software development, team collaboration, and quality assurance. Prerequisite: IS 222.

### IS 243 Multimedia Development 3 cr.

Introduction to the concepts of multimedia software, hardware, development concepts and basic visual and human interface design issues. Hands-on experience with multimedia hardware and software.

### IS 245 Website Design and Development 3 cr.

Emphasizes general principles of designing and building web sites. Use of HTML and web page editors to build complete web sites. Use of scripting languages to tie web sites to databases and add other features to the website.

**IS 260 Computer Decision-Making Applications****3 cr.**

Focus on intermediate level skills in spreadsheet and database management packages. Emphasis on using the software tools to solve problems.

**IS 291, 292, 293, 294 Selected Topics****1-3 cr.****IS 310 Systems Analysis****3 cr.**

Introduction to business systems analysis. The phases of the systems analysis and design cycle are examined using an approach that provides the student with a practical method for the application of systems techniques in the analysis, design, implementation, and evaluation of business information systems. Prerequisites: BU 235 and IS 260.

**IS 330 Information Technology Infrastructure****3 cr.**

This course introduces students majoring in Management Information Systems to the concepts and issues of Information Technology infrastructure, particularly, hardware, operating systems, and networking, with an emphasis on how they are selected and used to support business functions. It prepares students to work effectively with both IT professionals in the enterprise and external vendors and to design processes and solutions that depend on that infrastructure. Pre-requisite: BU 235

**IS 336 C++ Programming****3 cr.**

Introduction to the object-oriented computer programming language C++. Emphasis on the syntax of C++ and techniques for developing, debugging and documenting programs. Taken concurrently with IS 337 C++ Programming Lab. Prerequisite: IS 222, must be taken concurrently with IS 337.

**IS 337 C++ Programming Lab****1 cr.**

One 2.75 hour lab period weekly taken concurrently with IS 336 C++ Programming. Lab provides hands-on experience working with the C++ language. Must be taken concurrently with IS 336.

**IS 340 Security, Ethics, and Intellectual Property****3 cr.**

In this case study-based course, students will examine the context, implications, and mechanics of information systems security at both the micro (individual system and network) and macro (enterprise) levels. In addition, ethical considerations of information technology and its use in modern enterprises will be investigated, as well as the growing issue of intellectual property rights and responsibilities. Prerequisite: BU 235.

**IS 345 Contemporary Languages****3 cr.**

This course will introduce students who already have a programming foundation in C++ to a number of the other popular contemporary languages, such as Java, C#, and Objective-C. The emphasis is on the structural and syntactic differences between them, as well as explaining the circumstances in which one language is preferable to another. Lab exercises will provide coding experience in each language. Prerequisite: IS 336/337.

**IS 350 Database Management Systems****3 cr.**

A study of problems in managing data as a valuable resource of an organization. Topics include data structures, data models (hierarchical, network, inverted, relational), database management systems, database administration, data dictionaries, database design, and issues related to data management (ownership, integrity, sharing, security, privacy). Exposure to microcomputer database management systems. Prerequisites: IS 222, IS 260 and IS 310.



**IS 391, 392, 393, 394 Selected Topics in Info Systems****3 cr.**

Study of selected topics in Information Systems. Topics will vary; title will reflect topics covered in a particular offering. Some possibilities are Advanced Website Development, Using VBA with Microsoft Office, Advanced Spreadsheet Analysis. Prerequisite varies with topic.

**IS 425 Data Structures and Storage****3 cr.**

This course investigates data structures in memory, such as arrays, queues, linked lists, and stacks. In addition, methods of structuring and accessing data in secondary storage, such as files, databases, and cloud storage, will be examined. Both of these concepts are considered within the context of software development in modern programming languages. Prerequisites: IS 336/337, IS 345.

**IS 435 Enterprise Architecture****3 cr.**

This course explores the design, selection, implementation and management of enterprise IT solutions. The focus is on application and infrastructure and their fit within the business. Students learn frameworks and strategies for infrastructure management, system administration, data/information architecture, content management, distributed computing, middleware, legacy system integration, system consolidation, software selection, total cost of ownership calculation, emerging technologies, and IT investment analysis. These topics are addressed both within and beyond the organization, with attention paid to managing risk and security within audit and compliance standards. It also prepares students to communicate technology architecture strategies concisely to a general business audience. Prerequisites: BU 235, IS 330.

**IS 436 Advanced Programming****3 cr.**

This course builds on the intermediate-level skills learned in previous software development courses to include advanced topics such as object-oriented design, data structures, and database integration. The main focus of this class is a semester-long project intended to showcase the student's programming skills. Prerequisites: IS 345

**IS 443 Advanced Multimedia Development****3 cr.**

Focus on the physical design, testing and implementation of a multimedia module developed with an authoring program. Prerequisites: IS 222 and 243.

**IS 491-494 Independent Study****1-3 cr.**

Opportunity for the student to study specific topics of interest not covered in curriculum which would aid in overall content knowledge of business or help better prepare student for career. Must have approval of department. Prerequisite: junior or senior standing.

## MATHEMATICS

The Mathematics Department program mission is to educate students with a broad foundation in mathematical knowledge, applications and aesthetics for the purpose of preparation for careers, graduate school and personal enrichment. Students pursuing either a Bachelors of Arts or Bachelors of Science in Mathematics must complete the common major requirements as well as an area of concentration chosen from one of the areas below.

### Program Student Learning Outcomes

The Mathematics Program Mission is to educate students with a foundation in mathematical knowledge, applications and aesthetics for preparation for careers, graduate school and personal enrichment.

Program Student Learning Outcomes include incorporating activities that will help students be able to:

- Analyze and use critical thinking to solve mathematical applications.
- Solve problems with mathematical competency and a willingness to find multiple strategies.
- Read, understand and complete proofs of mathematical concepts successfully.
- Communicate mathematical concepts clearly.
- Show an appreciation and knowledge of historical developments in mathematics and the people who accomplished them.
- Appropriately use technology to solve mathematical problems.

### Common Major Requirements: 28 Credits

MA 175 Calculus I

MA 176 Calculus II

MA 277 Calculus III

MA 280 Differential Equations I

MA 330 Modern Geometry

MA 331 Linear Algebra and Matrix Theory

MA 332 Introduction to Discrete Mathematics

MA 432 Modern Algebra

MA 481 Coordinating Seminar

The Bachelors of Arts degree also requires an Internship experience (MA 295, 395, or 495) or a Student Teaching Experience (see requirements under [Education](#).)

## PREPROFESSIONAL MATHEMATICS CONCENTRATION

### 39 Credits

This area of concentration will provide the students with the opportunity for personal growth by preparing them for further studies in graduate school as well as for entry level positions in various mathematical and other related professions, and will show the students how they can use their individual skills to better our society as a whole.

### Common Major Requirements plus the following:

MA 363 Numerical Analysis I

MA 410 Differential Equations II

MA 452 Discrete Structures

Plus one elective 300 level and above

## MATHEMATICS MINOR

**24 Credits**

### Requirements:

MA 175 Calculus I

MA 176 Calculus II

MA 277 Calculus III

MA 330 Modern Geometry

MA 331 Linear Algebra and Matrix Theory

Plus two electives (one at 200-level and one at 300/400-level)

### Mathematics Placement Test

A student who intends to register for any of the following courses is required to have successfully completed the prerequisite for that course within two years prior to registration or to have demonstrated proficiency by taking a mathematics placement test within two years prior to registration.

MA 110	MA 131	MA 330
MA 144	MA 175	
MA 130	MA 221	

### Binary Program in Engineering

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

### COURSE OFFERINGS

MA 100, MA 105 and 110 are developmental courses; they count toward the 120 credit hours required for graduation, but do not fulfill the quantitative inquiry of the foundational outcomes of the Core Liberal Arts Curriculum. Students must earn a C or higher in MA 105 to earn credit for the course. All courses beyond the developmental series count toward the 120 credit hours required for graduation and fulfill the quantitative inquiry requirement of the Core Liberal Arts Curriculum.

#### MA 100 Introductory Algebra

**3 cr.**

Sets, real numbers, basic algebraic operations and polynomial arithmetic, factoring, linear equations and inequalities, rectangular coordinate systems, solution of linear systems, algebraic functions, exponents and radicals, solution of quadratic equations and applications. Placement by ACT score.

#### MA 105 Beginning/Intermediate Algebra

**3 cr.**

Algebraic concepts taught through problem solving and applications of sets, real numbers, algebraic operations, exponents, radicals, inequalities and factoring. Also, study of functions, systems of equations, and the solving and graphing linear, quadratic, radical, exponential, and logarithmic equations and their applications. Placement by ACT score. Students must earn a C or higher to earn credit for the course.

#### MA 110 Intermediate Algebra

**3 cr.**

Algebraic operations, solving equations and inequalities, lines, inequalities and their graphs, introduction to conic sections, introduction to functions, exponential and logarithmic functions, systems of equations, problem solving techniques and applications. Prerequisite: (Placement required).

**MA 125 Math for Living****3 cr.**

This course offers a broad-based overview of mathematics intended for non-quantitative majors. Emphasis will be on problem solving for real world situations using mathematical tools. The course reviews number systems and basic algebraic principles, interpretation of statistical data and financial mathematics. Other topics may include calculations involving geometry and basic trigonometric relationships, exponentials, unit conversions, voting principles, graph theory and similar application-based subjects. Prerequisite: MA 100 or placement

**MA 130 Elementary Number Theory****3 cr.**

General preparation in mathematics for elementary educators. Set theory, problem solving strategies, pattern recognition, numeration systems, number theory, properties of and operations with real numbers. Prerequisite: MA105 or MA110

**MA 131 Geometry, Probability and Statistics from an Elementary Point of View** **3 cr.**

General preparation in mathematics for elementary educators. Geometry with emphasis on shapes and measurement, transformational geometry and symmetry, logic, counting methods, permutations and combinations, an introduction to probability and statistics. Prerequisite: MA105 or MA110

**MA 144 Precalculus Mathematics****4 cr.**

Functions, exponential and logarithmic functions, trigonometric functions and their inverses, identities, equations and applications and analytic geometry. Prerequisite: MA 110 or equivalent. (Placement required).

**MA 145 Applied Calculus I****3 cr.**

Functions, limits and continuity, the derivative, differentiation of polynomial, logarithmic and exponential functions and applications. Prerequisite: MA120

**MA 175 Calculus I****4 cr.**

Review of functions and graphs, limits and continuous functions, the derivative, differentiation of algebraic and transcendental functions, applications, anti-derivatives, definite integrals and applications. Prerequisite: MA 144 or equivalent.

**MA 176 Calculus II****4 cr.**

Continuation of MA 175. The definite integral, computation of anti-derivatives, techniques of integration, the Fundamental Theorem of Calculus, applications, introduction to convergence or divergence of sequences. Prerequisite: MA 175.

**MA 191, 192, 193, 194 Selected Topics****1-3 cr.****MA 220 Applied Finite Mathematics****3 cr.**

Introduction to mathematical modeling, usage and arithmetic of matrices, linear programming, counting techniques, probability, Markov processes and the mathematics of finance. Prerequisite: MA 110 or equivalent.

**MA 221 Statistics I****3 cr.**

Descriptive statistics, probability, normal and binomial distributions, sampling concepts, sampling distribution, estimation, hypothesis testing, confidence intervals and linear correlation. Prerequisite: MA105 or MA110.

**MA 277 Calculus III****3 cr.**

Continuation of MA 176. Sequences, series, Taylor series, multivariable calculus, analytic geometry in  $\mathbb{R}^3$ , partial derivatives, applications of the derivative, multiple integrals, applications of multiple integrals, vector functions and their derivatives. Prerequisite: MA 176.

**MA 280 Differential Equations I****3 cr.**

First-order equations and applications, higher-order linear equations, linear systems, series solution of linear equations, Laplace transform solution of linear equations and introduction to numerical methods of solution. Prerequisite: MA 277.

**MA 291, 292, 293, 294 Selected Topics****1-3 cr.****MA 300 Statistics II****3 cr.**

Continuation of estimation and hypothesis testing, correlation, simple and multiple regression, inferences on variances and proportions, analysis of variance (ANOVA), nonparametric tests, index numbers, time series and introduction to decision theory. Prerequisite: MA 221.

**MA 310 Number Theory****3 cr.**

Divisibility properties of integers, prime numbers, linear and quadratic congruences, Diophantine equations, special number theory functions and quadratic residue theory. Corequisite: MA 332.

**MA 330 Modern Geometry****3 cr.**

Axiomatic foundations to Euclidean and non-Euclidean geometries and contemporary approaches to the study of geometry. Prerequisite: MA 144 or equivalent.

**MA 331 Linear Algebra and Matrix Theory****3 cr.**

Algebra of matrices, systems of linear equations, Gauss-Jordan reduction, inverses, discriminants, eigen values, linear spaces and subspaces, spanning sets, linear independence, basis, null space, change of basis, orthogonal bases, linear transformations, matrix representation and composition of transformation. Prerequisite: MA 176 or MA 144 with departmental approval, or MA 220 with department approval.

**MA 332 Introduction to Discrete Mathematics****3 cr.**

Logic and set theory, proof techniques, relations and functions, algorithms, elementary properties of integers, counting techniques and probability. Prerequisite: MA 175 or MA 144 with department approval or MA 220 with department approval.

**MA 350 Math History****3 cr.**

A study of algebra, number theory, irrational numbers, analytical geometry, the Calculus, non-Euclidean geometries and infinite sets from an historical perspective. Prerequisite: MA 144.

**MA 363 Numerical Analysis I****3 cr.**

Theory and techniques of numerical computation, interpolation by Lagrange and difference methods, numerical differentiation and integration and numerical solution of differential equations. Prerequisite: MA 176.

**MA 391, 392, 393, 493 Selected Topics****1-3 cr.**

**MA 410 Differential Equations II****3 cr.**

Infinite series, complex variables, vector analysis, Fourier series, curvilinear coordinates and partial differential equations. Prerequisite: MA 280.

**MA 416 Advanced Probability and Statistics****3 cr.**

This course will encounter topics such as sample space, discrete and continuous probability functions, special distributions, combinatorics, random variables, expected values, moment-generating functions and estimation. Prerequisites: MA 176 and MA 300.

**MA 432 Modern Algebra****3 cr.**

Groups, rings, fields, normal subgroups, congruence, quotient groups, ideals, quotient rings, equivalence relations, abstract algebraic structures. Prerequisite: MA 332 (or co-requisite).

**MA 452 Discrete Structures****3 cr.**

Graph theory, Boolean algebras, logic, networks, structures, morphisms and finite state machines. Prerequisite: MA 332.

**MA 463 Numerical Analysis II****3 cr.**

Matrix computations and solutions of linear equations, iterative solutions of systems of equations, computer methods of optimization and simulations. Prerequisite: MA 280 and MA 363.

**MA 481 Coordinating Seminar****1 cr.**

Special topics in mathematics are explored in an interdisciplinary format. Preparation of a research paper for public presentation is required. No prerequisite. Taken in the final semester before graduation.

**MA 491, 492, 493, 494 Independent Study****1-3 cr.****MA 295, 395, 495 Internship****1-6 cr.**

A program which enables students to receive credit for work, paid or volunteer, related to their academic studies in their major field, both to make these studies more practical and to open possibilities for employment after graduation. Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits. Prerequisite: sophomore status.

## **LANGUAGES**

### **ARABIC**

In keeping with the mission of Notre Dame College, Arabic language courses offer students studies that enable them to think critically, read analytically, and write clearly in the Arabic language while learning about its literature and culture. The coursework in these areas provides students with the tools to develop communicative and intercultural competency and proficiency, so that they can interact, engage, and compete in the global community.

Arabic courses are open to all students, and the study of this language has applications for those students majoring in intelligence studies. The intelligence and law enforcement communities are seeking candidates for employment who have some proficiency in Arabic in order to effectively counter potential international terrorist threats. Accordingly, some level of Arabic proficiency can be useful for candidates seeking employment with the Departments of State, Treasury, Defense, Homeland Security, and other federal, state and local agencies.

#### **Program Student Learning Outcomes**

Upon completing 12 credits of Arabic, students will be able to:

- Demonstrate sufficient comprehension to understand most factual material in nontechnical prose
- Possess an active reading vocabulary
- Initiate and maintain predictable face-to-face conversations and satisfy limited social demands such as travel and accommodation needs
- Demonstrate understandable pronunciation
- Demonstrate ability to write routine social correspondence
- Produce writing that is legible to native readers
- Comprehend short conversations in common social and emergency situations

### **SPANISH**

In keeping with the mission of Notre Dame College, the Spanish courses enable students to think critically, read analytically, and write clearly in the Spanish language while also learning about literature and culture. The coursework in these areas provides students with the tools to develop communicative and intercultural competency and proficiency, so that they can interact, engage, and compete in the global community.

As with Arabic, Spanish has applications for those enrolled in Intelligence Studies as the language aids intelligence professionals who have a particular interest in the areas of law enforcement and border security.

## **COURSE OFFERINGS**

### **ARB 200: Introduction to Arabic I**

**3 cr.**

This course is designed for students with no previous knowledge of Modern Standard Arabic. Students will learn the Arabic alphabet, basic writing and conversational skills, and entry-level Arabic grammar, including gender of nouns and verbs and regular conjugations. Students will also be exposed to Arabic culture and social customs. Prerequisite: none

### **ARB 201: Introduction to Arabic II**

**3 cr.**

Building upon skills introduced in ARB 200, students are expected to enhance the four language skills of speaking, listening, reading and writing in Modern Standard Arabic. This class will introduce hollow, double-root, and defective verbs, absolute negation, and conditional tense. Students will continue learning about Arab culture. Prerequisite: ARB 200.

### **ARB 300: Intermediate Arabic I**

**3 cr.**

Students will begin to develop an intermediate knowledge of Modern Standard Arabic. Through the introduction of new vocabulary, the course will provide opportunities for students to solidify and augment the grammar learned in the introductory courses. It will focus on the development of the ability to use Modern Standard Arabic orally and in reading and writing. The oral component will enable students to practice and improve upon their Arabic oral communication skills. Assessment will be through specific presentations and projects, which will allow the students to further develop and build on the oral aspect of the Arabic language. Prerequisite: ARB 201.

### **ARB 301: Intermediate Arabic II**

**3 cr.**

This course continues building the students' intermediate knowledge of Modern Standard Arabic. The continued introduction of new vocabulary will provide opportunities for students to solidify and augment the grammar learned in the three previous courses. The course will continue to focus on the development of the ability to use Modern Standard Arabic orally and in reading and writing. The oral component will allow students to practice and improve upon their Arabic oral communication skills. Assessment will be through specific presentations and projects, which will allow the students to further develop and build on the oral aspect of the Arabic language. Prerequisite: ARB 300.

### **SP 101 Basic Spanish I**

**4 cr.**

Introduction to the Spanish language and Hispanic cultures through interactive and communicative reading, writing, listening, and speaking activities to develop language and cultural proficiency.

### **SP 102 Basic Spanish II**

**4 cr.**

Continuation of Spanish 101.

### **SP 201 Intermediate Spanish I**

**3 cr.**

Continuation of SP 102. Integration of grammar, oral, and written practice in exercises, conversation and readings which evolve within a cultural context. Prerequisite: SP 102 or 2 years of high school Spanish or equivalent proficiency.

### **SP 202 Intermediate Spanish II**

**3 cr.**

Continuation of SP 201. Prerequisite: SP 102 or 2 years of high school Spanish or equivalent proficiency.



## **NURSING**

The mission of the Bachelor of Science in Nursing (BSN) Program is derived from the institutional mission statement of the College. The mission of the Notre Dame College Nursing Program is to prepare a professional nurse who is responsive to the health needs of a diverse global society.

This mission is implemented through fostering personal, professional, and social responsibility within the context of a values-based faith environment. Liberal arts and the sciences serve as the foundation for the professional education and the development of core competencies. The baccalaureate nursing program provides unique opportunities for service to meet the health needs of society, especially the vulnerable and underserved. International educational opportunities are also integrated throughout the program to prepare students for practice in a rapidly changing global health care environment. The baccalaureate nursing program prepares individuals for practice in a variety of health care settings and serves as a foundation for further graduate education. Upon successful completion of the licensure examination, the graduate is licensed by the state in which they test.

### **Tracks:**

Multiple entry levels for the program are designed to meet the needs of the life-long learner. The Commission on Collegiate Nursing Education (CCNE) accredited Bachelor of Science in Nursing Program has two tracks. The Pre-Licensure Track is designed to prepare the student to become a professional nurse. Upon completion of the program the graduate is eligible to take the National Council Licensing Exam (NCLEX-RN®) to become a registered nurse.

The second track is the Post-Licensure RN to BSN Track. This track is designed for the registered nurse (RN) who has a diploma in nursing or an Associate of Science degree with a major in nursing and who wants to complete a Bachelor of Science in Nursing degree.

### **Program Student Learning Outcomes:**

Graduates of the BSN Program will be able to:

- Synthesize concepts and theories from the liberal arts, sciences, and the discipline of nursing to promote the health and well-being of individuals, groups, communities, and populations.
- Communicate effectively using oral, written and other forms of information technology.
- Demonstrate competence in technological skills used in professional nursing practice.
- Apply critical thinking to evaluate alternatives and make decisions that affect the health and well-being of self and others.
- Integrate personal and professional values to practice within the legal and ethical standards of the profession.
- Respect human diversity in the provision of health care to populations of different gender, socioeconomic, religious, or cultural traditions.
- Demonstrate leadership and management in the delivery of health care within complex adaptive systems.
- Support a commitment to life-long learning for personal and professional development.
- Use evidence-based practice in the provision of health care services for individuals, groups, communities, and populations in a variety of settings.
- Participate in political processes that influence the economic, legal and social direction of health care policies.

### **Transfer and Advanced Standing:**

- Transfer students must submit a nursing application to the Bachelor of Science in Nursing Program and must meet all prerequisites for entry into the Program.
- Students transferring into the Bachelor of Science in Nursing Program must abide by the College policies regarding transfer students and the evaluation of credits toward the degree. Not all

qualified transfer students may be accepted into the program. The best qualified applicants will be selected each year based on the number of seats available.

- All courses transferred into the Nursing Program, including nursing courses, must have a grade of C or greater for transfer credit to be granted. Courses older than 10 years will be considered for transfer on an individual basis; courses may transfer in only as electives but not count toward general education requirements.
- Courses pre-requisite to the major and nursing major courses completed five years or more before admission may not transfer and may need to be repeated. The Division of Nursing Chair and the Admission and Retention Committee in the Division of Nursing will determine the transfer status of such courses. The policies for transfer credits are the same for both the pre-licensure and RN-BSN tracks.
- Faculty of the Notre Dame Bachelor of Science in Nursing Program will evaluate content of nursing courses to determine if the course is comparable to one offered in the Notre Dame Bachelor of Science in Nursing Program. Students requesting transfer credit must provide a course description and course syllabus as a basis for evaluation of transfer credit. Students may be required to take proficiency tests in identified subjects to validate learning.
- Any student admitted to the Nursing Program with advanced standing must meet current college and nursing program curriculum and graduation requirements at the time of admission to the program.
- Transfer students requesting advanced standing in the Nursing Program must provide documentation that they are a student in good standing from a nursing program in which they were previously enrolled.

## **GRADUATION REQUIREMENTS**

Students in the Pre-Licensure Track must demonstrate satisfactory performance on a comprehensive exit examination as described in the Nursing Division Student Handbook in order to graduate from the program. All Candidates for the Bachelor of Science in Nursing Degree must meet the requirements listed below.

Candidates for the Bachelor of Science in Nursing must have:

- Earned a minimum of 120 semester hours of credit
- Successfully completed courses fulfilling the Core Curriculum
- Successfully completed the courses fulfilling the requirements of the baccalaureate nursing major (refer to NDC College Catalog)
- Maintained a minimum cumulative GPA of 2.5 in the nursing major
- Attended Notre Dame College for at least one year
- Completed a minimum of thirty-two (30) semester credits of course work at Notre Dame College, including a minimum of sixteen (15) semester credits of nursing courses
- At least 36 credits of upper-biennium courses (300 or 400 level)

Pre-Licensure BSN Track Policies

## **PRE-LICENSURE BSN TRACK ADMISSION REQUIREMENTS**

Nursing Program admission is open to all students who demonstrate that they have the intellectual ability, emotional stability and personal qualifications needed to be a professional nurse. Students wishing to apply to the BSN Program must first be admitted to the College. This is a separate application process conducted through the Admissions Office.

Prerequisites needed for admission to the BSN Program are: 27-30 credits

FYF 100            First Year Falcon or equivalent for adult students

BI 204/BI 205    Human Anatomy and Physiology I/Lab

BI 206/BI 207	Human Anatomy and Physiology II/Lab
CH 106/107	Principles of Inorganic Chemistry/Lab
CH 116/117	Principles of Organic and Biological Chemistry/Lab
EN100/101	College Composition I and II
MA110	Intermediate Algebra
PY 201	General Psychology

The nursing application process is competitive with preference given to current Notre Dame College students. Not all qualified students may be accepted into the program.

Current Notre Dame College students may apply to the Pre-Licensure Track of the BSN program Spring semester for entry beginning the following academic year. Students applying to the nursing program must:

- Have a cumulative grade point average (GPA) of 2.75 or higher (grades earned over 10 years ago will not be used to calculate the GPA),
- Complete the course prerequisites for the nursing program with a grade of C or greater,
- Submit ACT or SAT scores (not required for students age 23 or over),
- Provide documentation of physical and emotional ability to meet the requirements of the program from their health care provider,
- Submit a separate application for the BSN program through the Nursing Centralized Application Service (NCAS) at <https://portal.nursingcas.org>

### **Direct Entry Option**

The direct entry option provides high school seniors who meet certain criteria to be admitted to both to the College AND direct admission to the BSN Program. After direct admission, students in the nursing major are expected to abide by the same progression policy as other nursing majors in order to retain their status in the nursing program. The following are the criteria for direct admission to the BSN Program at Notre Dame College:

- Completion of a College Preparatory Curriculum in high school;
  - 4 units of English, 3 (4) units of Science (including chemistry, 3 (4) units of Mathematics, 3 units of Social Studies, 2 (4) World Language, 1 unit Physical Education, remaining units representative of visual arts, communication, technology or performing arts.
- Minimum cumulative high school GPA of 3.5 on a 4.0 scale (i.e. unweighted GPA)
- Composite ACT score of 22 or higher (or equivalent SAT scores)
- Completed, with a grade of C or higher, the following high school courses: chemistry, and mathematics

Once directly admitted into the BSN Program, students in the nursing major must successfully complete, with grades of C or higher, all prerequisite and support courses required of pre-nursing students. Direct Admit BSN students must maintain a cumulative GPA of 2.75 or higher during their freshman year at NDC. If those criteria are met, Direct Admit BSN students will progress to the first year (sophomore level) of the BSN program.

Conditional acceptance for students in the Pre-Licensure track may be given for those students who are currently enrolled in nursing program prerequisites at the time of application. All nursing course prerequisites must be completed with a grade of C or better and all other requirements must be met for full acceptance into the program. Students in the Pre-Licensure Track will be notified of final acceptance into the program once grades are received for spring semester and the cumulative GPA is determined. Physical and emotional capabilities required for applicants to the Nursing Program include (but are not limited to):

- Visual acuity with or without corrective lenses to read small print on medication labels and/or

physician's orders, calibrate equipment, perform physical assessment and recognize when a patient is in imminent danger.

- Hearing ability with or without auditory aids to understand the normal speaking voice without seeing the person's face, hear emergency alarms, student/patient's calls for help, call bells and stethoscope sounds originating from body systems.
- Physical ability to perform cardiopulmonary resuscitation, pulling, pushing, stooping and kneeling.
- Ability to communicate effectively in verbal and written form.
- Manual dexterity and fine motor skills, including the ability to draw up medication in a syringe.
- Emotional stability to function in stressful situations and to accept personal responsibility and accountability for his/her actions.

Pre-licensure students must have a completed criminal record and background check prior to beginning any clinical experience. Students must assume all costs associated with the background checks/fingerprinting. The results of the criminal background check may impact the student's ability to complete the clinical component of the program. Clinical affiliating agencies may refuse access to clinical sites for students with a criminal record. The results of the background check are used, along with other components of the student's academic and personal record, to determine the ability of the person to fulfill the requirements of the program.

In accordance with section 504 of the Rehabilitation Act of 1973 Notre Dame College will make reasonable accommodations to assist a student with a disability to advance through the program.

### **Re-Enrollment Policy**

A student in the Pre-Licensure Track of the baccalaureate program who fails a nursing course or withdraws from the nursing sequence for a semester for any reason, including verified illness, personal crisis, or military service, must make a request to the Admission and Retention Committee for re-enrollment. The written request must include a completed Nursing Division Re-enrollment form (available online or in the Nursing Division office) and an Action Plan developed in collaboration with the student's advisor. Students who fail or withdraw from a nursing course may not take nursing electives without applying and being accepted for re-enrollment. Re-enrollment in nursing courses is based upon a space available basis and cannot be guaranteed. The re-enrolled student must meet current College and nursing program curriculum and graduation requirements at the time of re-enrollment to the program, regardless of the number of credits earned under a previous catalog.

Students who have two unacceptable grades in any combination of nursing courses, including nursing electives, are dismissed from the program and not eligible for re-enrollment.

### **Readmission Following Absence of One Year or More Policy**

If a student has not been enrolled in classes at Notre Dame College for one calendar year, the student must apply for readmission to the college and to the nursing program. Students seeking readmission are expected to follow the same admission process as those prospective students who will be attending Notre Dame College for the first time. The student must meet current College and nursing program curriculum and graduation requirements in place at the time of readmission to the program, regardless of the number of credits earned under a previous catalog.

### **Grading:**

A minimum cumulative GPA of 2.5 is required for all students in the baccalaureate nursing program.

A minimum grade of "C" is required in all nursing prerequisites, support courses and nursing courses in the nursing major. Students must achieve a minimum exam average of 75% in each nursing course and

complete all course requirements as specified in the course and clinical syllabus, in order to satisfactorily pass the nursing course with a grade of C or greater. ATI exams are included as part of the exam average. If a student achieves less than a 75% exam average in a nursing course, the student must repeat the theory, lab, and clinical component (if included) of the nursing course. The nursing program grading scale for exams differs from the College grading scale. See the Nursing Student Handbook for additional information.

If a nursing course has a clinical/lab component, students must achieve a satisfactory rating in the clinical/lab component, as well as meet all other course requirements, in order to successfully pass the course. Students who receive an unsatisfactory clinical/lab rating, but maintain an overall average of 70% or greater for ALL course assignments (including tests and quizzes) will receive a grade of C-. Prerequisite courses and support courses may be repeated only once if a grade lower than C is achieved. Two unacceptable grades in any combination of nursing courses (NR) including Nursing Elective courses will be grounds for dismissal from the nursing program.

**Progression:**

Students must attain a final semester grade of C or better in all nursing prerequisites, support courses, and required nursing courses; must have a 2.5 cumulative GPA; and must achieve a satisfactory clinical/lab rating for their clinical/lab experience to progress in the program. See the Nursing Student Handbook for additional information about progression related to course grading policies.

Nursing program students may only withdraw from the same nursing course (NR) one time due to a failing grade, that is, a course grade average lower than 75 % and/or unsatisfactory clinical performance. The withdrawal policy applies if the student withdraws from a course due to the 75% exam average policy. See the Nursing Student Handbook for additional information about progression related to course grading policies.

Students will be placed on academic probation in the nursing program, by the Nursing Division, if the cumulative GPA is lower than 2.5 at the end of any semester in the program. If the student does not show progress or raise the GPA to 2.5 or above by the following semester, the student will be dismissed from the program.

**PRE-LICENSURE TRACK REQUIREMENTS****Prerequisites:**

FYF 100	First Year Falcon or equivalent for adult students
BI 204/205	Human Anatomy and Physiology I/Lab
BI 206/207	Human Anatomy and Physiology II/Lab
CH 106/107	Principles of Inorganic Chemistry/Lab
CH 116/117	Principles of Organic and Biological Chemistry/Lab
EN 100/101	College Composition I and II
MA 110	Intermediate Algebra or equivalent
PY 201	General Psychology

**Support Courses:**

BI 240/241	General Microbiology/Lab
HP 216	Nutrition in Health and Disease
MA 221	Statistics I
PY 251	Lifespan Development
SO 201	Introduction to Sociology

## **NURSING MAJOR**

NR 200	Health Assessment Across the Lifespan
NR 215	Foundations of Nursing I
NR 216	Foundations of Nursing II
NR 225	Pharmacology and Pathophysiology
NR 310	Evidence Based Practice
NR 320	Adult Nursing Practice
NR 330	Mental Health Nursing
NR 340	Family Nursing
NR 410	Health Care Policy in Complex Adaptive Systems
NR 420	Community/Populations Nursing Practice
NR 430	Nursing Care of Adults/Families with Complex Multisystem Health Alterations
NR 450	Gerontology
NR 460	Health Care Leadership/Management in Complex Adaptive Systems
NR 461	Professional Practicum

### **Nursing Elective**

Select one (1):

NR 391	Nursing Informatics
NR 470/471	Holistic Nursing
NR 472/473	Selected Topics in Nursing
NR 474/475/476	International Nursing: A Global Perspective

### **RN to BSN Post-Licensure Track Policies**

#### **RN TO BSN POST-LICENSURE TRACK**

The RN-BSN Program at Notre Dame College is delivered in a fully online format designed to accommodate the needs of the adult student. Courses are offered in two eight-week sessions each semester (Fall, Spring, and Summer). The length of time to degree completion is dependent upon course credits transferred and time to complete remaining degree requirements.

Students must complete 120 semester credits to earn the baccalaureate degree with a minimum of 36 credits completed at the upper division level (300-400 course level).

A RN-BSN program student who is a graduate of an nursing program will receive a minimum of 31 semester credits for previous nursing courses. No more than 96 credits will be considered for transfer. Students must earn a minimum of 30 credits at NDC to graduate.

Students applying to the RN to BSN Post-Licensure Track may be given conditional acceptance pending completion of nursing program prerequisites. Support courses must be completed prior to enrollment in the Nursing major course sequence. RN students who submit evidence of current certification in gerontology from the American Nurses Credentialing Center (ANCC) will receive credit by examination for NR 450. This credit will be applied during the student's last semester before graduation.

#### **RN to BSN Post-Licensure Track Support Courses**

BI 204/205	Human Anatomy and Physiology I/Lab
BI 206/207	Human Anatomy and Physiology II/Lab
CH 106/107	Principles of Inorganic Chemistry/Lab
EN 100/101	College Composition I and II

PY 201	General Psychology
BI 240/241	General Microbiology/Lab
HP 216	Nutrition in Health and Disease
MA 221	Statistics I
PY 251	Lifespan Development
SO 201	Introduction to Sociology

### **Nursing Major (RN-BSN)**

NR 300	Professional Transitions
NR 305	Health Promotion and Education
NR 310	Evidence Based Practice
NR 410	Health Care Policy in Complex Adaptive Systems
NR 425	Community and Population Health Nursing
NR 455	Gerontological Nursing
NR 460	Health Care Leadership/Management in Complex Adaptive Systems
NR 464	RN to BSN Capstone Practicum

### **Nursing Electives:**

Select one (1)

NR 391	Nursing Informatics
NR 472/473	Selected Topics in Nursing

### **RN to BSN Post-Licensure Track Admission Requirements**

- Hold an associate degree or diploma in nursing with a cumulative GPA of 2.5 or higher
- Students with a GPA of 2.00 to 2.49 may be provisionally accepted. Those students provisionally accepted will be permitted to take 6-7 semester credits of study toward degree completion in which academic ability to achieve a 2.5 or higher GPA at Notre Dame College can be demonstrated. Provisionally accepted students who do not achieve a 2.5 or higher GPA after completion of 6-7 semester credits may be denied full admission into the RN-BSN nursing program
- Current, valid, and unencumbered licensure as a registered nurse in the state in which the clinical practice experiences will be completed
- RN to BSN students are exempt from the ACT/SAT requirements

### **RN to BSN Post-Licensure Track Reenrollment/Readmission Policy**

A student in the baccalaureate program, who interrupts enrollment in the nursing sequence of courses for any reason, must apply for re-enrollment. Re-enrollment in nursing courses is based upon a space available basis and cannot be guaranteed. If a student has not been enrolled in classes at Notre Dame College for one calendar year, the student must apply for readmission to the College and to the nursing program. Students seeking readmission are expected to follow the same admission process as those prospective students who will be attending Notre Dame College for the first time. The student must meet current College and nursing program curricular and graduation requirements at the time of readmission to the program, regardless of the number of credits earned under a previous catalog.

### **RN to BSN Post-Licensure Track Grading Policy**

A final semester grade of B- or better is required to successfully complete a nursing course. A minimum cumulative GPA of 2.5 is required for all students in the baccalaureate nursing program.

### **RN to BSN Post-Licensure Track Progression Policy**

RN to BSN Post-Licensure Track students must attain the following for course progression:

- A final semester grade of C or better to successfully complete a nursing course.
- If a grade of C is NOT attained, the student must repeat the course before enrolling in any other Nursing course.
- A minimum 2.5 cumulative GPA.
- Two unacceptable grades in any combination of nursing courses (NR) including Nursing Elective courses will be grounds for dismissal from the Nursing Program. Students must achieve a satisfactory evaluation for their clinical/lab experience to progress in the program. RN to BSN Post-Licensure Track students must show evidence of and maintain a current, valid, and unencumbered license as a registered nurse in the state in which clinical experiences will be completed.
- See Nursing Student Handbook for additional information related to grading policies.

### **RN TO BSN POST-LICENSURE TRACK PRACTICE REQUIREMENT**

The Commission on Collegiate Nursing Education (CCNE) Accreditation Criteria requires RN-BSN programs to include an experiential practice learning requirement (2013). To assure compliance with this standard, the RN-BSN Post-Licensure program curriculum culminates with NR 464, the Capstone course. The purpose of the Capstone practicum is to provide a student-designed learning experience with integration and application of baccalaureate level nurse competencies through the completion of a **clinically focused project**. In this 5 credit hour course, RN-BSN students complete 90 hours of experiential learning in addition to didactic coursework. The student is supported in this learning experience by an onsite preceptor and course faculty member. Students select the site where the capstone practicum project will be completed. Students need to have completed all required courses (nursing and core curriculum courses) before enrolling in NR 464. RN-BSN students must show evidence of and maintain a current, valid, unencumbered license as a registered nurse in the state in which the Capstone project will be completed.

### **Reference**

Commission on Collegiate Nursing Education. (2013). *Standards for accreditation of baccalaureate and graduate nursing programs*. Washington, DC, Commission on Collegiate Nursing Education.



## **COURSE OFFERINGS: PRE-LICENSURE PROGRAM**

### **Level I (Sophomore)**

#### **NR 200 Health Assessment Across the Life Span**

**3 cr.**

Didactic, and lab with two and one-half class hours/week, one and one-half lab hours/week. A systems approach is used to provide students with a comprehensive approach for basic health assessment of the individual. Cross cultural approaches for interviewing and communication principles are presented. Collection of data and identification of patterns and relationships provide a foundation for personal health assessment and the nursing care planning process. Developmental theories across the lifespan serve as a framework for assessment of normal growth and development. Prerequisites: Admission to the Bachelor of Science in Nursing Program (BSN), BI 240/ 241, and PY 251 (or concurrent).

#### **NR 215 Foundations of Nursing I**

**4 cr.**

Didactic, lab, clinical with two class hours/week, three lab hours/week and forty-five (45) hours clinical/semester. Introduction to the theoretical foundations of nursing and conceptual framework of the curriculum. Concepts include critical thinking and the nursing process, basic health care needs of the individual, diversity, systems theory, communication, and evidence-based practice. The process of values clarification is discussed. Legal, professional, and ethical standards of the profession are introduced. Service learning required in this course. Prerequisites: Admission into the BSN program, BI 240/241 (or concurrent).

#### **NR 216 Foundations of Nursing II**

**5 cr.**

Didactic, lab, clinical with two class hours/week, three lab hours/week and ninety (90) hours clinical/semester. Builds on concepts, knowledge and skills introduced in Foundations of Nursing I. Establishes a foundation for safe nursing practice in meeting basic care needs of individuals with common disruptions of body systems. Presents scientific principles and evidence base for skill development, including medication administration. Opportunities for self-mastery and application of skills are provided in a variety of settings. Use of critical thinking in application of skills is stressed. Prerequisites: NR 200; NR 215; NR 225 (or concurrent).

#### **NR 225 Pharmacology and Pathophysiology**

**3 cr.**

Didactic with three class hours/week. Pharmacokinetics and clinical applications of a variety of classes of drugs based on pathophysiological alterations and clinical concepts are presented. Drug interactions with living systems are examined. Role of the nurse is discussed, including legal and ethical issues related to medication administration. Opportunities to develop skill in drug calculations are provided. Prerequisites: NR 200, NR 215, BI 240/241, NR 216 (or concurrent).

### **Level II (Junior)**

#### **NR 310 Evidence-Based Practice**

**3 cr.**

Didactic with three class hours/week. Sources, levels and strength of evidence for best practice are reviewed. Process for critiquing evidence is discussed. Methods and tools for implementation of evidence-based practice to achieve optimal patient outcomes are examined. Relationship of health care policy to evidence-based practice is discussed. Service learning is required in this course. Prerequisites: NR200, NR215, NR 216, NR 225 and MA 221 (or concurrent) for students enrolled in the BSN Pre-licensure track; NR 300 (or concurrent) for students enrolled in the Post-Licensure RN to BSN Track.

**NR 320 Adult Nursing Practice****6 cr.**

Didactic, clinical with three and one-half class hours/week, one and one-half lab hours/week and ninety (90) hours clinical/semester. Study of health alterations of the adult through the lifespan. Application of critical thinking and the nursing process in the care of adults with short-term acute and/or chronic health alterations. Interrelationships of body systems are emphasized as well as interrelationships with other complex adaptive systems. Application of strategies for health promotion, maintenance and restoration of the adult. Prerequisites: HP 216, NR200, NR215, NR 216, NR 225, NR 310 (or concurrent). (Students admitted to the College prior to 2014 are subject to credit hour requirements as listed in the catalog of their admittance year.)

**NR 330 Mental Health Nursing****5 cr.**

Didactic, clinical with four class hours /week and forty-five hours clinical/semester. Focus is on promotion and maintenance of mental health and care of individuals and groups experiencing mental health alterations. Emphasis is placed on vulnerable populations and the context in which mental health alterations occur. Health care policy implications of mental health issues are discussed. Service-learning opportunities are provided with vulnerable populations experiencing or at high risk for mental health alterations. Prerequisites: NR 310, NR 320.

**NR 340 Family Nursing****6 cr.**

Didactic, clinical with three and one-half class hours/week, one and one-half lab hours/week and ninety hours clinical/semester. Family assessment and diversity of family styles. Issues related to providing health care services for vulnerable family populations are compared with issues related to healthy families. Strategies to minimize health risk and to promote health and well being of the family are discussed. Care of parents, including pregnancy, and children from newborn through adolescence are presented in the context of a childrearing family as a complex adaptive system. Service learning opportunities are provided with vulnerable family populations. Prerequisites: NR 310 and NR 320.

**Level III (Senior)****NR 410 Health Care Policy in Complex Adaptive Systems****3 cr.**

Didactic with three class hours/week. Analyses of economic, legal and social factors impacting health care policies. Discussion of relationship between emerging social issues/trends and health care disparities. Discussion of social justice and equity in access and delivery of health care services. Opportunities are provided to participate in political processes impacting nursing and health care policy. Service learning required in this course. Prerequisites: NR 330, NR 340 for students enrolled in the BSN Pre-Licensure Track. NR 300 (or concurrent) for students enrolled in the Post- Licensure RN to BSN Track. Open to non-nursing majors with permission of instructor.

**NR 420 Community and Population Health Nursing****5 cr.**

Didactic three hours/week and 90 clinical practicum hours/semester. Introduces concepts and strategies to promote culturally sensitive care for communities and populations. Diversity and culture are examined in relation to social systems and patterns of interconnected relationships. Epidemiological concepts are integrated throughout. Examines the role of the nurse in caring for communities and populations. Emergency preparedness and bioterrorism are introduced. Collaboration and coordination with community members and agencies is emphasized. Pre-licensure track requirements: Prerequisites: NR330, NR 340 and NR 410 (or concurrent).

**NR 430 Nursing Care of Adults/Families with Complex Multisystem Health Alterations 7 cr.**

Didactic, clinical with four and one-half class hours/week, one and one-half lab hours every week and ninety (90) clinical hours/semester. Application of critical thinking and use of the nursing process with adults/families experiencing complex, multisystem health alterations. Role of technology in the assessment and management of acutely ill adults is discussed. Prerequisites: NR 330, NR 340. (Students admitted to the College prior to 2014 are subject to credit hour requirements as listed in the catalog of their admittance year.)

**NR 450 Gerontology 3 cr.**

Didactic, Clinical/Practice experience with two class hours/week and forty-five (45) clinical hours in the pre-licensure BSN program. For post-licensure RN-BSN students, the credit hour distribution is the equivalent of three class hours per week. Study of theories of aging and systems impacting older adults. Literature, art and/or film are used as mediums to examine issues related to aging. Discussion of end-of-life concepts and theories. Examines responses of the older adult in health and illness from an interdisciplinary perspective. Prerequisites: NR 330 and NR 340

**NR 460 Health Care Leadership/Management in Complex Adaptive Systems 3 cr.**

Didactic course with three class hours/week. Exploration of leadership and management theories/concepts applied to the role of the nurse as a leader, manager and coordinator of care. Examines concepts and theories related to negotiation, conflict management and delegation. Legal implications of documentation and delegation are emphasized. Strategies to improve cost, safety and quality of care, based on evidence-based practice, are applied within complex adaptive health care systems. Prerequisites: NR 430 for students enrolled in the BSN Pre-Licensure track. Corequisite: NR 461 for students enrolled in the BSN Pre-Licensure Track. NR 300 (or concurrent) for students enrolled in the RN to BSN Track.

**NR 461 Professional Practicum 5 cr.**

Seminar, clinical with one class hour/week and one hundred eighty (180) hours clinical/semester. Role development of the professional nurse. Prepares students for transition to practice as a professional nurse. Students develop an individualized program of study to integrate concepts/theories of the nursing program into their professional practice. Includes discussion of strategies for organization and time management. Open to students enrolled in the BSN Pre-Licensure Track only. Prerequisites: NR 410, NR 420, NR 430, NR 450, NR 460. *NR 450 and NR 460 may be taken concurrently.*

**NURSING ELECTIVES**

**NR 391 Nursing Informatics 3 cr.**

This course is designed to examine computer technology and health information systems by successfully managing data, information, knowledge, and technology to provide safe and effective patient care. The utilization of tools, databases, Internet, and the World Wide Web is explored to further enhance the quality of patient care, and inform practice decisions. A focus on data management, telecommunication, legal and ethical issues, and educational applications are discussed within the course and how they impact nursing administration, evidence-based research as well as the future of nursing. Actual problem-solving, computer competencies and web-based projects will be emphasized and how they can be used to improve the efficiency of the nursing care delivery system. Prerequisites: NR 300 for RN-BSN program students; Junior or Senior standing for pre-licensure BSN students.

**NR 470/471 Holistic Nursing****2 cr./3 cr.**

Didactic with two class hours/week (2 cr.) An additional credit (1) may be earned for a service learning component. Introduction to use of complementary and alternative health modalities (CAM). Analysis of evidence base for selected CAM. Prerequisites: Junior or senior level status for nursing majors. Junior or senior status and permission of the Chair of the Division of Nursing.

**NR 472/473 Selected Topics in Nursing****2 cr./3 cr.**

Didactic with two class hours/week (2 cr.) An additional credit (1) may be earned for service learning component. Focus is a special topic related to nursing. Course is taught in seminar format. Topic for seminar to be announced. Prerequisites: Level II (Junior) or Level III (Senior) status in the nursing program.

**NR 474/475 International Nursing: A Global Perspective****2 cr./3 cr.**

Didactic with two class hours/week (2 cr.) An additional credit (1) may be earned for service learning component. Comparison of health care systems in developing countries versus the United States. Introduction to global diseases including malaria, tuberculosis and HIV. Cultural beliefs impacting health care are explored. May include a travel abroad component. Prerequisites: Level II (Junior) or Level III (Senior) status in the nursing program or permission of the Chair of the Division of Nursing.

**NR 476 International Nursing: A Global Perspective****1 cr.**

Travel abroad component only. Must be a Junior or Senior level nursing program student, or obtain special permission of the Chair of the Division of Nursing. Prerequisite or concurrent: NR 474.

**NR 491 Independent Study****1-3 Cr.**

## **COURSE OFFERINGS: POST-LICENSURE PROGRAM**

### **NR 300 Professional Transitions (RN-BSN ONLY)**

**3 cr.**

Didactic with 3 class hours/week. Introduction to the philosophy and curriculum framework for BSN completion program. Theoretical foundations of nursing practice are presented. Systems theory and complexity theory are introduced. Process of values clarification is introduced. Current nursing issues are discussed. Examines scope and standards for the nursing profession and ethical issues related to the practice of nursing. Law regulating the practice of nursing is reviewed. Current, valid license as a registered nurse and evidence of satisfactory completion of an accredited diploma or associate of science in nursing program are required. Prerequisites: Admission to the RN-BSN Program.

### **NR 305 Health Promotion and Education**

**3 cr.**

This course assists the student in developing skills necessary to influence health behaviors in self and others. Determinants of health, wellness, illness and disability across the lifespan will be examined. Students will explore environmental, sociocultural, economic and political factors contributing to effective health behaviors. Theoretical models of health behavior and principles of teaching/learning will be utilized to address health education needs across the lifespan.

### **NR 310 Evidence-Based Practice**

**3 cr.**

Didactic with three class hours/week. Sources, levels and strength of evidence for best practice are reviewed. Process for critiquing evidence is discussed. Methods and tools for implementation of evidence-based practice to achieve optimal patient outcomes are examined. Relationship of health care policy to evidence-based practice is discussed. Service learning required in this course. Prerequisites: NR200, NR215, NR 216, NR 225; MA 221 (or concurrent) for students enrolled in the BSN Pre-licensure track; NR 300 (or concurrent) for students enrolled in the Post-Licensure RN to BSN Track.

### **NR 410 Health Care Policy in Complex Adaptive Systems**

**3 cr.**

Didactic with three class hours/week. Analyses of economic, legal and social factors impacting health care policies. Discussion of relationship between emerging social issues/trends and health care disparities. Discussion of social justice and equity in access and delivery of health care services. Opportunities are provided to participate in political processes impacting nursing and health care policy. Service learning required in this course. Prerequisites: NR 330, NR 340 for students enrolled in the BSN Pre-Licensure Track. NR 300 (or concurrent) for students enrolled in the Post- Licensure RN to BSN Track. Open to non-nursing majors with permission of instructor.

### **NR 425 Community and Population Health Nursing**

**3 cr.**

Introduces concepts and strategies to promote culturally sensitive care for communities and populations. Diversity and culture are examined in relation to social systems and patterns of interconnected relationships. Epidemiological concepts are integrated throughout. Examines the role of the nurse in caring for communities and populations. Emergency preparedness and bioterrorism are introduced. Collaboration and coordination with community members and agencies is emphasized. Post- licensure RN/BSN track requirements: Pre-Requisites: NR 300 or concurrent, 3 Credit hours

### **NR 455 Gerontological Nursing**

**3 cr.**

Didactic course with three class hours per week. Study of theories of aging and systems impacting older adults. Literature, art and/or film are used as mediums to examine issues related to aging. Discussion of end-of-life concepts and theories. Examines responses of the older adult in health and illness from an interdisciplinary perspective. Prerequisites: NR 300 (or concurrent) for students enrolled in the Post-Licensure RN to BSN Track.

**NR 460 Health Care Leadership/Management in Complex Adaptive Systems 3 cr.**

Didactic course with three class hours/week. Exploration of leadership and management theories/concepts applied to the role of the nurse as a leader, manager and coordinator of care. Examines concepts and theories related to negotiation, conflict management and delegation. Legal implications of documentation and delegation are emphasized. Strategies to improve cost, safety and quality of care, based on evidence-based practice, are applied within complex adaptive health care systems.

Prerequisites: NR 300 (or concurrent)

**NR 464 RN to BSN Capstone Practicum 5 cr.**

Didactic with one class hour/week, two class seminar hours/week and ninety (90) Clinical Practice Experience hours. This course provides an integrated experience with opportunities to apply baccalaureate level nursing competencies. Role development of the baccalaureate nurse is stressed. Students develop an individualized program of study to integrate concepts/theories of the nursing program into their professional practice. The capstone includes a clinical practice experience consisting of the development, implementation and evaluation of a clinically focused project. Prerequisites: Open to students in the RN to BSN Track only. Completion of all required courses; consideration may be given if student has no more than three credit hours remaining towards the degree.

**NURSING ELECTIVES**

**NR 391 Nursing Informatics 3 cr.**

This course is designed to examine computer technology and health information systems by successfully managing data, information, knowledge, and technology to provide safe and effective patient care. The utilization of tools, databases, Internet, and the World Wide Web is explored to further enhance the quality of patient care, and inform practice decisions. A focus on data management, telecommunication, legal and ethical issues, and educational applications are discussed within the course and how they impact nursing administration, evidence-based research as well as the future of nursing. Actual problem-solving, computer competencies and web-based projects will be emphasized and how they can be used to improve the efficiency of the nursing care delivery system. Prerequisites: NR 300 for RN-BSN program students; Junior or Senior standing for pre-licensure BSN students.

## PERFORMING ARTS

The Performing Arts Department at Notre Dame College embraces a diverse and inclusive community. We offer a variety of performance opportunities in instrumental music, vocal music, theatre, dance, and cheer. Through our performing ensembles, applied lessons, and academic courses, students actively engage in self-exploration and personal responsibility. We encourage learning through honing critical thinking skills, emotional development, and respecting performing art forms and cultures from across the globe.

### Program Student Learning Outcomes

Graduates of this program will be able to:

- Demonstrate understanding of practical techniques related to music theory, music history, music performance, composition, and arranging.
- Demonstrate individual and collaborative performance skills within a performing ensemble.
- Evaluate different modes of creativity and expression from both Music and/or Theatre.
- Successfully perform or compose appropriate musical repertoire through a formal recital, play, or lecture project.
- Understand and develop tools to effectively apply business and entrepreneurship practices in a performing arts profession.

### Core Requirement Creative Inquiry

This requirement may be met by various courses in music as specifically listed on page 34 in this catalog.

### Prerequisites:

Audition/Interview with Director of specific Performing Group. Admission to any music, theatre, cheer, or dance ensemble is at the discretion of the director.

Full admission into the program will be granted by the Performing Arts Faculty upon a successful audition in the selected area of concentration. Auditions will occur before the first academic semester of study. Audition requirements are located within the College website.

## PERFORMING ARTS CORE COURSES

### 36 Credits

There is a common core of courses taken by students majoring in Performing Arts programs, including Music Entrepreneurship and Theatre Entrepreneurship.

#### Requirements:

##### Entrepreneurship & Business (24 credits)

BU 100	Introduction to Business
ENT 200	Entrepreneurial Mindset
BU 303	Entrepreneurship
ENT 300	Digital Marketing
ENT 350	New Venture Finance
BU 410	New Venture Management
ENT 450	Entrepreneurial Leadership
ENT 495	Entrepreneurship Leadership Internship

##### Communication (6 credits)

CA 376	Intercultural Communication
CA 380	Organizational/Leadership Communication

##### Information Systems (6 credits)

IS 243	Multimedia Development
IS 245	Website Design & Development

## MUSIC ENTREPRENEURSHIP

### Concentrations: Vocal Music, Instrumental Music, Music Composition

#### Program Student Learning Outcomes

- Effectively demonstrate performance excellence in a college-based ensemble and individually through private instruction and solo performance. *Assessed by rehearsal attendance and participation, concert/production/recital performance, and post-performance discussions.*
- Understand and apply terminology, technique, and notation accurately to describe styles and performances and to critique performances. *Assessed by rehearsals, in-class discussions, and individual auditions/evaluations.*
- Evaluate and appreciate different modes of creativity and innovation in relations the business and entrepreneurial approach to arts management. *Assessed by senior recital/project business and operational plan, internship weekly planning log and self-reflection, and in-class discussions.*

#### Performance Requirements

- Must participate in a Notre Dame College based Music Performing Arts Ensemble during each semester of attendance.
- Music students must take private music lessons during each semester of attendance. The senior recital/project is the capstone and includes private lessons.
- *Alternative approval for this requirement can be reviewed by the Executive Director of Performing Arts.*



## **VOCAL MUSIC CONCENTRATION**

**29 additional credits** to the Performing Arts Core Credits

### **Music Theory (9 credits)**

MU 103	Music Theory- Introduction (prerequisite)
MU 203	Music Theory – Diatonic
MU 303	Music Theory – Chromatic
MU 330	Music Arranging and Composition

*NOTE: Students must pass music theory competency exam to take MU 203. Students who do not pass exam, must take MU 103 prerequisite. However, MU 103 does not count towards the major requirements.*

### **Music History (6 credits)**

MU 214	Music Now & Then (required)
MU 213	Jazz Appreciation
<i>or</i>	
MU 220	History of Rock & Roll

### **Literature (3 credits)**

MU 311	Survey of Western Vocal Literature
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### **Recital/Project (3 credits)**

MU 470	Senior Recital/Project
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### **Private Music Lessons applied to major (4 credits):**

While students may take more than one type of private lessons, they must enroll every semester of attendance in voice lessons. The exception is the semester they register for their senior recital/project, as that comes with private lessons. Course level based on placement and progression in the specific applied area.

MU #87	Applied Music: Voice
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### **Performing Ensemble applied to major (4 credits):**

Must enroll every semester of attendance. Course level based on placement and progression in the specific performance area.

MU #10	Concert Choir
MU #11	Chamber Singers

## **INSTRUMENTAL MUSIC CONCENTRATION**

**29 additional credits** to the Performing Arts Core Credits

### **Music Theory (9 credits)**

MU 103	Music Theory- Introduction (prerequisite)
MU 203	Music Theory – Diatonic
MU 303	Music Theory – Chromatic
MU 330	Music Arranging and Composition

*NOTE: Students must pass music theory competency exam to take MU 203. Students who do not pass exam, must take MU 103 prerequisite. However, MU 103 does not count towards the major requirements.*

### **Music History (6 credits)**

MU 214	Music Now & Then (required)
MU 213	Jazz Appreciation
or	
MU 220	History of Rock & Roll

### **Literature (3 credits)**

MU 316	Survey of Instrumental Literature
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### **Recital/Project (3 credits)**

MU 470	Senior Recital/Project
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### **Private Music Lessons applied to major (4 credits):**

While students may take more than one type of private lessons, they must enroll every semester of attendance in their main instrument area. The exception is the semester they register for their senior recital/project, as that comes with private lessons. Course level based on placement and progression in the specific applied area.

MU #98	Applied Conducting Lessons
MU #80	Applied Music: Composition
MU #81	Applied Music: Guitar
MU #82	Applied Music: Percussion/Mallet
MU #83	Applied Music: Strings
MU #84	Applied Music: Brass
MU #85	Applied Music: Woodwind

### **Performing Ensemble applied to major (4 credits):**

Must enroll every semester of attendance. Course level based on placement and progression in the specific performance area.

MU #15	Performing Groups- Marching Band/Wind Symphony
MU #61	Performing Groups- Jazz Combo
MU #65	Performing Groups- Pep Band
MU #66	Performing Groups- String Ensemble

## MUSIC COMPOSITION CONCENTRATION

**29 additional credits** to the Performing Arts Core Credits

### Music Theory (12 credits)

MU 103	Music Theory- Introduction (prerequisite)
MU 203	Music Theory – Diatonic
MU 303	Music Theory – Chromatic
MU 330	Music Arranging and Composition
MU 430	Advanced Composition

*NOTE: Students must pass music theory competency exam to take MU 203. Students who do not pass exam, must take MU 103 prerequisite. However, MU 103 does not count towards the major requirements.*

### Music History (6 credits)

MU 214	Music Now & Then (required)
MU 213	Jazz Appreciation
or	
MU 220	History of Rock & Roll

### Literature (3 credits)

MU 311	Survey of Western Vocal Literature
or	
MU 316	Survey of Instrumental Literature

### Recital/Project (3 credits)

MU 470	Senior Recital/Project
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### Private Music Lessons applied to major (3 credits):

While students may take more than one type of private lessons, they must enroll every semester of attendance in their main instrument area. The exception is the semester they register for their senior recital/project, as that comes with private lessons. Course level based on placement and progression in the specific applied area.

MU #80*	Applied Music: Composition
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### Performing Ensemble (2 credits):

Course level based on placement and progression in the specific performance area.

MU #10	Concert Choir
MU #11	Chamber Singers
MU #15	Performing Groups- Marching Band/Wind Symphony
MU #61	Performing Groups- Jazz Combo
MU #65	Performing Groups- Pep Band
MU #66	Performing Groups- String Ensemble

**NOTE:** MU 303 and MU 403 are required for Music Composition Concentration. While performing ensembles are strongly encouraged, only 2 semesters of **any** performing ensemble is required for Music Composition Concentration.

## THEATRE ENTREPRENEURSHIP

### 29 additional credits to the Performing Arts Core Credits

#### Program Student Learning Outcomes

- Effectively demonstrate performance excellence in a college-based ensemble and individually through private instruction and solo performance. *Assessed by rehearsal attendance and participation, concert/production/recital performance, and post-performance discussions.*
- Understand and apply terminology, technique, and notation accurately to describe styles and performances and to critique performances. *Assessed by rehearsals, in-class discussions, and individual auditions/evaluations.*
- Evaluate and appreciate different modes of creativity and innovation in relations the business and entrepreneurial approach to arts management. *Assessed by senior recital/project business and operational plan, internship weekly planning log and self-reflection, and in-class discussions.*

#### Performance Requirements

- Must participate in a Notre Dame College based Music Performing Arts Ensemble during each semester of attendance.
- The senior recital/project is the capstone and includes private lessons. Theatre students are required to take 2 semesters of private voice or vocal ensemble.
- *Alternative approval for this requirement can be reviewed by the Executive Director of Performing Arts.*

Please note that while the study of theatre must also be the study of the literature that is being portrayed. While music concentration students study music history, theatre students study the history of literary text through "Drama and Theatre" and while music students study music theory, theatre students study the theory of acting through the techniques of interpreting and improvising the literary text.

#### Literature/Technique (6 credits)

TR 212            Oral Interpretation

or

TR 260            Art of Improvisation

TR 261            Drama and Theatre

or

TR 262            Modern Drama and Theatre

#### Acting/Directing (9 credits)

TR 309            Acting & Directing

TR 409            Advanced Acting & Directing

TR 313            Event/Play Production

#### Project/Performance (3 credits)

TR 470            Senior Project/Performance

#### Music and Dance (5 credits)

MU 103            Music Theory- Introduction

DA 110            Intro to Dance

DA 110-2          Intro to Dance-2

#### Private Voice Lessons or Vocal Ensemble (2 credits):

Alternate applied lessons can be approved by the Director of Theatre. Course level based on placement and progression in the specific applied area.

MU #97	Applied Music: Voice
MU #10	Concert Choir
MU #11	Chamber Singers

### **Performing Ensemble applied to major (4 credits):**

Must enroll every semester of attendance. Course level based on placement and progression in the specific performance area.

TR #05	Performing Groups- Theatre
DA #11	Dance Ensemble

## **PERFORMING ARTS MINOR**

### **Audition Required**

### **18 Credits**

### **Program Student Learning Outcomes**

Students completing a minor in the Performing Arts will be able to:

- Effectively demonstrate performance excellence in a college-based ensemble.
- Understand the history of musical/theatrical development with emphasis on contemporary trends in Music and Theatre.
- Evaluate and appreciate different modes of creativity and expression from both Music and/or Theatre.

### **Performance Requirement**

- Performing Arts Minor Students must participate in a Notre Dame College based Performing Arts Program (Instrumental, Vocal, or Theatre) during each semester of attendance.
- \*Alternative approval for this requirement can be reviewed by the Director of Performing Arts.

### **Course Requirements**

**18 Credits from any of the following courses (at least 6 credits must be from Upper Biennium courses):**

#### **Music Courses**

MU 103	Music Theory- Introduction
MU 203	Music Theory—Diatonic
MU 303	Music Theory—Chromatic
MU 211/212	Music History I, II
MU 213	Jazz Appreciation
MU 214	Music Now and Then/Music Appreciation
MU 220	History of Rock & Roll
MU 330	Music Arranging and Composition
MU 430	Advanced Music Composition
MU 311	Survey of Western Vocal Literature
MU 316	Survey of Instrumental Literature

#### **Theatre and Dance Courses**

TR 212	Oral Interpretation
TR 260	Improvisation

TR 261	Drama and Theatre
TR 262	Modern Drama and Theatre
TR 309	Acting and Directing
TR 313	Event and Play Production
CA 305	Film Studies
DA 110/110-2	Introduction to Dance

### **Performing Ensembles\***

DA #11/#11-2	Dance Ensemble
MU #10/#10-2	Concert Choir
MU #11/#11-2	Chamber Singers
MU #15/#15-2	Performing Groups- Marching Band/Wind Symphony
MU #61/#61-2	Performing Groups- Jazz Combo
MU #65/#65-2	Performing Groups- Pep Band
MU #66/#66-2	Performing Groups- String Ensemble
TR #05/#05-2	Performing Groups- Theatre

### **Applied Music Lessons\***

MU #98/#98-2	Applied Conducting Lessons
MU #97/#97-2	Applied Voice Lessons
MU #96/#96-2	Applied Piano Lessons
MU #85/#85-2	Applied Woodwind Lessons
MU #84/#84-2	Applied Brass Lessons
MU #83/#83-2	Applied Strings Lessons
MU #82/#82-2	Applied Percussion/Mallet Lessons
MU #81/#81-2	Applied Guitar Lessons
MU #80/#80-2	Applied Composition Lessons

\*MU#15/#11/#10, TR#05, and DA#10 Performing Groups – Instrumental, Vocal, Theatre, and Dance are all 1 credit per semester courses that can be taken every semester. Course level based on progression in the specific performance area, which is fulfilled by completing the course at each level two times. The identification of “up to 3 credits” is meant to limit the application of credits taken in these courses towards the minor. While the student can earn credits in every semester they take part in a performing group, only 3 of those credits can be used towards the minor, thereby ensuring that students will gain a well-rounded experience in the other coursework offered.

Note: Three credits of the same Performing Group will meet Creative Inquiry requirement for the College Core Curriculum.

## **MUSIC MINOR**

### **Audition Required**

### **18 Credits**

#### **Prerequisites:**

Students enrolled in the Minor in Music must pass a music theory competency exam before taking MU203 (Diatonic Music Theory). Students who are accepted into the program, but do not pass the competency exam must take MU103 (Music Theory- Introduction) as a prerequisite to MU203. MU103 does not count towards the Minor in Music degree requirements.

#### **Performance Requirement**

- Performing Arts Minor Students must participate in a Notre Dame College based Performing Arts Program (Instrumental, Vocal, or Theatre) during each semester of attendance.
- \*Alternative approval for this requirement can be reviewed by the Director of Performing Arts.

#### **Course Requirements**

**18 Credits from any of the following courses (at least 6 credits must be from Upper Biennium courses):**

##### **Music Courses**

MU 103	Music Theory- Introduction
MU 203	Music Theory—Diatonic
MU 303	Music Theory—Chromatic
MU 214	Music Now and Then
MU 211/212	Music History I, II
MU 330	Music Arranging and Composition
MU 430	Advanced Music Composition
MU 311/316	Survey of Western Vocal Literature/ Instrumental Literature

##### Choose one of the following:

MU 213	Jazz Appreciation
MU 220	History of Rock & Roll

##### **Performing Ensembles\***

DA #11/#11-2	Dance Ensemble
MU #10/#10-2	Concert Choir
MU #11/#11-2	Chamber Singers
MU #15/#15-2	Performing Groups- Bands
MU #61/#61-2	Performing Groups- Jazz Combo
MU #65/#65-2	Performing Groups- Pep Band
MU #66/#66-2	Performing Groups- String Ensemble
TR #05/#05-2	Performing Groups- Theatre

##### **Applied Music Lessons\***

MU #98/#98-2	Applied Conducting Lessons
MU #97/#97-2	Applied Voice Lessons
MU #96/#96-2	Applied Piano Lessons
MU #85/#85-2	Applied Woodwind Lessons
MU #84/#84-2	Applied Brass Lessons

MU #83/#83-2 Applied Strings Lessons  
MU #82/#82-2 Applied Percussion/Mallet Lessons  
MU #81/#81-2 Applied Guitar Lessons  
MU #80/#80-2 Applied Composition Lessons

\*MU#15/#11/#10, TR#05, and DA#10 Performing Groups – Instrumental, Vocal, Theatre, and Dance are all 1 credit per semester courses that can be taken every semester. Course level based on progression in the specific performance area, which is fulfilled by completing the course at each level two times. The identification of “up to 3 credits” is meant to limit the application of credits taken in these courses towards the minor. While the student can earn credits in every semester they take part in a performing group, only 3 of those credits can be used towards the minor, thereby ensuring that students will gain a well-rounded experience in the other coursework offered.

Note: Three credits of the same Performing Group will meet Creative Inquiry requirement for the College Core Curriculum.

## **THEATRE MINOR**

### **Audition Required**

**18 Credits from any of the following courses (at least 6 credits must be from Upper Biennium courses):**

### **Performance Requirement**

- Performing Arts Minor Students must participate in a Notre Dame College based Performing Arts Program (Instrumental, Vocal, or Theatre) during each semester of attendance.
- \*Alternative approval for this requirement can be reviewed by the Director of Performing Arts.

### **Theatre Minor**

TR 212	Oral Interpretation
TR 261	Drama and Theatre
TR 262	Modern Drama and Theatre
TR 260	Art of Improvisation
TR 309	Acting and Directing
TR 409	Advance Acting & Directing
TR 313	Event and Play Production
CA 305	Film Studies
MU 103	Music Theory- Introduction
MU #97	Applied Voice*
TR #05	Performing Groups- Theatre*
DA 110/10-2	Introduction to Dance

### **Performing Ensembles\***

DA #11/#11-2	Dance Ensemble
MU #10/#10-2	Concert Choir
MU #11/#11-2	Chamber Singers
MU #15/#15-2	Performing Groups- Marching Band/Wind Symphony
TR #05/#05-2	Performing Groups- Theatre



**Applied Music Lessons\***

MU #98/#98-2 Applied Conducting Lessons  
MU #97/#97-2 Applied Voice Lessons  
MU #96/#96-2 Applied Piano Lessons  
MU #85/#85-2 Applied Woodwind Lessons  
MU #84/#84-2 Applied Brass Lessons  
MU #83/#83-2 Applied Strings Lessons  
MU #82/#82-2 Applied Percussion/Mallet Lessons  
MU #81/#81-2 Applied Guitar Lessons  
MU #80/#80-2 Applied Composition Lessons

\*MU#15/#11/#10, TR#05, and DA#10 Performing Groups – Instrumental, Vocal, Theatre, and Dance are all 1 credit per semester courses that can be taken every semester. Course level based on progression in the specific performance area, which is fulfilled by completing the course at each level two times. The identification of “up to 3 credits” is meant to limit the application of credits taken in these courses towards the minor. While the student can earn credits in every semester they take part in a performing group, only 3 of those credits can be used towards the minor, thereby ensuring that students will gain a well-rounded experience in the other coursework offered.

Note: Three credits of the same Performing Group will meet Creative Inquiry requirement for the College Core Curriculum.

## **MUSIC COURSE OFFERINGS**

### **MU #10/#10-2 Concert Choir**

**1 cr.**

Vocal groups rehearsing weekly and performing at least once a semester. For students wanting to progress in the choir, the course must be taken at the same level two times, once as a #10 course and then as a #10-2 course. Pre-requisite for #10-2 is completion of the same level #10 course (i.e. completion of MU 110 is required to enroll in MU 110-2). Pre-requisite for the upper level #10 course is completion of the lower level #10-2 course (i.e. enrollment in MU 210 requires completion of MU 110-2).

### **MU #11/#11-2 Chamber Singers**

**1 cr.**

Vocal group rehearsing and performing at least three times a semester. For students wanting to progress in the chamber, the course must be taken at the same level two times, once as a #11 course and then as a #11-2 course. Pre-requisite for #11-2 is completion of the same level #11 course (i.e. completion of MU 111 is required to enroll in MU 111-2). Pre-requisite for the upper level #10 course is completion of the lower level #11-2 course (i.e. enrollment in MU 211 requires completion of MU 111-2).

### **MU #15 Performing Groups- Marching Band/Wind Symphony**

**1-3 cr.**

Instrumental groups rehearsing weekly and performing at least once a semester. For students wanting to progress in the band, the course must be taken at the same level two times, once as a #15 course and then as a #15-2 course. Pre-requisite for #15-2 is completion of the same level #15 course (i.e. completion of MU 115 is required to enroll in MU 115-2). Pre-requisite for the upper level #15 course is completion of the lower level #15-2 course (i.e. enrollment in MU 215 requires completion of MU 115-2).

### **MU #61 Performing Groups- Jazz Combo**

**1 cr.**

A jazz combo rehearsing weekly and performing at least once a semester. For students wanting to progress in jazz combo, the course must be taken at the same level two times, once as a #60 course and then as a #60-2 course. Pre-requisite for #60-2 is completion of the same level #60 course (i.e. completion of MU 160 is required to enroll in MU 160-2). Pre-requisite for the upper level #60 course is completion of the lower level #60-2 course (i.e. enrollment in MU 260 requires completion of MU 160-2).

### **MU #65 Performing Groups- Pep Band**

**1 cr.**

Offered only in spring semesters, a pep band rehearsing weekly and performing at all home basketball games. Other performances opportunities will be available. For students wanting to progress in pep band, the course must be passed with a C or better. Example: In order to progress to MU 261, MU 161 must be passed at a C or better.

### **MU #66 Performing Groups- String Ensemble**

**1 cr.**

A string ensemble rehearsing weekly and performing at least once a semester. For students wanting to progress in string ensemble, the course must be taken at the same level two times, once as a #66 course and then as a #66-2 course. Prerequisite for #66-2 is completion of the same level #66 course (i.e. completion of MU 166 is required to enroll in MU 166-2). Prerequisite for the upper level #66 course is completion of the lower level #66-2 course.

### **MU #66-2 Performing Groups- String Ensemble**

**1 cr.**

A string ensemble rehearsing weekly and performing at least once a semester. For students wanting to progress in string ensemble, the course must be taken at the same level two times, once as a #66 course and then as a #66-2 course. Prerequisite for #66-2 is completion of the same level #66 course (i.e. completion of MU 166 is required to enroll in MU 166-2). Prerequisite for the upper level #66 course is completion of the lower level #66-2 course.

**MU #95 Applied Conducting****1 cr.**

Private lessons available in composition, conducting, piano, voice or instruments, for credit or non-credit. Credit amounts arranged and granted on the basis of an evaluated performance at the end of the semester. Other special projects in music may be arranged. Pre-requisites: MU 103, 200 level and up, **MU #98-2 #97-2, #96-2, #85-2, #84-2, #83-2, #82-2, #81-2, #80-2 from the lower level for that applicable instrument.**

**MU #95 Applied Conducting****1 cr.**

Private lessons available in composition, conducting, piano, voice or instruments, for credit or non-credit. Credit amounts arranged and granted on the basis of an evaluated performance at the end of the semester. Other special projects in music may be arranged. Pre-requisites: **MU #98, #97, #96, #85, #84, #83, #82, #81, #80 from that level.**

**MU #98, #97, #96, #85, #84, #83, #82, #81, #80 Applied Music**

Private lessons available in composition, conducting, piano, voice or instruments, for credit or non-credit. Credit amounts arranged and granted on the basis of an evaluated performance at the end of the semester. Other special projects in music may be arranged. Pre-requisites: 200 level and up **MU #98-2 #97-2, #96-2, #85-2, #84-2, #83-2, #82-2, #81-2, #80-2 from the lower level for that applicable instrument.**

**MU #98-2, #97-2, #96-2, #85-2, #84-2, #83-2, #82-2, #81-2, #80-2 Applied Music**

Private lessons available in piano, voice or instruments, for credit or non-credit. Credit amounts arranged and granted on the basis of an evaluated performance at the end of the semester. Other special projects in music may be arranged. Pre-requisite: **MU #98, #97, #96, #85, #84, #83, #82, #81, #80 from that level.**

**MU 103 Music Theory- Introduction****3 cr.**

Fundamentals of music theory, ear training, sight singing.

**MU 191, 192, 193, 194 Selected Topics****1-3 cr.****MU 203 Diatonic Music Theory****3 cr.**

Fundamentals of music theory, ear training, sight singing, form and analysis, and written keyboard harmony. Prerequisite MU 103 or passing of music theory competency exam.

**MU 303 Chromatic Music Theory****3 cr.**

Music theory practices from late Baroque to the end of the Romantic period such as borrowed chords from secondary keys, augmented sixth chords, augmented thirds, altered chords, modulation, sequences, and other techniques that go beyond diatonic music theory. Prerequisite MU 203.

**MU 211, 212 Music History I, II****3, 3 cr.**

Survey of the development of Western music from ancient to modern times, with emphasis on listening skills.

**MU 213 Jazz Appreciation****3 cr.**

A development and an understanding of jazz as a uniquely American art form through listening to recorded and live performances. Emphasis on aural perception.

**MU 214 Music Now and Then****3 cr.**

An exploration of various contemporary musical styles and forms as they are traced back to their historical ("classical") roots. Attendance at live concerts, including one off-campus performance, is required.

**MU 220 History of Rock & Roll****3 cr.**

History of Rock & Roll is a lecture course that is intended to build an understanding of the music developed in the 20th Century to now in the United States. Students should leave this course with an advanced knowledge of Rock & Roll, listening techniques, tools to analyze and evaluate music and its social impact, and the societal impact on the music performed and written.

**MU 291, 292, 293, 294 Selected Topics****1-3 cr.****MU 311 Survey of Western Vocal Literature****3 cr.**

A survey of Western vocal literature for solo voice with a particular focus on art song and vocal chamber music from the early 16th century to the present. The course incorporates discussion of stylistic elements of well-known historical periods, genres, and composers, methods for interpretation and analysis, listening to great interpreters of song, and training for repertoire planning with analysis of stylistic and historical norms.

**MU 316 Survey of Instrumental Literature****3 cr.**

Combines information and practices learned from instrumental ensembles, music theory and music history and focuses on performance and research.

**MU 320 Music and Art: Historical Survey****3 cr.**

A survey of music and visual art forms from the perspective of basic elements such as line, harmony, texture, timbre and form. Includes the development of artistic styles in music and art through various historical periods. Attendance at live concerts and visits to the art museum are an integral part of the course.

**MU 330 Music Arranging and Composition****3 cr.**

Music Arranging and Composition is intended for Performing Arts minors and is intended to build musical tools through the study of music composition and application of that creative process. Student should leave this class with an advanced knowledge of music theory, compositional skills, arranging skills, and standard music literature. Students must have prior music theory knowledge to be enrolled in this course. Students must have a willing attitude in regard to collaboration with other musical students and faculty. Prerequisite or Co-requisite: MU 203.

**MU 391, 392, 393, 394 Selected Topics****1-3 cr.****MU 430 Advanced Music Composition****3 cr.**

Advanced harmony, orchestration, analysis, and notation. Students will leave this class with an advanced knowledge of composition to create entire new music pieces for performance. Prerequisite MU 330.

**MU 470 Senior Project/Performance****3 cr.**

The culmination of the study in music theory, history, pedagogy, applied lessons and ensemble and requires the integration of learning from all areas of the music and entrepreneurship curriculum in order to research, prepare, program, market, organize and perform a successful presentation of their major

program. Assessment methods may include portfolios, creative projects, research papers, or a performance recital. This course comes with 10, private lessons in the student applied area of study (voice/instrumental). Requires approval of applied faculty.

\*Dance (DA), Music (MU), and Theatre (TR) courses, such as Applied Music and Performing Ensembles – Instrumental, Vocal, Theatre, and Dance are listed with # are all 1 credit per semester courses that can be taken every semester. The course level will be based on progression in the specific performance area, which is fulfilled by taking the course at each level two times. The identification of “up to 3 credits” in the performing arts minor is meant to limit the application of credits taken in these courses towards the minor. (See [Performing Arts minor](#).) While the student can earn credits in every semester they take part in a performing group, only 3 of those credits can be used towards the minor, thereby ensuring that students will gain a well-rounded experience in the other coursework offered.

Note: Three credits of the same Performing Group will meet Creative Inquiry requirement for the College Core Curriculum.

## THEATRE AND DANCE COURSE OFFERINGS

\* A college-level composition course is a prerequisite to theatre literature courses.

### **DA 110 Introduction to Dance**

**1 cr.**

Develops an understanding of dance techniques, movement styles, and dance as a creative art form and aesthetic practice. Weight, momentum, alignment, breath, focus and muscular efficiency fundamentals will be explored and honed. Students will build physical coordination, footwork/footskills, strength, flexibility, balance, body awareness and an understanding of the basic principles of dance and movement. Pre-requisite: none.

### **DA 110-2 Introduction to Dance**

**1 cr.**

Develops an understanding of dance techniques, movement styles, and dance as a creative art form and aesthetic practice. Weight, momentum, alignment, breath, focus and muscular efficiency fundamentals will be explored and honed. Students will build physical coordination, footwork/footskills, strength, flexibility, balance, body awareness and an understanding of the basic principles of dance and movement. Pre-requisite: DA 110.

### **DA #11 Dance Ensemble (i.e. 211, 211-2, 311, 311-2, 411, 411-2)**

**1 cr.**

Hones a physical understanding of dance techniques, movement styles, and dance as a creative art form at a more advanced level. Weight, momentum, alignment, breath, focus and muscular efficiency fundamentals will be perfected through weekly rehearsals, dance repertory, and dance productions. Students will build physical coordination, strength, flexibility, balance, body awareness and an understanding of the basic principles of dance and movement. Pre-requisite: Intro to Dance DA110-2 unless approved by director after audition.

### **TR #05/#05-2 Performing Groups- Theatre**

**1 cr.**

**The theatre courses are designed to develop both creative and analytical thinking through the exploration of the creative theatrical process; define and apply the vocabulary related to the production of live theatre.** For students wanting to progress in the theatre, the course must be taken at the same level two times, once as a #05 course and then as a #05-2 course. Pre-requisite for #05-2 is completion of the same level #05 course (i.e. completion of TR 105 is required to enroll in TR 105-2). Pre-requisite for the upper level #05 course is completion of the lower level #05-2 course (i.e. enrollment in TR 205 requires completion of TR 105-2).

### **TR 212 Oral Interpretation**

**3 cr.**

Explores basic theory and practice in the art of communicating literature: prose, poetry, and drama. Selection, analysis, and performance are the primary areas of focus.

### **TR 260 Art of Improvisation**

**3 cr.**

An introduction to the basic elements and techniques of "improv," this course will focus on performance, writing and communication skills used in creating sketch comedy. This course applies to many disciplines as it emphasizes the value of collaboration, listening and analytical thinking from a perspective of generosity.

### **TR 261 The Drama and Theatre**

**3 cr.**

Study of dramatic literature, acting, stage design, production, and theatrical styles and trends from the classical age of Greece to the middle of the nineteenth century. Recommended preparation for TR 262.\*

**TR 262 Modern Drama and Theatre****3 cr.**

Study of dramatic literature, acting, stage design, production, and theatrical styles and trends from Ibsen to the present. Recommended preparation: TR 261.\*

**TR 291, 292, 293, 294 Selected Topics****1-3 cr.****TR 309 Acting and Directing****3 cr.**

Provides basic laboratory training in techniques of acting and directing through practical exercises with short scenes and plays. Work on voice and movement. Interpretation skills, performance analysis, and the planning and conducting of rehearsals are used to achieve an individual approach to acting and directing.

**TR 313 Event/Play Production Apprenticeship****3 cr.**

Offers practical experience in event and theatrical production. Includes class work and participation in the stages of an actual event or production. Hands-on activities are required of all students. All aspects of producing are explored, including research, design, promotion, execution, management, and evaluation.

**TR 374 Presentation Techniques (Also listed as CA 374)****3 cr.**

Practice in a variety of public speaking forms serves as focus: advanced work in the extemporaneous mode, as well as an introduction to manuscript, memorized, and impromptu styles. Experiences with special occasion speaking take students beyond the confines of the classroom into settings involving larger spaces, technical considerations, and other challenges.

**TR 381 Women Playwrights (Also listed as EN 381)****3 cr.**

Analysis and discussion of the works of selected women playwrights of the twentieth century.\*

**TR 391, 392, 393, 394 Selected Topics****1-3 cr.****TR 409 Advanced Acting and Directing****3 cr.**

Advanced laboratory training in techniques of acting and directing through practical exercises with extended scenes and short plays. Work on voice, movement, interpretation skills, performance analysis, and the planning and conducting of rehearsals are used to achieve an individual approach to acting and directing.

**TR 462 Shakespeare's Histories and Tragedies (Also listed as EN 462)****3 cr.**

Reading and analysis of Shakespeare's histories and tragedies; study of Shakespeare's development as tragic dramatist and poet. Junior-senior standing required.\*

**TR 470 Senior Recital/Project****3 cr.**

The culmination of study in theatre criticism, history, pedagogy, acting & directing and production and requires the integration of learning from all areas of the theatre and entrepreneurship curriculum in order to research, prepare, program, market, organize and perform a successful presentation of their major program. Assessment methods may include portfolios, creative projects, research papers, or a performance recital. This course comes with weekly meetings coachings with the Director of Theatre. Requires approval of Director of Theatre.

**TR 491, 492, 493, 494 Selected Topics****1-3 cr.**

**TR 295, 395, 495 Internship****1-6 cr.**

Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits.

\*Dance (DA), Music (MU), and Theatre (TR) courses, such as Applied Music and Performing Ensembles – Instrumental, Vocal, Theatre, and Dance are listed with # are all 1 credit per semester courses that can be taken every semester. The course level will be based on progression in the specific performance area, which is fulfilled by taking the course at each level two times. The identification of “up to 3 credits” in the performing arts minor is meant to limit the application of credits taken in these courses towards the minor. (See [Performing Arts minor](#).) While the student can earn credits in every semester they take part in a performing group, only 3 of those credits can be used towards the minor, thereby ensuring that students will gain a well-rounded experience in the other coursework offered.



## PHILOSOPHY

Philosophy courses at Notre Dame College challenge students to think critically about our world and the human condition, providing a strong foundation for a liberal arts curriculum. Philosophy is an important part of our liberal arts tradition because it directly fosters a life-long pursuit for truth, beauty and goodness.

Notre Dame College students are required to take two philosophy courses. All students are required to take the ethics course (PH 480) to learn how to analyze critical questions of right and wrong in our time and to identify and apply various philosophical positions in response to these questions. Although the History of Western Philosophy course (PH 180) is recommended at the beginning of one's college career, a student is free to choose among the various philosophy electives to satisfy the Philosophical Inquiry requirement.

Philosophical thinking can be applied in any life situation because it teaches general problem solving, clear and persuasive communication, and writing that is ordered, coherent and complete. For this reason, one can argue that a philosophy minor is an invaluable compliment to any academic discipline. Careers that are especially dependent on philosophy and philosophical thinking include law, politics, the sciences, theology, journalism, communication, management and education.

### Program Student Learning Outcomes

Students completing a minor in philosophy will be able to:

- Identify, comprehend, analyze and evaluate philosophical arguments in oral and written discourse.
- Understand, analyze, interpret and apply major works in the areas of the History of Philosophy, Ethics and contemporary topics.
- Be able to develop and express philosophical positions using the insights of philosophers and other thinkers.

## PHILOSOPHY MINOR

### 18 Credits

#### Requirements: 6 credits

PH 180 History of Western Philosophy

PH 480 Current Ethical Problems and Positions

#### 12 additional credits in philosophy courses

## **COURSE OFFERINGS**

### **PH 180 History of Western Philosophy**

**3 cr.**

A study of the history of western philosophy which chronicles the major thinkers and their key thoughts. The history of philosophy is understood as an ongoing conversation which continues in our own day. The course sketches the main contours of the way in which the conversation has taken shape since its beginnings with the ancient Greeks.

### **PH 191, 192, 193, 194 Selected Topics**

**1-3 cr.**

### **PH 200 Critical and Creative Thinking**

**3 cr.**

Thinking is both a skill and an art, with its own purposes, principles, strategies and precautions. This course is designed to develop and strengthen one's thinking by exploring the creative processes involved in problem identification and solution, the role of argument formation and criticism, and finally, communicating one's thinking. Both current events and timeless philosophical questions will be explored. Critical and Creative Thinking is a strong foundational course for all academic disciplines and majors.

### **PH 291, 292, 293, 294 Selected Topics**

**1-3 cr.**

### **PH 320 Philosophy of Person**

**3 cr.**

A critical examination of human nature and personal identity. Questions like "Who am I, really?" and "How free am I?" will be explored, along with our relationship to others and the natural world. Our understanding of "personhood" may be challenged when exploring topics such as animal rights, rights of corporations and robots. As part of our study, we will read primary works by both classical and contemporary philosophers. Prerequisite: Sophomore standing; PH 180 recommended.

### **PH 340 Philosophical Perspectives on Woman**

**3 cr.**

A survey of various notable models of female nature which have been expressed in the history of western thought, from the ancient period to the present. The latter part of the course will be devoted to readings in the feminist critique of these historical models and will look at contemporary views of female nature. Prerequisite: Sophomore standing; PH 180 recommended.

### **PH 355 Political Philosophy**

**3 cr.**

A study of the major approaches to the questions surrounding the political nature of human beings. The key thoughts of the major political philosophers, both classical and contemporary, will be analyzed. Prerequisite: Sophomore standing; PH 180 recommended.

### **PH 360 Philosophy of Art**

**3 cr.**

An investigation into the nature of art. What is art? Is beauty subjective? What role should an artist play in society? These are a few of the timeless questions that will be explored. Students will also develop a language of art that will assist in defining their own aesthetic values. Prerequisite: Sophomore standing; PH 180 recommended.

### **PH 380 Bioethics**

**3 cr.**

An investigation of ethical issues raised by technological advances in the health care sciences. Issues to be studied include the beginnings and endings of life, genetic research, organ transplants, reproductive technologies, the right to health care and the allocation of scarce resources. In addition, the relation of humans to the life of the planet and to their more specific environment will be studied. Prerequisite: Sophomore standing; PH 180 recommended.

**PH 391, 392, 393, 394 Selected Topics**

**1-3 cr.**

**PH 480 Current Ethical Problems and Positions**

**3 cr.**

A critical examination of the major approaches to ethics given to us by the history of philosophy. The contributions of Aristotle, Aquinas, Kant and Mill are studied first from a theoretical perspective. These theories are then applied to a variety of ethical issues which face us today. The student is introduced to the world of both the theory and practice of ethics. Junior status required; PH 180 recommended.

**PH 481, 482 Seminar**

**1-3 cr.**

Research and reports on selected periods or areas of philosophy. Conferences as the instructor directs. Open to qualified students who have had introductory courses in philosophy. Hours and credit arranged by the instructor, with the approval of the division head.

**PH 491, 492, 493, 494 Independent Study**

**1-3 cr.**

An opportunity for qualified and capable students to do independent work in the field of philosophy. Topics, hours and credits arranged by the instructor, with the approval of the division head.

## PHYSICS

### COURSE OFFERINGS

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

#### **PS 150 Concepts in Physics**

**3 cr.**

This course, intended for Middle Childhood Education students and non-science majors wishing to fulfill the science section of the Analytical Inquiry requirement of the Core Curriculum, will explore a wide variety of topics in physics, including the scientific method, linear and circular motion, Newton's laws of force, momentum, energy, electricity and magnetism. Prerequisite: MA 110.

#### **PS 151 Concepts in Physics Laboratory**

**1 cr.**

One three-hour laboratory period weekly.

#### **PS 180 Basic Physics I**

**4 cr.**

A general physics course covering the principles of mechanics and heat with emphasis on applications to biological systems. Includes a weekly problem/recitation session. Prerequisite or co-requisite: MA 144.

#### **PS 181 Basic Physics I Laboratory**

**1 cr.**

One three-hour laboratory period weekly.

#### **PS 182 Basic Physics II**

**4 cr.**

A general physics course covering optics, electricity, magnetism, atomic and nuclear physics. Includes a weekly problem/recitation session. Prerequisite: PS 180, 181.

#### **PS 183 Basic Physics II Laboratory**

**1 cr.**

One three-hour laboratory period weekly.

#### **PS 191, 192, 193, 194 Selected Topics**

**1-3 cr.**

#### **PS 200 College Physics I**

**4 cr.**

Study of linear and angular kinematics and dynamics for point masses and systems of masses; conservation of momentum; simple harmonic motion. Includes a weekly problem/recitation session. Prerequisite: MA 175.

#### **PS 201 College Physics I Laboratory**

**1 cr.**

One three-hour laboratory period weekly.

#### **PS 202 College Physics II**

**4 cr.**

Electricity, introduction to Maxwell's equations, electromagnetic waves, introduction to optics. Includes a weekly problem/recitation session. Prerequisites: PS 200, 201.

**PS 203 College Physics II Laboratory**  
One three-hour laboratory period weekly.

**1 cr.**

**PS 291, 292, 291, 291 Special Topics**

**1-3 cr.**

**PS 391, 392, 391, 391 Special Topics**

**1-3 cr.**

**PS 491, 492, 493, 394 Independent Study**

**1-3 cr.**

An opportunity for students who meet the requirements to do independent studies. Permission required.

## PSYCHOLOGY

A student completing the major in psychology will be prepared for graduate-level work in clinical, experimental, and applied psychology, as well as for entry level positions in the mental health care field and behavioral research laboratories. Psychology coursework is also appropriate for students planning careers in education, law, nursing, business, criminal justice, and intelligence analysis.

**Mission Statement:** Students majoring in psychology at Notre Dame College seek to understand mental processes and behavior by exploring the individual in a biopsychosocial context free of biases and judgment. One main goal of the psychology major is the development, in the student, of a healthy skepticism and intellectual curiosity by asking questions about the causes of human behavior. Most importantly, we encourage application of knowledge to empower students to make responsible and thoughtful decisions in all areas of life to enhance the mind, the body, and the spirit.

### Program Student Learning Outcomes:

Students completing the major in psychology will be able to:

1. Knowledge Base in Psychology
  - Describe key concepts, principles, and overarching themes in psychology
  - Develop a working knowledge of psychology's content domains
  - Describe applications of psychology
2. Scientific Inquiry and Critical Thinking
  - Use scientific reasoning to interpret psychological phenomena
  - Demonstrate psychology information literacy
  - Engage in innovative and integrative thinking and problem solving
  - Interpret, design, and conduct basic psychological research
  - Incorporate sociocultural factors in scientific inquiry
3. Ethical and Social Responsibility in a Diverse World
  - Apply ethical standards to evaluate psychological science and practice
  - Build and enhance interpersonal relationships
  - Adopt values that build community at local, national, and global levels
4. Communication
  - Demonstrate effective writing for different purposes
  - Exhibit effective presentation skills for different purposes
  - Interact effectively with others
5. Professional Development
  - Apply psychological content and skills to career goals
  - Exhibit self-efficacy and self-regulation
  - Refine project management skills
  - Enhance teamwork capacity
  - Develop meaningful professional direction for life after graduation

## **PSYCHOLOGY MAJOR**

### **49 Credits**

For an outline of the online track, [contact the Finn Center for Adult, Graduate and Online Learning](#).

#### **Requirements: All courses (25 credits)**

##### **Psychology Core:**

PY 201 General Psychology  
PY 202 Psychological Foundations  
PY 222 Behavioral Science Statistics  
PY 251 Lifespan Development  
PY 307 Behavioral Science Research Methods  
PY 325 Biopsychology  
PY 385 Psychological Tests and Measurements  
PY 498 Psychology Senior Seminar

**Requirements:** Two courses from each of the four tracks (24 credits). To complete a track, which is optional, the student must successfully complete all courses in the track:

##### **Psychology Tracks:**

###### **Clinical and Counseling Psychology**

PY 225 Multicultural Psychology  
PY 301 Gender Psychology  
PY 379 Clinical and Counseling Psychology  
PY 370 Abnormal Psychology

###### **Developmental Psychology**

PY 253 Child Psychology  
PY 254 Adolescent Psychology  
PY 351 Adult Development and Aging  
PY 375 Personality Psychology

###### **Psychology as a Science**

PY 210 Social Psychology  
PY 340 Learning and Behavior  
PY 380 Cognitive Psychology  
PY 425 Sensation and Perception

###### **Applied Psychology**

PY 235 Sport Psychology  
PY 389 Industrial/Organizational Psychology  
PY 360 Forensic and Law Psychology  
PY 390 Human Factors Psychology

##### **Psychology Electives:**

Courses in the Psychology Electives section are optional for students who are interested in pursuing Research or Practical Experiences in preparation for graduate training and/or a career in an applied field.

## **PSYCHOLOGY MINOR**

### **25 Credits**

Requirements: The five courses from the Psychology Core below (16 credits)

Psychology Core:

PY 201 General Psychology

PY 202 Psychological Foundations

PY 222 Behavioral Science Statistics

PY 251 Lifespan Development

PY 307 Behavioral Science Research Methods

Requirements: Plus, one course each from any three of the four tracks (9 credits)

## **COURSE OFFERINGS**

### **PY 201 General Psychology**

**3 cr.**

This course introduces the science of human behavior and mental processes. Emphasis is placed on the principles, methods, and theories of modern psychology. Major topics covered include research design, lifespan development, personality, learning, memory, biopsychology, and psychopathology. Prerequisites: None. (Program Student Learning Outcomes 1, 2, 3, 4)

### **PY 202 Psychological Foundations**

**3 cr.**

This course engages the psychology major in the discipline and science of psychology. It covers the current state of the field with an emphasis on the skills and knowledge required to succeed in a field that offers a wide variety of opportunities. The course lays the groundwork for the higher-level courses in psychology by building on the basic knowledge and skills from other courses (i.e. APA style in composition and general content knowledge in PY 201), by covering career opportunities and development, the nature of the science of Psychology including basic scientific methodology, and the publication process. Students are required to complete individual and small group projects and presentations applying and synthesizing the information introduced in the course. Prerequisites: Psychology major and after or concurrent with PY 201. (Program Student Learning Outcomes 1, 2, 3, 4, 5)

### **PY 210 Social Psychology**

**3 cr.**

This course is an introduction to the psychological study of how thoughts, feelings and behaviors of individuals are influenced by group settings. Students learn social psychological methodology as well as the application of social psychology to historical and current events. The course explores topics such as aggression, interpersonal attraction, attitude formation and change, and conformity and obedience to authority. Prerequisite: PY 201. (Program Student Learning Outcomes 1, 2, 4)

### **PY 222 Behavioral Science Statistics**

**3 cr.**

This course provides instruction in the application of descriptive and inferential statistics to the analysis and interpretation of data in the social sciences with an emphasis on hypothesis testing. Students develop skills in the communication of statistical information. Students learn theory and application of statistical hypothesis testing, to test for significance of relationships between variables, and differences between groups in a variety of situations. Students learn to clearly and accurately communicate findings and accurately interpret the presentation of statistical findings encountered in research. Prerequisites: PY 201, MA 110; MA 221 strongly recommended. (Program Student Learning Outcomes 1, 2).



**PY 225 Multicultural Psychology****3 cr.**

This course introduces theories and research in the study of psychosocial issues of racial, ethnic, and cultural groups. Students examine the relationship of race, culture, and social course and discuss the research implications for the multicultural study of psychology. Students learn major theoretical perspectives in multicultural psychology and begin to build cultural competence, a critical skill in the application of psychology. Students demonstrate skills through evaluation of research and critical writing, as well as a comprehensive course project. Prerequisite: PY 201. (Program Student Learning Outcomes 1, 3, 4)

**PY 235 Sport Psychology****3 cr.**

This course is an introduction to the psychological study of people and their behavior in sport environments. Emphasis is placed on the mental skills associated with high-level performance in sport, as well as in other areas of life. The course addresses the question of how sports participation can contribute to a person's overall psychological health and well-being. Prerequisite: PY 201. (Program Student Learning Outcomes 1, 4, 5)

**PY 251 Lifespan Development****3 cr.**

The course provides an overview of current research and theories of human development from conception to death with an emphasis on physical, cognitive and social development. The student learns to conduct theory evaluation and comparison, and be able to identify and evaluate contemporary and global aspects of development. Prerequisite: PY 201. (Student learning outcome 1)

**PY 253 Child Psychology****3 cr.**

This course provides students with a thorough understanding of infant and child development. The course covers child development research and the ways that such research can be used to enhance the lives of children and their families. Major child development theories are discussed and provide the foundation for understanding the sequence of child development and the processes that underlie it. In addition, this course highlights the impact of culture on child development. Prerequisite: PY 201. (Program Student Learning Outcomes 1, 2, 3)

**PY 254 Adolescent Psychology****3 cr.**

This course provides students with knowledge about the biological, cognitive, and socioemotional processes that are characteristic of adolescence. The course is a comprehensive overview of the history of the field of adolescent development and of current lifespan developmental issues pertinent to this field of study. Students are familiarized with the various theories of adolescent development and the field of adolescent development research. Students in the course learn to discuss the biological, cognitive, socioemotional, and cultural aspects of the development of adolescent behavior. Prerequisite: PY 201. (Program Student Learning Outcomes 1, 2, 3)

**PY 291, 292, 293 Selected Topics****3 cr.**

**PY 301 Gender Psychology****3 cr.**

This course introduces the study of the psychological differences and similarities between women and men. Students examine gender-related beliefs, stereotypes and behavior. In addition, they study the evidence for male-female similarities and differences and develop an understanding of the mutual links between gender roles and the structure of relationships. Students demonstrate skills through personal reflection and critical reading and writing. Prerequisite: PY 201. (Program Student Learning Outcomes 1, 3, 4)

**PY 307 Behavioral Science Research Methods****4 cr.**

This course provides students with an introduction to the research methods most commonly used in the behavioral sciences. Also, emphasis will be placed on the ethical issues involved in human subject research. An important aspect of the course is getting students prepared to read academic, peer-reviewed journal articles and to write an APA style research proposal or research report. Prerequisites: PY 201, PY 222. (Program Student Learning Outcomes 1, 2, 3, 4)

**PY 325 Biopsychology****3 cr.**

This course introduces the student to the idea that behavior is controlled by neurophysiological processes. Three content areas covered in the course include: 1) an in-depth examination of neurons and the electrical and chemical events that underlie neural transmission, 2) the structure and function of the peripheral and central nervous systems, and 3) the involvement of the central nervous system in various behavioral phenomena, including learning and memory, drug addiction, and consciousness. Students demonstrate mastery of the material through written assessments aimed toward the integration of the information provided in course with information from other primary sources. Prerequisite: PY 201. (Program Student Learning Outcomes 1, 2, 4)

**PY 340 Learning and Behavior****3 cr.**

This course introduces the student to theory and research in the area of learning processes and behavior. The course focuses on the historical movement of research and theory in the area of learning from behaviorism to the cognitive revolution up to the more modern day research on the neurobiology of learning. Prerequisites: PY 201, PY 325. (Program Student Learning Outcomes 1, 2, 4)

**PY 351 Adult Development and Aging****3 cr.**

The goal of this course is to introduce students to adult development and aging. The course emphasizes the many issues facing the adult as he or she ages, with an emphasis on aspects related to preparing young adults for successful aging. Topics covered include age-related physical changes, changes in mental health, cognitive changes with advanced age, changes in personality, and ways to deal with approaching death. Questions addressed include: Is age-related decline in functioning inevitable? Are there things we can do to prevent some of the negative aspects of the aging process? How is the concept of aging different among different cultures? Prerequisite: PY 201. (Program Student Learning Outcomes 1, 2, 3)

**PY 360 Forensic and Law Psychology****3 cr.**

This course surveys a wide range of psychological principles and research findings that have been applied to the criminal justice system. It encompasses both the contributions of the more basic psychological fields (i.e., the area of Law and Psychology) and the more applied psychological fields (i.e., the area of Forensic Psychology). Topics include expert witnesses, lie detection, police psychology, correctional psychology, police lineups, false memories, juries, and investigative psychology and psychological profiling. Students read and discuss textbook chapters, original research articles, and case studies, and relate them to each other. Prerequisite: PY 201. (Program Student Learning Outcomes 1, 4, 5)

**PY 370 Abnormal Psychology****3 cr.**

This course introduces the definition and classification of abnormal behavior. In addition, the course will explore various theoretical approaches concerning the causes. Students receive a comprehensive overview of the symptoms, demographic features, and typical progression of major forms of psychopathology. They also address several constructs that enhance the study of human mental disorders, including the importance of the context in which disordered behavior occurs, the connection between the mind and the body, and the multiple causality model of psychopathology. Prerequisite: PY 201. (Program Student Learning Outcomes 1, 3, 4)

**PY 375 Personality Psychology****3 cr.**

This course assists the student in understanding personality – both their own and others – through an understanding of the field of personality psychology. The course is designed to create a sense of the total functioning of the individual by understanding how the different parts of personality interact. The student learns to describe and examine personality through understanding its structural and dynamic nature. Personality development in children, adolescents, and adults is included as well. Prerequisite: PY 201. (Program Student Learning Outcomes 1, 2, 3)

**PY 379 Clinical and Counseling Psychology****3 cr.**

This course provides a comprehensive overview of major approaches to counseling and clinical psychotherapy, including the therapeutic process, the client-therapist relationship, and specific techniques used in practice. The historical origins of theories are examined. Students learn about ethical, legal, and professional issues in counseling and clinical practice. Prerequisites: PY 201, PY 370. (Program Student Learning Outcomes 1, 3, 4)

**PY 380 Cognitive Psychology****3 cr.**

This course provides the student with an introduction to research and theory on the nature of cognitive processes from an information processing perspective. The focus is on the processes used to transform, store, manipulate and retrieve information. A neurocognitive emphasis is given as well. Topics include attention, pattern recognition, memory, and language. Students conduct a mini-experiment in which they collect data, analyze and interpret the collected data, and present the results of their research to the course. Prerequisites: PY 201, PY 325. (Program Student Learning Outcomes 1, 2, 4)

**PY 385 Psychological Tests and Measurements****3 cr.**

This course provides a survey and evaluation of current psychological tests with a focus on the areas of personality testing, intelligence testing, and achievement testing. There is also an emphasis on the statistical and theoretical underpinnings of test construction, reliability, and validity, as well as ethical issues. Interviewing techniques and the Graduate Record Exam are covered both in theory and with short practical exercises. Prerequisites: PY 201, MA 221. (Program Student Learning Outcomes 1, 3, 4, 5)

**PY 389 Industrial/Organizational Psychology****3 cr.**

This course introduces the methods used by industrial/organizational psychologists to increase organizational effectiveness. The emphasis is on understanding employees, employee management relationships, and behaviors. Topics include job analysis, employee selection and training, performance appraisal, job attitudes, workplace motivation, organizational culture, and the work environment.

Prerequisite: PY 201. (Program Student Learning Outcomes 1, 4, 5)

**PY 390 Human Factors Psychology****3 cr.**

This course provides a survey of our current knowledge of the capabilities and limitations of human operators. It focuses on how this knowledge can be used to guide the design of systems and human-system interfaces. It links theories of human performance with the real world and also includes specific examples of human factors failures and what has changed in light of these failures (Wickens, Lee, Liu, & Gordon-Becker, 2003). In addition, students find and design a human factors project, including a cost/benefit analysis, and present their project. Prerequisite: PY 201. (Program Student Learning Outcomes 1, 4, 5)

**PY 391, 392, 393, 394 Special Topics****1-3 cr.****PY 400 Practical Experience****3 cr.**

This course offers the psychology major supervised application of psychological principles and techniques in appropriate applied settings. It consists of at least 75 hours of supervised practicum/internship experience. Supervision is performed by a supervisor on site and a professor at Notre Dame College. The student is required to complete different written assignments about their experiences as well. The student should have senior standing or have completed most course requirements for the psychology major. Admission is granted on an individual basis by the department chairperson. The psychology department chairperson must approve the practicum site before the student makes a commitment for the 75 hours. Prerequisites: None. (Program Student Learning Outcomes 4, 5)

**PY 425 Sensation and Perception****3 cr.**

This course provides the student with an in-depth look at how the sensory systems (visual and auditory systems) and the brain transform physical stimuli into mental representations. The course will follow the physical stimulus of light or sound from the external world through the sensory organ and into the areas of the brain designed to process the information. Individual differences in perceptual processes are emphasized. A major component of the course is an analysis of a specific area of sensation and perception through a literature review and the writing of an APA style literature review. Prerequisites: PY 201, PY 325. (Program Student Learning Outcomes 1, 2, 4)

**PY 491, 492, 493, 494 Special Topics****1-3 cr.****PY 498 Psychology Senior Seminar****3 cr.**

This course focuses on the integration of psychological methods and theories. Psychology majors, with faculty assistance, choose a major issue in psychology to investigate and discuss in seminar-style course sessions. This work culminates in a major course presentation and theoretical paper written in APA style. Prerequisite: Senior standing or instructor permission, PY 201. (Program Student Learning Outcomes 1, 2, 3, 4, 5)

**Independent Research and Professional Development Practical Experience 3 cr.**

PY 195 and 196: Freshman (fall and spring semesters, respectively)

PY 295 and 296: Sophomore (fall and spring semesters, respectively)

PY 395 and 396: Junior (fall and spring semesters, respectively)

PY 495 and 496: Senior (fall and spring semesters, respectively)

This course provides the student with practical experiences and training regarding the entire research process in the science of psychology. To this end, the student will learn about and, if she/he is advanced enough, participate in, the design of research studies, literature searches for these research studies, data collection and analysis, write up, and publication at conferences. The student can earn authorship on conference publications, if she/he is sufficiently involved in the project as per American Psychological Association (APA) guidelines. Furthermore, the student learns how to apply to graduate degree programs after the conclusion of their studies at Notre Dame College. Prerequisites: Psychology major and practicum instructor permission. (Program Student Learning Outcomes 1, 2, 3, 4, 5)

**COURSE OFFERINGS - Sociology****SO 201 Introduction to Sociology****3 cr.**

This introductory course examines the science of social relationships and organizations, presents basic social concepts, and examines the culture and complex functioning of humans in groups and institutions. Suggested as a prerequisite for all sociology courses.

**SO 291, 292, 293, 294 Special Topics****1-3 cr.****SO 305 Minority Groups****3 cr.**

An examination of diversity in the United States; historical antecedents; dynamics of assimilation, prejudice, and discrimination.

**SO 391, 392, 393, 394 Special Topics****1-3 cr.****SO 425 Conflict Management & Resolution****3 cr.**

Discussion of sources and dynamics of conflict in interpersonal and group settings. Identification of conflict management strategies including mediation and negotiation. Development of skills for conflict management and resolution.

## **PUBLIC SERVICE & SECURITY STUDIES**

### **Mission Department**

The Department of Public Service and Security Studies has, as its mission, the preparation of students for service-oriented careers through education in a variety of majors, with a strong emphasis on interdisciplinary studies. Our majors in Criminal Justice, Cybersecurity, Emergency Management Policy, History, Intelligence Studies and Political Science, will enable students to prepare for careers of responsibility and service.

## **CRIMINAL JUSTICE STUDIES**

### **Mission Statement**

The criminal justice program at Notre Dame College provides students with the theoretical, practical, and professional knowledge in preparation for dynamic fields of employment within the criminal justice system.

### **Program Description**

Criminal justice at Notre Dame College is a broad interdisciplinary approach to the study of crime and justice. Grounded in the liberal arts, students will learn to formulate policy responses to a myriad of important issues including crime, violence, delinquency, and victims' rights. Criminal Justice graduates will find a healthy industry job outlook. This degree prepares students for careers in law enforcement, federal service agencies, the courts, corrections, homeland security, victim advocacy, and the security industry.

Students who complete half the requirements for the major and have an overall GPA of 3.25 are eligible for induction into the Notre Dame College chapter of the Order of the Sword and Shield (Omicron Sigma Sigma), the national academic and professional honorary society for Intelligence, Homeland Security, Emergency Management and all Protective Security disciplines

### **Program Student Learning Outcomes**

Students completing the major in Criminal Justice Studies will be able to:

- Describe and analyze the basic structure of the U.S. Criminal Justice System including police, courts, corrections, and victims.
- Critique the criminal justice system including the legal, theoretical, and public policy issues that impact it.
- Compare and contrast contemporary justice issues through the application of current theories and literature as they impact the American CJ system.
- Construct and evaluate research designs and methods that evaluate agency programs, or investigate empirical or theoretical issues relating to justice studies.
- Articulate knowledge and appreciation for diversity (including, but not limited to race, culture, ethnicity, gender, religion) and its effects within the context of the criminal justice system.

## CRIMINAL JUSTICE STUDIES MAJOR

### 45 Credits

For an outline of the online track, [contact the Finn Center for Adult, Graduate and Online Learning](#).

The Criminal Justice Studies major at Notre Dame College enables students to select from two tracks:

- **Track I: Criminal Justice Studies: General**
- **Track II: Criminal Justice Studies: Law Enforcement Academy (OPOTA)**

Track I: Criminal Justice: General	Track II: Criminal Justice: Law Enforcement Academy (OPOTA)
CJ 131 American Criminal Justice CJ 231 Courts and Justice CJ 233 Criminal Law CJ 235 Theory and Applied Criminology CJ 333 Role of Police in Contemporary Society CJ 334 Corrections in America CJ 430 Criminal Justice Policy Analysis & Planning CJ 432 Ethics in Criminal Justice CJ 450 Senior Research Seminar CJ 495 Senior Practicum CJ 499 Victimology PO 210 State and Local Government and Politics PO 350 Introduction to Social Science Research  <b>Plus 6 credits of electives</b> Suggested electives include:  CJ 335 Organized and White-Collar Crime EMPS 150 Principles of Emergency Management EMPS 425 Crisis Leadership IP 350 Terrorism PO 415 Politics of Homeland Security	CJ 131 American Criminal Justice CJ 231 Courts and Justice CJ 235 Theory and Applied Criminology CJ 334 Corrections in America CJ 430 Criminal Justice Policy Analysis & Planning CJ 432 Ethics in Criminal Justice CJ 470 Law Enforcement Academy I CJ 480 Law Enforcement Academy II CJ 499 Victimology PO 210 State and Local Government and Politics PO 350 Introduction to Social Science Research  <b>Plus 6 credits of electives</b> Suggested electives include:  CJ 335 Organized and White-Collar Crime EMPS 150 Principles of Emergency Management EMPS 425 Crisis Leadership IP 350 Terrorism PO 415 Politics of Homeland Security

## “BADGE TO GRAD” PROGRAM

With our Badge to Grad program, all Ohio police officers enrolling in the Criminal Justice program at Notre Dame College may earn up to 21 transfer credit hours from Ohio Peace Officer Training Academy (OPOTA) coursework and their experience.

The 21 credits from OPOTA completion would include the following Notre Dame College courses and credits:

- CJ 131 American Criminal Justice (3)
- CJ 231 Courts and Justice (3)
- CJ 233 Criminal Law (3)
- CJ 333 Role of Police (3)
- CJ 334 Corrections (3)
- CJ 495 Practicum (6)

The Notre Dame College online Criminal Justice Program only accepts police officers and OPOTA completers as designated by an official transcript or certificate.

## **COURSE OFFERINGS**

### **CJ 131 American Criminal Justice**

**3 cr.**

This course provides an overview of the American criminal justice system, emphasizing the “system,” its legal actors and political constraints. Course will cover the historical development and will familiarize students with the functions, structure and organization of those criminal justice agencies responsible for the administration of justice in the United States.

### **CJ 231 Courts and Justice**

**3 cr.**

Course examines the functions, operations, and decision-making processes of the American criminal court system. The role of judges, prosecutors, defense attorneys and juries will also be explored. Prerequisite: sophomore standing or departmental permission.

### **CJ 191, 192, 193, 194 Selected Topics**

**1-6 cr.**

### **CJ 233 Criminal Law**

**3 cr.**

Course provides an analysis of the principles of criminal law and those concepts focusing on both the procedural aspects and substantive elements of various crimes. Prerequisite: sophomore standing or departmental permission.

### **CJ 235 Theory & Applied Criminology**

**3 cr.**

This course provides a general introduction to the study of criminal behavior from an interdisciplinary perspective. Students will examine criminological theories of crime and criminality, offender types, along with current trends and patterns found in crime and delinquency. Prerequisite: sophomore standing or departmental permission.

### **CJ 291, 292, 293, 294 Selected Topics**

**1-6 cr.**

### **CJ 333 The Role of Police in Contemporary Society**

**3 cr.**

Course examines the role of police in the administration of justice and the critical issues that impact law enforcement in contemporary society. Topics presented include: the history of policing, basic police operations, subcultural influences, the influence of coercive power, and emerging technologies. Prerequisite: sophomore standing or departmental permission.

### **CJ 334 Corrections in America**

**3 cr.**

This course explores the historical development, organizational structure, personnel, administration, and inmate social world in the American prison system. Also studied are the areas of probation and parole and their place in the overall concept of rehabilitation and community corrections. Prerequisite: sophomore standing or departmental permission.

### **CJ 335 Organized and White-Collar Crime**

**3 cr.**

Course provides the student with a realistic understanding of organized and white-collar crimes in the United States as well as the globalization of both types of activity. The history, business, and attempts by



the government to fight both types of crimes will be explored. Prerequisite: sophomore standing or departmental permission.

**CJ 391, 392, 393, 394 Selected Topics**

**1-6 cr.**

**CJ 430 Criminal Justice Policy Analysis & Planning**

**3 cr.**

This course examines how program and policy development may be used in an effort to resolve criminal justice issues. Course will present a comprehensive and structured account of the process of administering planned change in the criminal justice system. Techniques of policy analysis and program evaluation will be applied to real world scenarios. Prerequisite: junior standing or departmental permission.

**CJ 432 Ethics in Criminal Justice**

**3 cr.**

A critical examination of the diverse ethical issues encountered in the criminal justice system. The emphasis will center on making moral, rational, and responsible decisions which will lead to ethical professional behavior. Prerequisite: junior standing or departmental permission.

**CJ 450 Criminal Justice Senior Research Seminar**

**3 cr.**

This course is designed to provide criminal justice majors with a capstone experience emphasizing the integration of knowledge acquired in previous courses on the institutions, policies, and practices of the criminal justice system. Students engage in the development and production of a senior level research paper grounded in criminal justice theory and policy literature. Prerequisite: PO 350 and senior standing.

**CJ 470 Law Enforcement Academy I**

**6 cr.**

This course which provides transfer credit from the Ohio Peace Officer's Basic Training Academy (OPOTA) curriculum. Specific topics covered include: Ohio criminal law, criminal procedure for the law enforcement professional, criminal investigations and report writing, law enforcement driving techniques, traffic enforcement, firearms training, physical conditioning and human relations. ***The course is open only to those students who have been accepted to the Tri-C Peace Officer Basic Training Academy (POBT) through the Notre Dame College partnership.***

**CJ 480 Law Enforcement Academy II**

**6 cr.**

This course which provides transfer credit from the Ohio Peace Officer's Basic Training Academy (OPOTA) curriculum. Specific topics covered include: Ohio criminal law, criminal procedure for the law enforcement professional, criminal investigations and report writing, law enforcement driving techniques, traffic enforcement, firearms training, physical conditioning and human relations. ***The course is open only to those students who have been accepted to the Tri-C Peace Officer Basic Training Academy (POBT) through the Notre Dame College partnership.***

**CJ 491, 492, 493, 494 Selected Topics**

**1-6 cr.**

**CJ 495 Criminal Justice Senior Practicum**

**3 cr.**

The senior practicum provides students with field experience at a criminal justice agency of their choice. Students work closely with NDC Career Services in completing both the on-site and written requirements. Prerequisite: Twelve hours of criminal justice courses and senior standing.

**CJ 499 Victimology****3 cr.**

This course provides an overview of the scientific study of victimology and the rediscovery of crime victims by the current justice system. Emphasis is placed on victim's rights and the criminal justice response to the plight of the victim. Prerequisite: junior standing or departmental permission.

## CYBERSECURITY

The Bachelor's degree in Cyber Security is focused on students learning the methodologies, skills and logic to protect the privacy and security of data people have entrusted to various organizations. Students will understand hacking, threats to personal records, major economic damages, and infrastructure breaches and learn how to counter or prevent such happenings.

### Program Student Learning Outcomes:

- Understand complex cybersecurity problems and apply principles of cybersecurity design and best practice—including intelligence, damage assessment, recovery and computer forensics, risk assessment and management, and human factors—to prevent and/or mitigate cyberattacks.
- Demonstrate foundational knowledge of information technologies, and their impact on organizational processes and decision-making.
- Design, implement, administer, and evaluate solutions in computer networks and database management systems using cybersecurity best practices.
- Assess and apply security principles and practices to maintain operations and protect information infrastructure in the presence of cyber risks and threats.
- Recognize and analyze professional responsibilities and make informed judgments in cybersecurity practice based on legal and ethical principles.
- Operate and communicate effectively as a member or leader of a cybersecurity team.

## CYBERSECURITY MAJOR

**67 credits**

### Core Cyber Security Requirements: 67 credits

CY 100 Introduction to Cyber Security  
CY 150 IT Fundamentals  
CY 210 Computer Networks  
CY 250 Web Programming  
CY 310 Ethical Hacking and Penetration Testing  
CY 325 Operating Systems  
CY 350 Programming for Cybersecurity  
CY 360 Network Defense & Countermeasures  
CY 370 Linux for Cybersecurity  
CY 385 Digital Forensics & Incidence Response  
CY 410 Cloud Security  
CY 420 Wireless & Mobile Security  
CY 430 Advanced Web Security  
CY 450 Cybersecurity Practicum  
CY 460 Cybersecurity Practice and Policy  
CY 475 Advanced Data Security  
CY 495 Internship  
IS 222 Programming Logic & Design  
IS 310 Systems Analysis  
IS 350 Database Management Systems  
MA 221 Statistics I

## **CYBERSECURITY MINOR**

**19 credits**

CS 100 Introduction to Cybersecurity  
CY 210 Computer Networks  
CY 310 Ethical Hacking and Penetration Testing  
CY 360 Network Defense and Countermeasures  
CY 385 Digital Forensics and Incident Response  
CY 460 Cybersecurity Practice and Policy

### **COURSE OFFERINGS**

#### **CY 100 Introduction to Cybersecurity**

**3 cr.**

Provides the knowledge necessary to improve security by identifying and prioritizing potential threats and vulnerabilities of a computer network. Introduces policies, legal aspects and compliance. Content: Cyber Stalking, fraud, and abuse. Denial of service. Hacking techniques. Industrial Espionage in cyberspace. Encryption. Network scanning and vulnerability scanning. Cyber terrorism and information warfare. Prerequisite: None.

#### **CY 150 IT Fundamentals**

**4 cr.**

Covers the fundamentals of IT device installation, configuration, maintenance, and networking with thorough instruction built on the CompTIA A+ 220-901 and 220-902 exam objectives. Content: Computer anatomy. BIOS/UEFI tools. Motherboard. RAMs. Expansion cards. Storage. CPUs. Ports and interfaces. Designing and customization. Configurations. Printers and multifunction devices. Networking. Mobile devices. Troubleshooting. Prerequisite: None.

#### **CJ 191, 192, 193, 194 Selected Topics**

**1-3 cr.**

#### **CY 210 Computer Networks**

**4 cr.**

Takes students from an entry-level knowledge in computer networks to advanced concepts in Ethernet and TCP/IP networks, presenting how and why networking technologies are used. Content: Layers. Cabling. Wireless Networking. LANs Interconnecting. TCP/IP. Router Configuration. Switch Configuration. Routing Protocols. Internet Technologies. Troubleshooting. Network Security. Cloud Computing and Virtualization. Codes and Standards. Prerequisite: CY 150.

#### **CY 250 Web Programming**

**3 cr.**

Introduces the concepts, languages, tools, and skills required for both client- and server-side programming, to develop platform-independent sites using the most current Web development technology. Content: Internet fundamentals. Web. HTML and XHTML. CSS. Dynamic Documents. Bootstrap, Javascript, jQuery, PHP, and MySQL. XML. Flash. Ajax. Java Web Software. ASP.NET. Android Software Development. Prerequisite: CY 150.

#### **CY 291, 292, 293, 294 Selected Topics**

**1-3 cr.**

#### **CY 310 Ethical Hacking and Penetration Testing**

**3 cr.**

Introduces the concepts, terminology, challenges, theory, practices, and the essential practical skills needed to conduct reliable security audits. It covers the entire penetration testing lifecycle. Contents: Standards. Cryptography. Reconnaissance. Malware. Windows Hacking. Mac Hacking. Web Hacking.

Vulnerability Scanning. Linux Hacking. Kali Linux. General Techniques. Metasploit. Metasploit in Ruby. General Hacking Knowledge. Prerequisite: CY 250.

### **CY 325 Operating Systems**

**3 cr.**

Presents design issues and fundamental principles in contemporary operating systems, providing a solid understanding of the key structures and mechanisms used in computers and mobile devices. Content: Computer System. Process description and control. Threads. Concurrency. Memory management. Virtual memory. Uniprocessor, multiprocessor, multicore, and real-time scheduling. I/O Management and disk scheduling. File management. Prerequisite: CY 150.

### **CY 350 Programming for Cybersecurity**

**3 cr.**

Introduces several programming languages commonly used to recognize vulnerabilities in an application, how an attacker could exploit those vulnerabilities, and how to identify malicious code. Content: AI for Cybersecurity. Python for Machine Learning and Data Analysis. Metasploit Exploits with Ruby on Rails. Assembly. Java Apps. Manual control over memory with C. Prerequisite: CY 250.

### **CY 360 Network Defense and Countermeasures**

**3 cr.**

Covers the essential network security concepts and techniques needed to protect, monitor, analyze, detect, and respond to unauthorized activity within the organization's information systems and computer networks. Content: Attacks types. Firewalls. Intrusion detection systems. Encryption fundamentals. Virtual private networks. Operating system hardening. Defending against virus Attacks, Trojan Horses, Spyware, and Adware. Assessing System Security. Prerequisite: CY 210.

### **CY 370 Linux for Cybersecurity**

**4 cr.**

Introduces fundamental Linux concepts with a primary focus on security. It also covers basic scripting toward understanding tools for penetration testing and cybersecurity threat detection. Content: Introduction to Linux OS. User and group accounts. File and data storage. Automation. Networks services. Process. Software management and log administration. Security tasks. Security policy development. Prerequisite: Junior standing.

### **CY 385 Digital Forensics and Incident Response**

**3 cr.**

Covers the entire lifecycle of incident response, including preparation, data collection, data analysis, and remediation, which are the main activities in incident response and digital forensics. Content: Scope. Windows and Mac Operating and File Systems. Computer Hardware. Acquiring Evidence. Online Investigations. Investigation documentation. Admissibility of Digital Evidence. Network and mobile Forensics. Prerequisite: Junior standing.

### **CY 391, 392, 393, 394 Selected Topics**

**1-3 cr.**

### **CY 410 Cloud Security**

**3 cr.**

Presents security best practices for multivendor cloud environments, applicable when moving legacy on-premises projects to the cloud or building a new infrastructure from the ground up. Content: Data asset management, identity and access management, vulnerability management, network security, and incident response in for Amazon Web Services, Microsoft Azure, and IBM Cloud. Prerequisite: CY 385.

### **CY 420 Wireless and Mobile Security**

**3 cr.**

Describes the targets for attackers, the threats to mobile devices, including annoyance, stealing money, invading privacy, propagation, and malicious tools, and the source of attacks. Content: Dangers.

Communication attacks. Phone hacking technologies. Password cracking. Attacks on Software Applications. Attacks on hardware vulnerabilities. Malware. Countermeasures. Providers. Android and IOS security. Mobile forensics. Prerequisite: CY 385.

**CY 430 Advanced Web Security**

**3 cr.**

Provides a comprehensive coverage of web security building a complete understanding of the most common web attacks and their countermeasures, particularly in relation to the client side. Content: Browser security model. Web app vulnerabilities. SQL Injection. DoS. TLS attacks. Same-origin policy. Cross-site scripting and request forgery. Authentication and access controls breaking. Information leakage. Prerequisite: CY 250.

**CY 450 Cybersecurity Practicum**

**4 cr.**

Provides students with practical work experience, key to the success in the internship, by revisiting the main cybersecurity concepts through a systematic hands-on approach, and preparing student to pass the CompTIA Security+ certification exam. Content: Software and Web security. Attacks on TCP/IP and DNS. Packet sniffing and spoofing. Firewall and VPN. Hacking and defense. Cryptography, PKI, and TLS programming. CompTIA Security+.

**CY 460 Cybersecurity Practice and Policy**

**3 cr.**

Prepares to master modern information security regulations and frameworks and learn specific best-practice policies for key industry sectors, including finance, healthcare, online commerce, and small business. Content: Cybersecurity policy organization, format and styles. Models and frameworks. Governance and risk management. Assets management and data loss preventions. CIA. PCI. NIST. GLBA. HIPAA. FISMA. Prerequisite: Junior status.

**CY 475 Advanced Data Security**

**3 cr.**

Acquaints students with the main mechanisms available to protect digital data, such as a sensitive data in a database, from unwanted actions of unauthorized users. Content: Advanced SQL security capabilities. Disk encryption. Software versus hardware-based protection mechanisms. Backups. Data masking. Data erasure. International laws and standards. Auditing. Microsoft, IBM, and Oracle recommendations. Prerequisite: Senior status.

**CY 491, 492, 493, 494 Selected Topics**

**1-3 cr.**

**CY 395, 495 Internship**

**1-6 cr.**

All students are required to complete a concluding professional experience. The internship will serve as a working capstone where students will integrate all they have learned within the context of a computer security internship. This internship is to culminate in a critical evaluation of the security environment in which they have been working. The evaluation will be required to discuss weaknesses and causes and offer meaningful solutions to resolve the problem. Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits. Prerequisite: Senior status.

## EMERGENCY MANAGEMENT AND POLICY STUDIES

### **Mission Statement:**

The Emergency Management and Policy Studies program at Notre Dame College provides students with the knowledge of building sustainable capabilities across all phases of emergency management in preparation for dynamic fields of employment within the U.S. Emergency Management System.

### **Program Description**

The Bachelor of Arts in Emergency Management and Policy Studies prepares students for a variety of careers in homeland security, state and local emergency management agencies, government and non-profit sectors, cybersecurity, and public health organizations. Emergency management is a field dedicated to protecting resources and ensuring public safety in the event of a catastrophic event such as a natural disaster, train derailment, or terrorist attack. Students earning the degree may find employment as emergency management directors, project managers, logisticians, cybersecurity specialists, and nonprofit administrators.

Students who complete half the requirements for the major and have an overall GPA of 3.25 are eligible for induction into the Notre Dame College chapter of the Order of the Sword and Shield (Omicron Sigma Sigma), the national academic and professional honorary society for Intelligence, Homeland Security, Emergency Management and all Protective Security disciplines

### **Program Student Learning Outcomes**

Students completing the Bachelor of Arts in Emergency Management and Policy Studies will be able to:

1. Describe and analyze the basic structure of the Federal Emergency Management System including assistance, communications, disaster relief, planning, and the emergency management cycle: mitigation, preparedness, response and recovery.
2. Critically evaluate the role and purpose of response and recovery in emergency planning and policy development and implications for social change.
3. Critique the federal, state and local emergency management systems, including the legal, theoretical, and public policy issues that impact them.
4. Compare and contrast contemporary emergency management issues through the application of current theories and literature as they impact the American Emergency Management System.
5. Construct and evaluate research designs and methods that evaluate emergency management systems, programs, and planning.
6. Apply knowledge of diversity by discussing effects of diversity within the context of the emergency management system.

## **EMERGENCY MANAGEMENT POLICY MAJOR**

**33 credits**

### **Requirements:**

EMPS 150	Principles of Emergency Management
PO 210	State and Local Government
EMPS 250	Disaster Relief and Recovery
EMPS 300	Planning, Risk Analysis and Threat Assessment
PO 350	Introduction to Social Science Research
IP 350	Terrorism
EMPS 360	Disaster Communication and Technology
PO 415	Politics of Homeland Security
EMPS 425	Crisis Leadership
EMPS 450	Senior Research Seminar
EMPS 495	Emergency Management Policy Studies Internship

## **COURSE OFFERINGS**

### **EMPS 150 Principles of Emergency Management**

**3 cr.**

This course provides an overview of emergency management in the United States. Topics covered include the history and philosophy of emergency management, the four phases of the emergency management cycle, and the role of agencies at federal, state and local levels with an emphasis on natural, technological and terrorism hazards. Pre-requisite: None.

### **EMPS 191, 192, 193, 194 Selected Topics**

**1-3 cr.**

### **EMPS 250 Disaster Relief and Recovery**

**3 cr.**

Disaster recovery is the last phase in the emergency management cycle. It is a complex process that involves the whole community of public, private, and nongovernmental organizations. This course will examine the foundations for disaster relief and recovery including the planning stages of recovery, resources used, and formation of public/private partnerships for recovery action and resource allocation. Pre-requisite: None.

### **EMPS 291, 292, 293, 294 Selected Topics**

**1-3 cr.**

### **EMPS 300 Planning, Risk Analysis and Threat Assessment**

**3 cr.**

This course provides an introduction to critical infrastructure protection and the policies, strategies, and practical applications of risk and resilience efforts from an all hazards perspective. The course is designed to enhance the student's ability to recognize and evaluate risks associated with human-caused, natural, and technological disasters through a myriad of risk management approaches, including best practices used by the homeland security enterprise. Pre-requisite: Sophomore standing.

### **EMPS 360 Disaster Communication and Technology**

**3 cr.**

This course provides an overview of disaster communications and the various types of technologies used in preparedness, response, and recovery efforts. Special focus is placed on the increased use of social media platforms and the variety of challenges these methods present. Pre-requisites: Sophomore standing



**EMPS 425 Crisis Leadership****3 cr.**

This course offers a look at leadership before, during and after a crisis event. It examines the responsibilities and practices of emergency response agencies, police, government, and non-profit organizations in response to natural disasters, terrorism and technological hazards. Students will examine case studies and participate in crisis decision-making simulations to prepare themselves as future crisis leaders. Pre-requisite: Junior Status.

**EMPS 450 Senior Research Seminar****3 cr.**

This course is designed to provide EMPS majors with a capstone experience emphasizing the integration of knowledge acquired in previous courses on the institutions, policies, and practices of the U.S. Emergency Management System. Students engage in the development and production of a senior level research paper grounded in appropriate theory and policy literature. Prerequisite: PO 350 and senior standing.

**EMPS 491, 492, 493, 494 Selected Topics****1-3 cr.****EMPS 395, 495 Emergency Management Policy Studies Internship****3-6 cr.**

This course is designed to provide EMPS majors with a capstone experience emphasizing the integration of knowledge acquired in previous courses on the institutions, policies, and practices of the U.S. Emergency Management System. Students engage in the development and production of a senior level research paper grounded in appropriate theory and policy literature. Prerequisite: senior standing or departmental permission.

## HISTORY

### **Mission Statement:**

Through the study of history, students will come to appreciate the diverse and complex nature of humankind. The development of research and critical thinking skills used to form historical interpretations, question assumptions, think imaginatively and develop clear, well-reasoned assessments will be emphasized, along with a commitment to life-long learning.

### **Program Description**

One of the most common questions History students are asked is: "Why are you majoring in History?" On the surface, this seems like a simple question, but once you think about it you may find that it isn't all that easy to answer. History is different things to different people, and even historians debate the meaning of historical events among themselves.

Ultimately, history is personal. History is a part of everyone's life, and it affects us in ways we may not always think about. We live in a society that is the result of generations of development. The decisions, actions, attitudes, beliefs, knowledge, fears, hopes, and feelings of people who have come before us have brought about the world we live in today. Knowing about the past can help us both appreciate the present and understand how we as a people and a society have come to this point in time. Past experience, if carefully considered, may offer lessons for dealing with present-day situations. Some might even argue that the past may offer clues to the future.

But what can you do with a degree in History? The simple answer is anything you want to do. People in widely diverse careers attribute their success to studying history as undergraduates. For example, people with undergraduate degrees in History work as attorneys and paralegals, in business, as writers and journalists, government officials, intelligence analysts, researchers, policy analysts, politicians, broadcasters, museum curators and teachers. A list of career opportunities can be found here: <http://www.historians.org/pubs/Free/careers/Index.htm>

History majors at Notre Dame College also have the opportunity to work in numerous internships related to these careers. NDC History majors have interned in law offices, courts, libraries and historical societies, banks, fusion centers, think tanks and foreign embassies. And many NDC students who complete their undergraduate degrees in History eventually go on to earn graduate degrees.

Students who complete a minimum of twelve credits in history with a minimum GPA of 3.1 and an overall GPA of 3.0 or better will qualify for induction into Phi Alpha Theta, the national history honor society.

### **Program Student Learning Outcomes**

Students completing a major in History will be able to:

- Demonstrate a command of key historical terms and distinctions.
- Use historical language in keeping with established professional usage.
- Apply key historical concepts effectively.
- Demonstrate the ability to use historical analogies effectively.
- Analyze historical questions and issues clearly and precisely.
- Formulate historical information accurately, recognize and evaluate key historical assumptions.
- Identify and discuss fundamental historical problems knowledgeably.
- Recognize and evaluate important historical implications and consequences.
- Identify and compare relevant competing historical points of view, evaluate them and argue

- effectively in support of a specific historical perspective or interpretation.
- Demonstrate excellent historical reasoning and problem-solving.
- Produce clear, precise, and well-reasoned work.

## **HISTORY MAJOR**

### **39 Credits**

Students successfully completing a major in History will have developed a range of historical thinking, skills and abilities which they will use in the acquisition of knowledge.

#### **Requirements:**

EN 215 Argument and Rhetoric

HI 110 Western Cultures from 1500

HI 200 Major Themes in American History

HI 450 Senior Research Seminar

HI 495 Internship

#### **In addition to the specific courses listed above, students must complete the following:**

- Eighteen (18) credits in history **AND** Six (6) credits in political science
- Three (3) of the eighteen (18) credits in history must be from the following: HI 210, HI 330, HI 332, HI 333, HI 334.

A student who desires to do so may also declare an area of special interest within the History major. These areas of special interest include U.S. History, European History or Non-Western History. Students choosing a special area of interest will complete 12 out of the 18 required history credit hours of coursework in the area of special interest, as well as completing the other requirements for the major.

Outstanding students with a major or minor in History may be inducted into the Omicron Iota chapter of Phi Alpha Theta, the national history honorary society.

## **HISTORY MINOR**

### **18 Credits**

#### **Requirements:**

EN 215 Argument and Rhetoric

HI 110 Western Cultures from 1500

HI 200 Major Themes in American History

An additional nine (9) credits in upper level history courses are required for completion of the minor. Three (3) of the nine (9) credits must be in a non-European and non-American content area. Students must choose one course from this group: HI 330, HI 332, HI 333, HI 334, HI 335, HI 336, HI 338.

## **COURSE OFFERINGS**

### **HI 110 Western Cultures from 1500**

**3 cr.**

This course will examine the development of the Western World from 1500 to the present. Emphasis will be placed on the interaction between European culture and the culture of Africa, Latin America, the Middle East and Asia during the periods of colonialism, imperialism and after independence.

### **HI 191, 192, 193, 194 Selected Topics**

**1-3 cr.**

### **HI 200 Major Themes in American History**

**3 cr.**

A thematic survey of the political, economic, cultural development of American civilization from its inception to the present time. Themes will include the colonial experience, the development of the American nation, the national schism, American expansion, the evolution of American foreign policy, the American reform impulse, the growth of presidential power and American diversity.

### **HI 291, 292, 293, 294 Selected Topics**

**1-3 cr.**

### **HI 301/WS 301 History and Themes of the Women's Movement**

**3 cr.**

A course aimed at exploring how women have shaped and are shaping their own lives and the world. It begins with an overview of the role of women in Western culture since Paleolithic times. Then writers in the First Wave of Feminism (1840-1920) and from the Second Wave (1970 to the present) are surveyed. The course will focus on themes relevant to students and to important current developments for women. Teaching is marked by collaboration, a key element in feminist methodology. Prerequisite: sophomore standing or departmental permission.

### **HI 310 From Colonies to Nation: American History from 1600-1820**

**3 cr.**

An examination of the emergence of the American nation, from the colonial experience through the revolutionary period and the early national period. Prerequisite: sophomore standing or departmental permission.

### **HI 311 Forging the American Nation: The United States from 1820-1914**

**3 cr.**

This course traces the growth of the United States during the 19th century. Major themes to be explored include expansion, slavery and sectionalism, reconstruction, industrialism, and imperialism through the Progressive Movement. Prerequisite: sophomore standing or departmental permission.

### **HI 312 America Ascendant: The United States from 1914 to the Present**

**3 cr.**

Examines the development of the United States into a world superpower, focusing on the reforms of the New Deal, New Frontier/Great Society and the Civil Rights Movement. Also considered is the assumption of international responsibility through two world wars and the Cold War. Attention is also paid to issues in American diversity and the divisions in the nation resulting from the Vietnam conflict along with recent issues of significance. Prerequisite: sophomore standing or departmental permission.

### **HI 318 Ohio History**

**3 cr.**

Examines the history of Ohio from pre-colonial times to the present. Prerequisite: sophomore standing or departmental permission.

### **HI 322 "Isms", Revolution and Imperial Expansion**

**3 cr.**

Explores the "long century" of European history following the end of the Napoleonic Wars to the eve of World War I. New themes in European thinking are examined, along with the spread of industrialism, the

rise of nationalism and the resurgence of imperialism. Prerequisite: sophomore standing or departmental permission.

**HI 325 The Passing of the Old Order: Europe in the 20th Century 3 cr.**

An examination of the end of the Balance of Power system and the devastating effects of the two world wars on Europe's place in the world. Beginning with the origins of World War I through the end of the Cold War, the reduction of Western Europe's dominant position in the world will be investigated. Special attention will be given to the failure of the Treaty of Versailles, the rise of fascism, the Holocaust and the origins and effects of the Cold War on Europe. Prerequisite: sophomore standing or departmental permission.

**HI 330 Africa: A Continental History 3 cr.**

Examines African history from earliest times to the present, with emphasis on the 19th and 20th centuries; the ancient African civilizations, the impact of Europe, the colonial era and the development of the modern independent African states. Prerequisite: sophomore standing or departmental permission.

**HI 332 The Transformation of Japan: From Feudalism to Nationhood 3 cr.**

An investigation into the transition of Japan from a feudal, agrarian society dominated by a military dictatorship to a modern, western-style nation and the world's second leading economic power. The major aspects of traditional Japanese society, culture and politics will be examined first, followed by a study of the creation of the modern Japanese state. Consideration will be given to the speed with which this transformation was accomplished, Japanese expansion and militarism and Japan's "economic miracle" following the World War II. Prerequisite: sophomore standing or departmental permission.

**HI 333 The Middle East: From Islam to Nationalism 3 cr.**

This course examines Middle Eastern history from the time of Muhammad to the present, with emphasis on the 19th and 20th centuries: the origins and spread of Islam, the rise and fall of the Ottoman and Safavid Empires, the era of European imperialism, and the development of the contemporary Middle East. Prerequisite: sophomore standing or departmental permission.

**HI 334 The Making of Modern China 3 cr.**

Focuses on the struggle to remake Chinese society in light of the effects of western imperialism on China. Traditional China is examined briefly, then the course focuses on China's struggles in the 19th and 20th centuries to throw off foreign encroachment and transform itself into a modern nation. Prerequisite: sophomore standing or departmental permission.

**HI 335 The Making of Modern India 3 cr.**

This course will examine the history of the Indian subcontinent in the Indus Valley. It will depict Muslim influence in India during the 10th-17th centuries ending with the Mughal Empire, following with the evolution of Indian nationalism beginning with the mid-19th century Indian Sepoy Mutiny. It will examine Indian Muslim/Hindu nationalism prior to the establishment of Indian independence, focus on the impact of 18th-20th century British colonialism, Indian independence movements, and Muslim-Hindi relations during and after colonialism. Prerequisite: sophomore standing or departmental permission.

**HI 336 Latin America: A Regional History 3 cr.**

An overview of the development of Latin America from the arrival of the indigenous population to the present day. The focus will be on the diversified culture of the region, its role within the Western

Hemisphere, and its relationship with the United States. Prerequisite: sophomore standing or departmental permission.

**HI 338 Southeast Asia: A Regional Overview**

**3 cr.**

Southeast Asia exists today as an interesting mixture of Chinese, Indian, indigenous and European peoples, cultures, religions, cuisines and languages. For centuries the region of Southeast Asia has been a crossroads of international economic and cultural exchange. This course is an historical survey and will cover a time period from pre-colonial dynasties through the colonial period and into the modern era. Topics will include the interaction between local kingdoms and Chinese and Indian dynasties, European and American colonization, the Vietnam War and Cambodian genocide, and the recent economic development of the region. Prerequisite: sophomore standing or departmental permission.

**HI 391, 392, 393, 394 Selected Topics**

**1-3 cr.**

**HI 401 Colloquium on Historical Methodology**

**3 cr.**

An exploration of the development of historiography as represented in the works of the world's great historians from ancient times to the present. Consideration will be given to methods of research, evaluation of historical evidence and historical interpretation. Additionally, attention will be paid to the uses and misuses of history in contemporary society. Prerequisite: sophomore standing or departmental permission.

**HI 410 American Diplomacy**

**3 cr.**

An examination of the evolution of American foreign policy from isolationism to the assumption of international responsibilities. Special attention will be paid to the increasing role of the executive in the making of American foreign policy. Prerequisite: sophomore standing or departmental permission.

**HI 411 African-American History: The Struggle for Freedom and Equality**

**3 cr.**

An investigation of the role of Black Americans in the history of the United States through the years of slavery, the transition from servitude to freedom and the struggle to acquire equal rights within American society and the special contributions Black Americans have made to the development of the American nation. Prerequisite: sophomore standing or departmental permission.

**HI 421 The Holocaust**

**3 cr.**

A consideration of key issues and events that led to the Holocaust, 1939-1945, during the World War II era. The course examines the history of Europe between the world wars, focusing on Jews, Gentiles and Germans. The impact of the rise of the Third Reich and passage of the Nuremberg laws will be discussed, and attention is paid to the condition of Gentiles and Jews at the outbreak of the war and the shadow of death that enveloped them in Germany and the occupied countries. The implementation of the Final Solution is traced along with its ramifications for Europe. The course concludes with the process of liberation of the concentration camps by the Allies and the destiny of those who survived. Prerequisite: sophomore standing or departmental permission.

**HI 450 Senior Research Seminar**

**3 cr.**

This course is designed to provide history and integrated social science majors with a capstone experience emphasizing the integration of knowledge acquired in previous courses on the major themes of American, European, non-Western or global history. Students engage in the development and production of a senior level research paper on a topic in history agreed upon in consultation with the instructor. The paper will be grounded in both primary and secondary historical documentation. Prerequisite: Senior standing or departmental permission.

**HI 491, 492, 493, 494 Selected Topics****1-3 cr.****HI 395, 495 Internship (Junior/Senior Status)****3 cr.**

This course requires students to complete an internship related to the academic discipline of history. Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits. Prerequisite: Junior status.

**INTELLIGENCE STUDIES****Mission Statement**

Emphasizing an interdisciplinary approach, the intelligence studies program will prepare future intelligence professionals for careers as analysts or operatives, in both the public and private sectors, while fostering a spirit of inquiry and a commitment to life-long learning.

**Program Description**

Students may enter the Intelligence Studies program by declaring a major in Intelligence Studies. Students in the Intelligence Studies program will complete the required coursework listed below. In addition, they will complete the College's Core Curriculum Requirements and round out their coursework by choosing a variety of electives best reflecting their goals and interests as they prepare for a career in intelligence. These courses will be chosen in consultation with the student's academic adviser. Students may also select a minor field of study designed to complement the Intelligence Studies program.

Program completion will include earning from three (3) to six (6) credits through an internship, and submission of a capstone paper of no less than twenty (20) pages. The capstone will demonstrate the student's ability to produce a long form executive report, to identify and assess a significant issue related to the intelligence profession and to present it in a manner consistent with the expectations of the intelligence community.

Students who complete half the requirements for the major and have an overall GPA of 3.25 are eligible for induction into the Notre Dame College chapter of the Order of the Sword and Shield (Omicron Sigma Sigma), the national academic and professional honorary society for Intelligence, Homeland Security, Emergency Management and all Protective Security disciplines.

**Program Student Learning Outcomes**

Students completing the major in Intelligence Studies program will be able to:

- Write and deliver oral reports consistent with the expectations of the intelligence community.
- Identify, describe, and discuss the intelligence cycle and the intelligence process knowledgeably.
- Recognize the various federal agencies that make up the national intelligence community and discuss their respective missions.
- Identify professional ethics and how they apply to the intelligence profession.
- Demonstrate the ability to work collaboratively in diverse groups.
- Demonstrate intelligence skills, abilities and knowledge in a non-academic setting through an internship.
- Evaluate intelligence issues or challenges.
- Appraise contemporary or emerging threats, challenges or issues as they pertain to national security, homeland security, regional or international security, law enforcement or business.

## INTELLIGENCE STUDIES MAJOR

45 Credits

45 – 51 Credits

The Intelligence Studies major at Notre Dame College enables students to select from two tracks:

- Track I: Intelligence Studies with Foreign Language
- Track II: Intelligence Studies with Cybersecurity

Track I: Intelligence Studies with Foreign Language	Track II: Intelligence Studies with Cybersecurity
IP 150 Introduction to Intelligence IP 250 Methods of Research and Analysis IP 253 Writing for Intelligence IP 350 Terrorism IP 351 Competitive Intelligence IP 352 Methods of Financial Investigation and Research IP 353 Intelligence and National Security IP 452 Strategic Intelligence IP 455 Advanced Research and Analysis IP 450 Senior Research Project IP 495 Internship Plus 12 credits in a foreign language	IP 150 Introduction to Intelligence IP 250 Methods of Research and Analysis IP 253 Writing for Intelligence IP 350 Terrorism IP 351 Competitive Intelligence IP 352 Methods of Financial Investigation and Research IP 353 Intelligence and National Security IP 452 Strategic Intelligence IP 455 Advanced Research and Analysis IP 450 Senior Research Project IP 495 Internship Plus Cybersecurity Minor (18 credits)

## INTELLIGENCE STUDIES MINOR

21 Credits

### Course Requirements: 9 credits

IP 150 Introduction to Intelligence  
IP 250 Methods of Research and Analysis  
IP 350 Terrorism

### Plus 12 Credits (4 courses) From the Following:

IP 253 Writing for Intelligence  
IP 351 Competitive Intelligence  
IP 352 Methods of Financial Investigation and Research  
IP 353 Intelligence and National Security  
IP 452 Strategic Intelligence  
IP 455 Advanced Research and Analysis



## **COURSE OFFERINGS**

### **IP 150 Introduction to U.S. Intelligence**

**3 cr.**

An overview of the scope, elements and history of intelligence activities, with special emphasis on the American experience. Particular attention is paid to the role of intelligence in a democratic society.

### **IP 191, 192, 193, 194 Selected Topics**

**1-3 cr.**

### **IP 250 Methods of Research and Analysis**

**3 cr.**

An integrated lecture and applications course that will develop basic skills in writing for intelligence, analysis, presentation and technology. Prerequisite: IP 150.

### **IP 253 Writing for Intelligence**

**3 cr.**

An introduction into the fundamentals of effective intelligence writing and presentation. Emphasis is placed on the variety of forms of intelligence writing, briefing styles, and evaluation of intelligence products for form and substance and application of various advanced analytic techniques. Prerequisites: IP 150 and EN 100/101.

### **IP 291, 292, 293, 294 Selected Topics**

**1-3 cr.**

### **IP 350 Terrorism**

**3 cr.**

An examination of the origins of terrorism and its evolution in order to develop an understanding of the roots, development, and impact of contemporary worldwide terrorism, especially in the United States. Special attention will be given to methods of recruitment, terrorist methodology and how terrorists use traditional and social media to achieve their goals. Prerequisite: sophomore standing or departmental permission.

### **IP 351 Competitive (Business) Intelligence**

**3 cr.**

Explores the actionable information needs of modern business for competitive intelligence and business analysis with an emphasis on practical exercises and the use of open sources. Prerequisite: sophomore standing or departmental permission.

### **IP 352 Methods of Financial Investigation & Research**

**3 cr.**

An examination of the tools and some of the financial background used by accountants and others in identifying financial fraud. Included is the examination of various types of records (bank, personal, etc.), which are at the center of financial investigation and analysis. Although some attention is paid to "white collar" crime, the course emphasizes the technical aspects involved in the investigation of financial crimes and the analysis of financial data necessary to make a financial case. Prerequisite: sophomore standing or departmental permission.

### **IP 353 Intelligence and National Security**

**3 cr.**

An introduction to the process of national security decision-making in the United States with a special emphasis on the role of intelligence in formulating policy. Included is an historical overview of national security politics and practices since World War II, a description of major institutions and processes in national security policy-making, and a survey of significant national security problems and their changing nature in the 21st century. Prerequisite: sophomore standing or departmental permission.

### **HI 391, 392, 393, 394 Selected Topics**

**1-3 cr.**

**IP 450 Senior Research Seminar****3 cr.**

This course is designed to provide intelligence studies majors with a capstone experience emphasizing the integration of knowledge acquired in previous courses on the major ideas, actors, institutions, policies and processes that shape the collection and assessment of intelligence in the United States. Students engage in the development of a senior level research paper grounded in intelligence processes and intelligence studies literature. Prerequisite: Senior standing or departmental permission.

**IP 452 Strategic Intelligence****3 cr.**

This course is divided into three parallel tracks that will cover strategic theory, the practice of strategic intelligence, and the application of those principles to a “real life” problem. Students will participate throughout the course as the member of a group in a large-scale estimative project. This project will require a minimum of two graded papers and two graded presentations, as well as a variety of more modest assignments. Prerequisite: junior standing or departmental permission.

**IP 455 Advanced Research and Analysis****3 cr.**

A continuation of the introductory course, which strives to develop enhanced skill levels, research processes and analytical products. Prerequisites: IP 150, IP 250, IP 253, junior standing.

**IP 491, 492, 493, 494 Selected Topics****1-3 cr.****IP 395, 495 Internship****3 cr.**

The internship requirement provides students with field experience at an intelligence related agency or company of their choice. Students work closely with NDC Career Services in completing both the on-site and written requirements. Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits. Prerequisite: junior standing

## LEGAL STUDIES

The Bachelor's degree in Legal Studies is focused on the individual learning the methodologies, skills and logic that will enable them to advance in the discipline of law. The Legal Studies Program at Notre Dame College recognizes that there is a pedagogical component to the program that re-enforces the mission of Notre Dame College and advances the strengths of a liberal arts education. In addition, the program is committed to introducing students to multiple disciplinary approaches to the study of law and legal institutions, as well as conveying important basic knowledge about the core features of the American legal system.

### Program Student Learning Outcomes:

- Adopt an intentional interdisciplinary approach.
- Convey how law relates to social context.
- Integrate empirical and humanities-oriented perspectives.
- Promote engagement with social policy.
- Identify and evaluate arguments, synthesize ideas, and develop well-substantiated, coherent, and concise arguments, whether in oral or written form.
- Though the development of a historical overview, students will develop insights into how law has evolved through time, including the and geographical transformation of legal processes and systems.
- Experience the law in action through service learning, exposure to legal clinics, Moot Court, problem solving, and social policy engagement. Students critique legal and social policy issues.
- Develop skills necessary to evaluate and/or assess relevant jurisprudential, social science, and humanities materials related to law and legal institutions.

## LEGAL STUDIES MAJOR

**51 credits**

### Legal Studies Core: 51 credits

BU 473 Business Law I  
CA 232 Professional Communication  
CA 376 Intercultural Communication  
CJ 131 American Criminal Justice  
CJ 231 Courts and Justice  
CJ 233 Criminal Law  
CJ 234 Corrections in America  
CJ 432 Ethics in Criminal Justice  
EN 215 Argument in Rhetoric  
EN 314 Rhetorical Grammar  
EN 325 Legal Writing  
PH 200 Critical and Creative Thinking  
PH 355 Political Philosophy  
PO 300 Moot Court  
PO 315 Supreme Court and Constitutional Law  
PO 350 Intro to Social Science Research  
PO/CJ 450 Senior Research Project  
PO/CJ 495 Internship

**Electives:**

This program allows for students who wish to go to TRI-C in the senior year for the paralegal program the opportunity to use elective credits to fulfill requirement.

This program allows for students in 3+3 to move TH 450 and PO 450 earlier in their academic course of study and attend law school after year 3 if they have met all other requirements.

Electives could include business courses related to law and human resources. It could also include additional courses in communication, philosophy, criminal justice, political science, intelligence studies, and cybersecurity.

## **POLITICAL SCIENCE**

### **Mission Statement**

The Political Science program will educate students in the nature of political inquiry and public life, foster an appreciation of the importance of civic duty and obligations and the importance of an informed citizenry in the political process.

### **Program Description**

The study of political science provides students with an understanding of the political forces that shape our lives. The political science major at Notre Dame College combines the study of government and the political process with an academic and practical understanding of the creation and implementation of public policies. Through several concentrations, this program offers an interdisciplinary approach to the study of governments, politics and policy at local, state, national, and international levels.

### **Program Student Learning Outcomes**

Students completing a major in Political Science or Political Science with a Concentration in Public Administration will be able to:

- Identify and explain leading theories, literature, and approaches to the subfields of political science (with a strong focus on policy implications and consequences).
- Formulate and analyze effective argumentation in written and oral forms for public service and policy solutions.
- Demonstrate a strong understanding and appreciation of the knowledge and civic responsibilities required for effective participation in public service and political life.
- Appreciate, comprehend, and critique political systems of underdeveloped, developing and developed countries.
- Analyze, assess, and discuss the development, implementation and evaluation of policy at the local, national, and international level.
- Develop and refine research, reading, writing, and critical thinking skills.
- Be prepared for graduate work in political science, law and policy studies as well as for work in politics, government, and certain fields within the private sector.

## **POLITICAL SCIENCE MAJOR**

### **42 Credits**

#### **Requirements: 18 credits**

##### **Core Courses**

PO 111 American Government and Politics  
PO 210 State and Local Government and Politics  
PO 220 Introduction to Political Thought  
PO 350 Introduction to Social Science Research  
PO 450 Senior Research Seminar  
PO 495 Senior Practicum

In addition to the major core requirements, students must complete coursework in three additional areas: American Politics, Comparative/International Relations and Public Policy/Public Administration.

**American Politics: 6 credits**

**Two (2) of the following:**

PO 315 Supreme Court and Constitutional Law  
PO 317 American Presidency and Congress  
PO 340 American Political Parties and Interest Groups  
PO 345 Politics and the Media

**Comparative Politics/International Relations: 6 credits**

**Two (2) of the following:**

PO 311 Comparative Politics  
PO 312 International Relations  
PO 410 American Diplomacy  
PO 411 International Law

**Public Policy/Public Administration: 3 credits**

**One (1) of the following:**

PO 313 Public Policy in America  
PO 325 Public Administration: Concepts and Practices  
NR 410 Health Care Policy

**Plus Nine (9) additional credits in Political Science.**

**POLITICAL SCIENCE MAJOR: CONCENTRATION IN PUBLIC ADMINISTRATION**

**54 Credits**

The program in public administration is an interdisciplinary concentration within the department of History and Political Science. The program is designed to give the students the necessary background that will enable them to pursue careers in public service and non-profit organizations; it also provides a basis for subsequent graduate work in MPA (Master of Public Administration) and other professional programs. Students will take coursework from political science, business, and economics.

**Course Requirements Political Science Core: 18 credits**

PO 111 American Government and Politics  
PO 210 State and Local Government and Politics  
PO 220 Introduction to Political Thought  
PO 350 Introduction to Social Science Research  
PO 450 Senior Research Seminar  
PO 495 Senior Practicum

Students will take the required core courses for the political science major as well as the following additional courses from political science and business.

**Required Additional Political Science Coursework: 12 credits**

PO 313 Public Policy in America  
PO 315 Supreme Court and Constitutional Law  
PO 317 American Presidency and Congress  
PO 325 Public Administration: Concepts and Practices

**Required Business Coursework: 15 credits**

BU 240 Management Principles  
BU 341 Human Resource Management  
BU 345 Organizational Behavior  
BU 388 Business Ethics  
BU 435 Business and Government

**Required Economics Coursework: 9 credits**

EC 201 Principles of Microeconomics  
EC 202 Principles of Macroeconomics  
EC 432 Public Finance

**POLITICAL SCIENCE MAJOR: CONCENTRATION IN INTERNATIONAL STUDIES****57 Credits**

The international studies concentration provides students with the opportunity to pursue a focused multidisciplinary study of international topics within a global context. International studies majors will be immersed in the politics, culture and history of various parts of the world to appreciate the cultural diversity of our increasingly boundless societies.

Students will take the required courses for Political Science/International Studies as well as four (4) courses from history, two (2) from economics, foreign language (12 credits), plus two (2) courses from the list of selected electives.

**Political Science Requirements:**

PO 111 American Government and Politics  
PO 311 Comparative Politics  
PO 312 International Relations  
PO 410 American Foreign Policy  
PO 411 International Law  
PO 450 Senior Research Seminar  
PO 495 Senior Practicum

**History: 12 credits****Select four (4) courses:**

HI 330 Africa: A Continental History  
HI 332 The Transformation of Japan  
HI 333 The Middle East: From Islam to Nationalism  
HI 334 The Making of Modern China  
HI 336 Latin America: A Regional History  
IP 350 Terrorism

**Economics Requirements: 6 credits**

EC 201 Principles of Microeconomics  
EC 202 Principles of Macroeconomics

**Electives: 6 credits**

**Select two (2) courses:**

BU 450 Global Marketing  
EC 305 Comparative Economic Systems  
EC 331 Money, Banking, and Global Financial Markets  
EC 440 International Economics  
EC 442 International Finance  
TH 370 Religions of the World

**Plus 12 hours of a foreign language or equivalent.**

**POLITICAL SCIENCE MINOR**

**18 Credits**

**Requirements: 9 credits**

PO 111 Introduction to Politics and Government  
PO 210 American Government  
PO 312 International Relations

**Plus Nine (9) additional credits (one selection from each subfield listed below):**

**American Politics:**

PO 315 Supreme Court and Constitutional Law  
PO 317 American Presidency and Congress  
PO 340 American Political Parties and Interest Groups  
PO 345 Politics and the Media

**Comparative Politics/International Relations:**

PO 311 Comparative Politics  
PO 312 International Relations  
PO 410 American Diplomacy  
PO 411 International Law

**Public Policy/Public Administration:**

PO 313 Public Policy in America  
PO 325 Public Administration: Concepts and Practices  
NR 410 Health Care Policy



## **POLITICAL SCIENCE MINOR: CONCENTRATION IN INTERNATIONAL RELATIONS/STUDIES**

**21 Credits**

### **Requirements: 12 credits**

PO 111 American Government and Politics

PO 311 Comparative Politics

PO 312 International Relations

PO 410 American Foreign Policy

### **Plus nine (9) hours from the following courses:**

BU 450 Global Marketing

EC 305 Comparative Economic Systems

EC 440 International Economics

EC 442 International Finance

HI 330 Africa: A Continental History

HI 332 The Transformation of Japan

HI 333 The Middle East: From Islam to Nationalism

HI 334 The Making of Modern China

HI 336 Latin America: A Regional History

IP 350 Terrorism

PO 411 International Law

TH 370 Religions of the World

Students may supplement their studies in this area with Literature courses such as EN 459 and EN 460.

## **COURSE OFFERINGS**

### **PO 111 American Government and Politics**

**3 cr.**

This course examines the American political system with emphasis on the fundamental principles, ideas, institutions, and processes of modern government.

### **PO 191, 192, 193, 194 Selected Topics**

**1-3 cr.**

### **PO 210 State and Local Government and Politics**

**3 cr.**

This course examines the institutions, processes, and intergovernmental relations at a state and local level. Particular attention will be paid to contemporary issues and problems of state and local governments.

### **PO 220 Introduction to Political Thought**

**3 cr.**

This course examines the field of political science through an introduction to the major ideas and concepts of political thought. Topics covered include: western political theory from pre-Socrates through the enlightenment and modern times. Relationship of various thinkers to current political climate will also be explored.

### **PO 291, 292, 293, 294 Selected Topics**

**1-3 cr.**

**PO 300 Moot Court****3 cr.**

This course will prepare students to participate in undergraduate moot court competitions, which simulate the experience of arguing a constitutional case before the Supreme Court. Teams from Notre Dame College will compete in local, regional, and national competitions. In the process, students will become familiar with case law, develop analytical and rhetorical skills, and put them in contact with practicing members of the legal community.

**PO 311 Comparative Politics****3 cr.**

This course examines one of the subfields of political science: comparative political analysis. Various political systems are studied including: European, Asian, and African governmental systems. Prerequisite: sophomore standing or departmental permission.

**PO 312 International Relations****3 cr.**

This course examines the basic factors which motivate nations in their contact with one another, including the modern state system, nationalism and militarism. Problems arising from conflicting national policies, international institutions, and implications for war and peace are discussed. Prerequisite: sophomore standing or departmental permission.

**PO 313 Public Policy in America****3 cr.**

This course examines public policy and the policy making process at all levels of government. Emphasis is on the roles of various participants in the executive and legislative branches as well as private individuals and groups. Prerequisite: sophomore standing or departmental permission.

**PO/HI 315 Supreme Court and Constitutional Law****3 cr.**

This course examines the judicial branch of the federal government and the interpretation of the Constitution by the Supreme Court. This course utilizes a case study approach through landmark decisions of the Supreme Court. The politics of the Court, judicial review, and the impact on American government and society will also be examined. Prerequisite: junior standing or departmental permission.

**PO 317 American Presidency and Congress****3 cr.**

This course examines the structure and function of the executive and legislative branches of American government. Emphasis is placed on conflict that arises between the President and Congress as well as the role of leadership and policy. Prerequisite: sophomore standing or departmental permission.

**PO 325 Public Administration: Concepts and Practices****3 cr.**

This course examines the field of public administration. It introduces the student to public service through current administrative theories and their application to public bureaucracies. Emphasis is placed on practices to improve the quality of public sector administration. Topics include: budgeting, personnel administration, non-profit sector management, and performance measurement. This course is especially designed for students interested in public sector employment. Prerequisite: sophomore standing or departmental permission.

**PO 340 American Political Parties and Interest Groups****3 cr.**

This course examines the development, structure, and function of political parties and interest groups in the United States. Prerequisite: sophomore standing or departmental permission.

**PO 345 Politics and the Media****3 cr.**

This course examines the relationships between the press, news media, and political decision-makers. Emphasis is on the impact the media has on government and society. Prerequisite: sophomore standing or departmental permission.

**PO 350 Introduction to Social Science Research****3 cr.**

This course examines the research process through the logic of social science inquiry and contemporary analysis techniques. Prerequisite: sophomore standing or departmental permission.

**HI 391, 392, 393, 394 Selected Topics****1-3 cr.****PO/HI 410 American Diplomacy****3 cr.**

This course examines the evolution of American foreign policy from isolationism to the assumption of international responsibilities. Special attention will be paid to the increasing role of the executive in the making of American foreign policy. Prerequisite: sophomore standing or departmental permission.

**PO 411 International Law****3 cr.**

This course examines the evolution of international law and its role in international relations. The historical development of systems of international law will be traced and major facets of international law, including treaties, maritime law, the rules of war, and human rights issues will be examined. Prerequisite: sophomore standing or departmental permission.

**PO 415 Politics of Homeland Security****3 cr.**

This course will examine the Homeland Security Enterprise (HSE) and the politics involved in the efforts to ensure the safety and security of our nation. Topics presented include: all-hazards emergency response and recovery, intelligence and counterterrorism, border security, transportation safety and security, cybersecurity and critical infrastructure protection. Pre-requisite: Junior standing or departmental permission.

**PO 450 Senior Research Seminar****3 cr.**

This course is designed to provide political science majors with a capstone experience emphasizing the integration of knowledge acquired in previous courses on the major ideas, actors, institutions, and processes that shape the formulation and execution of public policy in the United States. Students engage in the development and production of a senior level research paper grounded in political theory and public policy literature. Prerequisite: PO 350 and senior standing.

**PO 491, 492, 493, 494 Selected Topics****1-3 cr.****PO 395, 495 Internship (junior or senior status)****3 cr.**

Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits.

## **COURSE OFFERINGS - Geography and Anthropology**

### **GO 200 Introduction to World Geography**

**3 cr.**

This course studies the physical, political and economic aspects of the geography of three major regions of the world.

### **GO 291, 292, 293, 294 Selected Topics**

**1-3 cr.**

### **HI 210 Anthropology**

**3 cr.**

Prehistoric and contemporary primitive society; implications for advanced societies.

## **SOCIAL WORK**

### **Mission Department**

The Department of Psychology has, as its mission, the preparation of students for service-oriented careers through education in a variety of majors, with a strong emphasis on interdisciplinary studies. Our major in Social Work will enable students to prepare for careers of responsibility and service.

### **Mission Statement**

The social work program at Notre Dame College provides students with the theoretical, practical, and professional knowledge in preparation for dynamic fields of employment within the field of social work.

### **Program Description**

The social work program at Notre Dame College is designed to align with the curriculum principles created by the Council on Social Work Education (CSWE), this degree program will equip students with the knowledge and skills needed to become a licensed social worker. The coursework provides hands-on training and evidence-based practices in the areas of policy, advocacy, diversity, multiculturalism, and human behavior in the social environment.

## **SOCIAL WORK MAJOR**

### **Program Student Learning Outcomes**

Students completing the Bachelors of Science in Social Work will be able to:

- Engage in social work practice with diverse populations in a variety of settings
- Build practical skills and knowledge needed to be an ethical and competent social worker
- Learn values, knowledge, and skills necessary to meet human needs and improve the environment
- Become aware of their responsibility for continued professional growth and are committed to the alleviation of poverty, oppression, and discrimination
- Employ empirical evidence to inform, evaluate, and improve practice
- Possess knowledge and skills for working effectively with diverse and vulnerable populations
- Gain competencies to become a licensed social work with the ability to further their licensure through graduate school and become an independent licensed social worker.

### **Social Work Core Requirements (71 Credits)**

PY 201 General Psychology  
PY 222 Behavioral Science Statistics  
PY 225 Multicultural Psychology  
PY 251 Lifespan Development  
PY 307 Behavioral Science Research Methods  
SO 201 Introduction to Sociology  
SW 201 Basic Generalist Practice  
SW 300 Social Welfare Policy I  
SW 301 Social Welfare Policy II  
SW 312 Human Behavior & Social Environment I  
SW 314 Human Behavior & Social Environment II  
SW 326 Social Work Ethics  
SW 304 Social Work Practice I  
SW 305 Social Work Practice II

**Final Year, requires completion of all Freshman through Junior year courses:**

SW 334 Interventions I  
SW 333 Integrative Seminar I  
SW 341 Field Practicum I  
SW 345 Field Seminar I  
SW 434 Interventions II  
SW 435 Integrative Seminar II  
SW 441 Field Practicum II  
SW 445 Field Seminar II

**Recommended Coursework:**

SW 324 Addictions & Substance Abuse Treatment  
SW 328 Program Evaluation

## **COURSE OFFERINGS**

**SW 201 Basic Generalist Practice**

**3 cr.**

The basic principle of generalist practice is that social workers are able to utilize a problem-solving process to intervene with various size systems including individuals, families, groups, organizations, and communities. They operate within a person-in-environment framework that includes conceptualizing prevention and intervention within a process-oriented systems model in lieu of traditional models that often limit interventions to the individual. Students will receive an Introduction to core concepts, value base and ethical principles of the profession. Emphasis is given to the bio-ecological framework, person-in-environment and systems theory. Students begin the process of professional self-awareness to identify how their personal values and beliefs impact their interactions and practice. Prerequisites: SO 201 and PY 201

**SW 291, 292, 293, 294 Selected Topics**

**1-3 cr.**

**SW 300 Social Welfare Policy I**

**3 cr.**

This course is a 2-part curriculum that examines policy, values and beliefs, as well as social welfare in terms of economics, politics, ideologies, and roots. In this semester a critical study of the income maintenance system in the United States as a response to the problems of inequality of opportunity and income, poverty, and income security will be examined. Students will demonstrate alternative approaches of the social worker's role in the system. Prerequisite: EN 100, EN 101

**SW 301 Social Welfare Policy II**

**3 cr.**

This course is the second semester of a 2-part curriculum that examines policy, values and beliefs, as well as social welfare in terms of economics, politics, ideologies, and roots. In the second semester a critical study of the income maintenance system in the United States as a response to the problems of inequality of opportunity and income, poverty, and income security will be examined. Students will demonstrate alternative approaches of the social worker's role in the system. Prerequisite: SW 300

**SW 304 Social Work Practice I**

**3 cr.**

This course is 2 semesters in which the skills of the planned change approach are practiced with multi-level client systems (individual, groups, families, communities, and organizations). In this course,

students practice relationship building, interviewing techniques, and case recording. Attention to the evolution of social work practice from a historical and international perspective establishes the context for this introduction to practice with individuals in the agency setting. Issues of ethical problem-solving, evidence-based practice and professional identity will be integrated throughout the course. Students are provided an overview of generalist social work practice with individuals, families, groups, organizations, and communities. This course is designed to introduce core concepts, values, and ethical principles of the profession as well as to provide basic skills, and knowledge related to generalist social work practice with a broad array of client systems. Emphasis is given to the biological-psychological-social-spiritual framework, person-in-environment, strengths perspective, and system theory. Students will learn Integration and application of intervention strategies for beginning social work practice. Prerequisite: SW 201

### **SW 305 Social Work Practice II**

**3 cr.**

This course will incorporate skills of the planned change approach that are practiced with multi-level client systems (individual, groups, families, communities, organizations). The course focuses on concepts, methods, and skills in social work practice with groups and families. Family development and dynamics will be studied and social work intervention techniques with emphasis on planned change will be examined. Through class discussions, exercises and group projects, students will apply their understanding of group dynamics and family assessment and demonstrate social work practice skills with groups and families. Prerequisite: SW 304

### **SW 312 Human Behavior and Social Environment I**

**3 cr.**

This course is a 2-part curriculum that examines human behavior and social environment both micro and macro practice. The course will review a general social systems approach as a conceptual framework. This framework will provide understanding of culture and society, communities, organizations, groups, families, and individuals as they develop over the lifespan utilizing application of theory and research to social work from an individual perspective – micro practice. Prerequisite: SW 201, PY307, PY222, SW 300, and SW 301

### **SW 314 Human Behavior and Social Environment II**

**3 cr.**

This course is a 2-part curriculum that examines human behavior and social environment both micro and macro practice. This semester will address ecosystems perspective in understanding families, groups, organizations and communities. It will focus on individuals and their transactions with each other and their environment by utilizing application of theory and research to social work practice from an organizational perspective – macro practice. Prerequisite: SW 312

### **SW 324 Addictions and Substance Abuse Treatment**

**3 cr.**

This course introduces selected counseling approaches for substance use disorders. Students will be given an overview of the causes of substance use disorders, assessment, diagnosis, and treatment planning. Students will learn treatment theories and techniques applied to counseling substance abusers. Selected theories include 12 Step approaches, cognitive and behavioral theories, family systems theory, harm reduction, and motivational interviewing. Special attention is devoted to apply substance abuse treatment models with diverse populations. Five elements covered include: Classification of drugs, phases of treatment of addictions, basic individual and group treatment skills, contents of various treatment approaches, and the treatment guidelines regarding working with special populations, including women, adolescents, elderly, etc.

**SW 326 Social Work Ethics****3 cr.**

This course covers a range of topics from understanding the history of social work ethics to critical thinking skills. There are three levels of course work; basic, intermediate, and advanced as well as an emphasis on either direct or indirect practice. Course content includes the history and evolution of values and ethics in social work, ethics theories, professional standards of practice (acceptable teaching methods, resource materials, evidence-based research, and instructor qualifications are outlined), legal requirements, self-awareness about ethical professional behavior, and an examination of ethical decision-making processes. Prerequisites: SW 201

**SW 328 Evaluations****3 cr.**

This is an advanced research course that develops skills for evaluating social service programs. The course assumes students have had prior courses in research methods and statistical analysis. This course provides an understanding of theoretical concepts, techniques, and research findings for evaluating a specific program, its implementation, and its effectiveness. Students will systematically analyze program evaluation models and critically examine application of these models in the context of social work practice and social welfare policy. Prerequisites: PY 222, PY 307, SW 312, SW 314, and Scientific Inquiry

**SW 334 Interventions I****3 cr.**

This course is a 2-part series that identifies how communication theory and skills are applied to social work with individuals, groups, communities, and agencies. Students will learn professional aspects of beginning social work practice through instruction, role-playing, guest speakers, and guided field visits. Additional focus will be on group work, mediation, conflict management, referrals, and ethical issues in working with the clients. This course reinforces and applies social work knowledge, values, and skills using the planned change approach and focuses on intervention strategies with communities and organizations. Students practice generalist social work within a systems theory framework. Students learn policy practice for advocacy and change strategies with agencies and communities. Particular attention will be given to strategies of change with disenfranchised and minority populations. Students develop knowledge and skills about the theory and practice of planned change in communities and organizations using a generalist model of social work practice. Prerequisites: Senior standing

**SW 335 Integrative Seminar I****3. cr.**

This course will facilitate the development of the student as a professional social worker who can enter the practice arena in any setting of practice, particularly by aligning Practicum with classroom instruction. Students will be able to apply the knowledge and skills learned in the classroom, perform direct social work practice skills, and act according to social work ethics and values. The seminars provide a structured learning opportunity where students process their practice experiences and integrate social work values, skills, and knowledge of generalist social work practice in a systems theory perspective with the hands-on practice experience in the field practicum setting. Supervised field practice and learning experiences emphasize the application of knowledge and skills in the areas of ethical and professional behavior, diversity and difference, human rights and social, economic and environmental justice, research informed practice, policy practice, and engagement, assessment, intervention and evaluation with individuals, families, groups, organizations and communities. Learning is directed at the development and demonstration of advanced competency skills. Topics and policies of social work and social welfare are discussed, based in large part, on the experiences of students in the field through written logs, client summaries, and classroom discussions of experiences including feelings about their social work practice. Students are expected to promote sustainable social change through planned problem solving and



empowerment to enhance the well-being of others. Must be taken concurrently with SW 341 and SW 345.  
Prerequisites: Senior standing

### **SW 341 Field Practicum I**

**6 cr.**

This course will provide the student with empirically-based experience under the supervision of a licensed practitioner. The student must complete 240 hours each semester under supervision and 16 hours weekly is the minimum requirement. Documented hours along with assignments are a requirement for completion of the learning contracts per semester. Must be taken concurrently with SW 335 and SW 345

Prerequisites: Senior standing

### **SW 345 Field Seminar I**

**2 cr.**

This seminar course will outline the development of the student as a professional social worker who can enter the practice arena in any setting of practice. The seminar complements the Field Practicum and Integrative Seminar to provide a structured learning opportunity where students are able to provide inquiry and gain clarity in their practice experiences and integration of their social work values, skills, and knowledge of generalist social work practice in a systems theory perspective. The seminar also assists students to expand their knowledge of the human services field beyond the confines of their own placement. This seminar is an informational orientation seminar for Social Work majors to enhance their understanding of social work as a profession. Must be taken concurrently with SW 341 and SW 335. Must be taken with SW 335 and SW 341. Prerequisites: Senior standing

### **SW 391, 392, 393, 394 Selected Topics**

**1-3 cr.**

### **SW 434 Interventions II**

**3 cr.**

This course will focus intervention strategies with communities and organizations. Students practice generalist social work within a systems theory framework. Students learn policy practice for advocacy and change strategies with agencies, communities, and organizations using a generalist model of social work practice. Particular attention will be given to strategies of change with disenfranchised and minority populations. This course will maintain an emphasis on assessment, planning, intervention, and evaluation skills for macro-level practice. Prerequisites: SW 334

### **SW 435 Integrative Seminar II**

**3 cr.**

This course will support the development of the student as a professional social worker, particularly by aligning Practicum with classroom instruction. Students will continue to apply the knowledge and skills learned in the classroom, perform direct social work practice skills, and act according to social work ethics and values. The seminar provides a structured learning opportunity where students process their practice experiences and integrate social work values, skills, and knowledge of generalist social work practice in a systems theory perspective with the hands-on practice experience in the field practicum setting. Supervised field practice and learning experiences emphasize the application of knowledge and skills in the areas of ethical and professional behavior, diversity and difference, human rights and social, economic and environmental justice, research informed practice, policy practice, and engagement, assessment, intervention and evaluation with individuals, families, groups, organizations and communities. Learning is directed at the development and demonstration of advanced competency skills. Topics and policies of social work and social welfare are discussed, based in large part, on the experiences of students in the field through written logs, client summaries, and classroom discussions of experiences including feelings about their social work practice. Students are expected to promote sustainable social change through planned problem solving and empowerment to enhance the well-being of others. Must be taken concurrently with SW 441 and 445. Prerequisites: SW 335, SW 341, SW 345

**SW 441 Field Practicum II****6 cr.**

This Field Practicum will provide the student with empirically-based experience under the supervision of a licensed practitioner. The student must complete 240 hours each semester under supervision and 16 hours weekly is the minimum requirement. Documented hours along with assignments are a requirement for completion of the learning contracts per semester. Must be taken concurrently with SW 435 and SW 445. Prerequisites: SW 335, SW 345, and SW 341

**SW 445 Field Seminar II****2 cr.**

This seminar course will outline the development of the student as a professional social worker who can enter the practice arena in any setting of practice. The seminar complements the Field Practicum and Integrative Seminar to provide a structured learning opportunity where students are able to provide inquiry and gain clarity in their practice experiences and integration of their social work values, skills, and knowledge of generalist social work practice in a systems theory perspective. The seminar also assists students to expand their knowledge of the human services field beyond the confines of their own placement. This seminar is an informational orientation seminar for Social Work majors to enhance their understanding of social work as a profession. Must be taken concurrently with SW 435 and SW 441. Prerequisites: SW 335, SW 341, and SW 345

# THEOLOGY

## Program Student Learning Outcomes

Students completing a minor or course in Theology will be able to:

- Demonstrate an understanding of theology and its relevance to contemporary life.
- Demonstrate an understanding of the Christian faith and Roman Catholic tradition.
- Interpret Scripture according to historical-social critical methods.
- Apply principles of moral decision-making to real-life moral dilemmas.
- Demonstrate an understanding of Catholic social teaching principles and identify actions for justice.
- Demonstrate an understanding of the richness and diversity of world religions' responses to questions about God, the meaning of life, suffering, and death.

## THEOLOGY MINOR

### 18 Credits

#### Requirements:

One course on the Bible using the historical/critical method

#### Choose one:

TH 200 Gospel Portraits of Jesus  
TH 205 Men and Women in the Bible  
TH 321 Faces of God in the Hebrew Scriptures  
TH 322 New Testament Theology  
TH 325 An Arts Approach to the Bible  
TH 373 Biblical Wisdom for People Today  
TH 374 The Prophets: Then and Now

#### Choose one doctrine course:

TH 301 Sacraments: Finding God  
TH 305 Faith and Atheism  
TH 312 Church History  
TH 332 Nature of the Church  
TH 370 Religions of the World  
TH 385 Science and Faith  
TH 420 The Jesus of History, The Christ of Faith

TH 450 Social Justice: Issues and Action is included in the 18 credits.

TH 150 can be included in the 18 credits but is not required of all students.

**Plus additional courses to total 18 credits.**

## **COURSE OFFERINGS**

### **TH 100 Keys to a Happier Life**

**1 cr.**

This course introduces students to ancient religious practices that have scientific evidence for helping people feel happier. There are also other benefits: happy people learn new ideas faster and remember them longer and live longer. These effects can reduce stress and increase peaceful communication and interactions in our society. This course fulfills one-credit Personal Growth requirement for Engaged Responsibility.

### **TH 150 Living the Ultimate Questions**

**3 cr.**

This course deals with the questions humans have asked since the beginning of humankind: what happens after death? Is there a god? Why is there suffering in the world? These ultimate questions most likely gave rise to religious rituals and beliefs. The course offers insights from major world religions while focusing on Christianity's answers, especially those found in the Bible and in Jesus.

### **TH 191, 192, 193, 194 Selected Topics**

**3 cr.**

### **TH 200 Gospel Portraits of Jesus**

**3 cr.**

A close reading and analysis of the four gospels in the New Testament. We look for the unique portrayal—the verbal portrait of Jesus—presented by each of the gospel writers, also called evangelists. The variety of portraits tells us that Jesus can be known spiritually in different ways by different people. No prior knowledge of the Bible is necessary.

### **TH 205 Men and Women in the Bible**

**3 cr.**

Guides students to discover the human side of biblical men and women in love and power relationships. The dominating figures in both the Hebrew and the Christian Scriptures are male. Yet women played major roles at the sides of Abraham, Isaac, Jacob, Moses, David and Jesus. Literary forms and different methods of biblical interpretation will be introduced. No prior knowledge of the Bible is necessary. Sophomore status.

### **TH 210 God, Romance and Relationships**

**3 cr.**

A seminar-style course exploring complex topics of human sexuality. The course will discuss traditional Christian/Catholic approaches to human sexuality and how those approaches have changed over time. Students will have the opportunity to engage in dialogue with the texts and their peers about how we define and understand God, Romance, and Relationships.

### **TH 250 Spirituality: Finding Your Inner GPS**

**3 cr.**

A practical course introducing students to spirituality and to ways of praying. Based on Christian tradition and the Bible, the course will also open the riches of prayer and meditation, sacred texts, and spiritual giants in world religions. Students will reflect on their own spirituality and practice ways of praying. In short, they will learn how to care for their soul.

### **TH 291, 292, 293, 294 Selected Topics**

**1-3 cr.**

### **TH 301 Sacraments: Finding God**

**3 cr.**

Students are invited to consider the wonder and mystery of the sacramental life, both in the communal rituals of the Church and in their own personal encounters with God in the ordinary experience of life. Students will reflect upon the sacraments as a sign that God is with us. A history of the historical development of each of the seven sacraments will be woven with the students' own personal experiences

of God's grace. The use of poetry and music will invite students to discover, perhaps for the first time, the sacraments as signatures of God's grace.

**TH 305 Faith and Atheism**

**3 cr.**

One of the distinctive features of Christianity and other monotheistic religions is belief in a personal, infinite God. This course proposes to examine belief in the existence of God. Attention will be given to important current topics, e.g., the relationship between faith and reason, the existence of God, the nature of God-talk, the mystery of suffering, and contemporary dialogues with atheism and agnosticism.

**TH 312 Church History**

**3 cr.**

Traces the major movements in the growth of the Church and its influence in the world, from New Testament times through the Fathers, the Middle Ages, the Reformation, colonial expansion, Vatican Council II and the Church in the modern world.

**TH 321 Faces of God in the Hebrew Scriptures**

**3 cr.**

A study of Hebrew Scriptures that focuses on how the biblical authors understood and described the actions of God in the lives of the Chosen People. Selected books and passages will consider the God of Abraham, the God of the Exodus, the God of the Covenant, the Promised Land, the God of Job, and the God who spoke through the prophets. This course considers the nature of divine revelation, some Jewish history and literary forms in the chosen passages.

**TH 322 New Testament Theology**

**3 cr.**

New Testament writings in the context of the emerging Church, tracing the literary-historical evolution, societal influences, and themes of the Gospels, Acts, and the Pauline and Johannine writings. Students will also apply gospel wisdom to questions in their own lives.

**TH 325 An Arts Approach to the Bible**

**3 cr.**

An exploration of Hebrew and Christian scriptural themes, including creation, suffering and conversion, from two perspectives: literary forms in the Bible and also imaginative expressions in music, visual art, literature, and film. This course aims to open up the meaning of biblical stories and to encourage an experience of the Sacred through the arts. No previous background in Scripture or the arts is necessary.

**TH 332 Nature of the Church**

**3 cr.**

Studies the nature of the Church as a sacrament of God's presence in history. Examines the Church experienced as institution, as community, as Catholic, renewing itself to minister to the modern world. Also addressed: ecumenical efforts and the vision of the Church articulated in the Documents of Vatican Council II and beyond.

**TH 370 World Religions and Global Issues**

**3 cr.**

A survey of the major religions in the world for the first half of the course. The second half studies current global issues related to and/or caused by religions, along with interfaith work for justice, peace and solutions to global problems. Pre-requisites: EN 100 and 101.

**TH 373 Biblical Wisdom for People Today**

**3 cr.**

A study of the Wisdom Movement in Israel, as seen in the books of Job, Proverbs, Ecclesiastes, Sirach, Song of Songs, the Wisdom of Solomon, and the Wisdom psalms. The focus is on the relevance of these texts to people's lives today.

**TH 374 The Prophets: Then and Now****3 cr.**

The prophets still speak. Is anyone listening? Students will begin to answer that question by looking at the prophets of the Old Testament through the writings of the scripture scholars. Students will then explore the prophets' influence on the life and message of Jesus. The role of the early church will be the bridge to contemporary society as students explore the relevance of the prophetic message upon the challenges of today. Students will have an opportunity to identify and learn about today's spokespersons for God in the areas of racism, environmental justice, and poverty among many traits.

**TH 385 Science and Faith****3 cr.**

One of the distinctive features of Catholicism is belief in God as the creator and sustainer of the universe. This course proposes to examine belief in God and the uniqueness of human beings in relationship to modern science. Attention will be given to important current topics, e.g., the different methods of biblical interpretation and the development of theological traditions in dialogue with the physical sciences, including big bang cosmology and biological evolution.

**TH 391, 392, 393, 394 Selected Topics****1-3 cr.****TH 420 The Jesus of History, The Christ of Faith****3 cr.**

By exploring the Gospels, students are introduced to the historic Jesus – the man and his ministry – through contemporary methods of scripture study. Students will reflect on the Letters of St. Paul that form the basis of a theological understanding of Jesus as the Son of God. Students will then examine creedal and doctrinal statements forged by the early Church and subsequent Church Councils that answer Jesus' timeless question, "Who do you say that I am?" Throughout the course, students are invited to explore the same question personally as they learn about the Jesus of History and the Christ of Faith.

**TH 450 Social Justice: Issues and Action****3 cr.**

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

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Mac Donley, President & CEO, Donley's Inc.  
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