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Undergraduate Bulletin
2009-2010
# TABLE OF CONTENTS

## 1. Introduction
- Bulletin Description and Directory of Offices .................................................. 1
- About Capital ........................................................................................................ 3

## 2. General Information
- Listing of Undergraduate Majors and Minors, Education Certification Programs and Pre-Professional Programs ................................................................. 7
- Academic Support Services .................................................................................. 10
- Admission Information for Traditional Undergraduate Programs .................... 13
- Financial Information ........................................................................................... 16
- Financial Aid—Scholarships, Awards, Loans and Grants ..................................... 20
- Student Life and Services .................................................................................... 31

## 3. Undergraduate Academic Policies, Regulations and General Information .................................................. 41

## 4. General Education at Capital: Goals and Courses ........................................... 67

## 5. Honors Program ............................................................................................... 77

## 6. Undergraduate Programs
- Alphabetical Listing ............................................................................................. 81
  - Business (Accounting, Financial Economics, Leadership & Management, Marketing) ................................................................. 95
  - Education .......................................................................................................... 138
  - Music ............................................................................................................... 195
  - Nursing ........................................................................................................... 221
- Center for Lifelong Learning .................................................................................. 105
- Professional Studies ............................................................................................. 254
- Summer Institute in Science and Mathematics ................................................... 277
- Summer Session .................................................................................................. 279
- University Course ................................................................................................. 283

## 7. Personnel Directory .......................................................................................... 285

## 8. Academic Calendars ......................................................................................... 309

## 9. Index .................................................................................................................... 311
THE CAPITAL UNIVERSITY UNDERGRADUATE BULLETIN

This bulletin provides information relative to the School of Natural Sciences, Nursing and Health; the School of Management and Leadership; the School of Social Sciences and Education; the Conservatory of Music and School of Communication; and the School of Humanities. Separate publications are provided for the Law School, the Master of Science in Nursing degree, the Master of Business Administration degree, the Master of Music in Music Education degree, and Summer School. The information in this bulletin applies to the 2009-2010 academic year. Capital University reserves the right to make changes in offerings, requirements and regulations subsequent to the publication of the bulletin.

Directory of offices

The post office address of the university is: Capital University, 1 College and Main, Columbus, Ohio 43209-2394. The switchboard number is: 614-236-6011. Depending upon the nature of the inquiry, letters and phone calls to the university should be directed as follows:

Admission—undergraduate admission information, 614-236-6101, or toll free: 1-866-544-6175.

Center for Lifelong Learning—614-236-6996.

Bookstore—614-236-6116.

Career Services—614-236-6606.

Center for Excellence in Learning and Teaching (CELT)—614-236-6327. (See page 10 for additional info.)

Finance Office—student financial accounts, payment plans and general financial information, 614-236-6123.

Financial Aid—financial assistance, including scholarships, grants, loans and part-time employment, 614-236-6511.

International Education—program information about study abroad and admission information for overseas students, 614-236-7102.

Media Relations and Communications—614-236-6945.

Multicultural Affairs—614-236-6181.

President—general interest of the university, 614-236-6908.

Publications and Marketing—614-236-6196.

Registrar—student academic records, transcripts and veterans’ affairs, 614-236-6150.

Residence Life—student housing and dining services, 614-236-6811.

Sports Information—athletic event publicity and publications, 614-236-6174.

Student Activities—614-236-6901.

Student Affairs—student services, 614-236-6611.

Summer School—summer programs and schedule information, 614-236-6996.

Vice President for Academic Affairs/Provost—general academic matters, 614-236-6108.
ABOUT CAPITAL

With a foundation based in a history of academic excellence in the tradition of Lutheran higher education, Capital University's undergraduate and graduate programs are preparing students for lifelong learning and professional goals in the global environment of the 21st century. Founded in 1830 as a Lutheran seminary, and chartered as a university in 1850, Capital has been at the forefront of preparing students personally and professionally to achieve their vocational calling. Undergraduate students of all backgrounds and religious perspectives study a curriculum that focuses on a liberal arts foundation, strong major and professional programs, and the development of both a personal and societal ethos.

Capital University includes The College and Law School. The university offers five undergraduate degrees with more than 70 majors, as well as nine graduate degrees to its approximately 3,800 students. Graduate offerings provide opportunities for degrees in law and graduate tax programs, the master's of business administration, the master of science in nursing, and the master of music in music education.

Academic opportunities are enhanced at Capital with the many opportunities for student involvement in co-curricular activities including student government, athletics, music, theatre, and cultural, political and social organizations.

Since Capital is in a metropolitan setting in the Columbus suburb of Bexley, students enjoy academic, cultural, recreational and social activities. Theatres, galleries, museums, shops, restaurants and sporting events are just minutes away from campus.

As the state capital and the largest city in Ohio, Columbus is the home for an increasing number of national corporations. The academic experience at Capital includes a rich variety of internships and educational opportunities for students in cooperation with these businesses, health and other non-profit agencies and governmental offices. In addition, the business community of Columbus is an important employer of Capital University graduates.

Identity
Knowing ourselves

Capital University is a comprehensive, independent university, grounded in the Lutheran tradition. It offers diverse undergraduate and graduate programs in the arts, sciences, and professions. It emphasizes excellence in teaching in a personalized, student-centered environment of robust academic challenge. It is committed to using multiple approaches to intellectual development in order to serve the lifelong learning of a heterogeneous population. It seeks to prepare individuals to live holistic lives of leadership and service.

Mission
Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:
• Provides for personal growth by encouraging, enabling, and celebrating learning;
• Prepares individuals to be knowledgeable, independent, critical thinkers — educated for lives of leadership and service in an increasingly diverse society;
• Inspires individuals to be morally reflective, spiritually alive and civically engaged through our Lutheran heritage of free inquiry.
University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- thinking critically,
- reasoning logically and
- communicating clearly.

Students also will be encouraged to:

- develop their leadership and service potentials,
- become independent, lifelong learners and
- develop a sense of values that guides personal decision making and
- develop intercultural competencies and the ability to work in diverse groups.

Affiliation

Capital University is one of the oldest institutions of higher education of the Evangelical Lutheran Church in America.

The College

Interim Dean—Richard Ashbrook, Ph.D.

The University’s Academic Affairs division has two primary divisions, the College, under which all academic programs on the Bexley campus are organized, and the Law School, which provides legal and related studies on a separate campus located in downtown Columbus. Five schools comprise the College: 1) The School of Natural Sciences, Nursing and Health, 2) The School of Management and Leadership, 3) The School of Social Sciences and Education, 4) The Conservatory of Music and School of Communication, and 5) The School of Humanities.

Organization

Capital University is organized into five operating divisions: Academic Affairs, Planning and Strategy, Resource Management, Student Affairs, and University Advancement.

The five academic units of Capital University are under The College.

1. The School of Natural Sciences, Nursing, and Health is composed of five academic departments. Through the School of Natural Sciences, Nursing and Health, the university offers the Bachelor of Arts; Bachelor of Science in Nursing; and the Master of Science in Nursing degree. The Bachelor of Science in Nursing is available through both the traditional four-year program of study and a degree-completion program for registered nurses in collaboration with the Center for Lifelong Learning. The MSN Program offers tracks in Nursing Education, Theological Studies, and Legal Studies. The following dual degrees are also available: MSN/MBA, MSN/JD, and MSN/MTS. Nursing education post-master’s certificate program and MSN fast-track options are available.

2. The School of Management and Leadership offers Bachelor of Arts degrees in accounting, economics, finance, leadership and management,
and marketing. The Master in Business Administration (MBA) is offered through a flexible part-time evening program for working students. The MBA also can be earned as part of a joint program with the Capital University Law School (JD/MBA) or with the School of Natural Sciences, Nursing, and Health (MSN/MBA). Accounting and business administration majors for working students also are available through the Center for Lifelong Learning.

3. **The School of Social Sciences and Education** is composed of six academic departments, offering both Bachelor of Arts and Bachelor of Social Work degrees.

4. **The Conservatory of Music and School of Communication** offers two undergraduate degrees, the Bachelor of Music and the Bachelor of Arts, and a Master of Music degree in Music Education.

5. **The School of Humanities** is comprised of five academic departments and offers a Bachelor of Arts degree.

Army ROTC is an educational program combining college electives in military science with practical leadership training to prepare men and women to become U.S. Army officers. Traditionally, Army ROTC is a four-year program with the first two years of the program comprising the Basic Course.

### The Law School

Dean—Jack Guttenburg, J.D.

The Law School became part of the university in 1966. The Juris Doctor degree is awarded upon successful completion of 86 semester hours in either the three-year, full-time day program or the four-year, part-time evening program. A part-time day program began in fall 1999. The graduate programs were established in 1986. These programs include a Master of Laws in Taxation for attorneys; a Master of Taxation for accountants; a Master of Laws in Business and Taxation for attorneys, and a Master of Laws in Business.

The Law School offers four joint degree programs. In cooperation with Ohio University, students may earn a Juris Doctor and a Master’s of Sports Administration. Also offered is a joint JD/MSN with the School of Natural Sciences, Nursing, and Health and a joint JD/MBA with the School of Management and Leadership. A joint degree with a Juris Doctor and a Master of Theological Studies is offered in partnership with Trinity Lutheran Seminary. A Juris Doctor student may earn both a Juris Doctor and one of the master’s degrees in three and a half years under the combined degree program.

For a viewbook, application and further information, write Admissions, Capital University Law School, 303 E. Broad St., Columbus, OH 43215-3201; call 614-236-6310; send e-mail to admissions@law.capital.edu; or visit www.law.capital.edu.

### The Center for Lifelong Learning

is dedicated to serving Capital University's adult learners. The Center offers the Bachelor of Arts and the Bachelor of Arts in Social Work. In addition, registered nurses can earn a Bachelor of Science in Nursing degree through a degree-completion program offered in Columbus. Additional information on the Center for Lifelong Learning is available on pages 105-113 of this bulletin.
Accreditations and Memberships

- North Central Association/Higher Learning Commission; 1921-2013
- Ohio Board of Regents; 1969 to present
- National Association of Schools of Music; 1932 to present
- Commission of Collegiate Nursing Education; 1998 to present
- National League of Nursing; 1960-2001
- Ohio Board of Nursing (approved)
- American Association of Colleges of Nursing (member)
- League of Ohio Law Schools (charter member)
- American Bar Association; 1954 to present
- Association of American Law Schools (member since 1983)
- Association of Collegiate Business Schools and Programs; 1999 to present
- American Association of Collegiate Schools of Business (member)
- American Chemical Society (approved); 1966 to present
- Council on Social Work Education; 1974 to present
- National Council for the Accreditation of Teacher Education; 1966 to present
- Ohio Board of Education
- Commission on Accreditation of Allied Health Education; 1990 to present

Equal Opportunity Policy

Capital University admits qualified students regardless of race, sexual orientation, class, religion, gender, age, disability, or national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the university. It does not discriminate on the basis of race, sexual orientation, class, religion, gender, age, disability, or national or ethnic origin in admission, employment, programs, services or activities.

Students with Disabilities

Capital University welcomes students with disabilities to be an integral part of the educational community. Our mission is to coordinate support services and accommodations for students with disabilities to ensure equal educational opportunities and equal access to university life. The Office of Disability Services (ODS) seeks to make reasonable accommodations for students with disabilities through appropriate modification of educational procedures and methods used to assess student performance. Students with disabilities who wish to receive assistance from the ODS are responsible for disclosing their disability to the ODS. Students should use the following steps as a guideline for requesting services: (a) complete the Student Request for Accommodations form; (b) submit a Certificate of Professional Authority completed by a qualified evaluator; and (c) arrange an appointment with the Disability Services Coordinator.

The aforementioned forms can be located in the ODS or online at http://www.capital.edu/15265/. The ODS is located in the Center for Excellence in Learning and Teaching (CELT) in the Learning Center, Room 100. For additional information, please contact the ODS by telephone (614-236-6327) or by e-mail (disabilityservices@capital.edu).
UNDERGRADUATE MAJORS AND MINORS, EDUCATION LICENSURE PROGRAMS AND PRE-PROFESSIONAL PROGRAMS

- **MAJORS**
  - Accounting ....................................................................................................97
  - Art..................................................................................................................81
  - Art Therapy....................................................................................................81
  - Athletic Training ...........................................................................................175
  - Biochemistry .................................................................................................89
  - Biology ..........................................................................................................89
  - Business .........................................................................................................95
  - Chemistry ....................................................................................................114
  - Chemistry (A.C.S. Certified) ........................................................................114
  - Chemistry (Engr-Dual)..............................................................................115, 157
  - Communication ...........................................................................................118
  - Computer Science .......................................................................................127
  - Computer Science (Engr-Dual) ....................................................................157
  - Criminology ............................................................................................85,130
  - Economics ...................................................................................................135
  - Education .....................................................................................................138
  - English ...........................................................................................................158
    - Literature .................................................................................................158
    - Professional Writing ................................................................................158
    - Creative Writing .......................................................................................158
  - Environmental Science ................................................................................165
  - Exercise Science ..........................................................................................175
  - Financial Economics .....................................................................................98
  - French ...................................................................................................167,194
  - Health and Fitness Management ................................................................175
  - History .........................................................................................................180
  - International Studies ....................................................................................184
  - Jazz Studies ................................................................................................202
  - Keyboard Pedagogy (Church Music, Organ, Piano) ..................................201
  - Leadership and Management .......................................................................98
  - Marketing ......................................................................................................98
  - Mathematics ................................................................................................186
  - Music ..........................................................................................................195
    - Music Composition ..................................................................................202
    - Music Education (Vocal, Instrumental) ...................................................199
    - Music Industry ..........................................................................................202
    - Music Technology ......................................................................................204
  - Nursing .........................................................................................................221
  - Organizational Communication ....................................................................121
  - Performance (Piano, Organ, Instrumental, Vocal) ......................................199
  - Philosophy ...................................................................................................243
Political Science ............................................................... 243
Pre-Engineering* ..................................................................... 157
Pre-Occupational Therapy* ...................................................... 90, 175
Pre-Physical Therapy ............................................................ 90, 175
Professional Studies .............................................................. 254
Psychology .............................................................................. 87, 257
Public Administration ............................................................ 248
Public Relations ...................................................................... 260
Radio-Television ....................................................................... 262
Religion ..................................................................................... 264
  Worship Ministry ................................................................. 265
  Youth Ministry .................................................................... 265
Social Work ............................................................................... 270
Sociology .................................................................................. 87
Spanish .................................................................................... 194, 275
Theatre Studies ......................................................................... 280

• PRE-PROFESSIONAL PROGRAMS
  Pre-Dentistry ......................................................................... 90, 253
  Pre-Law ................................................................................ 253
  Pre-Medicine ....................................................................... 90, 115, 253
  Pre-Optometry ..................................................................... 90, 253
  Pre-Pharmacy ..................................................................... 90, 115, 253
  Pre-Physical Therapy ......................................................... 90, 253
  Pre-Physician Assistant ...................................................... 90, 253
  Pre-Seminary ................................................................. 254
  Pre-Veterinary Medicine .................................................... 90, 253

• MINORS
  Accounting ............................................................................ 99
  African American/African Studies ......................................... 132
  Art History ........................................................................... 84
  Biology .................................................................................. 91
  Chemistry ............................................................................... 115
  Coaching ............................................................................... 176
  Computational Science ...................................................... 124
  Computer Science ............................................................... 127
  Creative Writing .................................................................... 160
  Criminology .......................................................................... 130
  Economics ............................................................................. 135
  Environmental Science ....................................................... 166
  Ethnic Studies ....................................................................... 132
  Film Studies .......................................................................... 262
  Finance .................................................................................. 99
  French ..................................................................................... 194
  Gender and Women’s Studies ............................................. 132
  Geological Sciences ............................................................ 170
  German .................................................................................. 172
  Health .................................................................................... 176
  Historic Preservation .......................................................... 181
  History ................................................................................... 181

*3 years at Capital plus 2 years at another institution
<table>
<thead>
<tr>
<th>Field</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Studies</td>
<td>99, 185</td>
</tr>
<tr>
<td>Journalism</td>
<td>160</td>
</tr>
<tr>
<td>Literature</td>
<td>160</td>
</tr>
<tr>
<td>Management</td>
<td>99</td>
</tr>
<tr>
<td>Marketing</td>
<td>99</td>
</tr>
<tr>
<td>Mathematics</td>
<td>187</td>
</tr>
<tr>
<td>Military Science</td>
<td>191</td>
</tr>
<tr>
<td>Music</td>
<td>204</td>
</tr>
<tr>
<td>Organizational Communication</td>
<td>121</td>
</tr>
<tr>
<td>Philosophy</td>
<td>243</td>
</tr>
<tr>
<td>Physics</td>
<td>249</td>
</tr>
<tr>
<td>Political Science</td>
<td>248</td>
</tr>
<tr>
<td>Psychology</td>
<td>87</td>
</tr>
<tr>
<td>Public Relations</td>
<td>260</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>119</td>
</tr>
<tr>
<td>Radio-Television</td>
<td>262</td>
</tr>
<tr>
<td>Religion</td>
<td>264</td>
</tr>
<tr>
<td>Social Work</td>
<td>271</td>
</tr>
<tr>
<td>Sociology</td>
<td>87</td>
</tr>
<tr>
<td>Spanish</td>
<td>194</td>
</tr>
<tr>
<td>Theatre</td>
<td>280</td>
</tr>
<tr>
<td>Therapeutic Art</td>
<td>82</td>
</tr>
</tbody>
</table>

- **EDUCATION LICENSURE**
  - Early Childhood Education               | 142 |
  - Middle Childhood Education              | 142 |
  - Adolescent/Young Adult Education        | 143 |
  - Multi-Age Education                     | 146 |
    - Health Education                      | 146 |
    - Music                                 | 146 |
    - Physical Education                     | 146 |
    - Visual Arts                            | 146 |
  - Intervention Specialist                 | 146 |
  - License Endorsements                    | 146 |

- **CERTIFICATE/CONCENTRATE PROGRAMS**
  - Accounting                              | 99 |
  - Bioinformatics and Computational Chemistry | 278 |
  - CPA Exam                                | 99 |
  - Geriatrics                               | 271 |
ACADEMIC SUPPORT SERVICES

Blackmore Library
The staff of the Blackmore Library is committed to the academic success of all Capital students. The library demonstrates this commitment with a wide range of services and resources. Library instruction is provided in various formats, including in-class sessions, personalized appointments and streaming video tutorials available on the library web page. The Reference Desk is staffed by professional librarians and questions may be submitted via email to refdesk@capital.edu, by telephone 614-236-6351 and in person.

The library Web site is the gateway to a robust collection of online resources available 24/7. These include hundreds of research databases that are accessible on campus and off campus. Library resources include e-books, e-journals, DVDs, and CDs as well as traditional library materials.

The Blackmore Library is an information commons style library. Students can locate books, articles, and then write their papers on the library computers.

Food and Drink is permitted in all areas of the library, and there are vending machines in the lower level for snacks and beverages.

The Library is open Monday through Thursday, 7:30 a.m. to midnight; Friday, 7:30 a.m. to 6:00 p.m.; Saturday, 1:00 p.m. to 5:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. Please check the Web site for holiday or special hours.

Bookstore
The Capital University Bookstore, located in the Campus Center, is the primary source for textbooks and supplies for students enrolled in undergraduate programs, the Center for Lifelong Learning, School of Management, and the University of Dayton program. For the convenience of students and faculty, the Bookstore is open extended hours at the beginning of each semester. The store sponsors a textbook buy-back program at the end of each semester. All Bookstore questions may be directed to 614-236-6116 or bookstore@capital.edu.

Center for Excellence in Learning and Teaching (CELT)
The Center for Excellence in Learning and Teaching (Ruff Learning Center, Room 100) provides academic support services to students and faculty. Peer tutoring, study strategies counseling, learning style assessment, and disability services are available to students. The Center supports faculty by providing assistance in adapting coursework for students with disabilities. Additionally, the Center administers tests for general education waivers, College-Level Examination Program (CLEP) waivers, and evaluation of prior college credit equivalencies.

Information Technology
The office of Information Technology provides and supports the following services:

- Telecommunications
- Computer Labs
- Instructional Technology & Academic Support
- Help Desk/Client Services
- ID services
- Website Management/Development
- Classroom/Multimedia Support
- Network/User Account Administration
- Security & Incident Response
Offices are located in the lower level of Blackmore Library and 204 Battelle Hall. All computer and telephone questions or requests should be directed to the I.T. Help Desk at 614-236-6508 or by e-mailing them at helpdesk@capital.edu. Detailed information about I.T. services can be found at their Web site www.inside.capital.edu.

Institutional Research and Assessment

The Office of Institutional Research and Assessment (IRA) provides support to decision-making, planning, and evaluation activities of Capital University leadership by conducting studies related to ongoing academic affairs and institutional effectiveness. The office provides data analysis and interpretation for use in planning and policy decisions while also serving as a repository for information on Capital University’s faculty, student, and staff populations. The IRA office is located in Yochum Hall 214. The Institutional Research and Assessment site is available at: http://www.capital.edu/ire.

International Education Office

Located in Renner Hall, the International Education Office provides services to faculty, international students, visiting scholars and American students who want to study abroad. The following areas are included:

• admission policies for non-immigrant students;
• advice about immigration regulations;
• academic and personal counseling;
• guidelines for faculty-led short-term study abroad programs;
• orientation for new international students;
• International Student Association advising;
• facilitation of study abroad (including Capital’s own program in Hungary as well as countries worldwide);
• ESL (English-as-a-Second-Language) program serving students with TOEFL scores below 500/173/61;
• periodic newsletters.

The Schumacher Gallery

Located on the fourth floor of the library, The Schumacher Gallery maintains a collection of 2,500 objects, divided into seven areas: 16th-19th Century Period Works, Ethnic Arts, Asian Art, Works by Ohio Artists, Contemporary Painting and Sculpture, Graphics, and Inuit Art. In addition to the permanent holdings, the gallery hosts temporary exhibitions designed to enhance the academic courses at the university and to bring artworks of historical and contemporary significance to the area. Students are encouraged to attend receptions and creative programs where they meet informally with artists and others who share an interest in the arts. Of special interest is the university’s Artist in Residence program, which incorporates classes, independent studies, special events, and workshops with a practicing artist. The Schumacher Gallery serves the students and the public six days a week during the academic year. It is open Monday through Saturday from 1-5 p.m. There is no entrance fee. For additional information, visit the gallery Web site at www.schumachergallery.org.
Radio Studio

WXCU, Radio Free Capital, was voted the “Best Student Run Internet Only Radio Station” by the College Music Journal in 2007. The station is led by an all-student management team and features a commercial-style alternative format. The studio is equipped with the latest radio broadcasting technology, including both production and playback equipment currently on the air at broadcast stations in Columbus, providing students with experience that translates directly into real world applications. The station is available over the internet at WXCURadio.com, on the campus cable system, and is featured in various campus locations. Additionally, the station hosts several concerts each academic year and supports the efforts of student groups campus-wide.

Television Studio

The Capital University television studio is located in the basement of Blackmore Library. Featuring three Ikegami studio cameras, it serves as a production facility for students majoring in Radio-TV-Film, as well as the broader campus community. The studio is home to “Skyline Columbus,” an award-winning interview program produced each semester by Capital students. The show is carried weekly on a local educational access channel operated by Time Warner Cable and the city of Columbus. The studio also houses a post-production facility that includes a mix of Avid and Final Cut Pro workstations, the two top industry standard choices for non-linear video editing. The equipment is used for classes, pre-production for “Skyline,” and to produce Capital’s own multimedia website, “CapVision.” Students working on “CapVision,” a magazine-style website about student life and campus activities, gain valuable experience using these professional non-linear editing systems.

The Cabaret Theatre

The Cabaret Theatre, home to The Capital University Theatre, is a modified black box space located in the basement of the Harry C. Moores Campus Center. With flexible seating and staging (thrust, arena, proscenium, and environmental), the theatre is capable of seating up to 120 a performance. The theatre is equipped with a scene shop, a control booth, and a production design office. These facilities combine to provide students, faculty, and the Capital community the opportunity to collaborate on a variety of theatrical productions including musicals, Shakespeare, contemporary drama, and premieres of original works.
ADMISSION INFORMATION FOR TRADITIONAL UNDERGRADUATE PROGRAMS*

Capital selects students who present a combination of ability, maturity, motivation, character and commitment. The admission committee carefully considers a student's academic record, as well as a student's motivation, character and citizenship record as demonstrated through the application process. Capital University admits qualified students regardless of race, color, religion, gender, age, disability or national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the university.

Admission requirements

All degree candidates entering Capital University should have graduated from an accredited high school (or its equivalent) with a strong college preparatory curriculum. In preparation for the university, it is strongly suggested that students complete a minimum of 16 academic units including:

- 4 units of college preparatory English
- 3 units of mathematics (minimum—Algebra 1, Geometry, Algebra 2)
- 3 units of natural science (including two lab sciences)
- 3 units of social science
- 2 units of foreign language (preferably the same language)
- 1 unit of fine arts

It is required that a candidate for the nursing program complete high school biology, chemistry and algebra II or equivalent courses and achieve a grade of C+ or higher in each of these classes.

Application procedures

1. All students must submit the application for admission. Apply online at www.capital.edu.

2. High school students also must submit:
   a. the official high school transcript
   b. American College Test (ACT) or Scholastic Aptitude Test (SAT I) scores
   c. A guidance counselor information sheet also may be requested.

3. Transfer students also must submit:
   a. the official high school transcript
   b. official transcripts from all colleges or universities attended

4. International students also must submit:
   a. official records/transcripts/exam results of all secondary and/or post secondary school work
   b. photocopies of school leaving (graduation) certificates (when they become available)
   c. official Test of English as a Foreign Language (TOEFL) or an International English Language Testing System (IELTS) score report. Capital's TOEFL code is 1099.

*For Center for Lifelong Learning information, see pages 105-113.
d. official SAT or ACT scores, if available. The SAT is required if the student's native language is English and they do not wish to submit a TOEFL score.

e. essay/statement of educational purpose

f. one letter of recommendation from a school adviser, instructor or principal

g. personal statement with autobiographical information and student's educational goals while studying at Capital University (300–500 words)

h. proof of financial support if the student is coming to the U.S. on an F-1 or J-1 immigration status

An international applicant in need of an F-1 or J-1 student immigration status must also provide the university with financial documentation to demonstrate that they have sufficient funds to live and study in the U.S. for a one-year period.

5. Conservatory of Music applicants must complete a separate audition application and audition in the principal performing medium. Scheduled auditions are held on campus.

6. Home-schooled students also must submit a written statement and portfolio of their secondary school level work in addition to a transcript of courses and grades, ACT or SAT I scores, and a letter of recommendation from someone other than a parent who can write about the student's character, ability, motivation, maturity and commitment.

7. A $200 tuition deposit (and $100 housing deposit if applicable) confirms the student's intent to enroll. Both deposits are refundable through April 30 preceding the fall term. The deposit is nonrefundable for all other terms. Complete information about admission procedures can be found on Capital's Web site at http://www.capital.edu.

Types of admission

Rolling admission: The candidate meets all the qualifications for admission as a degree candidate and may apply any time following completion of the junior year of high school. Admission decisions are made throughout the year as applications are completed on a space available basis.

Transfer admission: The candidate has attended another college or university after graduating from high school. Transfer credit is awarded for all courses successfully completed at a regionally accredited college or university as per “Transfer of Credit,” discussed on pages 64-65. The acceptance of these credits toward Capital's degree program requires the approval of the program in which the student enrolls.

Transfer candidates for any program must be in good academic and social standing at the college or university last attended. A transfer candidate should have achieved a minimum of a 2.50 cumulative grade point average (on a 4.0 scale) at all colleges and universities attended. Candidates majoring in music should demonstrate satisfactory work in college-level music courses. The transfer candidate interested in the nursing program shall have a minimum GPA of 3.5" weighted cumulative GPA on a 4.0 scale. Sciences that apply to the major should have been taken within the last five years with a minimum cumulative average of 3.0 for those sciences. The following courses are recommended for completion prior to admission: anatomy and physiology, microbiology, organic or biochemistry, statistics, intro to general psychology, human nutrition and lifespan development. (“A weighted cumulative GPA con-
siders the cumulative GPA from each college/university attended and weights the GPA by the amount of completed semester hours of course work at each college/university. A weighted GPA then is calculated.

Non-degree admission: Students who are pursuing university courses for reasons other than earning a degree at Capital University are considered to be non-degree students. Applicants are expected to submit the appropriate admission application and the $25 nonrefundable application fee. Students who plan to pursue degrees elsewhere should consult with that institution prior to enrolling at Capital. Non-degree students must have graduated from high school (or earned a GED). Current high school students may enroll in courses on a non-degree basis provided they demonstrate satisfactory high school preparation.

Non-degree students may, at any time, apply for degree status at the university through the Admission Office or Center for Lifelong Learning with a waiver of the application fee. Students are subject to the policies, regulations and degree requirements in effect at the time of initial matriculation into the university as degree-seeking students.

Readmission: A student who has been absent from the university for one semester or longer must apply for readmission through the Registrar’s Office. (See page 56 for further information.)
**FINANCIAL INFORMATION**

**Costs**

Capital University is a non-profit educational institution. The tuition, fees and other charges paid by students cover approximately 75 percent of the institution’s instructional and operating costs. The balance is provided by generous gifts from alumni and friends, income from university endowment, and support from the Evangelical Lutheran Church in America.

**I. TUITION, ROOM AND BOARD**

The Capital University Board of Trustees has established the following tuition, room and board charges for academic year 2009-2010:

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Tuition and General Fees</th>
<th>Full-Time Enrollment(2)</th>
<th>Part-Time Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UG Trad-FT</td>
<td>$28,480</td>
<td>$950/cr. hr.</td>
</tr>
<tr>
<td></td>
<td>Enrollment Overload Charge (per credit hour over full-time (2) maximum)</td>
<td>$950</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Older Style Residence Hall Room and Board(3)</td>
<td>$7,510</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Capital Commons Apartments Room (only)</td>
<td>$3,330</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College Ave. Suite Style Housing DBL + 225 MP</td>
<td>$8,660</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SGL + 225 MP</td>
<td>$9,530</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Capital University Apartments (Woodsview) 9 month Room Only</td>
<td>$6,370</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12 month Room Only</td>
<td>$8,120</td>
<td></td>
</tr>
</tbody>
</table>

(1) Information on tuition, fees and policies for students enrolled in summer sessions appear in the separate brochure for this program. (Nursing students take one summer session.)

(2) Full-time enrollment is defined as 12-18 semester hours per semester.

(3) The basic room and board plan provides for double room occupancy and 225 Block Plan. For the new residence hall rates and other room and board plans, please obtain this information from the Office of Residence Life, 614-236-6811.

**II. SPECIAL FEES**

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditing a Course (per credit hour)</td>
<td>$75</td>
</tr>
<tr>
<td>Credit by Examination (per credit hour)</td>
<td>$50</td>
</tr>
<tr>
<td>I.D. Card Replacement</td>
<td>$15</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$150</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$50/course</td>
</tr>
</tbody>
</table>
Nursing
—Clinical Fee per course for Nursing 221 $265
  321, 322, 323 and 324 $250
—Clinical Fee per course for Nursing 410 and 424 $490
—Nursing Kit (approximate) $50-100
—Professional Liability Insurance (approximate, commencing
  with enrollment in 100 level nursing courses) $50
—Uniforms and Lab Coat (approximate) $150
Standardized Testing (per test) $16
Orientation (required of all freshmen) $200
Parking Permit — see University Motor Vehicle Regulations
  —Individual Student $75

Private Music Lessons:
—Conservatory Primary Lesson on Primary Instrument
  (1 hour lesson per week) Per Semester $600
—Conservatory Secondary Lesson on Primary or
  Secondary Instrument
  (1/2 hour lesson per week) Per Semester $425
—Group Lesson (a relatively small number of students
  taught by one instructor simultaneously). Per Semester $210
—Dance Technique Courses (MUSIC 274, 275 and 276):
  Taught at BalletMet facilities. Per Semester $210
Professional Education — see below $360
Residence Hall Room Charge Deposit — see below $100
Returned Check/Refused Credit Card Form Charge $25
Student Health Insurance (unless waived online) $498
Transcript Issuance (per transcript after first issuance):
  —Regular Service $5
  —Same-Day Service $10
Tuition Waiver Certificate Service Fee — see below $50

Payment Policies
Terms of Payment. All tuition, fees and deposits for each semester are due and
payable as provided in this bulletin. University charges may be paid by cash or
check. The student is responsible for prompt payment of university charges
unless other payment arrangements are requested in writing and approved by
the Student Accounts Office prior to the payment due date. Student billing
information will be available electronically at the students capital.edu e-mail address,
payments also may be made via the Web. For additional information, please
refer to the Student Accounts web site at http://www.capital.edu/student-
accounts/. Payments for first semester are due by August 14, 2009. Payments
for second semester are due by December 14, 2009.

Students who have been awarded financial aid will receive information from
the Financial Aid Office and Student Accounts explaining how the financial aid
will be applied toward the student’s account.
Tuition Payment Plans. For persons wishing to budget annual costs on a monthly basis, a 10-month payment program is available through a management service. Information on this plan may be obtained from the Student Accounts Office.

Transcripts and Graduation. Satisfactory settlement of all financial obligations to the university is required before graduation or before academic transcripts are released.

Special Deposits and Fees
1. Each student is required to pay a $100 Residence Hall Room Charge Deposit or to make arrangements with the Office of Residence Life to live off campus. The deposit is credited to the student's room charge if the student enrolls the following semester, and is refundable only upon written notification received by the Office of Residence Life no later than May 1, 2009. All students living in university residence halls are required to be on the university board program.

2. Any full-time student in the College of Arts and Sciences or in the Conservatory of Music seeking certification in teacher education will be charged a Professional Education Fee (PEF) of $360. All PEF payments are non-refundable.

3. Tuition Waiver Certificate Service Fee. Persons wishing to use a Tuition Waiver Certificate issued to their employer by the School of Nursing or the College of Arts and Sciences must submit the certificate with a $50 per course service fee to the Finance Office. Information on this program may be obtained from the School of Nursing or College of Arts and Sciences.

4. Traditional Undergraduate Student Health Insurance. Capital University is pleased to provide students with a comprehensive form of accident and sickness insurance, underwritten by National Union Fire Insurance Company of Pittsburgh, PA, for the 2009-2010 school year.

Capital University requires all students registered six or more credit hours to automatically be enrolled in the Student Accident and Sickness Insurance Plan. Fees for this insurance are included on the student's tuition bill. Students who are currently insured by a health insurance policy (i.e., their own or through their parent's) may waive the Student Accident and Sickness Insurance Plan. Waivers need to be completed online prior to September 11, 2009. If you do not complete the online waiver, you will automatically be assessed a single student insurance premium on your student invoice.

Please note all waiver information will be verified by a third party agency, with your insurance company as part of the insurance verification process. If insurance status cannot be verified, the waiver will be revoked and the insurance premium will remain on your student account.

No waivers will be accepted after September 11, 2009, the last day of Add/Drop for the term. If the waiver deadlines are ignored, you will be responsible for the insurance premium. Your insurance charge will not be removed from your tuition bill without an approved waiver.

The online waiver can be accessed at www.studentinsurance.com.

Withdrawal: Payment Obligations and Refunds. To withdraw from an individual course or to withdraw completely from the university, the student must complete and submit the appropriate form to the Registrar's Office. No refund
will be made without such official written notification.

For a student who officially withdraws from the university during a semester, the amount of tuition refunded is determined by the student’s official withdrawal date as set by the Registrar’s Office. The amount of tuition refunded is calculated as follows:

- withdrawal through the 2nd week of the semester 100%
- withdrawal during the 3rd & 4th week of the semester 75%
- withdrawal during the 5th & 6th week of the semester 50%
- withdrawal after the 6th week of the semester 0%

For students who withdraw from Capital and are on the university room and board plan, you will be charged the full room charge for the semester and your meal plan will be prorated based on the date of checkout and key return with the Office of Residence Life and Housing.

Financial aid awards for students who withdraw also are subject to adjustment. A student who feels that individual circumstances warrant exception to the above policy may file a written appeal with the director of Student Accounts.

Capital University—Office of Student Accounts

Statement of Financial Responsibility

Before registering for classes at Capital University, you must read and accept this agreement acknowledging that you understand and agree to the following terms and conditions of financial responsibility:

1. I have a legally binding obligation to pay Capital University all tuition, room and board (if applicable), and other applicable fees by the due date.
2. I understand that the billing information will be communicated to me through my capital e-mail account; however, I also understand that my payment obligation is binding whether or not I access my electronic billing information (eBill), and whether my account is being paid by me or by another person.
3. If my account is not paid by the due date, I understand that I may be assessed a late payment fee.
4. Failure to attend classes does not constitute an official drop or withdraw. I understand that to drop or withdraw from a class, I must complete and submit all required paperwork in a timely manner. If my account becomes delinquent, I will not be allowed to register for the next semester and, if I am a graduating student, I may not be allowed to participate in Commencement and I will not be issued a transcript or diploma until the account is paid.
5. I understand that I shall be responsible for, and I hereby agree to pay, all collection costs and attorney fees that Capital University may incur to collect any unpaid balance on my student account.
6. I understand that I will be asked to re-certify the Terms and Conditions for the Financial Responsibility Statement when I engage in a change of my registration throughout the semester.
FINANCIAL AID
Scholarships, Awards, Loans and Grants

General Information*

Capital University offers many kinds of financial aid to help students and their parents defray the expenses of the students’ education. Several scholarship programs recognize academically superior students without regard to financial need. These awards are renewed each year if a student meets the required grade point average. While most types of financial assistance are granted for only one academic year, students may expect to receive financial assistance in subsequent years of undergraduate study if they refile each year, and (1) remain in good academic and personal standing (students are required to be in compliance with the “Student Code of Conduct” as explained in the Student Handbook), (2) meet Standards of Progress (SAP), and (3) their computed financial need does not decrease.

STUDENTS MUST REAPPLY FOR FINANCIAL AID ADMINISTERED BY CAPITAL UNIVERSITY EACH YEAR PRIOR TO APRIL 1 by completing the Free Application for Federal Student Aid (FAFSA).

The FAFSA Renewal Form is available by using your PIN (personal identification number) from the link “FAFSA on the Web” found on Capital’s site at www.capital.edu/cc/finaid/ or at www.pin.ed.gov. Once Capital receives the results, the student will be notified (via e-mail from Capital’s Financial Aid Office) of aid eligibility for the following academic year.

Capital University strongly encourages all families to annually complete the Free Application for Federal Student Aid (FAFSA) so that all eligible resources can be identified. Capital resources are identified from the filing of the FAFSA. The process is free. Families can file electronically at www.fafsa.ed.gov. Prior to filing the FAFSA online, be sure to request a PIN with the Department of Education at www.pin.ed.gov. Electronic filing is faster and less error-prone. By filing electronically, students can avoid delays because the software immediately identifies errors and allows for on-the-spot corrections. FAFSA on the Web can be accessed with many popular browsers, including Netscape Navigator and Microsoft Internet Explorer. Help is available by calling the customer service hotline at 1-800-801-0576 (TDD 1-800-511-5806).

All financial aid awards are subject to change or modification if a student changes enrollment status, housing plans, or receives additional funding not considered at the time of the original award. This may include Capital University academic-based awards when the student’s costs to the university have been fully met by other resources.

WITHDRAWAL FROM THE UNIVERSITY

Students who withdraw from the university during a term should understand that reimbursements are made to aid programs first and the student last. Withdrawals at any time may affect loan repayment options and students should always follow official withdrawal procedure which includes meeting with the Financial Aid Office.

For financial aid information for Center for Lifelong Learning students, see page 108.

*Law and MBA students should consult appropriate sections in their bulletins for financial aid information.
Standards of Progress (SAP)

Federal regulations require an institution to establish, publish and apply reasonable standards of measuring whether an otherwise eligible student is maintaining satisfactory progress in their course of study.

The standards must include both a qualitative and quantitative measure. Capital's qualitative measure includes grades while quantitative standards measure a time frame in which students must complete their educational objective. This time frame must be based upon enrollment status and be divided into increments as well as include a schedule designating the minimum amount of work to be completed at the end of each increment. The maximum time frame for an undergraduate program cannot exceed 150 percent of the published length of our educational program for full-time students.

For Capital students, the maximum time frame which students are allowed to receive federal financial assistance is 186 hours. Any full-time student applying for federal aid beyond 186 hours will be automatically ineligible to continue receiving assistance unless a special appeal is filed and granted.

Qualitative requirements are based on the individual colleges and/or school's academic requirements for continued academic enrollment. Quantitative requirements are as follows:

<table>
<thead>
<tr>
<th>Attempted Hours</th>
<th>1-29.99</th>
<th>30-59.99</th>
<th>60-89.99</th>
<th>90-186</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Hours Needed to Complete</td>
<td>65%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Formal dismissal from the University automatically cancels any eligibility for financial aid. See “Dismissal, Academic” in the “Undergraduate Academics Policies, Regulations and General Information” section of this Bulletin for additional information and information regarding the appeal process for reinstatement.

Verification/Quality Assurance

Capital University is responsible for assuring accuracy of data reported on the FAFSA by you and/or your family. If requested, you will need to provide additional documentation.

For individuals filing the FAFSA, the federal government requires that Capital University assure the accuracy of data reported on this form. Files are selected based on criteria established by the federal government and, if selected, Capital is required to collect documentation to verify the information which was provided on the FAFSA. If documentation is not received, cancellation of all need-based Federal, State, and institutional aid will result.

If selected, this process must be completed PRIOR to finalizing and crediting aid. If a term has started and Verification has not been completed, enrollment should not be attempted unless a student has adequate resources from his or her own personal funds to pay for that term’s tuition, fees, and books.

Parents and students are usually required to provide documentation of tax forms, W-2’s, and assets, along with completion of a certification form collecting information on household size, number in college, and signatures. Any changes identified in originally reported FAFSA data will result in recalculation of aid eligibility.
Consortium Agreements

When a student contacts the Financial Aid Office indicating he/she will be attending another school as a transient student and is requesting assistance to pay for classes offered at another school, the Financial Aid Office may generate a Consortium Agreement with the school the student plans to attend **IF** the student meets eligibility criteria. Further information is available online at Capital's site or in the Financial Aid Office. All students also must be sure to meet Residence Requirements as outlined in the Bulletin.

If a student meets Consortium Agreement criteria, the following information must be provided to the Financial Aid Office before processing can begin:

1. Copy of an approved Transient Form from the Registrar's Office, and
2. Copy of the student's registration from the school the student is planning to attend.

Students must make arrangements with the other school to pay billed expenses by their appropriate deadlines and must anticipate that aid will be delivered on a delayed basis due to additional processing required to complete the Consortium Agreement.


### Non-Institutional Grants

**Federal Pell Grant**—A federal government grant to qualified students. Amounts are determined by the federal government and are subject to change.

**Federal Academic Competitiveness Grant (ACG)**—Eligibility for this federal grant is set forth by the U.S. Department of Education and requires students to be eligible for the federal Pell grant program, be enrolled full-time as a first or second year student, maintain a cumulative grade point average of at least 3.00 (for second year students only) and meet at least one of three established academic requirements from their high school coursework. Eligibility will be re-evaluated each academic year.

**Federal SMART Grant**—Eligibility for this grant is set forth by the U.S. Department of Education and requires students to be eligible for the federal Pell grant program, be enrolled full-time as a third or fourth year student, maintain a cumulative grade point average of at least 3.00 and pursue a major in a qualifying field of study. Eligibility will be re-evaluated each semester.

**Federal Supplemental Educational Opportunity Grant**—A SEOG is a federal grant given to Capital to award to students demonstrating Federal PELL eligibility and having the greatest financial need.
Loans

Federal Perkins Loan—This federal loan is administered by Capital and is for students who demonstrate high need and who usually are Federal PELL eligible. The loan is interest-free until nine months after the student ceases to be enrolled on at least a half-time basis, at which time the loan is repaid with 5 percent interest. Partial forgiveness of this loan may be possible via teaching in a “teacher shortage area” as defined by the U.S. Office of Education, as well as for full-time nurses. Amounts usually range from $1,000-$2,000. Once identified for this loan, a promissory note must be completed. Visit Capital’s site at www.capital.edu/847/ for additional information.

Federal Stafford Loan—Subsidized/Unsubsidized—These loans are designed to help students pay the cost of post-secondary education. Students utilize these loans to pay for school costs; however, do not start repayment until after graduation or after the student is no longer enrolled in school at least half-time. Students usually have 10 years to repay the loan. Eligibility for these loans is established by the federal government. All students must file the FAFSA for consideration. These loans are funded by private lending institutions and guaranteed by a guarantee agency. Eligible undergraduate students may borrow up to $5,500 per year as a freshman, $6,500 per year as a sophomore or up to $7,500 per year once 60 credit hours have been earned and up to a $31,500 aggregate total during undergraduate education (amounts include subsidized and unsubsidized funds). Independent students are eligible to borrow additional Federal Independent Unsubsidized Stafford Loans of $4,000 per year with freshman or sophomore status and $5,000 per year if junior or senior status. Details are available on Capital’s site or in the Financial Aid Office.

Federal PLUS Loan—This loan is funded by private lenders and available to parents (of dependent undergraduate students) who have no adverse credit history. Parents may borrow up to the cost of education minus any financial aid received. Repayment usually begins 30 days after the final disbursement, although payments can be deferred while student is enrolled at least half-time. Students whose parents are denied PLUS Loans may request consideration for a Federal Independent Unsubsidized Stafford Loan with verification from the lender. Details are available on Capital’s site or in the Financial Aid Office.

Nursing Student Loan—Nursing Student Loans have low interest rates (5%) with deferred payment of principal and interest until after graduation or discontinuation of enrollment of at least half-time. Nursing loans are limited to students enrolled in the School of Nursing and repayment will begin if the student leaves the nursing program. Once identified for this loan, a promissory note must be completed in Capital’s Financial Aid Office before the funds can be credited to the student’s account.

Resources for Books and Living Expenses

Delivery of Loan Proceeds—All students should make arrangements to have sufficient personal funds to cover non-billed costs such as books and living expenses each term until excess loan funds can be made available.

The federal government requires the institution to deliver loan proceeds to students’ accounts, or directly to the borrower when appropriate, in a timely manner upon receipt of loan checks or electronically transmitted loan funds. The regulation applies to Federal Stafford Loans and Federal PLUS Loans.
Capital will attempt to deliver all loan proceeds as soon as possible within federal guidelines. All students who are receiving funds in excess of institution charges must request receipt of these funds by completing a Refund Request Form (available through the Student Accounts Office). This form cannot be completed any sooner than the first official day of each term.

**Alternative Loan Programs**—Many lending institutions have tailored educational loans for students. These programs usually carry higher interest payments and are based on parent/co-signer's credit. In most cases, repayments can be deferred until graduation or termination from school. Details are available on Capital's Web site or in the Financial Aid Office.

**Tuition Management Program**

Many families find it more convenient to spread educational expenses over equal monthly payments rather than in two larger payments billed at the beginning of each semester. For several years, Capital University has offered students and their families the option of the Tuition Management System (TMS) in which payments may be spread over as many as 10 months. A small annual fee is charged; however, there are no interest charges. TMS is flexible in that as cost and financial aid are finalized, families may contact TMS to increase or decrease their payment amount or withdraw. Monthly payments are made directly to TMS, either by check or automatic deduction from a checking account. Additional information is available from Capital's Finance Office by calling 614-236-6123 or at http://www.afford.com/.

**Employment Opportunities**

**Federal College Work Study**—This federally funded program provides employment opportunities for students with the "greatest need." Students work for the university and normally earn $500-$2,000 during the academic year. Earnings are paid directly to the student, by automatic deposit, twice per month, based on hours worked. Federal College Work Study earnings are not directly credited to a student's account. Visit Capital's site for detailed job information on all positions available at www.capital.edu/cc/finaid/finaidworkstudy..

**Student Assistants**—Academic departments and Residence Life employ students by the semester or for the entire academic year.

**Additional Job Opportunities**—The Career Services Office provides a Job Reference Service covering a wide range of fields and experience levels. Students are encouraged to complete a brief form so that they may be contacted about part-time, full-time, internship and summer job opportunities to develop career-related experience.

**Hope and Lifetime Learning Tax Credits**

In addition to federal grants, loans and work-study, families can take advantage of education tax credits: up to $1,650 for the HOPE tax credit for each student enrolled in the first two years of college or vocational school; and up to $2,200 for the Lifetime Learning tax credit per tax return for those beyond the first two years of study for students enrolled in vocational, college, graduate and professional schools, or adults taking classes part-time to improve or upgrade their job. These credits can be claimed by eligible taxpayers when they file their tax returns.

To take advantage of the Hope and Lifetime Learning tax credits, taxpayers must complete and submit IRS form 8863 with their federal tax return. For more information, call the IRS help line at 1-800-829-1040, read IRS publication 970 or visit the U.S. Treasury Department's site at www.irs.gov.
Scholarships/Awards/Grants/Prizes*

Alumni Grants—$1,000 grants are awarded to new fulltime freshmen who are sons or daughters of Capital alumni who have graduated from Capital. Awards made during and after the 2003-04 academic year are renewable based upon academic performance for up to eight fall and spring semesters (four years).

Army and Air Force ROTC College Scholarships—This program is designed to offer assistance to outstanding young men and women who enroll in Army or Air Force ROTC programs. The ROTC scholarship provides assistance for tuition, laboratory and associated fees, an allowance for textbooks, and includes a tax-free stipend of $250-$400 each month. For students receiving a full ROTC scholarship, Capital will provide free room and board for students who have residence contracts. For those junior and senior ROTC students who do not qualify for these scholarships, a stipend of $250-$400 per month is available. For further information contact ROTC at 614-236-7114 or www.capital.edu/acad/as/ROTC/scholar.htm.

Battelle Memorial Institute Foundation Leadership Scholarships—These full room and board scholarships are awarded annually to entering freshmen from Franklin and contiguous counties, who demonstrate potential for leadership, creativity and motivation. Selection is competitive and scholarships are renewable for up to three additional years. Contact Capital’s Admission Office for a separate application.

Brockman Fellowship—This full-tuition award is awarded to exemplary mathematics or computer science majors who are entering freshmen. Recipients are selected through the statewide Math Olympiad held each spring and through the Collegiate Fellowship competition. This award may not be combined with any other Capital University merit or recognition award.

Capital Scholars Program—These awards are made to entering minority students on the basis of scholastic achievement and competition. The award is renewable for four years (eight semesters) of full-time undergraduate study with a minimum GPA of 2.50.

Capital University Presidential and Trustee Scholarships—These awards are made to entering students based on their scholastic accomplishments. These awards are made to students for a maximum of eight fall or spring semesters (four years). A minimum cumulative GPA of 2.0 must be maintained for renewal each year.

Children of Pastors Grant—An entering dependent student whose custodial parent is an active, registered, Lutheran clergy person is eligible for this one-half tuition grant. Eligibility will continue for eight semesters (four years) as long as the student maintains full-time enrollment status, earns a minimum cumulative GPA of 2.00 and the parent remains an active, rostered Lutheran clergy person.

Collegiate Fellow Program—Full-tuition scholarships are awarded annually to entering students. These scholarships are renewable for up to three additional years. Selection is competitive and is based on an on-campus interview and an essay. Students are invited by the university to compete for these scholarships.

Discover Capital Grant—The Discover Capital grant is awarded annually to freshmen and transfer students who are admitted to the university and who are legal residents of a state other than Ohio. This $1,000 award is renewable with a minimum cumulative GPA of 2.0 and are made to students for a maximum of eight fall or spring semesters (four years).

*Based on full-time status each term receiving assistance.
Lutheran Heritage Awards—These scholarships are awarded to freshmen and transfer students who meet admission guidelines. This $1,000 award is renewable with a minimum cumulative GPA of 2.0 and for a maximum of 8 fall and spring semesters (four years).

Music Composition Award—Awarded to full-time Conservatory majors for competence in music composition as demonstrated in the audition.

Music Grants—These awards are available to full-time Conservatory majors on the basis of performance level with their primary instrument. Music grants are awarded for exceptional performance with the primary instrument or on the basis of needed instruments/vocal areas within the Conservatory. The recipient is required to continue with the primary instrument. Music grants are awarded for a maximum of eight fall and spring semesters (four years) and are renewed based on a student’s performance within the Conservatory.

Music Participation Awards—These awards are available to full-time non-Conservatory majors, full-time Conservatory majors in a secondary instrument or to full-time piano majors for accompanying. The recipient is required to audition and participate in specific ensembles. Music Participation Awards are awarded for a maximum of eight fall and spring semesters (four years) and are renewed based on a student’s participation and performance within the Conservatory.

Music Scholarships—These awards are available to full-time Conservatory majors on the basis of academic record and musical performance with the primary instrument. Music Scholarships are renewable and are awarded for a maximum of eight fall and spring semesters (four years), provided the student maintains a 2.0 GPA and satisfactory progress in the Conservatory program.

Partners-in-Education Grants—These grants are for students attending Capital on a full-time basis and who are members of a participating Evangelical Lutheran Church in America parish. Capital will match congregation contributions of up to $500 per year. Students must contact their congregation each year to identify if their church will participate.

Sibling Discount—Tuition awards made to students whose family has more than one full-time dependent undergraduate child attending Capital at the same time.

The Rev. Rufus S. Tarrant Grants—These special Capital-sponsored awards are made to eligible minority students based on high school record and ACT/SAT results. These grants use the same renewal criteria as Capital University Presidential Scholarships.
Endowed Scholarships

A number of endowed scholarships currently are available. Students are not required to apply for specific scholarships, but are selected based on the specifications established by the donors and student’s eligibility. Interested upper-class students must file the Free Application for Federal Student Aid (FAFSA) annually by April 15, while entering freshmen are considered based on their admission credentials and the FAFSA. The following foundations, churches, individuals and families have established scholarships or have been recognized by others who have established the scholarships in tribute to them. These endowed scholarships may replace other institutional aid from Capital University.

Ida Jane Aitken
Martha A. Alcock
Helen Pugh Alcorn
Edward V. Aler
Harry and Katheryn S. Allensworth
Joanne Amstutz
Joyce Folk Ashbaugh
Fred and Pearl Asp
John and Margaret Atzinger
John W. and Elsie S. Bachman
Antoinette Lowry Barr
Martin H. and Verna Conklin Bartels
Loren and Dolores Beck
Nathan Siegel and Marian Dumond Beck
Ernest F. Bergener
William F. and Ruth Bernlohr
Alvin E. Bey
Mary Alice Riggs Billow
Mr. & Mrs. George C. Bischoff
Doris R. and Marie E. Boltz
Harry Bowser
Douglas Mark Boyer
Daryl K. Brandt
Thomas H. Brinker
Virginia Stevens Britton
Dr. Harold W. Brockman
Arnold F. Bunge Jr.
James L. Burke
Leslie B. and Nina Callahan
Kathryn Klinkworth Callaway
Carl and Irma Broadsword Campbell
Chesapeake
Class of 1954
Class of 1956
Class of 1957
Class of 1958
Coleman-Bond
The Columbus Foundation
Lawrence (Stadterman) Cornelius
Kneel M. Costello
Homer R. and Isabelle J. Cotterman
Peter and Joni Countryman
Jerry D. and Genevieve E. Culberson
Cyril-Scott
Helen K. Daiber
Roger F. and Jeannine M. Davis
Jason M. Dean
Professor Addison and Ruth Dewey
Herbert and Sara Dieckmann
Dennis and Kathryn Z. Diehl
Kathryn H. Duffey
Erik John Earl
Mr. and Mrs. Walter S. Eccard
Dr. and Mrs. A. Willard Emch
Albert W. and Edith V. Flowers
J. David and Virginia Jansen Foell
Joseph F. Frasch
Freudeman Schaaf
Freytag
Charlene Friedly
Herman and Dorothy Fudge
Fudge Memorial
Luella P. Gain
John D. Gallatin
Mary Alice Miller Galloway, M.D.
The GAR Foundation
Clara Hollman Gerbach
Conrad B. Gohdes
Edwin M. and Marjorie N. Griffen
Charles and Margaret Bundy Grimm
Martha U. Grimm
The Roy W. and Barbara Bischoff Grossman
GSA Founders Scholarship
Hahn
Thomas M. Hamilton
W. H. Hartke  
Marcia VonBlon Hartmann  
Roberta Hartmann Adult Learners  
Mary Heffner  
Dr. Walter B. Heischman  
Dale J. Helmick  
Dr. & Mrs. Jack G. G. Hendershot, Sr.  
HER Realtors/Gene Slaughter  
Harold Hess  
Kristine L. Heuerman  
James C. Hickey, D.D.S.  
Higley-Wilson  
Clara A. Hobstetter  
Theodore O. Hofman  
Dr. Martin E. Hollensen  
Robert E. and Miriam A. Hopkins  
Maye M. Horning  
Lester W. and Lillian V. Huber  
Ella D. Hugus  
Lois C. Hunsicker  
Virginia Black Hutchison  
Edgar W. Ingram  
Mary and Morris Johnson  
Lillian Weinman Kable  
Anthony C. Kacir  
Harriett Paul Kelm  
Everette E. and Marie C. Kerns  
KeyBank  
Reynold E. Klages  
Walter J. Knapp  
Harold and Evelyn Knappe  
Anne Eberhardt Knilans  
Emil and Clara Knop  
Vicki Lou Koch  
E. C. Kramer  
Fredrick and Mary Krehl  
Krif-Wolf  
Lois Elaine Lambert  
Landrum-Bernlohr  
Armin P. Langholz  
Donald L. and Ann Leathery  
David P. Liebchen  
Alden L. and Shirley E. Lindner  
Harold W. and Margaret Guinsler Linker  
Dr. Thomas S. Ludlum  
Lutheran Brotherhood  
Lutheran Service  
Alton J. and Marjorie Humes Mabis  
Marlene Walck Mako 

Barney J. and Claire Ett Magerlein  
Michael and Margaret Markel  
Robert and Margaret Mather  
Carl F., Herman R., and John A. Maul  
Gerald E. and Elizabeth B. Mayo  
Elaine Grahl McClellan  
Ida E. McDannel  
Gene Mechling  
Arthur Mees  
Oscar and May Mees  
Dr. & Mrs. Norman A. Menter  
B.J. & Anna D. Mertz  
Messiah Lutheran Church,  
Fairview Park, OH  
Ambassador Armin H. Meyer  
Rowland David Middendorf  
Doris M. Milburn  
Richard and Dorene Weagly Miller  
William and Sally Mitchell  
John G. and Joan Ott Mittermaier  
Monty Speech  
Mullen/Hunziker  
Howard Karper Myers  
Nanciann Kaufman Ninde  
Henry F. and Martha E. Oestreich  
Charles H. and Rhoda L. Oestreich  
Walter J. and Mildred L. Paff  
Josephine R. Peale  
Merle R. Pflueger  
Harold H. and Joan C. Plassman  
Gary W. and Karen L. Qualmann  
Maria Rahder  
Rausch Family  
Rehl Family  
Harold S. Reier  
A. Charles and Mable Irene Root Rempe  
A. Charles and Mildred L. Rempe  
Kathryn Sanders Rieder  
Dorothy and Victor Rigotti  
Raymond R. and Totsy Beasley Ritter  
Mary A. Roess  
William Louis and Sarah Kohler Roess  
Michael J. Rolf  
Glenn R. and Kathryn E. Ruh  
Anna and William F. Rust  
St. John's Lutheran Church, Fremont, OH  
St. Paul Lutheran Church, Ashville, OH  
Pastor F. LeRoy and Martha Sarver  
Family  
Jennifer K. Saylor
Additional Awards/Prizes/Scholarships

The following awards/prizes/scholarships are awarded each spring during Honors Convocation. These recognitions are presented to students who have achieved outstanding academic records and/or special recognition while in attendance at Capital University. (Not a complete list.)

- Dr. & Mrs. Carl Ackermann Alumni Prize (Women)
- Martha Alcock Excellence in Education Award
- American Chemical Society Award
- Laurnace B. Anderson, Jr. Memorial Scholarship Award
- The Stephen M. and Luanne E. Beller Award in Cross-Cultural Awareness
- William F. Bernlohr Award
- The Dr. Boyd Bowden Student Athletic Trainer of the Year
- Merle D. Brown Award
- James & Marlene Bruning Student Research and Publication Award
- Clio Award for Excellence in History
- William “Cozy” Cole Scholarship
- Mr. and Mrs. George L. Conrad and Dorothea Conrad Music Award

Dr. and Mrs. Walter L. Schafer
Schalinske Scholarship
Rev. Robert W. and Frieda Schlachter
Beans Schmidt
Carl and Catharine Schmidt
Gerald D. and Bonnie M. Schmidt
Paul Schneider
William and Dorothy Keller Schnier
Dr. Henry Schuh
Ruth V. Schulz
George and Hilda Schuster
Richard D. and Sallynn V. Schwab
A. May and Flora R. Schwartz
SCOA Industries
Robert Garfield Scott
Ralph and Catherine Setterlin
Dr. Carl F. and Ruth O. Sievert
G. D. Simen
Elmer and Helen Simerl
Simon A. and Grace Singer
George A. Smallsfreed Sr.
Alvin and Margaret Andrus Smith
Esther Bubolz Smith
Ellis Snyder
Beverly Delong Spees
Harvey and Marian Stegemoeller
Norman C. Steinert
Mabel Marie Stockert
Magdalena Stotz
Dr. and Mrs. Emanuel Raymond Stricker
Sherla and Betty Loffer Stutz
Gene and Mary Taylor
Mrs. Albert H. Thomas
Karl and Laura Trautman
Martin Tressel
Trinity Lutheran Church, Circleville, OH
Mr. and Mrs. G. M. Troutman
J. Henry and Mary Troutman
Milton F. and Nina Ulmer
Carl F. and Caroline Vogel
Edward T. and Ruth Vogt
Donald and Carolyn Herath Wachtman
John C. and Shirley J. Wagner
Ovid G. Walker
Theodore A. Walker
Ernest J. Warne & Wm. D. Zimmerman
Maurice & Frances Warnock
Carlos E. and Celestine A. Watkins
Glenna Watson
Charles B. Weaver
Pauline Wyatt Weed
Moneta Weihl
Harold S. and Pauline F. Welsh
Betty J. Wenzel
Yackel
Leo Yassenoff
Harold and Agatha Yochum
John G. Youse
Richard Zollinger
Virgil H. Dassel Award  
Mary Margaret Donnan Award  
Douce Award  
Solomon Dutka Memorial Award  
Esposito Endowed Memorial Award  
Esposito Professional Development Award  
Faculty Leadership Award (Men)  
Faculty Leadership Award (Women)  
Financial Executives Institute Award  
Karen Jeanne Foster Keyboard Performance Award  
Clovis Frank Award in the Humanities  
Robert M. Geist Award  
Hilmar G. Grimm Award  
Hammarskjold International Studies Award  
Hatton Award for Excellence in Spanish  
Heyman-Bernlohr-Eckert Scholarship Award  
Josephine T. Hickey Award  
Adelaide Hinkle Award  
O. H. Hoversten Christian Business Ethics Award  
Institute of Internal Auditors Accounting Excellence Award  
The Kenneth R. Keller Award  
Charlotte S. Kuchlewski  
John Landrum Award  
Armin Langholz Award  
Legacy Award  
Kenneth J. Martin Award  
The Rev. John W. Mattern Alumni Prize (Men)  
McEwan Landscape Art Award Fund  
Military Science and Leadership Award  
Monnier-Lisko Award  
Allene Montgomery “Monty” Award  
Ruth S. Neikirk Award  
Nurse Leader Award  
Outstanding Student Leader Award (Men)  
Outstanding Student Leader Award (Women)  
The Nancy B. and Nicholas J. Perrini Award  
Ann Bogue Pratt Award  
Presser Foundation Scholarship  
Jennifer K. Saylor Award  
Nellie Patrick Schoonover Award  
Senior Woman Scholar-Athletic Award  
S. A. Singer Math Award  
The Gene Slaughter Award  
Bryan D. Starkey Memorial Award  
The Timothy E. Swinehart Award  
The Symphony Club of Central Ohio Scholarship Award  
Tau Pi Phi Award  
To King Kwan Teacher Education Award  
To Wong Pui Teacher Education Award  
Lauren R. Weed Theatre Prize  
Ross B. Wildermuth Prize in Mathematics  
Women of the ELCA Award
STUDENT LIFE AND SERVICES

The Student Affairs Division at Capital University is committed to helping students realize their educational objectives. Using a developmental model, emphasis is placed upon the intellectual, social, emotional and spiritual growth of the individual. Our aim is to assist each student in the process of becoming an educated, responsible person who contributes to society. This best takes place in an environment which encourages the student to strive toward a purposeful, effective and satisfying life. As an integral part of the educational function of Capital University, staff members are actively involved in establishing and maintaining a living-learning environment. The flexibility to respond to the broad spectrum of individual needs and stages of growth is achieved through a variety of specialized services and programming, some of which are described below.

Accident and Sickness Insurance

**Traditional Undergraduate Student Health Insurance.** Capital University is pleased to provide students with a comprehensive form of accident and sickness insurance, underwritten by National Union Fire Insurance Company of Pittsburgh, PA, for the 2009-2010 school year.

Capital University requires all students registered six or more credit hours to automatically be enrolled in the Student Accident and Sickness Insurance Plan. Fees for this insurance are included on the student’s tuition bill. Students who are currently insured by a health insurance policy (i.e., their own or through their parent’s) may waive the Student Accident and Sickness Insurance Plan. Waivers need to be completed online prior to September 11, 2009. If you do not complete the online waiver, you will automatically be assessed a single student insurance premium on your student invoice.

Please note all waiver information will be verified by a third party agency, with your insurance company as part of the insurance verification process. If insurance status cannot be verified, the waiver will be revoked and the insurance premium will remain on your student account.

No waivers will be accepted after September 11, 2009, the last day of Add/Drop for the term. If the waiver deadlines are ignored, you will be responsible for the insurance premium. Your insurance charge will not be removed from your tuition bill without an approved waiver.

The online waiver can be accessed at www.studentinsurance.com.

Alcohol and Drug Education and Prevention

Capital offers a variety of educational programs to encourage alcohol awareness and prevention and other programs to encourage healthy choices. We are a member of the Ohio College Initiative to Reduce High Risk Drinking which promotes a multi-faceted approach to reaching parents, students, athletes, Greeks, faculty, staff, bar owners, law enforcement personnel and community residents to create campus and community environments where healthy behaviors are the norm.

We offer educational programs such as **Sobering Realities**, a program designed to promote responsible consumption of alcoholic beverages and responsible behaviors on and off-campus, and **Safe, Sane & Sexy**, a program that helps to make students aware of the choices and risk factors related to alcohol, drugs, and sexual health and wellness. We also offer **Under the Influence**, an online education tool designed to promote healthy choices and responsible decision making.
about alcohol. Finally, Capital offers a drug testing program for student athletes and nursing to deter the use of alcohol, drugs and other banned substances.

The best prevention is getting involved in one of the 708 student organizations and/or participating in intramural programs. We also offer a variety of late night events through the Office of Student Activities as alternatives to the drinking scene. Some events include monthly Coffee House programs, Wicked Wednesday events with comedians, hypnotists, live bands, and reality shows. For more information about how you can get involved, please visit the Office of Student Activities in the Campus Center or call 614-236-6900.

**Campus Center**

The Harry C. Moores Campus Center offers a variety of services and facilities for the campus and is a major focal point for university activities. The Campus Center houses lounge areas; a computer lab; Dining Service; Cabaret Theatre; Crusader Club (snack bar); the University Bookstore; Campus Mail Services; student organization offices; conference and meeting rooms; the Recreation Center with bowling, billiards, ping-pong and other game facilities; the university switchboard; the Information Desk; Conference Services Office; Career Services, Community Service and Leadership Development Office, Residence Life and Housing, Vice President/Dean of Student Affairs and the Student Activities Office.

**Campus Health Services**

Campus Health Services, housed in the Kline Building, offers primary health care by appointment to traditional undergraduates, law students, and seminary students. Student focused health care is designed to be accessible, confidential and affordable.

Students can receive help for:
- Acute illnesses
- Chronic illnesses
- Depression and/or anxiety
- Well woman exams and birth control
- Other services usually provided in a primary care setting

Students are provided the opportunity to become involved in the health of the campus community through the Student Health Advocacy Coalition.

Contracted health services are provided through Life Wise, Inc., under the direction of an advanced-practice nurse and a physician consultant. The Health Center is a member of both the Ohio College Health Association and the American College Health Association.

**Career Services**

The Career Services Office, located in the lower level of the Campus Center, assists Capital students (first-year students through seniors) and Capital alumni in the development and implementation of career goals. Students receive help with:
- selecting a major
- assessing interests and career values
- locating and applying for internships, part-time jobs and summer positions
- researching career and employment options
- writing resumes and cover letters
- finding full-time positions
- interviewing
• applying to graduate and professional schools

Students can make appointments to see the assistant director or the director of Career Services; they can also meet with Career Services Interns. Interns are current students who, after completing a Career Services training sequence, assist their peers with writing resumes and cover letters and finding appropriate resources.

Citizenship

The university experience provides a variety of activities to make your time outside the classroom as enjoyable and memorable as possible.

We recognize the importance of extracurricular activities and want students to have fun. But we also want you to remember that with that fun comes responsibility and respect—for yourself, your friends and the physical property of the university. Each student brings a unique gift to the Capital University community. As a member of the community, each student is encouraged to contribute to the university through academic achievement, student leadership, athletic performance and/or service. While faculty and staff are dedicated to providing opportunities for students to learn and develop, each student should take an active role in determining a creative educational experience.

Student responsibility for voicing their concerns, helping to better the campus community and adhering to College policies go hand in hand with the many opportunities at Capital University. The mission of Student Rights and Standards is one of education, focusing on student learning through individual growth and accountability for responsible community behavior. The Student Handbook is the governing document that outlines the policies and procedures for academic and student conduct on our campus.

For a more comprehensive understanding of university policies and procedures, please review the What Every Student Should Know student handbook. The student handbook can be found at inside.capital.edu by clicking on the “Services” tab and selecting “Student Rights and Standards.” A variety of information is available about the university academic and student life community standards and expectations for responsible student behavior.

Co-curricular Activities

Debate: The debate program has been nationally ranked among the 25 best programs in the nation and within the top three programs in a five-state region. The program has included a chapter of the national academic honorary, Delta Sigma Rho-Tau Kappa Alpha, since 1929.

Reach Out and Read: Working as volunteers for Nationwide Children’s Hospital, Capital students promote literacy in the Columbus area by reading to and playing educational games with children in clinic waiting rooms. This program is open to all students, regardless of major.

CapVision: CapVision is a multimedia Web site produced by Capital students. The site serves primarily as a showcase for audio/visual content created by Capital students. It also includes information about campus events and student activities. You can find CapVision online at http://capvision.capital.edu. In addition to the home page, the site features special pages devoted to campus news, sports, student life, art, music, and movies. Students can earn academic credit for contributing new content or for updating the site using industry-standard software. This program is open to all students regardless of major.
WXCU Radio: WXCU, Radio Free Capital, was voted the “Best Student Run Internet Only Radio Station” by the College Music Journal in 2007. The station is led by an all-student management team and features a commercial-style alternative format. Involvement in the station and management team is open to students of all majors, and freshmen can be trained on the equipment and working as part of WXCU during their first weeks at Capital University.

Intercollegiate Athletics: Capital University is a member of the Ohio Athletic Conference and the National Collegiate Athletic Association Division III. Capital offers athletic programs for men in baseball, basketball, cross country, football, golf, soccer, tennis and track (indoor and outdoor); and programs for women in basketball, cross country, golf, softball, soccer, tennis, track (indoor and outdoor), and volleyball. There is also a performance team (cheerleading) supervised by the athletic department. The intercollegiate athletic program is advised by the faculty, which monitors the eligibility rules governing membership on athletic teams. Students with exceptional skills who are interested in participating in the intercollegiate athletic program for men and women are subject to Athletic Department and team rules established for each specific sport.

Intramural Athletics: The intramural program at Capital University is designed primarily for the large majority of students who do not participate in the intercollegiate athletic program of the university. It provides for physical development, exercise, competition, social interaction and just plain fun!

With this in mind, a diverse program of activities is offered each season of the year, with the hope that every student will find some form of recreation which will appeal to his/her particular interest.

Intramural activities have included: basketball, softball, volleyball, football, 3-on-3 tournaments, competitions, sand volleyball, weight lifting, and aerobics.

Musical Activities: Capital University musical groups are open to both full- and part-time students, regardless of major, based on an audition process. To audition, contact the ensemble director or the Conservatory Office for more information. Successful participation in a total of three credits of ensembles, or a combination of ensembles and private lessons, fulfills the University general studies requirement in Fine Arts. Ensemble and lesson options are listed in the Conservatory section of this bulletin under “ENSEMBLES” and “LESSONS.”

Theatre: Capital University Theatre stages major productions every year. At times, one production is written and/or directed by a Capital student. University Theatre is open to all students, regardless of major, and to members of the community.

Counseling and Assistance Program for Students (CAPS)

A professional clinical staff is available to assess students’ concerns and establish a partnership with students to resolve personal, social, emotional or educational issues. Clinicians employ a solution-focused counseling approach that utilizes students’ unique strengths and resources to assist them in reaching their goals.

Department of Public Safety

The mission of the Department of Public Safety at Capital is to provide a safe and secure environment for the university community by enforcing the laws of the United States of America, the State of Ohio, the City of Bexley and the rules and regulations of Capital University.
Dining Facilities
On the Bexley campus of Capital University, there are three student dining areas. The Capital Court is located on the second floor and the Crusader Club is located on the first floor of the Harry C. Moores Campus Center. The Cru Brew Café is located in Saylor-Ackerman.

For those undergraduate students living in university housing, one of our board plans is required.

For commuter students, meal plans are available for purchase in the Dining Services office located in the southwest corner of the Capital Court Dining Room. Flex dollars and cash purchases are accepted in all 3 locations. You can view the hours of operation and specialty theme meals posted in these locations.

Disability Services—see page 6 for more details.

Housing
The Residence Life and Housing program is an integral part of the educational experience at Capital University. Undergraduate students who are officially enrolled full-time in classes at Capital University may reside in university residence halls. The Residence Life staff works collaboratively with students to create a living environment conducive to academic and personal development. Students are responsible for becoming familiar with the policies and procedures as outlined in the Capital University Student Handbook.

For residency purposes, a Commuter is defined as any student who has an approved release from the housing requirement, per the criteria listed below. A Resident is defined as any student who is or will be living in the Capital University residence halls.

Capital University does recognize that some students may live within the area or have other circumstances that may make them eligible to apply to reside off-campus. The following is a list of those eligibility requirements:

• Age 22 or above
• Completed 60 credit hours by the start of next semester
• Married (marriage certificate required)
• Live with parents/court appointed guardians in permanent residency within 60 miles of the campus (This information will be verified with the Office of Admission/Registrar)
• Written recommendation and verification of health related issue by the family physician or verification by Student Health Services
• Significant change in financial status with official supporting documentation (This information will be verified with the Office of Financial Aid)
• Other Extenuating Circumstances (Supporting explanation and documentation required)

Students who desire to live off-campus for the Fall semester must complete and submit an On-Line Housing Release on or before June 15. Students who desire to live off-campus for the Spring semester must complete and submit an On-Line Housing Release on or before November 15. Please note that applications from resident students requesting a Spring Release will only be considered for those students who have documented extenuating circumstances which demonstrate a possible risk or hardship if the student is required to live on campus.
Applications will be evaluated and students will receive written notification of their release status. Students are strongly cautioned against signing a lease before receiving official notification that they have been released from the Residency Requirement. Please note—those who fail to meet University criteria for residing off-campus will be assigned to the University room and board plan and billed accordingly, whether or not they select to physically reside or eat on campus.

Identification Cards

University identification cards are issued to all new students at the time of their respective orientation programs. A current identification card: serves as a student's meal pass, may be used to obtain student discounts on admission tickets off-campus, admits students to campus events, and permits them to check out materials from the library.

Students who lose an identification card must pay a $15 replacement fee to the Finance Office before a replacement will be issued. Damaged cards will be replaced free of charge, provided the old card is returned. All ID cards can be obtained during specified hours in the basement of the Library in the Information Technology Department (614-236-6508).

International Students

International students are an important part of Capital University. Capital is aware that international students will make significant contributions in countries around the world. While they are on campus, they provide an important perspective to the education of U.S. students. Capital has students from more than 30 countries.

International students pay the same fees and must meet most of the same admission criteria as American students. In addition, international students need a TOEFL score of at least 500-paper based, 173-computer based or 61 on the ibt TOEFL, to ensure that they can experience success in the classroom.

International students and their dependents on Capital's I-20 or DS-2019 designation must meet the university's health insurance requirements, which minimally require major medical coverage of U.S. $100,000; medical evacuation coverage of U.S. $50,000 and repatriation of remains at U.S. $25,000. Capital University works with the Lewer Agency, Inc., to provide coverage. Requests for waivers must be approved by the International Education Office.

The Office of International Education offers support services to students such as personal counseling, advice about immigration regulations, tutoring help, vocational counseling and workshops. In addition, each student has an academic adviser who assists him or her with decisions affecting course work.

The International Student Association provides peer support and social activities to students from abroad and sponsors educational events, such as an international fair for the entire campus. U.S. students also are encouraged to join and participate.

Capital's ESL (English-as-a-Second-Language) program offers intensive instruction of up to 20 classroom hours per week at three different levels for non-native speakers of English to prepare them for university study. The basic skill areas are covered: reading, writing, grammar, listening and speaking. American culture and study skills are incorporated in the coursework. Individualized experiences are provided in the conversation partner program and in tutorials. After achieving the necessary language proficiency in the ESL pro-
gram, students may choose to apply to Capital University. ESL students who are at the advanced level and who have also applied to the undergraduate program and who are close to the required TOEFL level may take courses at Capital University with the approval of the ESL director and the course instructor. The ESL program follows the academic calendar and the language students are invited to participate in the activities of the university.

Motor Vehicles

All vehicles parking on university property must be registered with the university and display a university parking permit (F, S, SE, D or O) in a clearly visible and easily readable location of the front windshield. All student permits must now be paid for online. Payment will no longer be accepted in the Public Safety office. After completing the online purchase procedure the student should print out two receipts, one to keep for their records and one to be turned in at the time of application in the public safety office. Public Safety is located at 661 College Avenue, and business hours are 8:00 a.m. until midnight weekdays, closed weekends.

All first-year resident students and some second-year resident students are limited to the O-lot, or off-campus parking lot, located two blocks from main campus Nelson Road. O-lot permits are sold on a first-come, first-served basis. If your request is to be put on back-order, that means your name will be placed on a waiting list and you will be contacted if and when a space becomes available. Students can get to and from the O-lot aboard the campus shuttle. Weather permitting, the shuttle runs its assigned route—which includes the O-lot—every weekday from 7:00 a.m. until 9:00 p.m. and Sunday from the O-lot back to the main campus from 2:00 p.m. until 9:00 p.m., so returning students can re-park their vehicles and return to campus. Students returning after shuttle hours may park in a main campus student lot until 8:00 a.m. the next class day. The student shuttle pickup is located at the NW front door of Schaaf Hall on College Avenue.

For additional regulations, see current edition of “Motor Vehicle Regulations.”

Multicultural Affairs

The Office of Multicultural Affairs has two primary emphases: 1) university-wide implementation of diversity initiatives; and 2) student programming and support services. The director of Multicultural Affairs works with university administration, staff and faculty to provide programming, training and input in policy making to provide an environment that is reflective of the diverse population within the university community and one that is welcoming and comfortable for everyone. Services of the office include offering resources, support and leadership development for student organizations and hosting cultural-specific programming. Twelve student groups are affiliated with the office including Students for the Advancement of Afrikan American Culture; Students of Latino Affinity; Asian American Alliance; and three historically black Greek organizations.

Other services provided through the Office of Multicultural Affairs include:

- Academic and personal support services
- Student advocacy
- Peer Mentor Program
- Smooth Transitions, a pre-orientation program
Religious Life and Worship

As an institution of the Evangelical Lutheran Church in America, Capital University believes that the religious, social, racial and ethnic diversity of the campus community is an ideal environment in which to struggle with the implications of the Gospel of Jesus Christ.

While the tradition and heritage of the university is distinctively Lutheran, all religious programming is governed by the principle that different groups of believers will do everything together that they can, and respectfully do separately those things that their doctrines and traditions do not encourage them to do together.

In this spirit, Capital offers Sunday worship, Wednesday chapel, Thursday evening services, Biblical and life education opportunities, service opportunities and pastoral counseling in a cooperative, ecumenical way. There are also regular opportunities for distinctive experiences (Lutheran eucharist, Catholic mass, etc.). Capital is committed to the development of the whole person and a whole community.

Student Activities Office

The Student Activities Office is located on the first floor of the Harry C. Moores Campus Center. The office is primarily responsible for providing social, educational, cultural, recreational and community service programs for students. The staff are available for individual consultation as well as leadership development and programming workshops for student organizations. The Student Activities Office works with Greek life and is involved in fraternity and sorority recruitment and new member education. This office also administers the new student orientation program.

Services that the Student Activities Office provides include: leadership development, registering on-campus student activities, and compiling a master calendar of student activities.

University Programming, Community Service Advisory Board, Greek Council and Student Government are a few of the major organizations that work in conjunction with Student Activities.

Student Organizations

Greek Life: Fraternities and sororities offer opportunities for students interested in greek life. For men, two local social fraternities (Delta Tau Upsilon and Kappa Sigma Upsilon) exist. For women, there are three local social sororities (Chi Theta Pi, Pi Phi Epsilon and Zeta Pi Lambda) and two national service sororities (Alpha Kappa Alpha and Delta Sigma Theta). In addition, Alpha Phi Alpha fraternity exists for men, and Alpha Phi Omega is a co-educational national service/social fraternity. Phi Beta is a coeducational fraternity for those in music, speech, dance or theatre. Phi Mu Alpha is a social professional fraternity for men with interests in the fine arts. The Greek Council coordinates inter-greek affairs for the local social chapters. Sigma Alpha Iota is a fraternity for women interested in music. Sigma Alpha Beta is a local, religious based, social co-ed fraternity.

Honor Societies & Professional Fraternities: Capital recognizes students’ academic achievements with induction into the university’s national honor society, Alpha Chi. Alpha Chi is a coeducational society whose purpose is to promote academic excellence and exemplary character among college students and to honor those who achieve such distinction. As a general honor society, Alpha Chi admits to membership students from all academic disciplines in the upper tenth of the junior
and senior class. Membership in Alpha Chi recognizes previous accomplishments and provides opportunity for continued growth and service. It seeks above all else to serve the needs of the students who comprise its membership. Outstanding achievement by students is also recognized by election to membership in honor societies in various academic specialties. Chapters of honor societies at Capital University are as follows: Delta Sigma Rho-Tau Kappa Alpha (forensics), Phi Alpha Upsilon (social work), Psi Chi (psychology), Sigma Theta Tau (nursing), Tau Pi Phi (business), Phi Alpha Theta (history), Phi Sigma Iota (foreign language), Alpha Psi Omega (Theatre), and Lambda Pi Eta (Communication).

Publications: Capital University publishes two student publications. Any student can become a member of the staff or submit material to these publications.

- The Chimes — the weekly newspaper
- The Dionysia — the literary and arts magazine

Special Interests: In addition to those organizations already listed, many other groups focus on a specialized interest of the members. These clubs include religious groups, departmental organizations, service groups and religious clubs. An updated list (with officers listed) is available in the Student Activities Office.

A partial list of these organizations follows:

- Amnesty International
- Asian American Alliance
- Campus Congregation
- Campus Crusade for Christ
- Capateers
- Capital Bible Studies
- C.U. Education Society
- C.U. Marketing Club
- C.U. Student Art Therapy Association
- Catholic Student Organization
- Circle K
- College Democrats
- College Republicans
- Ebony Brotherhood
- FISCh
- Fuller Society
- International Student Association
- Lacrosse Club
- Life Sciences Organization
- Mathematical Association of America
- National Affiliate Group of The National Association of Accountants
- National Organization for Women
- Ohio Collegiate Music Education Association
- Pre-Law Club
- PRIDE
- Public Relations Student Society of America
- Student Environmental Action Coalition
- Student Social Work Association
- Students for the Advancement of Afrikan American Culture
- WXCU Capital Radio
**Student Government:** Student Government serves as the chief liaison between the student body, administration and faculty. The mission of Student Government is to respond to the needs of the campus community and to remain fully engaged in the issues which affect the university. Members of student government are elected by the student body every spring. During these elections, a president and vice president ticket is chosen and thirty student representatives are elected to the Student Senate.

**University Programming:** University Programming sponsors a wide range of quality and diverse social, cultural and educational programs on campus, including nationally known comedians and music performers, weekly Wicked Wednesday night entertainment series, movies, lecturers and block parties. In addition, UP sponsors annual special events like Homecoming and Kids’ and Sibs’ weekend. Any student may become a member by serving as a volunteer.

**Student Records Policy**

Capital University complies with the Federal Family Educational Rights and Privacy Act as amended. A copy of the university’s student records policy may be obtained from the Registrar’s Office or the Dean of Student Affairs.

**Study Abroad**

Capital provides several opportunities for students to study overseas. Many students have found that studying in another country not only enhances their intellectual and social skills, but also makes them more attractive to prospective employers. Capital’s programs include, but are not limited to:

- **Capital University in Hungary program.** This study-abroad program is offered at the Kodály Institute and is available to junior and senior music majors. All classes are taught in English. This program is offered in the fall.

- **International Study in Nursing** offers study abroad experiences fall term of the senior year. Current offerings include a community health program in Sweden. The student’s academic adviser will be prepared to counsel the nursing student on how to apply to this program.

- **College Consortium for International Studies (C.C.I.S.).** Through this network, students (including students without foreign language capability) may study in one of 24 different countries.

- **The Central College Program.** These opportunities are geared to students who want to intensify their language skills. Programs are offered for a semester or a year in France, Germany, Austria, Spain, Great Britain and the Netherlands.

- **American Institute for Foreign Study (AIFS).** The American Institute for Foreign Study provides study locations in Australia, Austria, Great Britain, China, France, Germany, Italy, Mexico and Russia for a semester or year. Shorter summer traveling programs in economics, political science and the humanities also are available.

The international office contains information about many additional semester, year-long and summer study abroad opportunities. Students should meet with the study abroad adviser to understand and comply with the study abroad procedures. A Study Abroad Final Checklist must be completed and returned to the Office of International Education the semester before enrollment.
UNDERGRADUATE ACADEMIC POLICIES, REGULATIONS AND GENERAL INFORMATION

The following academic policies and regulations have been adopted for the guidance of students, faculty and staff members at Capital University. For non-academic policies and regulations relative to student affairs, see the Student Handbook.

Members of the academic community are expected to observe the provisions that follow and any subsequent revisions. Requests for information on academic policies and regulations should be directed to the Registrar's Office. The policies stated in this section pertain to undergraduate and non-degree students. Academic policies governing students in the master's in business administration program, the master of science in nursing degree program, and the Law School may be found in their respective bulletins. Policy and regulation entries are cross-referenced in parentheses. A detailed index appears in the back of the bulletin.

Academic record
The academic record, maintained by the registrar, contains a chronology of all course work taken at Capital University as well as credit accepted for transfer or by other means. (See "Assessment" in General Information and "Exemption from courses" in this section.) The academic record also will note all official actions such as, but not limited to, inclusion on the dean's list, academic suspension and dismissal actions and other academic/administrative actions. The academic record becomes a transcript when documented on an official transcript form bearing the seal of the University and the signature of the University Registrar.

Academic Sanctions

ACADEMIC INTEGRITY

All members of the Capital community—students, faculty, and staff—have a role in upholding academic integrity. The Academic Integrity Board and its Director, under the auspices of the Provost's office, oversees the academic integrity policy.

Falling into the category of breach of integrity would be such infractions as cheating, plagiarism, collusion, misrepresentation, and fabrication/falsification of records. Sanctions for an infraction of academic integrity will be noted on the student's academic record. Faculty members are responsible for awarding grades based on academic performance (up to an F in the course). The Academic Integrity Board is responsible for imposing sanctions for integrity violations. Sanctions can result in temporary or permanent "FI" (F given for a violation of academic integrity), disciplinary probation, suspension or dismissal. (See student handbook for further details.)

PROBATION, ACADEMIC

A minimum grade point average of 2.00 is required for graduation from all degree programs.

A student is placed on academic probation whenever his/her cumulative grade point average falls below the 2.00 GPA required for normal progress or when deemed appropriate by the student's specific department. (See specific department for details.) This action will be recorded on the student's academic record.
A student on academic probation, as a condition of continued enrollment, may be required by his/her assistant dean to participate in an Academic Support Program sponsored by the Center for Excellence in Learning and Teaching.

A student on academic probation may be limited to a 12-hour course enrollment by the assistant dean and is encouraged to seek assistance from his/her adviser and additional services through the Center for Excellence in Learning and Teaching.

A student on academic probation who has not made progress toward the removal of probationary status will, at the discretion of the college, be subject to suspension from the school in which the student is enrolled and may be subject to dismissal from the university. (See “Suspension” and “Dismissal” this section.)

**This status may or may not affect financial aid eligibility.** If you are receiving financial aid, you must contact the Financial Aid Office regarding what programs you may or may not be eligible to receive. Students must be meeting appropriate Capital renewal guidelines for Capital assistance as well as Standards of Academic Progress for federal assistance. (See “Financial Aid” section for further information.)

**SUSPENSION, ACADEMIC**

A student who has been recommended for suspension (or pending dismissal in the conservatory) by the Academic Standing Committee of the school in which the student is enrolled has the right to appeal to the assistant dean of that school. If the appeal is denied, the action of suspension or pending dismissal is noted on the student's academic record.

A student may apply for readmittance to his/her school through the Registrar's Office after a minimum of one semester's absence (Summer sessions are not considered a semester. If a student is suspended at the end of Fall semester, the student may re-apply for the following Fall. If a student is suspended at the end of Spring semester, a student may re-apply for the following Spring.), unless stipulated otherwise by the dean of that school or college. Approval of the assistant dean is required for readmittance.

A suspended student cannot continue in courses as a non-degree-seeking student. Acceptance into a different school once a student has been suspended is subject to approval of the respective assistant dean of that school.

**DISMISSAL, ACADEMIC**

A student ordinarily will be academically dismissed when any of the following conditions exist:

1. if, following suspension from and reinstatement to the university, the student continues to work at levels below those established by the school or college in which he or she is enrolled;
2. if, the student displays a fundamental lack of ability or motivation to achieve a baccalaureate degree.

A student who receives a notice of academic dismissal from the assistant dean of the undergraduate school or college has the right to appeal to the Vice President of Academic Affairs before dismissal becomes official. A student who has been dismissed will have this action noted on their academic record.

The university reserves the right to dismiss at any time a student whose academic or professional behavior is unsatisfactory. A period of probation is not necessary for dismissal.
A.C.E. (American Council on Education)
(See “Exemption from courses” this section.)

Add/Drop policy
(See “Registration procedures,” pages 56-61.)

Administrative Cancel
Course registrations may be administratively canceled under the following circumstances:
(1) A student has been registered for a course without meeting the required pre-requisites as stated in this bulletin. (2) The instructor verifies, prior to the final roster being submitted to the Registrar’s Office, that a student has never attended a class for which s/he is registered.

Administrative Cancels may be initiated by the course instructor or by an academic coordinator in the Center for Lifelong Learning. Students who have course registrations administratively canceled will receive confirmation from the Registrar’s Office.

Students should initiate all changes in registration and are encouraged to officially withdraw from a course as outlined in the section titled “Registration Procedures.” Failure to attend a course will not ensure official withdraw or administrative cancellation of that registration.

There may be financial aid implications for students who are administratively canceled from courses.

Advanced placement test
(See “Exemption from courses” this section.)

Adviser, academic
RESPONSIBILITIES FOR STUDENTS:
• Students are ultimately responsible for their academic decisions and actions.
• Students are responsible for planning their academic program of study, including scheduling and progress toward the degree.
• Students are responsible for their own academic standing.
• Students should be knowledgeable about the university catalogue/bulletin, WebAdvisor, and policies and procedures concerning university, school, or college academic regulations and degree requirements.
• Students are responsible for maintaining personal records of academic progress, work, and achievements.
• Students should be prepared for advisement and scheduling sessions with proper materials and information.
• Students are responsible in consulting with their adviser in a timely manner, including informing them of changes in their program of study.

RESPONSIBILITIES OF FACULTY ADVISER
Although students are responsible for their academic planning, decisions, and actions, faculty advisers serve as valuable resources for students.
Faculty advisers assist their advisees:
• in planning their academic program of study;
• in providing information concerning academic regulations, course requirements, prerequisites, and graduation requirements;
• by granting approval for students to schedule classes through WebAdvisor, upon a consultation with their advisee;
• when appropriate by informing advisees of university support services, for example, the Center for Excellence and Learning (CELT), and Career Services; and
• by acting as a mentor.

Articulation Agreements
Capital University has entered into a number of Articulation (transfer) Agreements with many of Ohio's institutions of higher education. Information on these agreements may be obtained from Capital's Admission Office, Center for Excellence and Learning, or check with the community college near where you live. These agreements provide concise information regarding the transfer of courses to Capital.

Assessment
Capital University is committed to assessment as a university-wide process involving all students, faculty and staff. Its purpose is to validate and continuously improve the quality of the education it provides. Student learning is monitored through the use of multiple measures at designated intervals to maximize student learning and development. Assessment is conducted on the institutional, program and course levels to provide both direct measures of student learning outcomes and indirect measures of program effectiveness and student satisfaction.

Auditing a course
An auditor is any student enrolled in an undergraduate course for which neither a grade nor credit is granted. The auditor is permitted to attend class but is not required to submit assignments or take examinations. The fee for auditing a course is listed in the Financial Information Section of this bulletin. The academic record does not reflect audited courses.

Enrollment as an auditor is subject to the permission of the instructor. Enrollment in any course as an auditor is permitted only after students eligible to enroll in the course on credit basis have had an opportunity to do so.

Audit status is not convertible to credit status once the form for auditing a course has been completed and submitted to the Registrar's Office. Likewise, once a student has opted to take a course for credit it cannot be changed to audit status once the class has begun. Students considering this option should consult with their adviser or appropriate academic dean before requesting audit status. Audit forms are available on-line or from the Registrar's Office.

Calendar, academic
The traditional undergraduate calendar is composed of two 16-week semesters and one ten-week summer session. Some departments may offer courses on a modular basis. This is a shortened time span. The Center for Lifelong Learning program is composed of three 14-week trimesters.

The University acknowledges that certain academic courses (e.g., internships, clinical placements, field experiences) require participation before or after the scheduled dates of an academic semester. In such cases, the requirement will be clearly stated in the course syllabus and all pertinent University policies and practices will apply to participation.

The university academic calendars for 2009-2010 and 2010-2011 (tentative) are printed in the back of this Undergraduate Bulletin.
Change in grade

Grades that have been submitted to the Registrar by the instructor are final and may not be changed by allowing the student to do additional work (e.g., retaking exams, rewriting papers or other assignments); by any change in class requirements that did not apply to all students enrolled in that particular class; or for any purpose other than (1) to correct a demonstrated error in calculation or recording as provided below; (2) pursuant to a confirmed finding of academic integrity policy violation; or (3) pursuant to a decision in a student academic grievance proceeding as provided in the Undergraduate Student Handbook.

In the event of a possible instructor or administrative error in calculation or recording of a grade, a request for a change in grade should be made on the appropriate form by the instructor to the assistant dean no later than the end of the last day of classes of the subsequent semester or term. Upon receipt of appropriate documentation from the assistant dean, the grade change shall be made by the Registrar.

Change of Program

When a student changes from the traditional to the Center for Lifelong Learning or vice versa, the appropriate “Change of Program” form must be completed. The student must submit the completed form to the Registrar’s Office prior to registration in the new program. Forms are available on-line, in the Center Office or Registrar’s Office.

Class attendance

During the first week of classes the instructor is responsible for outlining policy regarding class attendance. The student’s continuation implies acceptance of the policy as outlined by the instructor. In the event of excessive absence in a course, the student’s grade may be lowered. Regular attendance in all scheduled classes and laboratories is considered a student’s responsibility. If a student never attends a class for which he/she is registered as certified by the instructor, the student may be “administratively canceled” from that class on the basis of non-attendance. As this could significantly impact financial aid awards, it is imperative that courses not being attended be officially dropped by the student.

Class rank

Capital University does not calculate a ranking of its students.

Class standing

For the purpose of classification and registration the following scale is used:

- Freshman - 0-29.99 semester hours
- Sophomore - 30-59.99 semester hours
- Junior - 60-89.99 semester hours
- Senior - 90.00+ semester hours

(Note: A minimum of 124 semester hours for an arts and sciences and school of management degree, 134 semester hours for a bachelor of science in nursing degree from the traditional undergraduate program and 124 semester hours for the bachelor of science in nursing degree from the BSN completion program for RN’s is required for graduation. Hours needed for completion of the bachelor of music degree vary per major. See Conservatory of Music section.)
College-Level Examination Program (CLEP)
(See “Exemption from courses” this section.)

Commencement
Seniors who wish to participate in the commencement ceremonies as a graduate of Capital University must have met all degree requirements in effect at the time of admission or readmission to the university as a degree candidate. Students graduating in August or December of a given academic year (academic year defined as summer term(s) through the following May) have the option of participating in the December or May commencement within that academic year. Students who wish to participate in commencement ceremonies must have completed ALL degree requirements (coursework, incompletes, official transcripts and any other materials related to the completion of the degree). All students completing requirements in December can receive their diplomas at the time of commencement in December or thereafter. All students completing requirements by May can receive their diplomas at the time of commencement in May or thereafter. For all students completing requirements by August, degrees are not finalized and diplomas are not issued until all Capital summer sessions are completed and final grades processed.

Students must apply for graduation by the following dates: August 15th of the previous year for May; December 15th of the previous year for August; and April 15th of the same year for December.

Course by Contract
Under certain conditions, an instructor may allow a student to enroll in a regularly offered course which is not currently being offered, taught on an individual basis. Registration is for that course, and will carry the course number of the regularly offered course. An appropriate course by contract form must be completed by the instructor.

Credit by examination
(See “Exemption from courses” this section.)

Dean’s list
Degree-seeking students who earn sufficiently high grade point averages during a given semester are accorded a special honor by being placed on the dean’s list, a notation of which is recorded on the academic record. To be eligible for the dean’s list for any semester, the student must earn a term grade point average of 3.40 or higher and be a degree-seeking candidate. The student’s average must be based on a minimum of 12 semester hours taken on a graded basis (A,B,C, etc.). Pass/Fail credit is not counted in the 12-semester hour requirement.

Degrees
The following degrees are awarded by Capital University:

- Bachelor of Arts
- Bachelor of Music
- Bachelor of Science in Nursing
- Bachelor of Social Work
- Juris Doctor
- Master of Business Administration
- Master of Laws in Business
- Master of Laws in Business and Taxation
- Master of Laws in Taxation
Master of Music in Music Education with a Kodály emphasis
Master of Music in Music Education with an Instrumental emphasis
Master of Music in Music Education with an Jazz Pedagogy emphasis
Master of Science in Nursing
Master of Taxation

Joint degree options include an MBA/ JD*, MSN/MBA*, MSN/JD*, a JD/MSA* (in cooperation with Ohio University) and an MSN/MALM* (in cooperation with Trinity Lutheran Seminary).

Degree Candidacy
To be a candidate for a degree, the student must fulfill each of the following:

1. complete application for graduation at the time specified by the university registrar but no later than one semester prior to the date of the expected graduation;
2. have met or be registered for all remaining requirements (both for the major(s) and general education requirements) for the degree in the final semester;
3. have no incompletes on the academic record;
4. have the sufficient number of semester hours at the time of graduation and at least a minimum of a 2.00 for both the cumulative and major** grade point average at the time of graduation;
5. have completed all university assessment measures as may be specified by the institution.

Degree requirements
A candidate for an undergraduate degree (B.A., B.M., B.S.N., B.S.W.,) is expected to fulfill the requirements for the degree stated in the university bulletin at the time of admission or readmission to Capital University. The general requirements for a baccalaureate degree are:

1. Meet all general education and major(s) requirements. NOTE: Students who previously graduated from Capital University and return to seek an additional degree are not subject to any new general education requirements unless it is a requirement of their current major. Transfer students with completed baccalaureate and/or master’s degrees from regionally accredited colleges or universities are waived from the Capital University general education requirements.
2. Have a minimum cumulative and major** grade point average of 2.00 and the requisite number of semester hours completed successfully as follows:
   A. B.A. and B.S.W. require a minimum of 124 semester hours.
   B. The number of hours needed for graduation for a B.M. and a B.A. in Music are based upon the major.
   C. There are two tracks through the undergraduate program which lead to a B.S.N. The Traditional Undergraduate Program is the pre-licensure program for students admitting from high school or transferring. This program requires a minimum of 134 credit hours. The BSN Completion Program is for RN’s returning to complete the BSN degree and requires 124 credit hours.

* Information on these degrees is published under separate bulletins.
** Grade point average minimums for majors may vary—see specific major requirements.
3. For specific details of degree requirements refer to the appropriate section in this bulletin.

4. Transfer students must complete at least 12 semester hours in their major at Capital University or 6 semester hours in their minor. Department heads, academic deans or the University Competency Assessment Panel shall determine the applicability of transfer credit for specific major or minor requirements after review of the student's transcript.

5. Meet residency requirements. Thirty out of the last 36 semester hours needed to complete the degree must be completed at Capital University. An exception to this policy exists for Capital students studying abroad during their final year.

6. While persons are available to assist the student in matters related to his/her educational goals, the student bears responsibility in ensuring that all degree requirements are met in order to be eligible for graduation. Faculty advisers, with the department chair (if applicable) and academic dean's approval, can request waivers or substitutions to alter academic requirements in the major/minor.

7. Prior to a student's graduation:
   A. The registrar certifies that (1) the student has the minimum semester hours needed for the degree; (2) the student has a minimum 2.00 cumulative GPA; (3) the student meets residency requirements; and (4) all appropriate paper work has been completed.
   B. The respective department chair certifies the completion of the general education requirements, completion of all courses for the major(s) and minor(s), including the minimum GPA of the major(s) and minor(s) and such electives as may be needed to complete the degree.

Dismissal, academic
(See “Academic Sanctions” this section.)

Dual-Degree Program
Under this program, designed for students who wish to become professional engineers, students typically attend Capital University for three years, followed by two years at Case Western Reserve University in Cleveland or Washington University in St. Louis. The plan permits the student to earn a bachelor of arts degree from Capital and a bachelor of science degree from the engineering school. During the years at Capital, the student must complete the general education goal requirements, the requirements of an appropriate major, and certain other courses specified by the engineering school. Consult the department of chemistry or the department of mathematics, computer science, and physics for additional information.

A dual-degree program also is available in occupational therapy through Washington University. Students interested in this program should contact Capital’s biology department.

Examinations
Examinations, tests and other evaluative procedures may be given periodically during the semester by the instructor. These may be written, oral, or of a performance type.
Exception to academic policy

Normally, petitions for exceptions to undergraduate academic policy are made to the office of the dean of the college in which the student is enrolled. Exception to policy regarding the university general education goal requirements will be coordinated through the Registrar’s Office and directed to the General Education Committee. All petition forms are available in the Registrar’s Office or can be accessed on-line.

Exemption from courses

A. RECEIVING CREDIT

There are several ways to secure credit in lieu of registering for the course. Credit earned by these methods may not be applied toward the requisite residence requirement of the university.

1. AMERICAN COUNCIL ON EDUCATION. The use of American Council on Education credit can be approved for satisfying general education and major/minor requirements. In accordance with university policy, the final authority in the use of A.C.E. credit toward satisfying the general education goals lies with the Center for Excellence in Learning and Teaching. The acceptability of such credit toward a major or minor requirement resides with the respective department head for the College of Arts and Sciences or the dean of the remaining schools. Credit that does not fulfill any of the above categories will be accepted as “elective credit.” IN ALL CASES, THE SUBMITTAL OF A.C.E. CREDIT FOR EVALUATION SHOULD BE SENT TO THE CENTER FOR EXCELLENCE IN LEARNING AND TEACHING VIA THE CENTER FOR LIFELONG LEARNING OR THE REGISTRAR’S OFFICE. Additional information may be obtained from the Center for Excellence in Learning and Teaching, or from the Center for Lifelong Learning.

2. ADVANCED PLACEMENT TEST (AP) of the College Entrance Examination Board (CEEB). Students can be given advanced placement with credit for the courses on which the tests are taken. Acceptance of this credit toward the major is subject to approval of the appropriate college or department. Consult with the Admission Office or the Office of the Registrar.

3. COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP). Students may earn up to a maximum of 27 semester hours of credit toward graduation through CLEP. Per University policy, the maximum credit awarded for each examination is 3.0 semester hours. Capital has been designated as a CLEP test site limited to providing testing opportunities to currently enrolled students at Capital. The total cost of taking a CLEP exam is $80 ($65 charged by the College Board, plus a $15 administrative fee, which is subject to change). Credit will be granted in accordance to the policy in effect at the time the exam is administered. A CLEP exam may not be retaken within a six-month period. For information regarding the CLEP program, such as minimum acceptable test scores, test administration procedures, etc..., please contact the Center for Excellence in Learning and Teaching (Learning Center-100).

4. CREDIT BY EXAMINATION. Currently enrolled students may earn credit by taking an examination in undergraduate courses offered by the uni-
Examinations may be taken only once and the student is required to achieve at least a grade of B. The registrar will record on the academic record the course title, credit earned and the notation of “P” (pass). Letter grades are not recorded; therefore credit by examination does not affect the grade point average.

Credit earned by examination cannot be used to repeat a regularly offered course. A fee of $50 per credit hour (to be paid before the examination) is assessed for the administration of the examination and the recording of the credit on the academic record for currently enrolled students only.

5. COMPETENCY CREDIT. Capital University recognizes that learning takes place in a variety of environments in addition to the classroom. Many students enter Capital with meaningful and relevant learning from their careers, non-credit courses, training, extracurricular activities and personal experiences. Procedures have been developed to help students acquire academic credit for college-level learning gained through non-traditional means. Basically, this procedure involves assembling a competency statement describing past learning outcomes and documenting relevant life experiences. The University Competency Assessment Panel reviews these competency statements and determines if academic credit can be awarded. This procedure can be used to fulfill general education goals, course and major course requirements.

More detailed information about competency assessment procedures can be obtained by requesting a copy of the Guide to Experiential Learning from the Center for Excellence in Learning and Teaching (LC 100).

6. RETROACTIVE CREDIT. Effective February 2006, there are two specific situations where students may be granted retroactive credit.

a. A student who places out of the Arts and Sciences placement exam for modern languages, which covers Elementary I and II, will receive 8 hours of academic credit (110 and 111) if the student takes Intermediate I (220) in French, German and Spanish, and passes the course with a grade of C+ or better.

b. A student who passes Calculus II (231) with a grade of B- or higher will receive 4 hours of academic credit for Calculus I (230).

B. PROFICIENCY EXAMINATION—No credit awarded

Currently enrolled students may be excused from taking departmental courses or may qualify for enrollment in advanced departmental courses by demonstrating proficiency in the subject matter through proficiency examinations administered by various departments. No credit is given for the successful completion of the proficiency test, but the student is permitted to enroll in an alternate course or to be exempt from a requirement. However, there is no reduction in the total number of semester hours needed to complete the degree.

C. WAIVERS, General Education

Waivers for any of the General Education Goals are determined on the basis of either (1) the student passing the appropriate waiver test and/or (2)
approval of transferred coursework from another accredited college or university, or other courses taken at Capital. For assessment through testing (CLEP, interviews, etc.) students should inquire at the Center for Excellence in Learning and Teaching (LC 100). To substitute coursework, students complete a “G.E. Waiver Petition” form, to be submitted (together with syllabi and course descriptions) to the Director of General Education.

Students seeking waivers by taking one of the approved waiver tests will be assessed a $20 charge ($80 for a CLEP test) for each test taken. Students may take a waiver test only once. While a waiver exempts the student from a course, it will not reduce the overall number of credit hours needed for graduation, unless the student successfully passes the appropriate CLEP test (see College-Level Examination Program). **All General Education waivers for the current academic year must be submitted by April 15.** Contact the Center for Excellence in Learning and Teaching for additional information. **Note:** Waiver tests may not be taken for courses in which the student is currently enrolled.

Any student changing majors should consult with their new academic advisor, Department Chairperson or Dean to be certain that the same general educational goals are waived with the new major. Additional assistance may be obtained from the Center for Excellence in Learning and Teaching.

D. INTERNATIONAL BACCALAUREATE

The International Baccalaureate is a recognized classic, general education program. Students may be given credit for courses which have required a final, standardized examination. Acceptance of this credit toward a major is subject to the approval of the appropriate dean. Consult with the domestic or international admission offices.

**Foreign Language Requirement**

All undergraduate degrees require study of a foreign language (see each curricular plan for number of semesters) *except* the following:

- Business
  - Accounting
  - Marketing
  - Financial Economics
  - Leadership and Management
- Center for Lifelong Learning—all degree-completion students
- Conservatory—all degrees except BM Vocal Performance
- Nursing BSN

**General Education**

(See specific section, “General Education at Capital: Goals and Courses,” in this bulletin.)

**Grades and grading procedures**

I. **GRADES USED IN COMPUTING GRADE POINT AVERAGE (GPA):**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 quality points</td>
</tr>
<tr>
<td>A-</td>
<td>3.67 quality points</td>
</tr>
<tr>
<td>B+</td>
<td>3.33 quality points</td>
</tr>
</tbody>
</table>
B - 3.0 quality points
B- - 2.67 quality points
C+ - 2.33 quality points
C - 2.0 quality points
C- - 1.67 quality points
D+ - 1.33 quality points
D - 1.0 quality points
F - 0.0 quality points
FX - 0.0 quality points (due to absence, student did not officially withdraw)
FI - 0.0 quality points (due to violation of university academic integrity standards)

NON-COMPUTED SYMBOLS**
I - incomplete
N - no report (grade not submitted by instructor)
P/F - pass/fail (F does calculate into GPA)
W - withdrawn

** These symbols are not used to determine grade point average.

II. INCOMPLETE “I”—In order to be eligible for an incomplete: 1) the circumstances must be beyond the student’s control, 2) the student must have completed at least two-thirds of the required course, and 3) the request must be made at least one week before the end of the semester. Students are subject to the deadline date, which is noted by the instructor. The policy of the university is that all Incompletes are to be made up within eight weeks of the last day of the term in which the “I” was given. If the deadline date passes, the students will be assigned an “F” for the course. This “F” becomes a permanent grade entry on the academic record and any changes to this grade fall under the “grade change policy.” Students may not turn in additional work after the deadline and convert this “F” to a passing grade. Any extensions to the deadline date must be requested by the instructor to the Registrar in writing before the grade has been converted to “F”. Students and instructors will receive a reminder notice two weeks prior to the deadline date.

III. NO REPORT “N”—a grade or transcript entry of “N” (grade not submitted by instructor) will be imposed when a final grade is not received by the instructor. The policy of the university is that all No Reports are to be removed within eight weeks of the last day of the term in which the “N” was given. If the deadline date passes, the students will be assigned an “F” for the course. This “F” becomes a permanent grade entry on the academic record and any changes to this grade fall under the “grade change policy.”

IV. “FI” GRADE—a grade or transcript entry of “FI” (F given for a violation of academic integrity) may be imposed as a sanction by the Academic Integrity Board. The FI sanction may be temporary or permanent.

A. TEMPORARY “FI”—For a violation of academic integrity, the Academic Integrity Board may impose a sanction of a temporary FI grade/transcript entry with conditions for its removal. The temporary FI will be removed from the student’s record when the student completes the conditions set by the Academic Integrity Board with-
in the deadline set by the Board. When the student completes the conditions, the temporary “FI” is removed and the academic grade given by the instructor of the course will be placed on the student's transcript and used in the calculation of the GPA. The student may repeat the course for a grade. If the student does not complete the conditions, the sanction will become a permanent FI (see below).

B. PERMANENT “FI”—For a violation of academic integrity, the Academic Integrity Board may impose a sanction of a permanent FI grade/transcript entry. The student may repeat the course for a grade, but the “FI” will permanently remain on the transcript and in the calculation of the GPA.

V. PASS/FAIL OPTION “P/F”—An undergraduate student at Capital University may elect to take on a pass/fail basis, one graded course per academic year (fall semester through summer session).

1. A student is not permitted to use the P/F option when the course is being taken to fulfill a course in the major, minor or general education requirement. Adviser signature is required on the P/F form. Certain prerequisites may be taken P/F as designated by your department. Contact your department chair for further information. A student may take courses that fulfill general education goal requirements as P/F only after the goal requirement has been fulfilled.

2. Exceptions to the policy for majors and minors are determined by the department chair in Arts and Sciences or the academic dean in other undergraduate schools.

3. It is the student's responsibility to notify the registrar (or Center for Lifelong Learning) when making use of the P/F option. The option can be elected until the last day to drop a course with a W. The decision to take a course on the P/F option cannot be reversed once the form has been submitted to the registrar.

4. A “P” is assigned and placed on the academic record by the registrar when the final grade submitted is passing (A-D).

5. If, however, the instructor assigns an F for the course, then the F will stand and be calculated into the student's grade point average.

6. The P/F option cannot be utilized for a course if it is being taken as a repeat for a previously graded course or previous P/F course.

VI. GRADE POINT AVERAGE—The grade point average is determined by dividing the total number of quality points by the total hours attempted. (Attempted hours = all courses taken on letter-graded basis at Capital.) Grade point averages are used to determine academic status. (See also “Probation,” “Dean's list,” “Graduation honors,” and “Transfer of credit.”)

VII. GRADE REPORTS—Final grade reports are available at the end of each term. Reports of progress during the freshman year are made at mid-semester and are available via WebAdvisor. Reports indicating unsatisfactory performance in an individual course are sent to the student's Adviser and to the Center for Excellence at mid-semester or at any other time as appropriate. Copies of final grade reports and reports of academic status are available via WebAdvisor.
Graduation honors
Honors are entered on the student’s academic record at the time of graduation in accordance with the following guidelines which are based on the grade point average earned at Capital:
- 3.50-3.69 - cum laude
- 3.70-3.849 - magna cum laude
- 3.85-4.00 - summa cum laude

To be eligible for honors, the candidate MUST complete a minimum of 45 semester hours of letter-graded courses at Capital University.

Graduation rates
Of the 2001 cohort of first-time, full-time entering freshmen, the graduation (or completion) rate for 150% of normal completion time is 57.4%.

HECC-Higher Education Council of Columbus (See “Registration procedures-“cross registration” this section.)

Individual study
(See “Special studies” this section.)

Internships
Many departments offer internship possibilities within the Columbus community for their students. Another internship opportunity is available in Washington, D.C. Students may receive a full semester’s credit by participating in an internship arranged by the Washington Center. Internships are available at entry-level positions in many different agencies. For more information, contact the Department of History or the department head for the specific major.

Leave of Absence
A leave of absence may be granted to a student who wishes to interrupt, but not permanently discontinue, enrollment at Capital University. Leaves of up to one academic year may be granted including transient work. Requests must be approved by the assistant dean and submitted to the Office of the Registrar. A leave of absence allows a student to return without the necessity of re-applying.

If the leave of absence is requested after a term begins but before the end of the ninth week of classes for traditional students, the student will receive a notation of W (for withdrawal from the course) on the academic record. For students enrolled in the Center for Lifelong Learning, or for an eight-week modular course or a summer session, a notation of W is recorded up through the end of the mid-point of the term. Any leave of absence that results in course withdrawal after the mid-point of the term will result in a grade of F unless overruled by the student’s academic dean. There may be financial aid implications for a student requesting a leave of absence. Please check with the financial aid office to determine any implications.

In the semester preceding their return to the University, students on leaves of absence will be eligible to participate in such procedures as registration for classes. To be eligible for a leave of absence, the student must be in good academic, financial and disciplinary standing. Students who have been dismissed for any reason from the University are not eligible to request a leave of absence.

If a student wants to withdraw from the university and not return, please see “Withdrawal from the University” section on page 66 of this bulletin.

The above minimum grade point average requirements for Honors have gone into effect for students graduating August 1993, and thereafter.
Major, academic

Normally, a major should be elected by the fourth semester. Usually, students enrolled in a music major or nursing declare their major upon entrance. In all cases, the student is assigned an adviser to assist in planning the academic program. The student is advised to meet regularly with the adviser relative to academic progress. There are special requirements for acceptance into the departments of education, social work, the Conservatory of Music, and nursing. A minimum grade point average of 2.00 is needed in the major for graduation purposes unless otherwise stated by the major department or college. A minimum of 12 semester hours for each major and 6 hours for each minor must be taken in residence at Capital University. (See also “Waivers, Assessment,” this section.)

Majors, additional

Current students or students possessing an undergraduate degree from Capital University and wishing to complete requirements for additional major(s) in the same degree area are required to complete the requirements for each major as specified by the respective department. Any credit toward the major for transfer work is determined by the appropriate school department head. (See also “Degree requirements” this section.)

Major, change

Students must complete a major-minor declaration form available on-line or in the Registrar’s office. Students must satisfy all required general education goals not fulfilled by a new major. General education goals fulfilled by a previous or dropped major do not continue to be fulfilled when a major is changed. The Center for Excellence in Learning and Teaching must be contacted for any exceptions on fulfilling general education goals.

Minor, academic

Various departments or areas offer minors. A minor may be satisfactorily completed upon achieving a minimum cumulative grade point average of 2.00 in those courses used to meet the requirements of the minor. A minimum of 6 semester hours for each minor must be taken in residence at Capital University.

Non-Degree enrollment

An individual wishing to enroll in the university for the first time as an undergraduate non-degree student must apply through the Admission Office. (See Financial Information section for non-degree application fee.) Note: If a non-degree student wishes, at any time, to change status to degree, he or she must apply through the Admission Office or appropriate Center for Lifelong Learning and be accepted to the university. The student is subject to the policies, regulations and degree requirements in place at the time of matriculation into the university as a DEGREE-SEEKING student.

Overload charge

(See “Registration procedures” this section.)

Plagiarism policy

See “Academic Integrity” this section and refer to Student Handbook.

Pre-Professional programs

Capital University offers pre-professional programs in conjunction with a regular undergraduate major for students anticipating a career in dentistry, law, medicine, pharmacy, theology, veterinary medicine or in several paramedical
programs. Students are encouraged to consult the section on “Additional Programs and Courses of Study” in this bulletin.

**Prerequisites**

Prerequisites, where applicable, appear at the end of each course description. A student may not enroll for a class in which the prerequisite has not been met without the **written prior approval** of the instructor and adviser.

**Probation, academic**

(See “Academic Sanctions” this section.)

**Readmission**

The student who has been absent from the university for a semester or longer must apply to the registrar for readmission. Also, if a student formally withdraws from the university during a term, the student must apply for readmission for any subsequent term.

Readmission must be approved by the registrar in consultation with the appropriate assistant dean and the dean of Student Services and is subject to clearance from the Finance Office. Students applying for readmission who are on disciplinary probation or have been suspended must have the approval of the appropriate academic dean and the dean of Student Services. Individuals who have been dismissed from the university must also have the approval of the Provost. The readmission process must be completed prior to the first day of classes in which the student wishes to re-enroll. **Students are subject to the degree requirements in effect at the time of readmission.**

Degree-seeking Capital students who have completed the Transient Student Application form to take course work at another institution for a specific term are not required to complete an application for readmission. This holds true provided the student returns the semester following the term (excluding summer terms) the transient work was taken.

Any readmitted students (not possessing a Capital degree) are subject to the current general education goals of the university curriculum unless otherwise specified by the academic dean. The applicability of courses previously taken at Capital under a different set of requirements toward the current general education goal requirements are determined by the registrar.

**Registration procedures**

Registration, readmission, issuance of final grades and transcripts, evaluation of transfer credit, veterans’ matters and other matters relative to the student’s academic record are handled through the Registrar’s Office.

Most correspondence from the Registrar’s Office is sent to the student’s Capital e-mail account (assigned to all students). Other information is made available via WebAdvisor through inside.capital.edu. A student can use their user name and password to access their class schedules, grades and other pertinent information.

A student’s schedule of classes is considered final only when approved by the academic adviser and has been entered by the student via WebAdvisor. A student is encouraged to verify the information was received by checking their class schedule on WebAdvisor.

Students are considered officially enrolled only after having satisfied the financial requirements of the university as administered by the Finance Office. Those not meeting financial requirements **will have their registration canceled.**
In cases where a student is closed out of a course because it has reached maximum enrollment, written permission must be obtained from the instructor of that specific course before enrollment is permitted. The student can also consult with his or her academic adviser for alternative courses or assistance.

I. CHANGE IN REGISTRATION-ADD/DROP

A. Add/Enrollment Policy:
Students adding courses or enrolling for their initial course(s) of the semester at Capital University are allowed to enroll during the first week of the semester as part of the official ADD period. (A course is permitted to be added up to and during the first five days of a semester or the first two days of a modular course.) Students who wish to register during the second week of the semester will be required to obtain signatures from their instructor(s) and their respective assistant dean. ANY and ALL courses must be added prior to the end of the second week of the semester. This includes students who are attending classes and are not officially registered. Students may appeal their enrollment status in writing prior to the end of the fourth week of the semester. A student's written appeal will be reviewed by the Registration Appeals Committee (RAC) and a decision should be rendered by the end of the fifth week of the term. The proposed appeals committee would include Registrars, Student Accounts, Financial Aid, Residence Life and an Academic Representative from the perspective school. A student will only be permitted one successful RAC hearing during his/her time here at Capital University. If the appeal is granted, the student will be required to pay a $50 per course ADD fee at the time the registration is entered. After the fourth week of the semester, NO APPEALS WILL BE ACCEPTED.

A. Drop/Withdrawal Policy:
1. A course drop/withdrawal is permitted up to and during the first two weeks of a semester, or the first four days of a modular course, or of either summer session, a student may drop a course(s) without notation made on the academic record via WebAdvisor. Access to drop courses via WebAdvisor will be closed after the completion of the second week of the semester. If a student's effective drop date is during the first two weeks of the semester, it is the student's responsibility to ensure that his/her drop is entered through WebAdvisor.
2. At the end of the DROP period and continuing through the end of the ninth week of classes, a student may drop a course and receive a notation of W (for withdrawal from the course) on the academic record. After the DROP period, the instructor must sign and state last date of class attendance. The Change of Registration form, which has been signed and dated by the student and student's adviser, is then submitted to the Registrar's Office. The Registrar's Office will use the last date of class attended or the first day of the third week, whichever is later. For students enrolled in the Center for Lifelong Learning, or for an eight-week modular course or a summer session, a notation of W is recorded up through the end of the midpoint of the term. Any course dropped after the conclusion of the course withdrawal period results in a grade of F unless overruled by the student's academic dean. Consult the registrar or instructor for specific deadline dates. If a student has attended the first two weeks and submits a Change of Regis-
tration form after the two-week drop period, it will not be backdated to receive a full refund and be dated the third week of the semester.

3. The drop from a course(s) is not considered official until the dated and signed form is returned to the Registrar's Office. Any refund is based on the specific date a course is dropped, as stated in Financial Information Section of this bulletin.

*Please note that the specific date a student last attended a class is the official drop date for the course. The date must be noted on the Change of Registration form and so verified by the required signatures on this form.

*Students must complete the withdrawal/drop process as defined by Capital University's Change of Registration Policy. Students will not be withdrawn/dropped because of non-attendance or by phone conversations. All withdrawals and drops must have the required paperwork completed before it will be entered. A student's enrollment status as of the last day of the semester will be considered official. Any student who wishes to appeal his/her drop date must do so within thirty days after completion of the semester in question.

A STUDENT WHO HAS BEGUN ATTENDING A COURSE WILL REMAIN REGISTERED UNLESS THAT COURSE IS OFFICIALLY DROPPED AND THUS REMAIN OBLIGATED FOR FEES. (See also Withdrawal from University.)

II. FULL-TIME ENROLLMENT

A student is considered full-time when enrolled for at least 12 semester hours. Students carrying a 12-semester-hour load over a period of eight semesters would not be able to complete requirements in four academic years, unless the remaining credit was earned by some other means. Students enrolled in the professional education semester are subject to enrollment limitations as determined by the education department. For students who drop below a full-time load, financial aid may be affected. (See section on "Financial Aid.")

III. REGISTRATION OVERLOAD PROCEDURE AND CHARGE

Students enrolling for more than 18 semester hours pay an additional overload fee per semester hour. Students who wish to take more than 21 hours will need to get their adviser and assistant dean's approval prior to enrolling for the term. (Consult “Financial Information” section for additional information on overload fees.) Conservatory students may wish to consult the “Financial Information” section for information on fees for applied music lessons.

IV. LATE REGISTRATION

No registration is permitted after the tenth day of a semester or second day of a module or summer session unless approved by the adviser, appropriate instructor and assistant academic dean. Late registrations are also subject to vice presidential approval.

Any student who registers after the end of the second week of the semester will incur a late registration fee and will be required to make full payment of tuition and fees before the registration can be processed.

No initial registrations will be accepted after the end of the fourth week of the semester.
V. PRE-REGISTRATION DEPOSIT
(See section entitled “Financial Information.”)

VI. CROSS REGISTRATION
A. HECC

The Higher Education Council of Columbus (HECC) is an association of nine Franklin County colleges and universities established to develop programs that benefit its member institutions and the community-at-large. As a service to students, the HECC member institutions have approved a system of cross-registration at the following colleges and universities:

- Capital University
- Central Ohio Technical College
- The Columbus College of Art & Design
- Columbus State Community College
- DeVry University
- Franklin University
- Mt. Carmel College of Nursing
- Ohio Dominican University
- The Ohio State University
- Otterbein College
- Pontifical College Josephinum

The primary objective of cross-registration is curriculum enrichment: a student is able to be exposed to an area of study unavailable at his/her home campus without having to go through the more involved steps of admission to another institution as a transient or part-time student.

If the conditions listed below apply, a Capital student can enroll in a course that is offered at one of these several institutions.

To be eligible for enrollment in the HECC program, the student must:
1. be a full-time undergraduate at Capital prior to cross-registration.
2. be in good standing (2.00 GPA or better).
3. have written approval of adviser and registrar.

Further Guidelines
1. A course taken through HECC cannot be a course that is offered at Capital.
2. Students are limited to one cross-registration course per term and three cross-registered courses per lifetime.
3. Enrollment in a host institution HECC course is on a space-available basis and that the institution determines which courses are closed to the cross-registrant.
4. Student agrees to abide by all rules, regulations and policies of the other institution. Capital’s rules, regulations and policy do not apply to the other institution. In addition, it is the student’s responsibility to make certain that the other HECC institution’s calendar, course schedule, course content and credit are compatible with his/her goals and Capital’s degree requirements.
5. Summer term will not be available for cross-registration.
6. Registration—Obtain the appropriate registration form and further details from the Registrar’s Office atCapital.
7. Costs—No additional tuition is charged unless the HECC course places the student into an overload. In such cases the student will pay the normal overload fee (See Financial Information for details). Also, the host institution may charge other related fees such as laboratory and parking fees.
8. Grading policies for HECC courses are as follows:

The Capital University Registrar’s Office will receive the grade for the course from the host institution and enter it on the student’s Capital transcript, along with grades for other currently enrolled courses. The grade is included in the GPA. (The student will not receive a grade from the host institution.) All credit taken at a host institution that is on the quarter-hour system will be converted to semester hours.

9. Dropping a HECC course—

a. The drop deadline of the host institution must be met to avoid failing the course. The drop is not considered accomplished until Capital receives the pink copy of the HECC Drop Form from the host institution. The pink copy confirms that the student completed the drop process at the host institution. It is the student’s responsibility to assure that the Office of the Registrar at Capital has received the pink copy.

b. Obtain a HECC Drop Form from Capital signed by Capital’s Registrar and deliver the form in person to the host institution for approval.

B. SOCHE

The Southwestern Ohio Council for Higher Education is a not-for-profit consortium of 21 regional colleges and universities, one foundation and two corporate partners, advancing higher education through academic collaboration, corporate and community partnerships, student access, and public awareness. SOCHE member institutions have approved a system of cross-registration at the following colleges and universities:

Air Force Institute of Technology  Miami University-Middletown
Antioch University  Sinclair Community College
Capital University  Southern State Community College
Cedarville University  Union Institute & University
Central State University  United Theological Seminary
Clark State Community College  University of Dayton
General Motors Corp.*  Wilberforce University
Kettering College of Medical Arts  Wilmington College
The Kettering Foundation*  Wittenberg University
Miami-Jacob Career Center  Wright State University
*Corporate member

Higher education opens students to a wide range of new knowledge, new people and new experiences. When you attend a SOCHES member college or university, you also have the unique opportunity to broaden your educational experience by registering for courses at any other member institution through the Cross-Registration Program.

If the conditions listed below apply, a Capital student can enroll in a course that is offered at one of these several institutions.

To be eligible for enrollment in the SOCHES program, the student must:

1. Currently be enrolled at Capital in at least one course at the undergraduate, graduate, or professional level in a program for which academic credit is awarded.
2. Be in good standing (2.00 GPA or better).
3. Have written approval of adviser and registrar.

FURTHER GUIDELINES

1. A course taken through SOCHE cannot be a course that is offered at Capital during the same semester.
2. Students are limited to no more than two courses per term at any host institution(s).
3. Credit hours taken at host institution may not exceed credit hours being taken at home institution.
4. Combined course load for student at both home and host institutions may not exceed full-time course load allowed at home institution.
5. May not be used for non-credit continuing education courses, workshops or seminars.
6. To use cross-registration for the summer, the degree seeking student must be registered or pre-registered for the current summer or upcoming Fall term at their home institution, OR...
7. If the student is not enrolled or registered at the home institution for the summer, the student may cross-register for a MAXIMUM of two courses at the host institution.
8. Registration—Obtain the appropriate registration form and further details from the Registrar's Office at Capital.
9. Costs—Regular tuition and fees payable to home institution by that school's deadline. Special fees (lab, parking, etc.) normally paid by host institution's students must be paid to the host institution by cross-registration students.
10. Grading policies for SOCHE courses are as follows:
   The Capital University Registrar's Office will receive the grade for the course from the host institution and enter it on the student's Capital transcript, along with grades for other currently enrolled courses. The grade is included in the GPA. (The student will not receive a grade from the host institution.) All credit taken at a host institution that is on the quarter-hour system will be converted to semester hours. You will be graded according to academic standards and grading practices of host institution.

VII. TRADITIONAL STUDENTS REGISTERING FOR CLL COURSES

Traditional students who wish to enroll in a CLL course are limited to one course per semester. Both the course instructor and the student's adviser must approve the registration. Students who wish to enroll in more than two courses per academic year may petition for an exception to policy. Approval forms are available from the Registrar's Office and must be submitted with the term registration.

Repeating courses

Generally, all courses taken at Capital University can be repeated at Capital, regardless of the grade earned. However, credit is granted only once, with the most recent grade being the one calculated into the GPA. There is no limit on the number of times a student can repeat a course, with four exceptions: 1) if a department and/or school has its own policy regarding repeat courses, 2) if
it is a specific course that can be taken repeatedly for credit, 3) the P/F option cannot be utilized for a repeated course, and 4) if a student receives a permanent “FI” (F given for a violation of academic integrity), he/she may repeat the course for a grade, but the “FI” will remain on the transcript and permanently remain in the calculation of the GPA.

Only currently offered courses may be repeated and a student may not use a 491 (individual study) course to repeat a regularly offered course.

(See “Transient student” this section.)

Residency requirements
(See “Degree requirements” this section.)

ROTC, Air Force

Department of Air Force Aerospace Studies
353 Converse Hall, 2121 Tuttle Park Place, Columbus, OH 43210
Email: afrotc@osu.edu Website: http://afrotc.osu.edu/
Department of Aerospace Studies at 614-292-5441/9508.

Qualified students interested in obtaining an officer’s commission in the Air Force may enroll in Air Force ROTC classes through an agreement between Capital University. All classes and activities are conducted at The Ohio State University main campus in Columbus.

The first two years of enrollment (freshman/sophomore) is the General Military Course (GMC), which includes a one-hour class on officership, communication, aerospace doctrine and history of military aviation. There is no obligation to serve in the military for non-scholarship cadets for the first two years. The last two years (junior/senior) is a three-hour class in the Professional Officer Course (POC) dealing with leadership, management, supervision, communication skills and national defense policy. Air Force ROTC cadets also attend a two-hour leadership laboratory period each week and participate in two hours of physical fitness training. A cadet must enroll in the POC for two academic years to be eligible for a commission.

Air Force ROTC offers two, three, and four-year scholarships. The four-year scholarship is applied for during the senior year in high school. Three and two-year scholarships are offered to qualified men and women in college. The benefits provided by scholarships may include full payment of tuition, $250 per quarter for textbooks, and a tax-free allowance up to $400 per month.

More information on Air Force ROTC classes or scholarships can be obtained by calling the Department of Aerospace Studies at 614-292-5441/9508.

ROTC, Army (Reserve Officers’ Training Corps)

The Office of Military Science (Army) provides ROTC opportunities for Capital students. Students are encouraged to contact this office (614-236-7114) for additional information.

Special studies

Capital University, in recognizing the need to offer students the opportunity for study in areas not covered in regular course offerings, makes available the following options:

Individual Study (491) - Individual study and/or research is available to qualified students with a special interest in areas not covered by regular course
work, or who wish to do advanced work in specific areas included in courses. Credit earned in such a course is usually one, two or three semester hours. Prerequisite: written approval of supervising instructor, subject to established departmental or school policies. An individual study course may not be used as a substitute for a regularly offered course of the university. Approval of the supervising instructor and department chair and assistant dean is required before enrolling for a 491. Students must complete the Individual Study Form available from the Office of the Registrar.

No more than 30 semester hours of individual study may be used to complete degree requirements.

Selected Topics (193, 293, 393, 493) - New and different topics are offered periodically. The course is individually designed by the department or school and has stated class meetings and times. A topic may be offered only once as a selected topics course. Approval of the course must be submitted in writing to the registrar by the appropriate department head and dean. Subsequent offerings of the same selected topic are subject to the approval of the Academic Programming Committee of the school or college in which the course is to be offered. Credit is normally three semester hours. Entry into the class is subject to established departmental or school policies. When offering a selected topics course, the department determines the course level. Courses are numbered to designate the level of students for which they have been designed, i.e., 193 freshman level, 293 sophomore level, 393 junior level, and 493 senior level.

Statute of limitations

Students are expected to complete all degree requirements within a 10-year period from the date of formal degree admission to the university; otherwise, the student’s degree program shall be reviewed by the appropriate academic dean to determine its applicability toward the degree being sought.

Study abroad

Students who wish to apply for study-abroad programs outside of Capital’s host program in Hungary need to complete the following procedures:

1. Submit a completed Study Abroad Final Checklist to the Office of International Education.

2. Register for Study Abroad 200 at Capital University for the term abroad.

All credits will be recorded on a pass/fail basis. Pass credit will be granted on a semester-equivalent basis for courses successfully completed with a grade of D or better. Pass credits earned from non-Capital-hosted programs will not be computed into the GPA. Any Fs received are counted into the GPA. Grades earned from Capital program in Hungary will be computed into the GPA.

For further information contact the Office of International Education.

Study at other institutions

(See “Transient student,” this section.)

Suspension, academic

(See “Academic Sanctions,” this section)

Teacher licensure (See EDUCATION in this bulletin.)
Transcript of credit

The first official transcript of credit is furnished, at no charge, to each student upon written request. For each additional transcript a $5 fee is charged. The request for the transcript(s) should be made to the registrar at least one week prior to the need for this document(s). All accounts must be paid before a transcript is issued. Please allow a minimum of four working days for preparation and issuance of official transcripts. There is a $10 charge for same-day, in-person services.

In keeping with the Family Educational Rights and Privacy Act (1974), official transcripts may be sent to the student or to any one designated by the student and are not released without written permission of the student.

Unofficial copies of the academic record are issued only to students currently enrolled or at the request of the student’s adviser. Please allow a minimum of one working day for preparations of the unofficial record.

Students on scholarships may occasionally need an official copy of their transcripts. The fee will be waived upon presentation of a statement from the agency awarding the scholarship that a transcript is needed.

(See also “Academic record” this section.)

Transfer of credit

A student who has attended other regionally accredited colleges or universities must submit to Capital University Admission Office an official transcript for each institution attended. Students seeking admission into the Center for Lifelong Learning will submit their transcripts to the center. All transcripts must be issued and dated within a year prior to a student’s beginning term at Capital. Any student with transcripts issued and dated more than a year prior to this must have transcripts resubmitted. A student may transfer credit to Capital University according to the following conditions:

1. The institution previously attended must be regionally accredited (or course work completed within two years of the institution’s accreditation) by the appropriate regional accrediting agency.

2. Credit will be granted on a semester-equivalent basis for courses successfully completed with a grade of C- or better, unless the student has received an associate’s or bachelor’s degree at that institution. In those cases, all courses (D or higher) going toward the degree shall transfer. Transfer credit may fulfill a general education goal or major/minor requirement provided it is equivalent to at least two semester hours of credit. Grades earned at other institutions are not included in computing the grade point average at Capital University.

3. The Registrar’s Office coordinates the evaluation of all transfer courses and makes the original determination as to the applicability of these courses to the general education goals. Faculty policy governs how transferred course work will apply to general education goals. When a determination is not able to be made due to lack of sufficient information, the student may be required to provide the Registrar’s Office with additional materials to make a determination. If, at the conclusion of this process, a student is not satisfied with the acceptance of credit toward the general education goals, he or she should contact the Center for Excellence in Learning and Teaching for further deliberation on this.
matter. Transfer students with completed baccalaureate and/or master’s degrees from regionally accredited colleges or universities are waived from the Capital University general education requirements effective fall term 2004.

4. Consistent with university policy, credit may be awarded for programs completed in Armed Services “Service Schools” or non-military training programs as reviewed and evaluated by the American Council on Education. The Center for Excellence in Learning and Teaching or the University Registrar has specific information concerning these programs. (See also “Exemption from courses.”)

Applicability of transfer credit toward the major requirements are determined by the specific major department or school.

Under unusual circumstances, Capital University reserves the right to deny the transfer of credit from colleges or universities. “Remedial” and “Developmental” course work are included in this category and will not receive credit. If credit is denied, the student may petition the dean of the college in which the student is enrolled or consult with personnel.

5. Graduate credit is not applicable toward an undergraduate degree.

6. For credit earned via Advanced Placement and CLEP see “Exemption from courses” this section.

7. Student must be enrolled at Capital as a degree-seeking student.

8. Students intending to enroll in courses at another institution while enrolled at Capital, and desiring to transfer such work to Capital in fulfillment of requirements, are referred to “Transient Student” and “Registration Procedures-cross registration” this section.

9. All transcripts submitted become the property of Capital University and may not be released without the written authorization of the institutions who sent the transcripts.

10. Courses completed for which the standard of credit is continuing education unit (C.E.U.) are not eligible for consideration as transfer credit.

CAVEAT EMPTOR: While this section attempts to identify all factors in the transfer evaluation process, it is possible that policies found in other sections of this bulletin (e.g., “Exemption from Courses”) may govern the transfer of credit. See the Registrar’s Office for any questions regarding transfer evaluations.

Transient student

Degree-seeking students at Capital may take courses at regionally accredited collegiate institutions provided that prior approval is granted by Capital University. Courses in which the student received a C- or higher will be posted on the academic record with the appropriate credits. Courses in which the student received lower than a C- will not receive credit. Credits earned through transient work count toward total credit requirements but the course grades are not figured into the official GPA. Applications for transient status are available in the Registrar’s Office and in the Center for Lifelong Learning. Transient students are not required to complete an application for readmission provided they return to Capital within a semester or trimester of completing their transient work.
Note: Credit will not be granted for courses of “like content” taken at another institution on a transient basis if credit for the course already has been awarded at Capital. When a student fails a course at Capital and then takes a course of “like content” as a transient student, he or she will receive credit provided the grade is a C- or higher. Any grade earned at another institution will not replace the failed grade at Capital or affect the student’s grade point average.

**Veterans benefits**

Students who qualify for Veterans Administration payments should inquire at the Registrar’s Office concerning benefits and requirements. Center for Lifelong Learning students should consult with their director.

It is the veteran’s responsibility to notify the Registrar when certification to the V.A. is desired and when changes occur that affect payment of benefits. The registrar/Center for Lifelong Learning is obligated to notify the V.A. when a veteran fails to meet the minimum standards of progress as set forth by the Veterans Administration.

Veterans honorably discharged from active military service may, upon presentation of appropriate credentials, receive credit for various military experiences as evaluated by the American Council on Education.

**Withdrawal from the University**

**GUIDELINES**

1. A student who wishes to withdraw from the university during the term must secure the appropriate form from the Registrar’s Office. As part of the withdrawal process, students are required to meet with and attain appropriate signatures from either their academic dean, or the dean of Student Services. If the student is receiving financial aid, it is essential that the student also meet with the financial aid officer or Perkins/NSL coordinator for an exit interview. A withdrawal is not official until the signed and dated withdrawal form is returned to the Registrar’s Office prior to the start of final examinations. This action of withdrawal is recorded on the academic record as follows for semester-long courses:
   a. A notation of W will be noted (for each course) on the academic record. It should be noted that once a student has attended any classes and then withdraws from the university, the academic record will reflect a W for all enrolled classes.
   b. Withdrawal from the university will not negate the action of suspension or dismissal from the college or university.

2. A notation of W is not used in computing grade point averages but may be used in determining eligibility for readmission. (See also “Grading” and “Registration Procedures - change in registration” this section.)

3. **FAILURE TO WITHDRAW OFFICIALLY MAY JEOPARDIZE REFUNDS, GRADES AND READMISSION TO THE UNIVERSITY.**

4. The official withdrawal date from the university is based on the date of the last class attended. Any refund, if applicable, will be based on that date.

5. If a student needs to withdraw from the university during the term due to military call-up, the student will be deleted from his/her courses and will not be required to apply for readmission upon return, provided it is within an academic year. Proof of military call-up needs to be provided to the Office of the Registrar.

Note: For specific withdrawal date information for any term, consult the Time Schedule or the Registrar’s Office (614-236-6150) or the Center for Lifelong Learning Office.
GENERAL EDUCATION AT CAPITAL: Goals and Courses

Capital University is committed to the liberal education of whole persons, both in our majors and in our General Education program. A liberal education readies the mind and spirit for every arena of life—the workplace, the home, the market, houses of worship and town halls. General Education enhances liberal education by developing intellectual skills, expanding the breadth of learning through the exploration of several modes of enquiry, increasing cultural literacy and challenging students to examine foundational ethical and cultural assumptions. It enables students to think critically and reflect on vocation, citizenship, service, religious and ethical commitments—as well as on the role of play, wonder, travel and life-long learning in a rich and rewarding life.

At Capital we have organized our General Education program around five central themes: Intellectual Skills, Living in the Contemporary World, Modes of Inquiry, Interpreting Texts and Images, and Ethical Thought. Our curriculum is developed and extends throughout the college experience.

GENERAL EDUCATION GOALS:

Intellectual and Academic Skills

Goal 1. Reading and Writing Skills

Students will be able to read critically and express ideas clearly in standard written English.

Objectives:

• Compose a variety of types of effective essays complete with clearly articulated theses, convincing evidence, effective organization, appropriate paragraphing and acceptable grammatical skills.

• Demonstrate library and Internet research skills and documentation strategy in researching at least one paper.

• Engage in writing as a process of critiquing, revising and editing.

• Comprehend and critically evaluate a variety of written discourse.

Goal 2. Speaking and Listening Skills

Students will be able to speak and listen effectively in a variety of contexts.

Objectives:

• Analyze and evaluate the principles, processes and functions and modes of oral communication in a variety of contexts.

• Demonstrate the ability to formulate speech purpose, utilize evidence and assemble and effectively present an oral message.

• Describe, analyze and develop critical listening skills.

• Develop strategies for communication in interpersonal, small group and public communication settings.
Goal 3. Quantitative Reasoning
Students will demonstrate the capacity for using quantitative skills, thinking logically and evaluating quantitative information critically.

Objectives:
• Solve problems arising in everyday life and in a range of fields of enquiry by the application of mathematical tools.
• Evaluate quantitative description and inference by the application of analytical methods.

Living in the Contemporary World
Goal 4. Global Awareness
Students will demonstrate knowledge of the interdependence of geographic, economic, political, social and cultural realities in the contemporary world.

Objectives:
• Analyze geographic, economic, political, social and cultural realities in at least two regions of the contemporary world.
• Identify global interrelationships among those regions and explain some major current world issues and problems.
• Critically evaluate current media presentations of global issues and problems.

Goal 5. Cultural Diversity
Students will demonstrate an understanding of cultural diversity and social responsibility, and explore the historical and contemporary sources of prejudice and discrimination, with primary emphasis on the United States.

Objectives:
• Explain the historical and contemporary sources of prejudice and discrimination in the United States.
• Identify the patterns of diversity and issues and problems that emerge in our pluralistic society.
• Critique one’s own ability to assess personal behaviors, beliefs and attitudes in the development of commitments to social responsibility in our changing society.

Modes of Inquiry
Goal 6. Fine Arts
Students will integrate experience, theory and context through an exploration of at least one of the arts.

Objectives:
• Demonstrate knowledge of a variety of works in at least one of the arts.
• Demonstrate the interrelationship of concepts, theory (in the general sense), practice and media in at least one of the arts.
• Examine the significance of at least one of the arts and its influence in culture and in one’s life.
Goal 7. Religion
Students will demonstrate an understanding of the dimensions of religion in life; including the basic tenets of Christianity or historical-critical approaches to biblical studies.

Objectives:
- Examine the nature of religion and its role in culture and in one’s life.
- Articulate the basic tenets of Christianity or a knowledge of the historical approaches to the Bible.

Goal 8. Social Science
Students will demonstrate an understanding of the ways social scientists analyze society, through the study of at least one of the social sciences.

Objectives:
- Demonstrate a knowledge of the methods of inquiry used in at least one social science.
- Identify scholar’s hypotheses, assumptions and generalizations, as well as how their research findings are limited.
- Apply knowledge of a social science to the critical understanding of some contemporary societal issues.

Goal 9. Natural Science
Students will demonstrate an understanding of the nature of knowing and inquiry in science, including an awareness of the interaction of science, technology and society.

Objectives:
- Demonstrate the method of inquiry in the natural sciences.
- Explain natural sciences as a mode of knowing, articulating their assumptions, accomplishments and limitations.
- Examine the applications and interconnections of science and technology in society and in one’s personal life.
- Explain at least two contemporary theories or paradigms of modern science (e.g., atomic theory, genetics, evolution) that address the interconnections of science, technology and society.

Interpreting Texts and Images
Goal 10. Humanities
Students will demonstrate an understanding of the human experience through studies that integrate history, literature, philosophy, religion and the arts.

Objectives:
- Examine representative intellectual and artistic works that express the dimensions of human experience.
- Articulate the relatedness of history, literature, philosophy and the arts.
- Interpret contemporary cultural activities in light of these integrative studies.
Ethical Thought

Goal 11. Ethical Thought

Students will demonstrate an understanding of the ethical dimensions of personal, societal and professional life, including Judeo-Christian perspectives.

Objectives:

• Critically examine moral issues students will be likely to face personally, professionally and as responsible citizens, articulating the grounding and implications of the positions.

• Interpret the ethical issues raised by contemporary events, examining their sources and interrelatedness.

• Articulate some of the basic positions and principles embodied in the development of ethical thought, including sources in the Judeo-Christian tradition.

Model General Education Track

<table>
<thead>
<tr>
<th>Year</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1-4</td>
</tr>
<tr>
<td>Sophomore</td>
<td>5-9</td>
</tr>
<tr>
<td>Junior</td>
<td>10</td>
</tr>
<tr>
<td>Senior</td>
<td>11</td>
</tr>
</tbody>
</table>

WAYS OF FULFILLING THESE GOALS:

Presently there are four ways in which students may demonstrate that these goals have been met:

A. Course Curriculum.

Successful completion of University Core courses (UC) are taken as meeting these goals. Some Goals also have Cognate courses that have also been determined to meet the requirements of these Goals.

Intellectual and Academic Skills

Goal 1. Reading and Writing Skills

UC 110 READING AND WRITING IN COLLEGE—(3). Fosters critical reading of challenging material. Aims at teaching students to perform successfully the writing tasks that are an accepted part of college life.

Goal 2. Speaking and Listening Skills

UC 120 ORAL COMMUNICATION—(3). Fosters the competencies necessary for effective public speaking and listening in both interpersonal and intra-personal forms. The student develops insight and skill in sending and receiving factual, expressive, persuasive and problem-solving messages in small and large group settings.
**Goal 3. Quantitative Reasoning**

**U.C. 140 QUANTITATIVE REASONING**—(3). Introduces the student to contemporary mathematical thinking and develops the capacity for engaging in logical thinking and critical evaluation of quantitative information. The power of mathematics is conveyed by the great variety of problems that can be modeled and solved by quantitative means.

Cognate courses:
- MATH 215 Elementary Statistics
- MATH 220 Business Calculus
- MATH 230 Calculus I
- MATH 231 Calculus II
- MATH 251 Discrete Mathematics
- BESCI 210 Behavioral Sciences Statistics
- CSAC/CS 245 Computational Science I

**Living in the Contemporary World**  
Freshman/Sophomore Year

**Goal 4. Global Awareness**

**UC 150 GLOBAL AWARENESS**—(3). Focuses on the context of the economic interdependence of modern society, the geographic structure of the contemporary world, the cultural similarities and differences among people in different sectors of the world, and the political difference resulting from philosophy, ideology and resources. Course sections will focus on different regions (e.g., the Middle East) and different issues (e.g., war or hunger) to address the course goals.

Cognate courses:
- FRNCH 371 Francophone Culture
- RELIG 252 Asian Religions of Liberation
- RELIG 254 Judaism and Islam
- Hungary Program

**Goal 5. Cultural Diversity**

**UC 200 CULTURAL DIVERSITY IN AMERICAN SOCIETY**—(3). Analyzes the history, patterns, contemporary social costs of, and moral questions posed by, prejudice and discrimination in the United States against racial and ethnic minorities as well as women.

**Modes of Inquiry**  
Sophomore Year

**Goal 6. Fine Arts**

**UC 210 FINE ARTS**—(3). Provides students with learning experiences focusing on a fine art as a form of organization and communication. The course includes historical aspects of art forms along with a major emphasis on practice in one of the basic disciplines (art, music, theatre) of the fine arts.

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**NOTE:** Freshmen MUST complete UC 110 and UC 120 during their first-year. They should not, if possible, take them concurrently.

- All freshmen exempt from UC 110 (having a minimum English ACT of 28 or Verbal SAT of 680) should take UC 120 during the Fall Term.
- Freshmen required to take ENGL 100: Basic Writing should enroll in ENGL 100 and UC 120 Fall Term, followed by UC 110 Spring Term.
Note: Sections of UC 210 are designated in the Time Schedule with the discipline of primary focus: Art, Music or Theatre.

Cognate courses:
- ART 210  Visual Arts
- ENGL 204  Creative Writing
- FRNCH 410  French Theatre
- MUSIC 210  Introduction to Music
- MUSIC 223  Introduction to Jazz & Popular Music
- MUSIC 225  History & Style of Rock and Roll
- TH 121  Introduction to Theatre
- Three semesters of major music ensemble

**Goal 7. Religion**

**UC 220 RELIGIOUS FOUNDATIONS AND THE BIBLE**—(3). Introduces the student to the general topic of religion in life and the biblical tradition in the Christian faith. Religion will include treatment of parallels with other major world religions as well as historical-critical approaches to biblical studies.

Cognate course: RELIG 190  Introduction to Religion

**Goal 8. Social Science**

**UC 230 SOCIAL SCIENCE**—(3). Using specific issues (such as crime, poverty, etc.) this course will introduce the student to the domain of the social sciences, how new knowledge is established and tested, and how the social sciences can be used in choosing from among competing solutions to social issues.

Cognate courses:
- ECON 100  Introduction to Political Economy
- POLS 104  Introduction to Political Science
- PSYCH 110  Principles of Psychology
- SOC 110  Principles of Sociology

**Goal 9. Natural Science**

**UC 240 SCIENCE AND TECHNOLOGY IN SOCIETY**—(3). Develops the student’s understanding of the nature of science and technology and its knowledge through the study of selected concepts, processes and skills in science and technology. The impact of scientific/technological knowledge in society and the relationship between the nature of this knowledge and other ways of knowing also is examined.

Cognate courses:
- BIOL 150  Human and Applied Genetics
- BIOL 151  Foundations of Modern Biology
- BIOL 190  Plants and People
- ENVS/GEOL 230  Environmental Geology
- GEOL 220  Introduction to Astronomy

**Interpreting Texts and Images**

**Junior Year**

**Goal 10. Humanities**

**UC 310 HUMANITIES: CLASSICAL, MEDIEVAL AND RENAISSANCE**—(3). Requires students to examine in some depth selected works which illustrate the philosophic, artistic and historic concerns of Western culture. Traces shifts in cultural perspectives from the Classical world to the Renaissance. Or
UC 311 HUMANITIES: ENLIGHTENMENT TO THE PRESENT—(3). Requires students to examine in some depth selected works which illustrate the philosophic, artistic and historic concerns of Western culture. Traces shifts in cultural perspectives from the Enlightenment to the present.

Prerequisites: U.C. 110, 210 and 220 (or equivalent) and 45 hours.

Cognate courses: RELIG 321 Reformation and the Enlightenment
FRNCH 330 French Civilization
Hungary Program

Ethical Thought

Goal 11. Ethical Thought

UC 410 ETHICAL ISSUES AND CONTEMPORARY RELIGIOUS CONVICTION—(3). Students will achieve an understanding of basic moral issues, practice critical and constructive ethical reflection, and consider alternative patterns of moral grounding, including sources in the Judeo-Christian tradition.

Cognate course: RELIG 430 Christian Ethics

Prerequisites: UC 220 or RELIG 190 and 75 hours.

B. Major Curriculum.

By virtue of a course required for a specific major a student may satisfy both a General Education and major requirement. For example, students majoring in mathematics meet the Quantitative Reasoning goal and satisfy a major requirement by completing Calculus I. What follows is a list of goals met within the following majors:

<table>
<thead>
<tr>
<th>Major</th>
<th>Goal Fulfilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>3, 8</td>
</tr>
<tr>
<td>Art</td>
<td>6, 10</td>
</tr>
<tr>
<td>Art Therapy</td>
<td>6, 8, 10</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>3, 9</td>
</tr>
<tr>
<td>Biology</td>
<td>3, 9</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3, 9</td>
</tr>
<tr>
<td>Communication</td>
<td>6</td>
</tr>
<tr>
<td>Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>Conservatory majors (BA Majors excluded)</td>
<td>6</td>
</tr>
<tr>
<td>Criminology</td>
<td>3, 8</td>
</tr>
<tr>
<td>Economics</td>
<td>3, 8</td>
</tr>
<tr>
<td>Economics—Political Science</td>
<td>8</td>
</tr>
<tr>
<td>Education</td>
<td>8</td>
</tr>
<tr>
<td>Education (Early Childhood)</td>
<td>3, 8</td>
</tr>
<tr>
<td>Engineering (Dual Degree program)</td>
<td>3, 9</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3, 8, 9</td>
</tr>
<tr>
<td>French</td>
<td>4</td>
</tr>
<tr>
<td>Health and Sports Science</td>
<td>9</td>
</tr>
<tr>
<td>History (only with teacher licensure)</td>
<td>4, 8</td>
</tr>
<tr>
<td>Management</td>
<td>3, 8</td>
</tr>
<tr>
<td>Marketing</td>
<td>3, 8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Nursing</td>
<td>3, 8, 9</td>
</tr>
<tr>
<td>Organizational Communication</td>
<td>6, 8</td>
</tr>
<tr>
<td>Political Science</td>
<td>8</td>
</tr>
</tbody>
</table>
Political Science (only with teacher licensure) 4, 8
Psychology 3, 8
Public Relations 6
Radio-Television-Film 6
Religion 7
Social Work 5, 8
Sociology 3, 8
Theatre 6

C. Assessment Testing

Students may demonstrate that they already possess the knowledge or skills delineated by a goal. Assessment procedures are available for each goal. Students who are interested in this option should contact the Center for Excellence in Learning and Teaching, prior to enrolling in a course that has been approved to satisfy that particular goal. A waiver indicates that the requirements for a GE Goal have been met and no further courses are needed. Receiving a waiver is not the same as receiving credit for a course. Students should not schedule a GE course until after the waiver process for that GE Goal is completed. Normally students can attempt to waive a GE Goal only once.

1. Automatic Waivers

Students may receive automatic waivers for GE Goal 1 and 3 based on ACT or SAT test scores.

**Goal 1 College Reading & Writing**
- ACT English 28 minimum
- SAT Verbal 680 minimum

**Goal 3 Quantitative Reasoning**
- ACT Math 28 minimum
- SAT Math 670 minimum

There is no fee for an automatic waiver.

2. Waiver Process

Students will have to complete either: (A) a test developed by Capital Faculty; (B) the College-Level Examination Program (CLEP) test; (C) an assessment interview with a Faculty member or (D) submit a portfolio.

<table>
<thead>
<tr>
<th>General Education Goal #</th>
<th>Type</th>
<th>Minimum Score or Contact Person</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. College Reading Writing</td>
<td>D</td>
<td>ACT/SAT only—Dr. Griffith</td>
<td>*</td>
</tr>
<tr>
<td>2. Oral Communication</td>
<td>A &amp; C</td>
<td>Dr. Foreman-Wernet 236-6663</td>
<td>*</td>
</tr>
<tr>
<td>3. Quantitative Reasoning</td>
<td>B</td>
<td>50</td>
<td>$80</td>
</tr>
<tr>
<td>4. Global Issues</td>
<td>A</td>
<td>70%</td>
<td>$20</td>
</tr>
<tr>
<td>5. Cultural Diversity</td>
<td>A</td>
<td>Dr. Maroukis 236-6447</td>
<td>$20</td>
</tr>
<tr>
<td>6. The Arts</td>
<td>C</td>
<td>(Art) Prof. Duncan 236-6330</td>
<td>*</td>
</tr>
<tr>
<td>(Theater)</td>
<td></td>
<td>Dr. Kennedy 236-6497</td>
<td>*</td>
</tr>
<tr>
<td>(Music)</td>
<td></td>
<td>Dr. Reuter 236-6474</td>
<td>*</td>
</tr>
<tr>
<td>7. Religion</td>
<td>C</td>
<td>Dr. Belcastro 236-6771</td>
<td>*</td>
</tr>
<tr>
<td>8. Social Science</td>
<td>B</td>
<td>50</td>
<td>$80</td>
</tr>
<tr>
<td>9. Natural Science</td>
<td>B</td>
<td>50</td>
<td>$80</td>
</tr>
<tr>
<td>10. Humanities</td>
<td>A &amp; B</td>
<td>53 (Part A)</td>
<td>$80</td>
</tr>
<tr>
<td>11. Ethical Thought</td>
<td>A</td>
<td>70%</td>
<td>$20</td>
</tr>
</tbody>
</table>

Oral Communication: A 70% first two sections; 80% average for all; must be administered no later than the first two weeks of the semester prior to the student's anticipated graduation date.

* All test fees include any administrative costs, and all fees are subject to change.
3. Fees and Credit
Fees must be paid at the time a waiver test is attempted! Credit is not awarded for the A or C waiver process. However, three semester hours of credit is awarded for each CLEP test successfully passed. Credit will be granted in accordance to the policy in effect at the time the exam is administered.

4. Testing Schedule
Tests will be administered Monday through Friday, beginning at 8:30 with the last session beginning at 3:00. **Students must schedule an appointment!**

More information about the waiver process is available at the Center for Excellence in Learning and Teaching.

**Testing Center Rules and Policies for 2008-09**
The Center for Excellence in Learning and Teaching (CELT) Testing Center administers and proctors exams in four main areas:

- General Education waivers
- College Level Examination Program (CLEP) tests
- Regular course exams taken by students with identified disabilities for whom an especially quiet testing area or extended test time are approved accommodations
- Occasional makeup exams for students (due to illness, an emergency, a direct conflict with work or a university function, etc.); these can be done based on availability, and only in cases where the instructor is unable to arrange with a student a mutually convenient make-up time and location

The first two categories, General Education waivers and CLEP tests, are prioritized because all of these exams must be taken in the Center. Students taking exams in the Testing Center as an approved accommodation for a disability also have scheduling priority over students taking makeup exams. For further information please contact the Center for Excellence in Learning and Teaching at 236-6327 or celt@capital.edu.

Note: CELT will not administer Challenge Exams after April 15. UC transfer waiver petitions submitted after April 15 will **not** be processed before the subsequent fall term.

D. Portfolio Submitted to UCAP.
Students may demonstrate that they have acquired the skills or knowledge delineated in a goal through work or life experience. A student, for example, who has lived abroad for a period may wish to demonstrate that this experience has provided him/her with the knowledge and skills delineated by the Global Issues goal. Students can do this by assembling all the material relevant to demonstrating such things as a file or portfolio to be evaluated by a faculty panel assembled for such purposes.

E. International Students.
International students with transfer credit from an international institution, will be waived from **Goal 4.**
LIBERAL LEARNING

Capital University is a member institution of the Association of American Colleges and Universities. What follows is the AAC&U statement on the role of Liberal Learning in 21st-century higher education:

STATEMENT ON LIBERAL LEARNING

A truly liberal education is one that prepares us to live responsible, productive and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture and society; that we master core skills of perception, analysis and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities.

We experience the benefits of liberal learning by pursuing intellectual work that is honest, challenging and significant, and by preparing ourselves to use knowledge and power in responsible ways. Liberal learning is not confined to particular fields of study. What matters in liberal education is substantial content, rigorous methodology and an active engagement with the societal, ethical, and practical implications of our learning. The spirit and value of liberal learning are equally relevant to all forms of higher education and to all students.

Because liberal learning aims to free us from the constraints of ignorance, sectarianism, and myopia, it prizes curiosity and seeks to expand the boundaries of human knowledge. By its nature, therefore, liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives.

The ability to think, to learn, and to express oneself both rigorously and creatively, the capacity to understand ideas and issues in context, the commitment to live in society, and the yearning for truth are fundamental features of our humanity. In centering education upon these qualities, liberal learning is society’s best investment in our shared future.

Adopted by the Board of Directors of the Association of American Colleges and Universities, October 1998

UPDATED 9/6/01
HONORS PROGRAM

Director—Baker

Since its founding in 1830, Capital University has been recognized for its strong tradition of academic excellence, whether through formal courses in the classroom, informal learning projects, internships or international study opportunities. The Honors Program provides challenging opportunities for enhanced learning and intellectual growth.

Honors Program Mission Statement

By providing a unique learning experience in an intellectually nurturing climate, the Honors Program challenges students to become independent thinkers. Exceptional students who value academic excellence and the opportunity to be challenged inside and outside the classroom participate in Capital University’s Honors Program.

Honors Program Goals

Students who participate in the Honors Program will cultivate their ability to question, analyze and exchange ideas. Students will also be encouraged to evaluate their own beliefs and develop their love of learning.

About the Honors Program

The Honors Program allows students and faculty to gather weekly for seminars and to meet at other times throughout the year for social and cultural enrichment. The seminars involve groups of 10 or fewer students led by faculty members who guide the presentation of student papers and group discussion. Students may also choose to take honors sections of General Education courses or other courses designated as honors courses. These courses are generally limited to no more than 15 students and are designed to encourage interaction between students and with the professor. In addition to the seminars and courses, honors students meet for social, cultural and educational functions, depending on the participants’ interests. Many of these functions are organized by students.

Requirements for entering the program: The Honors Program is open to all full-time traditional undergraduate students regardless of major. To qualify for entry students must have achieved: an ACT composite of 26 (SAT 1170 from the critical reading and math scores) or higher, or have a cumulative 3.5 GPA from one or more semesters of coursework at Capital and permission of the director. To continue in the program, students must maintain a minimum cumulative grade point average of 3.2 or higher while enrolled at Capital and take an honors course at least once in each twelve month period.

Requirements for completing the Honors Program: A minimum of four experiences (either through the seminars or through general education courses or departmental courses that are designated as Honors) plus HONS 310 and HONS 410. Students can fulfill part of the Honors Program requirements through study abroad experiences. Application for participating in a study abroad experience for honors credit can be obtained from the Honors Program Director.
HONS 110  HONORS PROGRAM SEMINAR—(0-1). Fall semester of the student’s first year at Capital. Each student writes and presents two essays each semester. The primary goal of the course is to build a learning community. The subject content of the course is determined by student interest. An emphasis is placed on refining students’ oral and written communication.

HONS 120  HONORS PROGRAM SEMINAR—(0-1). Spring semester of the student’s first year at Capital. Each student writes and presents essays. The primary goal of the course is to build a learning community. The subject content of the course is determined by student interest. An emphasis is placed on refining students’ oral and written communication.

HONS 193  SELECTED TOPICS—(0-3).

HONS 210  HONORS PROGRAM SEMINAR—(0-3). Fall semester of the student’s second year at Capital. Students engage in a community-based project of the students’ choice. Students conduct research to identify information related to their projects and reflect on their experiences in a paper and an oral presentation.

HONS 220  HONORS PROGRAM SEMINAR—(0-3). Spring semester of the student’s second year at Capital. Students engage in a community-based project of the students’ choice. Students research background information about their projects and reflect on their experiences in a paper and through an oral presentation.

HONS 310  HONORS THESIS PROPOSAL—(1). Either Fall semester or Spring semester of the student’s junior year at Capital. Students write a proposal for their capstone experience.

HONS 393  SELECTED TOPICS—(3).

HONS 410  HONORS CAPSTONE EXPERIENCE—(3). Either Fall semester or Spring semester of the student’s senior year at Capital. Students conduct independent student scholarship either within the student’s major or as an interdisciplinary.

HONS 493  SELECTED TOPICS—(3).
UNDERGRADUATE PROGRAMS
AMERICAN SIGN LANGUAGE COURSES
(Taught by the Communication Dept.)

ASL 110 ELEMENTARY AMERICAN SIGN LANGUAGE I—(4). This class is a survey of communication within the Deaf Community. As an introduction to American Sign Language (ASL), this class incorporates a series of visual readiness activities as a way of introducing students to and preparing them for a language in visual modality. Prerequisite: none. Typically offered in fall.

ASL 111 ELEMENTARY AMERICAN SIGN LANGUAGE II—(4). Continuation of techniques used in ASL 110. This class is a survey of communication within the Deaf Community. As an introduction to American Sign Language (ASL), this class incorporates a series of visual readiness activities as a way of introducing students to and preparing them for a language in visual modality. Prerequisite: ASL 110 or permission of instructor. Typically offered in spring.

ART and ART THERAPY

Professor—Ross
Instructor—Barsnack, Shaw
Lecturer—Fagan

The Art and Art Therapy areas offer programs of study leading to preprofessional and professional pursuits in a number of art related fields. These programs are offered in concert within a liberal arts framework and a breadth of foundational and advanced experiences in both two and three dimensional disciplines. Art/Art Therapy majors may become self employed as artists; may become teachers in public or private schools or recreational programs; may pursue graduate study in an advanced field of visual art or art therapy. The four-year Art Therapy program includes a significant focus in psychology. A minor program is also available in the area of art therapy.

Curriculum flexibility, visiting lecturers, visiting artists, field trips, study abroad offerings, apprenticeships and internships make it possible for a continuing program of wide exposure in the arts. Art/Art Therapy majors are waived from Fine Arts General Education Goal.

The major in studio art is designed to provide foundational experiences for the building of skills in working with diverse ideas and media; exploring creative solutions to aesthetic and technical situations; and pursuing one’s individuality. This program leads to the pursuit of personal and professional applications of the acquired knowledge and skill as an independent artist; as a graduate student seeking further in-depth study and experience; or as a practicing professional in a related field.

Any deviation from the following list of courses must be approved by the candidate’s adviser and the curriculum coordinator. A minimum of 46 semester credit hours must include the following: ART 120, 121, 231, 264, 421, 422, 431, 471, 472; one Art History course, 3 credit hours; and 3 credits of Individual Study, Selected Topics or Apprenticeship.

Requirements for minor in studio art. The focus of the minor encourages a student to build on visual/spatial knowledge and experience. Any deviation from the following list of courses must be approved by the curriculum coordinator. A minimum of 23 semester credit hours is required and must include ART 120,
121, and 231; ART 441 or 451 or 461; one Art History course and one elected upper level art course. Goal #7 in General Education will be waived.

Advanced standing can be achieved through proficiency or credit by examination which must be evaluated and approved by the art faculty.

Requirements for art major with education licensure. This program prepares the student to seek licensure for teaching visual arts, pre-school—grade 12 in public schools of Ohio. Any deviation from the following list of courses must be approved by the of art and/or education curriculum coordinator. The required art courses are: ART 120, 121, 231, 421, 422, 441, 451, 461, 471, 472, 491, ART HIST 211, 212, UC 311. More information regarding the required Education Department courses may be found under the Education Department of this Bulletin.

Requirements for major in art therapy (B.A. degree). Any deviation from the following list of courses must be approved by the curriculum coordinator. Minimum of 56 semester credit hours which must include: ART 120, 124, 226, 325, 327, 428, 430, 495, 421, 121 or 422, 441 or 451, and one of the following: 231, 264, 461, 471, 472, or an approved apprenticeship off campus. Also required: UC 311, ART HIST 211 or 212, PSYCH 110, 110R, 200, 310, and 340. PSYCH 360 and/or CRIM 350 are strongly recommended.

Requirements for minor in therapeutic art. Any deviation from the following list of courses must be approved by the curriculum coordinator. Minimum of 31 or 32 semester credit hours which must include: ART 120 or 210, 124, 226, 327 and one from the following: 231, 264, 461, 471, 472, or an approved apprenticeship off campus. Also required: UC 311, ART HIST 211 or 212. PSYCH 110, 110R, 200, and 310 or 340.

ART AND ART THERAPY COURSES

ART 120 FOUNDATIONS IN STUDY ART—(4). Studio course in art including art appreciation. Studio problems include the basic techniques and media of the artist in drawing, painting, design and composition. Prerequisite: none.

ART 121 DRAWING—(4). Laboratory course in the use of basic drawing media utilizing still life, portrait, figure and landscape. Prerequisite: none.

ART 124 INTRODUCTION TO ART THERAPY—(3). Provides an overview of the field of art therapy, art therapy techniques and correlation with related professions. Course format is lecture, discussion, visual presentations and expressive arts experiences. Prerequisite: none. Offered fall and spring semesters.

ART 210 VISUAL ART—(3). Gen. Ed. 6. Provides students with learning experiences focusing on art as a form of organization and communication. The course includes historical aspects of art forms along with a major emphasis on practice in art. Prerequisite: none.

ART 226 IMAGERY AND METAPHOR—(3). Study the use of imagery and metaphor in art therapy, throughout the art process and within the art product. Course format is lecture, discussion, visual presentations and expressive arts experiences. Prerequisites: ART 124, PSYCH 110, or approval of the instructor. Offered spring semester.

ART 231 DESIGN—(4). Elements of design related to both two and three dimensional problems, including studio experience in the symbolic function of lettering. Prerequisite: none.
ART 264 DIGITAL COMPUTER IMAGING—(4). An introduction to computer generated art with emphasis on creating images using digital cameras, scanners, and graphic development software. Prerequisite: none.

ART 293 SELECTED TOPICS—(1-6).

ART 325 ASSESSMENT IN ART THERAPY—(3). Study of art as a diagnostic tool and the skill involved in assessment and evaluation of 2-D and 3-D therapeutic art. Course format is lecture, discussion, visual presentations and expressive arts experiences. Prerequisites: ART 226, ART 120 or 210, or approval of the instructor. Offered fall semester.

ART 327 ART THERAPY TECHNIQUES AND METHODS—(3). Study of art therapy techniques and methods used to promote creative expression during the therapeutic process, and the practice of implementation. Course format is lecture, discussion, visual presentations and expressive arts experiences. Prerequisites: ART 226, ART 120 or 210, or approval of the instructor. Offered spring semester.

ART 393 SELECTED TOPICS—(1-4).

ART 421 PAINTING AND DRAWING—(4). A laboratory course in the fundamentals of painting and drawing. Prerequisite: none. May be repeated for credit.

ART 422 LIFE DRAWING—(4). Drawing and painting from the human figure, including concepts of color and composition. Prerequisites: ART 120, 121, or permission of the instructor.

ART 428 CLINICAL APPLICATIONS IN ART THERAPY—(3). Provides academic and experiential training for placement in community settings in the field of art therapy. Open to junior and senior art therapy majors. Course format is lecture, discussion, visual presentations, expressive arts experiences and community involvement. Prerequisite: ART 327 or approval of the instructor. Offered fall semester.

ART 430 ART THERAPY PORTFOLIO—(1). Provides education and experiential instruction in preparation for graduate portfolio reviews. Course format is discussion, visual presentations, practical application and interviews. Open to junior and senior art therapy majors. Prerequisites: ART 121, 327, and 421; ART 441 or 451, or approval of the instructor.

ART 431 COMMERCIAL DIGITAL DESIGN—(4). A studio introduction to the use of digital media, concepts and techniques used by the commercial artist and designer in preparation of graphic art. Prerequisite: none.

ART 441 SCULPTURE—(4). Three-dimensional studio problems in modeling, molding, casting, carving and assembling. Prerequisite: none.

ART 451 CERAMICS—(4). Execution of ceramic products by hand-building and potters wheel. Prerequisite: none.

ART 461 JEWELRY AND METAL DESIGN—(4). The design and creation of items of adornment and small art metal objects using precious and non-precious metals and traditional hand forming methods. Prerequisite: none.

ART 471 PRINTMAKING—(4). Drawing and pictorial composition related to printing processes including etching, lithography, relief and collography. Prerequisite: none.
ART 472 PHOTOGRAPHY—(4). An introductory course in the use of a 35 mm. camera. Developing an awareness of photography as an art form through manipulation of a variety of laboratory techniques. Prerequisite: none. (Special equipment required.)

ART 491 INDIVIDUAL STUDY—(1-6).

ART 493 SELECTED TOPICS—(1-6).

ART 495 INTERNSHIP—(1-6). Arranged field placement with therapeutic arts provided in a community program. Course format is experiential application and discussion. Prerequisites: ART 428, PSYCH 200, PSYCH 310 or 340, or approval of the instructor. APPRENTICESHIPS—(may be arranged on or off-campus) Courses offered as necessary: 429—Painting and Drawing; 439—Design; 449—Sculpture; 459—Ceramics; 469—Crafts (fiber arts, jewelry/metal); 479—Printmaking; 489—Photography. Courses may be repeated for credit and variable hours may be arranged. Prerequisites: Permission of the instructor.

NOTE: Art faculty also deliver two Art Education courses: EDUCATION 365 PEDAGOGY FOR EARLY AND MIDDLE CHILDHOOD EDUCATION: VISUAL ARTS and EDUCATION 369 PEDAGOGY FOR ADOLESCENTS TO YOUNG ADULTS: VISUAL ARTS. See the Education section in this bulletin for course descriptions.

ART HISTORY

Director: Schumacher Gallery—Tellier

Art provides a visible record of a culture's imagination and its larger societal concerns. Art history examines this record through the employment of formal analysis and the location of works in a larger cultural and historical framework. This program offers a broad survey of the art of western and non-western cultures. Coursework, individual projects, and internships aim at developing students' visual and analytical skills.

A special feature of this minor is access to the collections of the university's Schumacher Gallery, which offers a permanent collection of more than 2,500 works and encompasses 2,000 years of cultural history. It also offers a regular program of changing exhibits. Gallery internships provide experience in curatorial work, exhibit design, programming, and museum education.

The art history minor prepares students for graduate study in art history and for professional work in museums, galleries, and arts management. This minor can be coordinated with a major in history, international studies, art therapy, or related areas of study such as public history/historic preservation.

Requirements for minor in art history. A minimum of 15 semester credit hours including Art History 211, 212, 312, a non-western art history course, and an art history elective including an independent study or internship.

ART HISTORY COURSES

AH 211 ART HISTORY SURVEY I—(3). Survey of Western visual art from prehistoric times to the Gothic period. Focuses on the art of Europe but also includes the Ancient Near East and the Byzantine Empire. Explores the cultural context in which works were created. Prerequisite: none. Offered fall semester, even-numbered years.
AH 212 ART HISTORY SURVEY II—(3). Survey of Western visual art from the late Gothic period to the nineteenth century. Covers major artists and movements and explores the cultural context in which works were created. Prerequisite: none. Offered spring semester, odd-numbered years.

AH 293 SELECTED TOPICS—(3).

AH 311 AMERICAN ART HISTORY—(3). Selected topics in the visual arts of North America. Subjects may range from Native American and colonial art to contemporary works. Emphasis on the cultural context in which artworks were created. Prerequisite: none.

AH 312 MODERN AND CONTEMPORARY ART—(3). Selected topics in Western visual art from the nineteenth century to the present. Focuses on the evolution of the Avant Garde. Explores a broad spectrum of work from painting, sculpture, and architecture to conceptual, performance and process art. Prerequisite: none.

AH 314 RENAISSANCE ART HISTORY—(3). Examination of the resurgence of classical antiquity in painting, sculpture, and architecture from the late Gothic period through the sixteenth century. Focuses on Italy, although developments in other areas of Europe are also discussed. Explores the cultural context in which works were created. Prerequisite: none.

AH 312 MODERN AND CONTEMPORARY ART—(3). Selected topics in Western visual art from the nineteenth century to the present. Focuses on the evolution of the Avant Garde. Explores a broad spectrum of work from painting, sculpture, and architecture to conceptual, performance and process art. Prerequisite: none.

AH 314 RENAISSANCE ART HISTORY—(3). Examination of the resurgence of classical antiquity in painting, sculpture, and architecture from the late Gothic period through the sixteenth century. Focuses on Italy, although developments in other areas of Europe are also discussed. Explores the cultural context in which works were created. Prerequisite: none.

AH 413 AFRICAN ART HISTORY—(3). Selected topics in the traditional arts of Egypt and sub-Saharan Africa from pre-colonial to contemporary times. Explores art forms in their cultural contexts. Prerequisite: none. (Same course offered as CLS 413.)

AH 415 ASIAN ART HISTORY—(3). Selected topics from the artistic traditions of India, China, and Japan. Explores historical, religious, and societal contexts in which works were created. Prerequisite: none.

AH 491 INDIVIDUAL STUDY—(1-3).

AH 493 SELECTED TOPICS—(2-4).

AH 495 INTERNSHIP—(3-6). Qualified students may apply to work with The Schumacher Gallery or related off-campus art institutions.

BEHAVIORAL SCIENCES

Department Chair—Karkowski

The Behavioral Sciences disciplines offer majors and minors in Criminology, Psychology and Sociology.

Behavioral Sciences Mission/Goals Statement

A strong liberal arts curriculum is an integral element of an undergraduate major in any one of the behavioral sciences—criminology, psychology, sociology—and a vital component to professional practice and lifelong learning. In addition to individual major requirements, students fulfill the undergraduate General Education goals and develop an individual degree plan of liberal arts and preprofessional electives.

The fundamental goal of an undergraduate education in psychology, sociology or criminology is to teach students to think as scientists about individual and social behavior. Scientific understanding requires:
• recognition of ethnic, cultural, social and gender diversity;
• a broad and deep knowledge base incorporating both social and natural science aspects of each specific discipline;
• methodological competence in statistics, research design and assessment methods;
• practical research, laboratory or field experience to generalize a scientific style of thought to the realm of application;
• effective communication skills; and
• sensitivity to ethical issues.

The Faculty—Teachers, Scholars, Practitioners
All Behavioral Sciences full-time faculty hold terminal degrees in Criminology, Psychology, Public Administration, Law and/or Sociology. Many maintain professional licensure and certification, practice as counselors, lawyers or psychologists, or actively consult to business, industry and government. The faculty are dedicated teachers who as researchers or scientist-practitioners blend real world experience with scholarship and service to the community. Adjunct instructors, who are leading practitioners and researchers in their fields, complement the full-time faculty by providing special expertise and valuable networks to the work worlds of science and practice.

The Curriculum—Careers for the Twenty-First Century
Each course of study in the Behavioral Sciences is designed to provide a pre-professional foundation for careers and graduate study. Students in all required, upper-level departmental courses are assigned primary source reading (e.g., journal articles, research reports, or historically significant monographs). Approximately one-third of our graduates go on to graduate study and earn advanced degrees in psychology, criminology, sociology, public administration or law. Baccalaureate graduates find employment in a variety of human services, research, technical and related occupations. They work as employment counselors, corrections & law enforcement officers, probation officers, teachers, policy analysts, behavioral management technicians, psychiatric aides and counselors, youth workers, child development specialists, managers, personnel analysts, laboratory technicians, sales personnel, interviewers, health care workers, case managers and data analysts.

A Community of Undergraduate Scholars
Behavioral Sciences students join an active community of undergraduate scholars through participation in curricular and extracurricular activities. The biannual Behavioral Sciences Lecture Series features local, state and national authorities on Criminology, Psychology and Sociology. Active national honor societies in Criminal Justice (Alpha Phi Sigma), psychology (Psi Chi), and Alpha Kappa Delta (sociology) host colloquia and sponsor service projects. The Seminar Series introduces students to their majors, supplies the foundation for professional ethics, and helps students develop career and graduate study plans. Students may complete an Undergraduate Thesis (an independent scholarship project), pursue special topics through one-to-one Independent Studies with faculty mentors, or construct Multidisciplinary Majors by proposing courses of study from other departments (e.g., Neuroscience, Animal Behavior).
## Behavioral Sciences Department Major & Minor Requirements

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<tr>
<th>Psychology Major</th>
<th>Criminology Major</th>
<th>Sociology Major</th>
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<tbody>
<tr>
<td>43 hours</td>
<td>42 hours</td>
<td>38 hours</td>
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<td>Psychology 100 (1) Sem. I - Degree Plan</td>
<td>Criminology 100 (1) Sem. I - Degree Plan</td>
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<td>Psychology 110 (3) Prin. of Psychology ●</td>
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<td>Social Science 210 (4) Statistics ●</td>
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<td>Psychology 300 (1) Sem. III—Career Plan</td>
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<td>Psychology 310 (4) Developmental Psych. ●</td>
<td>Criminology 230 (4) Prin. of Criminology ●</td>
<td>Sociology 310 (4) Soc. of Sex &amp; Gender ●</td>
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<td>Psychology 320 (4) Social/Person. Psych ●</td>
<td>Sociology 320 (4) Sociology of Law ●</td>
<td>Sociology 330 (4) Soc. Deviance/Control</td>
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<tr>
<td>Psychology 330 (4) Biological Psychology ●</td>
<td>Sociology 330 (4) Social Deviance/Control ●</td>
<td>Sociology 360 (4) Social Problems ●</td>
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<tr>
<td>Psychology 360 (4) Counseling Psych. ●</td>
<td>Criminology 380 (4) Victimology ●</td>
<td>Sociology 430 (4) Social Change ●</td>
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<td>Psychology 410 (4) History &amp; Systems</td>
<td>Criminology 420 (4) Class &amp; Crime ●</td>
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<td>Psychology Minor 20 hours All ● &amp; 2 ● courses</td>
<td>Criminology Minor 20 hours All ● &amp; 2 ● courses</td>
<td>Sociology Minor 20 hours All ● &amp; 2 ● courses</td>
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The McCrystal Laboratory for Behavioral Research

Students learn the significance of basic psychological research in the McCrystal Laboratory, a teaching facility that houses up to 60 animals (rats) and is equipped with a foraging arena, a radial arm maze, a running wheel, and operant chambers. Students assist faculty with research and conduct their own independent studies on learning, memory, decision making and choice behavior.

Community Partnerships for Education

Students are encouraged to combine theory and practice through participation in supervised internships, volunteer experiences and service-based learning. Student interns gain valuable clinical training and acquire technical and research skills relevant to careers in psychology, criminology, sociology and law. The Behavioral Sciences Department builds community partnerships with private and public agencies, local and state government, business and industry, and a variety of health care and research settings. For example, students may acquire experience in the following settings:

- psychiatric hospitals and outpatient mental health clinics
- adult and adolescent substance abuse treatment centers
- adult and juvenile correctional sites (jails, prisons, detention centers)
- facilities for the treatment of autism, mental retardation and developmental disabilities
- personnel and human resource departments in local companies
- law enforcement agencies (police & sheriff’s departments)
- private and corporate security agencies (private detective agencies, security companies specializing in white-collar crime, loss prevention)
- probation, parole, and diversion programs
- vocational and industrial rehabilitation centers (health psychology departments)
- nursing homes, elder-care programs & Alzheimer’s treatment units
- research laboratories (centers for sleep medicine, neuropsychology, & traumatic brain injury)
- day-care centers and early intervention programs for at-risk children and families
- sports and performance psychology clinics
- advocacy groups, law practices and local & state government agencies

See “Criminology”
See “Psychology”
See “Sociology”
BIOCHEMISTRY
Administered by the Chemistry Department
Department Chair—Hemmingsen

Biochemistry is the study of the structures and functions of biological systems at the molecular level. It brings together the quantitative thinking normally associated with chemistry and the integrative thinking normally associated with biology. Opportunities for advances in human health care make this an exciting and rapidly growing field of study. Pharmaceutical companies and biotechnology firms are major employers of graduates with a biochemistry major. This major will also be appropriate for students interested in health professions or graduate school in biochemistry.

Requirements for a biochemistry major: BIOL 151, 152, 270; CHEM 102, 221, 231, 232, 233, 341, 422, 451, 452, 454, 3 hours of 481 and one hour of 482. In addition, one three or four credit advanced biology course (300 or 400 level) and one three or four credit advanced chemistry course (300 or 400 level) are required. Required support courses are MATH 230, 231, PHYS 221, CS 245 and PHIL 201. Biochemistry research (CHEM 491 or BIOL 491) and an additional advanced biology course are recommended. General Education goals 3 and 10 are fulfilled.

BIOLOGICAL SCIENCES
Department Chair—Stam
Professors—Boulant, Cheesman, Whitford Lahm, Stam, Swails
Associate Professors—Romstedt, Thomas
Assistant Professor—Anderson
Instructor—Heym

The biological sciences cover a wide range of topics, approaches and technological applications. These extend from biochemistry and molecular biology to ecology and ecosystem science. Biological scientists work as practitioners, teachers, and researchers. Practitioners apply biological knowledge to solve day-to-day problems. Examples are physicians, dentists, pharmacists, veterinarians, conservation officers, forensic scientists, pharmaceutical sales, and technical representatives. Teachers who are biological scientists work at all levels from elementary schools through universities, and may also be involved in educational administration or non-formal institutions such as museums and zoological parks. Biological researchers in industry, government, and academia create and develop new knowledge for its pure scientific value or for immediate commercial application. This may include study of the human genome, molecules involved in cell development or death, or ways to reproduce endangered species; or it may involve development of new cancer drugs, genetic variants of crops, or design of surgical equipment.

The department offers a wide array of majors, many of which can be tailored to individual student needs. Majors offered include biology (for students interested in pursuing graduate school degrees or entering the job market immediately), preprofessional biology (for students interested in medicine, dentistry, optometry, pharmacy, veterinary medicine, etc.), pre-occupational therapy (preparing students for a clinical master’s degree), pre-physical therapy, and environmental...
science (see the separate alphabetical listing for this program). Minors are available in biology, environmental science, and geology.

Requirements for the biology major (62 credits). Required courses include BIOL 151, 152, 270, 290, 315, 360, 452, one semester of BIOL 200, two semesters of BIOL 400; CHEM 101 and 102; PHYS 220 and 221; MATH through 225 or 230. An additional 12 hours of biology electives are required. Elective courses may not include the following courses: BIOL 100, 115, 150, 190, 231, 232, 290. General Education goals for quantitative reasoning and natural science are met by this major.

Requirements for the preprofessional biology major (Biology major preparing students for taking entrance exams and applying to graduate professional health career programs. These graduate programs include: medicine, Dentistry, Pharmacy, Veterinary Medicine, Physician Assistant, Optometry, and related fields.) (73 credits). Required courses include BIOL 151, 152, 270, 290, 315, 324, 334, 360, 452, one semester of BIOL 200, two semesters of BIOL 400; CHEM 101, 102, 231, 232; PHYS 220 and 221; MATH through 225 or 230. Additional coursework is recommended for all preprofessional students, including statistics, English composition, and psychology. General Education goals for quantitative reasoning and natural science are met by this major.

Requirements for the pre-physical therapy major (Biology major preparing students for taking entrance exams and applying to graduate physical therapy programs in Ohio and surrounding states.) Required courses include BIOL 151, 152, 231, 232, 240, 270, 290, 315, 452, two semesters of 400; HSPTS 160, 260, 340, 362, 364, 495; PSYCH 110, 210, 220, 310; CHEM 101, 102; PHYS 220, 221; MATH through 225 or 230. A pre-physical therapy major in HSPTS substitutes courses for BIOL 270, 290, 315, 360, 452, and two semesters of 400. Information regarding this program may be found under the Health and Sports Science Department section of this bulletin for those requirements. General education goals for quantitative reasoning, social science, and natural science are met by this major.

Requirements for the pre-occupational therapy major. Capital University offers two pre-occupational therapy programs. The first is a 3-2 program offered in conjunction with both Washington University in St. Louis, Mo., and University of Indianapolis, Ind. During the first three years at Capital University, a student takes the following courses: BIOL 151, 152, 231, 232, 270, 290, 315, 360, one semester of 200, CHEM 101 and 102; PHYS 220; PSYCH 110, 210, 310; and MATH through 225 or 230. Upon admission to the clinical school, a student finishes coursework necessary to complete a bachelor of arts degree from Capital University and a master of science degree from the other institution in approximately 2.5 years.

The second option is the completion of a biology major with emphasis in pre-occupational therapy, followed by a master's degree program of the student's choosing. Required courses include BIOL 151, 152, 231, 232, 270, 290, 315, 360, 452, one semester of 200, two semesters of 400, and one BIOL elective (4 credits); PSYCH 110, 210, 310; PHYS 220 and 221; CHEM 101 and 102; and MATH through 225 or 230. General Education goals for quantitative reasoning and natural science are met by this major (either option).

Requirements for the science major with education licensure. Students may complete the adolescent to young adult teacher licensure program for integrated science, dual licensure in science or single licensure in life science or
earth science. This program prepares the student to seek licensure for teaching all sciences in grades 7-12 in the public schools of Ohio. Information regarding this licensure program may be found under the Education Department section of this bulletin.

Requirements for the biology minor. Required courses include BIOL 152 plus 16 hours chosen from the biology courses, except BIOL 100, 115, 150, 190, 231, 232, 290. The Biological Sciences department also administers the following programs:

- **Environmental Science** (see the separate alphabetical entry for course listings and degree requirements).
- **Geology** (see the separate alphabetical entry for course listings and degree requirements).

**BIOLOGICAL SCIENCES COURSES**

**BIOL 100 GENERAL BIOLOGY**—(4). Introductory study of the living system for non-science majors. Includes molecular/biochemical, cellular, organismal, and community level studies, and an introduction to the major unifying theories of the biological sciences. Laboratory investigations at all levels. Not applicable for a major in the biological sciences. Prerequisite: none. Offered spring semester.

**BIOL 115 INTEGRATED SCIENCE BY INQUIRY**—(4). Utilizing an inquiry-based approach, this course focuses on the Nature of Science. Topics present science in an integrated manner while students ask and answer their own scientific questions. This course will be offered fall and spring semesters for Education majors only. Same course offered as CHEM 115 and PHYS 115.

**BIOL 120 SCIENTIFIC TERMINOLOGY**—(2). An introduction to the technical language of science, including the fields of biology, chemistry, physics and earth science. Study of the Latin and Greek prefixes, suffixes and roots from which to construct scientific terms. Includes both written and spoken vocabulary. Prerequisite: none. Offered fall semester.

**BIOL 150 HUMAN AND APPLIED GENETICS**—(3). Meets General Education Natural Sciences goal. The new genetics and the future of humans. Genetic principles will be developed to explain the many recent developments in applied genetics and human engineering. Prerequisite: none. Not applicable for major in biological sciences except by permission. Offered as needed.

**BIOL 151 FOUNDATIONS OF MODERN BIOLOGY I**—(4). Meets General Education Natural Sciences goal. Introduction to the process of scientific investigation and to the theories and unifying concepts of the biological sciences, including biochemistry, cell biology, metabolism and growth, genetics and evolution. Relates theories to historical and contemporary technological and societal issues. Includes inquiry-based laboratory investigations. A foundational course for science majors and students considering science careers. Prerequisite: none. Offered fall semester.

**BIOL 152 FOUNDATIONS OF MODERN BIOLOGY II**—(4). Continuation of 151; topics include kingdom diversity and an introduction to the study of botany and zoology. Studies include anatomy and physiology, behavior, diversity and ecology of organisms, including humans. Includes laboratory investigations and field trips in areas of botany, zoology and human biology. Offered spring semester. Prerequisite: 151.
BIOL 190 PLANTS AND PEOPLE—(3). Meets General Education Natural Sciences goal. An exploration of the principles of science and how they are applied to the study and use of plants, including a study of plant cell structure, anatomy, morphology, growth, reproduction, and ecology. The commercial uses of plants by people. Prerequisite: none. Not applicable for major in biological sciences. Offered as needed.

BIOL 200 SOPHOMORE SEMINAR—(1). Exploration of career options and current trends in the Biological Sciences. Outside speakers and opportunities to visit with career professionals. Discussions of critical thinking skills and their applications in the sciences. Open to majors in the biological sciences with sophomore standing. Offered fall semester.

BIOL 210 INVERTEBRATE ZOOLOGY—(4). An in-depth exploration of the evolution and lives of the many forms of animals without backbones. Includes a study of the taxonomy, morphology, physiology, development, ecology, and phylogeny. Laboratory investigations include representatives of most major phyla of invertebrates. Offered as needed. Prerequisite: 152.

BIOL 231 HUMAN ANATOMY AND PHYSIOLOGY I—(4). An introduction to body components, their structure and function including: basic physiological and anatomical principles, osteology, myology and nervous control. Prerequisites: 100 or 152; CHEM 102 or 131, or permission of instructor. Not applicable for major in biological sciences, except those in occupational therapy and physical therapy. Offered fall semester.

BIOL 232 HUMAN ANATOMY AND PHYSIOLOGY II—(4). Continuation of 231; the coordination of body functions with emphasis on respiration, circulation, digestion, reproduction and regulatory processes in the human. Prerequisites: 231; CHEM 102 or 131, or permission of instructor. Not applicable for major in biological sciences, except those in occupational therapy and physical therapy. Offered spring semester.

BIOL 240 MEDICAL TERMINOLOGY—(2). Study of the technical language of medicine and the allied health fields. The Greek and Latin prefixes, roots and suffixes with which to construct medical terms. Includes both written and spoken language, a study of abbreviations and acronyms used in medicine, and a look at patient charts. Prerequisite: none; 120 preferred.

BIOL 250 ENVIRONMENTAL SCIENCE—(4). An introduction to the discipline of environmental science, an interdisciplinary field concerned with investigating the nature and interactions of the hydrosphere, geosphere, atmosphere and biosphere. Major topics include biogeochemical cycles, physical and chemical oceanography, ecology, population dynamics, natural resources, meteorology and climate change, contemporary societal issues such as waste management, and air and water pollution. Collection and analysis of field and laboratory data using statistical, graphical and critical thinking skills. Prerequisite: none. (Also offered as ENVS 250). Offered fall semester of odd-numbered years.

BIOL 270 GENETICS—(4). Mechanisms of inheritance, nature of gene expression at chromosomal and molecular levels, transmission of genes in populations and individuals, and evolution at the molecular level. Studies include human, lower animal and plant genetics. Applications of mathematics and statistics to outcome prediction. Relates underlying theory to contemporary societal issues such as genetic engineering, gene therapy and cloning. Includes
inquiry-based laboratory investigations. Prerequisites: 152; CHEM 102; MATH 121 or 130. Offered fall semester.

**BIOL 280 GENERAL MICROBIOLOGY/IMMUNOLOGY**—(4). The role of microorganisms, primarily bacteria and viruses, in biological processes. Emphasis on human disease and immunity. Includes two, 2-hour labs weekly involving pure culture techniques and biochemical actions of microorganisms. Prerequisites: 100 or 152; CHEM 102 or 131 or permission of instructor. Not applicable for major in biology. Offered fall semester.

**BIOL 290 PRINCIPLES OF MICROBIOLOGY**—(4). The life cycles of prokaryotic organisms, including cell structure, genetics, growth and development. Technological developments in microbial engineering and understanding of human and environmental disease. Includes some inquiry-based laboratory investigations. Prerequisites: 152; CHEM 102; sophomore standing or permission of instructor. Offered spring semester.

**BIOL 305 BIOCHEMICAL TECHNIQUES**—(2). Hands-on instruction in laboratory techniques for modern molecular biochemistry, including DNA amplification and splicing, electrophoretic techniques, chromatography, centrifugation, ELISA, radioimmunoassay, and Western blotting. Preparation for independent research in the molecular sciences including field trips to off-site research labs. Prerequisites: 152, CHEM 231, MATH 121 or 130.

**BIOL 310 ORNITHOLOGY**—(4). A systematic study of ecology, anatomy, physiology, behavior and evolution of birds. Stresses field identification of bird species by sight and sound as well as a thorough knowledge of their natural history, habits and habitat requirements. Includes laboratory and field observations. Prerequisite: 152.

**BIOL 315 RESEARCH METHODS IN ENVIRONMENTAL AND BIOLOGICAL SCIENCES**—(3). An introduction to the techniques and practices of biological and environmental science research focusing on experimental design, critical literature review, data analysis, and scientific writing. (Same course offered as ENVS 315.) Offered fall semester.

**BIOL 324 COMPARATIVE VERTEBRATE ANATOMY**—(4). A comprehensive investigation of the anatomy of representative vertebrates, including humans, at the level of general body form – phylogenetic and embryonic development. Evolution of vertebrate circulatory, respiratory, urinary, digestive, nervous, and reproductive systems are covered relative to ecology of species/classes. Application of current biological theories of development and evolution is intertwined with examination of physical form and fossil records to highlight the role of natural selection in vertebrate evolution. Prerequisite: 152. Offered fall semester.

**BIOL 334 VERTEBRATE PHYSIOLOGY**—(4). A detailed study of the cellular and systemic processes involved in animal function. The relationship of form and function in the animal body, centering on the human organism as the primary model. Laboratory investigations of function using both human and other vertebrate organisms. Prerequisites: 324, CHEM 102; CHEM 232 recommended. Offered spring semester.

**BIOL 340 ANIMAL BEHAVIOR**—(4). Study of the origins of ethology as a discipline, and evolution of behavioral patterns within vertebrate and invertebrate species for feeding, mate selection, navigation, parental care, and a detailed study of communication mechanisms within and between species. Includes laboratory and field observations. Prerequisite: 152.
BIOL 360 ECOLOGY—(4). Principles and concepts of ecosystems, including structure, energy flow, limiting factors, productivity, population diversity, behavior and interactions between species. Applications of mathematical and statistical principles to field data. Includes laboratory investigations and field trips. Prerequisites: 152; MATH 121 or 130; junior standing or permission of instructor. Offered fall semester.

BIOL 380 ENDOCRINOLOGY—(3). A study of the anatomy, biochemistry, physiology, development, and diseases of the mammalian endocrine system. Structure, function, and biochemistry of the reproductive and metabolic hormones. Includes discussion of nutritional and environmental factors known to alter hormone secretion and/or function, and examples of human endocrine-related diseases. Prerequisites: 152. Offered spring semester of odd-numbered years.

BIOL 392 COMPUTATIONAL BIOLOGY—(3). An exploration of bioinformatics and mathematical biology. Topics include sequence alignment and analysis of DNA and proteins, modeling the physiology of the heart, statistical analysis of biology data and the use of web-based databases. Prerequisites: MATH 121 or 130. (Same course offered as CSAC 392.)

BIOL 395 TROPICAL ECOLOGY—(3). Overview of the ecology of terrestrial and aquatic ecosystems of tropical regions with a focus on community characteristics. Environmental problems affecting tropical ecosystems. The course may include an optional field trip to Costa Rica or another country.

BIOL 400 SENIOR SEMINAR—(1). A seminar in current problems and methods in biology. Student participation in research and oral presentations. Open to majors in the biological sciences with senior class standing. Offered fall and spring semesters.

BIOL 401 EMBRYOLOGY AND DEVELOPMENTAL BIOLOGY—(4). Embryonic processes involved in formation of the vertebrate body plan, emphasizing physical and biochemical aspects in the development of vertebrate body systems. Laboratory—comparative embryology of metazoan body systems. Prerequisite: 324 or permission of instructor. Offered spring semester of odd-numbered years.

BIOL 410 FIELD STUDIES—(0-3). Off-site field study opportunities led by department faculty, often occurring during the summer, winter, or spring breaks. Topical studies will vary according to time and location of the course. Prerequisites will vary according to the topic; credit will vary according to the length and depth of the course.

BIOL 430 HISTOLOGY—(4). A study of distinctive microscopic features of cells and tissues, with emphasis on the relationship between microscopic structure and function. Includes laboratory analysis of cells and tissue sections. Prerequisite: 324. Offered spring semester of even-numbered years.

BIOL 452 CELL AND MOLECULAR BIOLOGY—(4). Examination of intracellular mechanisms of cell function and molecular processes involving macromolecules. Laboratory includes manipulation of genetic elements, labeled antibody techniques and cell culture experiments. Prerequisite: 270 or permission of instructor. Offered spring semester.

BIOL 460 FUNDAMENTALS OF IMMUNOLOGY—(3). A study of the anatomy, physiology and biochemistry of the mammalian immune system, with emphasis on the role of the human system in health and disease. Prerequisite: 152, CHEM 102. BIOL 334 preferred. Offered spring semester of even-numbered years.
BIOL 470 MOLECULAR GENETICS AND BIOTECHNOLOGY—(3). A study of the molecular aspects of genetic material, and the application of molecular genetic knowledge in contemporary society. Topics include regulation of gene expression, transcriptional and translational processes, gene experimentation, forensics, genetic screening for human disease, and other biotechnological uses of genetic information. Includes discussion of bioethical issues as they relate to genetics. Prerequisites: BIOL 270; biochemistry recommended.

BIOL 491 INDIVIDUAL STUDY—(1-6). Biological research or in-depth study of a topic not normally available through other courses. Requires a written proposal, a faculty adviser, and permission of the department chair.

BIOL 493 SELECTED TOPICS—(1-6). Periodic course topics of timely interest to students. Credit and prerequisites will vary according to the topic.

BIOL 495 INTERNSHIP—(3-6). An opportunity for advanced students to try a career in the biological sciences. Requires a written proposal, an off-campus Advisor and permission of the department chair.

BUSINESS

School of Management and Leadership

Assistant Dean—Moore
Department Chairs—Howard, Mellum, Peck, Postolache
Professors—Baker, Howard, Kent, Mittermaier, Mittler
Associate Professors—Dailey, Mellum, Moore, Peck, Thomas
Assistant Professors—Postolache, Roychoudhury
Instructor—Thompson
Executive Professors—Hill, Martin, Schwantes, Swaddling

School of Management and Leadership Mission and Principles

The business programs of the Capital University School of Management and Leadership are accredited by the Association of Collegiate Business Schools and Programs.

The School of Management and Leadership prepares people to lead fulfilling lives of work and service.

As a community of teachers and learners, the School of Management and Leadership cultivates in its students, alumni, faculty and staff the capacity for meaningful intellectual contributions to business and society and a lifelong commitment to learning and personal development.

- We are committed to student success both before and after graduation.
- We are a community of teachers and learners who believe that fulfilling lives are grounded in self-awareness and the lifelong development of each person’s unique capacities.
- We prepare people who understand themselves, others and the world. They integrate their values, knowledge and skills while adding value to the organizations and communities they serve.
- We believe that the opportunities and challenges of our global community must be approached with a sense of humility and free inquiry, and that
preparing people to ask the right questions is fundamental to making the right choices.

- We believe we must be fully engaged with the organizations and communities our graduates serve to ensure our programs and services support their success.
- We expect a level of rigor and accountability in ourselves and our campus community that is consistent with the demands our students and graduates face in life, including a commitment to continuous improvement as individuals and as an organization.
- We are each responsible for living our mission every day.

**Statements of Intended Student Learning Outcomes**

Faculty members in Capital’s School of Management and Leadership are committed to the belief that the best preparation for a career in business is obtained by combining extensive study in the liberal arts with a major emphasizing the development of quantitative, analytical and human relations skills. In addition to attaining the general education goals of the University, the faculty of the School of Management and Leadership has established the following learning outcome goals for our majors:

**Functional Competence:**
- Demonstrate an appropriate level of knowledge and the ability to use concepts and tools from the major areas of business.

**Analytical and Conceptual Skills:**
- Critically analyze, synthesize and evaluate information to create practical, actionable alternatives in a dynamic and ambiguous business (and broader) context.

**Communication Competence:**
- Demonstrate effective oral and written communication skills for both formal and informal communication.

**Adaptability and Self-Awareness:**
- Demonstrate an awareness of the global business environment and the ability to respond to, understand and adapt to a diverse range of cultures, interpersonal styles, perceptions, and world views when interacting with others.
- Demonstrate the ability to adopt the appropriate role on a team.
- Demonstrate personal awareness and growth.

**Ethical Reasoning:**
- Identify ethical issues and apply a value-based reasoning system to ethical questions in business relationships.

Students may choose to supplement their business program with a major or minor in a non-business discipline.

Special features of the program include the “externship” experience for sophomores, a professional development sequence beginning in the sophomore year, and internship programs for juniors and seniors. Specific programs for traditional undergraduates include:
**Accounting**—This program prepares students for direct entry into the accounting profession and provides a strong foundation leading to professional certifications, such as the CPA, and/or graduate study. The university’s geographic location allows for placement opportunities with national public accounting firms, industry, health care and public sector organizations. The second semester of the senior year is a professional semester for qualified and selected accounting majors. Eligible students participate in a 2-month full-time internship experience followed by two advanced accounting courses.

**Financial Economics**—The goal of the Financial Economics major is to produce a graduate who can apply economic theory and financial analysis to decision making in business environments. The major familiarizes students with the fundamentals of economic and finance theory and practice. Students will learn about macro and micro economics, financial asset markets, corporate finance and various financial institutions. Successful completion of the Financial Economics program prepares a student for a wide range of career opportunities in finance and the public sector.

**Leadership and Management**—The Leadership and Management major prepares students with the knowledge and skills to work ethically with people in organizations to enhance both human and organizational performance. The major develops students who are passionate about the management and leadership of individuals and teams. Courses emphasize the application of technical skills learned in the business core within complex human environments. Students with an interest in management and leadership, or an interest in human resource management should consider this major.

**Marketing**—This program prepares students for careers in marketing. Graduates of this program will possess a strong foundation in marketing theory and application as well as strong oral and written communication skills. The marketing major exists to prepare students to contribute to business and society on at least three different levels:

- As practitioners in the marketing fields (consumer research, brand management, sales, advertising, public relations, promotions, etc.);
- As managers who need a better understanding of marketing principles to align their organizational objectives with the needs of their constituents;
- As consumers and members of publics who are impacted by marketing decisions.

All marketing graduates should have a solid foundation in marketing theory and methods; conducting market and consumer analysis; developing product, price, place and promotion strategies; assessing marketing costs; and evaluating marketing strategies.

**ACCOUNTING MAJOR**

Students who complete this major will have:

- demonstrated a conceptual and practical knowledge of auditing, financial, managerial, tax, and governmental accounting;
- demonstrated practical knowledge of accounting through for-profit and not-for-profit organizations through internships and externships for those who qualify;
• demonstrated professional and interpersonal skills such as verbal and written communication, as well as an ability to work effectively in teams;
• demonstrated a conceptual and practical knowledge of computer usage in the accounting discipline; and
• developed a foundation for graduate studies.

FINANCIAL ECONOMICS MAJOR

Students who complete this major will:
• demonstrate and apply basic economics and finance terms, concepts, models, principles and theories;
• demonstrate the ability to make effective decisions in contemporary business situations by applying models in economics and finance;
• prepare for careers in corporate financial management, investments, financial institutions and the public sector.

LEADERSHIP AND MANAGEMENT

Students who complete this major will:
• influence people and systems both formally and informally;
• act in ways that consider individual skill, style, and value differences;
• think and act resourcefully to maximize human performance in organizations;
• develop personal leadership attributes and aptitudes;
• demonstrate social responsibility and citizenship within organizations and communities.

MARKETING MAJOR

Students who complete this major will be able to:
• understand and apply marketing terms and concepts;
• gather intelligence from the marketplace; critically evaluate a marketing situation; and develop marketing strategies and tactics;
• develop and effectively communicate a professional marketing plan; and
• evaluate alternative marketing strategies.

Business Core

The Business Core program provides a broad foundation in the five areas of accounting, economics, finance, management and marketing plus a working knowledge of quantitative methods and information technology. These courses provide the basis for advanced courses in a business major. Students must take from the Capital School of Management and Leadership at least one half of the School of Management and Leadership courses required for their major in Accounting, Financial Economics, Leadership & Management or Marketing.

Requirements for the business core—Courses: General Education Courses (with exemptions from General Education Goals 3 and 9); Pre-Business Core: ECON 100; MATH 120 or 130; BUS 101; 101S; ECON 200; MATH 215; MATH 220 or 225 or 230 or equivalent courses; BUS 201, 202, 211, 213, 231, 242, 280, 310, 321, 346, 410, 445 and 450.
Accounting Major

Requirements for accounting major—Courses: Business Core; 311, 312, 319, 320, 347, 411, 413 or 414, 415, 417; plus at least seven credit hours of electives outside the School of Management and Leadership.

Financial Economics Major

Requirements for the financial economics major—Courses: Business Core; ECON 320, 321; BUS/ECON 336; BUS 323, 421; six hours from: 300 or 400 level Finance or Economics Electives or BUS 311 or 312 or 315; plus at least nine credit hours of electives outside the School of Management and Leadership.

Leadership & Management Major

Requirements for the leadership & management major—Courses: Business Core; PSYCH 110; COMM 151; BUS 243; BUS 440; nine hours from: BUS 315, 324, 340, 370, 372, or 378 or other identified leadership and management courses; plus at least nine credit hours of electives outside the School of Management and Leadership.

Marketing Major

Requirements for the marketing major—Courses: Business Core; PSYCH 110; BUS 330, 335, 338, 433; six hours from: BUS 315, 334, 345, 350; three hours may be from: PR 361, 365, 366, 368, 464, ART 431, or other identified marketing electives; plus at least nine credit hours of electives outside the School of Management and Leadership.

Minors

Minors for students majoring in areas outside the SOM are offered in five areas—Accounting, Finance, International Business, Marketing and Management. School of Management majors are not allowed to minor within the department, with the exception of International Management as described below.

Accounting minor—BUS 211, 213, 311, 312 plus 346 or 413 or 414 or 417; and ECON 100.

Finance minor—BUS 211, 213, 310, 421; ECON 100, 200, 325; and MATH 215.

International Business minor—BUS 101, 211, 280; ECON 100, 200; at least one of the following: BUS 336 or 350; AND at least one of the following: ECON 335, ECON 351, POLS 210 or 230.

Marketing minor—BUS 101, 211, 231, 335, plus six additional hours from: BUS 315, 330, 334, 338, 345, 350, 433, or other electives as approved by the department.

International Management minor—ECON 100, BUS 101, 211, 231, 242, 310, and MATH 215. International

Management Minor for students in a SOM major—BUS 350, 336, ECON 335; at least one of the following: ECON 351, POLS 210 or 230; AND at least one of the following: HIST 220, 236, 260, 305, 340, 385, FRNC 380, SPAN 330 or 333.

Certificates

Accounting Certificate—BUS 211, 213, 311, 312, 319, 320, 411, 413, 415, 417.

CPA Exam—All requirements for the Accounting Certificate plus BUS 242, 346, 347, 231, 310, 321, ECON 100, 200.
BUSINESS COURSES

BUS 101 INTRODUCTION TO BUSINESS—(3). An overview of the field of business organization and management focusing on the preliminary study of accounting, economics, finance, human resource management, management and marketing. Business communication skills, including both written and oral skills (aided by word processing and presentation software), are also addressed. Prerequisite: none. Open only to freshman business majors, or non-business majors of any class standing.

BUS 101S INTRODUCTION TO BUSINESS SEMINAR—(1). This course is a requirement for all new majors in the School of Management and Leadership (accounting, business undeclared, financial economics, leadership and management, marketing). Ideally it should be taken concurrently with BUS 101. Topics covered include academic advising resources, introduction to Microsoft Word, Excel, and PowerPoint, and business research tools and practices.

BUS 193 SELECTED TOPICS—(1-3).

BUS 201 PROFESSIONAL DEVELOPMENT—(1). Development of effective business writing and oral communication skills, including: business correspondence, presentation skills and the use of electronic media. Preparation of resumes, cover letters, and interviewing skills will be covered. Prerequisite: BUS 101, sophomore standing.

BUS 202 INTRODUCTION TO SPREADSHEETS—(1). Students will understand how to use spreadsheets, including Microsoft Excel, as a data management tool in business. Topics include creating, formatting and modifying spreadsheets, printing and web publishing, using functions, creating charts and tables, and working with data.

BUS 211 FINANCIAL ACCOUNTING FUNDAMENTALS—(3). The framework of accounting, including income measurement, the accounting cycle, the income statement, balance sheet, statement of cash flows and financial statement analysis. Prerequisite: none. Not open to freshmen.

BUS 213 INTRODUCTION TO MANAGERIAL ACCOUNTING—(3). Covered are the four essential tasks of: cost determination, cost control, performance evaluation and supplying financial information for managerial planning and decision making. Prerequisite: BUS 211.

BUS 231 MARKETING—(3). A general survey of marketing. Focus will be on the marketing environment and the marketing mix (product, pricing, promotion and distribution). Prerequisite: BUS 101.

BUS 240 BUSINESS STATISTICS—(3). A study of descriptive and inferential statistics, including probability, distribution, confidence intervals, correlation, regression, and time series. Emphasis will be placed on the application of statistics to the various functional areas of business. Students will be taught to use Excel to conduct statistical analysis, and will read and interpret statistical results. Prerequisites: BUS 101, MATH 120 or 130.

BUS 242 ORGANIZATIONAL BEHAVIOR—(3). A study of the human side of organizations, including individual and group behavior. Topics include both the theoretical bases and practical applications of such concepts as motivation and job satisfaction, leadership, communication, and group interaction. Students will learn how the theories studied can be applied to effective human resource management. Prerequisite: Sophomore standing.
BUS 243 HUMAN RESOURCE MANAGEMENT—(3). Survey of the philosophies, theories, and principles of administering human resources; problems and practices of line and staff executives in managing the recruitment, selection, development, maintenance and utilization of a well-working force. Prerequisite: BUS 101.

BUS 280 INTERNATIONAL BUSINESS ENVIRONMENTS—(3). The course is designed to familiarize the undergraduate student with the nature and environment of international business and with the role, operations and policies of the MNC. The focus of the course is on how the different cultural, political, legal and economic environments affect the operations of a global business. Attention also is directed to how MNCs impact the lives of individuals and organizations around the world. In addition, several international and business issues of topical interest are identified for special study. Prerequisite: ECON 100, BUS 101.

BUS 293 SELECTED TOPICS—(1-3).

BUS 295 ACCOUNTING, MANAGEMENT, MARKETING OR FINANCE EXTERNSHIP—(1). Opportunity for qualified and selected students to observe professionals on a full-time basis for four days. Prerequisite: permission of the instructor and sophomore standing.

BUS 300 PERSONAL FINANCE—(3). Planning and personal financial goals with sound financial principles such as intelligent money management, insurance applications, real estate applications, investment knowledge, and tax applications. Does not count toward major. Prerequisite: Junior standing.

BUS 310 INTRODUCTION TO FINANCE—(3). Students will develop an understanding of the two basic financial tools (time value of money and risk and return) and apply them in preliminary financial analysis. The course covers financial statement analysis, time value of money, cash flow analysis, risk and return and asset valuation. Not recommended before the second semester of the sophomore year. Prerequisites: BUS 211; MATH 215.

BUS 311 INTERMEDIATE ACCOUNTING I—(4). Theory course viewing the conceptual framework of accounting. Covered are transaction analysis and the preparation and analysis of financial statements. Study of generally accepted accounting principles relating to balance sheet and income statement accounts. Prerequisite: BUS 213.

BUS 312 INTERMEDIATE ACCOUNTING II—(4). Continuation of Intermediate Accounting I. Prerequisite: BUS 311.

BUS 315 ENTREPRENEURSHIP—(3). Students will understand and develop the leadership essentials that provide the fundamental skills for both starting a business and operating a small or family business enterprise. Prerequisite: BUS 101, ECON 100 or junior standing.

BUS 319 GOVERNMENTAL ACCOUNTING—(3). An introduction to fund and budgetary accounting as it applies to government and not-for-profit organizations in education, health care and social welfare agencies. Prerequisites: 211, ECON 100.

BUS 320 CPA PROFESSIONAL STANDARDS AND ETHICAL RESPONSIBILITIES—(1). Legal and ethical considerations pertinent to the practice of accounting by a CPA. Coverage includes: state accountancy law, AICPA practice standards, philosophical traditions from which ethical theory is derived.
and the application of the law and ethics to the practice of accountancy. Prerequisite or concurrent: BUS 347.

**BUS 321 MANAGEMENT INFORMATION SYSTEMS**—(3). A study in the management of information, knowledge and computer technology systems used in business organizations to assist the organization in management decision-making and improved organizational performance. Emphasis will be on the integration of management information systems (MIS) and information technology (IT) to meet the demands of our rapidly changing business environment, as well as hands-on experience with Microsoft Excel. Prerequisite: Junior standing.

**BUS 322 CORPORATE FINANCE**—(3). This course provides a thorough understanding of major financial decisions made by corporate financial managers including asset valuation, capital budgeting, capital structure and dividend policy. Prerequisite: BUS 310.

**BUS 324 PROJECT PLANNING AND MANAGEMENT**—(1). This course is designed to introduce students to project planning and management through the use of Microsoft project software.

**BUS 327 FINANCIAL INSTITUTIONS AND MARKETS**—(3). Overview of financial instruments, markets, and institutions with an emphasis on the structure of the financial services industry and its role in supplying funds to the money and capital markets. Prerequisite: BUS 310.

**BUS 330 MARKETING RESEARCH**—(3). Study of the concepts and techniques of planning, conducting and presenting marketing research from a managerial perspective. Applications of marketing research such as strategic market planning, brand name and packaging tests, advertising tests, concept and product tests, and test markets will be covered. Prerequisites: BUS 231 and MATH 215.

**BUS 334 RETAIL AND DISTRIBUTION STRATEGIES**—(3). A study of various channels of distribution including wholesalers and retailers. Focus will be placed on distribution strategies from the manufacturer's perspective and retailing strategies from the retailer's perspective. Prerequisite: BUS 231.

**BUS 335 MARKETING COMMUNICATIONS**—(3). An examination of the promotional techniques available to marketing management. Emphasis is given to market analysis and the communication process providing the means for effectively promoting various products. Specific tools of consumer behavior analysis, personal selling, advertising, sales promotion and publicity are examined as components of overall marketing strategy. Prerequisite: BUS 231 or permission of instructor.

**BUS 336 INTERNATIONAL FINANCE**—(3). Examines foreign exchange markets. Topics include the determination of exchange rates, exchange rate forecasting, exchange rate policy, speculation, short-term investment, foreign direct investment and the Eurocurrency market. Prerequisites: ECON 200, MATH 215.

**BUS 338 CONSUMER BEHAVIOR**—(3). Focus on the behaviors of consumers in the marketplace. Topics include consumer psychology, consumer decision-making processes, and consumer analysis. A case analysis approach will be used to apply the concepts of consumer behavior to contemporary marketing situations. Prerequisite: BUS 231.
BUS 340 MANAGING TOTAL REWARDS—(3). This course examines rewards program requirements that attract, retain and motivate high performing employees, including the total rewards model (including direct and indirect compensation), the total rewards design process, and the skills needed by HR professionals and business managers to become effective strategic business partners. Prerequisite: BUS 243.

BUS 345 PERSONAL SELLING AND SALES MANAGEMENT—(3). A study of personal selling techniques and sales management techniques. Sales management techniques include sales planning and forecasting, recruiting, selecting, motivating, training, organizing, directing, controlling and evaluating the sales force. Prerequisite: BUS 231 or permission of instructor.

BUS 346 BUSINESS LAW I—(3). The legal environment in which business transactions are conducted; basic concepts and fundamentals of contracts, agency, bailments and sales. Prerequisite: none. Not recommended for freshmen.

BUS 347 BUSINESS LAW II—(3). A continuation of Business Law I, with special emphasis on partnerships, corporations, negotiable instruments, secured transactions and other legal issues confronting the professional accountant and business administrator. Prerequisite: BUS 346.

BUS 350 INTERNATIONAL MARKETING—(3). A study of the macro-environmental forces influencing the multinational firm as it attempts to market its products and services to global markets; and how these forces affect each of the areas of product, promotion, price, and distribution. Prerequisite: BUS 231, 280 or permission of instructor.

BUS 370 MANAGING THE ORGANIZATION—(3). A more advanced study of theories and concepts covered in Organizational Behavior (BUS 242), with a focus on application. Students will critically evaluate the latest research in areas such as leadership, motivation and group dynamics, while seeking to understand how this research applies to their current and future work environments. Prerequisite: BUS 242.

BUS 372 MANAGING THE TALENT SUPPLY—(3). This course focuses on managing the human capital of the organization, including human resource training, development and performance management systems. Prerequisite: Junior standing.

BUS 378 MANAGING WITHIN THE LEGAL ENVIRONMENT—(3). A study of the legal regulation of the employment relationship. The application of employment law as it relates to recruiting, selecting supervising, appraising, terminating, compensating, training career development, workplace safety and health, and the right of workers to organize and bargain collectively. Prerequisite: BUS 243.

BUS 393 SELECTED TOPICS—(1-3).

BUS 410 LEADERSHIP, ETHICS AND ACCOUNTABILITY—(1). This course introduces contemporary and controversial ethical issues facing the business community, and the role of leadership in organizational effectiveness. Students will explore their own ethical standards, as well as their leadership skills and style. Prerequisites: BUS 242, senior standing.

BUS 411 ADVANCED ACCOUNTING—(3). Accounting for partnership operations and liquidation, corporate bankruptcy and reorganization, and business combinations, including consolidated financial statements. Prerequisite: BUS 312.
BUS 413 INCOME TAX ACCOUNTING—(3). Federal income tax structure and tax principles affecting individuals and business enterprises. Prerequisite: BUS 211.

BUS 414 BUSINESS TAX ACCOUNTING—(3). An introduction to income tax accounting for corporations, partnerships and trusts as well as gift, estate and generation skipping tax. Prerequisite: BUS 211.

BUS 415 COST ACCOUNTING—(3). Accounting procedures and principles applicable to job order, process costing and standard costing manufacturing operations. Prerequisite: BUS 213.

BUS 417 AUDITING—(3). A study of the generally accepted auditing standards, and procedures involved in the examination and attestation of financial statements by independent auditors. Prerequisite: BUS 312.

BUS 421 INVESTMENT FINANCE—(3). The investment process, security analysis and valuation, portfolio management, and financial statement analysis. Primary emphasis is on the fundamentals of stocks and bonds investments, with some introduction to modern portfolio theory. Prerequisite: BUS 310.

BUS 433 MARKETING MANAGEMENT—(3). Application of problem-solving techniques in the area of marketing management. Emphasis on planning and implementing the marketing effort, managing the marketing organization and controlling marketing operations. The capstone marketing course, primarily for the undergraduate student seeking a concentration in marketing. Prerequisites: 6 hours of marketing classes at the 300 level plus senior standing.

BUS 440 LEADERSHIP SEMINAR—(3). This course examines the theory and practice of leadership, including definitions and theories, leadership development, and the ethical and moral issues around leadership. Explores the personal issues of satisfaction and frustration inherent with leadership. Prerequisite: BUS 242, 243.

BUS 445 OPERATIONS MANAGEMENT—(3). A functional study of operational concepts as applied to managing the production of goods and services within a variety of environments such as profit, nonprofit, service and manufacturing oriented organizations. Prerequisites: BUS 213, 242; ECON 100, and MATH 215.

BUS 450 BUSINESS POLICY AND STRATEGY—(3). Business Policy and Strategy, commonly referred to as the “capstone” business course, is designed to integrate all of the functional areas of business. Students are introduced to a few new strategic concepts and analytic tools. However, the focus of the course is on integrating the knowledge and skills developed in all prior business courses. Students perform both industry level and company level analyses. This is accomplished through the use of case studies and a computer simulation. Prerequisites: BUS 231, 242, 310, 445 (may take concurrently), and senior standing.

BUS 491 INDIVIDUAL STUDY—(1-6).

BUS 493 SELECTED TOPICS—(1-3).

BUS 495 ACCOUNTING INTERNSHIP—(2-8). Qualified and selected students participate in the conduct of actual audits. Assignments are with public accounting firms and other participating organizations and field experience is supplemented with audit readings. Prerequisite: permission of the instructor.

BUS 495 MANAGEMENT, MARKETING OR FINANCE INTERNSHIP—(2-6). Interns are assigned to participating organizations and work under the supervision of the sponsor and a faculty member. Prerequisite: Permission of the instructor.
CENTER FOR LIFELONG LEARNING

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Director—Andrew Carlson
Director of Marketing and Recruitment—Emily Morris
Program Coordinator—To Be Determined
Academic Coordinator—Michael Yosha

Mission Statement
The Center for Lifelong Learning supports the mission of Capital University by providing adults alternative and effective learning experiences through integrative advising and teaching, flexible learning environments that encourage self-directed and interdisciplinary approaches, and a commitment to experiential and lifelong learning.

Overview
The range of adult learning programs and services at Capital University exemplifies an enduring commitment to extend educational options to those adult learners whose needs are not met by the traditional campus-based degree programs. Options created for adult learners include:
1. Bachelor of arts degrees in accounting, business, criminology, interdisciplinary studies, public administration, psychology, and sociology.
2. Bachelor of Social Work degree.
3. Bachelor of Science in Nursing Completion Program.
4. The prior learning assessment process is available to students in all undergraduate degree programs. Assessment of prior learning enables students to earn academic credit for college-level learning based on life and work experience.

Capital University blends its special commitment to serving adult learners with an allegiance to the university’s historical traditions. The staff and faculty of all programs and services for adult learners recognize that many highly motivated adults are excluded from traditional higher educational programs by the time constraints of family, job and community responsibilities. Students in these programs are usually working adults who need flexibility in schedule and program design. They respond positively to a personal approach to education which emphasizes self-direction and learning style. Many students have accumulated credit from one or more institutions of higher education and have experiences that have generated college-level learning. One of the primary objectives of adult programs and services at Capital University is to assist students in consolidating these previous learning experiences into a foundation on which to build a program of studies leading to the completion of an undergraduate degree.

The Center for Lifelong Learning is designed specifically for the adult student. In this program a student is provided with a quality education based on essen-
tial professional skills and an emphasis on the liberal arts. It is expected that graduates of Capital University will possess the skills, attitudes, values and ethical standards that will serve them well throughout their lives.

Admission
Applications are accepted on a rolling admission basis as space is available. Students accepted into the Center for Lifelong Learning may enter at the beginning of the term for which they are accepted. Students who do not matriculate in the term for which they were admitted must re-apply after one year.

Admission Requirements
To be admitted, a prospective adult learner must meet the following requirements:
1. The applicant must be 24 years of age or older and demonstrate capacity for self-directed, self-managed learning. Extraordinary circumstances are considered.
2. The applicant must have 30 hours of transferable semester credit with a 2.50 GPA or above.
3. The applicant must demonstrate basic college entry-level oral and written communication skills.
4. Requirements for application to the BSN completion program will vary. At minimum, applicants must hold current RN licensure or be eligible for licensure in the State of Ohio and meet other requirements stipulated by the School of Nursing.

Admission Procedures
In applying for admission, a student must do the following:
1. Complete the appropriate application for admission form.
2. Submit with the application a $25 nonrefundable application fee. Checks or money orders must be made payable to Capital University.
3. Submit official transcripts from all colleges and universities previously attended. All transcripts must be issued and dated within a year prior to a student’s beginning term at Capital.
4. Complete an admissions interview at the Center for Lifelong Learning. As part of the interview, prospective students will be asked to provide a brief writing sample.
5. Candidates without previous college credit can petition for acceptance to the University. The candidate will need to demonstrate academic ability and achievement through work experience, specialized training, certifications, military service, or other experiential learning. The petition for admission must include a resume that details successful learning from informal or non-collegiate sponsored instruction.

Types of Admission
There are two types of admission into the Center for Lifelong Learning:
1. **Degree seeking admission** is granted to applicants who meet the admission requirements stated above.
2. **Non-degree admission** is granted for those individuals wishing to take one or more courses on a transient basis for the completion of a certificate program.
Students will receive formal acknowledgement of the receipt of applications and supporting material. It is each applicant's responsibility to make sure all admission materials are received. An incomplete admission file may result in an applicant not being accepted into the program.

**Financial Information**

The total cost of tuition for completing the baccalaureate degree through the Center for Lifelong Learning will vary based on several factors, including the amount of transfer credit, the number of prior learning credit awarded, and full or part-time enrollment.

Fees for the 2009-2010 Academic Year

*Tuition—per credit hour:* $425

*Fees:*
- Applicant fee $25
- Late payment fee $150
- Late Registration Fee $50/course
- Deferred payment service charge $25
- Returned Check/Refused Credit Card Form Charge $25
- Transcript Issuance (per transcript after first issuance):
  - Regular service $5
  - Same-day service $10
- Parking fee (check with center)
- Portfolio assessment—per hour after 30 credit hours $10

**Withdrawal: Payment Obligations and Refunds**

To withdraw from an individual course or to withdraw completely from the university, the student must complete and submit the appropriate form to the Center for Lifelong Learning. No refund will be made without official written notification. Failure to complete study agreements DOES NOT constitute official withdrawal. The schedule for tuition refunds is printed on pg. 19.

**Payment of Tuition and Fees**

Completing the registration process constitutes official registration for the upcoming trimester. For students enrolling in the Center for Lifelong Learning for the first time, or continuing students registering after the registration period is over, payment of tuition is expected by the first day of classes. Students may pay the entire amount or use the deferred payment plan. Continuing students completing the registration process during the registration period will receive an electronic invoice for the amount of their tuition. In order to avoid late payment charges, students are encouraged to pay particular attention to the due dates for tuition payment.

**Deferred Payment Plan**

Under this plan, students pay one-third of their total tuition and fees plus a $25 charge upon receipt of their tuition invoice. One-third is then due 30 days later and the final one-third is due in 60 days. Students must have fees paid in full to be allowed to register for the next semester.
FINANCIAL AID

Students enrolled in the Capital University Center for Lifelong Learning may be eligible to participate in the following aid programs: FEDERAL PELL GRANT, FEDERAL STAFFORD LOAN and OHIO GRANTS (pending legislative approval). Students should anticipate processing time of 6-10 weeks. Questions regarding financial aid programs may be addressed to the Financial Aid Office or visit Capital’s website.

Step 1. Application Process

Complete the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA on-line at http://www.fafsa.ed.gov*. To file on-line you will need a PIN (personal identification number). If you don’t have a PIN or can’t remember your PIN, you may request a new or duplicate one at www.pin.ed.gov*. Include Capital’s federal school code number, 003023, in the appropriate on the FAFSA.

Approximately one to two weeks after completing your application on line, you will receive a Student Aid Report (SAR). Please review it for accuracy. If you used estimated income figures on your FAFSA and corrections are needed, use your PIN to make corrections on-line. If no changes are needed, keep the SAR for your records. Capital will receive the results of your FAFSA or Renewal FAFSA electronically.

Step 2. Verification/Quality Assurance

For individuals filing the FAFSA, the federal government requires that Capital University assure the accuracy of data reported on this form. Filers are selected based on criteria established by the federal government and, if selected, Capital is required to collect documentation to verify the information which was provided on the FAFSA. If documentation is not received, cancellation of all need-based Federal, State, and institutional aid will result.

If selected, this process must be completed PRIOR to awarding and crediting aid. If a term has started and Verification has not been completed, enrollment should not be attempted unless a student has adequate resources from his or her own personal funds to pay for that term’s tuition, fees and books.

Students are usually required to provide documentation of tax forms, W-2’s, and assets, along with completion of a certification form collecting information on household size, number in college, and signatures. Any changes identified in originally reported FAFSA data will result in recalculation of aid eligibility.

Step 3. Notification

Once Capital University has received required forms and resolved Verification Quality Assurance, students can expect to receive an e-mail notifying them of their Financial Aid Award identifying all eligible programs. Along with this award, they also will receive information regarding any additional processing required to finalize programs (i.e., loans).

Consortium Agreements for Transient Students

When a student contacts the Financial Aid Office indicating he/she will be attending another school as a transient student and is requesting assistance to pay for required classes not offered by Capital, the Financial Aid Office may
generate a Consortium Agreement with the school the student plans to attend, **IF** the student meets eligibility criteria. Further information is available in the Financial Aid Office.

If a student meets Consortium Agreement criteria, the following information must be provided to the Financial Aid Office before processing can begin:

1. Copy of an approved Transient Form from the Registrar’s Office, and
2. Copy of the student’s registration from the school the student is planning to attend as well as the name and address of the Consortium Coordinator at this school. Students must make arrangements with the other school to pay billed expenses by their appropriate deadlines and must anticipate that aid will be delivered on a delayed basis due to additional processing required to complete the Consortium Agreement.

**Employer Reimbursement**

Many employers outline specific requirements that must be met before partial or full reimbursement will be granted. For this reason, the Student Accounts Office requires that all tuition be paid by the student by the tuition due date. Arrangements for reimbursement of any payments made are the responsibility of the student and the employer, not Capital University. If you anticipate a delay in your reimbursement, you must join the deferred (two) payment plan or a $75 late fee will be assessed.

Capital University will provide direct billing to companies that will provide a payment voucher to the student accounts office and will make payment directly to Capital within 30 days of invoice. Invoices are issued at the completion of the add/drop period, generally during the third week of the semester.

**Veterans Benefits**

The Center for Lifelong Learning is approved for veterans benefits under several programs. Students should contact their local VA office and the Center. Ohio Instructional Grant (OIG) These grants are designed to help Ohio residents enrolled for full-time undergraduate study in Ohio colleges and universities. Students use the FAFSA to apply for the OIG.

**Federal Pell Grant**

The SAR, which you receive after your FAFSA is processed, will determine your eligibility for the Federal Pell Grant. Once registration is verified, payment will be credited to the student’s account. The Federal Pell Grant will be divided equally between two trimesters when the student is enrolled at least 12 hours. Students enrolled at least six hours per trimester may receive a partial Federal Pell Grant each trimester of the academic year. However, the total may not exceed the annual eligibility. The trimesters during which the Federal Pell Grant award may be distributed are:

* May 2009
  January 2010
  August 2010

*No credit is applied if the student withdraws prior to July 1, 2009 and funds will not be posted until the first week of July 2009.*
Federal Stafford Loan Program

You may receive financial assistance through the Federal Stafford Loan Program. Your financial aid award notification will indicate the maximum loan amount available to you for the academic year. A Federal Stafford Loan will be certified for the maximum amount identified on your award unless you notify the Financial Aid Office that you wish to borrow less. That lesser amount should be the amount you will need for the entire year.

All new borrowers must complete the Federal Stafford Loan Master Promissory Note (MPN). An MPN is your pledge to repay federal loans awarded to you through the federal government. With the signing of an MPN, you receive multiple subsidized and unsubsidized Federal Stafford Loan funds for a 10-year period without signing another promissory note. Capital will determine eligibility for Federal Stafford Loans each year through the award process, however, you will only complete one MPN while attending Capital.

If you are a new student or a first-time new borrower, you must complete an Entrance Interview and MPN on-line. Have your PIN available when completing the MPN online. Capital will notify you when the loan has been certified.

If you are a continuing student at Capital and have previously borrowed using Great Lakes as your guarantee agency, you will be notified by Capital when your loan certification is done. If you attended Capital during the 2008-2009 year and used funds from the Federal Stafford Loan Program, you will NOT need to complete another Federal Stafford MPN.

If you have previously borrowed using a guarantee agency other than Great Lakes, you should contact the Financial Aid Office for specific information.

If the applicant demonstrates financial need on the FAFSA, the loan will be subsidized by the Federal Government (i.e., the Federal Government pays the interest on the loan while the student is enrolled for at least 6 hours per semester); repayment starts and interest begins to accrue 6 months (unless a grace period has previously been used) after the borrower drops below 6 hours of enrollment per semester. The applicant who does not demonstrate financial need on the FAFSA still may borrow a Federal Stafford Loan, however, the loan will be unsubsidized and the student is responsible for interest payments from the time of disbursement of the loan. Borrowers may choose to make payments on the interest charged for the unsubsidized loan or allow the interest to accrue until repayment begins.

The maximum subsidized Federal Stafford Loan per academic year is $3,500 (freshman), $4,500 (sophomore) and $5,500 (junior and senior). Additional unsubsidized Stafford Loan $6,000 for freshmen and sophomores, and $7,000 for juniors and seniors) also may be requested by independent students if direct educational expenses allow for eligibility.

Resources for Books & Living Expenses

Delivery of Loan Proceeds—All students should make arrangements to have sufficient personal funds to cover non-billed costs such as books and living expenses each term until excess loan funds can be made available.

Loan Disbursements

Federal Stafford funds are sent by check or electronically transmitted by the lender to Capital University for disbursement. You will be notified by the
Capital University Finance Office when a disbursement has been received. At that time, arrangements will be made for finalizing your disbursement. Federal Stafford Loans are usually made in two disbursements or possibly three if the loan period covers three semesters (May-April). The federal government requires the institution to deliver loan proceeds to students’ accounts, or directly to the borrower when appropriate, in a timely manner upon receipt of loan checks or electronically transmitted loan funds. Capital will attempt to deliver all loan proceeds as soon as possible; however, students should not assume these funds will be available before the third week of classes. All students who are receiving funds in excess of institution charges must request receipt of these funds by completing a Refund Request Form (available through the Finance Office or CLL Office). This form cannot be completed any sooner than the first official day of each term.

REGISTRATION DEADLINE FOR FINANCIAL AID RECIPIENTS

All students receiving financial aid of any type must have their registration process completed by the first Friday of any term. All loan proceeds received by the institution must be applied to a registered student’s account in accordance with federal regulations. Failure to complete the registration process by the first Friday of any term may result in loan proceeds being returned to the lender. Consult the Center for Lifelong Learning for assistance in completing your advisement/registration.

You will be required to complete and return a Payment Adjustment Worksheet/Billing Worksheet for each term you are enrolled at Capital University. The worksheet will be sent to you when your bill is prepared by the Finance Office. If you do not complete and return your worksheet, you will be assessed a late fee. If you have questions about your worksheet, contact the Finance Office at (614) 236-6111 or 1-800-289-6289, extension 6111.

STANDARDS OF PROGRESS (SAP)

Federal regulations require an institution to establish, publish and apply reasonable standards of measuring whether an otherwise eligible student is maintaining satisfactory progress in his/her course of study.

The standards must include both a qualitative and quantitative measure. Capital’s qualitative measure includes grades, while quantitative standards measure a time frame in which students must complete their educational objective. This time frame must be based upon enrollment status and be divided into increments as well as include a schedule designating the minimum amount of work to be completed at the end of each increment. The maximum time frame for an undergraduate program cannot exceed 150 percent of the published length of our educational program for full-time students.

For Capital students, the maximum time frame which students are allowed to receive federal financial assistance is 186 hours. Any student applying for federal aid beyond 186 hours will be automatically ineligible to continue receiving assistance unless a special appeal is filed with and approved by the Financial Aid Office.

Qualitative requirements are based on the individual programs’ academic requirements for continued academic enrollment. Quantitative requirements are as follows:

<table>
<thead>
<tr>
<th>Attempted Hours</th>
<th>1-29.99</th>
<th>30-59.99</th>
<th>60-89.99</th>
<th>90-186</th>
</tr>
</thead>
</table>


Notification of failed quantitative progress will be communicated to each dean for their notification to students. Formal dismissal from the University automatically cancels any eligibility for financial aid. See “Dismissal, Academic” in the “Undergraduate Academics Policies, Regulations and General Information” section of the Undergraduate Bulletin for additional information and information regarding the appeal process for reinstatement.

**HOPE AND LIFETIME LEARNING TAX CREDITS**

In addition to federal grants, loans and work-study, families can take advantage of education tax credits: up to $1,500 for the HOPE tax credit for each student enrolled in the first two years of college or vocational school; and up to $2,000 for the Lifetime Learning tax credit for those beyond the first two years of study for students enrolled in vocational, college, graduate and professional schools, or adults taking classes part-time to improve or upgrade their job. These credits can be claimed by eligible taxpayers when they file their tax returns.

To take advantage of the Hope and Lifetime Learning tax credits, taxpayers must complete and submit IRS form 8863 with their federal tax return. For more information, call the IRS help line at 1-800-829-1040, read IRS publication 970 or visit the U.S. Treasury Department’s website at www.irs.gov.

**WITHDRAWAL FROM UNIVERSITY**

Students who withdraw from the university during a term should understand that reimbursements are made to aid programs first and the student last. Withdrawals at any time may affect loan repayment options and **students should always check with the Financial Aid Office before withdrawing.**

**QUESTIONS** regarding financial aid should be addressed either to:

Financial Aid Office  
Capital University  
1 College and Main  
Columbus, OH 43209-2394  
(614) 236-6511  
866-544-6175  

**Undergraduate Academic Policies, etc.**

I. LATE REGISTRATION

CLL students are not permitted to register after the initial class meeting unless the instructor and the appropriate academic coordinator approve the registration.

Any student who registers after the end of the second week of the semester will incur a late registration fee and will be required to make full payment of tuition and fees before the registration can be processed.

No initial registrations will be accepted after the end of the fourth week of the semester.

II. REGISTRATION FOR A TRADITIONAL COURSE

CLL students who wish to enroll in traditional courses are limited to one course per semester. Both the course instructor and the student’s adviser must approve the registration. Students who wish to enroll in more than two courses per
academic year may petition for exception to policy. Approval forms are available from the Registrar’s office and must be submitted with the term registration.

**Leave of Absence**

A leave of absence may be granted to a student who wishes to interrupt, but not permanently discontinue, enrollment at Capital University. Leaves of up to one academic year may be granted. Requests must be approved by the Dean of the college and submitted to the Office of the Registrar. A leave of absence allows a student to return without the necessity of re-applying.

If the leave of absence is requested after a term begins but before the end of the ninth week of classes for traditional students, the student will receive a notation of W (for withdrawal from the course) on the academic record. For students enrolled in the Center for Lifelong Learning, or for an eight-week modular course or a summer session, a notation of W is recorded up through the end of the mid-point of the term. Any leave of absence that results in course withdrawal after the mid-point of the term will result in a grade of F unless overruled by the student’s academic dean.

In the semester preceding their return to the University, students on leaves of absence will be eligible to participate in such procedures as registration for classes.

To be eligible for a leave of absence, the student must be in good academic, financial, and disciplinary standing. Students who have been dismissed for any reason from the University are not eligible to request a leave of absence.

If a student wishes to withdraw from Capital University and does not plan to return, please see “Withdrawal from the University” section on page 66 of this bulletin.

**Administrative Cancel**

Course registrations may be administratively cancelled under the following circumstances:

- A student has been registered for a course without meeting the required pre-requisites as stated in this bulletin.
- The instructor verifies, prior to the final roster being submitted to the Registrar’s Office, that a student has never attended a class for which she/he is registered.

Administrative Cancels may be initiated by the course instructor or by an academic coordinator in the Center for Lifelong Learning. Students who have course registrations administratively cancelled will receive confirmation from the Registrar’s Office.

Students should initiate all changes in registration and are encouraged to officially withdraw from a course as outlined in the section titled “Registration Procedures.” Failure to attend a course will not ensure official withdraw or administrative cancel of that registration.

There may be financial aid implications for students who are administratively cancelled from courses.

Additional academic policies are listed in the section of this bulletin entitled “Undergraduate Academic Policies, Regulations and General Information.”
CHEMISTRY
Administered by the Chemistry Department
Department Chair—Hemmingsen
Associate Professors—Arrey, Clymer, Hemmingsen
Assistant Professors—Becktel, Murray
Chemistry majors may be employed directly as professional chemists in a variety of settings or as high school science teachers; they may pursue graduate, medical or health-related studies such as pharmacy; or they may enter other related fields such as forensics and business. Our programs combine rigorous laboratory instruction, interactive classes and student-led seminars with opportunities for research and internships. As a result, our graduates are well trained in the fundamental concepts and techniques of chemistry and move easily into the opportunities open to them.

The chemistry major, as well as the department as a whole, has been certified as meeting the standards of the Committee on Professional Training of the American Chemical Society (A.C.S.). Such certification is made only after a thorough study of all facets of the department, and has been accorded to about one-fifth of the colleges and universities in the United States.

The department has modern well-equipped teaching laboratories as well as laboratories for research. Instruments and equipment necessary to carry out effective laboratory instruction and to do undergraduate research are available. Also in the same building is a chemistry reading room that contains current and past issues of 28 chemical journals and trade publications, plus more than 1,200 books. More than 300 chemical journals are available on-line through Ohio Link.

Students who complete the major will:
1. possess an understanding of
   - the application of chemical principles to other areas of study, the environment and everyday life;
   - the nature, standards and ethics of the scientific enterprise;
2. possess a broad understanding of chemistry’s traditional subdisciplines—organic, analytical, biomolecular, inorganic and physical chemistry—through both classroom work and laboratory experience;
3. have the ability to analyze chemical information and solve chemical problems; and
4. have the ability to communicate chemical information, both orally and in written form.

Requirements for a biochemistry major—See separate listing under the Biochemistry section of this bulletin.

Requirements for a chemistry major—CHEM 102, 221, 231, 232, 233, 234, 311, 341, 342, 422, 3 hours of 481 (or student teaching) and 482. Required support courses are MATH 231, PHYS 221, CS 245 (or proficiency exam) and PHIL 201. General Education goals 3 and 9 are fulfilled.

Requirements for a chemistry major, A.C.S. certified—CHEM 102, 221, 231, 232, 233, 234, 311, 341, 342, 422, 451, 3 hours of 481 (or student teaching)
and 482, plus at least 7 credit hours chosen from the following chemistry courses 391, 433, 451, 452, 454, 491 and 493. A maximum of four hours of this requirement may be met by 491 or 493. Required support courses are one math course carrying a MATH 231 prerequisite, one physics course with a PHYS 221 prerequisite, CS 245 (or a proficiency exam), and PHIL 201. General Education goals 3 and 9 are fulfilled.

Requirements for a chemistry major, pre-medicine—CHEM 102, 221, 231, 232, 233, 234, 341, 342, 422, 451, 3 hours of 481 (or student teaching) and 482. MATH 230, 231; PHYS 220, 221, BIOL 151, 152, 290, 324, 334; PHIL 201 and CS 245 (or a proficiency exam) are required support courses. General Education goals 3 and 9 are fulfilled.

Requirements for chemistry major, pre-pharmacy—CHEM 102, 221, 231, 232, 233, 234, 341, 422, 451, three hours of 481, and 482. In addition, one three or four-credit advanced chemistry course (300 or 400 level) is required. MATH 231; PHYS 221; BIOL 151, 152, 231, 232, and 290; PHIL 201 and CSAC 245 are required support courses. It is also recommended that students take MATH 215, ECON 100, and PSYCH 110. Pharmacy school requirements vary; additional courses may be required for acceptance to a specific school. General Education goals 3 and 9 are fulfilled.

Requirements for chemistry major with education licensure—In addition to the above majors, students may complete the adolescent to young adult teacher licensure program for integrated science, dual licensure in science or single licensure in chemistry. This program prepares the student to seek licensure for teaching all sciences in grades 7-12 in the public schools of Ohio. Information regarding this licensure program may be found under the Education Department section of this bulletin.

Requirements for the chemical engineering degree, available through a dual degree program run jointly with Washington University, St. Louis and Case Western Reserve University, Cleveland—CHEM 102, 221, 231, 232, 233, 234, 341, and 342; MATH 330 and 335; PHYS 221. The student spends at least three years at Capital during which time these requirements plus the General Education goals must be met. The student then completes studies at Washington University or Case Western Reserve University and receives a degree from each school. General Education goals 3 and 9 are fulfilled. (Refer to the Dual-Degree Program for complete details.)

Minor in chemistry: CHEM 102 plus 15 hours in chemistry with numbers higher than 200, excluding 261 and 262.

Required courses, required support courses or their prerequisites may not be taken with the Pass/Fail option. Chemistry 261 and 262 are recommended electives.

CHEMISTRY COURSES

CHEM 101 CHEMICAL PRINCIPLES IA—(4). Fundamental principles of chemistry: stoichiometry, atomic structure, chemical energetics, chemical bonding, states of matter and solutions. Required lab includes topics listed above. No prerequisite. Offered fall and summer.

CHEM 102 CHEMICAL PRINCIPLES IIA—(4). A further study of principles: introductory physical chemistry including chemical kinetics, equilibrium, the second law of thermodynamics, electrochemistry and nuclear chemistry.
Required lab includes inorganic qualitative Analysis and topics listed above. Prerequisites: CHEM 101, CHEM 132 or a proficiency exam. Offered spring and summer.

**CHEM 102LE CHEMICAL PRINCIPLES IIA ENHANCED LABORATORY**—(0-1). Discovery-based laboratory course emphasizing relevant problems and modern chemical methods. Topics include chemical kinetics, thermodynamics, equilibrium, electrochemistry and inorganic qualitative analysis. Intended for majors in the Chemistry Department and other advanced students. Fulfills CHEM 102 laboratory requirement. Prerequisites: CHEM 101, CHEM 132 or a proficiency exam. Offered in the spring.

**CHEM 115 INTEGRATED SCIENCE BY INQUIRY**—(4). Utilizing an inquiry-based approach, this course focuses on the Nature of Science. Topics present science in an integrated manner while students ask and answer their own scientific questions. This course will be offered fall and spring semesters for Education majors only. Same course offered as BIOL 115 and PHYS 115.

**CHEM 130 CHEMICAL PRINCIPLES IB**—(4). Fundamental principles of chemistry and an introduction to organic chemistry. For nursing and health and sports science students. Required lab includes topics listed above. This course serves as a prerequisite for CHEM 131 but for no other advanced chemistry course. Offered fall and spring.

**CHEM 131 CHEMICAL PRINCIPLES IIB**—(4). Introduction to organic and biochemistry. For nursing and health and sports sciences students. Required lab includes topics listed above. Prerequisite: CHEM 130 or a proficiency exam. This course may not serve as a prerequisite for an advanced chemistry course. Offered in the spring.

**CHEM 132 CHEMICAL CALCULATIONS**—(1). A quantitative study of stoichiometry, the gas laws and enthalpy for students who have taken CHEM 130 and wish to take Chemistry 132. With permission of the chair of the department only.

**CHEM 221 CHEMICAL ANALYSIS I**—(4). Titrimetric and instrumental methods of chemical analysis. Specific topics include analytical and statistical calculations and an extensive treatment of precipitation, acid-base titration, oxidation-reduction, and complex formation reactions as applied to analytical chemistry. Required lab includes topics listed above. Prerequisite: CHEM 102.

**CHEM 231 ORGANIC CHEMISTRY I**—(3). Structure, nomenclature, physical properties, preparation and reactions of hydrocarbons; nature of the covalent bonds formed by the carbon atom, stereochemistry, reaction mechanisms and spectrometric analysis. Must be taken concurrently with CHEM 233 unless the 231 instructor waives this requirement. Prerequisite: CHEM 102. Offered fall and summer.

**CHEM 232 ORGANIC CHEMISTRY II**—(3). The chemistry of halides, alcohols, carbonyl compounds, amines, phenols, carbohydrates, lipids and proteins. Must be taken concurrently with CHEM 234 unless the 232 instructor waives this requirement. Prerequisite: CHEM 231. Offered spring and summer.

**CHEM 233 ORGANIC CHEMISTRY I LABORATORY**—(1). An inquiry-based laboratory study of organic chemistry. Must be taken concurrently with CHEM 231 unless the 231 instructor waives this requirement. Offered fall and summer.
CHEM 234 ORGANIC CHEMISTRY II LABORATORY—(1). A laboratory study of organic chemistry with emphasis on qualitative analysis. Must be taken concurrently with CHEM 232 unless the 232 instructor waives this requirement. Offered spring and summer.

CHEM 235 ORGANIC CHEMISTRY—(4). The scope of this course is functional group chemistry [hydrocarbons, alkyl halides, alcohols (diols, thiols and epoxides), carbonyls (aldehydes, ketones, carboxylic acids and their derivatives), amines, phenols] including the nature of covalent bonds, stereochemistry (geometric, conformational and stereoisomers) and reaction mechanisms. This course is only for students enrolled in the Summer Institute in Science and Math who are not matriculating at Capital University. Prerequisites: CHEM 101 and CHEM 102 or their equivalents. Offered in the summer.

CHEM 311 INORGANIC CHEMISTRY—(4). Atomic structure, principles of chemical bonding, ionic solids, acids and bases, solvent systems, coordination complexes, and a systematic overview of the periodic table. Inorganic nomenclature. The descriptive chemistry of the main group elements. Required lab includes synthesis of unusual inorganic compounds and topics listed above. Prerequisites: CHEM 102, and concurrent enrollment in CHEM 341, or permission of the instructor. Offered in odd years.

CHEM 341 PHYSICAL CHEMISTRY I—(4). The laws and theories of chemistry; applications of thermodynamics to chemical systems; electrochemistry. Required lab includes topics listed above. Prerequisites: CHEM 102, MATH 231 and PHYS 221. Offered in the fall.

CHEM 342 PHYSICAL CHEMISTRY II—(4). Continuation of Physical Chemistry I; emphasis upon quantum theory and kinetics. Required lab includes topics listed above. Prerequisite: CHEM 341. Offered in the spring of odd years.

CHEM 391 COMPUTATIONAL CHEMISTRY—(3). Topics include models for the rotation and vibration of diatomic and polyatomic molecules and their visualization, molecular mechanics using semi-empirical force fields, and molecular dynamics of polypeptides, polynucleotides, and their interactions with drugs. Prerequisites: CHEM 102, CSAC 245/CS 245, PHYS 221. Offered in even years.

CHEM 422 CHEMICAL ANALYSIS II—(4). Recent developments in chemical analysis, application of electromagnetic, electrical and chromatographic processes to analytical problems. Required lab includes topics listed above. Prerequisites: CHEM 221 and 341.

CHEM 433 ORGANIC CHEMISTRY III—(3). Various topics in organic chemistry, including determination of reaction mechanisms, orbital symmetry and photochemistry. Prerequisites: CHEM 232 and 341.

CHEM 445 POLYMER CHEMISTRY—(3). The structure, characterization, synthesis and use of polymers are studied. There is an emphasis on the historical context, social impact and technological application of polymeric materials. Prerequisite: CHEM 232.

CHEM 451 BIOCHEMISTRY I—(3). A study of the structures and functions of biological systems at the molecular level with a focus on proteins, lipids, carbohydrates, nucleic acids and cellular metabolism using quantitative concepts
including kinetics, thermodynamics and solution properties of macromolecules. Prerequisite: CHEM 232. Offered fall and summer.

**CHEM 452 BIOCHEMISTRY LABORATORY**—(1). A laboratory study of biochemistry with experiments focusing on carbohydrates, lipids, proteins and nucleic acids. Prerequisite: CHEM 234. Offered every year.

**CHEM 454 BIOCHEMISTRY II**—(3). A molecular analysis of biological processes including biosynthesis of metabolites, metabolic regulation and information flow in biological systems, transcription, translation and protein processing. Prerequisite: CHEM 451. Offered in the spring.

**CHEM 481 SEMINAR**—(1 x 3 Semesters). Oral presentations by students on topics not covered in the curriculum; presentations by students doing research; lectures by visiting scientists and the faculty. Prerequisite: junior standing as a chemistry major. Offered fall and spring.

**CHEM 482 ORAL EXAMINATION**—(1). Participation in Chemistry 481 plus successful completion of an oral examination given by the faculty and covering selected aspects of chemistry. The oral examination must be passed in order to graduate with any departmental major. Prerequisite: final semester senior standing as a chemistry major.

**CHEM 491 INDIVIDUAL STUDY**—(1-6). Chemical research usually requiring a literature search, original research in the laboratory under the direction of a faculty member, and a formal written report. Juniors and seniors taking CHEM 491 will present the work orally as part of CHEM 481 (seminar). Prerequisite: permission of the instructor.

**CHEM 493 SELECTED TOPICS**—(1-4). Done by arrangement.


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**COMMUNICATION**

Department Chair—Heaton  
Professors—Bruning, Croft, Heaton, Kennedy, Koch, Ledingham  
Associate Professor—Foreman-Wernet  
Assistant Professors—Baggerman, Gress  
Instructor—Shumway

Today, as throughout history, the study of communication provides an individual with the knowledge and skills necessary to compete successfully within ever-changing social, technological and professional environments. In recognizing that the teaching of communication comprises the oldest organized academic discipline in Western civilization, the department is committed to the fusion of a liberal arts understanding of public and interpersonal communication with flexible professional programs adapted to individual needs and interests.

Our goals are to develop an appreciation for and understanding of (1) the historical development and relationship of public communication and human interaction, (2) communication media as social forces through which an individual interprets, modifies, controls and adjusts to the social environment, and (3) the aesthetically satisfying elements and successful performative characteristics of effective communication arts.
Internships, preprofessional programs and co-curricular activities are promoted as an integral part of the student's learning experience. Participation in debate and theatre is open to all students, regardless of major. Involvement in media productions and public relations competitions further enhance the experience of students majoring within the programs of the department.

The department offers majors in communication, theatre studies, organizational communication, public relations and radio-television-film. Additionally, integrated language arts licensure in teacher education can be obtained in conjunction with the major in communication. (Consult listings under “Education” for further details and program descriptions.)

Minors are available in public speaking, as well as film studies, organizational communication, public relations, radio-TV and theatre.

Note: To graduate with a degree in Arts and Sciences and with a major in the Department of Communication, students need 124 total hours, 37 of which must be at the 300-level or higher.

COMMUNICATION MAJOR AND PROGRAMS

This program works to achieve three important syntheses. The first is to combine the improvement of speaking and dramatic skills with an enhanced analytical understanding of communication processes. The second synthesis involves helping students to explore both traditional public communication contexts and the less formal but equally complex interpersonal contexts of communication. The final synthesis consists of combining traditional artistic approaches to speech and theatre with a scientific perspective so that students in this major gain an appreciation for, and ability to use, both historical/critical analytical skills and experimental methods from the social sciences in approaching problematic communication settings.

Requirements for the communication major—36 hours: TH 121, 221; COMM 131, 151, 312, 313, 352, 454; three hours from 251, 253, or 353; three hours from 213, 311, 314, 315; and six hours from any courses within the department (COMM, PR, RTVF or TH), three of which must come from preprofessional studies in at least two different activities. Up to 6 hours of advanced preprofessional credit can be used to fulfill elective requirements in the communication major, but no more than 3 can be counted from any single area (COMM, PR, RTVF, TH).

Requirements for the Integrated Language Arts (ILA) licensure, adolescent to young adult (AYA). In addition to completing the major in communication, teacher education candidates must complete 36 hours in education and 30 hours in English.

General education: (27 hrs)
EDUC: 141, 151, 221, 301, 313, 352, 356, 374, 401, 402, 430
PSYCH: 110, 201
ENGL: 150, 211, 250 or 251, 255, 260 or 263, 317, 340, 343,
270 or 275 or 368, 301 or 302 or 303
COMM 338, RTVF 232 or TH 327 or ENGL 223 or PR 366
Completion of the Major in Communication (33 hrs)

Requirements for the minor in public speaking—17 hours: COMM 212, 311, 312, 313, 352 and one from among 251, 253, 314, 315.
ORGANIZATIONAL COMMUNICATION MAJOR AND PROGRAMS

Organizational communication stresses both performative and analytical skills within systematic contexts. A substantial focus upon an applied area is included. Our goals are to develop an appreciation for and understanding of: (1) the historical development of the field of organizational communication, (2) the especially complex nature of human interaction when it takes place within an organization, and (3) the role that communication plays in helping the individual interpret, modify, control and adjust to the organizational environment.

The major begins with a core of communication courses supplemented by courses in behavioral science and business.

Requirements for the organizational communication major—(core of 40 hours and 15+ hours in area of emphasis) Core: COMM 151, 212, 312, 352, 353, 454; PR 161; PSYCH 110; SOC 110; any 200 or above writing course; BUS 101, 243; TH 121. In addition an individualized area of emphasis of at least 15 hours (including internship hours) is developed in consultation with the academic Adviser.

Established areas of emphasis are: conflict management/human resources, corporate video, training and development, public administration/community services, international/intercultural facilitation and assessment and audit techniques. Samples of possible course work for suggested programs are listed below.

Conflict Management/Human Resources

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BUS 242</td>
<td>Organizational Behavior</td>
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<tr>
<td>BUS 370</td>
<td>Managing the Organization</td>
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<tr>
<td>BUS 372</td>
<td>Managing the Talent Supply</td>
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<tr>
<td>BUS 440</td>
<td>Leadership Seminar</td>
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<tr>
<td>ECON 100</td>
<td>Introduction to Political Economy</td>
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<tr>
<td>ECON 200</td>
<td>Economic Principles</td>
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<tr>
<td>ECON 334</td>
<td>Labor Econ. and Ind. Relations</td>
</tr>
<tr>
<td>PHIL 130</td>
<td>Philosophy and Human Values</td>
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<tr>
<td>PHIL 202</td>
<td>Philosophy and Politics</td>
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<tr>
<td>PSYCH 372</td>
<td>Behavior Management</td>
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Also—any math class above 110

Corporate Video

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>COMM 338</td>
<td>Ethics, Law, and Media</td>
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<tr>
<td>RTVF 232</td>
<td>Electronic Media Writing</td>
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<tr>
<td>RTVF 332</td>
<td>Radio Production</td>
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<tr>
<td>RTVF 333</td>
<td>Video Production</td>
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<tr>
<td>RTVF 433</td>
<td>Advanced Video Production</td>
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<tr>
<td>TH 223</td>
<td>Acting for the Stage</td>
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<tr>
<td>TH 325</td>
<td>Directing for the Stage</td>
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Training and Development

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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BESCI 210</td>
<td>Behavioral Sciences Statistics</td>
</tr>
<tr>
<td>BUS 242</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>BUS 345</td>
<td>Personal Selling and Sales Management</td>
</tr>
<tr>
<td>BUS 378</td>
<td>Managing within the Legal Environment</td>
</tr>
<tr>
<td>PHIL 130</td>
<td>Philosophy and Human Values</td>
</tr>
<tr>
<td>PHIL 203</td>
<td>Philosophy and Education</td>
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</tbody>
</table>
PSYCH 220 Psychological Research Methods
PSYCH 320 Social/Personality Psychology
PSYCH 372 Behavior Management
Also—a college algebra course or its equivalent

Public Administration/Community Services
COMM 314 Political Communication
CRIM 230 Principles of Criminology
PHIL 207 Philosophy and Health Care
POLS 105 American Government and Politics
POLS 205 Introduction to Public Policy
POLS 215 Introduction to Public Administration
POLS 250 State and Local Governments
POLS 310 Urban Politics and Public Policy
POLS 360 Policy Analysis
SWK 200 Introduction to Social Work and Social Welfare
SWK 353 Social Welfare Policy

International/Intercultural Facilitation
CLS/HIST 260 African American History and Culture
COMM 251 Communication and Culture
COMM 253 Communication and Gender
POLS 210 International Relations
POLS 350 Modern Political Ideologies
RELG 150 World Religions
RELG 470 Liberation Theology
SWK 227 Diversity Among People
Also—Any minor or approved concentration in modern language.

Assessment & Audit Techniques
BESCI 210 Behavioral Sciences Statistics
BUS 440 Leadership Seminar
PSYCH 220 Psychological Research Methods
PSYCH 320 Social/Personality Psychology
PSYCH 372 Behavior Management
SOC 220 Social Research Methods

Requirements for the minor in organizational communication—17 hours:
COMM 151, 212, 312, 352, 353 and 454.

COMMUNICATION COURSES

COMM 100 PRE-PROFESSIONAL STUDIES—(0-6). Laboratory experience in debate, forensics and projects in performance studies or organizational communication. Repeatable for a maximum of 6 hours. Prerequisite: none. Offered every semester.

COMM 131 MEDIA AND SOCIETY—(3). Development of print and electronic media—newspapers, magazines, radio, television, the Internet and emerging media—with an emphasis on structure, economics and impact with regard to the individual and society. Prerequisite: none. Typically offered in fall.

COMM 151 INTERPERSONAL COMMUNICATION—(3). Application of theory and practical experiential activities to provide insights for improving one's relationships with others. Understanding of one's present ways of communicating and exposure to alternatives that can lead to change. Prerequisite: none. Typically offered in fall.
COMM 193 SELECTED TOPICS—(1-6). Repeatable under different topics.

COMM 212 PARLIAMENTARY PROCEDURE—(2). The fundamentals of parliamentary practice as encountered in social, business, professional and governmental organizations. Prerequisite: Gen. Ed. Goal 2 or permission of instructor. Typically offered in fall.

COMM 213 VISUAL COMMUNICATION—(3). The study of “visual literacy,” or the ability to interpret and create visual communication. This course is designed to help students understand how visual imagery functions aesthetically, communicatively, historically and culturally.

COMM 251 COMMUNICATION AND CULTURE—(3). The study of the purposes of language, relationship between communication and culture, including dialect and levels of usage and analyses of communication within and between specific cultures. Prerequisite: Gen. Ed. Goal 2 or permission of instructor. (Same course offered as CLS 251.)

COMM 253 COMMUNICATION AND GENDER—(3). The purpose of this course is to provide a foundation for students’ understanding of the complex relationship between communication and gender at the interpersonal, institutional and societal levels. Prerequisite: Gen. Ed. Goal 2 or permission of instructor. (Same course offered as CLS 253.)

COMM 293 SELECTED TOPICS—(1-6). Repeatable under different topics.

COMM 300 ADVANCED PREPROFESSIONAL STUDIES—(0-11). Advanced laboratory experience in debate, forensics and projects in performance studies or organizational communication. Repeatable for a maximum of 11 hours. Prerequisite: COMM 100 or permission of instructor. Offered every semester.

COMM 311 PERSUASION AND PROPAGANDA—(3). The study of how humans use communication in their attempts to influence others’ values, attitudes, beliefs or behaviors, especially in relationship to non-print and print media and other aspects of culture. Emphasis also is given to identification and analysis of influence efforts. Prerequisite: Gen. Ed. Goal 2 and sophomore standing. Typically offered in fall.

COMM 312 ARGUMENT AND DEBATE—(3). This course combines study and performance in the composition of different forms of critical-argumentative discourse for diverse audiences and purposes, and in both oral and written formats. It also provides for analysis of the argumentation process in the formation of public policy, and includes study of research techniques and methods for the interpretation and evaluation of evidence and argument. Prerequisite: Gen. Ed. Goal 2 and sophomore standing. Typically offered in fall.

COMM 313 PUBLIC ADDRESS—(3). Combines the opportunity for individual development of advanced performance skills in public speaking with a broader analytical understanding of the history of public communication in America. Prerequisite: Gen. Ed. Goal 2 and sophomore standing.

COMM 314 POLITICAL COMMUNICATION—(3). A study of contemporary practices in political persuasion including use of mass media and the social effects of strategies and persuasive choices in the public sphere. Prerequisites: Gen. Ed. Goal 2 or permission of instructor and sophomore standing.

COMM 315 COMMUNICATION AND CIVILIZATION—(3). Historical survey of the evolution of interactions between conceptions of human communication
and ideas of social order, political process, artistic creativity and spiritual practice: Rhetoric is explained as an historical force as well as an intellectual instrument in the story of the humanities and Western civilization. Prerequisites: Gen. Ed. Goals 1 & 2 or permission of instructor and sophomore standing.

**COMM 338 ETHICS, LAW AND MEDIA**—(3). A history of style and the development of journalism, and a study of the complexities of today’s mass media communications, including the freedom of the press and corresponding legal and ethical responsibilities of the writer. Prerequisites: Gen. Ed. Goal 2, COMM 131 and sophomore standing. (Same course as ENGL 326.)

**COMM 350 WRITING IN THE PROFESSIONS**—(3). General coverage of the writing activities and tasks commonly encountered in business and technical communication. Focused attention will be given to business and technical report writing, proposal writing, and other writing tasks often completed in the corporate and non-profit sectors. Prerequisites: ENGL 211, PR 262, or junior standing. (Same course as ENGL 310.)

**COMM 352 GROUP DISCUSSION**—(3). This course involves study and performance in different forms of oral and written discourse within small group communication. It includes examination of the place of discussion in society, techniques by which groups explore problems, and the ways in which interpersonal relationships develop and become stabilized in the group setting. While exploring techniques to enhance the intellectual productivity of small group discussion, the course offers the opportunity to develop leadership skills and participant responsibility. Prerequisite: Gen. Ed. Goal 2 and sophomore standing.

**COMM 353 ORGANIZATIONAL COMMUNICATION**—(3). The study of the role of communication within the contexts of complex human organizations, including special characteristics of communication in work settings and the application of communication principles in promoting organizational effectiveness. Prerequisite: Gen. Ed. Goal 2 and sophomore standing. Typically offered in fall.

**COMM 393 SELECTED TOPICS**—(1-6). Repeatable under different topics.

**COMM 454 COMMUNICATION INQUIRY**—(3). Introduce students to fundamental methods and procedures that are used when conducting a research project within the communication discipline. Students are expected to conduct a research project in which they complete a literature review, pose research questions and/or hypotheses, design a methodology that allows for the analysis of communication phenomena, collect and analyze data, and discuss the findings of the research project. Prerequisite: Gen. Ed. Goal 2 and junior standing. Typically offered every semester.

**COMM 491 INDIVIDUAL STUDY**—(1-6). Specialized study in an area of communication under the supervision of a faculty member with an approved format. Prerequisite: permission of the instructor.

**COMM 493 SELECTED TOPICS**—(1-6). Repeatable under different topics.

**COMM 495 INTERNSHIP**—(0-12). Qualified students may apply in areas of communication other than radio-TV or public relations. Opportunities include organizational communication and forensics events. Departmental internship hours repeatable to a maximum of 12 hours. Prerequisite: permission of instructor. Offered every semester.
Other courses taught by the Communication Department found alphabetically in this bulletin:

- American Sign Language
- Public Relations
- Radio-Television-Film
- Theatre Studies

Computational Science Across the Curriculum (CSAC)

Directors—Lahm, Environmental Science
Karkowski, Psychology
Staffing—Becktel, Chemistry
Federico, Mathematics
Karkowski, Psychology
Lahm, Environmental Science
Reed, Computer Science
Romstedt, Biology
Shields, Physics
Torello, Psychology

Computational Science is a field at the intersection of mathematics, computer science, and science (hereafter, broadly defined to include biology, chemistry, engineering, environmental science, finance, geology, medical science, neuroscience, physics, and psychology). Computational Science offers an interdisciplinary approach to scientific research and provides an important tool, alongside theory and experimentation, in the development of scientific knowledge. This emerging and rapidly growing interdisciplinary field integrates computing, mathematical modeling, and visualization to solve problems in the physical, natural and behavioral sciences, finance and engineering. Students who participate in the Computational Science curriculum will:

1) Experience an interdisciplinary, team-based approach to science problem solving;
2) Explore the creative nature of Computational Science;
3) Improve written and oral communication related to scientific and technical projects;
4) Use current and emerging computing technologies; and
5) Prepare to pursue graduate degrees in science and mathematics.

Computational Science complements major courses of study in biology, chemistry, computer science, education, environmental science, mathematics, pre-engineering, pre-professional health and pre-medicine, and psychology.

Courses (All courses have the CSAC prefix and are cross listed in the respective departments):

Capital University is a participating member of the Ralph Regula School of Computational Science. This virtual school is a consortium of institutions and groups including the Ohio Board of Regents, Ohio Supercomputer Center, Ohio
Learning Network and several colleges and universities across the state. Capital University is a founding member of this consortium that offers Computational Science courses both locally and at a distance to the consortium members. For more information on these course offerings, please contact the Center for Computational Studies at Capital University by emailing (ComputationalStudies@capital.edu) or visiting the Ralph Regula School of Computational Science website at www.rrscs.org.

Requirements for a minor—21 hours: CS 160, CSAC 225 or 245, 335, 435, 445 and two elective CSAC courses.

COMPUTATIONAL SCIENCES COURSES

CSAC 225 CALCULUS AND MODELING FOR BIOLOGICAL SCIENCES—(4). An introduction to mathematical modeling and calculus with applications to biology Topics include discrete-time dynamical systems, limits, continuity, derivatives, optimization, stability of equilibria, definite and indefinite integrals, and differential equations. Students will employ computational software to solve problems and to analyze models of various biological processes. Prerequisite: MATH 121 or placement into 225.

CSAC 245 COMPUTATIONAL SCIENCE I—(3). Meets General Education quantitative reasoning goal. An introduction to the problems and solution methodologies in computational science. Computational tools such as a computer algebra system, a high performance computing engine, visualization software and Internet resources will be used to explore and solve mathematical problems drawn from various fields of science. Prerequisite or concurrent registration: MATH 225 or 230 or placement. (Same course offered as CS 245.)

CSAC 335 DIFFERENTIAL EQUATIONS AND DYNAMICAL SYSTEMS—(3). Solution methods for a variety of differential and difference equations are presented. Included are first and higher order differential and difference equations and discrete dynamical systems, and systems of differential and difference equations. The course uses a problem-based approach with emphasis on modeling. Computational technology facilitates exploration of analytical, graphical, and numerical solution methodologies. Prerequisites: MATH 231. Offered spring semester of even years. (Same course offered as MATH 335)

CSAC 376 INTRODUCTION TO PARALLEL COMPUTING—(3). A first course in the design, analysis and development of parallel and distributed algorithms on different architectures. Prerequisites: C or better in CS 161 and MATH 225 or 230. Offered fall semester in even years. (Same course offered as CS 376.)

CSAC 391 COMPUTATIONAL CHEMISTRY—(3). Topics include models for the rotation and vibration of diatomic and polyatomic molecules and their visualization, molecular mechanics using semi-empirical force fields, and molecular dynamics of polypeptides, polynucleotides, and their interactions with drugs. Prerequisites: CHEM 102, CSAC 245/CS 245, PHYS 221. (Same course offered as CHEM 391.)

CSAC 392 COMPUTATIONAL BIOLOGY—(3). An exploration of bioinformatics and mathematical biology. Topics include sequence alignment and analysis of DNA and proteins, modeling the physiology of the heart, statistical analysis of biology data, and the use of web-based databases. Prerequisites: MATH 121 or 130. (Same course offered as BIOL 392.) Fall, alternating years.
CSAC 393 COMPUTATIONAL ENVIRONMENTAL SCIENCE—(3). This course is designed to stimulate critical thinking about environmental science principles using computational modeling methodologies. Some topics to be covered include groundwater and contaminant transport, phosphorus cycling in surface waters, and global climate change. Prerequisite: CSAC/CS 245 or permission of instructor. (Same course offered as ENVS 393.) Fall, alternating years.

CSAC 394 COMPUTATIONAL NEUROSCIENCE AND PSYCHOLOGY—(3). This course provides a modeling approach in the fields of psychology and neuroscience. Topics may include decision making, learning models, neuro imaging techniques, and neural networks. (Same course offered as PSYCH 394.)

CSAC 396 COMPUTATIONAL PHYSICS—(3). This course is designed to introduce some of the computational methods used in physics. Students will work in groups and are expected to use prior knowledge from calculus, general physics, and computational science to develop appropriate strategies for solving problems. Use of a combination of different methodologies (algebraic, numerical, graphical/visual) is expected. (Same course offered as PHYS 396.)

CSAC 397 SCIENTIFIC VISUALIZATION—(3). This course provides a general introduction to the terminology, methodology, and applications of scientific visualization. Methods for visualizing surface and volumetric data from a variety of scientific fields including both static medical data and time varying data are presented. The standard generic pipeline for converting numerical data to visual representations is presented using the VTK software package. Prerequisite: CS 161. (Same course offered as CS 397.)

CSAC 435 COMPUTATIONAL AND NUMERICAL METHODS—(3). Students explore the solution methodology of problems in computational science with an emphasis on numerical techniques. Topics include error analysis, numerical integration and differentiation, FFTs, solutions of linear systems, and numerical solutions of ODEs. Prerequisites: CSAC/CS 245, MATH 231. Recommended: CSAC 335/MATH 335. (Same course offered as MATH 435.) Offered spring semester in odd years.

CSAC 445 RESEARCH EXPERIENCE IN COMPUTATIONAL SCIENCE—(3). A capstone research experience usually comprising a comprehensive literature review, design, and implementation of computational science techniques to solve a problem in the behavioral, computer, financial, mathematical, natural, physical, or social sciences. Prerequisites: CSAC 435 and at least one CSAC Elective course. This course is repeatable for additional credit.

CSAC 476 INTRODUCTION TO HIGH-PERFORMANCE SCIENTIFIC COMPUTING—(3). Introduction to the use of high-performance computing systems in science and engineering. The physical aspects of a variety of problems are surveyed and techniques for solving the problems on a variety of high-performance computers are analyzed. Prerequisite: C or better in 376. Offered spring semester in odd years. (Same course offered as CS 476.)
COMPUTER SCIENCE

Department Chair—Stadler
Professors—Gearhart, Reed

Computer science is a rapidly evolving technical field of study. In order to contribute to both the liberal arts and the professional aspects of the student's education, the offerings are planned with the following objectives: 1) to teach computer science in a way that students will see the process of creative and critical thinking and improve their problem solving skills; 2) to provide students with the backgrounds to continue the life-long learning process in this rapidly changing field; 3) to prepare students for immediate employment upon graduation; 4) to prepare students for graduate study.

Requirements for computer science major—41 hours: 160, 161, 200, 230, 250, 330, 340, 361, 376, 377, 380, and four hours of 481, plus three additional hours of computer science courses numbered 170-493. CS 181 may be used to replace one of the required four hours of CS 481. Required supporting courses: either MATH 225 or 230, either MATH 251 or 252, and either MATH 215 or 310.

Minor in computer science—18 hours: 160, 161, three courses chosen from 200, 250, 330, 340, 361, 376, 377, 380, plus three additional hours of computer science courses numbered 170-493.

COMPUTER SCIENCE COURSES

CS 160 INTRODUCTION TO COMPUTER SCIENCE—(3). Algorithm design, algorithm development techniques and programming with emphasis on good program style. Topics include control, functions, arrays, classes and files. Corequisite: MATH 120 or permission of instructor. Offered fall semester.

CS 161 ALGORITHMS AND DATA STRUCTURES I—(3). Searching and sorting, recursion, comparative efficiencies of algorithms, and elementary data structures including stacks, queues, linked lists, graphs and trees. Prerequisite: C or better in CS 160. Offered spring semester.

CS 170 INTRODUCTION TO UNIX—(1). An introduction to the UNIX operating system including: shell commands, editors, electronic mail, network communication, development tools and special topics. Prerequisite: none. Offered spring semester.

CS 175 PROGRAMMING IN JAVA—(2). An introduction to the Java programming language and its applications. Prerequisite: CS 161. Offered fall semester in even years.

CS 181 FIRST YEAR SEMINAR—(1). A survey of the subjects and topics studied in a Math/CS major, as well as an exploration of other subfields of the major not typically part of the undergraduate curriculum. Students will examine the careers and opportunities available to majors after graduation. Learning methods particular to the major, including study skills, reading skills, and collaborative skills will be modeled and discussed. Computer science majors may use this course to replace one of the required four hours of CS 481. Offered fall semester.

CS 200 DIGITAL LOGIC AND DESIGN—(4). An exploration of digital logic and its relation to computer hardware. Included are laboratory experiences in the design and implementation of combinational and sequential circuits. Prerequisite: CS 160. Offered fall semester in even years.
CS 230 INTRODUCTION TO DATABASE SYSTEMS—(3). An introduction to the theoretical foundations and practical uses of database systems, with emphasis on the relational database model. Topics include the entity-relationship model, design and normalization of relational database tables, SQL, transaction management, and concurrency control. Prerequisite: CS 160 or permission of the instructor. Offered fall semester in odd years.

CS 245 COMPUTATIONAL SCIENCE I—(3). Gen. Ed. 3. An introduction to the problems and solution methodologies in computational science. Computational tools such as a computer algebra system, a high performance computing engine, visualization software and Internet resources will be used to explore and solve mathematical problems drawn from various fields of science. Prerequisite or concurrent registration: MATH 225 or 230 or placement. (Same course offered as CSAC 245.)

CS 250 COMPUTER ARCHITECTURE—(3). An introduction to the design and organization of modern hardware components including processors, control units, and memory. Assembly language programs are used to demonstrate pipelining and the improvements and problems it produces along with other architecture concepts. The issues for super scalar architectures are also covered. Prerequisite: CS 200. Offered spring semester in odd years.

CS 261 ALGORITHMS AND DATA STRUCTURES II—(3). An advanced discussion of data structures and their role in the design of algorithms. Topics include: quantitative measures of algorithm efficiency, abstract data types, and alternative implementations of classic data structures. Prerequisites: C or better in CS 161, and MATH 225 or 230. Offered fall semester in odd years.

CS 330 SOFTWARE ENGINEERING—(3). A study of software engineering techniques as they apply to large software projects. A major software project involving all phases of the software engineering model including requirements, specification, planning, design, implementation, testing, and documentation is included. Prerequisite: CS 161. Offered spring semester in odd years.

CS 340 PROGRAMMING LANGUAGES—(3). Language design issues, data types, formal translation models, sequence and subprogram control, programming language semantics, and language paradigms. Prerequisite: CS 161. Offered spring semester in even years.

CS 361 ALGORITHMS AND DATA STRUCTURES II—(3). An advanced discussion of data structures and their role in the design of algorithms. Topics include: quantitative measures of algorithm efficiency, abstract data types, and alternative implementations of classic data structures. Prerequisites: C or better in CS 161, and MATH 225 or 230. Offered fall semester in odd years.

CS 376 INTRODUCTION TO PARALLEL COMPUTING—(3). A first course in the design, analysis and development of parallel and distributed algorithms on different architectures. Prerequisites: C or better in CS 161 and MATH 225 or 230. Offered fall semester in even years. (Same course offered as CSAC 376.)

CS 377 COMPUTER GRAPHICS I—(3). An introduction to two and three dimensional computer graphics hardware and software. Topics include event-driven programming, parametric equations, polygon filling, clipping, matrix transformations, hidden surface algorithms, and lighting models. Students implement algorithms using a variety of methods, including direct programming and the use of a higher level graphics application programming interface such as OpenGL. Prerequisite: CS 361. Offered spring semester in even years.

CS 380 OPERATING SYSTEMS—(3). An introduction to modern operating systems including processes, input/output, memory management, and file systems. Theoretical concepts are explored through programming assignments. Prerequisite: CS 361. Offered spring semester in even years.
CS 397 SCIENTIFIC VISUALIZATION—(3). This course provides a general introduction to the terminology, methodology, and applications of scientific visualization. Methods for visualizing surface and volumetric data from a variety of scientific fields including both static medical data and time varying data are presented. The standard generic pipeline for converting numerical data to visual representations is presented using the VTK software package. Prerequisite: CS 161. Offered fall semester in even years. (Same course offered as CSAC 397.)

CS 470 ARTIFICIAL INTELLIGENCE—(3). Study of artificial intelligence with emphasis on production systems, search strategies, heuristics, predicate calculus and rule-based systems. One area of artificial intelligence is investigated in detail along with the introduction of an appropriate programming language. Prerequisite: CS 161. Offered when there is sufficient demand.

CS 471 AUTOMATA/FORMAL LANGUAGES—(3). Formal language theory including languages, grammars, regular expressions, finite automata, pushdown automata and Turing theory. Prerequisites: CS 161 and 200. Offered when there is sufficient demand.

CS 476 INTRODUCTION TO HIGH-PERFORMANCE SCIENTIFIC COMPUTING—(3). Introduction to the use of high-performance computing systems in science and engineering. The physical aspects of a variety of problems are surveyed and techniques for solving the problems on a variety of high-performance computers are analyzed. Prerequisite: C or better in CS 376. Offered spring semester in odd years. (Same course offered as CSAC 476.)

CS 478 COMPUTER NETWORKS—(3). Local and wide area networking including: protocols, standards, media, topologies, layered networking models, hardware and software. Prerequisite: CS 161. Offered fall semester in odd years.

CS 481 SEMINAR—(1). The study of topics not included in the usual curriculum; presentations by students doing research; lectures by visiting scientists and faculty. Open only to junior and senior computer science majors or by special permission.

CS 491 INDIVIDUAL STUDY—(1-3). Intended for those students who wish to study an area of computer science not included in a regular course. Prior approval by the supervising professor must be secured before registration.

CS 492 GROUP STUDIES—(1-3).

CS 493 SELECTED TOPICS—(3).

CS 495 INTERNSHIP—(1-4). Computer science majors who meet standards prescribed by the department may be assigned as interns to participating organizations and work under the supervision of a sponsor and faculty member. All interns and internships must have the prior approval of the department.
CRIMINOLOGY
Professors—Kardaras, McGaha
Associate Professor—Poteet
Assistant Professor—Broh, Long

Criminology is the science which studies crime and criminal behavior, which includes forms of criminal behavior, the causes of crime, the definition of criminality, and the societal reaction to criminal activity. Related areas of inquiry may include juvenile delinquency, victimology (the study of crime victims), theories of prevention, policing and corrections. The criminology major requires students to complete course work in criminology and sociology.

Major and minor requirements are found in the “Behavioral Sciences” section of this bulletin. A criminology major who declares a second major in psychology or sociology is waived from the corresponding 100 and 200 Seminar courses, and may not enroll in the corresponding 301 Seminar course.

CRIMINOLOGY COURSES
CRIM 100 SEMINAR I—DEGREE PLANNING IN CRIMINOLOGY—(1). An introduction to criminology for new majors, including information about degree and career planning, skills for college success, advising resources, professional associations, the publication manual of the discipline, library skills, electronic mail, and the World Wide Web. Attendance at departmental colloquia required. Prerequisite: none. This course is graded pass/fail. Usually offered fall and spring semesters.

CRIM 200 SEMINAR II — ETHICS—(1). An introduction to ethical issues in the fields of criminology, criminal justice and law, including an interpretation of the ethics code as applied to law enforcement, the courts, corrections, crime control policies and research. Attendance at departmental colloquia required. Prerequisites: CRIM 100. This course is graded pass/fail. Usually offered spring semester.

CRIM 230 PRINCIPLES OF CRIMINOLOGY—(4). An introduction to the field of criminology including the nature, extent and variations in crime, theories of crime causation and crime typologies. Emphasis is placed on understanding criminal behavior as opposed to an examination of the criminal justice system. Field trips and group projects are utilized to enhance student involvement in the learning endeavor. Prerequisite: SOC 110. Usually offered fall and spring semesters.

CRIM 301 SEMINAR III — CAREER PLANNING—(1). Preparation for graduate training and criminology careers. Students will learn about application to graduate school and law school, and the G.R.E. and LSAT tests, and develop a graduate study and/or career plan. Attendance at departmental colloquia required. Prerequisite: Junior standing. This course is graded pass/fail.

CRIM 340 THE CRIMINAL JUSTICE SYSTEM—(4). A study of the criminal justice system and the agencies responsible for detecting, prosecuting, and adjudicating offenders, including defining crime and examining the history of criminal law with a focus on the role of the U.S. Constitution. Prerequisite: SOC 110, CRIM 230. Usually offered fall and spring semester.

CRIM 380 VICTIMOLOGY—(4). An introduction to the multifaceted issue of victimization in the U.S. and abroad including theories of victimization, trends in criminal victimization, treatment of victims in the criminal justice system, victim support issues, and the victimization of certain subgroups in the population. Guest speakers and group projects are utilized. Prerequisite: SOC 110, CRIM 230. Usually offered fall semester

CRIM 391 CIVIL AND CRIMINAL COURTS—(4). An examination of the structure and function of the court system, with observation experiences in the local and state courts and their support agencies. Guest speakers and field trips are utilized. Prerequisites: SOC 110 and CRIM 230 required; CRIM 340 recommended.

CRIM 401 SEMINAR IV—CRIMINOLOGY PROSEMINAR—(1-4). A proseminar on criminology's academic and applied subdisciplines: for example, the death penalty, alternatives to prison, mandatory sentencing, prison overcrowding, violence in society, women and crime, race and crime, youth gangs, white collar crime. Attendance at departmental colloquia required. Prerequisites: SOC 110, CRIM 230.

CRIM 420 CLASS & CRIME—(4). A study of the relationship between class and crime, and the treatment of different classes in the justice system. Emphasis is placed on understanding theories as well as empirical research conducted on the topic. Students conduct and present research. Prerequisites: SOC 110, CRIM 230. Usually offered fall and spring semesters.

CRIM 491 INDIVIDUAL STUDY—(1-4). Individual, independent study with a faculty mentor. Prerequisite: Permission of instructor.

CRIM 493 SELECTED TOPICS—(1-4).

CRIM 495 CRIMINOLOGY INTERNSHIP—(1-4). Supervised field experience in a criminological setting accompanied by relevant library research and reflective writing. Repeatable up to 8 hours. Prerequisite: Permission of instructor. Usually offered fall and spring semesters.

CRIM 499 UNDERGRADUATE CRIMINOLOGY THESIS—(4). Independent student scholarship usually comprising a comprehensive literature review, design and completion of criminological research, and a written and oral presentation of findings. Prerequisite: Permission of instructor. Usually offered fall and spring semesters.

CULTURAL STUDIES
Coordinator—Kardaras, Behavioral Sciences

Cultural Studies is an interdisciplinary program, incorporating such areas of study as art, communication theory, literacy/textual criticism, history, nursing, performance, philosophy, political science, psychology, religion, science and technology and sociology. It provides students the opportunity to examine past and present connections among individual identity, communities, culture and systems of power. Additionally, the student will explore the ways in which people come to understand and respond to perceived differences among
groups. All minors require an internship and/or individual study in a subject area related to the minor. An internship adds a valuable experiential component to the academic requirements. The city of Columbus provides a variety of opportunities for internship experiences.

The minors in Ethnic Studies and African American/African Studies are designed to provide opportunities for the systematic study of ethnic groups within the United States, as well as the study of the African heritage of African Americans. The minors are multidisciplinary in order for students to benefit from a wide range of perspectives. They are also designed to help to learn, to labor and to live in a culturally diverse society. This is a reflection of Capital's commitment to multicultural education.

Minor in Ethnic Studies—15 hours; required, Gen. Ed. Goal 5; CLS 260, 495 with a related focus; and six hours from CLS 227, 250, 251, 270, 310, 360, 365, or any ethnic literature course.

Minor in African American/African Studies—18 hours; required, Gen. Ed. Goal 5; CLS 220, 260; three hours from CLS 491, 495 with a focus on African Americans, Africans, and/or some directly related topic; and six hours from CLS 261, 270, 368, 413.

The minors in Gender and Women's Studies enables students to learn how gendered concepts of identity shape social relations, history, science, politics, symbols, texts and language.

Minor in Gender and Women's Studies—18 hours; three hours from CLS 130, 253; three hours from CLS 491, 495 with a focus on gender and/or women; twelve hours from CLS 253, 270, 310, 341, 365, 370, 425, 426; NURS 201, 303; or any other course that features the study of gender and/or women.

(Depending on course content, the following offerings may qualify as approved electives for this minor: CLS 220, 260, 261, 275, 360; ENGL 247, 255, 340, 345, 371, 375; or PHIL 208, 390). For details about course approval, please contact the Coordinator who can answer questions about the approval process. (Depending on curricular content, courses not listed in this may serve as approved electives. For details about course approval, please contact the Coordinator who can answer questions about the approval process.)

CULTURAL STUDIES COURSES

CLS 130 INTRODUCTION TO WOMEN'S STUDIES—(3). This course introduces students to the basic tenets of feminism and to the critical study of women's lives, traditions, identities, voices and experiences.

CLS 200 CULTURAL PLURALISM IN AMERICAN SOCIETY—(3). Gen. Ed. 5. Students will demonstrate an understanding of cultural diversity and social responsibility, and explore the historical and contemporary sources of prejudice and discrimination, with primary emphasis on the United States. (Same course offered as UC 200.)

NURS 201 HUMAN DEVELOPMENT ACROSS THE LIFE SPAN—(3). Significant concepts of human growth and development throughout the life span are considered from the perspective of the individual, family and nursing. The five domains that affect the human organism from conception through old age are examined: biophysical, cognitive, social, affective and spiritual. Maximizing the human potential is discussed across the life span utilizing concepts such as:
communication, play, sexuality, moral development, adaptation to uniqueness and death. Placement: sophomore year. Prerequisite: PSYCH 110; NURS 110 pre or corequisite.

CLS 220 HISTORY OF AFRICA—(3). An analysis of the African past and present with respect to continuity and change as applied to political systems, economic systems, the family, religion and the arts. Also analyzed will be the slave trade, colonialism, nationalism, and contemporary economic and political development. Prerequisite: none. (Same course offered as HIST 220.)

CLS 227 DIVERSITY AMONG PEOPLE IN THE U.S.A.—(4). Influence of family structure and function, cultural heritage, religious affiliation, social class, health and economic resources on generalist social work practice with diverse populations. (Same course offered as SWK 227.)

CLS 250 NATIVE AMERICAN RELIGIONS—(3). This course will explore the complexity and variety of Native American religious traditions with an emphasis on the historical impact of colonization upon those traditions. (Same course offered as REL 250.)

CLS 251 COMMUNICATION AND CULTURE—(3). The study of the purposes of language, relationship between communication and culture, including dialect and levels of usage and analyses of communication within and between specific cultures. Prerequisite: Gen. Ed. Goal 2. (Same course offered as COMM 251.)

CLS 253 GENDER AND COMMUNICATION—(3). The purpose of this course is to provide a foundation for students' understanding of the complex relationships between communication and gender at the interpersonal, institutional, and societal levels. (Same course offered as COMM 253.)

CLS 260 AFRICAN AMERICAN HISTORY AND CULTURE—(3). The study of African American life with emphasis on the African heritage, the emergence of African American culture, slavery, Civil War, Reconstruction, patterns of segregation, urbanization and 20th century cultural, political, social and economic patterns of protest and change. Prerequisite: none. (Same course offered as HIST 260.)

CLS 261 INTRODUCTION TO AFRICAN LITERATURES—(3). This non-Western literature course provides survey and analysis of traditional and contemporary African literatures including fiction, poetry and drama in relationship to their social, economic and political environments. (Same course offered as ENGL 260.)

CLS 270 BLACK WOMEN WRITERS—(3). This course provides an intensive study of African-American women writers with an emphasis on the explosive creative period of the last 50 years. (Same course offered as ENGL 270.)

CLS 275 NATIVE AMERICAN LITERATURE—(3). The course provides a study of oral and written literatures of Native Americans, emphasizing the writing of men and women from the last half of the 20th century. Works are presented in their historical and cultural contexts. (Same course offered as ENGL 275.)

CLS 310 SOCIOLOGY OF SEX AND GENDER—(4). An introduction to issues related to sex and gender, including social constructions of gender throughout history, gender socialization, sex and gender roles, gender identity, gender and the law, and language and media. Prerequisite: SOC 110. (Same course offered as SOC 310.)
CL1 341 GENDER AND FILM—(3). Students will examine how film reflects, reinforces and redefines cultural assumptions about masculinity and femininity. Students will watch and, using theoretical perspectives discussed in class, analyze selected films. Prerequisite: Gen. Ed. 1; (Same course offered as RTVF 341.)

CL1 360 AMERICAN INDIAN HISTORY AND CULTURE—(3). A history of Native Americans with a focus on U.S.-Indian relations; social, cultural and religious history; and contemporary patterns in political, social and economic life. Prerequisite: none. (Same course offered as HIST 360.)

CL1 365 GENDER POLITICS—(3). A study of how ideas about gender shape political relations and of how political relations shape ideas about gender. Prerequisite: 105 or permission of instructor. (Same course offered as POLS 365.)

CL1 368 HARLEM RENAISSANCE—(3). An intensive study of African-American writers, male and female, of the 1920s. Included are key writers leading up to and following this central period of Black literary tradition. (Same course offered as ENGL 368.)

CL1 370 WOMEN IN U.S. HISTORY—(3). Survey of women's historical experiences in the United States from the colonial era to the present. The course includes an analysis of the methodology of studying women's history and the role of women in the political, social, cultural and economic life of the nation. Prerequisite: none. (Same course offered as HIST 370.)

CL1 393 SELECTED TOPICS—(1-6).

CL1 413 AFRICAN ART HISTORY—(3). Selected topics in historic visual arts of Africa and their cultural influences. Topics may include historical kingdoms as well as contemporary societies. Prerequisite: none. (Same course offered as ART HIST 413.)

CL1 425 FRANCOPHONE WOMEN WRITERS—(3). An exploration of the written expression of women in France and Francophone countries through the study of representative texts from the Middle Ages to the present, including an examination of issues surrounding the status of women, women as “other,” and the position of woman as author. Taught in French. Prerequisites: Competent listening, speaking, reading, and writing in French, FRNC 310 or 311, and one other French course on 300or 400-level, or permission of instructor. (Same course offered as FRNC 425.)

CL1 426 WOMEN WRITERS IN THE HISPANIC TRADITION—(3). Texts in Spanish authored by women during the 16th-19th centuries, plus selected theoretical works written in English. Each writer defined her relationship with Spain through varying degrees of identification and resistance; each was influenced by the linguistic and cultural heritage of Spain. Discussion of critical questions related to gender and sexuality. Taught in Spanish. Prerequisites: Competent listening, speaking, reading, and writing skills in Spanish and successful completion of SPAN 310 or 311, and one other Spanish course on 300or 400-level course. (Same course offered as SPAN 425.)

CL1 491 INDIVIDUAL STUDY—(1-6). 493 SELECTED TOPICS—(1-6).

CL1 495 INTERNSHIP—(1-6).
ECONOMICS
School of Management and Leadership
Assistant Dean—Moore
Department Chair—Mellum
Professor—Baker
Assistant Professors—Postolache, Roychoudhury

Economics examines why and how people produce, consume, and trade goods and services. It also examines the rationale for government intervention in markets, how governments intervene, and the effects of government intervention.

The economics major provides preparation in theoretical and applied economics. The program is based on a comprehensive core of economic theory—two courses in the principles of economics and two intermediate courses. Students broaden and add to their knowledge of economics by taking six economics electives. Students are also required to take classes in mathematics and a class in statistics to enhance the skills used in economic analysis. Opportunities exist for more intensive preparation in quantitative techniques. Students may also extend their knowledge through a senior thesis, individual studies, or internships.

The major in economics is grounded in liberal studies. The faculty believes strongly that economics students should have a thorough background in liberal arts. Students are encouraged to acquire knowledge of other areas and develop skills to complement their studies in economics. Double majors are often possible.

Many of Capital’s economics majors go on to graduate school in economics, law or business. An economics major also provides a good background for a career in government or business upon graduation from Capital.

Requirements for economics major—Courses: General Education Courses (Economics majors are exempt from General Education Goals 3 and 8); ECON 100, 200, 320, 321, plus any other six economics courses above the 200 level; (BUS 211 can count as one of the six courses); MATH 120, 215, 220 or equivalent courses. Economics majors are required to take (or place out of) two semesters of one foreign language.

Economics minor. A minor in economics is offered, comprising a total of 18 hours. Courses needed are ECON 100, 200, 320, 321 plus any 2 courses above the 200 level.

A combined Economics-Political Science major is also available (see the Political Science listing in this bulletin).

ECONOMICS COURSES

ECON 100 INTRODUCTION TO POLITICAL ECONOMY—(3). Gen. Ed. 8. Study of basic economic concepts and their applications to social problems; and the understanding of economic activities in firms, households and the economy.

ECON 193 SELECTED TOPICS—(1-3).

ECON 200 ECONOMIC PRINCIPLES—(3). A study of microeconomic and macroeconomic principles; analysis of the behavior of households, firms, mar-
kets; study of the economic role of government; the use of principles to explain and predict changes in the economy; analysis of the relationship between foreign and domestic economies. Prerequisite: ECON 100.

**ECON 293 SELECTED TOPICS**—(1-3).

**ECON 320 INTERMEDIATE MICROECONOMIC THEORY AND PRACTICE**—(3). Ways in which resources are allocated to different firms and industries; theory of demand, production and pricing of commodities and productive resources under perfect and imperfect competition. Prerequisite: ECON 200, MATH 120 (or higher).

**ECON 321 INTERMEDIATE MACROECONOMIC THEORY**—(3). Income and employment theory; includes national income accounting, classical and Keynesian economic models, economic fluctuations, determinants of economic growth, and relation of monetary and fiscal policy to national income. Prerequisite: ECON 200, MATH 120 (or higher).

**ECON 325 MONEY AND BANKING**—(3). Considers the role of money in economic activity; includes study of monetary institutions and their influence on the supply of money, classical and Keynesian monetary theory, international monetary problems, and the theory and practice of monetary policy. Prerequisite: ECON 200, MATH 120 (or higher).

**ECON 334 LABOR ECONOMICS AND INDUSTRIAL RELATIONS**—(3). Application of microand macroeconomic theory to labor markets. Topics include the demand for labor, the employment decision of workers, and rationale for the effects of legislation, non-wage compensation, investments in education and training, productivity considerations, racial and gender discrimination, unions, and public sector labor markets. Prerequisite: ECON 200, MATH 120 (or higher).

**ECON 335 INTERNATIONAL ECONOMICS**—(3). International trade and finance theory, including the gains from trade, comparative advantage, balance of payments and problems of adjustment, tariffs, international economic institutions and exchange rates. Prerequisite: ECON 200, MATH 120 (or higher).

**ECON 336 INTERNATIONAL FINANCE**—(3). Examines foreign exchange markets. Topics include the determination of exchange rates, exchange rate forecasting, exchange rate policy, speculation, short-term investment, foreign direct investment and the Eurocurrency market. Prerequisites: ECON 200, MATH 215.

**ECON 341 ECONOMIC HISTORY OF THE UNITED STATES**—(3). A study of the economic growth and development of the U.S., emphasizing the role of the public sector, technological change, the organization of industry and legal, political, and social institutions as they affect the process of economic growth. Prerequisite: ECON 200, MATH 120 (or higher).

**ECON 342 HISTORY OF ECONOMIC THOUGHT**—(3). Examines the evolution of economic theory from the 17th century to the modern day. Prerequisite: 200, MATH 120 (or higher).
ECON 350 ENVIRONMENTAL ECONOMICS—(3). An analysis of environmental problems and possible policy responses, such as command-and-control regulation and market-based solutions. Areas stressed include the ramifications of negative externalities and market failures, the economics of pollution control, the economics of sustainable development, environmental policy development, and global environmental issues. The use of analytical tools such as risk assessment, risk management, and benefit-cost analysis in environmental planning is explored. Prerequisite: ECON 200, MATH 120 (or higher).

ECON 351 COMPARATIVE ECONOMIC SYSTEMS—(3). The ways of organizing society to carry out production and distribution of goods and services; comparison of capitalism, communism and socialism and problems of their historical development. Prerequisite: ECON 200, MATH 120 (or higher).

ECON 361 PUBLIC FINANCE—(3). The economics of the public sector, including the impact of the government budget on resource allocation, income distribution and economic stabilization; principles and problems of budget determination, including both tax and expenditure aspects; tax shifting and incidence; and fiscal and debt-management policies. Prerequisite: ECON 200, MATH 120 (or higher).

ECON 393 SELECTED TOPICS—(1-3).

ECON 418 ECONOMETRICS—(3). Students will study the theory and practice of econometrics. Topics include: data collection, hypothesis testing, model specification, regression analysis, dealing with violations of classical regression assumptions, dummy variable techniques, time series and forecasting analysis. The course is designed to be a hands-on study with a strong emphasis on practical skills. Computers and statistical software will be used extensively. Prerequisites: ECON 200, MATH 220 or 225 or 230, MATH 215 or 310.

ECON 420 ADVANCED MICROECONOMICS—(3). A calculus-based course in microeconomic theory. Topics include consumer utility theory, production theory, theories of market structure, and resource markets. Prerequisites: ECON 320, MATH 220 or 225 or 230.

ECON 440 INDUSTRIAL ORGANIZATION—(3). The study of individual markets and how firms behave in those markets. The course will start with a review of firm behavior under perfect competition and monopoly, and will continue with models of firm behavior under oligopoly and monopolistic competition, and strategic interactions between firms in a variety of situations. Antitrust and other aspects of business regulation will be considered. Prerequisites: ECON 320, MATH 220 or 225 or 230.

ECON 491 INDIVIDUAL STUDY—(1-6).

ECON 493 SELECTED TOPICS—(1-3).

ECON 495 INTERNSHIPS—(3).

ECON 499 SENIOR PROJECT—(1-3). Independent student scholarship comprising a comprehensive literature review, design and implementation of economic research, and a written and oral presentation of findings. Prerequisites: permission of the instructor, senior standing, and three economics electives.
The Center for Lifelong Learning admits students who demonstrate a capacity for self-directed, self-managed learning and who have completed the equivalent of one year of transferable semester credit with a 2.50 GPA.

The following majors are designed specifically to meet the needs of the adult student with work experience by offering integrative advising and teaching, flexible learning environments, and self-directed and experiential learning. The following majors are exclusively offered to students admitted in the Center for Lifelong Learning (CLL) (page 105). Students must take at least 36 hours in BUS/ECON from the Capital University SOM for their major.

Requirements for the Accounting Major (CLL): General Education Courses; ECON 100 and 200; MATH 120, 210, and MATH 215 or BESCI 210; BUS 202; BUS 211, 213, 231, 242, 280, 310, 311, 312, 319, 321, 346, 347, 410, 411, 413, 415, 417, 420, 445, 450; at least seven credit hours of electives outside the School of Management and Leadership.

Requirements for the Business Administration Major (CLL): General Education Courses; ECON 100 and 200; MATH 120, 210, and MATH 215 or BESCI 210; BUS 202: BUS 211, 213, 231, 242, 280, 310, 321, 346, 410, 445, 450; nine hours of upper level BUS or ECON electives; at least nine credit hours of electives outside the School of Management and Leadership.

EDUCATION

Department Chair—DeLucia
Director of Field Services—Bluth
Professors—Blough, DeLucia, Sanders, Swearingen
Associate Professors—Brownstein, DoBroka, Hodge
Assistant Professors—Creasap, Duncan, Durr, Sayers, Scheurer, Wightman
Lecturer—Bluth
Licensure Officer—Devor
Administrative Staff—Butler, Morrisey

THE TEACHER EDUCATION PROGRAM

The mission of the teacher education program at Capital University is to prepare competent, caring and committed professional educators who use theory, research and reflection to teach, lead and serve diverse communities of learners.

Capital University is authorized by the Ohio State Department of Education to recommend students completing a prescribed program(s) for a two-year provisional teaching license in the following areas:

Early Childhood Education (PreK-3)

Middle Childhood Education (Grades 4-9) (with concentration in two of the following areas)

Reading and Language Arts
Mathematics
Social Studies
Science
Adolescent to Young Adult Education (Grades 7-12)
Integrated Language Arts Chemistry Earth Science/Chemistry
Integrated Mathematics Earth Science Chemistry/Physics
Integrated Social Studies Life/Earth Science
Integrated Science Life/Chemistry
Life Science Earth Science/Physics

Multi-Aged Education (Grades K-12) (with completion of a designated university major)
Health Education
Music Education
Physical Education
Visual Arts Education

Intervention Specialist (Grades K-12) (mild/moderate needs)

In addition, Reading, Middle Childhood Generalist, and TESOL (Teaching English to Speakers of Other Languages) endorsements are available.

Each candidate for licensure is obligated to plan, with an adviser, a program of studies to fulfill university and departmental major and licensure requirements.

The above programs, accredited by the Ohio Department of Education and the National Council for the Accreditation of Teacher Education, are based on integration of theory, practice and reflection. Through the study of theory, the teacher education candidate gains a liberal arts education, content knowledge to be taught, and professional knowledge needed to make decisions regarding student learning.

Field-based and clinical experiences are completed in a variety of culturally diverse settings and at different developmental levels. The University's convenient Central Ohio location provides a number of urban, suburban and rural school districts and state and national agencies within a short distance of campus. Experiences are well planned and orchestrated, providing the teacher education student with opportunities to put into practice theoretical knowledge acquired; study under a variety of highly qualified teachers; apply multiple strategies for facilitating learning of all students; and collaborate with teachers, parents, staff, and community in providing meaningful learning experiences for all students. A yearlong internship program is available as an alternative student teaching experience.

Reflection allows candidates to consider their abilities to organize content knowledge, use professional knowledge in practice, explain instructional choices based on research and best practice, assess strengths and weaknesses of learning experiences, and evaluate their readiness to fulfill the role of professional educator.

Through the teacher education program at Capital University, teacher education candidates will:

1) demonstrate through knowledge and understanding of the content to be taught,
2) engage in critical inquiry to impact their professional practice,
3) demonstrate understanding of the teaching/learning relationship,
(4) demonstrate effective and culturally responsive practices to support the achievement of all students,
(5) utilize a variety of tools to clearly and effectively communicate,
(6) demonstrate effective use of technology in their professional practice,
(7) demonstrate professional involvement,
(8) apply ethics and values in professional decision-making.

In addition, special attention is given to ongoing awareness, exploration, commitment, development, and refinement of knowledge, dispositions, and skills which entry year teachers are expected to successfully demonstrate as classroom teachers in meeting Ohio Standards for the Teaching Profession. Those standards give attention to the following seven areas:

(1) Teachers understand student learning and development and respect the diversity of the students they teach;
(2) Teachers know and understand the content area for which they have instructional responsibility;
(3) Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning;
(4) Teachers plan and deliver effective instruction that advances the learning of each individual student;
(5) Teachers create learning environments that promote high levels of learning and achievement for all students;
(6) Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning;
(7) Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

ADMISSION TO TEACHER EDUCATION

A student seeking admission to the Teacher Education Program at Capital University is required to present a progress portfolio and complete an application for the Teacher Licensure Program and meet all of the following requirements prior to acceptance:

1. Cumulative GPA of 2.50 or higher;
2. A grade of at least C in each of the courses required to complete General Education Goals 1, 2 and 3;
3. Praxis I Reading 173 or ACT Reading 27 or SAT Reading 610 or GRE Reading 400;
4. Praxis I Writing 172 or ACT English 27 or GRE Writing 4.0;
5. Praxis I Math 172 or ACT Math 27 or SAT Math 610 or GRE Math 400;
6. A grade of at least C in the sophomore field experience course required for the licensure area (EDU 211, EDU 221, MUSIC 242);
7. Professional dispositions, interpersonal skills, and motivation as evidenced through class work, clinical and field-based experiences; and
8. Good moral character as verified by the student that he/she has never been convicted or pled guilty to an offense set forth for teacher applicants in the Ohio Revised Code.

Applications and portfolios must be submitted to the Student Assessment and Monitoring Committee for consideration during the corresponding semester. Students of any race, color, national and ethnic origin or gender identity may be accepted into the Teacher Education Program at Capital University upon meeting the above standards. Upon acceptance a student is considered a teacher education candidate.

Students must meet all criteria for admission to the Teacher Education Program prior to enrolling in junior-level pedagogy courses.

Applications for admittance to the Teacher Education Program are due March 1 (for fall semester) and October 1 (for spring semester).

**RETENTION IN THE TEACHER EDUCATION PROGRAM**

Satisfactory progress towards completion of licensure is demonstrated by a minimum grade point average of 2.500 overall and in content and education courses. Satisfactory evaluations in field-based experiences and professional attribute assessments are also necessary indicators of progress.

If a student is not making satisfactory progress as described above, the student will be notified of his or her removal from the Teacher Education Program by the Chair of the Student Assessment and Monitoring Committee. The student may apply for readmission upon meeting the requirements for Admission to the Teacher Education Program.

**ADMISSION TO STUDENT TEACHING**

A formal application is required to student teach. Students wishing to student teach Fall Semester must apply no later than March 1. Students wishing to student teach Spring Semester must apply no later than October 1. In addition to the application, students must submit a progress portfolio.

In order to student teach, a student must have met the requirements for acceptance and retention in the Teacher Education Program. In addition, candidates must have achieved a minimum of 2.500 content courses in their major.

Students must verify they are of good moral character through fingerprinting and BCI and FBI background checks as required by Ohio Revised Code.

Students are advised to take Praxis II content examinations prior to or during student teaching.

A student who is on disciplinary probation may not student teach.

**EDUCATION FEES**

A mandatory $100 fee will be charged to all Education students to use and access TK20 Higher Education Tools during their first education courses.

A fee, paid to the university, is charged for the student teaching experience. This fee is used to provide services to school districts in exchange for services of cooperating teachers.
BACKGROUND CHECKS

BCI checks (and FBI checks when indicated) are required to be less than one year old and on file in the Education Department Office prior to all field experiences. Some districts also require TB tests.

DUE PROCESS

A student is notified, in writing, by the chair of the Student Assessment and Monitoring Committee of admission or denial into Teacher Education Program and Student Teaching. If a student is not accepted, an individual conference will be scheduled with the student, if requested. At the conference, the student will be advised as to the basis for not being accepted. If the student wishes to submit new or additional information that had not been considered when her/his application was reviewed, he/she may submit an appeal, in writing, to the Student Assessment and Monitoring Committee. If the student is still not accepted, he/she may submit an appeal, in writing, to the Assistant Dean.

RECOMMENDATIONS FOR TEACHER EDUCATION LICENSURE

In order to complete the Capital University Teacher Education Program and be eligible to apply for a teaching license, candidates must successfully:

1. complete all of the requirements for the bachelor degree and licensure program,
2. complete student teaching with a grade of C or higher,
3. pass Praxis II Examinations required by the State of Ohio,
4. verify they are of good moral character through fingerprinting and BCI and FBI background checks as required by Ohio Revised Code.

LICENSURE PROGRAMS

The following is a listing of the required and supporting courses for each licensure program. Successful completion of General Education Goals and a Foreign Language Requirement are required in addition to those listed (one year of college level or equivalent).

Early Childhood Education (preschool-grade 3)

Required Courses: EDUC 141, 151, 211, 212, 213, 214, 301, 311, 312, 313, 314-318, 374, 375, 401, 402 and 410

Required Supporting Courses: MATH 140 and 141; PSYCH 110 and 201; BIOL 115 or CHEM 115 or PHYS 115; ENVS 230 and PHYS 120

Middle Childhood Education (grades 4-9)

Required Courses: EDUC 141, 142, 151, 221, 222, 301, 313, 374, 375, 401, 402, 420

Required Supporting Courses: PSYCH 110 and 201

Required Courses for Areas of Concentration (two areas required):

Language Arts: EDUC 310, 352 and 356
ENGL 150 and 340
Choose ENGL 250, 251, 255 or 343
Choose ENGL 260, 263, 270, 275 or 368
Choose COMM 251, 312, 338 or 352
TH 121

Mathematics:
EDUC 353 and 357
MATH 120, 121 or placement into MATH 230
MATH 145, 215, 230, 240, 251, 340

Science:
EDUC 354 and 358
BIOL/CHED/PHYS 115
BIOL 151, 152
CHEM 130
GEOL 230 and 220
PHYS 120

Social Studies:
EDUC 355 and 359
ECON 100; GEOG 111; HIST 100, 101, 120, and 121;
POLS 105 and 210; and SOC 110

Middle Childhood Generalist Endorsement is available. Please refer to “Generalist Endorsement” for course requirements.

Adolescent to Young Adult Education (grades 7-12)
Required Courses: EDUC 151, 221, 301, 313, 374, 401, 402 and 430
Required Supporting Courses: PSYCH 110 and 201

Required Courses for Areas of Licensure:

Integrated Language Arts:
EDUC 142, 310, 352 and 356
COMM 131 (ENGL 122), 251 or 253 or 453, ENGL 150, 204, 211, 250 or 251, 255, 260 or 263, 301 or 302 or 303, 326 (COMM 338), 340, 343, 270 or 275 or 368, 223 or 222 (RTVF 232) or 336 (PR 366) or TH 327
TH 121, COMM 251 or 253 or 453,
plus the requirements for a major in English (Literature or Professional Writing), or Communication

Integrated Mathematics:
EDUC 353 and 357
MATH 230, 231, 240, 251, 252, 310 or 215, 320, 321, 330, 335, 340 and three semester hours of 481 or two semester hours of 481 and one semester hour of 181
CS 245
PHYS 220 and 221
plus two additional hours in mathematics courses numbered 230-493
Integrated Social Studies:  
EDUC 355 and 359  
ECON 100 and 200  
HIST 100, 101, 120 and 121  
GEOG 111  
POLS 104, 105, 202 and 210  
SOC 110  
plus the requirements for a major in History or Political Science

144 Single Science Licensures:  
Required for all areas:  
EDUC 151, 221, 301, 313, 354  
EDUC 374, 401, 402, 430  
MATH 120, 121 or equivalent  
PSYCH 110, 201  
BIOL 151, 152  
CHEM 101, 102  
PHIL 201  
GEOL 220  
ENVS 250

Must Choose One Area of Licensure:  
Chemistry:  
CHEM 221, 231, 232, 233, 234  
Choose CHEM 34 or 451  
MATH 230  
PHYS 220, 221  
Life Science:  
BIOL 152 (with a C or better), 270, 360  
BIOL 210 or 324  
4 credits of BIOL 200 level or above  
6 credits of BIOL 300 level or above  
Choose PHYS 120 or 220 and 221  
Earth Science:  
GEOL 220, 260, 330  
3 credits ENVS 400 or GEOL 320  
2 credits (300 level or above) of geology electives  
Choose PHYS 120 or 220

Dual Science Licensures:  
Required for all areas:  
EDUC 151, 221, 301, 313, 354, 358  
EDUC 374, 401, 402, 430  
MATH 120, 121 or equivalent  
PSYCH 110, 201  
BIOL 151, 152  
CHEM 101, 102  
PHIL 201  
GEOL 250  
ENVS 250

Must Choose Two Areas of Licensure:  
Chemistry:  
CHEM 221, 231, 232, 233, 234  
Choose CHEM 341 or 451  
MATH 230  
PHYS 220, 221
Life Science:  
BIOL 152 (with a C or better), 270, 360  
BIOL 210 or 324  
4 credits of BIOL 200 level or above  
Choose PHYS 120 or 220 and 221

Earth Science:  
GEOL 220, 260, 330  
1 credit ENVS 400  
3 credits (300 level or above) of geology electives  
Choose PHYS 120 or 220

Physics:  
PHYS 220, 221, 433  
MATH 230, 231  
3 credits (200 level or above) of physics electives  
ENVS 230 or 250  
BIOL 150 and 151

Integrated Science (Choose one focus area):

Required for all areas:  
EDUC 151, 221, 301, 313, 354, 358  
EDUC 374, 401, 402, 430  
MATH 230  
PSYCH 110, 201  
BIOL 151, 152 (C or better), 270, 360  
CHEM 101, 102, 221  
PHIL 201  
GEOL 220, 250, 260  
ENVS 250  
PHYS 220, 221  
3 credits (200 level or above) of physics electives

Choose one focus:

Chemistry:  
CHEM 231, 232, 233, 234  
Choose 341 or 451

Life Science:  
4 credits (200 level or above) of biology electives  
Choose BIOL 210 or 324

Earth Science:  
GEOL 330

Multi-Aged Education (pre学校-grade 12)

Required Courses for  
Area of Licensure:

Health Education:  
EDUC 151, 221, 301, 361, 374, 401, 402, 440  
HSPTS 370 or EDUC 313  
HSPTS 131, 132, 133, 160, 191, 231, 320, 331, 410  
PSYCH 110, 201

Music:  
EDUC 363 or 367, 374, 401, 402, 441, 442  
PSYCH 201
Concentration in Instrumental Music:
Conservatory Core, MUSIC 105, 122, 214, 242, 243, 244, 245, 246, 261 or 332, 321, 340, 358, 441 and 499 plus the requirements for a major in Music Education

Concentration in Vocal Music:
Conservatory Core, MUSIC 122, 241, 242, 247, 271, 321, 340, 342, 358, 359, 452, 459 and music theory elective plus the requirements for a major in Music Education

Concentration in Instrumental and Vocal Music:
Conservatory Core, MUSIC 241, 242, 243, 244, 245, 246, 261 or 332, 271, 340, 342, 357, 358, 441, 452 and 499 plus the requirements for a major in Music Education

Physical Education:
EDUC 151, 221, 301, 364, 368, 374, 401, 402, 440
BIOL 100, 231, 232
CHEM 101 or 130
HSPTS 132, 160, 191, 200, 201, 202, 220, 244, 270, 320, 362, 364, 370, 480
PSYCH 110, 201

Visual Arts:
EDUC 151, 221, 222, 301, 365, 369, 374, 401, 402, 440
PSYCH 110, 201
ART 120, 121
ART HIST 211, 212, 231, 421, 422, 441, 451, 471, 472, 491, 461 or 463
UC 311

Intervention Specialist (grades K-12)
Required Courses: EDUC 141, 142 or 213, 151, 221, 301, 312, 313, 314-318, 374, 375, 381, 382, 401, 402 and 450

Required
Supporting Courses: EDUC 310, MATH 140 and 141, PSYCH 110 and 201; BIOL 115 or CHEM 115 or PHYS 115, ENVS 230 and PHYS 120

Generalist Endorsement—Middle School Generalist
Required Courses, 6 semester hours course work in each additional content field, (K-12).

Reading Endorsement
Required Courses: EDUC 141, 142 or 213, 374, 375

Teaching English to Speakers of Other Languages (TESOL) Endorsement
Required Courses: EDUC 350, 360, 370, 380, 400
PROFESSIONAL STUDIES COURSES FOR TEACHER EDUCATION Licensure Programs

EDUC 100 PREPROFESSIONAL SERVICES—(0-3). This service learning opportunity engages teacher education students in professional development experiences in schools and other settings for up to forty (40) hours during a semester. Students learn through direct service to educators, children, families, and/or agencies. Faculty and students develop approved contracts for service in diverse settings. Elements of planning for and accomplishing individualized professional growth are addressed. Emphasis is on experiences that relate to "job embedded" professional growth. Prerequisite: none. This course may be repeatable to 3 hours credit. Offered fall and spring.

EDUC 141 PHONICS FOR STUDENT LEARNING—(3). This course extends student’s knowledge of concepts, terminology, and techniques related to phonics as a reading and writing tool. Offered fall and spring.

EDUC 142 READING INSTRUCTION: GENRES—(3). This course exposes teacher education students to much of the literature currently being read by students in grades four through nine. They gain knowledge of current and historical perspectives about the nature and purposes of reading and about widely used approaches and instructional materials for reading instruction. The course requires extensive reading, covering many genres and authors of varied backgrounds. Prerequisite: Gen. Ed. 1. Offered fall and spring.

EDUC 151 FOUNDATIONS OF THE EDUCATION PROFESSION—(3). In this course students will study the multiple historical, legal, philosophical, ethical, and social foundations of education and make connections with how these foundations influence current thought and practice in education. In addition, students will explore the basic principles of school organization, curriculum, effective teaching, and classroom management. Students will develop an awareness of the diversity among children, families, and communities, as well as an understanding of how this diversity contextualizes teaching and learning. Professional development will be emphasized through the following: an overview of professional organizations, journals, and activities; technology for educators; and writing in the profession. Prerequisites: English placement level of UC 110 or above or successful completion of ENGL 100. Offered fall and spring.

EDUC 211 CHILD DEVELOPMENT AND LEARNING—(3). This course focuses on the social, emotional, cognitive and physical development of children ages birth—8. Specifically, theoretical frameworks, developmental milestones and factors influencing development are examined. In addition, through case study research, the course stresses the importance of observation for assessing development and examines appropriate methods for recording children’s behavior. This course includes an intensive field-based service-learning component. Students must register for EDUC 211, 212 and 311 concurrently. Prerequisites: EDUC 151. Offered fall and spring.

EDUC 212 DEVELOPMENTALLY APPROPRIATE PRACTICE AND INQUIRY EXPERIENCES—(3). This course provides early childhood teacher education students with strategies to encourage children’s physical, social, emotional, aesthetic, and cognitive development in addition to developing skills for planning and implementing developmentally and individually appropriate curriculum and instructional practices based on knowledge of individual children, the
community, and curriculum goals and content. This course includes an intensive field-based service-learning component. Students must register for EDUC 211, 212 and 311 concurrently. Prerequisite: EDUC 151. Offered fall and spring.

**EDUC 213 EARLY LITERACY AND LITERATURE FOR CHILDREN**—(3). This course heightens the awareness of teacher education students regarding the factors involved in the process of becoming literate and promotes the development of a literate environment that fosters interest and growth in all aspects of literacy. Research and theory relevant to emergent literacy and the kinds of experiences that support literacy are examined. The role that children's literature plays in fostering language development and cognitive, social, emotional and literacy development of children in a variety of settings is stressed. Prerequisites: none. Offered fall and spring.

**EDUC 214 INTEGRATING LEARNING EXPERIENCES: ART, MUSIC, DRAMA AND MOVEMENT**—(6). This integrated experience provides early childhood teacher education students with the current knowledge of and ability to develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in the curriculum content areas of art, music, drama, and movement. Prerequisites: none. Offered fall and spring.

**EDUC 221 NATURE, NEEDS AND DEVELOPMENT OF EARLY ADOLESCENT TO YOUNG ADULT STUDENTS**—(3). Themes for this course are the physical, emotional, social, and intellectual development of young to late adolescents. Students have an interactive field experience and conduct action research. While in the field, students reflect on the Praxis Domains: students, classroom environment, instruction, and professional development. Students must have successfully completed 30 hrs. Prerequisite: EDUC 151. Offered fall and spring.

**EDUC 222 PHILOSOPHY AND ORGANIZATION OF MIDDLE SCHOOLS**—(2). This course prepares teacher education students to understand the rationale for, the role of teachers in, and the function of interdisciplinary teams, teacher-based guidance programs, flexible grouping and scheduling arrangements, activity programs, working with colleagues within the framework of the entire school community, and working with families, resource persons and community groups. Prerequisites: EDUC 151 and PSYCH 110. Offered fall and spring.

**301 DEVELOPING AS A PROFESSIONAL III**—(2). This course focuses on professional development through case studies emphasizing conduct, content, and knowledge standards. The ability to define and defend educational practices will be related to professional studies and action research methodology. A close examination of past and current standards of professional activity as it relates to student learning will be the focus of assignments, discussions, and practices. Prerequisites: EDUC 151 and junior standing. Offered fall and spring.

**EDUC 310 WRITING: THEORY AND PRACTICE**—(3). Study of current theories of the writing process and their application to teaching written composition. Prerequisite: junior standing or permission of the instructor. Offered fall and spring.

**EDUC 311 LEARNING ENVIRONMENTS FOR YOUNG CHILDREN**—(3). This course provides teacher education candidates with the knowledge, skills and dispositions needed to establish and maintain physically and psychologically safe and healthy learning environments for young children that promote opti-
mal development. The course explores a variety of theories, philosophies and resultant practices in caring for and educating young children. This course includes an intensive field-based service-learning component. Students must register for EDUC 211, 212 and 311 concurrently. Prerequisite: EDUC 151. Offered fall and spring.

**EDUC 312 FAMILY, COMMUNITY AND CULTURE**—(3). This course provides teacher education candidates with the knowledge, dispositions, and skills needed to establish and maintain positive, collaborative relationships with families and community members. Students develop cultural responsibility in relation to family and community for the purpose of enhancing educational opportunities for young children. This course involves an optional service-learning component in a non-traditional educational setting. Prerequisite: EDUC 151. Offered fall and spring.

**EDUC 313 EXCEPTIONAL CHILDREN AND INTERVENTION STRATEGIES**—(3). This course prepares teacher education candidates to work with at-risk and exceptional children. Prerequisite: sophomore block. Offered fall and spring.

**EDUC 314 LANGUAGE ARTS: INTEGRATED LEARNING EXPERIENCES**—This course prepares early childhood education and intervention specialist candidates to teach writing, listening, visual literacy, and oral communications using appropriate instruction methods, learning activities, and materials based on the Ohio Academic Content Standards for English Language Arts, and national English language arts standards. Candidates learn to assess student learning and to collect and analyze data to evaluate student achievement as well as reflect on their own teaching. The course includes an intensive field experience. Acceptance into Teacher Education Program is required to enroll in this course. Must be taken in conjunction with EDUC 315, 316, 317 and 318. Offered fall and spring.

**EDUC 315 MATHEMATICS: INTEGRATED LEARNING EXPERIENCES**—This course prepares the early childhood education teacher education and intervention specialist candidates to teach mathematics to students in grades PK-3. Candidates are prepared to use manipulatives, calculators, and a variety of resource materials to plan mathematical tasks and activities appropriate for the diverse needs of students. The course prepares candidates to plan and implement lessons, with appropriate assessments that will stimulate students’ development of mathematical concepts and skills and that are based on state and national standards. Students must have been admitted into Teacher Education Program to enroll in this course. This course includes extensive field experience. This course must be taken with EDUC 314, 316, 317 and 318. Offered fall and spring.

**EDUC 316 READING: INTEGRATED LEARNING EXPERIENCES**—This course prepares early childhood education and intervention specialist candidates to teach reading using appropriate instructional methods, learning activities, and materials. Education 314 and 316 are closely aligned with each other in recognition of the relationships between language and literacy. This course includes extensive supervised field experience. Course content is aligned with the Ohio English Language Arts Curriculum Content Standards and national English language arts and reading standards. Acceptance into Teacher Education Program is required to enroll. Course must be taken in conjunction with EDUC 314, 315, 317 and 318. Offered fall and spring.
EDUC 317 SCIENCE: INTEGRATED LEARNING EXPERIENCES—This course is designed to prepare the early childhood education and intervention specialist teacher education candidates to teach science to students in grades PK-3. Candidates are prepared to plan activities and teach skills appropriate for the diverse needs of their students. Attention is paid to exploring and developing knowledge about the natural world, promoting the curiosity of young children, meeting the challenges of inquiring minds through concepts in science. The course prepares candidates to plan and implement lessons, with appropriate assessments, that will stimulate students’ development of science concepts and skills that are based on state and national standards. Students must have been admitted into Teacher Education Program in order to enroll in this course. This course includes extensive field experience. Course must be taken in conjunction with EDUC 314, 315, 316, and 318. Offered fall and spring.

EDUC 318 SOCIAL STUDIES: INTEGRATED LEARNING EXPERIENCES—This course is designed to prepare the early childhood education and intervention specialist teacher education candidates to teach social studies to students in grades PK-3. Candidates are prepared to plan activities and teach skills appropriate for the diverse needs of their students. Attention is paid to becoming better citizens, exploring our global connections, both as individuals and learning communities. The course prepares candidates to plan and implement lessons, with appropriate assessments, that will stimulate students’ development of social studies concepts and skills and that are based on state and national standards. Students must have been admitted into Teacher Education Program to enroll in this course. This course includes extensive field experience. This course must be taken with EDUC 314, 315, 316 and 317. Offered fall and spring.

EDUC 350 ISSUES IN SECOND LANGUAGE ACQUISITION: THEORY AND PRACTICE—(4). This course is designed to cover material for students in the TESOL Endorsement program and will include: history, development and current theories of second language acquisition. Variables affecting language learning and terminology associated with the many aspects of TESOL will also be covered.

EDUC 351 CURRICULUM, ASSESSMENT, AND PEDAGOGY—(3). The course prepares teacher education candidates for facilitating learning students. Candidates are provided with an in-depth study of the knowledge, dispositions, and skills for beginning teachers through an analysis of the critical teaching tasks of acquiring, processing, and organizing content knowledge; designing and utilizing multiple assessments; and employing multiple instructional strategies. They are prepared to apply knowledge of current research and national, Ohio and local guidelines, including Ohio’s Content Curriculum Standards, in their areas of licensure. Candidates develop units of study, prepare lesson plans independently and in collaboration with others for interdisciplinary learning experiences, and implement reflective teaching lessons. Includes field-based experience. Prerequisite: Admission into Teacher Education Program.

EDUC 352 LANGUAGE ARTS PEDAGOGY FOR MIDDLE CHILDHOOD—(2). This course is designed to prepare middle childhood education candidates to teach language arts to students in grades 4-9. The course prepares candidates to teach reading, writing, listening/visual literacy, and oral communications using appropriate instructional methods, learning activities, and materials
based on the Ohio Academic Content Standards for English Language Arts and
national standards. Candidates also learn to assess student outcomes and to
collect and analyze data to evaluate student achievement as well as reflect on
their own teaching. The course includes an intensive supervised clinical expe-
rience. Prerequisite: Admittance into Teacher Education Program. Offered fall.

EDUC 353 MATHEMATICS PEDAGOGY FOR MIDDLE CHILDHOOD—(2). This
course prepares middle school and adolescent to young adult teacher educa-
tion candidates to teach mathematics to students in grades 4-9. Candidates
are prepared to use manipulatives, graphing calculators, and a variety of
resource materials and technological tools to plan mathematical tasks and
activities appropriate for the diverse needs of students. The course prepares
candidates to plan lessons, with appropriate assessments, that will stimulate
students’ development of mathematical concepts and skills and that are based
on the Ohio Academic Content Standards for mathematics and the National
Council of Teachers of Mathematics Standards. This course includes extensive
supervised clinical experience. Prerequisite: Admittance to Teacher Education
Program. Offered fall.

EDUC 354 SCIENCE PEDAGOGY FOR MIDDLE CHILDHOOD—(2). Recent
research on the pedagogy of teaching science to middle childhood will be dis-
cussed. These include: constructivism, inquiry, event-based, and daily life expe-
riences. Science teaching topics include misconceptions, safety, and legal con-
cerns. Students will design and implement inquiry and technology based
lessons using the Ohio Academic Content Standards and the National Science
Education Standards. Students must pass all areas of Science Teaching Exit
Portfolio. Prerequisite: Admittance into Teacher Education Program. Offered fall.

EDUC 355 SOCIAL STUDIES PEDAGOGY FOR MIDDLE CHILDHOOD—(2).
This course prepares middle school and adolescent to young adult teacher
education candidates to teach social studies to students in grades 4-9.
Candidates are prepared to plan tasks and activities appropriate for the diverse
needs of their students. Attention is paid to becoming better citizens, exploring
our global connections, both as individuals and learning communities. The
course prepares candidates to plan and implement lessons, with appropriate
assessments, that will stimulate students’ development of social studies con-
cepts and skills and that are based Ohio Academic Content Standards and the
National Social Studies Standards. This course includes extensive field experi-
ence. Prerequisite: Admittance into Teacher Education Program. Offered fall.

EDUC 356 LANGUAGE ARTS PEDAGOGY FOR ADOLESCENTS TO YOUNG
ADULTS— (2). This course is designed to prepare adolescent to young adult
education candidates to teach language arts to students in grades 7-12. The
course prepares candidates to teach reading, writing, listening/visual literacy,
and oral communications using appropriate instructional methods, learning
activities, and materials based on the Ohio Academic Content Standards for
English Language Arts and national standards. Candidates also learn to assess
student outcomes and to collect and analyze data to evaluate student achieve-
ment as well as reflect on their own teaching. The course includes an intensive
supervised clinical experience. Prerequisite: Admittance into Teacher Education
Program. Offered fall.

EDUC 357 MATHEMATICS PEDAGOGY FOR ADOLESCENTS TO YOUNG
ADULTS— (2). This course prepares middle school and adolescent to young
adult teacher education candidates to teach mathematics to students in grades
7-12. Candidates are prepared to use manipulatives, graphing calculators, and a variety of resource materials and technological tools to plan mathematical tasks and activities appropriate for the diverse needs of students. The course prepares candidates to plan and implement lessons, with appropriate assessments that will stimulate students’ development of mathematical concepts and skills and that are based on the Ohio Academic Content Standards for Mathematics and the National Council of Teachers of Mathematics Standards. This course includes extensive supervised clinical experience. Prerequisite: Admittance into Teacher Education Program. Offered fall.

EDUC 358 SCIENCE PEDAGOGY FOR ADOLESCENTS TO YOUNG ADULTS—(2). Recent research on the pedagogy of teaching science to adolescents and young adults will be discussed. Students will be exposed to community resources and various science curriculums. Students will design lessons that include science instructional strategies such as inquiry, integration of technology, laboratory, and field-based experiments using the Ohio Academic Content Standards and the National Science Education Standards. Students must pass all areas of Science Teaching Exit Portfolio. Prerequisite: Admittance into Candidacy for Teacher Licensure. Offered fall.

EDUC 359 SOCIAL STUDIES PEDAGOGY FOR ADOLESCENTS TO YOUNG ADULTS—(2). This course prepares middle school and adolescent to young adult teacher education candidates to teach social studies to students in grades 4-9. Candidates are prepared to plan tasks and activities appropriate for the diverse needs of their students. Attention is paid to becoming better citizens, exploring our global connections, both as individuals and learning communities. The course prepares candidates to plan and implement lessons, with appropriate assessments that will stimulate students’ development of social studies concepts and skills and that are based on Ohio Academic Content Standards and the National Social Studies Standards. This course includes extensive supervised clinical experience. Prerequisite: Admittance into Teacher Education Program. Offered fall.

EDUC 360 STUDIES IN ENGLISH LANGUAGE STRUCTURE AND LINGUISTICS—(4). This course will guide students through the linguistic and theoretical basis for the study of language structure and then focus specifically on English. Practical strategies will be discussed for teaching English in the five skill areas: reading, writing, grammar, listening and speaking. Class material in phonology, morphology, and syntax will be covered to help students consider these various skill areas.

EDUC 361 HEALTH PEDAGOGY FOR PRE-SCHOOL THROUGH YOUNG ADULTS—(3). This course is designed to prepare multi-age health teacher education candidates to teach health to students from preschool to young adult. The acquisition, processing, and organization of content knowledge for health, preschool to young adult, are explored. Multiple assessment strategies are developed and their utilization is explored. Multiple instructional strategies for facilitating the learning of health, preschool to young adult, are identified and created. Prerequisite: Admittance into Teacher Education Program. Offered spring.

EDUC 363 PEDAGOGY FOR EARLY AND MIDDLE CHILDHOOD VOCAL MUSIC PROGRAMS—(3). This course is designed to prepare multi-age music teacher education candidates to teach vocal music to children and young adolescents, pre-kindergarten through grade 6. Attention is given to the role music plays in the ways students construct knowledge and acquire skills; preparing candi-
dates to employ multiple strategies and opportunities for active student engagement in learning music; and developing an understanding that independent thinking, creativity and self expression are fostered by a quality music education. Candidates are prepared to design, guide, adapt and modify experiences in which learners with different skill levels, backgrounds, learning and performance styles and disabilities are engaged and can achieve. Attention is given to identifying and designing appropriate learning experiences for oneself as a teacher that are aligned with state and national standards. Prerequisite: Admittance into Teacher Education Program. Offered spring.

EDUC 364 PHYSICAL EDUCATION PEDAGOGY FOR EARLY AND MIDDLE CHILDHOOD EDUCATION—(3). This course is designed to prepare multi-age physical education teacher education candidates to teach physical education to children and young adolescents, pre-kindergarten through grade 9. The course prepares candidates to demonstrate with competence, develop appropriate sequences for, and create and use appropriate instructional cues and prompts to teach the critical elements of basic motor skills, rhythms and physical activities; and concepts and strategies related to skillful movement and physical activity. State and national standards are used to frame instruction and assessment. Candidates are also prepared to design varied instruments and procedures for instructional assessment, interpret assessment data and provide assessment results to students, parents and others. Prerequisite: Admittance into Teacher Education Program. Offered fall.

EDUC 365 VISUAL ARTS PEDAGOGY FOR EARLY AND MIDDLE CHILDHOOD EDUCATION—(2). This course is designed to prepare multi-age visual arts teacher education candidates to teach visual arts to children; young adolescents; and young adults—pre-kindergarten through grade 12. Candidates are prepared to design and employ multiple opportunities for actively engaging students in learning in art; encouraging students to assume responsibility for their own learning, and create, adapt and modify learning experiences and lessons, based on students needs and changing circumstances. Candidates are prepared to design varied strategies and procedures for motivation and assessment that considers art production, history, criticism and individual growth and development. This course is to be taken with Educ. 369. Prerequisite: Admittance into the Teacher Education Program. Offered fall.

EDUC 367 PEDAGOGY FOR INSTRUMENTAL MUSIC PROGRAMS—(3). This course is designed to prepare multi-age music teacher education candidates to teach instrumental music to young adolescents through young adults. Attention is given to the role music plays in the ways students construct knowledge and acquire skills; preparing candidates to employ multiple strategies and opportunities for active student engagement in learning music; and developing an understanding that independent thinking, creativity and self expression are fostered by a quality music education. Attention is given to identifying and designing appropriate learning experiences for oneself as a teacher that are aligned with state and national standards. Prerequisite: Admittance into Teacher Education Program. Offered spring.

EDUC 368 PHYSICAL EDUCATION PEDAGOGY FOR ADOLESCENTS TO YOUNG ADULTS—(3). This course is designed to prepare multi-age physical education teacher education candidates to teach physical education to students from adolescent to young adult, grades 7-12. The course prepares candidates to demonstrate with competence, develop appropriate sequences for, and create and use appropriate instructional cues and prompts to teach the
critical elements of basic motor skills, rhythms and physical activities; and concepts and strategies related to skillful movement, and physical activity. Candidates learn how to support and encourage learner expression through movement, and to incorporate interdisciplinary learning experiences that allow learners to integrate knowledge and skills from multiple learning areas. State and national standards are used to frame instruction and assessment. Candidates are also prepared to design varied instruments and procedures for instructional assessment, interpret assessment data and provide assessment results to students, parents and others. Prerequisite: Admittance into Teacher Education Program. Offered spring.

EDUC 369 VISUAL ARTS PEDAGOGY FOR ADOLESCENTS TO YOUNG ADULTS—(2). This course is designed to prepare multi-age visual arts teacher education candidates to teach visual arts to students from grades pre-K through 12. Attention is given to designing, assisting and practicing instruction in a meaningful field experience context with a master cooperating teacher and preparing a variety of authentic assessment responses that will be useful in making instructional and managerial decisions regarding extended aspects of teaching and learning in the visual arts. This course is to be taken with Educ. 365. Prerequisite: Admittance into Teacher Education Program. Offered fall.

EDUC 370 SOCIOLINGUISTICS AND CULTURE—(4). Topics for the course include: bilingualism, dialects, ethnic group membership, gender, religion, social class and educational level as it impacts on the identity of individuals. Understanding and appreciating uniqueness and differences will allow students in the TESOL Endorsement program to effectively design learning environments for all students.

EDUC 371 READING FOR LEARNING—(2). This course develops understanding and acceptance of the importance of reading as a means to learning, to accessing information, and to enhancing the quality of life. Students will come to recognize the importance of embedding reading instruction in a meaningful context for the purpose of accomplishing specific, authentic tasks. In addition, they will acquire strategies that are necessary for teaching content area reading. This course is for Music Education majors only. Offered fall.

EDUC 374 CONTENT AREA READING—(3). This course develops understanding and acceptance of the importance of reading as a means to learning, to accessing information, and to enhancing the quality of life. Students will come to recognize the importance of embedding reading instruction in a meaningful context for the purpose of accomplishing specific, authentic tasks. In addition, they will acquire specific strategies that are necessary for teaching content area reading. Content Area Reading includes on site or school based clinical experiences. Offered fall, spring and summer.

EDUC 375 READING DIFFICULTIES: ASSESSMENT AND INTERVENTION—(3). Education students will learn how to administer and score developmentally appropriate reading assessments for K-12 students. Included in the course will be running records/miscue analysis of grade leveled passages, early intervention tasks, analytic spelling tests, fluency measures, and comprehension assessment. These assessments results will be used to plan lessons that are focused on the strengths and needs of individual students K-12 and to provide evidence of reading achievement for individual students K-12. This course includes tutoring of children. Prerequisite: EDUC-141. Offered fall, spring and summer.
EDUC 380 ASSESSMENT, EVALUATION AND PROGRAM DEVELOPMENT IN TESOL—(4). Students in the class will work toward skills in the development of lessons for ESOL (English for speakers of other languages) students that reflect Ohio’s grade-level learning outcomes. They will select, create, and adapt resources to support ESOL students’ language and literacy development and content area achievement. They will use age-appropriate assessment procedures, interpret data to make instructional decisions, communicate assessment results to learners and their caregivers, and develop strategies to encourage learners to use assessment results to make decisions about their own learning.

EDUC 381 DIAGNOSTIC TEACHING OF STUDENTS WITH MILD/MODERATE DISABILITIES—(3). This course prepares intervention specialist teacher education candidates to assess and instruct students with mild to moderate disabilities. Includes a clinical experience in an after-school tutoring program. Prerequisites: EDUC 211 or 221, 313.

EDUC 382 EFFECTIVE BEHAVIOR MODIFICATION FOR STUDENTS WITH MILD/ MIDDLE MODERATE DISABILITIES—(3). This course prepares teacher education candidates to work with exceptional children with mild to moderate disabilities. A focus will be on children with emotional/behavioral disorders. Includes a clinical experience at a facility for youth with behavioral problems. Prerequisite: EDUC 313.

EDUC 400 PRACTICUM-CLASSROOM OBSERVATION AND PRACTICE TEACHING—(5). The TESOL practicum consists of classroom observation and ESL teaching through direct experience which will allow the student to demonstrate in a portfolio knowledge, dispositions, and skills for the IO performance areas required of teachers in the State of Ohio. A faculty member from the university’s Education Department will serve as a supervisor.

EDUC 401 DEVELOPING AS A PROFESSIONAL IV—(2). This is the last course in a four course sequence designed to provide teacher education candidates with an ongoing awareness, exploration, commitment, development, and refinement of the knowledge, dispositions, and skills expected of entry year teachers in Ohio’s performance-based licensure program. Culminating expectations for Capital University’s teacher education program are addressed and a review is made of the underlying professional commitments, dispositions and values upon which the program is based. Attention is given to a candidate’s responsibility to serve as an advocate on behalf of students and their families, improved quality of programs and services for students, and enhanced professional status and working conditions for all educators. Overriding themes of this four course sequence are classroom management, diversity, and technology. Prerequisite: Admission into Student Teaching. Offered fall and spring.

EDUC 402 INQUIRY: THEORY INTO PRACTICE—(3). The course provides a study of research designs appropriate for action research in classrooms and schools. Students create and carry out a research study focused on improving their practice that may address content, pedagogy, or management issues identified through self-evaluation and reflection. Students learn group processing protocols and meet in learning groups to examine their practice and research. In addition, legal issues, legislation and other public policies affecting all children and all families are addressed. Prerequisite: Admission into Student Teaching. Offered fall and spring.
EDUC 410 STUDENT TEACHING: EARLY CHILDHOOD EDUCATION—(5-10). Student Teaching is an intensive fourteen week experience in an appropriate school setting. The experience allows the candidate to demonstrate the knowledge, dispositions, and skills of the ten performance areas for entry year teachers in the State of Ohio under the direct supervision of school and university personnel. Candidates conduct ongoing reflection, analysis, and evaluation of the experience. Candidates in Early Childhood Education must complete experiences in two different settings, serving children of two different age groups with varying abilities. Prerequisite: Admission into Student Teaching. Offered fall and spring.

EDUC 420 STUDENT TEACHING: MIDDLE SCHOOL—(5-10). Student Teaching is an intensive fourteen week experience in an appropriate school setting. The experience allows the candidate to demonstrate the knowledge, dispositions, and skills of the ten performance areas for entry year teachers in the State of Ohio under the direct supervision of school and university personnel. Candidates conduct ongoing reflection, analysis, and evaluation of the experience. Candidates in Middle Childhood Education must complete experiences in both levels of concentration during Student Teaching. Prerequisite: Admission into Student Teaching. Offered fall and spring.

EDUC 430 STUDENT TEACHING: ADOLESCENTS TO YOUNG ADULT—(5-10). Student Teaching is an intensive fourteen week experience in an appropriate school setting. The experience allows the candidate to demonstrate the knowledge, dispositions, and skills of the ten performance areas for entry year teachers in the State of Ohio under the direct supervision of school and university personnel. Candidates conduct ongoing reflection, analysis, and evaluation of the experience. Prerequisite: Admission into Student Teaching. Offered fall and spring.

EDUC 440 STUDENT TEACHING: MULTI-AGE—(10). Student Teaching in Art, Health and Physical Education is an intensive fourteen week experience in appropriate school settings. The experience allows the candidate to demonstrate the knowledge, dispositions, and skills of the ten performance areas for entry year teachers in the State of Ohio under the direct supervision of school and university personnel. Candidates conduct ongoing reflection, analysis, and evaluation of the experience. Candidates in Multi-Age Education must complete experiences in two different settings, serving children of two different program levels. Prerequisite: Admission into Student Teaching. Offered fall and spring.

EDUC 441 STUDENT TEACHING ELEMENTARY MUSIC EDUCATION—(5). Student Teaching is an intensive twelve-week experience in an elementary/middle/secondary school music setting. Candidates conduct ongoing reflection, analysis, and evaluation of the experience. Prerequisite: Admission into Student Teaching. Offered spring only.

EDUC 442 STUDENT TEACHING SECONDARY MUSIC EDUCATION—(5). Student Teaching is an intensive twelve-week experience in an elementary/middle/secondary school music setting. Candidates conduct ongoing reflection, analysis, and evaluation of the experience. Prerequisite: Admission into Student Teaching. Offered spring only.

EDUC 450 STUDENT TEACHING: INTERVENTION SPECIALIST—(5-10). Student Teaching is an intensive experience in two appropriate school settings.
The experience allows the candidate to demonstrate the knowledge, dispositions, and skills of the ten performance areas for entry year teachers in the State of Ohio under the direct supervision of school and university personnel. Candidates conduct ongoing reflection, analysis, and evaluation of the experience. Candidates in Intervention Specialist Education must complete experiences in two different settings, serving children of two different program levels of Mild/Moderate programs. Prerequisite: Admission into Student Teaching. Offered fall and spring.

**EDUC 491 INDIVIDUAL STUDY**—(1-6).

**EDUC 493 SELECTED TOPICS**—(1-12).

**EDUC 495 INTERNSHIP**—(1-12). The internship program allows the student to become a co-teacher in a public school for an entire school year calendar. The intern receives a stipend and is under contract to the public school system. Students who wish to intern must carefully plan their program from the initial stages of their college experience in order to have course work completed prior to the internship. A student's student teaching experience is a component of the internship.

**ENGINEERING**

*Dual Degree Engineering Program*—Capital University has agreements with two outstanding engineering schools whereby students may complete two degrees, one from Capital and one from the engineering school in as little as five years. The affiliated engineering schools are Washington University in St. Louis and Case Western Reserve University in Cleveland. Normally, dual degree engineering students study at Capital for at least three years before transferring to one of the engineering schools. During their years at Capital, students complete Capital's General Education goals and one of the majors outlined below. Depending on which engineering school the student selects, certain additional courses in the humanities and social sciences are completed prior to transfer. To qualify for a degree from Capital, students must be accepted to one of the schools and complete 124 semester hours of work. Hours earned at the engineering school are counted toward this requirement.

*Requirements for the chemical engineering degree*: CHEM 102, 221, 231, 232, 233, 234, 311, 341, and 342; MATH 230, 231, 330, 335; PHYS 220, 221.

*Requirements for computer science major for students in dual degree engineering program*—27 hours: 160, 161, 200, 245, 250, 330, 361, 380, and two hours of 481. Required supporting courses: CHEM 101, 102; MATH 230, 231, 251 or 252, 215 or 310, 330, 335; PHYS 220, 221.

*Requirements for mathematics major for students in dual degree engineering program*—30 hours: 225 or 230, 231, 252, 310, 320, 330, 335, and two hours of 481 plus three additional hours in mathematics courses numbered 225–493. Required supporting courses: CHEM 101, 102; CS 160, 245; PHYS 220, 221. Students planning to continue at Case Western will also need to take PHYS 433.
ENGLISH
Department Chair—Still
Professors—Dyck, Griffith, Nash, Summers
Associate Professor—Still
Assistant Professors—Gibson Diaz, Messinger, Rybas
The English faculty commit ourselves to providing individualized attention and
to encouraging independent thinking. We urge our students to read widely in
U.S., British and world literatures. We also encourage them to study ancient
and modern languages, history, philosophy and the fine arts. We believe the
study of literature and language is an investment in personal growth and cul-
tural awareness in the best liberal arts tradition.

The English department offers three majors:

- English Literature
- Professional Writing
- Creative Writing

The requirements for these majors are listed below.

*The department requires all majors to take (or place out of) two semesters of
one foreign language.*

**Prerequisites:** UC 110, completion of Gen. Ed. Goal 1—College Reading and
Writing, or permission of instructor is a prerequisite for all 200-level courses.

*First year students may take 300- or 400-level courses only with permission
of instructor.*

**Requirements for major in Literature**—40 hours.

- **Core:**
  - ENGL 150 Introduction to Literature (3)
  - ENGL 211 Critical Writing for the English Major (3)
  - ENGL 340 The English Language (3)
  - ENGL 343 Shakespeare (3)
  - ENGL 395 Junior Seminar (1)
  - ENGL 480 Senior Seminar (3)

- **Surveys:**
  - two from:
  - (6 hours)
  - ENGL 250 English Literature I (3)
  - ENGL 251 English Literature II (3)
  - ENGL 255 American Literature (3)

- **Global:**
  - one from:
  - (3 hours)
  - ENGL 260 African Literatures (3)
  - ENGL 263 Latin American Literature (3)

- **Electives:**
  - one course 240 or above (3)
  - (15 hours)
  - two courses 300 or above (6)
  - two other English courses (6)

**Requirements for major in Professional Writing**—38-40 hours.

- **Core:**
  - ENGL 150 Introduction to Literature (3)
  - ENGL 211 Critical Writing for the English Major (3)
  - ENGL 310 Writing in the Professions (3)
  - ENGL 320 Editing (3)
ENGL 321 Print Layout and Design (3)
ENGL 326 Ethics, Law and Media (3)
ENGL 340 The English Language (3)
ENGL 395 Junior Seminar (1)
ENGL 480 Senior Seminar (3)
ENGL 495 Internship (1-3)

**Electives:**

- one 200-level or higher literature course (3)
- one 300-level or higher literature course (3)

**12 hours**

**two courses from:**

- ENGL 336 Writing for the Web (3)
- ENGL 338 Electronic Publishing (3)

*Plus one of the following:*

- ENGL 223 News Writing (3)
- ENGL 303 Creative Nonfiction (3)
- ENGL 322 Magazine Article Writing (3)
- RTVF 241 Film Criticism (3)

**Requirements for English major with education licensure**—In addition to the above majors, students may complete the adolescent to young adult teacher licensure program for integrated language arts. This program prepares the student to seek licensure for teaching all language arts in grades 7-12 Ohio public schools. Information regarding this licensure program may be found under the **Education Department** of this bulletin.

**Requirements for major in Creative Writing**—43 hours.

**Core:**

- ENGL 150 Introduction to Literature (3)
- ENGL 211 Critical Writing for the English Major (3)
- ENGL 340 The English Language (3)
- ENGL 343 Shakespeare (3)
- ENGL 395 Professional Seminar (1)
- ENGL 480 Senior Seminar (3)

**Creative Writing Core:**

- ENGL 204 Introduction to Creative Writing (3)
  (Counts as Fine Arts Gen. Ed. 6.)
- **Two courses from:**
  - ENGL 301 Poetry Writing (3)
  - ENGL 302 Fiction Writing (3)
  - ENGL 303 Creative Nonfiction (3)
- **One course from:**
  - ENGL 332 Magazine Article Writing (3)
  - ENGL 336 Writing for the Web (3)
  - TH 327 Play Writing (3)
  - RTVF 345 Screen Writing
  - ENGL 400 Portfolio Seminar in Creative Writing (3)
  (Should be taken senior year.)

**Literature:**

- **One course from:**
  - ENGL 250 Survey of English Literature I (3)
  - ENGL 251 Survey of English Literature II (3)
  - ENGL 255 Survey of American Literature (3)
The English department also offers three minors:

**Minor in Literature**

**Minor in Journalism**

**Minor in Creative Writing**

**Requirements for minor in literature**—18 hours.

**Core:**
- ENGL 150 Introduction to Literature (3)
- ENGL 343 Shakespeare (3)

**Electives:**
- one survey course: ENGL 250, 251 or 255 (3)
- two literature electives (6)
  - either ENGL 340 The English Language or a writing course (3)

**Requirements for minor in journalism**—18 hours.

**Core:**
- ENGL 223 News Writing (3)
- ENGL 320 Editing (3)
- ENGL 322 Magazine Article Writing (3)
- ENGL 326 Ethics, Law and Media (3)

**Electives:**
- RTVF 232 Electronic Media Writing (3)
- ENGL 323 Chimes: Reporting Practicum (1)
- ENGL 324 Chimes: Editing Practicum (1)
- ENGL 325 Chimes: Design Practicum (1)
- ENGL 495 Internship in Professional Writing (1-3)
Requirements for minor in creative writing—21 hours.

Core:  
ENGL 150 Introduction to Literature (3)  
(6 hours)  
ENGL 204 Creative Writing (3)

Electives: two from:  
(15 hours)  
ENGL 301 Poetry Writing (3)  
ENGL 302 Fiction Writing (3)  
ENGL 303 Creative Nonfiction (3)  
TH 327 Play Writing (3)  
RTVF 345 Screen Writing (3)  
one survey course (3)  
two literature electives (preferably in contemporary literature) (6)

ENGLISH COURSES

ENGL 100 BASIC WRITING—(3). English 100 engages students in the full writing process—invention, drafting, revising, editing—to prepare them for the rigors of Gen. Ed. 1 and for academic writing in general. Basic Writing focuses on composing essays and is not a grammar review course, though editing concerns are covered. Students who have taken UC 110 may not take ENGL 100 for credit or to fulfill an elective requirement in any major or minor. Taken pass/fail only. Note: ENGL 100 does not meet Gen. Ed. Goal 1.

ENGL 102 WRITING FOR INTERNATIONAL STUDENTS—(3). English 102 is designed specifically for non-native English speakers who have reached the 500 TOEFL level. Assignments will focus on preparing students for the Gen. Ed. requirement in writing. This course covers the same material as ENGL 100, but is tailored specifically for students who are writing in a second language.

ENGL 122 MEDIA AND SOCIETY—(3). Development of print and electronic media—newspapers, magazines, radio, television and emerging electronic forms—with an emphasis on structure, economics and impact with regard to the individual and society. Prerequisite: none. (Same course offered as COMM 131.)

ENGL 150 INTRODUCTION TO LITERATURE—(3). This course is a study of a variety of poems, short stories, plays and novels from a range of historical and geographical backgrounds. Students will develop skills for critically analyzing and clearly writing about texts. No prerequisites.

ENGL 204 CREATIVE WRITING—(3). Gen. Ed. 6. A disciplined workshop in fiction and poetry. Prerequisite: Gen. Ed. 1 or permission of instructor.

ENGL 211 CRITICAL WRITING FOR ENGLISH MAJORS—(3). Students will study critical approaches to understanding literature and practice using them in writing analytical papers. They will also investigate key issues and controversies within the discipline and begin to formulate their own literary theory. Prerequisite: UC 110 or permission of instructor.

ENGL 223 NEWSWRITING—(3). Introduction to basic journalism techniques of investigation, interviewing and reporting.


ENGL 247 SONGS OF THE SELF: AUTOBIOGRAPHY AND BIOGRAPHY—(3). The reading of autobiographies, biographies, journals, letters, and memoirs and the writing of autobiographical and critical essays.
ENGL 250-259 SURVEYS

ENGL 250 SURVEY OF ENGLISH LITERATURE I—(3). English literature from the Middle Ages through the early 18th century.

ENGL 251 SURVEY OF ENGLISH LITERATURE II—(3). English literature from the late 18th century to the early 20th century.

ENGL 255 SURVEY OF AMERICAN LITERATURE—(3). American literature from pre-Colonial times to the beginning of the modern period.

ENGL 260-269 WORLD (NON-WESTERN) LITERATURE

ENGL 260 INTRODUCTION TO AFRICAN LITERATURES—(3). This non-Western literature course provides survey and analysis of traditional and contemporary African literatures including fiction, poetry and drama in relationship to their social, economic and political environments.

ENGL 263 INTRODUCTION TO LATIN AMERICAN LITERATURE—(3). This introductory course in non-Western literature explores fiction, poetry, and other literary genres from Central and South America. It focuses on the twentieth century and considers this literature in its social and political contexts. (Students may not take both this course and SPAN 355 for credit. Only one will count.)

ENGL 270-279 ETHNIC LITERATURES

ENGL 270 BLACK WOMEN WRITERS—(3). The course provides an intensive study of African American women writers with an emphasis on the explosive creative period of the last 50 years.

ENGL 275 NATIVE AMERICAN LITERATURE—(3). The course provides a study of oral and written literatures of Native Americans, emphasizing the writing of men and women from the last half of the 20th century. Works are presented in their historical and cultural contexts.

ENGL 280-299 SPECIAL TOPICS—(3). Offerings include 280 Detective Fiction, 285 Topics in Women’s Literature.

ENGL 282 CONTEMPORARY AMERICAN FICTION—(3). This course covers American fiction from the 1980s to the present. It considers these works as imaginative responses to contemporary culture and as aesthetic accomplishments.

ENGL 290 MYTHOLOGY—(3). A study of myth, primarily Greek, Roman and Norse, as an expression of the human imagination and as an influence on later literature. Topics may vary.

ENGL 301 POETRY WRITING—(3). Students read, write and revise contemporary poetry in a workshop setting. Prerequisites: 204 with a grade of “B” or better, or permission of instructor.

ENGL 302 FICTION WRITING—(3). Students study contemporary fictional forms (short stories, novellas, and novels) and the elements of fictive craft (e.g., voice, character, setting, scene, dialogue and plot) as sources to inform the writing of literary fiction. Students write, revise and critique fiction in a structured workshop setting, learn about the basics of the publishing industry and attend local literary readings. Prerequisites: 204 with a grade of “B” or better, or permission of instructor.

ENGL 303 CREATIVE NON-FICTION—(3). Students read, write, and revise creative nonfiction in a workshop setting, study forms of nonfiction and elements of craft, and learn about the basics of publishing creative nonfiction on a local and national level.
ENGL 310 WRITING IN THE PROFESSIONS—(3). General coverage of the writing activities and tasks commonly encountered in the diverse world of professional communication. Focused attention will be given to document design standards and practices, production of business, technical and other career-specific documentation, visual rhetoric and ethics. (Same course offered as COMM 350.)

ENGL 318 TUTORING WRITING: THEORY AND PRACTICE—(3). Study of current theories of tutoring and their application to teaching and tutoring writers; students are required to do actual tutoring at a site both student and instructor deem appropriate.

ENGL 320 EDITING—(3). Development of advanced journalistic techniques needed to produce publications.

ENGL 321 PRINT DESIGN AND LAYOUT—(3). Coverage of the principles guiding layout and design of multiple facets of print publication. Topics may include layout and design of: newspapers, magazines, newsletters, flyers, brochures, booklets, and other print documents. Students will also gain practice in implementing these principles using industry-standard software platforms. Prerequisites: ENGL 320 or permission of the instructor. (Same course offered as PR 361.)

ENGL 322 MAGAZINE ARTICLE WRITING—(3). Research and writing skills needed to write a variety of nonfiction pieces for magazines will be taught seminar style. The business of freelance writing, including query letters, contracts and rights, will be addressed. Prerequisite: junior standing.

ENGL 323 CHIMES: REPORTING PRACTICUM—(1). Supervised practicum in reporting and writing for the campus newspaper. Prerequisite: 223.

ENGL 324 CHIMES: EDITING PRACTICUM—(1). Supervised practicum in editing for the campus newspaper. Prerequisite: 320.

ENGL 325 CHIMES: DESIGN PRACTICUM—(1). Supervised practicum in layout and design for the campus newspaper. Prerequisite: 320.

ENGL 326 ETHICS, LAW AND MEDIA—(3). A history of style and the development of journalism, and a study of the complexities of today’s mass media communications, including the freedom of the press and the corresponding legal and ethical responsibilities of the writer. (Same course offered as COMM 338.)

ENGL 336 WRITING FOR THE WEB—(3). Focuses on the writing process that goes into designing online documents. Students will engage in theory governing composition and design of web texts and put that theory into practice. Students also will gain practice in using industry-standard software platforms. The course will offer multiple service learning opportunities. Prerequisites: ENGL 211, PR 262, or permission of the instructor. (Same course offered as PR 366.)

ENGL 338 ELECTRONIC PUBLISHING—(3). Coverage of the electronic and digital aspects of the publishing industry. Students will learn to compose, design, and generate content for electronic publication. Topics may include the generation of print-like materials for webbed distribution, preparation of print texts for on-demand publication, and creation of electronic books (e-books). Prerequisites: ENGL 211, PR 262, or permission of the instructor. (Same course as PR 368.)
ENGL 340 ENGLISH LANGUAGE—(3). A study of the development and grammar of English including the history of the language, its structure, and the acquisition of language by native speakers.

ENGL 343 SHAKESPEARE—(3). A study of selected plays of Shakespeare, his theatre, his life, and his age. Prerequisite: two literature courses or permission of instructor.

ENGL 345 MAJOR AUTHORS—(3). This course may be repeated. Recent offerings include Jane Austen, Hemingway and Faulkner, Willa Cather and the West, Joyce and Yeats.

ENGL 350-374 PERIOD COURSES—(3). Studies of various historical periods of European, English, or American literatures.

ENGL 350-354 EUROPEAN AND BRITISH

ENGL 350 CLASSICAL LITERATURE—(3). Study of ancient Greek and Roman myth and literature in translation.

ENGL 351 SURVEY OF MODERN EUROPEAN LITERATURE—(3). Study of outstanding European authors in translation.


ENGL 365-369 AMERICAN

ENGL 366 19TH CENTURY AMERICAN FICTION—(3). An intensive study of key works, ranging from Moby Dick to Little Women to Huck Finn. This fiction will be studied in its cultural and literary contexts.

ENGL 368 HARLEM RENAISSANCE—(3). An intensive study of African American writers, male and female, of the 1920s. Included are key writers leading up to and following this central period of Black literary tradition.

ENGL 370-374 OTHER—Period studies that cross national boundaries. Topics will vary. 370 Modern and Contemporary Drama, 371 20th Century Literature.

ENGL 375-389 SPECIAL TOPICS—(3). A recent example is 380 Paris in the 20s & 30s.

ENGL 395 PROFESSIONAL SEMINAR—(1). Preparation for graduate study, internships, and careers. This course is graded on a pass/fail basis.

ENGL 400 PORTFOLIO SEMINAR IN CREATIVE WRITING—(3). This course requires that students who have completed English 204 and 301, 302, or 303 complete a portfolio of creative work that represents their best work and is suitable for publication. Prerequisites: 204; two courses from: 301, 302, 303, TH 327 or RTVF 345 or permission of instructor.

ENGL 480 SENIOR SEMINAR—(3). This capstone course focuses on the theoretical questions, disciplinary controversies and critical approaches central to the study of literature. Students will do extensive scholarly reading and writing. Prerequisite: Senior standing or permission of instructor.

ENGL 481 Senior Seminar in Professional Writing—(3). This capstone course focuses on the theoretical questions, disciplinary controversies and critical approaches central to the discipline of professional writing. Students will engage this theory as they assemble their professional portfolios.

ENGL 491 INDIVIDUAL STUDY—(1-6).
ENGL 493 SELECTED TOPICS—(1-3).

ENGL 495 INTERNSHIP IN PROFESSIONAL WRITING OR PUBLIC RELATIONS—(1-6). Qualified students may apply to work with a variety of professional editors, writers and communicators in the Columbus area. Recent internships have included The Other Paper, the Ohio Arts Council, The White House and Ohio Business Week. This course is graded on a pass/fail basis.

ENVIRONMENTAL SCIENCE

Administered by the Biological Sciences Department

Department Chair—Stam
Coordinator—Lahm

Environmental science is the study of the natural and human-made environment, attitudes that value the environment, and skills for identifying and addressing environmental problems and issues. It is rooted in the fundamental knowledge of biology, chemistry, geology and physics, as well as their interrelationships in the natural world. It leads us as a community to a sustainable environment, healthier people, and livable communities for the present and the future.

The Capital degree program seeks to prepare well-educated scientific professionals who can help our society achieve these goals. Graduates are prepared to enter a variety of careers such as environmental protection, natural resource management, community planning, policy analysis, and environmental education, or to continue their studies at the graduate level.

The major in environmental science is interdisciplinary, drawing upon a variety of faculty and departments throughout the university. Facilities in the biological sciences and chemistry departments provide the basis for scientific study, while courses in economics, public policy, ethics and writing are designed to help the student understand the underlying causes of many environmental problems, public perception of environmental problems, and the business and government systems with which one must work as an environmental scientist.

Requirements for the major in Environmental Science (74 credits).

Required Courses

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<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>BIOL 151</td>
<td>Foundations of Modern Biology I</td>
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<tr>
<td>BIOL 152</td>
<td>Foundations of Modern Biology II</td>
</tr>
<tr>
<td>BIOL 360</td>
<td>Ecology</td>
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<tr>
<td>CHEM 101</td>
<td>Principles of Chemistry I</td>
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<tr>
<td>CHEM 102</td>
<td>Principles of Chemistry II</td>
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<tr>
<td>CHEM 221</td>
<td>Analytical Chemistry</td>
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<tr>
<td>CHEM 231</td>
<td>Organic Chemistry I</td>
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<td>CHEM 232</td>
<td>Organic Chemistry II</td>
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<tr>
<td>CSAC 245</td>
<td>Computational Science</td>
</tr>
<tr>
<td>ECON 100</td>
<td>Introduction to Political Economy</td>
</tr>
<tr>
<td>ENGL 310</td>
<td>Writing in the Professions</td>
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</table>
In order to study at least one topic in more detail than is shown above, it is strongly recommended that each student also complete a minor in one or more of these areas (biology, chemistry, geology, computational science). It is important to discuss this as early as possible with the coordinator or other academic adviser.

Requirements for the Environmental Science minor (25 credits). ENVS 250 and 400 plus 20 hours distributed among the following areas, excluding your major: GEOL (250, 260, 270, 320, 330, 410), CHEM (101, 102, 221, 231, 232, 311, 391), and Biological Sciences (151, 152, 270, 290, 360, 395, 410). Upper-level Environmental Science courses may be substituted with the approval of the coordinator. In addition, at least 8 hours must be completed in each of the three scientific disciplines listed above.

ENVIRONMENTAL SCIENCE COURSES

ENVS 230 ENVIRONMENTAL GEOLOGY—(3). Meets General Education Natural Sciences goal. An introduction to physical and chemical geologic processes and natural resources as they relate to human activity and societal issues. Topics include geologic hazards (earthquakes, floods, volcanoes and landslides), water quality and supply issues, waste disposal issues and environmental consideration in extracting energy and mineral resources. Analysis of field and laboratory data using statistical, graphical and critical thinking analysis. (Also offered as GEOL 230.)

ENVS 250 ENVIRONMENTAL SCIENCE—(4). An introduction to the discipline of environmental science, an interdisciplinary field concerned with investigating the nature and interactions of the hydrosphere, geosphere, atmosphere and biosphere. Major topics include biogeochemical cycles, physical and chemical oceanography, ecology, population dynamics, natural resources, meteorology and climate change, contemporary societal issues such as waste management and air and water pollution. Collection and analysis of field and laboratory data using statistical, graphical and critical thinking skills. Prerequisite: none. (Also offered as BIOL 250.) Offered fall semester of odd-numbered years.

ENVS 315 RESEARCH METHODS IN ENVIRONMENTAL AND BIOLOGICAL SCIENCES—(3). An introduction to the techniques and practices of biological and environmental science research focusing on experiential design, critical literature review, data analysis, and scientific writing. (Also offered as BIOL 315.) Offered fall semester.
ENVS 350 ENVIRONMENTAL ISSUES OF DEVELOPING NATIONS—(3). An interdisciplinary study of environmental issues of developing nations. Topics include significant environmental problems (including overpopulation, food availability, resource depletion and contamination, and environmental health), their causes, and solutions appropriate to sustainable development. Prerequisite: ENVS 250 recommended.

ENVS 393 COMPUTATIONAL ENVIRONMENTAL SCIENCE—(3). This course is designed to stimulate critical thinking about environmental science principles using computational methodologies and numerical models to examine climate change, groundwater flow, nutrient cycles, and other topics. CSAC 245 recommended or permission of instructor. (Also offered as CSAC 393.) Offered fall semester of odd-numbered years.

ENVS 400 ENVIRONMENTAL SCIENCE SEMINAR—(1). Seminar in advanced research methodology examining current complex phenomena and programs through an individualized research project. Includes written and oral presentations of completed research. Open to majors or minors in environmental science with senior standing.

ENVS 410 FIELD STUDIES—(0-3). Off-campus field study opportunities led by department faculty, often occurring during the summer, winter or spring breaks. Topical studies will vary according to time and locations of the course. Prerequisites will vary according to the topic; credit will vary according to the length and complexity of the course.

ENVS 491 INDIVIDUAL STUDY—(1-6). Environmental research or in-depth study of a topic not normally available through other courses. For junior and senior students only. Requires a written proposal, a faculty adviser and permission of the department chair.

ENVS 493 SELECTED TOPICS—(1-6). Periodic course topics of timely interest to students. Credit and prerequisites will vary according to the topic.

ENVS 495 INTERNSHIP—(1-6). An opportunity for advanced students to look at careers in environmental science. Requires a written proposal, an off-campus adviser and permission of the department chair.

FRENCH Language Courses
(Taught by Modern Languages Dept.)

FRNCH 110 ELEMENTARY FRENCH I—(4). Study of the French language as a means of communication through development of listening, speaking, reading and writing skills. Sound and pronunciation rules; acquisition and application of grammatical principles. Customs and current trends in French culture. Prerequisite: none. Offered fall semesters.

FRNCH 111 ELEMENTARY FRENCH II—(4). Continuation of techniques used in French 110 for development of listening comprehension, speaking, reading and writing skills. Daily practice of pronunciation and application of grammatical rules. Contemporary French culture; televised newscasts. Prerequisite: FRNCH 110 or placement. Offered spring semesters.
FRNCH 220 INTERMEDIATE FRENCH I—(4). Intensified listening and speaking; continued development of reading and writing skills. Acquisition and application of new grammatical principles as well as grammar review and refinement. Readings and discussion based on contemporary culture derived from literature, newspaper and magazine articles; televised French news broadcasts. Prerequisite: FRNCH 111 or placement. Offered fall semesters.

FRNCH 230 INTERMEDIATE FRENCH II—(4). Continued development of skills stressed in 220; further acquisition and application of grammatical principles plus grammar review and refinement. Discussion of French or Francophone short stories, plays, newspapers and magazine articles as well as televised French news broadcasts as they reveal the life and culture of the French-speaking areas. Prerequisite: FRNCH 220 or placement. Offered spring semesters.

FRNCH 300 FRENCH CONVERSATION—(4). This course will include discussion and exchange of ideas on current and conventional issues that are relevant, interesting, and provocative and will build conversational confidence in French. Prerequisite: FRNCH 230 or placement.

FRNCH 310 ORAL AND WRITTEN COMMUNICATION—(4). Intensive practice in conversational French and composition by means of in-class work, videos and tapes, oral and written assignments. Vocabulary expansion, including idiomatic construction and stress on accurate expression. Review and refinement of French grammar; some practice in translation. Prerequisite: FRNCH 230 or placement. Generally offered every two years.

FRNCH 311 ADVANCED ORAL AND WRITTEN COMMUNICATION—(4). Advanced conversational French and composition by means of oral and written assignments, with continued vocabulary expansion and grammatical refinement and stress on accurate expression; may include explication de textes, stylistics, and/or some translation. Class activities may include videos, tapes, and presentations. Prerequisite: FRNCH 310 or placement.

FRNCH 330 FRENCH CIVILIZATION—(4). Gen Ed. 10. History, art, architecture and music, unique contributions of France to the rest of the world from the Roman occupation of Gaul through the Middle Ages and Renaissance to the current time. Videos, slides, literary readings, recordings, lectures, discussions, and group work in French. Prerequisite: FRNCH 310 or 311, or placement.

FRNCH 350 INTRODUCTION TO FRENCH LITERATURE—(4). Survey of the genres (short story, theater, novel, and poetry) and movements, plus selected major writers in French literature from the Middle Ages through the 20th century; reading and discussion of representative texts. Prerequisite: FRNCH 230 or placement.

FRNCH 355 THE NOUVELLISTES—(4). Short stories—amusing, philosophical, satirical and religious—by the greatest French writers, including Voltaire, Flaubert, Mérimée, Maupassant, Daudet, Aymé and Camus. Discussions, lectures, extensive reading in French; oral and written reports in French. Prerequisite: FRNCH 310 or 311, or placement.

FRNCH 360 THE FRENCH MEDIA—(4). The French press, radio and television (including commercials) and cinema; the character of each as it differs from its American counterpart. Viewing of a number of French films and videos;
hands-on experience with a variety of French newspapers and magazines. Extensive listening, speaking and reading experience in French; oral and written reports in French. Prerequisite: FRNCH 310 or 311 or permission of instructor.

FRNCH 361 FRENCH PHONETICS—(4). In-depth study of the sounds of the French language, including pronunciation and liaison rules and consonantal linking; extensive practice in listening, speaking and transcribing using the International Phonetic Alphabet in view of perfecting oral expression and listening comprehension. Prerequisite: FRNCH 230 or placement.

FRNCH 371 FRANCOPHONE CULTURE—(4). Gen. Ed. 4. History, art, music, literature and customs of the Francophone world with particular attention to political and social developments in Francophone Africa, the French Caribbean and French-speaking Canada. Videos, short stories, novels, excerpts and other representative literature. Extensive listening and reading experience. Prerequisite: at least one FRNCH 300-level course or permission of instructor. Same course offered as CLS 371.

FRNCH 380 CONTEMPORARY FRANCE—(4). Study of the life, attitudes, institutions, and culture of France today, with emphasis on the modern family, the governmental, educational, political, judicial and fiscal systems, regionalism, minorities, the economy and its world relationships, with emphasis on France’s role within the European Union. Extensive use of French news broadcasts. Prerequisite: FRNCH 310 or 311 plus one additional 300- or 400-level course, or permission of instructor.

FRNCH 410 FRENCH THEATER—(4). Gen. Ed. 6. An examination of the development of French theater from the classical theater of the 17th century and Corneille, Molière and Racine through the Enlightenment, Romantic period and modern Theater of the Absurd. Scenes and acts from each play will be performed in class (no memorization); lectures, discussion, videos, group work and extensive reading in French; oral and written reports. Prerequisite: FRNCH 310 or 311 and one other 300- or 400-level course or permission of instructor.

FRNCH 435 THE FRENCH NOVEL—(4). The unique character of the French novel as seen in representative works from at least two centuries, generally 19th and 20th, with concentration on the significance of each work rather than a minute chronological examination. Discussion, lectures and extensive reading, oral and written reports. Prerequisite: 310 or 311 and at least one other course on the FRNCH 300- or 400-level or permission of instructor.

FRNCH 491 INDIVIDUAL STUDY—(1-4). Intended for French majors and minors who wish to study material not covered by a regularly offered course. May not be repeated more than once without permission of department. Prerequisites: FRNCH 310 or 311 or permission of instructor.

FRNCH 493 SELECTED TOPICS—(4).
GEOGRAPHY
Administered by the Political Science Department
Department Chair—Marilley
Coordinator—Wallace
Instructor—Ofori Attah
GEOG 111 WORLD GEOGRAPHY—(3). Study on how human activities and wants in the world relate to physical environments and geographic positions. Students develop an understanding of the links people make and change around the world as they address old and new problems. Students analyze past and present decisions made by individuals and societies about these human activities and wants in relation to physical environments and geographic positions.
GEOG 491 INDIVIDUAL STUDY—(1-3).
GEOG 493 SELECTED TOPICS—(3).

GEOLOGY
Administered by the Biological Sciences Department
Department Chair—Stam
Coordinator—Lahm
Geology is an integrated science concerned with the formation and evolution of the Earth, as well as the natural physical and chemical processes that operate within the environment. This integrated discipline uses concepts from a variety of other fields including biology, chemistry, physics, computer science and mathematics to solve complex environmental and Earth science problems. Knowledge concerning geologic processes are necessary to make intelligent and well-informed decisions concerning the management of natural resources and understanding the impact of natural geologic hazards and anthropogenic influences on the natural environment.

Requirements for the Geological Sciences minor (19 credits). GEOL 250 plus 15 hours chosen from Geology courses at or above the 200 level. At least two of these courses must be at the 300 level or above.

GEOLOGY COURSES
GEOL 220 INTRODUCTION TO ASTRONOMY—(3). Meets General Education Natural Sciences goal. An introductory survey of astronomy. Topics will be selected from observational methods, solar system, stars (structure and evolution), galaxies and cosmology. Field trips for observation (late night/early morning) and/or visits to planetaria are included. Prerequisite: completion of Gen. Ed. Goal 3.

GEOL 230 ENVIRONMENTAL GEOLOGY—(3). Meets General Education Natural Sciences goal. An introduction to physical and chemical geologic processes and natural resources as they relate to human activity and societal issues. Topics include geologic hazards (earthquakes, floods, volcanoes and landslides), water quality and supply issues, waste disposal issues and environmental consideration in extracting energy and mineral resources. Analysis
of field and laboratory data using statistical, graphical and critical thinking analysis.

**GEOL 250 PHYSICAL GEOLOGY**—(4). Examines the structure and composition of the Earth, and evolution of surface features by geologic processes including river systems, wind transport, glacial activity and physical and chemical oceanography. Other topics include internal processes such as earthquakes, plate tectonics and volcanism and societal impacts on natural resources. Collection and analysis of field and laboratory data using statistical, graphical and critical thinking analysis. Prerequisites: MATH121 or 130. Offered fall semester of even-numbered years.

**GEOL 260 OCEANOGRAPHY**—(4). An introduction to the global marine environment, with emphasis on seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, coastal processes, marine biologic productivity and pollution and exploitation of the oceans by humans. Prerequisites: CHEM101. Offered fall semester of odd-numbered years.

**GEOL 270 ATMOSPHERIC SCIENCE**—(3). An introduction to the quantitative skills and analytical approaches used to study climate change and meteorology at various time and space scales. Prerequisite: MATH121 or 130.

**GEOL 320 GEOLOGIC SURFACE PROCESSES**—(4). Examines the dynamic morphology of the Earth’s surface through geologic and hydrologic (fresh water and oceanographic) processes. Modern environmental mapping tools are used to examine how glaciers, wind, surface water and groundwater have impacted landforms on the Earth’s surface. Field trips and laboratory required. Prerequisites: CHEM 101; MATH121 or 130. Offered spring semester of even-numbered years.

**GEOL 330 HYDROGEOLOGY**—(4). Examines the movement, occurrence and behavior of water in the hydrologic cycle including atmospheric occurrence (meteorology and climate change), surface and groundwater. In particular, addresses societal issues related to surface and groundwater pollution and remediation as well as natural hydrologic systems. Laboratory investigations include statistical, graphical and numerical modeling as well as field investigations. Prerequisite: MATH121 or 130. Offered spring semester of odd-numbered years.

**GEOL 410 FIELD STUDIES**—(0-3). Off-campus field study opportunities led by department faculty, often occurring during the summer, winter or spring breaks. Topical studies will vary according to time and locations of the course. Prerequisites will vary according to the topic; credit will vary according to the length and complexity of the course.

**GEOL 491 INDIVIDUAL STUDY**—(1-6). Geologic research or in-depth study of a topic not normally available through other courses. For junior and senior students only. Requires a written proposal, a faculty adviser and permission of the department chair.

**GEOL 493 SELECTED TOPICS**—(3). Periodic course topics of timely interest to students. Credit and prerequisites will vary according to the topic.

**GEOL 495 INTERNSHIP**—(1-6). An opportunity for advanced students to look at careers in geology. Requires a written proposal, an off-campus Advisor and permission of the department chair.
GERMAN Language Courses  
(Taught by Modern Languages Dept.)

GER 110 ELEMENTARY GERMAN I—(4). Study of the German language as a means of communication through development of listening, speaking, reading and writing skills. Sound and pronunciation rules; acquisition and application of basic grammatical rules. Customs and current trends in the German culture. Prerequisite: none. Offered fall semesters.

GER 111 ELEMENTARY GERMAN II—(4). Continuation of techniques used in German 110 for development of listening comprehension, speaking, reading, and writing skills. Daily practice of communication and application of basic grammatical rules. Contemporary German culture. Topics covered: daily routines, houses and apartments, housework, occupations and transportation. Prerequisite: GER 110 or placement. Offered spring semesters.

GER 220 INTERMEDIATE GERMAN I—(4). More intensive use of the listening, speaking, reading and writing skills. Acquisition and application of new grammatical rules as well as continuous grammar review and refinement. Discussion of short stories, poems, newspaper and magazine articles as well as television programs and videos. Prerequisite: GER 111 or placement. Offered fall semesters.

GER 230 INTERMEDIATE GERMAN II—(4). Continued development of skills stressed in GER 220; further acquisition and application of grammar rules with emphasis on grammar review and refinement. Discussion of short stories, poems, and newspaper and magazine articles as well as television programs and videos. Prerequisite: GER 220 or placement. Offered spring semesters.

GER 310 ORAL AND WRITTEN COMMUNICATION—(4). Intensive practice in conversational German and composition by means of in-class work, videos and tapes, and oral and written assignments. Vocabulary expansion and stress on accurate Expression. Review and refinement of German grammar. Prerequisite: GER 230 or placement.

GER 311 ADVANCED CONVERSATION AND COMPOSITION—(4). This course is a continuation of German 310. Students will practice speaking and writing German for purposeful communication at an advanced level. This will be achieved by in-class work, videos and tapes, and oral and written Assignments. Vocabulary expansion, stress on accurate pronunciation and Expression, and review and refinement of German grammar. Prerequisite: GER 310 or placement.

GER 320 CONTEMPORARY GERMANY—(4). A study of modern German culture and history and the role Germany has played in Central Europe in the last fifty years. Using literary texts, interviews, medial reports, memoirs, diaries, photographs, poems, songs and videos, students will enhance their German reading, conversation and composition skills. Prerequisite: GER 310 or 311, or permission of instructor.

GER 350 INTRODUCTION TO GERMAN LITERATURE—(4). Reading and discussion in German of a wide range of German literature from the eighteenth century to the present. Prerequisite: GER 310 or 311, or permission of instructor.
**GREEK Language Courses**
(Taught by Religion Dept.)

**GREEK 121 ELEMENTARY GREEK I**—(3). Introduction: to prepare the student for the reading of New Testament Greek. Prerequisite: none.

**GREEK 122 ELEMENTARY GREEK II**—(3). Continuation of elementary Greek I. Prerequisite: 221.

**GREEK 221 INTERMEDIATE GREEK I**—(3). Selections from the Gospels; emphasis on the distinctive principles of the Koine. Prerequisites: 221, 222.

**GREEK 222 INTERMEDIATE GREEK II**—(3). Selections from the Epistles; emphasis on comprehension of content and ideas. Prerequisites: 221, 222.

**HEALTH AND SPORT SCIENCES**

Department Chair—Goodwin
Associate Professor—Hodge
Assistant Professor—Goodwin
Instructors—Boucher, Briggs, Clapper, Pester, Thorne
Adjunct Faculty—Dallas, Fischer, Hamilton, Pommering, Sky, Stamps, Wolpert

The department of health and sport sciences mission statement is, “Professionals devoted to developing, increasing and maintaining the span of healthy life through education, programs and services.” Aligned with its role in liberal education, the department offers professional education for individuals wishing to pursue careers in athletic training, exercise science, health education, physical education, pre-physical therapy, and health and fitness management. In addition, the department offers physical education and fitness activities as well as a variety of health-related topics designed to improve the quality of life of the participants.

The major curricula of the department are multifaceted and programs of study can be designed to meet individual interests. A student may prepare for commercial or community service positions in health and fitness management and be eligible for certification in numerous health and fitness areas, or a student may pursue one of the programs that leads to licensure to teach health and/or physical education. The athletic training major, which is accredited by the CAATE (Commission on the Accreditation of Athletic Training Education Programs), is offered to prepare students to become certified athletic trainers. Through the exercise science majors students can prepare themselves for advanced studies in the exercise and health science fields.

In addition, minors in coaching and health are available. In addition to professional preparation for specific occupations, the major in health and sport sciences is an excellent background for graduate studies in related fields of business, recreation, guidance and counseling, administration, exercise physiology, research and sports medicine. Instruction in physical education activities provides an opportunity for all students to learn about, and to participate in, a variety of individual and team sports, dance, and conditioning activities, and to achieve a level of proficiency in these activities that will encourage satisfaction and enjoyment from participation throughout life.
Admission Standards

All health and sport sciences majors are required to have liability insurance, professional attire, and one professional organization membership prior to junior status.

Students enrolling in health education or physical education must follow the guidelines for admission to teacher education established by the education department. The guidelines can be found under “Education” in this section of the bulletin. Students enrolling in health and fitness management, exercise science, or pre-physical therapy must simply meet the university entrance requirements.

Students interested in the athletic training professional preparation program may select it as a freshman. Formal admission to the athletic training program will take place at the end of the second semester and must be earned by demonstrated performance in several areas:

1. Successful completion of no less than 24 semester hours. In those hours the student will have completed the following pre-athletic training courses or equivalent courses for transfers: BIOL 100 or 151, CHEM 101 or 130, HSPTS 160 First Aid and CPR, HSPTS 289 and HSPTS 260. Performance in these courses will be used to judge the student's ability to successfully complete the program.

2. A cumulative grade point average of 2.75 at the time of application.

3. Athletic training staff evaluation of student's performance in the clinical setting.

4. Formal interviews and two letters of recommendation in the application process.

5. A directed observation program completed prior to the application deadline. This includes a minimum of five practice observations with four different teams during the year and one game observation. Prior to completing directed observations, the student must complete OSHA training. A journal detailing the directed observations is required for application.

6. Prior to enrollment of HSPTS 254 students must file with the Athletic Training Program Director evidence of up to date immunizations and physical examination. Students are also required to show proof of liability insurance.

7. The technical standards set forth by the Athletic Training Educational Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency CAATE (Commission on the Accreditation of Athletic Training Education Programs). Students must read the Technical Standards policy in the Student Athletic Training Manual and verify that they meet the technical standards with or without reasonable accommodations, by signature of a physician.

8. Athletic Training Fees: Additional expenses incurred by athletic training students include: Attire, personal medical equipment, liability insurance, transportation to clinical sites, and National Athletic Trainers’ Association membership.
Once admitted to the program, students will be evaluated each semester. Students must maintain a 2.75 cumulative grade point average. In the clinical experience, a combined score from the weekly proficiencies and clinical assignment evaluations of 80 percent or better for that semester must be attained in order to advance to the next semester. Students receiving below a C grade in athletic training course work will be required to retake the course. If progress is unsatisfactory, the student will be placed on probation for one semester and expected to remedy any deficiencies. Students on probation for two consecutive semesters will be removed from the program. For further information contact the program director of the athletic training curriculum.

**Majors**

*Health Education/Teacher Education:* HSPTS 131, 132, 133, 160, 191, 231, 320, 331, 410; EDUC 151, 221, 301, 331, 361, 374, 401, 402, 440; PSYCH 110 and 201.

*Physical Education/Teacher Education:* (K-12). BIOL 100, 231, and 232; CHEM 101 or 130; HSPTS 132, 160, 191, 200, 201, 202, 220, 244, 270, 320, 362, 364, 370, 480; EDUC 151, 221, 301, 364, 368, 374, 401, 402, 440; PSYCH 110 and 201.

With the above majors, students complete the multi-age teacher licensure programs in health education and/or physical education. These programs prepare the student to seek licensure for teaching health education and/or physical education, preschool-grade 12, in the public schools of Ohio. Information regarding these licensure programs may be found under the Education Department section of this bulletin.

*Health and Fitness Management:* BIOL 100, 231, and 232; BUS 101, 211, 231, 242, 243, 289, 340, 345; CHEM 101 or 130; ECON 100; PSYCH 110; HSPTS 101; Weight Training and Conditioning 131, 132, 160, 191, 200, 201, 202, 260, 270, 289, 320, 340, 342, 356, 362, 364, 370, 410, 489 and 495 (Health and Fitness Management Internship, 4-10 semester hours).

*Athletic Training:* BIOL 100 or 151, 231, and 232; CHEM 101 or 130 (CHEM 102 or 131 is strongly recommended); SOSCI 210, 220; PSYCH 110; HSPTS 132, 133, 160, 191, 254, 255, 260, 289, 340, 342, 354, 355, 362, 364, 382, 383, 384, 385, 386, 450, 454, 455 and 488. In addition significant clinical instruction and field experiences under the direct supervision of a certified athletic trainer are required. These experiences are arranged through the program director and clinical coordinator.

*Pre-Physical Therapy Concentration:* Must elect to complete one of the following three majors: Athletic Training, Biology or Exercise Science. (Prepares students for taking entrance exams and applying to graduate physical therapy programs in Ohio and surrounding states.)

**Required Courses:** BIOL 120 or 240, 151, 152, 231, 232; HSPTS 160, 191, 260, 289, 340, 342, 362, 364, 495 (PrePT Internship, 1-10 hours); SOSCI 210, 220; PSYCH 110, 310.

**Required Supporting Courses:** CHEM 101, 102; PHYS 220, 221; MATH through 230. General Education goals 3, 9, and 10 are met by this major.

*Exercise Science:* HSPTS 132, 160, 191, 260, 270, 289, 340, 342, 357, 362, 364, 489, 495 (Exercise Science Internship, 4-10 hours); BIOL 120 or 240, 151, 152, 231, 232; CHEM 101, 102; SOSCI 210, 220; PSYCH 110.
Minors

Coaching minor: Open to any major. HSPTS 160, 191, 260, 350, 352, and 495: Coaching (2-5 semester hours).


HEALTH AND SPORT SCIENCES COURSES

HSPTS 101 BASIC PHYSICAL EDUCATION ACTIVITY—(1). These courses provide students with skill development and information on history, rules, etiquette, and terminology in a variety of individual/team sports, recreational and lifetime leisure pursuits, and fitness activities. Credit is not granted for repetition of an activity at the same level of instruction. Prerequisite: none. On demand.

HSPTS 131 COMMUNITY HEALTH—(2). A study of community health including needs, problems, issues, and solutions. Preparation for recruiting community organizations, resource people, and potential participants for support and assistance in health education program planning and implementation. Coordinate the provision of health education services while serving as a community resource person. Fall only.

HSPTS 132 PERSONAL HEALTH—(3). Designed to establish a basis for positive health and health education. Evaluate and select valid sources of information about health needs and interests for individuals. Apply various processes in the acquisition of resource materials including computer usage. Fall and spring.

HSPTS 133 HEALTH and SEXUALITY—(3). Explores current issues in sexuality including AIDS/HIV, other sexually transmitted diseases and the promotion of sexual health. Fall and spring.


HSPTS 160 FIRST AID AND CPR—(2). This course is designed to prepare students to be First Aiders, covering the topics of first aid, health care provider cardiopulmonary resuscitation, immobilization and transport of emergency injuries. Fall and spring.


HSPTS 190 SPORT STUDIES SERIES—(1). Topical studies related to sports to include: nutritional concerns for the physically active of all ages. On demand.

HSPTS 191 SPORT NUTRITION AND SUPPLEMENTATION—(2). A basic exploration of the principles of nutrition and current issues in nutritional supplementation. Fall and spring.

HSPTS 193 SELECTED TOPICS—(3).

HSPTS 200 DUAL SPORTS AND ACTIVITIES—(2). This course provides HSPTS majors with the necessary tools to perform an in-depth skill analysis of dual sports skills, demonstrate effective instructional techniques, and apply appropriate evaluation measures for a variety of dual sports and activities. Fall only.
HSPTS 201 INDIVIDUAL SPORTS AND ACTIVITIES—(2). This course provides HSPTS majors with the necessary tools to perform an in-depth skill analysis of individual sports skills, demonstrate effective instructional techniques, and apply appropriate evaluation measures for a variety of individual sports and activities. Spring only.

HSPTS 202 TEAM SPORTS AND ACTIVITIES—(2). This course provides HSPTS majors with the necessary tools to perform an in-depth skill analysis of team sports skills, demonstrate effective instructional techniques, and apply appropriate evaluation measures for a variety of team sports and activities. Fall only.

HSPTS 220 HISTORY AND PHILOSOPHY OF PHYSICAL EDUCATION AND SPORT—(2). This course is designed for future physical educators and focuses on the historical, philosophical and sociological aspects of physical education and sport with a critical analysis of issues related to the physical activity profession. Every third semester.

HSPTS 231 HEALTH PROBLEMS AND SCHOOL HEALTH SERVICES—(3). Knowledge and understanding of the principles for operation of school health services and health problems of school age children. Investigate physical, social, emotional, and intellectual factors influencing health behaviors. Recognize the role of learning and create effective experiences in shaping patterns of health behavior. Develop a plan for coordinating health education services. Prerequisite: HSPTS 132 or permission of the instructor. Fall even years.

HSPTS 244 FOUNDATIONS OF PHYSICAL EDUCATION PEDAGOGY—(3). This course prepares physical education majors to design and implement learning experiences that are developmentally appropriate using critical elements of basic motor skills within a skill theme approach. An intensive field-based experience at the elementary level is completed under the direct supervision of a university faculty member and a cooperating teacher with a major emphasis on lesson planning in physical education. Fall only.

HSPTS 254 SOPH. CLINICAL INSTRUCTION I—(1-4). Supervised clinical instruction in an athletic training setting accompanied by the completion of weekly clinical proficiencies in basic taping and emergency procedures, which reflect clinical progression in the athletic training professional preparation program. Prerequisite: Admission into the athletic training program. Fall only.

HSPTS 255 SOPH. CLINICAL INSTRUCTION II—(1-4). Supervised clinical instruction in an athletic training setting accompanied by the completion of weekly clinical proficiencies in vital sign assessment and anatomical landmark recognition, which reflect clinical progression in the athletic training professional preparation program. Prerequisite: Admission into the athletic training program. Spring only.

HSPTS 260 CARE AND PREVENTION OF ATHLETIC INJURIES—(3). To develop a knowledge of and proficiency in the techniques and methods of care and prevention of athletic injuries. Fall and spring.

HSPTS 270 MOTOR LEARNING: CONCEPTS AND APPLICATIONS—(2). Students will gain an understanding of how individuals initiate, control, and terminate movement and how behavioral and neural processes can influence movement control. Fall only.

HSPTS 289 APPLIED HUMAN ANATOMY—(3). An in-depth study of gross human anatomy, muscle function, and muscle testing. Laboratory. Fall or spring.
HSPTS 320 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION AND SPORT—(2). This course provides the physical activity professional with the administrative and organizational skills necessary to effectively design, implement and evaluate a comprehensive physical activity program in the areas of health, physical education, fitness, interscholastic athletics, intramurals, and/or recreational pursuits for diverse populations. Spring only.

HSPTS 331 SAFETY EDUCATION—(2). A study of accidents, preventive programs and safety consciousness. Distinguish between behaviors that foster and hinder well-being by identifying behaviors that tend to promote or compromise health. Apply various methods of conflict reduction. Spring even years.

HSPTS 340 PRINCIPLES OF WEIGHT TRAINING AND CONDITIONING—(3). Examines the processes used in improving physical fitness and maximizing athletic performance, while preventing injuries through the use of sound strength and conditioning principles. Prerequisites: BIOL 231 and 232. Fall only.

HSPTS 342 EXERCISE PRESCRIPTION—(3). Examines the designing and implementation of individual and group exercise and fitness programs for apparently healthy individuals, individuals at high risk and those with known disease. Prerequisites: BIOL 231 and 232. Spring only.

HSPTS 350 PRINCIPLES OF COACHING—(2). Basic principles for the development of interscholastic teams in individual and team sports. Not open to freshmen. Fall only.

HSPTS 352 COACHING METHODS—(2). A series of courses devoted to the administration, organization and teaching techniques for coaching interscholastic teams in selected sports. Not open to freshmen. Prerequisite: 350. Spring only.

HSPTS 354 JR. CLINICAL INSTRUCTION I—(1-4). Supervised clinical instruction in an athletic training setting accompanied by the completion of weekly clinical proficiencies in the evaluation of the lower and upper extremity injuries, which reflect clinical progression in the athletic training professional preparation program. Prerequisite: Admission into the athletic training program. Fall only.

HSPTS 355 JR. CLINICAL INSTRUCTION II—(1-4). Supervised clinical instruction in an athletic training setting accompanied by the completion of weekly clinical proficiencies in therapeutic modality usage, which reflect clinical progression in the athletic training professional preparation program. Prerequisite: Admission into the athletic training program. Spring only.

HSPTS 356 JUNIOR PRACTICUM IN HEALTH AND FITNESS MANAGEMENT—(3). This course is a practicum for health and fitness management majors to gain experience working one-on-one with individuals/clients and/or groups to assess fitness levels, establish health goals, and design and monitor the progress of strength and conditioning programs. Fall and spring. Prerequisite: Health and Fitness Management major with junior status.

HSPTS 357 JUNIOR PRACTICUM IN EXERCISE SCIENCE—(3). This course is a practicum for exercise science majors to gain experience working one-on-one with individuals/clients and/or groups to assess fitness levels, establish health goals, and design and monitor the progress of strength and conditioning programs. Fall and spring. Prerequisite: Exercise Science major with junior status.
HSPTS 362 BIOMECHANICS—(3). Concepts and application of mechanical and anatomical principles relative to human motion. Laboratory. Prerequisites: BIOL 231, 232. Spring only.

HSPTS 364 PHYSIOLOGY OF EXERCISE—(3). Physiological systems and the behavior of each in exercise. Laboratory. Prerequisites: BIOL 231 and 232. Fall only.

HSPTS 370 ADAPTED PHYSICAL ACTIVITY FOR SPECIAL POPULATIONS—(3). This course is designed to prepare physical activity professionals to identify, select and implement appropriate strategies, services and resources to meet the needs, learning styles and experiences of learners with special needs. The course includes significant field-based experience with self-analysis and evaluation, under the supervision of university faculty and cooperating teachers. Spring only.

HSPTS 382 ATHLETIC TRAINING PRACTICES I—(3). Program development relative to the practices of athletic training and techniques of prevention, evaluation, and management of injuries and illnesses of the trunk and lower extremities common to athletics. Fall only.

HSPTS 383 ATHLETIC TRAINING PRACTICES II—(3). Program development relative to the practices of athletic training and techniques of prevention, evaluation, and management of injuries and illnesses of the head, neck and upper extremities common to athletics. Sequence course to follow 382. Spring only.

HSPTS 384 MEDICAL ASPECTS OF ATHLETIC TRAINING—(3). Information presented on a variety of illnesses and conditions that may affect the athlete. In addition the student will be introduced to pharmacologic applications, including awareness of the indications, contraindications, precautions and interactions of medications and of the governing regulations relevant to the treatment of injuries to and illnesses of athletes and others involved in physical activity that the entry-level certified athletic trainer must possess. Prerequisite: Junior standing. Spring odd years.

HSPTS 385 THERAPEUTIC EXERCISE—(3). Study of the foundations and techniques for rehabilitation of athletic injuries. Laboratory. Prerequisites: 260, BIOL 231 and 232. Spring only.

HSPTS 386 THERAPEUTIC MODALITIES—(3). Study of the techniques, agents and modalities used for treatment of athletic injuries. Laboratory. Prerequisite: 260. Fall only.

HSPTS 393 SELECTED TOPICS—(1-3).

HSPTS 410 HEALTH PROMOTION—(3). This capstone course will assist future health educators in planning, implementing and evaluating health promotion programs. Prerequisites: HSPTS 132 and junior standing. Fall only.

HSPTS 450 ADMINISTRATION OF ATHLETIC TRAINING PROGRAMS—(3). Development of Organizational, Managerial and Administrative skills necessary for administering a comprehensive athletic training program. Prerequisite: 260. Spring even years.

HSPTS 454 SR. CLINICAL INSTRUCTION I—(1-4). Supervised clinical instruction in an athletic training setting accompanied by the completion of weekly clinical proficiencies in therapeutic modality usage, which reflect clinical progression in the athletic training professional preparation program. Prerequisite: Admission into the athletic training program. Fall only.
HSPTS 455 SR. CLINICAL INSTRUCTION II—(1-4). Supervised clinical instruction in an athletic training setting accompanied by the completion of weekly clinical proficiencies in the rehabilitation of the lower and upper extremity injuries, which reflect clinical progression in the athletic training professional preparation program. Prerequisite: Admission into the athletic training program. Spring only.

HSPTS 480 TESTS AND MEASUREMENTS—(2). Methods of testing and measurement techniques used in health and physical education. Establish a realistic scope of evaluation efforts and develop an inventory of existing valid and reliable tests and survey instruments. Analyze resulting evaluation data. Every third semester. Prerequisite: 244.

HSPTS 488 SENIOR SEMINAR: ATHLETIC TRAINING—(1). An advanced course which examines current topics in health and sport sciences. Fall only.

HSPTS 489 SENIOR SEMINAR: EXERCISE SCIENCE/HEALTH AND FITNESS MANAGEMENT—(1). An advanced course which examines current topics in health and sport sciences. The course may be repeated for different topics. Fall only.

HSPTS 491 INDIVIDUAL STUDY—(1-6). Junior or senior level HSPTS majors only.

HSPTS 493 SELECTED TOPICS—(3).

HSPTS 495 INTERNSHIP—(1-10).

Coaching: (2-5). A laboratory experience under the guidance of a head coach in the season of the sport as a student assistant coach. Prerequisites: current first aid and CPR certification; 350, 352 and permission of instructor and department chair.

Athletic training: (1-10). Internship as a staff member in a professional athletic training setting. Prerequisite: permission of instructor.

Health fitness internship: (4-10). Internship experience as a staff member of a health fitness organization. Credit hours related to hours spent on internship. Prerequisite: permission of instructor.

Exercise Science: (4-10). Internship experience in the art of exercise science, including exercise physiology and exercise prescription. Prerequisite: Permission of instructor.

Pre-Physical Therapy: (1-10). Internship experience in physical therapy clinic. Credit hours related to hours spent on internship. Hours required for admission into most physical therapy programs.

HISTORY

Department Chair—Maroukis
Professors—Bowman, Maroukis, Mayer, Pantsov, Slocum, Tellier
Assistant Professor—George
Instructor—Rydingsward

History is the study of the record of human past. We see history not only as a collection of facts, but we see history as the interpretation of facts. This process of historical interpretation helps us to develop our critical reading
skills and our analytical thinking skills. The interpretation of history allows us to see patterns and trends, and thus give meaning to history so that we can make the past relevant for the present, or as the historian Samuel Eliot Morison said, “to relate the past creatively to the present.”

The study of history, as offered at Capital, gives students the opportunity to study and interpret the varied and diverse past of human history.

Because no other discipline offers such a wide and diverse study of the human experience, history is an invaluable background for a student. Employers are seeking people capable of organizing information and analyzing that information—the very kind of background a study of history provides. With a history major a student can enter many careers, including teaching, museum or historical society work, foreign service, journalism, law or government work.

**Requirements for history major**—44 hours: 100, 101, 120, 121, 170, 270, 470; two non-Western history courses; 12 additional hours in history; eight hours in one foreign language. One art history course may be counted as an history elective.

**Requirements for history major with education licensure**—Complete 33 hours in history including 100, 101, 120, 121, 170, 270, 470; two non-Western history courses and nine additional hours of history. In addition to the above major, students may complete the adolescent to young adult licensure program for integrated social studies. This program prepares the student to seek licensure for teaching all social studies in grades 7-12 in public schools. Information regarding the licensure program may be found under the Education Department of this bulletin.

**Minor in history**—15 hours: Choose two from 100, 101, 120, 121, and three additional history courses, at least one at the 300 or 400 level.

**Minor in public history/historic preservation**—15 hours: Choose two from 100, 101, 120, 121, and 495, and two of the following: ART HIST 211, 212, 311, 312 or 413.

For additional discipline-related history courses, see “Art History” and “Music”

**HISTORY COURSES**

**HIST 100 WESTERN CIVILIZATION: ANCIENT TO 1600**—(3). A survey of the growth and development of Western civilization from ancient times to the Reformation. Students are provided with an understanding of the links people make as they have attempted to address common problems in the past and continue to address them presently. Students come to understand the roots of America’s heritage in the history of many cultures.

**HIST 101 WESTERN CIVILIZATION: 1600 TO THE PRESENT**—(3). A survey of the political, social, economic and intellectual history of Western civilization from the Reformation to the present. Students are provided with an understanding of the links people make as they have attempted to address common problems in the past and continue to address them presently. Students come to understand the roots of America’s heritage in the history of many cultures.

**HIST 120 HISTORY OF THE UNITED STATES: COLONIAL TO 1865**—(3). The political, constitutional, economic, social and multicultural developments, which have contributed to the American heritage of the U.S. from the Colonial era to the Civil War, are explored.
HIST 121 HISTORY OF THE UNITED STATES: 1865 TO THE PRESENT—(3). The political, constitutional, economic, social and multicultural developments, which have contributed to the American heritage of the U.S. from the Reconstruction Era to the present, are explored.

HIST 170 INTRODUCTION TO THE STUDY OF HISTORY—(1). An introduction to the discipline of history that focuses on the writing of history, research methods, and the development of critical reading skills by analyzing historical literature.

HIST 220 HISTORY OF AFRICA—(3). An analysis of the African past and present with respect to continuity and change as applied to political systems, economic systems, the family, religion and the arts. Also analyzed will be the slave trade, colonialism, nationalism, and contemporary economic and political development. (Same course offered as CLS 220.) Prerequisite: none.

HIST 236 HISTORY OF THE MODERN MIDDLE EAST—(3). Survey of the history of Islam, the Ottoman Empire, and the 20th century successor states in North Africa and southwestern Eurasia. Issues raised include the vitality of myths of confrontation between the West and East and between Islam and Christianity. Thematic emphasis on the question of Palestine, U.S. foreign relations with the Middle East, and the development of 20th century “Pan-Arab” and “Islamist” ideologies. Prerequisite: none.

HIST 260 AFRICAN AMERICAN HISTORY AND CULTURE—(3). The study of African American life with emphasis on the African heritage, the emergence of African American culture, slavery, Civil War, Reconstruction, patterns of segregation, urbanization and 20th century cultural, political, social and economic patterns of protest and change. (Same course offered as CLS 260.)

HIST 270 HISTORICAL METHODOLOGY—(1). Study of the methodologies used in the writing of history, which will develop the research skills necessary to analyze historical documents and provide the critical assessment tools to read and write history. Prerequisite: 170.

HIST 305 CIVIL WAR AND RECONSTRUCTION—(3). Old South, slavery, secession and reconstructing national unity to the collapse of Northern rule in the South. Prerequisite: 120 or permission of the instructor.

HIST 310 OHIO HISTORY—(3). A study of the geographical, political, social and cultural importance of Ohio in its relationship to American life and culture from prehistoric era to the present.

HIST 315 HISTORY OF SPORT AND RECREATION IN THE UNITED STATES—(3). Study of the development and role of sports in American social history with emphasis on the cultural, religious and economic patterns in the growth of organized amateur and professional sports.

HIST 324 HISTORY OF TRADITIONAL CHINA—(3). A history of China from its origins to the nineteenth century with an emphasis on the evolution of economic, political and social structures. It also examines cultural and ideological developments.

HIST 325 HISTORY OF MODERN CHINA—(3). Historical background of modern China, impact of the West, collapse of the Imperial Dynasty, the Republican era, and the Communist Revolution. The focus will be on political institutions, and social, cultural and intellectual change. (Same course offered as POLS 325.)
HIST 331 ANCIENT CIVILIZATION—(3). Political, social and cultural survey of the ancient Near East, Egypt, Greece and Rome.

HIST 332 MEDIEVAL SOCIETY: IDEAS AND INSTITUTIONS—(3). A survey of European civilization during the High Middle Ages. Topics include the struggle between church and state, the rise of feudal monarchies, the revival of commerce and the flowering of medieval culture.


HIST 334 REVOLUTIONS IN THE WESTERN WORLD—(3). A theoretical, comparative and historical study of the most significant revolutions of the Western world.

HIST 335 AMERICAN FOREIGN POLICY AND DIPLOMACY—(3). An analysis of the history, development and current patterns of American foreign policy and diplomacy with emphasis on America's emergence as a world power, linkages between domestic and foreign policy, the decision-making process and the challenges of global interdependence. (Same course offered as POLS 335.)

HIST 340 LATIN AMERICAN POLITICS AND HISTORY—(3). The history, culture, geography, economic relations and political systems of Latin America; the role of the Catholic Church, the military, multinational corporations, guerrilla groups and the United States within the context of Latin American politics. It will cover issues such as revolution, economic development, population growth, drug trade and the debt crisis. (Same course offered as POLS 340.) Prerequisite: none.

HIST 345 HISTORY OF MODERN JAPAN—(3). The study of Japan from the 1850s to the present concentrating on: the development of language, religion and a central administration; modernization after 1853; its policy of imperialism; and its post-World War II economic growth and political evolution. (Same course offered as POLS 345.) Prerequisite: none.

HIST 351 HISTORY OF ENGLAND TO 1688—(3). The religious, political, economic, imperial and intellectual development of the English people through the constitutional struggles of the 17th century. Recommended for pre-law students.

HIST 360 AMERICAN INDIAN HISTORY AND CULTURE—(3). A history of Native Americans with a focus on U.S.-Indian relations; social, cultural and religious history; and contemporary patterns in political, social and economic life. (Same course offered as CLS 360.)

HIST 365 THE IMMIGRANT IN AMERICAN LIFE—(3). A survey of immigration into the United States from the colonial era to the twenty-first century, focusing on the reasons for migration to the United States, a history of immigration policy, and the role of the immigrant in the creation of American society.

HIST 370 WOMEN IN U.S. HISTORY—(3). Survey of women's historical experiences in the United States from the colonial era to the present. The course includes an analysis of the methodology of studying women's history and the role of women in the political, social, cultural and economic life of the United States. (Same course offered as CLS 370.)

HIST 385 RUSSIAN/SOVIET HISTORY—(3). Political, social and cultural development of Russia from Ancient Russia to the present. Prerequisite: HIST 100 or 101. (Same course offered as POLS 385.)
HIST 390 EARLY AMERICAN LAW: CONSTITUTIONAL HISTORY OF THE U.S. TO 1865—(3). A survey of legal and constitutional history from 1763 to 1865 with emphasis on how political, economic, social and ideological change affected the structure and function of American law. (Same course offered as POLS 390.)

HIST 391 MODERN AMERICAN LAW: CONSTITUTIONAL HISTORY OF THE U.S. SINCE 1865—(3). A survey of modern legal and constitutional history with emphasis on how political, economic, social and ideological change affected the structure and function of American law. (Same course offered as POLS 391.)

HIST 393 SELECTED TOPICS—(3).

HIST 421 THE UNITED STATES SINCE 1945—(3). A study of the major developments in the political, economic, social and cultural life of the United States since World War II. Prerequisite: HIST 121 or permission of instructor.

HIST 470 SEMINAR—(4). The study of historiography and historical methodology through extensive reading, research and writing in a particular field of history. Prerequisites: 100, 101, 120, 121, 170, 270 and three additional history courses.

HIST 491 INDIVIDUAL STUDY—(1-3).

HIST 493 SELECTED TOPICS—(3).

HIST 495 INTERNSHIP—(1-15). Qualified students may apply to intern with the Ohio Historical Society, The Washington Center, museums, archives or historic preservation organizations. Prerequisite: four history courses.

HONORS—See SECTION 5 of this bulletin.

INTERNATIONAL STUDIES

Department Chair—Marilley
Coordinators—Carlson, Wallace

Faculty come from many departments including Business, Economics, Environmental Science, Modern Languages, and Political Science.

International Studies offers a multidisciplinary way of understanding issues and regions in our increasingly globalized world. It is built upon the University mission of preparing individuals to be knowledgeable, independent, critical thinkers—educated for lives of leadership and service in an increasingly diverse society. It also builds upon the general education goal of global awareness, enabling students to demonstrate the interdependence of geographic, economic, political, social and cultural realities in the contemporary world.

Through this major, graduates will:

1. become aware of international cultural differences so the graduate may function more effectively in an increasingly globalized world;

2. acquire a basic knowledge of a second modern language so the student can work or travel independently in a country where that language is spoken;
3. demonstrate the ability to examine a global issue in depth and understand how such issues may be viewed differently from a number of cultural or national perspectives;

4. become prepared for careers in a variety of settings: international non-governmental organizations (e.g., Habitat for Humanity International, Oxfam), international businesses, governmental agencies, and local human service settings;

5. become better informed and more active citizens of the world; and

6. contribute to the globalization of Capital University’s culture.

Requirements for Minor in International Studies: 20 hours: POLS/IS 100 & 101 (2 hrs.); ECON 100 (3), GEOG 111 (3), Global Awareness UC 150 (3), POLS 210 (3), POLS 230 (3), and IS 425 (3)

Requirements for Major in International Studies:

International Studies Core: (20 hours; 6 of which meet Undergraduate Core)

POLS/IS 100 & 101; ECON 100, GEOG 111, UC 150, POLS 210, POLS 230, and IS 425

Modern Language: (0-20 hours; depending on proficiency; 8 hrs. meet A&S core)

Language 110*, 111*, 220, 230 or placement (16)
*these courses meet A&S requirement ONE 300-level or higher class (4)

Focus I: 9 hours from one focus area (3 hours must be 300-level or higher)

Focus II: 9 hours from a 2nd focus area (3 hours must be 300-level or higher) (9 of the 18 hours in the two focus areas must be 300-level or higher)

FOCUS AREAS:

Peace and Conflict Resolution Studies: HIST 421, HIST 236, POLS 375, HIST/POLS 335, POLS 355, REL 215, COMM 251, and COMM 253

Global Public, Private and Civil Society: ENV SCI 350, SOC 310, SOC 370, SOC 430, BUS 336, ECON 335, ECON 351, and POLS 365

International Business: BUS 101, BUS 211, BUS 280, ECON 200, and BUS 336 or 350 (3)

Environmental Studies: BIOSCI 250, BIOSCI 360, ENV SCI 230, ENV SCI 250, BUS 250, and ENV 350

Latin America: POLS/HIST 340, ENG 263, SPAN 331, SPAN 355, SPAN 365, REL 470, SPAN 425, and ENV 350 Asia: ART HIST 415, HIST/POLS 345, HIST 324, HIST/POLS 325, REL 252, REL 355, and ENV 350

Africa: ART HIST 413, ENG 260, HIST 220, FRNCH 400, REL 254, and ENV 350 Europe: HIST/POLS 385, HIST 101, FRNCH 330, FRNCH 360, FRNCH 371, FRNCH 380, GER 350, GER 320, SPAN 330, and SPAN 360

International Studies Internship (IS 497) or Study/Living Abroad or Significant Project

Courses distinctive to International Studies:

IS 425 CAPSTONE SEMINAR IN INTERNATIONAL STUDIES—(3). This capstone seminar provides majors and minors an opportunity for synthesis and inte-
The learning objectives include: review of approaches, current debates, and major research methods (comparison, policy analysis, participant observation, case study, service learning) in the field, the preparation of a major written document, and the preparation and delivery of a formal oral presentation on research or a reflection paper. Prerequisites: senior standing in the major/minor or permission of the instructor.

IS 497 INTERNATIONAL STUDIES INTERNSHIP—(3-12). Placement with a local, state, federal or private agency involved in international affairs, or part of a semester overseas.

LATIN Language Courses
(Taught by Modern Languages Dept.)

LATIN 110 ELEMENTARY LATIN I—(4). Introduction to the grammar and syntax of the Latin language and acquisition of basic vocabulary to enable reading of classical Latin texts. Prerequisite: none. Offered fall semesters.

LATIN 111 ELEMENTARY LATIN II—(4). Continuation of Elementary Latin I with work on grammar, syntax and vocabulary acquisition. Prerequisite: LATIN 110 or placement. Offered spring semesters.

LATIN 193 SELECTED TOPICS—(1-4).

LATIN 293 SELECTED TOPICS—(1-4).

LATIN 491 INDIVIDUAL STUDY—(1-4).

MATHEMATICS

Department Chair—Stadler
Professors—Gearhart, Stadler
Associate Professor—Mertens
Assistant Professors—Federico, Slauson

Mathematics is a cultural and technical field of study. In order to contribute to both the liberal arts and the professional aspects of the student's education, the offerings are planned with the following objectives: 1) to teach mathematics in such a way that students will see it as a universal language of creative and critical thought; 2) to prepare students for graduate study; 3) to prepare students for immediate employment upon graduation; 4) to provide service courses satisfying the needs of students majoring in other areas that rely substantially on mathematics; 5) to prepare students to teach at the elementary, middle or high school level.

The department cooperates in the Advanced Placement Program by placing students in advanced courses based on scores earned on the Advanced Placement Test or by evaluating the evidence of college-level courses taken in high school and the entrance test scores of the student. A sincere effort is made to place the student at a level consistent with previous background and probability of success.

Requirements for mathematics major—38 hours: 230, 231, 252, 310, 320, 321, 330, 335, and four hours of 481 plus six additional hours in mathemat-
ics courses numbered 230-493. MATH 181 may be used to replace one of the required four hours of MATH 481. Required supporting courses: PHYS 220, 221; CS 245.

Requirements for mathematics major with education licensure—37 hours: 230, 231, 240, 252, (215 or 310), 320, 321, 330, 335, 340, and three hours of 481 plus completion of the adolescent to young adult teacher licensure program for integrated mathematics. MATH 181 may be used to replace one of the required three hours of MATH 481. This program prepares the student to seek licensure for teaching mathematics in grades 7-12 in the public schools of Ohio. Information regarding this licensure program may be found under the Education Department section of this bulletin.

Minor in mathematics—20 hours: 225 or 230, 231, (215 or 310), plus nine additional hours in mathematics courses numbered 225-493.

General Education Goal 3 is fulfilled for majors in mathematics.

MATHEMATICS COURSES

MATH 110 INTERMEDIATE ALGEBRA—(3). Real numbers; linear equations and inequalities; exponents; polynomial, rational and radical expressions; quadratic equations; linear functions; linear systems of equations. Open to students with only one or one and one-half units of high school algebra. No credit for students with two units of pre-college algebra unless recommended by the department. Not open to any student with credit for higher numbered mathematics courses except by permission of the chair. Offered fall semester.

MATH 120 COLLEGE ALGEBRA—(3). Exploration of functions and their graphs, and applications of functions in formulating and solving real-world problems. Examination of polynomial, rational, exponential, and logarithmic functions. Open to students who enter with not less than two units of high school algebra. Not open to any student with credit for higher numbered mathematics courses except by permission of the chair. Prerequisite: 110 or placement into 120.

MATH 121 TRIGONOMETRY AND ANALYTIC GEOMETRY—(3). Trigonometric functions and graphs; trigonometric equations and identities; inverse trigonometric functions; trigonometric applications; introduction to the analytic geometry of lines and conics. Prerequisite: 120 or placement into 121. Not open to any student with credit for higher numbered mathematics courses except by permission of the chair.

MATH 140 INTEGRATED MATHEMATICS I—(3). Study of number and operation designed to develop an understanding and functional competence in the basic concepts, processes and tools of inquiry of arithmetic. Includes understanding mathematics as problem solving, understanding our numeration system, developing number sense, looking at patterns and relationships, using mental mathematics and developing estimation skills. Restricted to certain education majors only. Prerequisite: none.

MATH 141 INTEGRATED MATHEMATICS II—(3). Study of the central concepts and tools of inquiry of fraction arithmetic, decimals, percents, geometry and spatial sense, measurement, algebraic thinking, probability and statistics designed to develop an understanding of basic concepts in these areas. Restricted to certain education majors only. Prerequisite: none.
MATH 145 CONCEPTS OF MATHEMATICS FOR MIDDLE-GRADE TEACHERS—(3). A problem solving approach in the study of the central concepts and tools of inquiry of middle-grade (4-9) mathematics: rational numbers, measurement, algebra, geometry, statistics with data analysis, integrated life and physical science concepts. For students in middle childhood mathematics education only. Prerequisite: none. Offered spring semester of odd years.

MATH 181 FIRST YEAR SEMINAR—(1). A survey of the subjects and topics studied in a Math/CS major, as well as an exploration of other subfields of the major not typically part of the undergraduate curriculum. Students will examine the careers and opportunities available to majors after graduation. Learning methods particular to the major, including study skills, reading skills, and collaborative skills will be modeled and discussed. Mathematics majors may use this course to replace one of the required hours of MATH 481. Offered fall semester.

MATH 193 SELECTED TOPICS—(1-3).

MATH 215 ELEMENTARY STATISTICS—(3) Gen. Ed. 3.A study of the concepts of descriptive statistics; counting techniques; probability, including experimental probability; special distributions; confidence intervals; tests of hypotheses; correlation and regression and applications that emphasize the behavioral, biological, and management sciences. Prerequisite: MATH 110 or 120 or placement into 215. Note: not open to students with credit for BESCI 210.

MATH 220 BUSINESS CALCULUS—(3). An introduction to differential, integral and multivariate calculus: Limits, continuity, derivatives, curve sketching, antidifferentiation, definite integrals, the Fundamental Theorem of Calculus, area, and calculus applications for business and economics. Prerequisite: 120 or placement into 220. Note: not open to students with credit for 225 or 230 with a C or better.

MATH 225 CALCULUS AND MODELING FOR BIOLOGICAL SCIENCES—(4). Gen. Ed. 3.An introduction to mathematical modeling and calculus with applications to biology. Topics include discrete-time dynamical systems, limits, continuity, derivatives, optimization, stability of equilibria, definite and indefinite integrals, and differential equations. Students will employ computational software to solve problems and to analyze models of various biological processes. Prerequisite: 121 or placement into 225. Note: not open to students with credit for 230.

MATH 230 CALCULUS I—(4) Gen. Ed. 3.Exploration of the concepts, techniques and application of calculus through a study of the properties and applications of polynomial, rational, exponential and trigonometric functions; development of concepts of limit, continuity, differentiation and integration; applications of derivatives and integrals; the Fundamental Theorem of Calculus. Prerequisite: 121 or placement into 230. Note: not open to students with credit for 225.

MATH 231 CALCULUS II—(4) Gen. Ed. 3.Exploration of the techniques and application of calculus through study and further development of the concept of integration; special methods of integration; applications of the definite integral; basic differential equations; sequences and series of real numbers. Prerequisite: 225 or 230.
MATH 240 COLLEGE GEOMETRY—(3). A study of advanced Euclidean geometry; transformational geometry; introduction to non-Euclidean geometry. Examination of the role of axiomatic systems in geometry. Geometric concepts and relationships are used to describe and model mathematical ideas and real world constructs. A problem-solving approach is used to investigate and understand mathematical content and formulate and solve problems from both mathematical and everyday situations. Students make and evaluate mathematical conjectures and arguments and validate their own mathematical thinking in the course. This course is required for those planning to be middle or secondary school teachers (specializing in mathematics) and may be taken by others. Prerequisite: 121. Offered spring semester.

MATH 251 DISCRETE MATHEMATICS—(3) Gen. Ed. 3. A study of the concepts of sets, number systems, induction, the nature of proof, logic, graph theory, combinatorics, probability, recurrence relations, difference equations and algorithmic thinking. A problem-solving approach is used to investigate and understand mathematical content and formulate and solve problems for both mathematical and everyday situations. This course is required for computer science majors and middle childhood mathematics education majors and may be taken by others. Prerequisite: 121 or 225 or 230 or placement into 251. Offered spring semester.

MATH 252 INTRODUCTION TO MATHEMATICAL PROOFS—(4). An introduction to the art of reading, understanding and constructing mathematical proofs. A variety of proof techniques will be presented. Topics, with emphasis on proofs, will be drawn from set theory, functions, relations, discrete mathematics, analysis, number theory and group theory. Prerequisite: 225 or 230. Offered spring semester.

MATH 310 MATHEMATICAL STATISTICS—(3). A study of the concepts of probability, descriptive and inferential statistics designed for mathematics majors. Students are prepared to analyze data, make predictions and make decisions. Prerequisite: 231. Offered fall semester in even years.

MATH 320 LINEAR ALGEBRA—(3). A study of the major concepts of linear algebra including theory of vector spaces, linear transformations, matrices, determinants, linear programming, eigenvalues and eigenvectors. Prerequisite: 251 or 252 or permission of the chair. Offered fall semester in odd years.

MATH 321 ABSTRACT ALGEBRA—(3). A study of the major concepts of abstract algebra and the role of axiomatic systems in algebra. Students use algebra to describe patterns, relations and functions and to model and solve problems. Major concepts studied include number theory, groups, rings, integral domains, fields and other algebraic systems. Prerequisite: 252. Offered spring semester in odd years.

MATH 330 CALCULUS III—(4). Exploration of the techniques and application of calculus through a study of vectors in two and three dimensions, three-dimensional analytic geometry; and multi-variable calculus with applications. Prerequisite: 231. Offered spring semester.

MATH 335 DIFFERENTIAL EQUATIONS AND DYNAMICAL SYSTEMS—(3). Solution methods for a variety of differential and difference equations are presented. Included are first and higher order differential and difference equations and discrete dynamical systems, and systems of differential and difference
equations. The course uses a problem-based approach with emphasis on modeling. Computational technology facilitates exploration of analytical, graphical, and numerical solution methodologies. Prerequisite: MATH 231. (Same course offered as CSAC 335). Offered spring semester of even years.

**MATH 340 HISTORICAL DEVELOPMENTS IN MATHEMATICS**—(3). A study of the historical developments in mathematics including the contributions of underrepresented groups and diverse cultures. Topics include: development of arithmetic, algebra, geometry, trigonometry, calculus, number theory, probability, statistics, and discrete mathematics. This course is required for those planning to be secondary school teachers and may be taken by others. Prerequisite: 225 or 230. Offered spring semester.

**MATH 351 INTRODUCTION TO COMBINATORICS**—(3). An introduction to enumerative combinatorics. Topics include permutations, combinations, Stirling numbers, integer partitions, distribution problems, combinatorial proof, recurrence relations, generating functions, Fibonacci numbers, rook theory, and the principle of inclusion-exclusion. Prerequisites: 225 or 230 and 251 or 252. Offered fall semester in even years.

**MATH 430 REAL ANALYSIS**—(3). A study of the concepts of limits, continuity, differentiability, integrability, infinite series and power series. Prerequisites: 231 and 252. Offered fall semester in odd years when there is sufficient demand.

**MATH 435 COMPUTATIONAL AND NUMERICAL METHODS**—(3). Students explore the solution methodology of problems in computational science with an emphasis on numerical techniques. Topics include error analysis, numerical integration and differentiation, FFTs, solutions of linear systems, and numerical solutions of ODEs. Prerequisites: CSAC 245/CS 245, MATH 231. Recommended: CSAC 335/MATH 335. (Same course offered as CSAC 435.) Offered spring semester in odd years.

**MATH 450 INTRODUCTION TO COMPLEX VARIABLES**—(3). A study of complex series and sequences, limits and continuity, Cauchy-Riemann equations, conformal mapping, residues and contour integration. Prerequisites: 252 and 330. Offered fall semester in even years when there is sufficient demand.

**MATH 481 SEMINAR**—(1). Oral presentations and written reports by students on topics not covered in the curriculum; presentations by students doing research; lectures by visiting professionals and the faculty. Open only to junior and senior mathematics majors or by special permission. This course is repeatable for up to 4 credits.

**MATH 491 INDIVIDUAL STUDY**—(1-3). Intended for those students who wish to study an area of mathematics not offered in a regular course. Prior approval by the supervising professor must be secured before registration.

**MATH 492 GROUP STUDIES**—(1-3).

**MATH 493 SELECTED TOPICS**—(3).

**MATH 495 INTERNSHIP**—(1-4). Mathematics majors who meet standards prescribed by the department may be assigned as interns to participating organizations and work under the supervision of a sponsor and faculty member. All interns and internships must have the prior approval of the department.
MILITARY SCIENCE AND LEADERSHIP

Army Reserve Officers Training Corps (ROTC)
School of Management and Leadership

Assistant Dean—Moore
Department Chair & Professor of Military Science and Leadership—
   Lieutenant Colonel Craig Salo

Courses in the department at the 100 and 200 level are open to all students who seek to learn more about the Army, contemporary military issues, leadership and citizenship. There is no military obligation for students in the first two years of the program.

Students learn through a combination of classroom instruction and experiential training and education. In the classroom, students learn of the history, traditions and values necessary to be a successful leader in the United States Army and in other professions. Basic soldier skills such as first aid, survival and land navigation are also taught. Students practice their leadership skills during a weekly leadership Lab.

Qualified students interested in obtaining an officer’s commission in the United States Army, the National Guard or the Army Reserve may enroll in the Army ROTC classes through a contract agreement between Capital University and the United States Army.

Students may apply for Army ROTC scholarships. The United States Army typically funds a variety of two-, three and four-year scholarships for highly qualified applicants. Contact the department for scholarship applications, a summary of the qualifications and the application deadlines.

Capital University is recognized as a partner in Nursing Education by the U.S. Army. Nursing students may qualify for Army nursing scholarships funded by the U.S. Army. Contact the department for scholarship applications, a summary of the qualifications and the application deadlines.

For additional information on course offerings, program requirements and scholarship opportunities, contact the department of Military Science and Leadership, (614) 236-7114; FAX (614) 236-7101.

Requirements for Minor in Military Science and Leadership—25 hours: MS 111, 112, 211, 212, 311, 312, 313, 411, 412. Upon approval of the Professor of Military Science and Leadership, students with JROTC experience, prior military service, or those who complete MS 213 may waive one or all of the following courses and still earn the minor: MS 111, 112, 211, 212.

MILITARY SCIENCE COURSES

MS 111 LEADERSHIP AND PERSONAL DEVELOPMENT—(2). Introduces students to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.
MS 112 INTRODUCTION TO TACTICAL LEADERSHIP—(2). Overviews leadership fundamental such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Continued emphasis is placed on recruitment and retention of students. Cadre role models and the building of stronger relationships among the students through common experience and practical interaction are critical aspects of the MS 112 experience.

MS 211 INNOVATIVE TEAM LEADERSHIP—(3). Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure, and duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier’s Creed and Warrior Ethos as they apply in the contemporary operating environment (COE).

MS 212 FOUNDATIONS OF TACTICAL LEADERSHIP—(3). Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimension of terrain analysis, patrolling and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. This course provides a smooth transition into MS 311. Students develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

MS 311 ADAPTIVE TACTICAL LEADERSHIP—(3). Challenges students to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Students receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, students continue to develop their leadership and critical thinking abilities. The focus is developing students’ tactical leadership abilities to enable them to succeed at ROTC’s summer Leadership Development and Assessment Course (LDAC).

MS 312 LEADERSHIP IN CHANGING ENVIRONMENTS—(3). Uses increasingly intense situational leadership challenges to build student awareness and skills in leading tactical operations up to platoon level. Students review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. The focus is on exploring, evaluating, and developing skills in decision-making, persuading, and motivating team members in the contemporary operating environment (COE). MS 312 students are evaluated on what they know and do as leaders as they prepare to attend the ROTC summer Leadership Development Assessment Course (LDAC).

NURS 313 ARMY ROTC NURSING—(3). An elective course for nurse students in the ROTC program for the purposes of training nurse students to Army standards, developing leadership and evaluating officer potential. As part of the Nurse Summer Training Program (NSTP). NURS 313 provides a supplement
to on-campus instruction with a focus on leadership. Prerequisite: ROTC MS III standing.

**MS 313 LEADER DEVELOPMENT AND ASSESSMENT COURSE (LDAC)—(3).** Warrior Forge: A five-week summer training course held at Fort Lewis, Washington. The course is designed to develop leadership in a demanding environment and to evaluate the student’s officer potential. Cadets are ranked upon the completion of this training. Topics include confidence training, weapons familiarization, land navigation, and small unit tactics. Prerequisite: Successful completion of the MS III course of study.

**MS 411 DEVELOPING ADAPTIVE LEADERS—(3).** Develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Students assess risk, make ethical decisions, and lead fellow ROTC students. Lessons on military justice and personnel processes prepare students to make the transition to Army officers. MSL IV students analyze, evaluate, and instruct students at lower levels. Both their classroom and battalion leadership experiences are designed to prepare MSL 411 students for their first unit of assignment. They identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates.

**MS 412 LEADERSHIP IN A COMPLEX WORLD—(3).** Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Students examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing students for their first unit of assignment. It uses case studies, scenarios, and “What Now, Lieutenant?” exercises to prepare students to face the complex ethical and practical demands of leading as commissioned officers in the United States Army.

**MS 491 INDIVIDUAL STUDY—(1-4).**

**MS 493 SELECTED TOPICS—(3).**

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**MODERN LANGUAGES**

Department Chair—Keller  
Professors—Delgado, Keller, Stey  
Instructor—Daily  
Lecturers—Badang, Mateer, Nutor, Pantsov, E.  
Lab Director—Stey

The department of modern languages has as its goals helping students to

1. acquire the linguistic/cultural training they need to
   a. interact in an appropriate manner with native speakers of the language they are learning;
   b. read and write about, with understanding, literature and other relevant materials written in the foreign language; and
   c. realize vocational goals
2. view themselves as citizens of the world
3. understand how one culture may be different from, while not being inferior to another.

The department offers instruction in French, German and Spanish language, literature and culture; Russian and Latin.

Options available are:

a. French or Spanish major in liberal arts,
b. French or Spanish minor in liberal arts.

Double majors are common and encouraged. They may be two modern languages or one modern language and a major in another department. Students may take advantage of a variety of study abroad opportunities, which include the Capital-liaison arrangements with Central College, Alma College, the American Institute of Foreign Study, and the College Consortium for International Studies.

The double major or minor is especially recommended for those students who would like to combine the study of a modern language with a major in another discipline in order to better prepare themselves for a variety of careers including international business, international relations, government, law and social work.

Placement based on CAPE written and oral placement exams enables students to progress in their program as rapidly as proficiency permits. All members of the department have lived, studied, and traveled extensively abroad.

**Requirements for French major**—40 semester hours: 220 or proficiency; 230 or proficiency; 311, 330, 361, 371, 380; one literature class from 350 or 355; one literature class from 410 or 435; elective from 300, 310; 350, 355, 360, 410 or 435 if not used to fill another requirement.

**Requirements for Spanish major**—40 semester hours: 220 or proficiency; 230 or proficiency; 311, 330, 331, 361; one literature course from 350 or 355 if not used to fill a requirement; 360 or 365; one literature course from 400 or 410; an elective from 300; 310, 350 or 355; 365, 400 or 410, if not used to fill another requirement.

**Requirements for French minor**—24 semester hours: 310 or 311 required, plus 20 hours of French, (330, 361, 371, 380 strongly recommended). May include up to 8 hours of proficiency credit, excluding 110 and 111, or equivalents.

**Requirements for Spanish minor**—24 semester hours: 310, 311, or 320 required, plus 20 hours of Spanish, (330 or 331, 350 or 355, 361 strongly recommended). May include up to 8 hours of proficiency credit, excluding 110 and 111, or equivalents.

**Each language can be found alphabetically in this bulletin.**

- American Sign Language (taught by the Communication Dept.)
- French (taught by the Modern Languages Dept.)
- German (taught by the Modern Languages Dept.)
- Greek (taught by the Religion Dept.)
- Latin ((taught by the Modern Languages Dept.)
- Russian ((taught by the Modern Languages Dept.)
- Spanish ((taught by the Modern Languages Dept.)
MUSIC — CONSERVATORY OF MUSIC

Assistant Dean—Reuter
Professors—M. Baker, Bennett, Breithaupt, Cox, Eubanks, Fischer, Hasseler, Kopetz, Lochstampfor, Moore, Perrini, Reuter, Roseberry, Swearingen
Associate Professors—Jelle, Smith, Wang, G. Zugger, T. Zugger
Assistant Professors—Barlow-Ware, S. Belck, Lentsner, Loughrige, Paton, Ryan, Zilincik
Adjunct Faculty—Aliyeva, Anders, C. Baker, E. Belck, Banion, Blosser, Brunetto, Burleson, Cioffari, DesChamp, Dowdy, Durrenberger, Fink, Flugge, Hamilton, Hare, Herrmann, Hines, Keller, Lee, Linker, Matsuda, Mollenhauer, Nienkirchen, Riley, Secan, Sheets, Townsend, Voris, Wetherbee

History and Background

During the 1918-19 academic year, a department of music was established at Capital University. In 1926, the initial department became the Conservatory of Music. Throughout the years, music has become a thoroughly established and vital part of Capital University, and the Conservatory has grown in size and excellence providing intensive training on the collegiate level, as well as providing opportunities for middle school and high school ensemble performers and pre-collegiate students desiring private instruction. All members of the faculty represent professional expertise and diversity of background and experience. Several members of the faculty hold prominent positions in the greater metropolitan area’s music organizations, including the Columbus Symphony Orchestra, Columbus Jazz Orchestra, Opera/Columbus, and ProMusica Chamber Orchestra, as well as in major professional and academic organizations throughout the nation.

As an outgrowth of the university mission, it is the goal of the Capital University Conservatory of Music to provide the finest in musical education and training for its students.

The Conservatory of Music offers a selective admissions policy of acceptance by audition. After being academically accepted by the university, each applicant desiring to become a Conservatory major must audition on a primary instrument (voice, woodwind, brass, keyboard or string). Auditions are scheduled by the Admission Office and are normally conducted by two members of the Conservatory faculty from the student’s performance area. Students accepted on the primary instrument will be offered entry in the Conservatory and will normally result in a performance scholarship upon acceptance.

The Conservatory of Music, offering undergraduate degree programs during the fall and spring semesters and masters programs during the summer, attracts an international student body while serving Ohio and surrounding regions through music performances, clinics, workshops, festivals, consulting work, and other research and scholarly activity. Performances are given by university students, faculty and guest artists, and include regional, national, and international ensemble tours. All activities serve communities at large, as well as public and private schools in the state and region.

The Conservatory offers courses leading to the following degrees: (1) bachelor of music in music education; (2) bachelor of music in performance with emphases in voice, band and orchestral instruments, and piano or organ; (3) bachelor of
music in jazz studies; (4) bachelor of music in keyboard pedagogy with optional emphases in piano pedagogy, organ pedagogy or church music; (5) bachelor of music in composition; (6) bachelor of music in music industry with optional emphases in music merchandising or music media; (7) bachelor of arts in music; (8) bachelor of music in music technology; and (9) master of music in music education with emphases in Kodály, Instrumental, or Jazz Pedagogy. In addition, the Conservatory offers a music minor.

In addition to degree offerings, the Conservatory serves the Greater Columbus Area through its Conservatory Preparatory Division for pre-collegiate musicians, Early Music in Columbus, hundreds of musical recitals and concerts annually, as well as major events such as the Christmas Festival, Jazz and World Music Festival, and NOW MUSIC Festival.

The mission of the Conservatory of Music is:

1. To complement the philosophy and goals of the university by providing quality instruction in music, with both professional and liberal arts emphases.
2. To provide significant curricular offerings for the general student population.
3. To provide an atmosphere for scholarly and creative activity leading to professional and community service through music performance, composition, education and research.
4. To promote the art of music and encourage present and future artists.
5. To attract a national and international student body.

The goals of the Conservatory of Music are:

1. To provide quality curricular programs for music majors leading to degrees with student outcomes in accordance with the standards of the Conservatory of Music and the National Association of Schools of Music.
2. To meet the changing needs of society through curricular innovation.
3. To provide aesthetic and educational experiences for the general student body and community through activities of the university at large.
4. To provide cultural enrichment both regionally and nationally.
5. To provide services to public school music programs.
6. To provide service to the music profession.

The Conservatory of Music is an accredited institutional member of the National Association of Schools of Music (NASM). Its programs are accredited by the North Central Association of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Education. In addition, the Conservatory is an affiliate member of the National Association of Music Merchants Affiliation of Music Business Institutions.

The Conservatory of Music occupies a state-of-the-art complex that includes Mees Hall, Bexley Hall and Leonard Hall. In addition, the Conservatory has a cooperative arrangement with The Recording Workshop in Chillicothe, Ohio, for students in the music technology degree program to study and practice in multiple recording studio environments. On-campus instructional equipment includes a full complement of instruments, a comprehensive electronic music studio, multiple recording and production spaces, an electronic class keyboard room, a computer classroom/lab, practice rooms, the 180-seat Huntington Recital Hall, and the 950-seat Mees Auditorium with a world-class Shantz organ.
International Music Study

Capital University is the only school in the world that offers a semester of undergraduate study at the Zoltán Kodály Pedagogical Institute of Music in Kecskemét, Hungary. Students live at the institute, which is in a restored early 18th century monastery just outside of Budapest. All classes are taught in English. The Conservatory also offers an exchange program with the Hochschule für Musik–Carl Maria von Weber in Dresden, Germany. Because most of the courses are in the school’s native language, it is essential that exchange students have sufficient German speaking and reading skills. Students who successfully complete either program can earn 18 semester hours of university credit. The courses offered generally substitute for a typical semester of music study at the junior level. Usually, provided careful planning with the academic adviser, students can participate in these international study programs and remain on schedule for graduation. Other international programs can be arranged through Capital’s International Education office.

Requirements For All Music Degrees

Private Study: *The student’s chosen degree program determines the required number of semesters of private study on the primary instrument. Study on a secondary instrument is available and may be required in certain degree programs. Composition majors are required to complete private study both on a primary instrument and in composition. In addition, some study is carried out in small groups. Additional fees for all private (one-on-one) and group study are listed under SPECIAL FEES in the FINANCIAL INFORMATION section of this bulletin.

Class Keyboard: *All entering students will be placed in an appropriate Class Keyboard section (or private lesson in special cases) based upon a keyboard skills assessment administered either at the time of audition or during fall orientation.

Music Theory: *All entering students will be placed in an appropriate Musicianship/Audiation section based upon a skills assessment administered at the time of audition and/or during fall orientation.

Recital Attendance: Recital Attendance is required of all students according to the minimums set forth in their chosen degree program. Students attend performances by their peers, alternating as scheduled between area and Conservatory-wide performances, and by visiting artists associated with special Conservatory events. In addition to these scheduled activities, enrolled students are required to attend ten additional recitals or concerts that may come from any combination of on- and off-campus musical events. For additional details, refer to the most current Conservatory Student Handbook.

Additional Concert Requirements: *In addition to enrollment in Recital Attendance, attendance at 16 specified musical events is required prior to graduation. The policies and procedures related to this requirement are detailed in the annual Conservatory Student Handbook.

Ensembles: *All Conservatory majors are required to participate on their primary instrument in at least one ensemble each semester. (Composition majors who have completed the 202 level on their primary instrument may select ensembles by advisement.) Membership in ensembles is determined by audition. Participation for students in degrees that include a professional semester (music education, music technology, etc.) is optional and requires the completion of an Exceptional Consideration Form. See the Conservatory Student Handbook for additional information.

* Not required for the degree B.A. in Music Technology.
General Education Goals: In general, music majors are required to meet all goals of the university general education curriculum (see the section “GENERAL EDUCATION AT CAPITAL: Goals and Courses” in this bulletin). Gen. Ed. Fine Arts Goal is waived in all Bachelor of Music degrees, since the competencies are met by completion of the music requirements. Students in the Bachelor of Arts in Music degree are required to take a non-music section of Gen. Ed. Goal 6.

Conservatory Foundational Studies: Classes designed to provide specific foundational knowledge and functional skills for musicians are considered the general education curriculum of the Conservatory. The required foundational courses are designated in the individual degree programs, but in general include the topics of functional keyboard, music theory, listening skills, music literature and history, basic conducting skills, and basic music technology awareness.

Individual Degree Requirements

The following charts represent the required courses and normal progression of study in each degree program. Note that courses may be taken in different semesters based on the annual offering schedule. These plans are dynamic and more specific details are available by reviewing the individual degree Four-Year Plans found in the most current Conservatory Student Handbook, which is the most authoritative source.

### Bachelor of Arts in Music (126 credits)

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
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</thead>
<tbody>
<tr>
<td>GenEd Goal 1–3</td>
<td>GenEd Goal 4–9</td>
<td>Recital 301 &amp; 302</td>
<td>GenEd Goal 10 &amp; 11</td>
</tr>
<tr>
<td>Recital 101 &amp; 102</td>
<td>Recital 201 &amp; 202</td>
<td>Ensemble ea. sem.</td>
<td>Recital 401 &amp; 402</td>
</tr>
<tr>
<td>Lesson 100 ea. sem.</td>
<td>Lesson 100 ea. sem.</td>
<td>Music Selective 3 &amp; 4</td>
<td>Ensemble ea. sem.</td>
</tr>
</tbody>
</table>

### Bachelor of Music in Music Education—Instrumental Emphasis (133 credits)

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<th>1st Year</th>
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<tbody>
<tr>
<td>GenEd Goal 1–4</td>
<td>GenEd Goal 5, 7 &amp; 8</td>
<td>GenEd Goal 9</td>
<td>GenEd Goal 10 &amp; 11</td>
</tr>
<tr>
<td>Recital 101 &amp; 102</td>
<td>Recital 201 &amp; 202</td>
<td>Recital 301 &amp; 302</td>
<td>Recital 401</td>
</tr>
<tr>
<td>Lesson 101 &amp; 102</td>
<td>Lesson 201 &amp; 202</td>
<td>Lesson 301 &amp; 302*</td>
<td>Lesson 401*</td>
</tr>
<tr>
<td>MUSIC 181 &amp; 182**</td>
<td>MUSIC 145, 231-</td>
<td>MUSIC 321, 322, 340</td>
<td>MUSIC 445, 456</td>
</tr>
<tr>
<td></td>
<td>243, 245, 281**</td>
<td>357, Theory Select.</td>
<td>EDUC 367, 401, 402,</td>
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<td>R402, R403, R404</td>
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</tbody>
</table>

Special Requirements: approvals of Education Council and Music Education Council plus PRAXIS I & II

Licensure program information: see EDUCATION DEPARTMENT section of this bulletin.
Bachelor of Music in Music Education—Vocal Emphasis (132 credits)

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<th>1st Year</th>
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<tbody>
<tr>
<td>GenEd Goal 1–4</td>
<td>GenEd Goal 5, 7 &amp; 8</td>
<td>GenEd Goal 9 &amp; 10</td>
<td>GenEd Goal 11</td>
</tr>
<tr>
<td>Recital 101 &amp; 102</td>
<td>Recital 201 &amp; 202</td>
<td>Recital 301 &amp; 302</td>
<td>Recital 401</td>
</tr>
<tr>
<td>Lesson 101 &amp; 102</td>
<td>Lesson 201 &amp; 202</td>
<td>Lesson 301 &amp; 302*</td>
<td>Lesson 401*</td>
</tr>
<tr>
<td>110, 121, 122, 271, 281**</td>
<td>131-134***</td>
<td>PSYCH 201 &amp; ED 371 EDUC 363, 401, 402, 441, 442</td>
<td></td>
</tr>
</tbody>
</table>

** * Minimum 7 semesters of Primary Lessons and passing the 301 level. Performance Level Primary Lessons (e.g., 301P) may be used as a substitute.

** Min. grade of B.

*** Min. grade of C.

Special Requirements: approvals of Education Council and Music Education Council plus PRAXIS I & II

Licensure program information: see EDUCATION DEPARTMENT section of this bulletin.

Bachelor of Music in Music Education—Dual (Inst/Vocal) Emphasis

Attainment of 301 level lessons in both voice and on primary instrument.

MUSIC 145 not required due to methods classes; MUSIC 380 not required due to lessons. See Conservatory Handbook for details.

Bachelor of Music in Performance—Piano (129.5 credits)

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<th>1st Year</th>
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<th>4th Year</th>
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<tbody>
<tr>
<td>GenEd Goal 1–3</td>
<td>GenEd Goal 4, 5, 7 &amp; 8</td>
<td>GenEd Goal 9</td>
<td>GenEd Goal 10 &amp; 11</td>
</tr>
<tr>
<td>Recital 101 &amp; 102</td>
<td>Recital 201 &amp; 202</td>
<td>Recital 301 &amp; 302*</td>
<td>Recital 401 &amp; 402</td>
</tr>
<tr>
<td>Lesson 101 &amp; 102</td>
<td>Lesson 201P &amp; 202P</td>
<td>Lesson 301P &amp; 302P</td>
<td>Lesson 401P &amp; 402P*</td>
</tr>
<tr>
<td>073-001 each sem.</td>
<td>073-001 each sem.</td>
<td>073-001 each sem.</td>
<td>073-001 each sem.</td>
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<tr>
<td>073-002 each sem.</td>
<td>073-002 each sem.</td>
<td>073-002 each sem.</td>
<td>073-002 each sem.</td>
</tr>
<tr>
<td>MUSIC 110, 121, 122, 231-234, 257, 321-324, 353, 381, R399</td>
<td>Full Recital (R499)</td>
<td>MUSIC 182</td>
<td>Elective 1</td>
</tr>
<tr>
<td>124-127, 131-134, 285, 288, 380</td>
<td>Theory Selective 1</td>
<td>Elective 1</td>
<td>Elective 2, 3, 4</td>
</tr>
</tbody>
</table>

* Minimum 8 semesters of Lessons and passing the 401P level.

** International students who speak English as a second language are waived from the language requirement.
## Bachelor of Music in Performance—Organ Emphasis (132.5 credits)

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<th>1st Year</th>
<th>2nd Year</th>
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<tbody>
<tr>
<td>GenEd Goal 1–4</td>
<td>GenEd Goal 5, 7, 8 &amp; 9</td>
<td>Recital 101 &amp; 102</td>
<td>Recital 201 &amp; 202</td>
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<tr>
<td>Recital 101 &amp; 102</td>
<td>Recital 201 &amp; 202</td>
<td>Recital 301 &amp; 302</td>
<td>Recital 401 &amp; 402</td>
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<tr>
<td>Lesson 101 &amp; 102</td>
<td>Lesson 201P &amp; 202P</td>
<td>Lesson 301P &amp; 302P</td>
<td>Lesson 401P &amp; 402P*</td>
</tr>
<tr>
<td>073-001 each sem.</td>
<td>073-001 each sem.</td>
<td>073-001 each sem.</td>
<td>073-001 each sem.</td>
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<tr>
<td>073-002 each sem.</td>
<td>073-002 each sem.</td>
<td>073-002 each sem.</td>
<td>073-002 each sem.</td>
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<tr>
<td>MUSIC 110, 121, 122, MUSIC 231-234, 257, 124-127, 131-134, 181, 182</td>
<td>Elective 1 &amp; 2</td>
<td>Elective 1 &amp; 2</td>
<td>Elective 1 &amp; 2</td>
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<td>288</td>
<td>331, 332</td>
<td>356 or 358, 385</td>
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<td>Language 1 &amp; 2</td>
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<td>Elective 3, 4 &amp; 5</td>
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</tbody>
</table>

* Minimum 8 semesters of Lessons and passing the 401P level.

## Bachelor of Music in Performance—Instrumental Emphasis (125 credits)

<table>
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<tr>
<th>1st Year</th>
<th>2nd Year</th>
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<th>4th Year</th>
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<tbody>
<tr>
<td>GenEd Goal 1-3</td>
<td>GenEd Goal 4, 5, 7 &amp; 8 GenEd Goal 9</td>
<td>Recital 101 &amp; 102</td>
<td>Recital 201 &amp; 202</td>
</tr>
<tr>
<td>Recital 101 &amp; 102</td>
<td>Recital 201 &amp; 202</td>
<td>Recital 301 &amp; 302</td>
<td>Recital 401 &amp; 402</td>
</tr>
<tr>
<td>Lesson 101 &amp; 102</td>
<td>Lesson 201P &amp; 202P</td>
<td>Lesson 301P &amp; 302P</td>
<td>Lesson 401P &amp; 402P*</td>
</tr>
<tr>
<td>MUSIC 110, 121, 122, 124-127, 131-134, 181, 182</td>
<td>Elective 1, 2 &amp; 3</td>
<td>Elective 1 &amp; 2</td>
<td>Elective 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>257</td>
<td></td>
<td>Music Selective 1 &amp; 2 Music Selective 3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Elective 1, 2 &amp; 3</td>
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</table>

* Minimum 8 semesters of Primary Lessons and passing the 401 level.

## Bachelor of Music in Performance—Vocal Emphasis (130.5 credits)

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<th>1st Year</th>
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<tbody>
<tr>
<td>GenEd Goal 1–3</td>
<td>GenEd Goal 4, 5, 7 &amp; 8 GenEd Goal 9</td>
<td>Recital 101 &amp; 102</td>
<td>Recital 201 &amp; 202</td>
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<tr>
<td>Recital 101 &amp; 102</td>
<td>Recital 201 &amp; 202</td>
<td>Recital 301 &amp; 302</td>
<td>Recital 401 &amp; 402</td>
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<tr>
<td>Lesson 101 &amp; 102</td>
<td>Lesson 201P &amp; 202P</td>
<td>Lesson 301P &amp; 302P</td>
<td>Lesson 401P &amp; 402P*</td>
</tr>
<tr>
<td>MUSIC 110, 121, 122, 124-127, 131-134, 181, 182</td>
<td>Elective 1 &amp; 2</td>
<td>Elective 1 &amp; 2</td>
<td>Elective 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>271, 272, 281</td>
<td>R399</td>
<td>Language 1 &amp; 2</td>
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<td>Elective 3 &amp; 4</td>
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<td>Elective 3 &amp; 4</td>
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<td></td>
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<td>Elective 3 &amp; 4</td>
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</tbody>
</table>

* Minimum 8 semesters of Primary Lessons and passing the 401 level.
### Bachelor of Music in Performance—Music Theatre Emphasis (133.5 credits)

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
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<tr>
<td>GenEd Goal 1–4</td>
<td>GenEd Goal 5 &amp; 7</td>
<td>GenEd Goal 8 &amp; 9</td>
<td>GenEd Goal 10 &amp; 11</td>
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<tr>
<td>Recital 101 &amp; 102</td>
<td>Recital 201 &amp; 202</td>
<td>Recital 301 &amp; 302</td>
<td>Recital 401 &amp; 402</td>
</tr>
<tr>
<td>Lesson 101 &amp; 102</td>
<td>Lesson 201P &amp; 202P</td>
<td>Lesson 301P &amp; 302P</td>
<td>Lesson 101-021 &amp; 102-021</td>
</tr>
<tr>
<td>272, 273G, 274G, TH 222 &amp; 223</td>
<td>Elective 1 &amp; 2</td>
<td>Elective 401P &amp; 402P*</td>
<td></td>
</tr>
<tr>
<td>281 or 288, TH 121</td>
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</tbody>
</table>

* Minimum 8 semesters of Primary Lessons and passing the 401 level.
** Maximum 2 semesters of TH 100 or 300 for 063 requirement.

### Bachelor of Music in Keyboard Pedagogy—Piano Emphasis (129 credits)

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
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</table>
| GenEd Goal 1–4 | GenEd Goal 5, 7 & 8 | GenEd Goal 9–11 | **Minimum 8 semesters of Private Piano Lessons and passing the 301 level.**
| Recital 101 & 102 | Recital 201 & 202 | Recital 301 & 302 | **Minimum 8 semesters of Private Piano Lessons and passing the 301 level.**
| Lesson 101 & 102 | Lesson 100 ea. sem.** | Lesson 101 & 102** | **Minimum 8 semesters of Private Piano Lessons and passing the 301 level.**
| Ensembles 073-001 | Ensembles 073-001 | Ensembles 073-001 | **Minimum 8 semesters of Private Piano Lessons and passing the 301 level.**
| & 073-002 ea. sem. Ensembles 073-001 | | | **Minimum 8 semesters of Private Piano Lessons and passing the 301 level.**
| & 073-002 ea. sem. | & 073-002 ea. sem. | & 073-002 ea. sem. | **Minimum 8 semesters of Private Piano Lessons and passing the 301 level.**
| 380 | 456**, R499, R499 | | **Minimum 8 semesters of Private Piano Lessons and passing the 301 level.**
| Elective 1 & 2 | Elective 3, 4, 5 & 6 | | **Minimum 8 semesters of Private Piano Lessons and passing the 301 level.**

** These are lessons on a secondary keyboard instrument.
*** Completion of sequence chosen in 3rd Year.

### Bachelor of Music in Keyboard Pedagogy—Organ Emphasis (133 credits)

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<th>1st Year</th>
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</table>
| GenEd Goal 1–4 | GenEd Goal 5, 7 & 8 | GenEd Goal 9–11 | **Minimum 8 semesters of Private Piano Lessons and passing the 301 level.**
| Recital 101 & 102 | Recital 201 & 202 | Recital 301 & 302 | **Minimum 8 semesters of Private Piano Lessons and passing the 301 level.**
| Lesson 101 & 102 | Lesson 100 ea. sem.** | Lesson 101 & 102** | **Minimum 8 semesters of Private Piano Lessons and passing the 301 level.**
| Ensembles 073-001 | Ensembles 073-001 | Ensembles 073-001 | **Minimum 8 semesters of Private Piano Lessons and passing the 301 level.**
| & 073-002 ea. sem. Ensembles 073-001 | | | **Minimum 8 semesters of Private Piano Lessons and passing the 301 level.**
| & 073-002 ea. sem. | & 073-002 ea. sem. | & 073-002 ea. sem. | **Minimum 8 semesters of Private Piano Lessons and passing the 301 level.**
| 380 | 456**, R499, R499 | | **Minimum 8 semesters of Private Piano Lessons and passing the 301 level.**
| Elective 1 | Elective 2 & 3 | | **Minimum 8 semesters of Private Piano Lessons and passing the 301 level.**

** These are lessons on a secondary keyboard instrument.
*** Completion of sequence chosen in 3rd Year.
Bachelor of Music in Keyboard Pedagogy—Church Emphasis (135 credits)

1st Year | 2nd Year | 3rd Year | 4th Year
--- | --- | --- | ---
Lesson 101 & 102 | Lesson 100 ea. sem.** | Lesson 103 & 104** | Lesson 101 & 102* | Lesson 100* | Lesson 100* | Lesson 100* | Lesson 101 & 102** | Lesson 102 & 103* | Lesson 102 & 103* | Lesson 102 & 103*

* Minimum 8 semesters of Private Piano Lessons and passing the 301 level.
** These are lessons on a secondary keyboard instrument.
*** Completion of sequence chosen in 3rd Year.

Bachelor of Music in Music Industry—Outside Studies Emphasis** (127.5 credits)

1st Year | 2nd Year | 3rd Year | 4th Year
--- | --- | --- | ---
GenEd Goal 1–3 | GenEd Goal 4, 5 & 7 | GenEd Goal 8, 9, 10 | GenEd Goal 11
Recital 101 & 102 | Recital 201 & 202 | Recital 301 & 302 | Recital 401 & 402****
Lesson 101 & 102 | Lesson 201 & 202 | Lesson 100 ea. sem.* | Lesson 100*
MUSIC 110, 121, 122, MUSIC 231-234 or, | MUSIC 257, | MUSIC 322 or 423 | MUSIC 325, 326, 455, 456*** or 457***, 481, & 357 or 358 & 359 | 482, R498, R499
181, 182 | 380 | | |
Elective 1 | Elective 2 & 3

* Minimum 4 semesters of 1-credit Private Lessons plus 3 semesters of 0.5-credit Private Lessons on the primary instrument; must pass the 202 level.
** Minor in a non-music discipline required (min. 21 credits in one area).
*** Electives are used to satisfy the minor and fulfill a Music Business concentrate.
****R402 waived if off-campus for internship.

Bachelor of Music in Music Industry—Media Emphasis** (130.5 credits)

1st Year | 2nd Year | 3rd Year | 4th Year
--- | --- | --- | ---
GenEd Goal 1, 2 & 3 | GenEd Goal 4, 5 & 7 | GenEd Goal 8, 9, 10 | GenEd Goal 11
Recital 101 & 102 | Recital 201 & 202 | Recital 301 & 302 | Recital 401 & 402****
Lesson 101 & 102 | Lesson 201 & 202* | Lesson 100 ea. sem.* | Lesson 100*
MUSIC 110, 121, 122, MUSIC 212, 231-234 Major Ensemble | MUSIC 257, | MUSIC 495 (12 Major Ensemble | MUSIC 495 (12
181, 182 | 289, 293, 294 | 333, 353, 354, 356 | 456*** or 457***, 481, & 357 or 358 & 359 | 482, R498, R499
COMM 131 | PR 161 & 262 | Elective** 4 & 5 | Elective** 4 & 5
Elective** 1 | Elective** 2 & 3

* Minimum 4 semesters of 1-credit Private Lessons plus 3 semesters of 0.5-credit Private Lessons on the primary instrument; must pass the 202 level.
** Electives are used to satisfy the minor and fulfill a Music Business concentrate.
*** R402 waived if off-campus for internship.
### Bachelor of Music in Music Industry—Merchandising Emphasis** (130.5 credits)

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<td>GenEd Goal 1, 2 &amp; 3</td>
<td>GenEd Goal 4, 5 &amp; 7</td>
<td>GenEd Goal 9 &amp; 10</td>
<td>GenEd Goal 11</td>
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<tr>
<td>Recital 101 &amp; 102</td>
<td>Recital 201 &amp; 202</td>
<td>Recital 301 &amp; 302</td>
<td>Recital 401 &amp; 402***</td>
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<tr>
<td>Lesson 101 &amp; 102</td>
<td>Lesson 201 &amp; 202*</td>
<td>Lesson 100 ea. sem.*</td>
<td>Lesson 100*</td>
</tr>
<tr>
<td>MUSIC 110, 121, 122, MUSIC 212, 231-234, 121, 122, 124-127, or 235-238, 257, 131-134, 181, 182</td>
<td>MUSIC 215, 257, 322, MUSIC 257, 495 (12 credits), R498</td>
<td>or 235-238, 288, or 423, 364, 365, credits, R498</td>
<td>R399</td>
</tr>
<tr>
<td>ECON 100</td>
<td>BUS 211, 231, 280, 345</td>
<td>BUS 335 &amp; 338</td>
<td>COMM 453</td>
</tr>
<tr>
<td>BUS 101</td>
<td>Elective** 1</td>
<td>Elective** 2</td>
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* Minimum 4 semesters of 1-credit Private Lessons plus 3 semesters of 0.5-credit Private Lessons on the primary instrument; must pass the 202 level.
** Electives are used to satisfy the minor and fulfill a Music Business concentrate.
*** R402 waived if off-campus for internship.

### Bachelor of Music in Jazz Studies (130.5 credits)

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<tr>
<td>GenEd Goal 1–3</td>
<td>GenEd Goal 4, 5 &amp; 7</td>
<td>GenEd Goal 8 &amp; 9</td>
<td>GenEd Goal 10 &amp; 11</td>
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<tr>
<td>Recital 101 &amp; 102</td>
<td>Recital 201 &amp; 202</td>
<td>Recital 301 &amp; 302</td>
<td>Recital 401 &amp; 402***</td>
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<tr>
<td>Lesson 101 &amp; 102</td>
<td>Lesson 201 &amp; 202*</td>
<td>Lesson 301P &amp; 302P</td>
<td>Lesson 401P &amp; 402P*</td>
</tr>
<tr>
<td>MUSIC 110, 121, 122, MUSIC 235-238, 257, MUSIC 321, 322, 362, MUSIC 361, 364, 124-127, 131-134, 261, 262, 288, 363, 367, R399</td>
<td>ELECTIVE 1</td>
<td>ELECTIVE 2, 3, 4</td>
<td>ELECTIVE 2, 3, 4</td>
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<tr>
<td>181, 182</td>
<td>289, 293, 294</td>
<td>423, R498, R499</td>
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* Attainment of 301 Level required; one semester of study using traditional literature required.

### Bachelor of Music in Composition (135 credits)

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<th>1st Year</th>
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<th>4th Year</th>
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<tr>
<td>GenEd Goal 1 &amp; 2</td>
<td>GenEd Goal 3, 4, 8, &amp; 9</td>
<td>GenEd Goal 9</td>
<td>GenEd Goal 10 &amp; 11</td>
</tr>
<tr>
<td>Recital 101 &amp; 102</td>
<td>Recital 201 &amp; 202*</td>
<td>Recital 301 &amp; 302</td>
<td>Recital 401</td>
</tr>
<tr>
<td>Lesson 101 &amp; 102</td>
<td>Lesson 201 &amp; 202*</td>
<td>Composition Lesson</td>
<td>Composition Lesson</td>
</tr>
<tr>
<td>MUSIC 110, 111, 110* &amp; 201*</td>
<td>MUSIC 273, 321, 322, MUSIC 332, 365, ELECTIVE 2 &amp; 3</td>
<td>ELECTIVE 2 &amp; 3</td>
<td>ELECTIVE 2 &amp; 3</td>
</tr>
<tr>
<td>121, 122, 124-127, MUSIC 212, 231-234, ELECTIVE 1 &amp; 2</td>
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<td>131-134, 181, 182</td>
<td>257, 288</td>
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* Level 202 required; must play primary instrument or conduct during R399 or R499.
Bachelor of Music in Technology (132 credits)

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<tbody>
<tr>
<td>GenEd Goal 1–3</td>
<td>GenEd Goal 4, 5 &amp; 7</td>
<td>GenEd Goal 9</td>
<td>GenEd Goal 10 &amp; 11</td>
</tr>
<tr>
<td>Recital 101 &amp; 102</td>
<td>Recital 201 &amp; 202</td>
<td>Recital 301</td>
<td>Minor Ensemble</td>
</tr>
<tr>
<td>Lesson 101 &amp; 102</td>
<td>Lesson 201 &amp; 202</td>
<td>Private Recording</td>
<td>each semester</td>
</tr>
<tr>
<td>Major Ensemble</td>
<td>Major Ensemble</td>
<td>Lesson</td>
<td>MUSIC 322 or 423, 364, 365, 410G, 411, 423, R498</td>
</tr>
<tr>
<td>MUSIC 110, 121, 122</td>
<td>MUSIC 112, 212, 215 or CS 160</td>
<td>MUSIC 257, 310G, 313, 395 (12 cr.)</td>
<td>Elective 2 &amp; 3</td>
</tr>
<tr>
<td>124-127, 131-134, 181, 182</td>
<td>231-234 or 235-238, 288, 293, 294</td>
<td>Elective 3</td>
<td>Elective 1</td>
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</table>

Music Minor

In addition to the General Education requirements and the Student’s major degree requirements: R101, R102, R201, R202, plus 18 credits chosen from the following:

- 2-8 credits of Secondary studio lessons (see LESSON section below).
- 2-8 credits of ensembles (minor and/or major; see ENSEMBLE section below).

LESSONS

Four categories of lessons exist: Primary, Performance Level Primary, Secondary and Group. Due to the extremely low faculty-to-student ratio of this study, a special fee is attached to all Conservatory Lessons (see “SPECIAL FEES” in the “FINANCIAL INFORMATION” section of this bulletin).

Non credit-bearing lessons on voice and various instruments are available through the Conservatory Preparatory Division. Additional information is available in the Conservatory Office.

PRIMARY LESSONS—(1)

Prerequisite: Conservatory Major.

Primary Lessons, required of all Bachelor of Music degree majors, normally consist of 14 hours of private (one-on-one) studio instruction on the student’s primary instrument, delivered one hour per week throughout the semester and are valued at one (1) academic credit each semester, plus an area jury at the end of each semester.

Primary Lesson course numbers coincide with the student’s performance level, as determined by the area jury process. Normally, students audition into the Conservatory at the 101 level, with normal progress consisting of advancement to 102, 201, 202, 301, 302, 401, 402 in consecutive semesters. For students entering at a higher level (e.g., 201), advanced levels are offered as needed (403, 404, etc.). Minimum study and level achievement on the primary instrument is determined by the student’s degree curriculum.
PERFORMANCE LEVEL PRIMARY LESSONS—(2)
Prerequisite: Conservatory major and acceptance via 102 Level Jury or later.

Performance Level Primary Lessons: Following the 102 Level of study, any student may audition to study on the primary instrument at the Primary Performance Level (201P, 202P, 301P, 302P, 401P, 402P). All BM in Performance and BM in Jazz Studies degree majors are required to study six semesters at the Performance Level Primary Lesson on the primary instrument. For composition majors, five semesters of Performance Level composition lessons are required. Performance Level lessons are valued at two (2) academic credits each semester. For additional details related to performance levels, see the current Conservatory Student Handbook.

SECONDARY LESSONS—(0.5)
Prerequisite: Conservatory Major or Permission of Dean in consultation with the Studio Instructor.

Required of all Bachelor of Arts in Music degree majors for four semesters. Open to all Conservatory majors desiring study on a secondary instrument with permission of the Studio Instructor. Also open to non-Conservatory majors with permission of the Dean in consultation with the appropriate Area Head. Any student accepted to the Conservatory on a remedial basis will be required to take secondary lessons until level 101 is achieved. Remedial students will be dismissed from the studio if level 101 is not achieved after two semesters of study.

Secondary Lessons normally consist of 7.5 hours of private (one-on-one) studio instruction, delivered one-half hour per week throughout the semester. All Secondary Lessons carry the course number 100 and are repeatable as desired. Secondary Lessons, unlike Primary Lessons, imply no level designations.

GROUP LESSONS—(1)
Prerequisite: Conservatory Major, degree requirement or Permission of the Dean in consultation with the Instructor.

Group Lessons consist of weekly lessons throughout the semester delivered to a relatively small number of students simultaneously by one instructor. The size of the group will depend on the type of lesson being taught.

01 Voice
02 Flute
03 Clarinet
04 Oboe
05 Bassoon
06 Saxophone
07 Trumpet
08 Horn
09 Trombone
10 Euphonium
11 Tuba
12 Percussion
13 Contemporary Voice
14 Jazz Voice
ENSEMBLES
Ensembles are open by audition to all Capital University students.

MAJOR ENSEMBLES—1 credit, rehearsing 3 or 6 class hours weekly
INSTRUMENTAL
50 Orchestra
51 Wind Symphony
52 Chamber Percussion Ensemble
53 Capital Symphonic Winds

JAZZ
55 Big Band
56 Fusion Band
57 Small Jazz Ensemble

VOCAL
60 Chapel Choir
61 Women's Chorus
62 Choral Union
63 Opera/Musical Theatre
64 Jazz Vocal Ensemble

OTHER
67 Ensemble Now
68 MIDI Band

MINOR ENSEMBLES—0.5 credit, rehearsing 1 or 2 class hours weekly
MUSIC 070 Chamber Music—Instrumental and Vocal Ensembles
01 Flute Choir
02 Clarinet Choir
03 Trumpet Choir
04 Horn Choir
05 Trombone Choir
06 Brass Ensemble
07  Tuba Thunder
08  String Ensemble
09  Vocal Chamber Ensemble
10  Capital Chordsmen
11  Bassoon Monsoon
12  Philomel Chamber Singers

MUSIC 071  Chamber Music—Quartets and Quintets
01  Brass Quintet
02  Woodwind Quintet
03  Clarinet Quartet
04  Saxophone Quartet
05  Trombone Quartet
06  Tuba Quartet

MUSIC 072  Chamber Music—Percussion
01  Concert Percussion Ensemble (CPE)
02  Ethnic Percussion Ensemble (EPE)
03  World Music Lab Ensemble

MUSIC 073  Chamber Music—Piano and Guitar
01  Piano Ensemble
02  Accompanying
03  Advanced Accompanying
04  Classical Guitar Ensemble
05  Guitar Workshop

MUSIC 074  Small Jazz Groups
01  Birdland Jazz Combo (non-performing)
02  Vanguard Jazz Combo (intermediate)
03  Savoy Jazz Combo (intermediate)
04  Rock Ensemble (C.U.R.E.)
05  Jazz Percussion Ensemble (JPE)
06  Jazz Guitar Ensemble (JGE)

Courses for Non-Music Majors

Prerequisites: None for most, permission of the instructor for some. Open to all Capital University students. Conservatory majors are given priority placement in these courses if the course cap is reached. See Course Descriptions in the “Courses for Music Majors” below. Ensembles open to all students, regardless of major, by audition (see above).

145  CLASS VOICE—(1)
210  INTRODUCTION TO MUSIC: [STYLE]—(3) [Gen.Ed. Goal 6]
212  AUDIO PRODUCTION AND RECORDING TECHNIQUES—(3)
273G  DANCE TECHNIQUE I—(3)
274G  DANCE TECHNIQUE II—(3)
275G  ADDITIONAL DANCE TECHNIQUE I—(3)
290  INTRODUCTION TO MUSIC THERAPY—(3)
293  MUSIC INDUSTRY SEMINAR—(1)
294  MUSIC INDUSTRY APPLIED ACTIVITIES—(1)
310 RECORDING ENGINEERING AND MUSIC PRODUCTION—(9)
311 RECORDING STUDIO MAINTENANCE—(1)
312 ADVANCED RECORDING AND MUSIC PRODUCTION—(1)
313 NEWTECH PRODUCTION—(1)
328 ELEMENTARY MUSIC LITERATURE—(3)
329 HISTORY OF MUSIC THEATRE—(3)
350 MUSIC PEDAGOGY—(2)
364 MUSIC BUSINESS SURVEY—(3)
365 MUSIC BUSINESS LAW AND PRACTICES—(3)

Courses for Music Majors

MUS R101, R102, R201, R202, R301, R302, R401, R402, R403 RECITAL ATTENDANCE—(0). Required attendance for all music majors at all scheduled area and general recitals each semester. The course number should coincide with the student's status (e.g., second semester sophomores should register for R202, but need not be equal to the student's performance level). If the student's chosen degree includes a Professional Semester, the student is waived from Recital Attendance during that semester, as are students whose internship responsibilities include work during the scheduled recital hour. Students studying in the Hungary Program substitute H301 or H401 as appropriate. Students in other international study programs are required to turn in an equivalent amount of recital programs from the region in which the international study takes place. Prerequisite: none.

MUS 110 INTRODUCTION TO MUSIC SOFTWARE—(1). An introduction to the uses of music processing software, with a focus on music notation and sequencing. Prerequisite: music major or permission of Foundational Studies department chair in consultation with the assistant dean. Offered fall semester for music technology majors, spring semester for all other music majors; exceptions by permission of the foundations chair or assistant dean.

MUS 111 PRODUCTION AND HISTORY OF ELECTRONIC MUSIC—(3). A study of the history and techniques of electronic music since the introduction of analog synthesis through the present. Includes Analog Synthesizer techniques, MIDI Sequencing, Software Instruments, Digital Sampling, and an introduction to hard disk recording. Prerequisite: none. Offered fall semester for B.A. Music Technology students; offered spring semester for B.M. Music Technology students; exceptions by permission of instructor.

MUS 112 AUDIO ELECTRONICS—(3). A course exploring the components of audio electronics, including how they function, basic repair procedures, and how they are combined and incorporated into electronic music systems. Offered spring semester for B.A. Music Technology students; offered fall semester for B.M. Music Technology students; exceptions by permission of instructor.

MUS 121 MUSIC LITERATURE I—(3). Study of a wide variety of musical styles with an emphasis on comprehensive listening skills and the ability to describe what is perceived using appropriate musical terminology. Musical examples will be primarily drawn from Western art music from the medieval through the romantic periods. Prerequisite: none. Offered fall semester each year.
MUS 122 MUSIC LITERATURE II—(3). Continuation of 121, with examples being primarily taken from 20th-century art music and American jazz and popular music. Prerequisite: none. Offered spring semester each year.

MUS 124-127 WORLD MUSIC LABORATORY—(0.5 each). World Music laboratory is a hands-on, experiential, modular sequence, with study of four different musical cultures: West African, Caribbean, South American and Asian. Students will experience musical, cultural and religious traditions of each area through an applied experience. Prerequisite: taken concurrently with MUSIC 121 and 122. 124 and 125 offered fall semester; 126 and 127 offered spring semester.

MUS 130 AUDIATION LAB—(0). Required for any Conservatory student whose Theory Skills Assessment determines that extra class time is required for success in MUSIC 131 and/or 132. Taken concurrently with MUSIC 131 and 132. Offered fall semester each year.

MUS 131 MUSICIANSHIP I—(2). Study of elementary written analytical and notational techniques, including major, harmonic minor, mixolydian and dorian tonalities; duple, triple, combined and paired meters; and phrase structure and variation forms in a variety of musical styles. Prerequisite: music major or permission of the Foundational Department Chair. Taken concurrently with MUSIC 131 and 132. Offered fall semester each year.

MUS 132 AUDIATION I—(2). Study of audiation skills necessary for outstanding musicianship, including perception of major, melodic minor, mixolydian and dorian tonalities; duple, triple, combined and paired meters; simple formal structures, and beginning notational skills in a variety of musical styles. Emphasis is placed on audiation and performance skills and the ability to use and demonstrate learned concepts through original, creative projects. Prerequisite: music major or permission of the Foundational Department Chair. Taken concurrently with MUSIC 131. Offered fall semester each year.

MUS 133 MUSICIANSHIP II—(2). Continuation of 131, including a comprehensive introduction of notational theory (melodic, rhythmic, harmonic and formal concepts) and intermediate written analytical techniques as applied to common-practice diatonic music and American popular and jazz styles. Prerequisite: C or better in MUSIC 131 and 132. Taken concurrently with MUSIC 131 and 132. Offered spring semester each year.

MUS 134 AUDIATION II—(2). Continuation of 132 with the addition of lydian, phrygian and all forms of minor; unpaired and extended meters; and diatonic chord progressions found in common-practice and American popular and jazz styles. Prerequisite: C or better in MUSIC 131 and 132. Taken concurrently with MUSIC 133. Offered spring semester each year.

MUS 145 CLASS VOICE—(1). A course designed to teach basic singing technique and varied song repertoire. May be repeated for credit. Prerequisite: none. Offered both semesters each year assuming sufficient enrollment.

MUS 180 CLASS KEYBOARD LAB—(0). Required for any Conservatory student whose Keyboard Skills Assessment determines that extra class time is required for success in MUSIC 181. Taken concurrently with MUSIC 181. Offered fall semester each year.

MUS 181 CLASS KEYBOARD I—(1). Beginning functional piano skills course emphasizing basic finger technique, scales, and basic chord structures and
progressions. Minimum grade of B required for Music Education Majors. Prerequisite: placement by Class Keyboard Coordinator. Offered fall semester each year.

**MUS 182 CLASS KEYBOARD II**—(1). A continuation of Class Keyboard I. Minimum grade of B required for Music Education Majors. Prerequisite: MUSIC 181 or placement by Class Keyboard Coordinator. Offered spring semester each year.

**MUS 210 INTRODUCTION TO MUSIC: STYLE SPECIFIC**—(3). Fulfills General Education Fine Arts Goal. This course provides a collegiate-level introduction to music within a particular style, such as Classical, World Music, Jazz and Popular, Rock ’N’ Roll, etc. The section number will be used to identify the style(s) being offered each semester. Students will be expected to experience music in a personal and practical manner in each section.

**MUS 212 AUDIO PRODUCTION AND RECORDING TECHNIQUES**—(3). An introduction to basic analog and digital audio recording techniques, including console operation, mixing, microphones, signal processors, and synchronization for video. Students will participate in hands-on recording sessions in weekly labs. Prerequisite: Sophomore standing or permission of Technology Area Head.

**MUS 215 MULTIMEDIA AND WEB DEVELOPMENT**—(3). This course is an introduction to basic tools and materials for developing web-based media. This includes html, graphics, audio, video and flash.

**MUS 225 HISTORY AND STYLE OF ROCK ’N’ ROLL**—(3). A comprehensive study of the early influences on, and the development of rock music from the early ’50s to the present. The course focuses on identifying stylistic features of various forms of rock music, discriminating between the purely musical and extra-musical aspects of rock, and understanding its historical development through the six decades of rock music. The course also examines the symbiotic interrelationship between rock music and society—particularly how the music reflects and affects society. Prerequisite: Major in a Music or Music Technology degree; others by permission of instructor. Offered spring semester each year.

**MUS 226 20th CENTURY MUSIC LITERATURE: SELECTED TOPICS**—(3). This course provides a focused study of one or more particular threads of 20th-century composition. The focus will change with consecutive offerings. Representative examples include specific schools of composition, unique compositional categories, compositional genres, etc. This course is repeatable for credit. Prerequisites: MUSIC 121 and 122. Offered irregularly.

**MUS 231 MUSICIANSHIP III**—(2). Continuation of 133, with emphasis on representative chromatic music from the baroque, classical and romantic periods and from American popular and jazz music. Prerequisite: C or better in MUSIC 133 and 134. Taken concurrently with MUSIC 232. Offered fall semester each year.

**MUS 232 AUDIATION III**—(2). Continuation of 134, with emphasis on chromatic melodic and harmonic techniques found in common-practice and American popular and jazz styles. Prerequisite: C or better in MUSIC 133 and 134. Taken concurrently with MUSIC 231. Offered fall semester each year.

**MUS 233 MUSICIANSHIP IV**—(2). Comprehensive study of 20th century art music, including the transition from late romantic chromaticism, impression-
ism, atonality, set theory, serial theory, indeterminacy, minimalism, and their relationship to American popular and jazz music. Prerequisite: C or better in MUSIC 231 and 232. Taken concurrently with MUSIC 234. Offered spring semester each year.

MUS 234 AUDITION IV—(2). Comprehensive aural study of 20th century melodic and harmonic materials, including pentatonic, whole-tone, modal and octatonic pitch collections; common contemporary pitch sets; and pitch rows. Prerequisite: C or better in MUSIC 231 and 232. Taken concurrently with MUSIC 233. Offered spring semester each year.

MUS 235 AMERICAN POPULAR MUSIC/JAZZ THEORY I—(2). An introduction to the study of melodic, harmonic, rhythmic, compositional and improvisational concepts found in American music from well-established forms, including jazz, blues, musical theatre, rock, rhythm & blues, country, among other emerging subgenera, and their relationship to other world and western art musics. Emphasis is on developing a visual and aural understanding through analysis and listening examples. Prerequisite: C or better in MUSIC 133 and 134. Taken concurrently with MUSIC 236. Offered fall semester each year.

MUS 236 AMERICAN POPULAR MUSIC/JAZZ APPLIED LAB I—(2). The study of applied skills related to the melodic, harmonic, rhythmic, compositional and improvisational concepts found in American music. Emphasis will be placed upon the application of aural and performance skills through dictation, singing, applied keyboard skills and the student's primary instrument. Prerequisite: C or better in MUSIC 133 and 134. Taken concurrently with MUSIC 235. Offered fall semester each year.

MUS 237 AMERICAN POPULAR MUSIC/JAZZ THEORY II—(2). A continuation of the study of melodic, harmonic, rhythmic, compositional and improvisational concepts found in American music from well-established forms, including jazz, blues, musical theatre, rock, rhythm and blues, country, among other emerging subgenera, and their relationship to other world and western art musics. Emphasis is on developing a visual and aural understanding through analysis and listening examples. Prerequisite: C or better in MUSIC 235 and 236 or Music Composition Major with C or better in MUSIC 233 and 234. Offered spring semester each year.

MUS 238 AMERICAN POPULAR MUSIC/JAZZ APPLIED LAB II—(2). The study of applied skills related to the melodic, harmonic, rhythmic, compositional and improvisational concepts found in American music. Emphasis will be placed upon the application of aural and performance skills through dictation, singing, applied keyboard skills and the student's primary instrument. Prerequisite: C or better in MUSIC 235 and 236. Taken concurrently with MUSIC 237. Offered spring semester each year.

MUS 241 INTRODUCTION TO MUSIC EDUCATION—(3). Introduction and overview of the music education profession. Students also complete modules in audiovisual materials, classroom management, and special learners and reading in the content area. Twenty-five hours of observation earned toward teacher certification in Ohio. Prerequisite: Sophomore standing. Offered fall semester each year.

MUS 242 ELEMENTARY/MIDDLE SCHOOL FIELD EXPERIENCE—(3). This course is a lab environment. Students observe and participate in schools and meet intermittently with the instructor to discuss and hand in all work done in
the field. Seventy-five hours earned toward teacher certification in Ohio. Prerequisite: MUSIC 241. Offered spring semester each year.

MUS 243 MIDDLE SCHOOL METHODS—(2). Exploration of topics and methodology appropriate to the teaching of middle school music programs, including but not limited to, singing, rhythm instruments, movement, computer software, American music, etc. Prerequisite: MUS 241.

MUS 245 PERCUSSION METHODS—(2). Basic rudiments of drumming, integrated with general knowledge of manipulation and techniques of all percussion instruments. Prerequisite: sophomore standing. Offered spring semester each year.

MUS 247 SURVEY OF INSTRUMENTAL TEACHING METHODS—(2). This course is designed for vocal music education majors to acquaint them with the various teaching methods used in beginning instrument classes and to familiarize them with the instrument families. Prerequisite: none. Offered fall semester in odd years only.

MUS 249 INTRODUCTION TO CONDUCTING—(1). Rudiments of conducting technique, score study, and rehearsal leadership. Prerequisites: D or better in MUSIC 121, C or better in 131 and 132. Offered spring semester for music education majors, fall semester for all other music majors; exceptions by permission of instructor.

MUS 261 JAZZ IMPROVISATION I—(2). Application of jazz theory, concepts, and aural skills, including nomenclature, jazz melody and harmony, solo analysis, standard jazz and contemporary repertoire, and group and individual playing. Prerequisite: MUSIC 133 or permission of the instructor. Offered fall semester each year.

MUS 262 JAZZ IMPROVISATION II—(2). A laboratory course expanding and developing the materials studies in 261. Prerequisite: MUSIC 261. Offered spring semester each year.

MUS 271 DICTION FOR SINGERS I—(2). Study and practical application of language sounds through the use of the international phonetic alphabet in English, Italian and Latin. Prerequisite: none. Offered fall semester.

MUS 272 DICTION FOR SINGERS II—(2). Study and practical application of language sounds through the use of the international phonetic alphabet in German, French and Spanish. Prerequisite: MUSIC 271. Offered spring semester in even years only.

MUS 273G DANCE TECHNIQUE I—(1). Instruction in Ballet and/or a dance styles class. Students are placed in classes at BalletMet Columbus appropriate to their individual experience and development. Two classes per week, minimum of 15 hours total required. Special Fee applies (see “SPECIAL FEES” in the “FINANCES” of this Bulletin). Prerequisite: none.

MUS 274G DANCE TECHNIQUE II—(1). A continuation of dance technique with classes at BalletMet Columbus. Two classes per week, minimum of 15 hours total required. Special Fee applies (see “SPECIAL FEES” in the “FINANCES” of this Bulletin). Prerequisite: MUSIC 273G.

MUS 275G ADDITIONAL DANCE TECHNIQUE—(1). Additional dance study at BalletMet Columbus. Two classes per week, minimum of 15 hours total required. May be repeated. Special Fee applies (see “SPECIAL FEES” in the “FINANCES” of this Bulletin). Prerequisite: MUSIC 274G.
MUS 281 CLASS KEYBOARD III—(1). Intermediate functional piano skills expanding those developed in Class Keyboard I and II. This course is modular in approach, with the curriculum determined by the Class Keyboard Coordinator in consultation with Department Chairs and Area Heads. Minimum grade of B required for Music Education Majors. Prerequisite: MUSIC 109 or placement by Class Keyboard Coordinator.

MUS 285 PIANO IN CHAMBER PERFORMANCE—(2). Examines the role of the piano in traditional and contemporary instrumental chamber combinations, with emphasis on listening, analysis, and selected performance experience of representative examples from the repertoire. Prerequisite: piano major or permission of the instructor. Offered irregularly.

MUS 288 CLASS JAZZ /CONTEMPORARY KEYBOARD I—(1). Study of jazz/contemporary music repertoire and styles. Blues scale, turn-arounds, chord voicing, and modulation/transposition are also studied. Prerequisite: MUSIC 182 or permission of the Foundations Department Chair. Offered fall semester each year.

MUS 289 CLASS JAZZ /CONTEMPORARY KEYBOARD II—(1). Continuation of MUSIC 288 utilizing more complex, advanced and varied styles. Prerequisite: MUSIC 288 or permission of the Foundations Department Chair. Offered spring semester each year.

MUS 290 INTRODUCTION TO MUSIC THERAPY—(3). Music Therapy is a vibrant field that includes the areas of: music, psychology, social work, human development, special education, medicine and the health sciences. This introductory course includes an historical perspective of the development of the profession and discusses the many populations most commonly served by music therapists and the therapy interventions that are possible. Prerequisite: sophomore standing. Offered irregularly.

MUS 293 MUSIC INDUSTRY SEMINAR—(1). A course consisting of discussions pertinent to studying the music industry. Since the music industry comprises such a wide variety of fields and experiences, the course will feature a broad range of topics. The student will write and/or present an oral report about one or more experiences in the course. Prerequisite: sophomore standing. Offered fall semester.

MUS 294 MUSIC INDUSTRY APPLIED ACTIVITIES—(1). A project-based course with practical research and application activities related to one or more fields within the music industry. May be repeated for credit. Prerequisite: sophomore standing. Offered spring semester.

MUS 310 RECORDING ENGINEERING AND MUSIC PRODUCTION—(9). Audio tape and disk recording techniques, including basic physics and theory; operation of consoles, tape machines, microphones, equalizers, time-based effects, compressors/limiters/expanders and monitors; noise reduction; digital recording techniques; disk mastering; session procedures; and general information concerning the recording industry. Taught at The Recording Workshop in Chillicothe, Ohio. Prerequisites: MUSIC 111, 112 and 212 for Capital Music Technology majors. Offered year-round, see www.recw.com.

310G ELECTRONIC COMPOSITION WORKSHOP—(1). Students will work in a small group setting to create original electronic compositions using the software and hardware covered in previous music technology courses. Prerequisites: MUSIC 110, 111 and 212. Offered each semester.
MUS 311 RECORDING STUDIO MAINTENANCE—(1). General maintenance techniques, including uses of electronic test equipment, machine alignment, troubleshooting, acoustics and basic studio design. Taught at The Recording Workshop in Chillicothe, Ohio. Prerequisites: MUSIC 111, 112 and 212 for Capital Music Technology majors. Offered year-round, see www.recw.com.

MUS 312G TEAM RECORDING—(1). Students will work in groups of 4 or 5 to complete recording projects incorporating a variety of instruments. Prerequisite: MUS 212. Offered fall semester for BA Tech majors; spring semester for BM Tech majors. Exceptions by permission of instructor.

MUS 312 ADVANCED RECORDING AND MUSIC PRODUCTION—(1). Practical application of recording techniques, including mixing procedures, console automation, recording and mixing of various musical groups in 8-, 16-, and 24-track formats. Taught at The Recording Workshop in Chillicothe, Ohio. Prerequisite: MUSIC 310 for Capital Music Technology majors. Offered year-round, see www.recw.com.


MUS 310G PRIMARY INSTRUMENT LITERATURE—(1). Study of representative literature, including concertos, sonatas, solos in chamber ensembles utilizing live and recorded performance; discussion of period, style and relationship to development of the instrument, as well as tradition and selected literature. Prerequisite: completion of Performance Level 202 and concurrent primary applied study. Course surcharge assessed. Offered fall semester each year.

MUS 321 HISTORY OF WESTERN ART MUSIC I—(3). Comprehensive chronological study of Western art music from ancient times through the Baroque era, with an emphasis on perception skills. Additional content will include an introduction to musicological writing and research skills, an understanding of the social and political conditions of each period. Prerequisites: D or better in MUSIC 121, 122, 133 and 134. Offered fall semester each year.

MUS 322 HISTORY OF WESTERN ART MUSIC II—(3). Continuation of 321, with an emphasis on Western art music from the classical era to the present and continued emphasis on perception and writing skills. Offered spring semester each year.

MUS 323 PIANO LITERATURE THROUGH BEETHOVEN—(3). Study of piano literature from the pre-Baroque era through the Classical era, including historical, formal, and aesthetic features of the music. Prerequisite: MUSIC 133 and 134 and piano major or permission of the instructor. Offered fall semester in even years only.

MUS 324 PIANO LITERATURE SINCE BEETHOVEN—(3). Study of piano literature from the Romantic era to the present, including historical, formal, and aesthetic features of the music. Prerequisite: MUSIC 323 or permission of the instructor. Offered spring semester in odd years only.

MUS 325 ORGAN LITERATURE—(3). Study of the organ from Paumann to the present; relationship to the organ as it existed in each period; examination of representative stop lists in Germany, Italy and the United States. Performance by members of the class required. Prerequisite: organ major or permission of instructor. Offered spring semester in even years only.
MUS 326 SONG LITERATURE—(3). A survey of solo vocal literature of major nationalistic schools from the Baroque era to the present. Prerequisite: junior standing or permission of instructor. Offered fall semester in even years only.

MUS 328 ELEMENTARY MUSIC LITERATURE—(3). Use of available supplementary music literature for teaching in elementary schools, including materials for listening, creative activities, folk dancing, integration, audiovisual aids, and elementary choruses. Open to all students; recommended for music education vocal or dual track majors. Prerequisite: Junior standing Music Education major. Offered irregularly.

MUS 329 HISTORY OF MUSIC THEATRE—(3). Chronological study of American Musical Theatre from the 19th century to the present. Emphasis will be placed on the musical, dramatic, political, and social aspects of the period. Prerequisite: Junior standing or permission of instructor. Offered spring semester in odd years only.

MUS 331 COUNTERPOINT—(3). Comprehensive study of the principles and practices of modal, tonal and contemporary counterpoint as exemplified in the styles of Palestrina, Bach, and contemporary masters, including creative projects and analyses of representative works. Prerequisites: MUSIC 233 or 235, 321, or permission of instructor. Offered spring semester in even years only.

MUS 332 INSTRUMENTATION/ORCHESTRATION—(3). Detailed study of the ranges and uses of musical instruments and voices in small and large ensembles; standard techniques of music calligraphy, emphasis on projects in creative scoring techniques for homogeneous and heterogeneous ensembles. Prerequisite: MUSIC 233 or 237 or permission of the instructor. Offered fall semester each year.

MUS 333 FORM AND ANALYSIS—(3). Study of formal design and analytical procedures in representative works from all style periods, with emphasis on the larger forms. Prerequisites: MUSIC 233 or 237 or permission of instructor. Offered spring semester in odd years only.

MUS 335 CHORAL ARRANGING—(3). This course examines strategies and techniques for arranging music for choral ensembles. Attention is given to the setting of text and to the use of melody, harmony, rhythm and form in choral music. Various musical styles and instrumental accompaniments will be explored, as well as a variety of performance levels from elementary school literature to professional ensembles. Prerequisite: MUSIC 233 or 237. Offered irregularly.

MUS 340 HIGH SCHOOL MUSIC FIELD EXPERIENCE—(3). This course includes components of classroom/rehearsal management and design with 50 hours of field-based experience in area high schools. It provides students with the “real world” opportunity to put into practice the knowledge, skills, and theories acquired and practiced during their on campus classroom, rehearsal, and clinical experiences. Students then have the opportunity to reflect upon the integration of these theories and practices as they return to campus during the final week of the semester for summary seminars and “PRAXIS” exam practice. During their time in the schools, students will observe the policies and practices of their cooperating teachers, participate in planned musical events of their respective schools, observe and participate in rehearsal planning for an actual rehearsing of musical ensembles. Prerequisite: MUSIC 242. Offered fall semester each year.
MUS 342 CHORAL METHODS—(3). Concentrates on methods for grades 7-12. Special attention is given to rehearsal techniques, literature and program administration for the future middle school or high school vocal instructor. Prerequisites: voice primary or secondary private study, or MUSIC 145 and junior standing. Offered fall semester each year.

MUS 343 THE ESSENCE OF INSTRUMENT REPAIR—(2). This course will provide students with “hands on,” clinically guided experience in the maintenance, problem diagnosis, and repair of common malfunctions of the orchestral and band instruments. Prerequisite: Junior standing. Offered irregularly.

MUS 344 WOODWIND METHODS—(2). Study of woodwind instruments; attention to correct tone production, playing techniques and care of the instruments. Prerequisite: Junior standing. Offered fall semester each year.

MUS 345 BRASS METHODS—(2). Study of brass instruments; attention to correct tone production, playing techniques and care of the instruments. Prerequisite: junior standing. Offered spring semester each year.


MUS 347 INSTRUMENTAL CONDUCTING II—(2). Continuation of MUSIC 346. Prerequisite: MUSIC 356. Offered spring semester each year.

MUS 348 CHORAL CONDUCTING I—(1). Advanced conducting technique in the choral genre emphasizing literature, schools of choral singing, score analysis, rehearsal techniques, expressiveness and vocal pedagogy. Prerequisite: MUSIC 257. Offered fall semester each year.

MUS 349 CHORAL CONDUCTING II—(2). Continuation of MUSIC 348. Prerequisite: MUSIC 348. Offered spring semester each year.

MUS 350 JAZZ STYLES AND ANALYSIS—(3). Designed as a listening and analysis course to familiarize the student with major jazz artists, with an emphasis on solo transcription. Prerequisite: MUSIC 261. Offered spring semester in even years only.

MUS 351 BEGINNING JAZZ ARRANGING—(3). Arranging and orchestration techniques for small jazz ensembles and other related idioms with specific projects for various groups, including fundamental techniques of computer music notation. Prerequisite: MUSIC 235 or permission of the instructor. Offered fall semester each year.

MUS 352 INTERMEDIATE JAZZ ARRANGING—(3). Advanced projects in jazz arranging presented in a laboratory atmosphere, with emphasis on big band writing. Prerequisite: MUSIC 351 or permission of the instructor. Offered spring semester each year.

MUS 353 MUSIC BUSINESS SURVEY—(3). Lectures and discussions with professionals in the music, arts and entertainment industry. Students will have the opportunity to interact with bandleaders, agents, promoters, songwriters and others who have extensive experience in the business. A 22-page research paper on a music business related subject is the final project in the course. Prerequisite: none. Offered fall semester each year.
MUS 365 MUSIC BUSINESS LAW AND PRACTICES—(3). This class is based on entertainment law. Topics include: Music in the Marketplace, Publishing, Copyright, Licensing, Contracts and the entire music business system. Prerequisites: MUSIC 293 and 294 or permission of instructor.

MUS 367 JAZZ COMPOSITION—(3). Each student will compose several pieces using specific elements of composition (melody, rhythm, form, etc.) as they apply to jazz. In addition, listening and analysis are emphasized. Prerequisites: MUSIC 233 or 237 and MUSIC 362 or permission of the instructor. Offered spring semester in odd years only.

MUS 371 RUSSIAN DICTION—(2). Study and practical application of Russian language sounds through the use of the international phonetic alphabet; review of the representative musical literature. Prerequisite: MUSIC 272. Offered irregularly.

MUS 380 MUSIC PEDAGOGY—(2). An exploration of the various processes by which music is learned and performed and the effect they should have on the manner in which music should be taught. Emphasis will be given to the role of the private/ studio teacher in the education of music students, and business practices and concerns of the teacher. Prerequisite: none. Offered fall semester in odd years only.

MUS 381 PIANO PEDAGOGY—(4). Comprehensive course dealing with the teaching of beginning, elementary and intermediate level piano students of all ages. Class members will be shown how to analyze, evaluate, and use a variety of teaching methods and materials. Additional topics include: musicianship skills for elementary students; curriculum design and lesson planning; keyboard technology; utilizing in-class performances of examples from the vast field of piano literature; and peer and group teaching. Observations, materials review and individual assignments are important component parts of this course. Prerequisite: piano major or permission of the instructor. Offered spring semester in even years only.

MUS 383 PIANO PEDAGOGY INTERNSHIP—(1). A practicum semester in which students will teach peer Conservatory students, arranged private students, and/or beginning piano students enrolled at the Columbus Children's Community Music School. Prerequisite: Music 381 (can be concurrent) and 10 hours of observation. Offered both semesters.

MUS 384 ADVANCED PIANO PEDAGOGY INTERNSHIP—(1). Continuation of 383, including advanced problem solving and pedagogical techniques. Prerequisite: MUS 383 and permission of the instructor. Offered both semesters.

MUS 385 ORGAN PEDAGOGY—(3). Principles of organ teaching, with supervised student teaching. Transcription of organ and piano accompaniment; conducting from the console; anthem accompaniment. Prerequisite: organ major or permission of the instructor. Offered irregularly.

MUS 395 MUSIC TECHNOLOGY INTERNSHIP—(3-12). Provides field internship experiences in a music technology-specific facility under faculty supervision. May be satisfied in a variety of ways. Prerequisites: Junior standing in the music technology program and Application to the Music Technology Area Head.

MUS 399 HALF-HOUR RECITAL—(0.5). All candidates for half-hour recital must be enrolled in primary or secondary lessons on the primary instrument during the semester the recital is presented. Prerequisite: successful completion of the 202 performance level and completion of the Recital Request Form.
MUS 410G APPLIED RECORDING PROJECTS—(1). The student will be responsible for digitally recording various types of student and faculty ensembles, as well as for managing all aspects of the production and post-production of each project, with the guidance/advice of an appropriate faculty member. The final product of each session will be a compilation CD. This course is repeatable for credit and grade. Special Fee applies (see “SPECIAL FEES” in the FINANCES section of this Bulletin). Prerequisite: MUSIC 313. Offered spring semester.

MUS 411 MUSIC FOR MEDIA—(3). This course is a capstone applied experience for Music Technology majors, consisting of three primary components: (1) the history and literature of music for media, including commercial television, film, and video; (2) compositional issues and procedures related to writing original music for media; and (3) course projects that incorporate the hardware and software required to produce music for media. Special Fee applies (see “SPECIAL FEES” in the FINANCES section of this Bulletin). Prerequisites: MUSIC 313 and RTVF 433. Offered fall semester.

MUS 423 HISTORY OF JAZZ AND POPULAR MUSIC—(3). Comprehensive study of the development of jazz and pop music from the middle of the 19th century to the present, including early forms, the blues and 20th century trends. Prerequisite: MUSIC 122. Offered fall semester each year.

MUS 441 MARCHING BAND AND JAZZ BAND METHODS—(3). Provides students with knowledge and skill to design contemporary and traditional shows for the high school marching band (including computerized show design software) and to teach jazz ensembles elements of jazz style, including improvisation. Prerequisite: senior standing or permission of Music Education Chair.

MUS 445 STRING METHODS—(2). Study of string instruments; attention to bowing and fingering techniques, pitch perception, care of instruments, and introduction to Suzuki and traditional methods of instruction. Prerequisite: senior standing or permission of the Music Education Chair. Offered fall semester each year.

MUS 456 ADVANCED INSTRUMENTAL CONDUCTING—(1). This course is designed for senior music education majors. Topics will include advanced conducting techniques, score study, and rehearsal techniques, in preparation for student teaching. Prerequisite: MUSIC 357. Offered fall semester each year.

MUS 458G INSTRUMENTAL CONDUCTING WORKSHOP—(1). This course is intended for students who are considering advanced conducting study at the graduate level. Topics covered include advanced score study and selective listening techniques, program planning and curricular design for instrumental ensembles, advanced manual conducting techniques and rehearsal procedures, and an introduction to graduate level research in conducting. Special Fee applies (see “SPECIAL FEES” in the FINANCES section of this Bulletin). Prerequisite: MUSIC 356 and 357. Offered irregularly.

MUS 459 ADVANCED CHORAL CONDUCTING—(1). This course is designed for senior music education majors. Topics will include advanced conducting techniques, score study, and rehearsal techniques, in preparation for student teaching. Prerequisite: MUSIC 359. Offered fall semester each year.

480 VOCAL PEDAGOGY—(3). Rudiments of vocal instruction through study of voice structure and function, observation of comparative pedagogies, review of representative literature, and a practicum of active involvement in the private teaching process. Prerequisite: voice major and senior standing, or permission of the instructor. Offered fall semester each year.
MUS 481 SERVICE PLAYING AND IMPROVISATION I—(3). Hymnody, liturgy, anthem and solo accompaniment. The study of “instant composition,” free hymn accompaniments, improvising organ solos, and “fill-ins.” Prerequisite: permission of the instructor. Offered irregularly.

MUS 482 SERVICE PLAYING AND IMPROVISATION II—(3). Continuation of MUSIC 481; developing the skills and literature needs for church service performance. Prerequisite: MUSIC 481 or permission of the instructor. Offered irregularly.

MUS 491 INDEPENDENT STUDY—(1-3). Prerequisite: completion of Independent Study Form and permission of the Conservatory dean.

MUS 493 SELECTED TOPICS—(1-3). Course can be designed by faculty members and approved by the Conservatory department chairs in consultation with the Conservatory dean.

MUS 495 MUSIC INDUSTRY INTERNSHIP—(3-12). Provides field internship experiences in the music industry under faculty supervision. May be satisfied in a variety of ways. Prerequisites: MUSIC 293, 294 and Application to the Music Industry Area Head.

MUS R498 ADDITIONAL RECITAL/CONCERT ATTENDANCE—(0). Required attendance at 16 specified performances as detailed in the Conservatory Student Handbook.

MUS R499 FULL-HOUR RECITAL—(1). All candidates for full-hour recital must be enrolled in primary or secondary lessons on the primary instrument during the semester the recital is presented. Prerequisite: successful completion of the 301 performance level and completion of the Recital Request Form.

INTERNATIONAL PROGRAM COURSES

Students must apply for and be accepted into the specific programs listed below. Additional independent programs can be designed by contacting the Capital University Director of International Education.

Hungary:

This program is delivered at the Zoltán Kodály Pedagogical Institute of Music in Kecskemét, Hungary. Some courses listed here substitute for courses normally taken during the first semester of the junior year (e.g., H321 replaces MUSIC 321) while others may be used as electives (e.g., H225). Additional courses may be available for one or more additional semesters abroad. Applied lessons will be made available as appropriate. Students may contact professors in Arts and Sciences regarding independent learning packets for UC 150, UC 310, or individual learning contracts for Arts and Sciences electives. All courses in Hungary are taught in English. For additional academic and financial details, contact the Hungary Program Coordinator.

MUS H060 CHOIR—(0.5). Ensemble choral singing, with emphasis on technical skill, care of the voice and the development of vocal color through a variety of literature. (Replaces ensemble requirement or an elective.)

MUS H070 CHAMBER ENSEMBLE—(0.5). Perform a variety of literature with others. (Replaces ensemble requirement or an elective.)

MUS H100-01 VOICE—(1). Private voice lessons. (Required if piano is not primary instrument; fulfills an elective.)

MUS H100-19 PIANO—(1). Private piano lessons. (Required if piano is not primary instrument; fulfills an elective.)
MUS H231 FOLK MUSIC I—(2). Learn the Hungarian method of folk song analysis and adapt it to folk song material of different ethnic traditions. (Fulfills an elective.)

MUS H232 FOLK MUSIC II—(2). (Fulfills an elective.)

MUS H301 RECITAL ATTENDANCE—(0). Required attendance at a minimum of 24 events in Hungary or other parts of Europe. (Replaces R301.)

MUS H321 LITERATURE OF MUSIC I—(0). A study of Hungarian and non-Hungarian works to become familiar with composers and stylistic characteristics of the music. (Replaces MUSIC 321)

MUS H322 LITERATURE OF MUSIC II—(2). (Fulfills an elective.)

MUS H330 ADVANCED THEORY AND SOLFEGE I—(4). Advanced level study in tonality, harmony, counterpoint and style. (Replaces required theory elective or an elective.)

MUS H331 COUNTERPOINT—(3). (Replaces MUSIC 331.)

MUS H332 ADVANCED THEORY AND SOLFEGE II—(4). (Replaces required theory elective or an elective.)

MUS H343 METHODOLOGY I—(2). Knowledge of the concept, philosophy and main principles of the Kodály system. Students will do some observation in Hungarian schools. (Fulfills an elective.)

MUS H344 METHODOLOGY II—(2). (Fulfills an elective.)

MUS H350 SCORE STUDY I—(1). Private lessons in score reading at the keyboard. Literature is dependent on major area(s) of interest. (Fulfills an elective.)

MUS H351 SCORE STUDY II—(1). (Fulfills an elective.)

MUS H356 CONDUCTING—(2). Rudimental study of conducting technique and rehearsal leadership. (Replaces MUSIC 356 or 358.)

MUS H401 RECITAL ATTENDANCE—(0). Required attendance at a minimum of 24 events in Hungary or other parts of Europe. (Replaces R401.)

MUS H420 HUNGARIAN MUSIC LITERATURE—(2). (Fulfills an elective.)

MUS H490 HUNGARIAN CULTURE—(3). Study in language, history and culture. Involves field trips. (Fulfills an elective.)

Germany:
This program is delivered at the Hochschule für Musik–Carl Maria von Weber in Dresden, Germany. All courses are taught in German, requiring proficient reading, listening and speaking skills in the German language. A set course of study is not predetermined. Students should attempt to schedule courses that will substitute for courses required in the student’s degree program. For additional information on this opportunity, contact the Conservatory Dean.

Special Music Education Courses:
The following courses, required for Ohio State Teacher Certification, are taught and supervised by the Conservatory Music Education faculty. For course descriptions, please consult the Education section of this Bulletin.

EDUC 363—Pedagogy for early and middle childhood vocal music programs
EDUC 367—Pedagogy for instrumental music programs
EDUC 441—Elementary Student Teaching: multi-age
EDUC 442—Secondary Student Teaching: multi-age
NURSING
Professors—Macke, Muñoz, Parker, VanDeusen
Associate Professors—Jacko, Janiszewski-Goodin, Janssen, Lux, Patterson,
Stout-Shaffer
Assistant Professors—Duane, Dunnington, Hutcheson, Shields
Instructors—Janssen, Keough, Kosik, Kunkler, Satre, Shields

Introduction and History
The nursing program was established in 1950 as a department in the College of Arts and Sciences and is now an integral academic unit in the School of Natural Sciences, Nursing and Health. There are four distinct nursing programs that make up the nursing program. The traditional undergraduate program in nursing provides students the opportunity to blend a strong liberal arts foundation with professional studies. The faculty members are skilled professionals as well as dedicated teachers. Student experiences in a wide variety of health care facilities throughout Columbus and Franklin County provide a broad base of knowledge and skill for professional practice.

The Capital Nursing Accelerated Program (C-NAP) is designed for individuals who have a completed BA or BS degree in a non-nursing field who wish to make a career change to nursing. The degree granted for this population is the BSN with 4 MSN core courses integrated into the curriculum design. This is a pre-licensure program.

The BSN Completion Program is a post-licensure program designed for RNs whose first credential in nursing was the associate degree or diploma. These students return to complete the BSN in order to advance their professional career.

The School also offers a BSN to MSN fast track option for undergraduates with a 3.5 CPA cumulative or higher. These students apply to this program in the junior year and take selected 500-level courses during their junior and senior year.

The School offers the Master of Science in Nursing (MSN) degree with concentrations in administration, legal studies, theological studies, and nursing education. Dual degrees are available in nursing and administration (MSN/MBA), nursing and law (MSN/JD), and nursing and theology (MSN/Master's Theologic Studies).

Faculty offices, classrooms, assessment rooms, nursing skills and computer laboratories are located in the Battelle Memorial Hall of Science and Nursing. The assessment rooms and laboratory are equipped to allow students to develop their skills in simulated clinical settings in preparation for actual practice in health care facilities. The Helene Fuld Health Trust Learning Resources Laboratory provides computers for student use.

Off-campus study opportunities that include clinical experiences are offered the first semester of the senior year. Additionally, there are opportunities to participate in service related health promotion activities off campus for shorter periods of time that are open to all nursing students in all programs.

The Department of Nursing is approved by the Ohio Board of Nursing to offer prelicensure BSN programs. Both the undergraduate and graduate nursing programs are accredited by the Commission on Collegiate Nursing Education.
(CCNE). Capital University is a charter member of the American Association of Colleges of Nursing (AACN).

Mission
Educating professional nurse leaders for lives of service promoting health and healing within our diverse community.

Philosophy
Capital University is a comprehensive, private, church-related university philosophically committed to providing a liberal arts education within a caring environment. Based on the University’s fundamental commitment to its Lutheran heritage, the School of Nursing encourages the pursuit of moral, ethical, and social growth as well as attainment of intellectual goals. Faculty expects all undergraduate and graduate students to participate actively in the learning process.

Professional education is geared toward the attainment of a specialized body of knowledge pertaining to a discipline through commitment to the social, ethical, and scholarly standards of the profession. Faculty expects students to commit to lifelong learning and contribute to society. Professional education fosters the acceptance of responsibility for critical thinking and decision making congruent with level of practice. Baccalaureate education provides opportunities for the development of personal qualities such as creativity, maturity, and the expansion of intellectual and cultural perspectives. Graduate education extends the development of these qualities both in depth and scope.

Preparation for baccalaureate professional nursing practice is based on a program of studies that includes nursing science, physical and behavioral sciences, and the humanities. Synthesis of theories, principles, and research from nursing and related disciplines enhances nursing’s specialized body of knowledge. Preparation for graduate professional nursing practice is based on a program of studies that includes theories, research, and advanced clinical skills within a multidisciplinary context.

The central concern of nursing is the health of people within the contexts of their culture and social systems. Health is a state of well being that is culturally defined, valued, and practiced. Health reflects the ability of individuals, families and groups to perform daily activities to their optimum potential.

Transition describes the process by which individuals progress towards optimal health. Similarly, students progress along a continuum of professional growth. Nurses assist individuals to obtain or maintain optimum levels of health using problem solving that involves assessment, diagnosis, planning, implementation, and evaluation as well as collaboration with individuals, families, groups, and health team members.

Nursing faculty members believe that individuals learn through their experiences in a culture that values learning. Creation of this culture is the mutual responsibility of learners and teachers. Faculty fosters a personal commitment to critical thinking, caring, and communication among each other, students, and clients of nursing care.

Goals of the Traditional Undergraduate and Nursing Accelerated Program (C-NAP) Curricula
In addition to the competencies of the General Education Goals of the university, these goals, based on the philosophical concepts of the undergraduate curriculum of the Capital University Department of Nursing, are designed to
prepare entry level generalist, professional practitioners of nursing. An emphasis in CNAP is preparation in the utilization of theory, research and informatics in beginning practice, and preparation for study at the graduate level. The graduate will incorporate standards of professional nursing practice while:

**Using critical thinking to apply knowledge from nursing science, the liberal arts and behavioral sciences.**

Competencies demonstrating critical thinking include the ability to:

- Collect and analyze data necessary to plan and deliver nursing care.
- Acknowledge and holistically assess individuals, families and communities.
- Analyze assessment data to determine the level of health present.
- Explain how the interrelationships among the environment, individuals, families, groups and communities influence health and health care.
- Develop and prioritize a plan of care.
- Deliver safe, competent and effective nursing care based on cognitive, psychomotor and affective knowledge and skills with individuals, families, aggregates and communities.
- Apply information gained from nursing and related research to improve health.
- Teach clients principles of health promotion, risk reduction and disease prevention at their level of knowledge and skill.
- Evaluate the efficiency and effectiveness of the care provided.

**Communicating effectively to collaborate with clients, nurses and other disciplines.**

Competencies demonstrating achievement of effective communication include the ability to:

- Use appropriate oral, written and nonverbal communication skills.
- Acknowledge and use the contributions of clients and members of health care delivery systems.
- Demonstrate behaviors that facilitate a collegial approach to care.
- Delegate tasks to others in accordance with professional standards.
- Document nursing care according to current professional and legal guidelines.
- Represent the Nursing program and affiliating agencies with respect and dignity.

**Demonstrating caring in the practice of professional nursing.** Competencies demonstrating caring include the ability to:

- Practice caring behaviors that enhance personal health and convey valuing of self.
- Convey unconditional positive regard for individuals, families, peers, and health care professionals through authentic relationships.
- Use cognitive, psychomotor and/or affective therapeutic interpersonal process to comfort, nurture and motivate individuals, families, and groups.
- Incorporate the Patient Bill of Rights and Codes of Ethics in client care situations, maintaining client confidentiality.
• Demonstrate personal responsibility and accountability for professional behaviors.

**Functioning within a variety of systems.**

Competencies demonstrating systems knowledge include the ability to:
• Promote continuity of care across health care settings.
• Involve clients, their support systems and other health care professionals when providing and managing nursing care in a variety of settings.

**Facilitating transitions for self and clients.**

Competencies demonstrating transition include the ability to:
• Move from entry-level education to professional nursing students to professional nurse.
• Move from classroom/lab theory to clinical practice.
• Move from knowledge of self-care to the care of individual clients, clients and their families, multiple individuals and population arenas.
• Assist patients through the life span and health continuum.
• Demonstrate flexibility while maintaining professional standards in response to change.

**Demonstrating cultural competence.**

Competencies demonstrating cultural competence include the ability to:
• Be sensitive to and respect the beliefs, values and health care practices of clients from diverse backgrounds.
• Acquire knowledge about a client and/or another culture group and practice skills of cross-cultural communication, cultural assessment, cultural interpretation and intervention when providing care.

**Admission procedure**

Direct admission to the Traditional Undergraduate Program is selective. Measures of academic performance (reflected in grade point average, class rank, and standardized tests), recommendations, personal statement, and participation in extracurricular activities are considered. Students admitted into pre-nursing will be counseled to take specific courses in the nursing curriculum for fall and spring semester of their first year; at the end of the spring semester, students are eligible to apply for direct admission to nursing. These admissions will be highly competitive and awarded on a space-available basis. Students must have a C letter grade in all science courses in order to apply, and the overall GPA and personal statement will be an important factor in determining admission to the program.

Admission to the C-NAP program is selective and based on the following requirements. Evidence of a completed baccalaureate or higher degree from a regionally accredited college or university with 3.0 cumulative grade point average (GPA) is required. The GPA will be weighted if multiple transcripts are presented, but at a minimum one transcript must show a completed baccalaureate or higher degree. In addition, a written essay and two recommendations are required; candidates for admission will be interviewed. Minimum prerequisites must be completed prior to acceptance, and include microbiology, human anatomy and physiology (within the last five years), statistics, human nutrition, life span development, and either psychology or sociology.
Transfer admission for Traditional Undergraduate Program

Transfer admission is selective and based on prior academic performance and seats available.

1. Apply for admission to the School of Nursing and meet university and School of Nursing admission standards. All other requirements for traditional undergraduate admission must be met, including TOEFL scores that meet the traditional undergraduate standard for international or ESL students.

2. Have a weighted grade point average of 3.0* or higher for all college or university work completed. Sciences that apply to the major should have been taken within the last five years with a minimum cumulative average of 2.75 for those sciences.

3. It is recommended that the following prerequisite course work be completed prior to transfer into the sophomore year:
   - Chemistry courses (Introduction to organic & biochemistry and inorganic)
   - Introductory biology
   - Introduction to general psychology
   - Reading and writing
   - Speaking and listening
   - Statistics

4. Direct admission into the freshman year will also be considered based on GPA with transfer work mid-semester.

5. Submit transcript(s) for all college or university courses. Equivalency of course credits for transfer to the nursing major will be determined jointly by a designee of the dean of the College and Nursing program, and the university registrar.

6. Have a personal interview with the dean or designated faculty member if necessary.

7. Transfers from other nursing programs are handled on an individual basis. Syllabi will be requested from all nursing courses and reviewed by a nursing faculty. A letter of recommendation from the previous nursing director/dean/chair or the nursing academic adviser may be required to transfer nursing credit into the sophomore, junior, and senior year.

Transfer admission for Capital Nursing Accelerated Program C-NAP

Transfer admission is selective and based on prior academic performance and seats available.

1. Apply for admission to the C-NAP Program and meet University and Department of Nursing C-NAP standards, including but not limited to completion of prerequisite courses prior to the intended start date, grade point average, and completed baccalaureate degree in another field. All other requirements for C-NAP admission must be met, including TOEFL scores that meet the C-NAP standard for international or ESL students.

2. An official transcript, from an accredited college or university, demonstrating prior admission to an accelerated (second-degree) registered nursing program must be provided.

* A weighted cumulative GPA considers the cumulative GPA from each college/university attended and weights the GPA by the amount of completed semester hours of course work at each college/university. A weighted average is then calculated.
3. For advanced standing in the C-NAP program, syllabi for each course for which the applicant requests waiver must be submitted to the designee. Courses for which the applicant is seeking waiver must have been successfully completed by C-NAP standards. Equivalency of course credit for transfer to the accelerated nursing major will be determined jointly by the designee and the University Registrar.

4. The applicant will have an interview with the designated faculty member.

5. The applicant will submit a letter of recommendation from the previous Dean or academic nursing adviser from the nursing program in which the applicant was previously enrolled.

6. The applicant with advanced standing must be able to meet all criteria for graduation from Capital University. Students who wish to transfer into the sophomore year apply in April and will be notified after spring grades in May.

Change of major to the Traditional Undergraduate Program

Students who wish to change major to nursing from another academic program at CU will apply to the School of Nursing by contacting the Director of the Traditional Undergraduate Program. Change of major to nursing is not automatic. It will be based on CU academic performance, match of prerequisite courses, and seats available.

Re-admission to the Traditional Undergraduate Program

The University “Readmit” form will be used. However, the following requirements will be applied:

- No more than three years have lapsed since last attendance.
- If the curriculum has been changed since the last date of attendance, the new curricular changes may be required.
- As long as the student wishing to be readmitted was in good standing at the time he/she left and seats are available, the Director of the program may authorize reinstatement into the appropriate rotation.
- Students wanting to be readmitted who left without being in good standing must petition the Academic Affairs Sub Committee of the program for approval to readmit. The petition is to be addressed to the AAC explaining the reason for leaving, work done to support a readmit decision, and discussion of actions to be taken to be successful returning to the program.

Curriculum requirements

For students enrolled in the Traditional Undergraduate Program, the nursing curriculum requires 134 semester hours of credit which may be completed in four academic years and one summer. Two years are required for lower division study followed by a summer and two years of upper-division study. Students are required to pass a standardized test at a required level in their senior year; students who do not achieve the required level will need to document enrollment in an approved NCLEX preparation course in order to be administratively certified to sit for the R.N. licensing exam.

For students enrolled in the C-NAP Program, the nursing curriculum requires 64 semester hours of credit which are completed in two academic years and one summer (five consecutive semesters). The curriculum consisting of upper division undergraduate courses is sequential. Four graduate level courses are included in the curriculum; these courses are non-sequential, and one graduate
course is taken each semester beginning with the second semester. Completion of a graduate level writing competency is required prior to graduation. Clinical experiences begin in the first semester and continue throughout the curriculum, culminating in a capstone experience during the final semester.

CAPITAL UNIVERSITY SCHOOL OF NURSING CURRICULUM PLAN
TRADITIONAL UNDERGRADUATE PROGRAM

Freshman year:
- PSYCH 110* and Nursing 110 to be taken either fall or spring semester
- 5 General Education Goals to be taken during the first two semesters include: Reading & Writing in College*, Global Awareness*, Speaking & Listening*, Fine Arts*, Religion* and Cultural Diversity*
- Fall Semester—General Chemistry 130
- Spring Semester—Chemistry 131 and General Biology for a total of 31 credits.

Sophomore year:
- Fall Semester—Microbiology, Nursing 201 or 202, Anatomy/physiology II and 2 remaining general education goals
- Spring Semester—Anatomy/Physiology, Nursing 201 or 202, Nursing 221 and General Education goals for a total of 34 credits.

Junior year:
- Summer Module (8 weeks)—Nursing 310.
- Fall and Spring Semester—Nursing 306, 307 and Nursing 321, 322, 323, 324. In addition statistics and a General Education goal is required in the junior year for a total of 32 credits.

Senior year:
- Fall and Spring Semester: Nursing 401, Nursing 409, Nursing 410, Nursing 424 and Nursing 412. In addition, a general education class and an elective are required to complete the 134 credits needed for graduation.

Distribution of courses

General Education Goals (for Traditional Undergraduate and BSN Completion Programs)
- Nursing majors are waived from General Education requirements for Quantitative Reasoning, The Social Sciences, and The Natural Sciences, by virtue of content in the major.
- Nursing Core BIOL 100, 231, 232, 280; CHEM 130, 131; PSYCH 110; PSYCH 210 or MATH 215.
- General Electives—will be adjusted to meet the 134 required hours to graduate.

* Transfer student plan will vary depending on amount of transfer credit.
* ROTC students will be enrolled in Military Science classes each term.

Nursing Studies
The following describes both required and elective nursing courses offered.
I. TRADITIONAL UNDERGRADUATE BSN PROGRAM COURSES

Lower Division
Introduction to Professional Nursing (110); Human Development Across the Life Span (201); Human Nutrition (202); Nursing Therapeutics, Self Care and Health Promotion (221).

Upper Division
Nursing Therapeutics for Adults I (310); Pathophysiology with related Pharmacologic Therapies I (306); Pathophysiology with related Pharmacologic Therapies II (307); Parent/Newborn Nursing (321); Nursing of Children and their Families (322); Nursing Therapeutics for Adults II (323); Psychosocial Adaptations for Individuals (324); Health Assessment (401); Nursing Research (409); Nursing of Families and Communities (410); Professional Role in the Health Care System (412); Senior Colloquium and Practicum (424).

The following courses comprise the curriculum for beginning freshmen as of this printing.

**NURS 110 INTRODUCTION TO PROFESSIONAL NURSING**—(3). An entry-level course that introduces students to the discipline of nursing. Examines the dynamics of the evolving role of nursing, professional ethics and selected historical events and figures. Introduces conceptual framework of the nursing curriculum. Placement: freshman year or first semester after transferring into the program. Prerequisites: None. Transfer students may take this concurrently with NURS 221.

**NURS 201 HUMAN DEVELOPMENT ACROSS THE LIFE SPAN**—(3). Significant concepts of human growth and development throughout the life span are considered from the perspective of the individual, family and nursing. The five domains that affect the human organism from conception through elder years are examined: biophysical, cognitive, social, affective and spiritual. Maximizing the human potential is discussed across the life span utilizing concepts such as: communication, play, sexuality, moral development, adaptation to uniqueness and death. Placement: sophomore year. Prerequisite: PSYCH 110; NURS 110 pre or corequisite.

**NURS 202 HUMAN NUTRITION**—(3). An introductory study of nutrition as an applied science for nurses. The course will examine the use of nutrients to support health, the nutritional needs throughout the life cycle, and diet therapy in the health care setting. Placement: sophomore year. Prerequisites: CHEM 130, 131.

**NURS 221 NURSING THERAPEUTICS, SELF CARE AND HEALTH PROMOTION**—(4). Introduces students to the role of the nurse in providing basic nursing care to well individuals across the life span. Explores concepts of nursing process, health promotion, therapeutic communication, teaching-learning and systems. Skills essential to nursing practice and self-care are emphasized. Placement: second semester sophomore year. The course will include theory and laboratory components. Prerequisites: BIOL 231, 280, Reading & Writing Skills, and Speaking & Listening Skills are taken prior to or concurrent with NURS 221. May be scheduled concurrently with NURS 110, BIOL 232, NURS 201, 202. Prerequisite: Direct admission into the nursing program and sophomore standing in nursing.

**NURS 302 NURSING THEORIES & CONCEPTS FOR RNs**—(3).
NURS 306 PATHOPHYSIOLOGY WITH RELATED PHARMACOLOGIC THERAPIES I—(3). An integrated biobehavioral approach to pathophysiology and pharmacology will be used in this course. Emphasis will be on the relationship between biologic, behavioral, and pharmacologic responses in adult populations. This is an upper division course in nursing which incorporates prerequisite course work and facilitates critical thinking. Topics included are: herbs/over-the-counter supplements, analgesia/anesthetics/drug abuse, neoplasia, hematology, immunity, renal, and gastroenterology. Placement: junior year. Taken concurrently with NURS 321, 322, 323, or 324. Prerequisite: Junior level standing in the SON or permission of instructor.

NURS 307 PATHOPHYSIOLOGY WITH RELATED PHARMACOLOGIC THERAPIES II—(3). A continuation of Nursing 306. Topics included are: respiratory, cardiovascular, musculoskeletal, reproduction, neurology, and special senses. Placement: junior year. Taken concurrently with NURS 321, 322, 323, or 324. Prerequisite: Junior level standing in the SON or permission of instructor.

NURS 310 NURS THERAPEUTICS & IMPLEMENT. ADULTS I—(8). Nursing 310 is a course that emphasizes implementation of the nursing process within the framework of the School of Nursing curricular concepts; critical thinking, communication, caring, culture, systems and transitions. The focus of Nursing 310 will be to care for adult clients who are experiencing health alterations. The course will include theory, laboratory practice and a clinical practicum. Prerequisites: Successful completion of all sciences at a C level and all lower-division nursing courses at a C level and a minimum accumulated GPA of 2.7.

NURS 313 ARMY ROTC NURSING—(3). An elective course for nurse cadets in the ROTC program for the purposes of training nurse cadets to Army standards, developing leadership and evaluating officer potential. As part of the Nurse Summer Training Program (NSTP), Nursing 313 provides a supplement to on-campus instruction with a focus on leadership. Prerequisite: ROTC MSIII standing.

NURS 321 PARENT/NEWBORN NURSING—(5). This course focuses on the transitions related to the childbearing family, the maternity cycle and women's health issues. Students will have the opportunity in a health care setting to critically think through managing the care of parents and their newborns. The course will include theory, laboratory practice and a clinical practicum. Placement: junior year. Prerequisites: NURS 110, 201, 202, 221, 310.

NURS 322 NURSING OF CHILDREN AND THEIR FAMILIES—(5). This course applies a holistic approach providing health and illness nursing care to children and their families. Health promotion, disease prevention, health attainment and health maintenance are discussed. Emphasis is placed on child and family adaptation to various health alterations. Placement: junior year. Prerequisites: NURS 110, 201, 202, 221, 310.

NURS 323 NURSING THERAPEUTICS FOR ADULTS II—(5). The focus of this course is nursing management of adults of all ages who are experiencing acute health alterations affecting multiple body systems. Emphasis is on expanding and applying knowledge of health alterations for the purpose of helping adults achieve their optimum level of health. The course will include theory, laboratory practice and a clinical practicum. Placement: junior year. Prerequisites: NURS 110, 201, 202, 221, 310.
**NURS 324 PSYCHOSOCIAL ADAPTATIONS FOR INDIVIDUALS**—(5). A clinical course that provides opportunities to apply theoretical concepts in psychiatric/mental health nursing to clients experiencing psychosocial adaptation to stress. Placement: junior year. Prerequisite: NURS 110, 201, 202, 221, 310.

**NURS 350 COMPLEMENTARY AND ALTERNATIVE HEALING METHODS**—(3). Complementary therapies are those modalities that are used adjunctively with biomedicine to augment healing, facilitate comfort and promote health. This course is designed for students in the helping professions as an overview of complementary and alternative medicine (CAM). Course content includes trends in CAM use; theoretical foundations for practice; historical, cultural and religious contexts of healing; legal and ethical issues; and scientific research on selected methods. Students will specifically learn therapeutic touch (TT), an energy based CAM, as developed by Dr. Dolores Krieger and Dora Kunz. Students will examine the implications for the use of self as a healing instrument and explore dimensions of the healing relationship. Each class will include lecture, discussion, meditation and TT practice components. Elective. Open to non-nursing majors.

**NURS 401 HEALTH ASSESSMENT**—(3). Students synthesize and increase their knowledge, skills and expertise in all aspects of health assessment. By completion of the semester, students can perform complete health assessments and determine appropriate nursing interventions to assist clients in assuming self-responsibility for their own health and attain/maintain health. This course includes theory and clinical laboratory application. Prerequisites: NURS 300 courses or permission.

**NURS 404 BASIC ELECTROCARDIOGRAPHY**—(1). This course is designed to provide an introduction to electrophysiology and electrocardiography. Anatomy, physiology, action potentials, and interpretation of cardiac rhythm strips are highlighted. Cardiac dysrhythmias (including sinus, atrial, junctional, ventricular, AV blocks and paced rhythms), their causes and treatments will be discussed. Emphasis will be placed on strip analysis and critical thinking relative to treatment of dysrhythmias. This course is graded pass/fail. Open only to senior students.

**NURS 409 NURSING RESEARCH**—(3). This course involves the study of the historical development and current status of research in nursing. The course includes an in-depth examination of the research process, particularly as it relates to nursing. Students critique published research and implement nursing research utilization strategies. Placement: senior year or BSN-completion student. May be taken second semester of junior year with recommendation of faculty Advisor. Prerequisites for traditional students: PSYCH 210 or MATH 215; NURS 110, 201, 202, 300, 301; and two junior-level clinical nursing courses.

**NURS 410 NURSING OF FAMILIES AND COMMUNITIES**—(8). This capstone course focuses on synthesizing nursing knowledge and public health principles as they relate to families and communities. Within a framework of epidemiology, principles of health promotion and primary, secondary and tertiary prevention are emphasized. Placement: senior year. Prerequisites: All 100-, 200 and 300-level nursing courses.

**NURS 412 PROFESSIONAL ROLE IN THE HEALTH CARE SYSTEM**—(2). Offers students transition strategies as they move into professional nursing practice.
The course examines the role of the professional nurse with consideration given to political, social, economic, legal, and ethical dimensions of that role and the structure and process of the health care system. Issues of nursing management and leadership are integrated into the course. Prerequisites: Satisfactory completion of all 300-level nursing courses.

NURS 424 SENIOR COLLOQUIUM AND PRACTICUM—(8). This capstone senior year experience is designed to examine complex clinical problems and to synthesize nursing knowledge necessary to manage them. This course will utilize two formats: seminar and precepted clinical practice. Through these experiences, the student will integrate knowledge from the liberal arts and nursing science to study complex health problems; utilize critical thinking in the provision of competent client care; and, demonstrate self-direction by developing and fulfilling a learning agreement in both the seminar and clinical experience. This course includes theory and clinical laboratory application. Prerequisites: Satisfactory completion of all 300-level nursing courses.

II. NURSING ACCELERATED PROGRAM (C-NAP)

Prelicensure Nursing Studies (C-NAP BSN Program Courses)
The C-NAP program includes twelve undergraduate, prelicensure nursing courses, integrating clinical experience beginning the second half of the first term.

Graduate Level Courses (C-NAP Program Graduate Level Courses)
Four graduate level nursing courses, consisting of the MSN core, are integrated into the C-NAP program beginning with the second term.

C-NAP UNDERGRADUATE LEVEL PROGRAM COURSES

CAPITAL UNIVERSITY SCHOOL OF NURSING CURRICULUM PLAN

NURSING ACCELERATED PROGRAM (C-NAP)

- Graduate level (500) NURS courses are not necessarily taken in the order shown, however, these courses are taken beginning spring semester of the first year.

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<th>Academic Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<th>Credit Hours</th>
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<td>NURS 307 (3)</td>
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<td>NURS 520* (3)</td>
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NURS 306 C-NAP: PATHOPHYSIOLOGY AND PHARMACOLOGY I—(3). This course uses an integrated approach to the study of pathophysiology and pharmacology including herbs and over the counter drug therapies. Emphasis will be on the relationship between biologic, behavioral and pharmacologic responses in adult populations. Topics include: cardiovascular, respiratory, musculoskeletal, renal, gastrointestinal, and endocrine systems. Prerequisites include: successful completion of Term I of the program. (3 hours lecture/week/16 weeks.)
NURS 307 C-NAP: PATHOPHYSIOLOGY AND PHARMACOLOGY II—(3). A continuation of Nursing 306. Topics include alterations in stress and immunity; immune system diseases, neoplasia; and diseases of the hematological, reproductive and neurological systems. Pharmacological management of psychiatric disorders and the pathophysiology and pharmacologic management of pain and special sensory systems are included. Prerequisites include: successful completion of Term II of the program. (3 hours lecture/week/16 weeks.)

NURS 360 C-NAP: THEORETICAL FOUNDATIONS OF NURSING—(3). This course provides students with the foundation for professional nursing practice. The seven cornerstone concepts of the nursing curriculum (Health, Communication, Caring, Critical Thinking/Clinical Reasoning, Transitions, Culture, and Systems) are introduced. Selected nursing and related theories and frameworks are introduced and provide students with the foundation to develop a personal understanding of nursing as a healing profession. An introduction to nursing’s historical origins and emerging issues, including the evolution of nursing education, credentialing, and current roles in the health care system, are discussed. An introduction to the both allopathic and complementary/alternative client care is explored. Development of self-care strategies for the caregiver is addressed. Prerequisites: Acceptance to C-NAP. (3 hours lecture/week/16 weeks.)

NURS 361 C-NAP: HEALTH ASSESSMENT—(3). This theory/laboratory course provides students with the knowledge and skills required to conduct a comprehensive health assessment using Gordon’s Functional Health Assessment Model. Patient health care needs will be determined by analyzing assessment data. Student will learn specific documentation standards and techniques. Principles of patient education will be introduced as a key health promotion strategy. Variations in assessment and health needs of patients in different age groups and cultures will be emphasized. Prerequisites: Acceptance to C-NAP. (2 hours lecture/week and 2 hours laboratory/week for 16 weeks.)

NURS 362 C-NAP: NURSING THERAPEUTICS—(3). This theory/laboratory course prepares students to provide skilled nursing care including basic comfort, hygienic and self-care interventions for patients. Communication skills and sensitivity to developmental and cultural needs will be emphasized. Additionally, students will develop competencies in therapeutic interventions skills for patients with altered health states including sterile procedures, medication administration, and biomedical instrumentation. Prerequisites: Acceptance to C-NAP. (3 hours lecture/week and 6 hours laboratory/week for 8 weeks.)

NURS 363 C-NAP: CLINICAL APPLICATION—(3). This clinical course is the student’s introduction to the health care setting. Students will develop an understanding of professional conduct and responsibility in the patient care setting. Opportunity to apply previously learned content including health assessment, teaching, comfort, hygienic care and various nursing therapeutic skills are provided to adults in long-term care facilities. Prerequisites: Successful completion of NURS 362. (12 hours clinical/week and 2 hours clinical discussion/week for 8 weeks.)

NURS 364 C-NAP: ADULT HEALTH ALTERATIONS—(7). The focus of this theory/clinical course is the nursing management of adults who are experiencing
acute health alterations. Emphasis is on application of pathophysiology and related pharmacologic, medical-surgical and nursing therapeutic interventions to assist individuals to achieve their optimal level of health or peaceful death. Prerequisites: Successful completion of Term I of the program. (3 hours lecture per week for 16 weeks, 12 total laboratory hours and 16 hours clinical/week for 13 weeks.)

**NURS 365 C-NAP: FAMILIES IN TRANSITION**—(8). This theory/clinical course focuses on the transitions related to the child-bearing and child-rearing family. Health promotion, disease prevention and health maintenance in families along with family theory and assessment are emphasized. This course provides students the opportunity to apply pathophysiological and related pharmacologic, medical-surgical and nursing therapeutic skills in the clinical setting for obstetric and pediatric patients. Prerequisites: Successful completion of Term II (300 level courses) in the program. (4.6 hours lecture, 0.27 hour laboratory and 3.13 hours clinical/week for 12 weeks.)

**NURS 458 C-NAP: Psychiatric/Mental Health Nursing**—(4). A clinical course providing an opportunity to apply psychiatric/mental health theories to clients experiencing psychosocial disorders from an institutional and community viewpoint. Provide opportunities to demonstrate the use of therapeutic relationship skills with individuals experiencing maladaptive psychosocial responses. (4 hours lecture/week and 12 hours clinical/week for 8 weeks.)

**NURS 459 C-NAP: Community Health Promotion**—(4) Students synthesize knowledge based on the principles of community health practice and epidemiology with a primary prevention focus. Delivering population-based care for both communities and families is explored. The structure of the American health care system is examined. Delivering nursing care to aggregate/vulnerable populations within the community is also discussed. (4 hours lecture/week and 12 hours clinical/week for 8 weeks.)

**NURS 460 C-NAP: PROFESSIONAL ROLE IN THE HEALTH CARE SYSTEM**—(2). This course explores the role of the professional nurse with specific consideration given to the knowledge and skills required for management, leadership, and fellowship in health care agency systems. Core concepts related to intra and interprofessional communication, collaboration and team building, delegation, decision making and problem solving, organizational structures, professionalism and mentoring are discussed. Political, social, economic, legal, and ethical dimensions of the nursing role and the structure and processes common to health care agency systems are explored. Prerequisites: Successful completion of Term III in the program. (2 hours lecture/week for 16 weeks.)

**NURS 462 C-NAP: NURSING CAPSTONE**—(2). This course critically examines the knowledge, skills and attitudes necessary for transition into practice in the U.S. health care system. Strategies for preparation for licensure and employment are discussed. A critical examination of challenges facing health care professionals is explored, with emphasis on the growing body of evidence related to evidence-based practice, error prevention/risk reduction, and client outcomes. Issues and strategies will be examined from individual, intraprofessional, interprofessional, and systems levels, including an examination of health policy related to improvement of client care. Prerequisites include successful completion of Term IV of the program. (2 hours seminar/week for 16 weeks.)
NURS 463 C-NAP: LEADERSHIP IN PRACTICE PRACTICUM—(7). This capstone course provides extensive practice experience designed to assist transition from student to beginning nurse clinician. Students will examine complex clinical problems and refine previously learned health assessment, therapeutic intervention and management skills in an acute care setting. Interdisciplinary collaboration, communication and accountability are examined. Students will learn to independently manage their own learning needs under the guidance of qualified clinical leadership personnel. Prerequisites: Successful completion of Term IV of the program, 300 level courses, and NURS 460 and 461. (3 hours lecture/week and an average of 12 clinical hours/week for 16 weeks.)

C-NAP PROGRAM GRADUATE LEVEL COURSES

NURS 500 ADVANCED STATISTICS—(3). Emphasizes the use of statistics and data analysis; critical understanding of the meaning of statistical findings for utilization as a nurse in advanced practice; and the use of computer and data processing. Topics include: descriptive statistics, probability, hypothesis testing, parametric and non-parametric statistics, reliability and validity. Prerequisites: Successful completion of an undergraduate statistics course. (3 hours lecture/week for 16 weeks.)

NURS 510 NURSING SCIENCE AND THEORY—(3). Emphasizes the nature of scientific theories; the reciprocal relationships among nursing theories, nursing research and nursing practice; models for theory analysis and critique; and the need for future theory development in nursing. Prerequisites: Successful completion of an undergraduate research course. (3 hours lecture/week for 16 weeks.)

NURS 520 ADVANCED NURSING RESEARCH—(3). Examines the philosophical underpinnings of quantitative and qualitative research. Focuses on research designs, sampling, and measurement, techniques for data analysis, and establishment of reliability and validity for both quantitative and qualitative research. (3 hours lecture/week for 16 weeks.)

NURS 530 NURSING INFORMATICS—(3). Explores the application of systems theories and nursing informatics within the context of information science, computer science, nursing science and the delivery of health care through nursing practice, administration, research and education. In addition, legal, ethical and social implications of changes information systems are addressed. Prerequisite: Basic computer literacy. (3 hours lecture/week for 16 weeks.)

III. BSN TO MSN AND RN TO MSN FAST TRACK

NURS 500 ADVANCED STATISTICAL METHODS—(3). Emphasizes the use of statistics in data analysis; critical understanding of the meaning of statistical findings for utilization as a nurse in advanced practice; and use of the computer in data processing. Topics covered include: descriptive statistics, probability, hypothesis testing, parametric and nonparametric statistics, reliability, validity. This course fulfills the undergraduate statistics requirement for the BSN or BSN-Completion program. Open only to BSN or BSN-Completion students who have been accepted into the MSN Fast Track.

NURS 510 NURSING SCIENCE AND THEORY—(3). Emphasizes the nature of scientific theories; the reciprocal relationships among nursing theories, nursing research and nursing practice; models for theory analysis and critique; and the need for future theory development in nursing. This course fulfills three hours
of elective credit for the BSN or BSN-Completion program. Open only to BSN or BSN-Completion students who have been accepted into the MSN Fast Track.

**NURS 520 ADVANCED NURSING RESEARCH**—(3). Examines the philosophical underpinnings of quantitative and qualitative research. Focuses on research designs, sampling, measurement, techniques for data analysis, and establishment of reliability and validity for both quantitative and qualitative research. Recommendation pre- or co-requisite: N500. This course fulfills the undergraduate nursing research requirement for the BSN or BSN Completion program. Open only to BSN or BSN-Completion students who have been accepted into the MSN Fast Track.

**NURS 530 NURSING INFORMATICS**—(3). Explores the application of systems theories and nursing informatics within the context of information science, computer science, nursing science and the delivery of health care through nursing practice, administration, research and education. In addition, legal, ethical and social implications are addressed. Prerequisite: basic computer literacy. This course fulfills three hours of elective credit for the BSN or BSN-Completion program. Open only to BSN or BSN-Completion students who have been accepted into the MSN Fast Track.

**General Education Goals** are located in the bulletin or time schedule for specific course listings.

**Placement** into Reading & Writing and Quantitative Reasoning is based on ACT scores. If you placed in English 100 or Math 110 as prerequisite for the specific general education course, the prerequisite will be counted as general elective credit.

**ROTC** students will be enrolled in Military Science course work each term. This work will be identified as general elective course work to the Nursing major.

**Clinical facilities**

In selecting clinical settings for students in the nursing program, the Nursing department is responsive to dramatic and rapid changes occurring within the health care system. Nursing skills are developed and refined in traditional practice settings such as hospitals, clinics, and long-term care facilities. Home care settings provide an opportunity to learn and practice skills necessary to deliver comprehensive care to clients and their families. Institutions such as schools and businesses afford students the opportunity to develop competencies in providing care to groups and select populations.

**Grading policies**

All courses in nursing are graded on the following scale:

- 94-100 A
- 92-93 A–
- 90-91 B+
- 86-89 B
- 84-85 B–
- 82-83 C+
- 76-81 C
- 70-75 D
- 69-and below F

A "D" in any form will not be accepted as a passing grade for required nursing courses. Students must achieve an average of 76 percent or higher on exams in all required traditional nursing courses to pass the course.
Academic and continuation policies

Continuation in nursing requires demonstration of capable and acceptable performance in nursing. The nursing faculty reserves the right to recommend the withdrawal of a student who appears academically and/or personally unable to fulfill professional responsibilities in nursing.

A student who receives a grade below “C” in a required nursing course must repeat the course and earn a grade of “C” or better before progressing to the next level. In the Traditional Undergraduate and BSN-Completion Programs, no more than two nursing courses may be repeated; individual nursing courses may only be repeated one time. In C-NAP, no more than one nursing course or one graduate course may be repeated. And, if a student falls out of the prescribed sequence, she/he must wait until the next time the course is offered and there is space available in order to progress in the curriculum.

In the Traditional Undergraduate Program, the student must meet the following standards to progress in the curriculum:

1. Freshmen must have a minimum GPA Accum \( \geq 2.5 \) at the end of the first year to retain their seat in the nursing program. Those whose GPA falls below this standard will be given the opportunity to change majors out of nursing or be dismissed prior to enrolling for the next academic term. This policy goes into effect for new admits starting fall 2007.

2. The standard for enrollment into NURS 310 includes the following and is effective for students admitted fall 2007:
   a. Earned GPA Accum \( \geq 2.7 \).
   b. Completed required biological/physical sciences (BIOL 100, 231, 232, 280; CHEM 130, 131). Grades of “C” (2.0) or better in the courses are required: “C-” is not acceptable. If you have transferred in sciences from another institution, a minimum cumulative average of 2.75 for those sciences is needed.
   c. If a fall semester grade in a science is below a “C,” the student may progress to the second semester course in the sequence but must repeat the science course to raise the grade to a “C” or higher before progression to NURS 310.
   d. Complete all other 100 and 200 level nursing courses with grades of “C” or better.
   e. Satisfactory completion of PSYCH 110, Reading and Writing, Speaking and Listening, and Cultural Diversity General Education Goals.

Required Nursing Courses

1. Students must achieve an average grade of C or higher in all nursing courses in order to pass each course.

2. Clinical experience may be granted either a pass/fail grade, or a letter grade, at the prerogative of the course faculty and in accordance with the syllabus for the course.

3. Clinical practice in a required clinical course must be satisfactory or the grade for the course will be no higher than a D.

4. Course faculty have the prerogative to raise a borderline clinical grade at the end of a course to the next higher grade, if significant aspects of clinical performance have been outstanding.
5. No more than one required 300 or 400 level course may be repeated; a 300 or 400 level course may be repeated only once.

6. No more than two required 500 nursing courses may be repeated; a required nursing course may be repeated only once.

**Progression through the Accelerated Nursing Curriculum**

1. 300 and 400 level nursing courses in each semester must be completed satisfactorily prior to enrollment in the subsequent semester courses. A student, with adviser support, may petition the Academic Affairs Committee for exception to the policy based on rationale and significant merit.

2. Nursing courses designated as prerequisite courses must be satisfactorily completed prior to registration in subsequent courses.

3. A cumulative grade point average of 2.25 or higher must be achieved to continue to progress to subsequent semesters.

4. Graduate level (500 level) courses, which include 500, 510, 520 and 530, may be taken in any order in the curriculum. Registration for 500 level courses will be facilitated by the student's adviser and the Director of the Graduate Nursing Program, due to space considerations.

5. All 500 level core courses must be completed with a C or better. If a student receives less than a C in a 500 level course, the student may progress in the 300 and 400 level C-NAP courses and repeat the 500 level course in which he/she earned a failing grade prior to graduation.

**Graduation requirements**

1. For the Traditional Undergraduate Program completion of 134 semester hours and all required courses; for all nursing courses grades of C or better.

2. For the BSN-Completion Program, 124 hours are required to graduate. Registered Nurses must successfully complete both the general education and required nursing courses. Elective hours make up the remaining hours needed to graduate.

3. Effective for the class of 2002, a cumulative grade point average of 2.25 or higher in all courses taken at Capital University.

4. Students in the prelicensure programs (the traditional undergraduate program and C-NAP) must pass the standardized exit exam before certification for graduation will be made. See “Standardized Testing” below.

**C-NAP Graduation requirements**

Academic graduation requirements include the following:

1. Completion of 64 semester hours and all the required C-NAP courses, including the four graduate level courses, 500, 510, 520 and 530.

2. A grade of C or better in all nursing courses (D is not acceptable), and a cumulative grade point average of 2.25 or higher for all courses taken at Capital.

**Note:** While a 2.25 cumulative grade point average is sufficient for graduation from the program, students wishing to apply to the Master of Science in Nursing program should note that the admission requirement for that program is set at a 3.0 or higher cumulative grade point average.
Standardized Testing for the Traditional Undergraduate Program and the C-NAP Program

Standardized testing is used at several points in the curriculum. These exams are used to measure progress in specific content areas and identify areas for further growth. A comprehensive standardized exam is administered during the last semester of the program prior to graduation as a program outcome measure. This exam is not tied to a course and must be passed in order to graduate. Two attempts to pass the exam will be provided. The student will be responsible for the cost of the second. If the student is unsuccessful on the second attempt, remediation is mandated at the expense of the student prior to certification for graduation.

Financial information

See Section II for information about the cost of the program, the policies and procedures for payment, and scholarship and loan programs available. Scholarship and loan programs of the university are administered through the Office of Financial Aid. Nursing students are afforded the same opportunities for assistance as other students in the university. Tuition for the summer courses, NURS 310, is set annually. Tuition for the C-NAP program is set annually and is consistent with tuition costs for the graduate nursing program.

Immunizations/health assessment

Prior to enrollment in Nursing 310 (traditional students), Nursing 363 (C-NAP students) or Nursing 415 and Nursing 425 (BSN-Completion students), students must file with the Nursing department evidence of up-to-date immunizations and the results of a health assessment. The completion of Hepatitis B immunization and rubella and varicella are required of all students before enrollment in clinical courses. Forms are available at the Nursing department.

CPR

Prior to enrollment in Nursing 310 (traditional students), Nursing 363 (C-NAP students) or prior to enrollment in Nursing 415 and Nursing 425 (BSN completion students), students must file evidence of current CPR certification. Acceptable certification for health care providers is from the American Heart Association. The card must specify certification for health care providers.

Uniforms and Nursing Equipment

Traditional students and C-NAP students are responsible for purchasing uniforms as prescribed in the Student Uniform Policy. Uniforms are not required until the first clinical nursing course.

Drug Testing Policy for Students in Nursing

Chemical dependency in the general public is a serious problem. It is even a greater problem in nursing. As a profession, nursing has an obligation to protect the public from impaired practice by professionals who are addicted or misuse prescribed or non-prescribed medications. Chemical dependency for a healthcare professional is more prevalent than for the general public because of the access to drugs and the healthcare professionals’ knowledge of drugs. The nursing faculty believe that we must be sure that students are delivering safe, competent care to patients and are behaving in an ethical manner by putting measures in place to deal with potential substance abuse.

Hospitals where we place students for clinical experience require, by contract, that Capital University has a drug testing policy for nursing students in place. Capital University must validate for the affiliating agencies that we have a policy
and are following the policy. The Joint Commission on Accreditation of Healthcare Organizations (JACAHO) has mandated this requirement.

In light of these concerns, Capital University has implemented a policy on drug testing of students. The policy can be found in the Nursing Pre-licensure Traditional Undergraduate Student Handbook and in the Capital University Undergraduate Bulletin and website www.capital.edu.

**Liability Insurance**

Prior to enrollment in Nursing 310 (traditional students), prior to enrollment in Nursing 363 (C-NAP students) or prior to enrollment in Nursing 415 and Nursing 425 (BSN-Completion students), students must arrange for professional and personal liability insurance coverage. Forms are available in the Nursing department.

**Eligibility for licensure and employment**

Sections 173.41, 3701.881, 3712.09, 3721.121 and 3722.151 of the Ohio Administrative Code prohibit the employment of individuals with select criminal records in certain settings: direct care to older adults through passport agencies; care to children and older adults through home health agencies; direct care to older adults in hospice programs; direct care to older adults in adult daycare programs; and direct care to older adults in adult care facilities (nursing homes). Fingerprinting is a required component of a criminal records check. Evidence of a satisfactory criminal records check is required prior to enrollment in Nursing 310 for traditional undergraduate students, or nursing 363 for C-NAP students, and again as a part of the application for licensure to practice as a registered nurse in Ohio. There is a fee for the criminal records check. An applicant for licensure as a registered nurse in the state of Ohio must divulge any information related to previous licensure or denial of licensure, and any convictions, findings of guilt, guilty plea, no contest plea, Alford plea, treatment in lieu of conviction, or diversion for a number of crimes. The Ohio Board of Nursing may propose to deny an application for any felony, a crime involving gross immorality or moral turpitude, a misdemeanor drug law violation, and a misdemeanor committed in the course of practice. The Ohio Board of Nursing will divert any application for licensure accompanied by a positive criminal record check or positive response to any question on the “compliance” section of the application for licensure by examination for investigation. The Ohio Board of Nursing may deny permission to sit for the licensing exam based upon findings of the investigation, and in accordance with applicable due process laws. Certain crimes are automatic bars to licensure as a registered nurse in Ohio; these crimes include aggravated murder, murder, voluntary manslaughter, felonious assault, kidnapping, rape, aggravated robbery, aggravated burglary, sexual battery, gross sexual imposition, and aggravated arson.

In addition, the Ohio Board of Nursing requires applicants for licensure to disclose certain mental health diagnoses; that section of the application also includes a requirement for disclosure of designation as a sexual predator. The Board of Nursing requires individuals with these diagnoses to provide information about treatment, present condition and prognosis, and contact information identifying the treating health care professional and/or treatment facility as a part of the application process.

The application for licensure by examination in Ohio may be viewed in its entirety by accessing the Ohio Board of Nursing website at www.nursing.ohio.gov. The dean of the School of Nursing can discuss, in confidence, any individual situation and can make more referrals for information.
Clinical affiliates (e.g., hospitals and other clinical facilities) contractually require students to submit to drug testing. Drug testing will be done by a certified laboratory, and will be completed, on a random basis, “for cause,” and prior to beginning the first clinical experiences. A complete policy on drug testing for students in Nursing can be found in the Nursing Handbook on the Capital University website.

Students with a diagnosed learning disability who wish to request testing accommodations at the time they take the licensure exam must apply six months in advance to the Board of Nursing in the state to be licensed. Applicants must meet the Board of Nursing’s requirements for the request. Please talk to the Director of the Program one year prior to the desired date to make sure you have met the requirements for alternate testing.

**Transportation**

Students are responsible for their own transportation to agencies for specified experiences. Students may use public transportation, private autos or car pools.

**Nursing Student Handbooks**

The Nursing Prelicensure *Student Handbook*, that governs the specific program the student is enrolled in, is available on-line through the Nursing website. This handbook provides guidelines and policies specifically related to study in nursing.

**BSN COMPLETION PROGRAM FOR REGISTERED NURSES**

The BSN Completion Program is designed specifically for registered nurses who are interested in completing a bachelor’s degree in nursing. This program offers nurses opportunities for alternative learning experiences, individualized advising, self-directed study, and a flexible environment in which to gain understanding and knowledge about the changing nursing profession.

**Goals of the BSN-Completion (BSN-C) Curriculum**

Goals of the BSN-Completion Program are the same as those of the other BSN programs in Nursing. However, learning outcomes are focused on the needs of the BSN-C students. The graduate will incorporate standards of professional nursing practice while:

- **Using critical thinking to apply knowledge from nursing science, the liberal arts and behavioral sciences.**
  - Analyze one's own professional practice in relation to decision making, problem solving and critical thinking.
  - Incorporate knowledge learned in general education courses in nursing practice.
  - Deliver safe, competent and effective nursing care to individuals, families, aggregates and communities.
  - Holistically assess individuals, families and communities.
  - Demonstrate the ability to analyze and synthesize information.

- **Communicating effectively to collaborate with clients, nurses and other disciplines.**
  - Use college level writing and oral communication skills.
  - Increase competency in computer literacy.
  - Demonstrate behaviors that facilitate a collegial approach to health care.
  - Plan and deliver health education to a group.
  - Plan and facilitate group discussions.
- Demonstrating caring in the practice of professional nursing.
  - Maintain client confidentiality.
  - Demonstrate personal responsibilities and accountability for professional behaviors.
  - Expand a holistic perspective in professional nursing practices.
  - Demonstrate an in-depth understanding of the concept of caring.

- Functioning within a variety of systems.
  - Use systems theory to analyze a professional practice setting.

- Facilitating transitions for self and clients.
  - Use knowledge of human development and family theory when planning and implementing nursing care.
  - Collaborate with others to promote the practice of behaviors that enhance health for self and others.
  - Become consumers of nursing research.
  - Analyze professional goals.
  - Enhance existing leadership skills.
  - Strengthen commitment to nursing and its focus on health.

- Demonstrating cultural competence.
  - Increase sensitivity to and knowledge about beliefs, values and healthcare practices of clients from diverse backgrounds.
  - Demonstrate growth in cultural competency.

BSN COMPLETION PROGRAM COURSES FOR LICENSED RNs ONLY

Registered nurses who have graduated from a Community College and received an Associate of Arts degree will have both nursing and non-nursing credit evaluated by the Registrar and applied to their official transcript evaluation. Nurses from hospital-based nationally accredited diploma programs will be awarded up to 40 hours of escrow credit for nursing course work taken through their original school of nursing. This credit will be substituted for N 201 (3), N 202 (3), N 300 (6), N 306/307 (6), N 321 (5), N 322 (5), N 323 (5), N 324 (3). Credit will appear on transcripts as “credit earned and validated by registered nurses licensure and applied to the nursing core at Capital.” The six nursing courses listed below are those required to complete the BSN degree (with the exception of 350 which is an elective course).

NURS 315 FOUNDATIONS AND CONTEMPORARY ISSUES FOR RNs—(4).
This course provides students with an introduction to theory as well as the conceptual framework of the curriculum. Students critically examine the role of the professional nurse within the context of the current status of the health care delivery system in the United States. The course considers the historical antecedents of modern nursing and health care delivery and the manner in which such issues affect and are affected by professional nursing practice. This course will have an online component.

NURS 316 NURSING IN A MULTICULTURAL SOCIETY—(4). This course focuses on the challenges of nurses to provide culturally competent care to members of a multicultural society. Students will examine the effects of cultural beliefs and practices that influence both family health care practices as well as health care delivery. A variety of theoretical models of cultural competency and cultural assessment tools are examined as well as selected compli-
Complementary and alternative healing methods. Selected cultural practices will be examined with more depth in student-facilitated seminars. The course will have an on-line component in which students will investigate specified topics and participate in discussion groups. This course has an on-line component.

**NURS 350 COMPLEMENTARY AND ALTERNATIVE HEALING METHODS**—(3). Complementary therapies are those modalities that are used adjunctively with biomedicine to augment healing, facilitate comfort and promote health. This course is designed for students in the helping professions as an overview of complementary and alternative medicine (CAM). Course content includes trends in CAM use; theoretical foundations for practice; historical, cultural and religious contexts of healing; legal and ethical issues; and scientific research on selected methods. Students will specifically learn therapeutic touch (TT), an energy based CAM, as developed by Dr. Dolores Krieger and Dora Kunz. Students will examine the implications for the use of self as a healing instrument and explore dimensions of the healing relationship. Each class will include lecture, discussion, meditation and TT practice components. Elective open to non-nursing majors.

**NURS 402 HEALTH ASSESSMENT FOR RNs**—(4). Students expand their knowledge and skills in health assessment, synthesize health assessment data in planning and providing care, and explore variations in health among clients of different age groups and cultures. Prerequisite: none. This course is web-enhanced.

**NURS 411 NURSING RESEARCH FOR RNs**—(4). This course involves the study of the historical development and current status of research in nursing. The course will include an in-depth examination of the research process and use of research in evidence based nursing practice, particularly as it relates to nursing practice. Students critique published research, the use of evidence based research in their practice, and implement nursing research utilization strategies. Prerequisite: NURS 315. This course has an on-line component.

Prior to beginning N 415 or N 425 the following requirements must be met: Completed health record including past immunizations, Current CPR, Current professional liability insurance, Current TB test, Drug screening and BCI background check.

**NURS 415 NURSING OF FAMILIES AND COMMUNITIES FOR RNs**—(6). This course focuses on synthesizing nursing knowledge and public health principles as they relate to families, aggregates and communities. Within a framework of epidemiology, principles of health promotion and primary, secondary and tertiary prevention are emphasized. Clinical learning will include community experiences in homes and a variety of community settings. Placement: Taken during final three terms in the program. Prerequisites: NURS 315, 316, 402, 409 and current RN licensure.

**NURS 425 LEADERSHIP AND MANAGEMENT FOR RNs**—(6). This practice-based course for RN students is designed: (a) to provide the principles of leadership, (b) to increase knowledge about management, (c) to apply and integrate previous learning, (d) to have enriching precepted experiences in a selected area of professional nursing practice, and (e) to demonstrate self-direction by developing and fulfilling a learning contract that reflects individual learning needs in the practice setting. Key concepts include self-directed learning, leadership and management skills, stress reduction, time management,
the image of professional nursing, dealing with diversity in the workplace. A project that requires scholarly inquiry is required. Prerequisites: NURS 315, 316, 402, 409 and current RN licensure.

**NURS 491 INDIVIDUAL STUDY**—(1-3).

**Ohio Nursing Articulation Model**

Capital is a participant in the Ohio Nursing Articulation Model that enables optimal educational mobility for nurses. Information about this model can be found at www.ohioleaguefornursing.org.

**BSN Completion Admission requirements**

1. Be a graduate of an accredited school of nursing.
2. Hold current RN licensure or be eligible for licensure in Ohio.
3. GPA of 2.5.

**BSN Completion Student handbook**

Available on the Capital University Nursing website. This handbook has information to assist the RN move through the BSN Completion Program.

**FAST TRACK OPTIONS: “BSN to MSN” and “RN to MSN”**

The FAST TRACK, designed for students with demonstrated academic excellence who plan to pursue graduate study, provides the opportunity to take graduate nursing courses while still completing the BSN. This option requires both a cumulative GPA of 3.5 or higher and Advisor recommendation. After reaching a specified point in the undergraduate nursing program, the qualified student can take up to three graduate nursing courses (9 semester hours) that can be used to fulfill selected undergraduate nursing course requirements.

Subsequent admission to the graduate program requires meeting current MSN admission standards plus a cumulative GPA of 3.0 or higher in the graduate nursing courses taken. After the student is granted full admission to the MSN program, the graduate courses taken in the FAST TRACK can be used to fulfill graduate requirements.

**ORGANIZATIONAL COMMUNICATION**

See Communication.

**PHILOSOPHY**

Department Chair—Burgdoff  
Professors—Christenson, Horn  
Lecturers—Barresi, Courtright, Hiltbrunner, Jordan, Tsompasidis.

Philosophy is the pursuit of difficult foundational questions, such as: “What do we really know?”; “What is relevant to judgments in ethics?”; and “Are there any bases for belief in God?” These are difficult questions because they lie at the roots of our thinking about other things.

The goals of the study of philosophy at Capital University are to develop in students: (a) the attitudes and skills necessary for critical thinking; (b) an interest in the issues and ideas of serious thinkers and the skills necessary to examine and evaluate them; (c) the desire and ability to relate philosophy to other dis-
ciplines and areas of life; and (d) the ability to think through and articulate their own philosophical views.

Requirements for major: PHIL 150, 170, 310, 350, three hours of PHIL 481, PHIL 499, and six other courses in philosophy chosen by the student in consultation with the faculty in philosophy. One year of college-level study of a foreign language (or its equivalent). Portfolio and research project required in senior year.

Requirements for minor: Five courses in philosophy including at least two of the following: PHIL 150, 170, 310 or 350.

PHILOSOPHY COURSES

PHIL 110 CRITICAL THINKING—(3). This course develops skills in critical thinking. Students practice recognizing, analyzing and evaluating arguments found in a number of public media including essays, political speeches, papers and newsmagazines, TV news and advertising.

PHIL 130 INTRODUCTION TO PHILOSOPHY—(3). An introduction to philosophical inquiry by focusing on questions of freedom, religion, science, mind, human nature, happiness, ethics, moral controversies, the self and society, and education. Prerequisite: none.

PHIL 150 INTRODUCTION TO LOGIC—(3). This course develops skills of logical analysis and logical problem solving. Students will become acquainted with propositional and class logics as well as methods of evaluating inductive inferences. Part of the course will focus on the kinds of problems encountered in standardized exams such as the GRE, LSAT, etc.

PHIL 170 CLASSICAL GREEK PHILOSOPHY—(3). An introduction to philosophical inquiry by means of the study of the philosophical work of Socrates, Plato and Aristotle in their historical context. Prerequisite: none.

PHIL 190 PHILOSOPHY OF RELIGION—(3). An introduction to philosophical inquiry by focusing on issues raised by religion: the rationality of religious belief, the nature of religious language, the existence of God and the nature of religious experience. Prerequisite: none.

PHIL 193 SELECTED TOPICS—(3).

PHILOSOPHY AND THE DISCIPLINES

PHIL 200 MINDFUL JOURNALING—(3). The focus of this course is to develop dimensions of mindfulness through the process of journaling. Different kinds and styles of journaling will be explored, and passages from journals will be shared.

PHIL 201 PHILOSOPHY AND SCIENCE—(3). A study of the concepts and methodology of natural and social sciences, focusing on the nature of the scientific enterprise and its possibilities and limitations as a source of knowledge. Prerequisite: none.

PHIL 202 PHILOSOPHY AND POLITICS—(3). Classical and contemporary political philosophy. Modern political ideologies and issues of political thought, including freedom, justice, democracy, revolution, rights, law, punishment, civil disobedience, preferential treatment, war and peace, international relations, property, utopias and dystopias. May be taken for philosophy or political science credit.
PHIL 203 PHILOSOPHY AND EDUCATION—(3). A study of the philosophical issues implicit in approaches to education: human nature and development, knowledge and learning, the institutionalization of reality, objectivity and values. Prerequisite: none.

PHIL 204 PHILOSOPHY AND THE ARTS—(3). A study of philosophical questions raised by the arts, including: Why are the arts important? Are there any general criteria for artistic excellence? What do the arts have in common? Prerequisite: none.

PHIL 206 PHILOSOPHY AND PSYCHOLOGY—(3). Deciding among competing approaches to psychology; artificial intelligence and functionalism; theories of the mind; involuntary treatment; controversial research and treatment methods; the insanity defense, confidentiality; diagnosis and classification. Prerequisite: none.

PHIL 207 PHILOSOPHY AND HEALTH CARE—(3). A survey of philosophical issues that arise in connection with health care. Topics include concepts of health, disease, patterns of diagnostic reasoning, AIDS issues, informed consent, paternalism, codes of ethics, confidentiality, abortion, research, transplantation and special categories of patients. Prerequisite: none.

PHIL 208 PHILOSOPHY AND THE ENVIRONMENT—(3). A study of the philosophical dimensions of environmental issues including the sources of our conceptions of nature and a survey of issues in environmental ethics.

PHILOSOPHY ADVANCED STUDIES

PHIL 310 MODERN PHILOSOPHY—(3). A study of philosophers instrumental in the creation of our modern world view, including: Descartes, Hobbes, Locke, Hume, Kant, Hegel and Marx. Prerequisite: none.

PHIL 350 CONTEMPORARY PROBLEMS IN PHILOSOPHY—(3). A study of the focal issues of contemporary philosophy of language, epistemology and metaphysics. Prerequisite: PHIL 150 and 310 or instructor’s permission.

PHIL 370 MAJOR PHILOSOPHERS—(3). A rigorous study of one or more philosophers who continue to have an impact on contemporary thought. Prerequisite: PHIL 170 and 310 or instructor’s permission.

PHIL 390 ETHICAL THEORY—(3). The nature of ethics; normative theories. Views about right and wrong, intrinsic value, justice, virtue and rights. Prerequisite: none.

PHIL 410 PHILOSOPHICAL ISSUES IN CONTEMPORARY CULTURE—(3). A philosophical inquiry into some contemporary cultural issue: work and leisure, ecological crisis, economic justice, war and peace, etc. Prerequisite: none.

PHIL 481 DEPARTMENTAL SEMINAR—(1). Seminar for department majors and minors that will support the development of the research project and portfolio. This course is repeatable for credit.

PHIL 491 INDIVIDUAL STUDY—(1-3).

PHIL 492 GROUP STUDIES—(1-3).

PHIL 493 SELECTED TOPICS—(3).

PHIL 499 SENIOR THESIS—(3). Independent student scholarship usually comprising literature review and research, and a written and oral presentation of
findings. Required of all senior philosophy majors in the fall of their senior
year. The course guides students through the process and methodology of
writing either a thirty-page research paper in the major or a final capstone pro-
ject with required writing component (14 pages). Prerequisite: Permission of
instructor.

PHYSICS

Department Chair—Stadler
Associate Professor—Shields

Physics is the study of our physical environment, that is, the fundamental
nature and applications of energy and matter. Motion, heat, light, sound, elec-
tricity and magnetism, atoms and nuclei are the substance of the study of
physics. Knowledge of these basic principles serves as the foundation for all
areas of science and engineering. The analytical and quantitative skills required
in the study of physics provide an excellent background for further study in
business, management, law and computer science.

Minor in physics—20 hours: 220, 221, 433, 448, plus six hours of coursework
with a prerequisite of 221. Required supporting courses: MATH 230 and 231.

Requirements for education licensure to teach science—Students may com-
plete the adolescent to young adult teacher licensure program for integrated
science, or dual licensure in science in physics. This program prepares the
student to seek licensure for teaching all sciences in grades 7-12 in the public
schools of Ohio. Information regarding this licensure program may be found
under the Education Department section of this bulletin.

PHYSICS COURSES

PHYS 115 INTEGRATED SCIENCE BY INQUIRY—(3). Utilizing an inquiry-
based approach, this course focuses on the nature of science. Topics present
science in an integrated manner while students ask and answer their own sci-
entific questions. Prerequisite: Education major. Same course offered as BIOL
115 and CHEM 115.

PHYS 120 PHYSICS IN SCIENCE FICTION—(3). The physics that is present or
implied within science fiction will be explored. This is an activity and project-
based course that will require oral and written presentations. Offered every
spring and even fall semesters.

PHYS 220 GENERAL PHYSICS I—(4). A calculus-based introduction to the
fundamental principles of physics. Topics include: mechanics (linear and rota-
tional kinematics, statics, energy), wave mechanics (harmonic motion, sound)
and thermodynamics (thermal properties of matter, gas laws, thermal energy).
A laboratory experience is included which utilizes statistical, algebraic and
trigonometric (pre-calculus) skills to conduct measurements, analyze data
and develop physical understanding. Prerequisite or concurrent registration:
MATH 225 or 230 or equivalent. Offered fall semester.

PHYS 221 GENERAL PHYSICS II—(4). A continuation of 220. Topics include:
electromagnetism (electricity, magnetism, circuits), optics (light propagation,
geomechanics, and physical optics), and modern physics (relativity, quantum
mechanics, atomic and nuclear theory). A laboratory experience is included
which utilizes statistical, algebraic and trigonometric (pre-calculus) skills to
PHYS 433 MODERN PHYSICS—(3). A survey of the theories of relativity, quantum mechanics (wave particle duality, harmonic oscillator, spin), atomic (Bohr model, spectroscopy), nuclear (models, transmutation), and solid state (semiconductors) physics. Prerequisites: 221 and MATH 231. Offered fall semester in even years.

PHYS 438 ELECTROMAGNETIC THEORY—(3). Electrostatics, magnetostatics and electrodynamics culminating in Maxwell’s equations. Vector calculus is used throughout the course. Prerequisites: 221 and MATH 225 or 330. Offered as needed.

PHYS 448 INTERMEDIATE LABORATORY—(3). Selected experiments including several from modern physics. Corequisite: 433. Offered as needed.

PHYS 491 INDIVIDUAL STUDY—(1-3). Intended for those who wish to study an area of physics not included in a regular course. Prior approval by the supervising professor must be secured before registration.

PHYS 493 SELECTED TOPICS—(3).

POLITICAL SCIENCE
Department Chair—Marilley
Professor—Wallace
Associate Professors—Carlson, Horn, Jones, Marilley
Assistant Professor—Yosha
Instructors—Duncan, Heckman, Robinson

The political science major offers programs of study that lead to careers in government on the city, state or federal level, or in the foreign service. It also opens career paths in local, national and international organizations, the legal profession, lobbying, secondary or university teaching and a wide variety of opportunities to continue your education in graduate school or law school.

The curriculum is structured so that the political science student acquires an understanding of political theory, comparative government, international relations, public administration and political institutions and processes.

The major is designed to develop critical thinking and independent analysis through the study of theory and its practical application. The latter is encouraged through the availability of a wide variety of internships in state and local government agencies in Columbus. Internships are also available in Washington, D.C.
Political science majors may choose from Track I or Track II.

**Major Requirements—Political Science Core, 20 hours:** 100, 101, 104, 105, 210, 415, 425, 495

**Track I, General (21 hours):** 202; 205; 225 or 370; 390 or 391; 230 or 245 or 255 or 335 or 340; six additional hours in Political Science.

**Track II, Pre-Law (21 hours):** 202; 205 or 215; 390; 391; 230 or 245 or 255 or 335 or 340; six additional hours in Political Science.

**Requirements for Public Administration Major:** In addition to the above Political Science Major Core requirements (20 hours), students must complete the following Public Administration Core requirements (15 hours): POLS 205, POLS 215, POLS 250, POLS 315, and ECON 100. Public Administration majors must also choose one of the following areas for study:

- **Public Finance Concentration:** POLS 435, ECON 361, and BUS 319;
- **Policy Analysis Concentration:** POLS 310, POLS 360, and POLS 410;
- **Individualized Concentration:** Students will complete the Public Administration Core and develop an individualized concentration in a sub-field of Public Administration. Approval of the academic Adviser and department head is required.

**Requirements for Economics—Political Science Major:** (Economics—Political Science majors are exempt from General Education Goal 8); ECON 100, 200, 320, 321, and any other two economics courses above the 200 level; POLS 105, 210, 390 or 391, and any other three political science courses; plus MATH 120, 220.

**Requirements for Political Science major with education licensure**—In addition to the political science major, students may complete the adolescent to young adult licensure program for integrated social studies. This program prepares the student to seek licensure for teaching all social studies in grades 7-12 in the public schools of Ohio. Information regarding this licensure program may be found under the Education Department section of this bulletin. The requirements are as follows: (Political Science Integrated Social Studies majors are exempt from General Education Goal 8.) Political Science core; 202; 205; 225 or 370; 390 or 391; 230 or 325 or 335 or 345 or 340 or 385; and six additional hours of Political Science, plus the requirements listed for the Adolescent to Young Adult Education and Integrated Social Studies requirements.

**Requirements for minor**—15 hours: 104, 105, 210, and six additional hours in Political Science.

**POLITICAL SCIENCE COURSES**

**POLS 100 POLITICAL SCIENCE PROFESSIONAL DEVELOPMENT SEMINAR I**—(1). This course introduces students to the political science major, faculty, and upperclass students. Students will identify career opportunities, learn basic concepts and lines of inquiry distinctive to political science, and become practiced in the arts of analysis, argument, and communication—both written and oral.

**POLS 101 POLITICAL SCIENCE PROFESSIONAL DEVELOPMENT SEMINAR II**—(1). As does POLS 100, this course introduces students to the political science major, faculty, and upper-class students. Students will identify career opportunities, learn basic concepts and lines of inquiry distinctive to political science, and become practiced in the arts of analysis, argument, and communication—both written and oral. (This course is a continuation of POLS 100.)
POLS 104 INTRODUCTION TO POLITICAL SCIENCE—(3). Gen. Ed. 9. This course is designed to provide the student with the basic knowledge of public policy through which students develop an understanding of the principles of democracy and the extent to which governments reflect these principles. Students survey the approaches and methodology of public policy studies, contemporary policy issues and future considerations of public policies, making comparisons among various forms of governments. Students examine and engage in civic activities, utilizing their knowledge of political institutions and processes to become active, participating citizens in making public policy. Prerequisite: none.

POLS 105 AMERICAN GOVERNMENT AND POLITICS—(3). The course provides a study of the dynamics and organization of the federal government; its institutions, processes, powers, functions and problems. It prepares students to become knowledgeable, thoughtful, participating citizens in a democratic society and in an interdependent world. Students examine and engage in civic activities, utilizing their knowledge of political institutions and processes to become active, participating citizens. Students develop an understanding of the principles of democracy and the extent to which governments reflect these principles. They use various community, state, national and international resources to help them think critically about political science. Attention is given to the methodology of social studies, applying problem solving, critical thinking and application skills to make comparisons among various forms of governments. Prerequisite: none.

POLS 193 SELECTED TOPICS—(3).

POLS 202 PHILOSOPHY AND POLITICS—(3). Classical and contemporary political philosophies are studied, as are modern political ideologies and issues of political thought, including freedom, justice, democracy, revolution, rights, law, punishment, civil disobedience, preferential treatment, war and peace, property, utopias and dystopias. Students develop and apply problem solving, critical thinking and application skills regarding the content under study. Prerequisite: none.

POLS 205 INTRODUCTION TO PUBLIC POLICY—(3). This course is designed to provide the student with basic knowledge of public policy. Students will survey the approaches and methods of policy studies, contemporary policy issues, and future considerations of public policies. Prerequisite: POLS 105 or permission of instructor.

POLS 210 INTERNATIONAL RELATIONS—(3). The purpose of this course is to prepare students to become knowledgeable, thoughtful, participating citizens in a democratic society and in an interdependent world. Students are provided with an understanding of the links people make around the world as they have attempted to address common problems in the past and continue to address them presently. National foreign policies are studied as is the significance of each. Common interests and differences that exist between nations are explored. Prerequisite: none.

POLS 215 INTRODUCTION TO PUBLIC ADMINISTRATION—(3). A survey of the basic problems of public administration, its theories, methods and practices, the organization of the public personnel system, and the management and coordination of governmental activities. Prerequisite: POLS 105.

POLS 225 THE AMERICAN PRESIDENCY—(3). Analysis of president's power,
role and personality; interrelationships with other branches; decision-making procedures; impact on political parties, press and people. Prerequisite: 105.

POLS 230 COMPARATIVE POLITICS—(3). A comparison of government and politics in several nations worldwide.

POLS 250 STATE AND LOCAL GOVERNMENTS—(3). Major functions, services, organization, powers and procedures of state, county and city governments. Prerequisite: none.

POLS 275 MEDIA AND POLITICS—(3). Study on how the mass media affects politics and how politics affects the mass media—primarily in the United States—with a special focus on the conflicts between those who promote governmental agendas and reporters who seek “truth” but must also grab and sustain an audience. Class will include evening panels with outside speakers including local politicians, reporters, and broadcasters on topics such as freedom of the press, reporting of extraordinary events, and media impact on attitudes and behaviors.

POLS 293 SELECTED TOPICS—(0-3).

POLS 310 URBAN POLITICS AND PUBLIC POLICY—(3). This course analyzes the urban arena in terms of the different political structures found in urban politics, the social, political and economic factors that influence urban politics and political structures, and the public policy consequences of urban political structures.

POLS 315 PUBLIC PERSONNEL ADMINISTRATION—(3). Focuses on the theory and practice of public personnel administration. Its emphasis is on public personnel selection, training, classification, compensation, promotion and interpersonal (human) relations. Prerequisite: POLS 215.

POLS 325 MODERN CHINA—(3). Historical background of modern China, impact of the West, collapse of the Imperial Dynasty, the Republican era and the Communist Revolution. The focus will be on political institutions, and social, cultural and intellectual change. (Same course offered as HIST 325.) Prerequisite: none.

POLS 335 AMERICAN FOREIGN POLICY AND DIPLOMACY—(3). An analysis of the history, development and current patterns of American foreign policy and diplomacy with emphasis on America’s emergence as a world power, linkages between domestic and foreign policy, the decision-making process and the challenges of global interdependence. (Same course offered as HIST 335.)

POLS 340 LATIN AMERICAN POLITICS AND HISTORY—(3). The history, culture, geography, economic relations and political systems of Latin America; the role of the Catholic Church, the military, multinational corporations, guerrilla groups and the United States within the context of Latin American politics. It will cover issues such as revolution, economic development, population growth, drug trade and the debt crisis. (Same course offered as HIST 340.) Prerequisite: none.

POLS 345 MODERN JAPAN—(3). The study of Japan from the 1850s to the present concentrating on the development of language, religion, and central administration; modernization after 1853; its policy of imperialism; and its post-World War II economic growth and political evolution. (Same course offered as HIST 345.) Prerequisite: none.
POLS 350 MODERN POLITICAL IDEOLOGIES—(3). This course will examine the origins of political ideologies in modern societies. After identifying the place of liberalism and conservatism in political thought, students will study the critiques of these ideological traditions made by radical libertarians, socialists, fascists, environmentalists and feminists. Prerequisite: none.

POLS 355 EXPLORING THE HOLOCAUST: WHEN MEMORY SPEAKS—(3). Examines the history, causes, effects and ethical issues involved with the genocide against European Jews and Gypsies from 1933-45. Studies Christian anti-Semitism as it contributed to the Holocaust, and compares these events to other holocausts: the Armenian genocide, killing fields of Cambodia, slavery, genocide in Rwanda, Native Americans after the European conquest, and ethnic cleansing in Bosnia.

POLS 360 POLICY ANALYSIS—(3). This course provides an introduction to the foundation and research methods of policy analysis. Statistical and economic methods will be presented for discussion and use in individual analytic research projects. Research focus will be open to national, state, or local level of government. Prerequisite: POLS 105 and 205 or permission of the instructor.

POLS 365 GENDER POLITICS—(3). A study of how ideas about gender shape political relations and of how political relations shape ideas about gender. Prerequisite: 105 or permission of instructor. (Same course offered as CLS 365.)

POLS 370 PRESIDENTIAL ELECTIONS AND AMERICAN POLITICS—(3). This course explains how Americans select presidents, examines the evolution of these processes, and investigates debates on the problems of the current presidential selection process. Prerequisite: POLS 105.

POLS 375 THE INDIVIDUAL, ETHICS, PEACE, AND WAR IN THE 21st CENTURY—(3). This course will use film to examine ethical theory and human history as they relate to contemporary social issues. Students will critically examine moral issues they are likely to face personally, in the workplace, and as citizens of rapidly changing global and national communities. The course will examine topics such as war and peace, capital punishment, and the international environment in the context of personal and social responsibility.

POLS 380 PUBLIC OPINION AND POLITICAL BEHAVIOR—(3). Analyzes mass political attitudes and their expression in various forms of political activity and examines types of political behavior and forces shaping that behavior. The course also examines the interrelationship between mass political attitudes, political behavior, and public policy outcomes as well as studying the terminology and techniques of the survey research design. Prerequisite: POLS 105 and one other political science course, or permission of the instructor.

POLS 385 RUSSIAN/SOVIET HISTORY—(3). Political, social and cultural development of Russia from Peter the Great to the present. Prerequisite: HIST 100 or 101. (Same course offered as HIST 385.)

POLS 390 EARLY AMERICAN LAW: CONSTITUTIONAL HISTORY OF THE U.S. TO 1865—(3). A survey of legal and constitutional history from 1763 to 1865 with emphasis on how political, economic, social and ideological change affected the structure and function of American law. Prerequisite: POLS 105. (Same course offered as HIST 390.)
POLS 391 MODERN AMERICAN LAW: CONSTITUTIONAL HISTORY OF THE U.S. SINCE 1865—(3). A survey of modern legal and constitutional history with emphasis on how political, economic, social and ideological change affected the structure and function of American law. Prerequisite: 105. (Same course offered as HIST 391.)
POLS 393 SELECTED TOPICS—(3).
POLS 410 URBAN PROBLEMS—(3). A seminar that deals with major problem(s) in contemporary urban America. Seminar participants will examine the cause(s), effects, and possible solutions for a major urban problem. The focus will vary by year and/or the interest of the participants. Prerequisite: POLS 310 or permission of instructor.
POLS 415 POLITICAL RESEARCH METHODS I—(3). Introduces students to the fundamental methods and procedures for designing research and collecting and analyzing political data. Research on a specific social science topic is required of each student. Prerequisite: POLS 104, 105 and six additional courses in political science.
POLS 425 POLITICAL RESEARCH METHODS II—(3). This course is a continuation of Political Research Methods I. It focuses on data collection through field research, data analysis or interpretation, and computer utilization in analyzing data. Prerequisite: POLS 415.
POLS 435 THE BUDGETARY PROCESS—(3). This course focuses on the governmental budgeting process. It deals with the evolution, process and impact of public budgeting. Special attention will be given to the purpose, models, reforms and key factors involved in the budgeting process. Budgeting is viewed from the federal, state, and local levels with comparisons to private sector budgeting. Prerequisite: POLS 215.
POLS 491 INDIVIDUAL STUDY—(1-3). Select topics under supervision of faculty member with individual research format. Prerequisite: four courses in political science or permission of instructor.
POLS 493 SELECTED TOPICS—(3). Select topics under supervision of faculty member in group format with discussion and analysis sessions and individual research projects.
POLS 495 PUBLIC ADMINISTRATION INTERNSHIP—(3-12). Practicum through placement in state, local or federal government agency. Prerequisites: POLS 104, 105, 215, 250, 415.
POLS 496 CAMPAIGN INTERNSHIP—(3-6). Placement with campaign organization of political candidate under supervision of faculty member. Prerequisites: POLS 104, 105, and permission of the instructor.
PRE-HEALTH PROFESSIONS Programs

Dentistry, Medicine, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, Physician Assistant, Podiatry, Public Health, Veterinary Medicine

Capital University offers excellent programs to prepare students for careers in medicine, dentistry, optometry, pharmacy, podiatry, physician assistant, occupational therapy, physical therapy, public health and veterinary medicine. No specific majors are required for entrance into most professional schools. Each professional school program has a set of required courses taken at the undergraduate level prior to applying for the professional program. It is recommended that each student work with his/her academic adviser to plan the four-year course of study at Capital.

For specific information about pre-health tracks within majors, please see Behavioral Sciences, Biological Sciences, Chemistry, or Health and Sport Sciences.

PRE-LAW Program

Administered by the Department of Political Science.

Coordinator—Jones
Advisers—Baker, Baldwin, Christenson, Griffith, Jones, Keller, Koch, Marilley, Maroukis, Poteet, Sanders, Stan Smith, Wallace, Yosha

Capital University has a long tradition of preparing students for the law profession. Hundreds of our students have graduated from a wide variety of law schools and are practicing in the various fields of law. Our experience in pre-law advising is aided by our involvement with the Capital University Law School.

There is no specific pre-law curriculum. Students interested in a career in law should, in conjunction with a pre-law adviser, undertake a broadly based academic curriculum. We subscribe to the American Bar Association’s statement on law school entrance, “The best preparation for the study of law is a broad liberal arts education.”

To be accepted into a law school, you need a strong academic record and a wide range of liberal arts courses. The liberal arts background will provide you with the skills that law schools require for entrance. These skills include:

—Oral and written communications skills. The ability to speak well and the ability to write well is a prerequisite for a successful law career.
—Creative, critical and analytical thinking skills. A successful lawyer must be able to use reason and logic to arrive at viable arguments and conclusions.
—A knowledge of the institutions and values of society so that you may understand the context in which the law operates.

With the assistance of a pre-law adviser, we recommend that you choose a major that suits your individual needs and interests. It should also be a major that will allow you to strengthen the skills you will need to be accepted into the law school of your choice.
PRE-SEMINARY Program
Adviser—Schroeder

A primary reason for the founding of Capital University in 1830 was the development of a strong program of pre-seminary studies that would provide the preparation necessary for graduate studies in theology and studies particularly pointed toward parish ministry in Lutheran churches. For more than 160 years, Capital has sustained and developed this program, providing pre-seminary studies not only for thousands of Lutheran pastors and scholars, but for representatives of many other denominations as well.

Pre-seminary studies continues to be a vital program of this university. While this program is centered in the religion department and guided by the religion faculty, the pre-seminary student is directed toward a variety of courses, both liberal arts and professional.

For details of this program, consult the adviser listed above.

PROFESSIONAL STUDIES
Chair—McDonald

Professors: Belcastro, Kardaras, Karkowski, Kent, McGaha, Mohammad
Associate Professors: Carlson, McDonald, Mellum, Ross, Sagaria, Still
Assistant Professors: Drewry, Yoshia
Instructor: Brunotto

The Professional Studies is a program that offers two interdisciplinary majors:

1) Interdisciplinary Studies (IDS),
2) Professional Studies in Music Technology.

The interdisciplinary nature of learning is emphasized through the Interdisciplinary Studies Core courses. Students culminate their university experience by engaging in integrative research. They both design and complete a senior thesis or a capstone project. Professional Studies majors can expect the following learning outcomes:

• Ability to demonstrate foundational skills in reading, writing, oral communication, information literacy, and refinement of critical reflection and thinking.
• Ability to demonstrate self-directed, lifelong learning skills.
• Ability to explore complex questions by engaging in interdisciplinary inquiry.
• Ability to apply content learning in a professional environment.

The IDS major requires a minimum of 48 credits, including 12 credit hours taken from the IDS Core plus 36 credit hours taken in at least two integrated academic disciplines.

INTERDISCIPLINARY STUDIES CORE (12 credits):
• IDS 310, Interdisciplinary Studies Seminar (4 credits)
• IDS 399, Interdisciplinary Research Methods (4 credits)
OR
• SOSCI 220 Research Methods (4 credits)
• IDS 498, Interdisciplinary Studies Senior Project (4 credits) OR
• IDS 499, Professional Studies Undergraduate Thesis (4 credits)

OPTIONAL PROFESSIONAL STUDIES COURSES:
• IDS 491, Individual Study (1-4 credits)
• IDS 493, Selected Topics (1-4 credits)
• IDS 495, Professional Studies Internship (1-4 credits)

INTERDISCIPLINARY STUDIES COURSES

IDS 310 Interdisciplinary Studies Seminar (4) Required for all Professional Studies majors. Students will plan an academic course of action to match their professional and personal goals. Through class dialogue and discussion, out of classroom assignments, and on-line resources, students will learn to integrate prior learning as part of their interdisciplinary designed study. This course intends to foster the development of critical reflection and thinking, a sense of fair-mindedness that is grounded in academic integrity, and a value for intellectual humility. Prerequisites: Transfer credit with permission of instructor.

IDS 399 Interdisciplinary Studies Research Methods—(4) This course or Social Research Methods 220 is required for all Professional Studies majors. This course provides foundational principles for problem identification, methodology and research design, data collection and analysis, and presentation of results required for completion of the senior thesis proposal. Students will enhance their understanding of quantitative and qualitative research methods and when it is appropriate to use these. Prerequisites: IDS 310

IDS 491 Interdisciplinary Studies Individual Study (1-4) Optional for Professional Studies majors. Individual, independent study with a faculty mentor. Prerequisite: Permission of instructor and IDS 310

IDS 493 Interdisciplinary Studies Selected Topics (1-4) Optional for Professional Studies majors

IDS 495 Interdisciplinary Studies Internship (1-4) Optional for Professional Studies majors. The Internship allows students to apply their learning in a real world organizational setting. Students will reflect on and analyze the relationship between their academic learning and its application to the accomplishment of career goals. Prerequisites: IDS 310, Completion of at least 30 credits of Interdisciplinary Studies content coursework.

IDS 498 Interdisciplinary Studies Senior Project—(4) Professional Studies Majors are required to take either this class or IDS 499. Students design and complete a capstone project that responds to an actual need of a professional organization and applies the integrated learning in the student’s major. Prerequisite: IDS 399 or Soc. Research 220.

IDS 499 Undergraduate Thesis (4 credits) Interdisciplinary Studies Majors are required to take either this class or IDS 498. Students design and complete capstone research that uses research to answer a research question that can only be answered using integration of the learning in the student’s major and will provide learning useful to the student’s career. Prerequisite: IDS 399.
PROFESSIONAL STUDIES IN MUSIC TECHNOLOGY

Program Coordinator—Brunetto

The Professional Studies in Music Technology Major is intended to prepare music technology experts for the vast number of opportunities for employment in the music industry. Student learning outcomes are intended to prepare students with the knowledge and skills that will not only make them attractive to employers, but position students to keep up with changes in the technology and industry through development of lifelong learning skills.

Students will take most of their music technology specific courses in the Conservatory’s Recording Studio, Production Studios, Electronic Music Studio, Computer Lab, and the Communication Department’s Television Studio. These studies are state-of-the-art and similar to those found in professional studios throughout the nation. The intention of this major is to provide students with learning that can be directly applied in their professional lives.

A student in the Professional Studies major can expect the following learning outcomes:

- Ability to demonstrate foundational skills in reading, writing, oral communication, information literacy, and refinement of critical reflection and thinking.
- Ability to demonstrate self-directed, lifelong learning skills.
- Ability to explore complex questions by engaging in interdisciplinary inquiry.
- Ability to apply content in a professional environment.

Requirements for the Professional Studies in Music Technology Major

INTERDISCIPLINARY STUDIES CORE (12 credits):

- IDS 310, Interdisciplinary Studies Seminar (4)
- IDS 399, Professional Studies Research Methods (4)
- IDS 498, Professional Studies Senior Project (4) or IDS 499, Professional Studies Undergraduate Thesis (4)

MUSIC AND MUSIC TECHNOLOGY COURSES (45 credits):

- MUS R101-R401, Recital Hour (0)—course taken each semester on campus
- MUS 110, Introduction to Music Software (1)
- MUS 111, Production and History of Electronic Music (3)
- MUS 112, Audio Electronics (3)
- MUS 122, Music Literature II (3)
- MUS 124–127, World Music Lab Mods 1–4 (0.5 each)
- MUS 210, Introduction to Rock ‘N’ Roll (3) (meets Fine Arts General Education Goal)
- MUS 212, Int. to Audio Recording Tech. (3)
- MUS 293, Music Industry Seminar (1)
- MUS 294, Music Industry Applied Activities (1)
• MUS 310, Recording Eng./Music Prod. (9)
• MUS 311, Recording Studio Maintenance (1)
• MUS 312, Adv. Recording & Mus. Prod. (1)
• MUS 313, New Tech Production (1)
• MUS 364, Music Business Survey (3)
• MUS 365, Music Law and Business Practices (3)
• MUS 410G, Applied Recording Projects (1)
• MUS 399, Music Technology Internship (6)
• MUS 411, Music for Media (3)

REQUIRED SUPPORTING COURSES (11 credits):
• CS 160, Introduction to Computer Science (3) or MUS 215 Multimedia & Web Development
• RTVF 333, Television Production (3)
• RTVF 433, Advanced Television Production (3)

PSYCHOLOGY

Professors—Almos, Ashbrook, FournierKarkowski, Torello
Associate Professors—Gray-Wilson, McDonald, Sagaria
Adjunct Instructors—Evans, Paulucci, Soloninka, Tilley

Psychology is the science of behavior and mental processes, encompassing both research, through which we learn about human and animal behavior, and practice, through which knowledge is applied in helping to solve problems. Psychologists traditionally study both normal and abnormal functioning. Opportunities for work in psychology are expanding in number and scope as evidenced by psychology’s sub-fields—biopsychology, clinical psychology, counseling psychology, developmental psychology, educational psychology, engineering psychology, forensic psychology, health psychology, industrial/organizational psychology, neuropsychology, rehabilitation, social psychology and sports psychology.

Major and minor requirements are found in the “Behavioral Sciences” section of this bulletin. A psychology major who declares a second major in criminology or sociology is waived from the corresponding 100, 200, and 300 Seminar courses.

Requirements for psychology major and education licensure—In addition to the psychology major, students may complete the adolescent to young adult licensure program for integrated social studies. This program prepares the student to seek licensure for teaching all social studies in grades 7-12 in the public schools of Ohio. Information regarding this licensure program may be found under the Education Department of this bulletin.

PSYCHOLOGY COURSES

PSYCH 100 SEMINAR I—DEGREE PLANNING IN PSYCHOLOGY—(1). An introduction to psychology for new majors, including information about degree and career planning, skills for college success, advising resources, professional associations, e.g., the American Psychological Association and the American Psychological Society, the publication manual of the discipline,
library skills, electronic mail, and the World Wide Web. Attendance at departmental colloquia required. Prerequisite: none. This course is graded pass/fail. Usually offered fall and spring semesters.

**PSYCH 110 PRINCIPLES OF PSYCHOLOGY**—(3). Gen. Ed. 8. An introduction to psychology: biopsychology, sensation/perception, learning, memory, language, thought, motivation, personality, emotion, stress, development, social psychology and psychological disorders and therapies. Attention is given to the methodology of the social sciences. Co-enrollment in PSYCH 110R recommended. Prerequisite: none. Usually offered fall and spring semesters.

**PSYCH 110R PRINCIPLES OF PSYCH RECITATION**—(1). An active exploration of the discipline of psychology, recommended for all students taking PSYCH 110. Must be taken concurrently with PSYCH 110 unless the instructor waives this requirement. Prerequisite: none. This course is graded pass/fail. Usually offered fall and spring semesters.

**PSYCH 200 SEMINAR II—ETHICS**—(1). An introduction to ethical reasoning in psychology including an interpretation of the ethics code as applied to evaluation, assessment, intervention, advertising, public statements, therapy, privacy, confidentiality, teaching, research and publishing. Attendance at departmental colloquia required. Prerequisites: PSYCH 100. This course is graded pass/fail. Usually offered fall and spring semesters.

**PSYCH 201 EDUCATIONAL PSYCHOLOGY**—(3). The foundation for critical thinking about the observation of teaching and learning, including teaching in relation to individual, developmental and cultural differences; research and applications from behavioral and cognitive perspectives; and educational measurement strategies. Prerequisites: PSYCH 110. Usually offered fall and spring semesters.

**PSYCH 300 SEMINAR III—CAREER PLANNING**—(1). Preparation for graduate training and psychology careers. Students will learn about application to graduate school and the G.R.E., and develop a graduate study and/or career plan. Attendance at departmental colloquia required. Prerequisite: Junior standing. This course is graded pass/fail. Usually offered fall and spring semesters.

**PSYCH 310 DEVELOPMENTAL PSYCHOLOGY**—(4). Human physical, psychological and social development from conception through the intrauterine environment, birth, early and middle childhood, adolescence, and young, middle and older adulthood. Prerequisite: PSYCH 110. Usually offered fall and spring semesters.

**PSYCH 320 SOCIAL/PERSONALITY PSYCHOLOGY**—(4). The study of a person’s behaviors, mental processes and personality variables relevant to group interactions. Topics include helping and aggression, social cognition, attitudes, persuasion, prejudice, group dynamics and influence. Prerequisites: PSYCH 110 and SOSCI 210 and 220. Usually offered fall and spring semesters.

**PSYCH 330 BIOLOGICAL PSYCHOLOGY**—(4). The physiological basis of behavior, including the genetics and evolution of behavior, central nervous system anatomy and physiology, research methods, diseases of the brain and associated behavioral alterations and the study of selected systems, e.g., sensorimotor, eating and drinking, sleeping and dreaming, language, and sexual behavior. Prerequisites: PSYCH 110 and SOSCI 210 and 220. Usually offered fall and spring semesters.
PSYCH 340 CLINICAL/ABNORMAL PSYCHOLOGY—(4). Historical understanding and symptomatology of organic, childhood, anxiety, dissociative, affective and personality disorders, the schizophrenias and deviant behavior, including consideration of legal and ethical issues. Prerequisite: PSYCH 110. Usually offered fall and spring semesters.

PSYCH 350 EXPERIMENTAL PSYCHOLOGY—(4). A particular area of experimental research is examined in depth, either in learning, motivation, cognition, sensation/perception, or social psychology. Students conduct and present their own research in the area. Prerequisites: PSYCH 110 and SOSCI 210 and 220. Usually offered fall and spring semesters.

PSYCH 360 COUNSELING PSYCHOLOGY—(4). Counseling theories and affective, cognitive and behavioral techniques in individual and group settings, including basic skills training. Prerequisite: PSYCH 110. Usually offered fall and spring semesters.

PSYCH 371 CONSCIOUSNESS—(4). The study of consciousness, including the mind/body problem, biology of the mind, alterations of conscious experience (e.g., meditation, drugs, mystical experiences, hypnosis, ESP, biofeedback, sleeping, dreaming, sensory deprivation, psycho-neuro-immunology, and the placebo effect). Prerequisite: PSYCH 110. Usually offered spring semester of odd-numbered years.

PSYCH 372 BEHAVIOR MANAGEMENT—(4). Operant principles and their use in building desired skills and reducing problem behavior. Prerequisite: PSYCH 110. Usually offered spring semester of even-numbered years.

PSYCH 381 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY—(4). Principles and applications of psychology in business and industry, including employee selection, performance appraisal, training and development, leadership, motivation, organizational development, employee safety and health, human factors, engineering and consumer psychology. Prerequisite: PSYCH 110. Usually offered fall semester.

PSYCH 382 DYING, DEATH, AND BEREAVEMENT—(4). Through psychological and interdisciplinary approaches learners will gain an understanding and appreciation of the processes of dying, death, and bereavement. Theoretical, historical, and emerging perspectives will be explored. Prerequisite: PSYCH 110. Usually offered spring semester.

PSYCH 394 COMPUTATIONAL NEUROSCIENCE AND PSYCHOLOGY—(3). This course provides a modeling approach in the fields of psychology and neuroscience. Topics may include decision making, learning models, imaging techniques, and neural networks. (Same course offered as CSAC 394.) Usually offered spring semester of even-numbered years.

PSYCH 401 SEMINAR IV — PSYCHOLOGY PROSEMINAR—(1-4). A proseminar on psychology’s academic and applied subdisciplines, for example, developmental, social/personality, biological, clinical, experimental and counseling psychology. Attendance at departmental colloquia required. Prerequisite: PSYCH 110.

PSYCH 410 HISTORY & SYSTEMS OF PSYCHOLOGY—(4). The history and development of psychological thought from the early Greeks through present times, with an emphasis on philosophical and physiological antecedents of contemporary psychology, primary sources readings and structured essay writing. Prerequisite: Psych. 110. Usually offered fall and spring semesters.
PSYCH 491 INDIVIDUAL STUDY—(1-4). Individual, independent study with a faculty mentor. Prerequisite: Permission of instructor.

PSYCH 493 SELECTED TOPICS—(1-4).

PSYCH 495 PSYCHOLOGICAL INTERNSHIP—(1-4). Supervised field experience in a psychological setting accompanied by relevant library research and reflective writing. Repeatable up to 8 hours. Prerequisite: Permission of instructor. Usually offered fall and spring semesters.

PSYCH 499 UNDERGRADUATE PSYCHOLOGY THESIS—(4). Independent student scholarship usually comprising a comprehensive literature review, design and completion of psychological research, and a written and oral presentation of findings. Prerequisite: Permission of instructor. Usually offered fall and spring semesters.

PUBLIC RELATIONS Major and Programs
(Taught by Communication Dept.)

The major in public relations is anchored by a core of five courses recognized as essential by national professional and academic organizations. The core is supplemented by additional skills and perspective courses in communication and media production. This combination prepares students for entry into the professional world of public relations. Students are encouraged to join and participate in the student chapter of the Public Relations Society of America (PRSSA), which serves as a link to the professional community and where pre-professional competition activities are available. Qualified students participate in internships with public relations firms and advertising agencies, corporations, not-for-profit organizations and others.

Requirements for the public relations major—39 hours: COMM 131, 151, 352, 353, 454; PR 161, 262, 361, 363, 365, 366, 464; TH 121.

Requirements for the minor in public relations—15 hours: COMM 131; PR 161, 262, 363, 464.

PUBLIC RELATIONS COURSES

PR 100 PREPROFESSIONAL STUDIES—(0-6). Laboratory experience in public relations. Repeatable for a maximum of 6 hours. Prerequisite: none. Offered every semester.

PR 161 INTRODUCTION TO PUBLIC RELATIONS—(3). A survey of the field of public relations, including the scope of the field, structure, processes, theoretical perspectives, job titles and tasks. Prerequisite: none. Typically offered in fall.

PR 193 SELECTED TOPICS—(1-6). Repeatable under different topics.

PR 262 PR WRITING—(3). An introduction to writing and production for public relations purposes, including news releases, features, direct response and brochures, and the fundamentals of desktop publishing. Prerequisite: PR 161. Typically offered in spring.

PR 293 SELECTED TOPICS—(1-6). Repeatable under different topics.

PR 300 ADVANCED PREPROFESSIONAL STUDIES—(0-11). Advanced laboratory experience in public relations. Repeatable for a maximum of 11 hours. Prerequisite: PR 100 or permission of instructor. Offered every semester.
PR 361 PRINT DESIGN AND LAYOUT—(3). Coverage of the principles guiding layout and design of multiple facets of print publication. Topics may include layout and design of: newspapers, magazines, newsletters, flyers, brochures, booklets, and other print documents. Students will also gain practice in implementing these principles using industry-standard software platforms. Prerequisites: ENGL 320 or permission of the instructor. (Same course as ENGL 321.)

PR 363 PR RESEARCH—(3). A review of syndicated research used by PR practitioners, the concept and methodologies of evaluative research, and development of the media mix. Students will learn the principles of research and strategic planning, and apply them to research and media planning opportunities. Prerequisite: PR 262 and sophomore standing. Typically offered in fall.

PR 365 EVENT PLANNING—(3). In this course, students will gain a familiarity with the structure, strategies, planning, and economics of the field of Event Planning. Students will also gain a greater understanding of how their professional roles impact the relationship between the organization and its critical stakeholders. Moreover, students will gain an understanding of the role of Event Planning in building organization-stakeholder relationships. Prerequisites: PR 262 or permission of instructor and sophomore standing.

PR 366 WRITING FOR THE WEB—(3). Students will engage theory governing composition and design of web texts and put that theory into practice. Particular attention will be given to HTML text creation, including generation of content, HTML coding, and such elements as cascading style sheets (CSS) and basic JavaScript functionality. Will likely include client-based projects. brochures, booklets, and other print documents. Students will also gain practice in implementing these principles using industry-standard software platforms. Prerequisites: ENGL 211, PR 262, or permission of the instructor. (Same course as ENGL 336)

PR 368 ELECTRONIC PUBLISHING—(3). Coverage of the electronic and digital aspects of the publishing industry. Students will learn to compose, design, and generate content for electronic publication. Topics may include the generation of print-like materials for webbed distribution, preparation of print texts for on-demand publication, and creation of electronic books (e-books). Prerequisites: ENGL 211, PR 262, or permission of the instructor. (Same course as ENGL 338)

PR 393 SELECTED TOPICS—(1-6). Repeatable under different topics.

PR 464 PR PROGRAMS AND CAMPAIGNS—(3). The capstone course in the public relations curriculum, campaigns provides students with the opportunity to develop comprehensive public relations programs and campaigns. Student groups develop a PR program for presentation to classmates and PR practitioners. Prerequisite: PR 262 and junior standing Typically offered in spring.

PR 491 INDIVIDUAL STUDY—(1-3). Specialized study in public relations under the supervision of a faculty member with an approved format. Prerequisite: permission of the instructor.

PR 493 SELECTED TOPICS—(1-6). Repeatable under different topics.

PR 495 PR INTERNSHIP—(0-12). Working on-site with supervisory public relations professionals in area corporations, agencies or not-for-profit organizations. Departmental internship hours repeatable to a maximum of 12 hours. Prerequisite: permission of instructor. Offered every semester.
RADIO–TELEVISION–FILM Major and Programs
(Taught by Communication Dept.)

Radio/Television/Film program is designed for students planning careers in the ever-changing electronic media industry, in media education and in specialties that require a substantive knowledge and appreciation of film and related media, such as an arts administrator, video archivist or film reviewer. Additionally, the RTVF program prepares students of mass media for further education at the graduate or professional level. The course offerings in the RTVF program encompass analysis, critical inquiry, management, performance, production, programming and script writing. In addition, the Radio/TV/Film major offers a broad base of course work that enhances students’ communicative abilities and understanding of electronic mass media and supports their interests and studies in other disciplines. The Film Studies minor provides a framework from which students can approach film from a variety of aesthetic, critical, historical and theoretical perspectives.

Students are encouraged to join and participate in preprofessional experiences such as WXCU, our campus radio station, and/or one of our two television shows, Skyline Columbus and CapVision. All are designed to provide hands-on production opportunities for students each semester of their Capital experience. Qualified students also are encouraged to participate in our extensive internship program, gaining experience at regional video production facilities and at broadcast/cable radio and TV outlets.

Requirements for the Radio-TV/Film major—51 hours: COMM 131, 311, 313, 338, 454; COMM 151 or 352; RTVF 232, 332, 333, 433, 336, 337; MUSIC 212; PR 366; TH 121; three hours in courses from Film Studies; one hour from RTVF 100; and two hours from RTVF 300.

Requirements for the minor in Radio-TV—18 hours: COMM 131; RTVF 232, 332, 333, 336, 337.

Requirements for the minor in Film Studies—16 hours: required, RTVF 141; RTVF 241; 1 hour of RTVF 491 (Capstone experience: an exploration/presentation of a significant issue in film); 9 hours from PHIL 204, CLS/RTVF 341, RTVF 342, RTVF 343, RTVF 344, RTVF 333, RTVF 345, RTVF 433, RELIG 310, FRNCH 360, SPAN 360, or any other approved course that examines film aesthetics, artists, criticism, form, history and/or theory.

FRNCH 360 French Media
PHIL 204 Philosophy and the Arts
RTVF 141 Introduction to Film
RTVF 241 Film Criticism
CLS/RTVF 341 Gender and Film
RTVF 342 Horror Films and Their Audiences
RTVF 343 Major Directors
RTVF 344 Film Genre Studies
RTVF 491 Individual Study (an exploration of a significant issue in film)
RTVF 493 Selected Topics (an exploration of a significant issue in film)
RELIG 310 Religion & Film
RTVF 333 Video Production
RTVF 345 Screenwriting
RTVF 433 Advanced Video Production
SPAN 360 Spanish Media/Cinema/Representation

RADIO–TELEVISION–FILM COURSES

RTVF 100 PREPROFESSIONAL STUDIES—(0-6). Laboratory experience in radio, television or film. Repeatable for a maximum of 6 hours. Prerequisite: none. More than three credits per semester requires permission of instructor. Offered every semester.

RTVF 141 INTRODUCTION TO FILM—(3). An introduction to film analysis and a survey of the history of film from its beginnings to the present. This course is recommended for English majors and others who are interested in film theory, teaching film analysis and appreciation, or reviewing film for newspapers or magazines. Prerequisite: none. Typically offered fall semester of even-numbered years.

RTVF 193 SELECTED TOPICS—(1-6). Repeatable under different topics.

RTVF 232 ELECTRONIC MEDIA WRITING—(3). Introduction to the composing and editing processes, different forms of oral and written discourse, and writing for different purposes and audiences as related to broadcast news writing, specifically for the electronic mass media. Prerequisite: Gen. Ed. Goal 2 and COMM 131 or permission of instructor (Same course offered as ENGL 222). Typically offered in fall.

RTVF 241 FILM CRITICISM—(3). The study of film, film theory and film criticism. Students will read works by film critics, but also will write their own critiques of films watched in class. Prerequisite: Gen. Ed. Goal 1. Typically offered in fall of odd-numbered years.

RTVF 293 SELECTED TOPICS—(1-6). Repeatable under different topics.

RTVF 300 ADVANCED PREPROFESSIONAL STUDIES—(0-11). Advanced laboratory experience in radio, television or film. Repeatable for a maximum of 11 hours. Prerequisite: RTVF 100 or permission of instructor. More than three credits per semester requires permission of instructor. Offered every semester.

RTVF 332 RADIO PRODUCTION—(3). Learning the equipment and developing the skills essential to radio program planning, production and performance. Prerequisite: sophomore standing. Typically offered every semester.

RTVF 333 VIDEO PRODUCTION—(3). Learning the equipment and developing the skills essential to television program planning, production and performance. Prerequisite: sophomore standing. Offered every semester. RTVF majors encouraged to take in spring.

RTVF 336 BROADCAST ANNOUNCING—(3). Development of skills required for effective communicating, with special emphasis placed on announcing before the microphone and camera. Prerequisite: RTVF 232. Typically offered in spring.
RTVF 337 ELECTRONIC MEDIA MANAGEMENT—(3). Principals of broadcast station and cable management with an emphasis on business management, marketing, sales and audience analysis. Prerequisites: COMM 131 and junior standing. Typically offered in fall of odd-numbered years.

RTVF 341 GENDER AND FILM—(3). Students will examine how film reflects, reinforces and redefines cultural assumptions about masculinity and femininity. Students will watch and, using theoretical perspectives discussed in class, analyze selected films. Prerequisites: Gen. Ed. Goal 1.

RTVF 342 HORROR FILMS AND THEIR AUDIENCES—(3). This course traces the development of the horror film. This class also explores the relationship between horror films and society. Prerequisites: Gen. Ed. Goal 1.

RTVF 343 MAJOR DIRECTORS—(3). This course provides an in-depth consideration of one or two major directors auteurs. Topics will vary. Repeatable under different topics. Prerequisites: Gen. Ed. Goal 1.

RTVF 344 FILM GENRE STUDIES—(3). In this course, students will engage in an in-depth critical analysis of a film genre. Topics will vary. Repeatable under different topics. Prerequisites: Gen. Ed. Goal 1.

RTVF 345 SCREENWRITING—(3). Students are introduced to the elements of screenwriting (e.g., 3-act structure, proper screenplay format, conflict, plot, character, point of view, dialogue, step outline, and treatment). Students write, revise, and critique screenwriting in a structured workshop setting. Prerequisite: Gen. Ed. Goal 1.

RTVF 393 SELECTED TOPICS—(1-6). Repeatable under different topics.

RTVF 433 ADVANCED VIDEO PRODUCTION—(3). Advanced study and performance in producing, directing and editing various programs for television. Concept development and script preparation included. Prerequisite: RTVF 333. Typically offered every semester. RTVF majors encouraged to take in spring.

RTVF 491 INDIVIDUAL STUDY—(1-3). Specialized study in an area of radio, television or film under the supervision of a faculty member with an approved format. Repeatable to a maximum of 12 hours. Prerequisite: permission of instructor.

RTVF 493 SELECTED TOPICS—(1-6). Repeatable under different topics.

RTVF 495 RADIO-TV INTERNSHIP—(0-12). Qualified students are placed in radio and television stations, media production houses or in similar organizations. Offered every semester.

RELIGION
Department Chair—Burgdoff
Professor—Belcastro
Associate Professors—Burgdoff, Bussie, Schroeder (Bergener Chair)
Assistant Professor—Bryant
Lecturers—Ben Dor, Furda, Thompson

The mission of the religion department is to foster student spiritual and intellectual growth through the disciplined, critical study of religion. The four key aspects of this mission are to develop in students:
1. An understanding of the nature of religion, Christian scriptures and traditions, and world religions;

2. An ability to carry on disciplined, critical dialogue concerning varied understandings of Christianity, other religions and other disciplines, relating these to everyday experience;

3. An ability to engage in multiple modes of critical thinking, and to articulate and defend their own ideas; and

4. The capacity for critical reflection concerning good living and working, honoring both their abilities and communal needs.

Requirements for religion major—UC 220 or equivalent, an advanced Biblical course, (323, 330, 335, 400, 401, 402, or 403), an ethics course, (REL 430 or UC 410), a world religions course (250, 360, or 420), a course in theology/history (210, 215, 260, 320, 321, 322, 325, 440, or 470), three more courses chosen by the student in consultation with his/her adviser (inc. PHIL 190), RELIG 499, and three hours of RELIG 481, one year of college-level study of a foreign language (or its equivalent). Portfolio and research project required in senior year, at least four religion courses at 300 level or above.

Requirements for minor in religion—UC 220 or equivalent; two courses chosen from two of the following areas: ethics (430), world religions (250, 360, or 420), advanced biblical studies (330, 335, 400, 401, 402, or 403), theology/history (210, 215, 260, 320, 321, 322, 323, 325, 440, or 470); and two courses chosen by the student in consultation with his/her adviser (inc. PHIL 190).

The Religion: Youth Ministry and Christian Education Track Major/Minor seeks to prepare students to become youth ministry and/or Christian education leaders within congregations. These studies link critical and academic studies with studies in the practice of ministry. Theological and Ministry studies will be supplemented with guided cognate studies outside the Religion Department.

Requirements for Religion: Youth Ministry and Christian Education Major—In addition to fulfilling the basic requirements of the Religion Major, students must complete two courses in the Ministry Core (180, 480) and the Youth Ministry and Christian Education Concentration (381, 382) for a total of 39 hours.

Requirements for Religion: Youth Ministry and Christian Education Minor—UC 220 or equivalent; Ethics (430), Ministry core (180, 480), Youth Ministry and Christian Education Concentration (381, 382) for a total of 18 hours.

Cognate Studies—Those seeking a Youth Ministry and Christian Education Track must complete complementary studies outside the department. Two psychology courses are required, PSYCH 110 and either PSYCH 210 or 310. At least two additional courses must be taken from the following list: CLS/SWK 227, COMM 151, COMM/CLS 251, COMM 252, PSYCH 201, 210, 310, 360, PR 261, PR 262, or SOC 110. This results in a minimum of 12-15 hours of cognate studies. Additional cognate studies beyond the minimum are highly recommended.

The Religion: Worship Ministries Major/Minor seeks to prepare students to become leaders within the worship life of congregations. These studies link critical and academic studies with studies in the practice of ministry. Theological and ministry studies will be supplemented with guided cognate studies outside the Religion Department.

Requirements for Religion: Worship Ministries Major—In addition to fulfilling
the basic requirements of the Religion Major, students must complete two courses in the Ministry Core (180, 480) and two courses in the Worship Ministries Concentration (280, 380). The student, in consultation with his/her adviser, will select courses for a total of 39 hours.

Requirements for Religion: Worship Ministries Minor—UC 220 or equivalent; ethics (430), Ministry Core (180, 480), Worship Ministries core (280, 380).

Cognate Studies—Those seeking a Worship Ministries Major must complete complementary studies outside the department. This requirement will usually be met by completing a minor (15-18 hours) in such areas as Communications, Theater, Art, or Music. Cognate studies should be pursued in consultation with the student's adviser in Worship Ministries.

In the case of those seeking to pursue cognate studies in Music, it is highly recommended that students should complete one of the suggested courses of study for a Major in Music, as outlined in the current Conservatory Handbook. (While several music programs could be pursued, the BA in Music is an example of a program which offers considerable flexibility.) Those not wishing to pursue a Major in Music would need to complete the requirements for the Music Minor plus additional guided academic, ensemble, and applied studies for a minimum of 28 hours of study in the Conservatory. As a minimum, students choosing cognate studies in Music should complete: (1) 101, 102, 110, 121, 122, 124, 125, 126, 127, 131, 132, 133, 134, 356; (2) two hours in ensembles; (3) two hours in applied study, and (4) a minimum of six more hours of study. Suggested music studies to be considered are MUSIC 106, 107, 111, 211, 212, 231, 233, 235, 236, 237, 238, 241, 247, 261, 262, 271, 290, 321, 322, 328, 332, 342, 350, 357, 358, 431, 432, or additional applied studies.

RELIGION COURSES

RELIG 152 WORLD RELIGIONS: EASTERN TRADITIONS—(3). This course is a survey of the historical development and contemporary beliefs of the major Asian religious traditions such as Hinduism, Buddhism, Chinese and Japanese traditions.

RELIG 160 MYTHOLOGY AROUND THE WORLD—(3). This is a comparative and thematic introduction to mythology that draws from a great variety of the world's cultures including Africa, China, Egypt, Europe, India, Japan and the Americas.

RELIG 170 LIFE STORIES: PERSONAL, SPIRITUAL AND INTELLECTUAL JOURNEYS—(3). The course goal is to develop a deeper understanding of the religious life and journey, as well as to encourage students to articulate their own journey. This goal will be achieved through a multidisciplinary examination of religious autobiography in a variety of religious traditions. This course will explore the unique and intensely personal nature of individual spiritual experiences as well as the complexity of their relationship to the tradition of which they are a part.

RELIG 180 MINISTRY IN CONGREGATIONS—(3) This course provides an introduction to the study of congregations and the dynamics of congregational life. The student will explore the foundations of congregational studies as a discipline, ethnographic studies of congregations, systems theory as applied to congregations, the role of leaders in congregational life, self-reflection as a tool for congregational leaders, and the challenges facing leaders in congregations—particularly conflict and racism.
RELIG 190 INTRODUCTION TO RELIGION—(3). Gen. Ed. 7. This course introduces the student to the academic study of the religious dimension of human experience. It examines the ways in which various traditions, including Christianity, give expression to this dimension.

RELIG 193 SELECTED TOPICS—(3).

RELIG 210 JESUS THROUGH THE AGES—(3). This course surveys the history of interpretation surrounding the person of Jesus both within Christian traditions of theology, art and literature, and beyond those traditions within modern, pluralistic and secular culture.

RELIG 215 PROBLEM OF EVIL—(3). This course introduces the student to theological reflection upon the experience of evil and suffering in one or more of the following manifestations: natural evil such as death, disease and natural disasters; moral evil such as racism, sexism, environmental destruction and militarism.

RELIG 250 NATIVE AMERICAN RELIGIONS—(3). This course will explore the complexity and variety of Native American religious traditions with an emphasis on the historical impact of colonization upon those traditions.

RELIG 260 RESPONSES TO THE HOLOCAUST—(3). Examines the history and sources of the Holocaust, as well as religious and ethical responses to the Holocaust from diverse groups including Jews, Christians, artists, poets, philosophers, camp survivors and victims. Explores a variety of genres of Holocaust responses including graphic novels, poems, plays, victims' diaries, Hollywood films, documentaries, fictional literature, survivor testimonies, painting and other art forms.

RELIG 280 CHRISTIAN WORSHIP—(3). This course provides an introduction to the fundamental rites of Christian worship with historical, theological, pastoral, and anthropological considerations of their contemporary meaning and renewal. It includes lecture, discussion, demonstration, and practical experience in dealing with the interplay of spatial, musical, and ritual data that enhance the central themes of Word and Sacrament. We will explore the varieties of Christian worship, within Roman Catholic, Orthodox, and Protestant traditions. This class is intended to help the student grow in the ability to be a knowledgeable and effective worship leader.

RELIG 293 SELECTED TOPICS—(3).

RELIG 310 RELIGION AND FILM—(3). A study of the art of the film as a mode of dialogue between religious traditions and contemporary life.

320-322 HISTORY OF CHRISTIANITY—(3). Gen. Ed. 10 for 321 only. History of Christian thought and institutions from apostolic time to the present through a study such as the following: the Church Fathers and Medieval Christendom; Reformation and the Enlightenment: the 19th and 20th centuries.

RELIG 323 MARTIN LUTHER AND THE LUTHERAN TRADITION—(3). An introduction to the life, thought, and writings of Martin Luther, as well as the history and teachings of the Lutheran tradition from the 16th century until the present.

RELIG 325 WOMEN MYSTICS—(3). This course examines the religious thought and experience of women who have reported extraordinary experiences of prayer, visions, contemplation, or mystical union with the divine. We will explore
the ways in which women expressed their experiences through preaching, writing, art, music, and worship. A particular focus of the course will be the issue of women’s authority and “voice” in their religious communities.

**RELIG 335 PAULINE STUDIES**—(3). A study of major themes in Pauline literature, examining their relevance for addressing our lives today.

**RELIG 330 SYNOPTIC GOSPELS**—(3). A study of the primary Christian sources, Matthew, Mark and Luke, with particular attention to their development as sources for the life and teaching of Jesus.

**RELIG 360 ASIAN RELIGIONS**—(3). This course is a focused study of a specific Asian religious tradition such as Hinduism, Buddhism or Chinese Religions; or a theme or issue such as an historical period, geographical area, historical person or religious concern in Asian religions. Attention will be given to historical development, sacred texts, contemporary beliefs and practices. The specific topic of inquiry will be indicated by the course subtitle. The course may be repeated for credit with permission of the instructor or department chair.

**RELIG 380 HYMNS AND THE CHRISTIAN TRADITION**—(3). This course studies the development and use of hymns as a heritage of the Christian church. The theological, historical, and cultural currents influencing the origins of hymns and their development will be explored. Methods for literary, poetic, and musical analysis will also be discussed. Also, this course seeks to give insight and understanding to worship leaders of the trends affecting the use and creation of hymns in contemporary Christian worship and practice. Prerequisite: none.

**RELIG 381 INTRODUCTION TO FAITH AND MORAL DEVELOPMENT**—(3). An introduction to theories of faith and moral development with attention given to the work of such theorists as James Fowler, Lawrence Kohlberg, Carol Gilligan, and Nel Noddings. Attention will also be given to the application of those theories in educational and church settings. Prerequisite: none.

**RELIG 382 FOUNDATIONS OF YOUTH MINISTRY AND CHRISTIAN EDUCATION**—(3). This course is an introduction to the theory and practice of Youth Ministry and Christian Education Prerequisite: none.
RELIG 470 LIBERATION THEOLOGY—(3). An expansive treatment of the major movements in liberation theology from the 1960s to the present, including Latin American, feminist, black/Afro-American, and gay/lesbian theology.

RELIG 480 FIELD EXPERIENCE IN MINISTRY—(3). Students will be placed in ministry settings for a minimum of 120 hours, to develop professional skills in the practice of ministry under supervision. In addition to working with a field supervisor in the ministry context, students will work with a faculty supervisor. Through an ongoing process of assessment and consultation, the student will be guided towards deeper theological reflection, greater growth, and improved competence in the practice of ministry. Prerequisites: REL 180 and one of the following: 280 or 281, or 380 or 382.

RELIG 481 DEPARTMENTAL SEMINAR—(1). Seminar for department majors and minors that will support the development of the research project and portfolio.

RELIG 491 INDIVIDUAL STUDY—(1-3).
RELIG 492 GROUP STUDIES—(1-3).
RELIG 493 SELECTED TOPICS—(3).
RELIG 499 SENIOR THESIS—(3). Independent student scholarship usually comprising literature review and research and a written and oral presentation of findings. Required of all senior religion majors in the fall of the senior year. The course guides students through the process and methodology of writing either a 30-page research paper in the major or a final capstone project with required writing component (14 pages).

NOTE: The religion faculty also teach four classes related to Greek language for the purpose of reading in relationship to religious studies. See GREEK in this Bulletin.

RUSSIAN Language Courses
(Taught by Modern Languages Dept.)

RUS 110 ELEMENTARY RUSSIAN 110—(4). Introduction to the speaking, understanding, reading and writing of Russia, with films and other current authentic materials to acquaint the student with contemporary Russia and Russian culture. Prerequisite: none. Offered fall semesters.

RUS 111 ELEMENTARY RUSSIAN 111—(4). Continuation of development of elementary skills in Russian in speaking, understanding, reading and writing as well as acquisition of knowledge about Russian culture and the Russian way of life. Prerequisite: RUS 110. Offered spring semesters.

RUS 193 SELECTED TOPICS—(1-4).
RUS 293 SELECTED TOPICS—(1-4).
SOCIAL SCIENCE

SOSCI 210 SOCIAL SCIENCE STATISTICS—(4). Gen. Ed. 3. A study of descriptive and inferential statistics, including correlation, regression and hypothesis testing using the t, F and chi square tests. Prerequisite: PSYCH 110 or SOC 110, and a college algebra course or its equivalent (MATH 110, 120, 130, 220, 230 or 231). Not open to students who have credit for MATH 215. Usually offered fall and spring semesters.

SOSCI 220 SOCIAL SCIENCE RESEARCH METHODS—(4). Students learn research logic, strategies, issues in the social sciences, including qualitative and quantitative techniques, program evaluation, and survey, correlational, experimental, quasi-experimental, single subject, and field research designs. Students develop and test research hypotheses and identify and operationally define research variables, design research studies, draw valid conclusions, and write research reports following a professional style. Prerequisites: PSYCH 110 or SOC 110, SOSCI 210. Usually offered fall and spring semesters.

SOCIAL WORK

Department Chair—Ross
Professor—Mohammad
Associate Professors—Drewry, Ellwanger, Ross

The Social Work Program of Capital University educates students for generalist social work practice with individuals, families, groups, organizations and communities. Accredited by the Council on Social Work Education since 1974, the Program provides traditional and non-traditional undergraduates the opportunity to obtain the bachelor of social work degree. The Social Work Program adheres to the principle that education for social work proceeds from a common core of values and knowledge incorporated into social work practice, and is committed to bringing into the profession graduates who are able to make responsible decisions and value choices in a rapidly changing society.

Mission Statement of the Social Work Program

The mission of the social work program is to prepare students for generalist practice across rural and urban settings. Students become aware of their responsibility for continued professional growth and are committed to the alleviation of poverty, oppression, and discrimination. The program is committed to knowledge building based on the principal of social and economic justice within a global context, to all people throughout the region and nation at large.

Social Work Program Goals are to:

1. Prepare students for generalist social work practice in rural and urban settings with individuals, families, groups, organizations and communities.
2. Prepare students with a foundation for lifelong learning, including graduate education, and an awareness of their responsibility to continue their professional growth and development.
3. Prepare students with a broad liberal arts foundation that emphasizes development of critical thinking skills and a liberal arts perspective.
4. Prepare students to practice within the values and ethics of the social work profession with an emphasis on service to vulnerable populations.
and the promotion of social and economic justice and empowerment worldwide.

5. Prepare students to understand a scientific, analytic and ethical approach to building knowledge for practice, and to develop the skills to evaluate their own practice.

6. Prepare students to integrate technological advancements in their practice.

Curriculum

The B.S.W. curriculum reflects a commitment to social change, diversity and practice in both rural and urban environments. It is integrated with Capital’s liberal arts core education goals, and provides a professional foundation for practice in a variety of areas including health, mental health, education, children’s services, welfare and aging.

A two-semester field practicum experience is required in the senior year for integration of theory for practice, and application of social work knowledge, skills and values. The Social Work Program has strong ties to many social agencies that provide students with rich field placements in a variety of practice areas. Qualified agency staff serve as student field instructors. Social work students are encouraged to participate actively with faculty and administration in policy formulation, curriculum development, and review of student performance.

State licensure is required for professional social work practice. Graduates from the Social Work Program are prepared to take state licensing examinations, and are eligible to apply for a one year accelerated Master of Social Work degree.

Admissions

Prospective students for the Social Work Program must be admitted to Capital University prior to submission of formal application to the Program. References are required. A minimum GPA of 2.5 is required for admission, and must be maintained for successful graduation.

Requirements for the social work major: SWK 100, 200, 227, 335, 336, 353, 370, 460, 461, 462, 463, 464, 465; SOSCI 210 (or other approved statistics course), 220; BIOL 100; ECON 100; PSYCH 110; SOC 110.

Requirements for social work minor: Five of the following—SWK 200, 227, 335, 336, 345, 353, 370.


Social Work Courses

SWK 100 Pre-Professional Development—(4). Introduction of social work roles and practices, professional qualifications and required values, knowledge and skills to engage in generalist social work practice. Includes skills necessary for technology enhanced learning and resource identification. Includes service learning requirement. Usually offered fall and spring semesters.

SWK 200 Introduction to Social Work and Social Welfare—(4). History mission and philosophy of the social work profession. Exploration of social problems through micro, mezzo and macro approaches to service deliv-
ety within the social welfare system. Trends in social welfare policy. Usually offered fall and spring semesters.

SWK 227 DIVERSITY AMONG PEOPLE IN THE U.S.A.—(4). Influence of family structure and function, cultural heritage, religious affiliation, social class, health and economic resources on generalist social work practice with diverse populations. Usually offered fall and spring semesters.

SWK 335 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I—(4). Human behavior and development from a bio-psychosocial, person-in-environment perspective. Prerequisites: BIOL 100, SOC 110, PSYCH 110 or permission of instructor. Usually offered fall semester.

SWK 336 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II—(4). Human behavior and development from a bio-psychosocial, person-in-environment perspective. Continuation of 335. Prerequisite: SWK 335 or permission of instructor. Usually offered spring semester.

SWK 335 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II—(4). Human behavior and development from a bio-psychosocial, person-in-environment perspective. Continuation of 335. Prerequisite: SWK 335 or permission of instructor. Usually offered spring semester.

SWK 336 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II—(4). Human behavior and development from a bio-psychosocial, person-in-environment perspective. Continuation of 335. Prerequisite: SWK 335 or permission of instructor. Usually offered spring semester.

SWK 345 PSYCHOSOCIAL ASPECTS OF AGING—(4). Economic, bio-psychosocial and spiritual aspects of aging. Policies and services for meeting the needs of the aged.

SWK 353 SOCIAL WELFARE POLICY—(4). History, development and analysis of social welfare policy for generalist social work practice within the context of current arrangements to meet human service needs. Prerequisites: Junior standing; SWK 200, ECON 100 or 200. Usually offered spring semester.

SWK 370 SOCIAL WORK PRACTICE I—(4). Generalist social work knowledge, skills and values for working with individuals and couples. Offered spring and summer semesters.

SWK 460 SOCIAL WORK PRACTICE II—(4). Generalist social work knowledge, skills and values for working with families and groups. Prerequisite: SWK 370. Offered fall; to be taken concurrent with field instruction for social work majors only.

SWK 461 SOCIAL WORK PRACTICE III—(4). Generalist social work knowledge, skills and values for working with organizations and communities. Prerequisite: SWK 460. Offered spring; to be taken concurrent with field instruction for social work majors only.

SWK 462 FIELD INSTRUCTION I—(6). Placement in a social agency under a qualified field instructor for the development of professional skills in the provision of generalist social work services. 240 hours minimum required. To be taken concurrently with 460 and 463. Offered fall; to be taken concurrent with field instruction for social work majors only.

SWK 463 FIELD SEMINAR I—(4). Integrates theory for practice with field experience. Capstone course. To be taken concurrently with 460 and 462. Offered fall; to be taken concurrent with field instruction for social work majors only.

SWK 464 FIELD INSTRUCTION II—(6). Placement in a social agency under a qualified field instructor for the development of professional skills in the provision of generalist social work services. 240 hours minimum required. To be taken concurrently with 461 and 465. Offered spring; to be taken concurrent with field instruction for social work majors only.

SWK 465 FIELD SEMINAR II—(4). Integrates theory for practice with field
experience. Capstone course. To be taken concurrently with 461 and 464. Offered spring; to be taken concurrent with field instruction for social work majors only.

**SWK 491 INDIVIDUAL STUDY**—(1-4).

**SWK 493 SELECTED TOPICS**—(4).

## SOCIOLOGY

Professors—Kardaras, McGaha  
Associate Professor—Poteet  
Assistant Professor—Broh, Long

Sociology is the systematic study of social behavior and human groups, focusing primarily on the influence of social relationships upon people’s attitudes and behaviors and on how societies are established and changed. Sociology has an extremely broad scope, encompassing, for example, the study of families, gangs, business firms, political parties, schools, religions and labor unions. A major goal of sociology is to identify underlying, recurring patterns of and influences on social behavior—love, poverty, conformity, discrimination, illness, alienation, overpopulation and community.

Major and minor requirements are found in the “Behavioral Sciences” section of this bulletin. A sociology major who declares a second major in criminology or psychology is waived from the corresponding 100 and 200 Seminar courses, and may not enroll in the corresponding 301 Seminar course.

## SOCIOLOGY COURSES

**SOC 100 SEMINAR I—DEGREE PLANNING IN SOCIOLOGY**—(1). An introduction to sociology for new majors, including information about degree and career planning, skills for college success, advising resources, professional associations, the publication manual of the discipline, library skills, electronic mail, and the World Wide Web. Attendance at departmental colloquia required. Prerequisite: none. This course is graded pass/fail. Usually offered fall and spring semesters.

**SOC 110 PRINCIPLES OF SOCIOLOGY**—(3) Gen. Ed. 8. An introduction to the principles of sociology including an examination of the social construction of reality, culture, social interaction, groups and organizations, deviance, and the various social institutions. Attention is paid to the theory and methodology of the social sciences. Co-enrollment in SOC 110R recommended. Prerequisite: none. Usually offered fall and spring semesters.

**SOC 110R PRINCIPLES OF SOC RECITATION**—(1). An active exploration of the discipline of sociology, recommended for all students taking SOC 110. Must be taken concurrently with SOC 110 unless the instructor waives this requirement. Prerequisite: none. This course is graded on a pass/fail basis. Usually offered fall and spring semesters.

**SOC 200 SEMINAR II—ETHICS**—(1). An introduction to ethical reasoning in sociology including an interpretation of the ethics code as applied to teaching, research and practice. Attendance at departmental colloquia required. Prerequisites: SOC 100. This course is graded pass/fail. Usually offered spring semesters.
SOC 301 SEMINAR III—CAREER PLANNING—(1). Preparation for graduate training and sociology careers. Students will learn about application to graduate school, law school and the G.R.E. and LSAT tests, and develop a graduate study and/or career plan. Attendance at departmental colloquia required. Prerequisite: Junior standing. This course is graded pass/fail.

SOC 310 SOCIOLOGY OF SEX AND GENDER—(4). An introduction to issues related to sex and gender, including social constructions of gender throughout history, gender socialization, sex and gender roles, gender identity, gender and the law, and language and media. Prerequisite: SOC 110. Usually offered spring semester, even-numbered years.

SOC 320 SOCIOLOGY OF LAW—(4). A study of the interrelationships between law and other social structures and processes, including the structure of law, the origins of the law, socio-legal theories about law, how social changes affect the law, how law influences social behavior, and the legal profession. Prerequisite: SOC 110. Usually offered fall semester.

SOC 330 SOCIAL DEVIANCE/SOCIAL CONTROL—(4). A study of the relationship between social deviance and social control including an examination of various theories of deviant behavior, application of theory to actual cases of deviance and field research on the topic. Prerequisite: SOC 110. Usually offered fall semester.

SOC 360 SOCIAL PROBLEMS—(4). Application of sociological principles to selected major problems of contemporary society. Topics may include poverty, global issues, the environment, violence, war, peace, justice, and social institutions. Prerequisite: SOC 110. Usually offered fall semester.

SOC 370 URBAN SOCIOLOGY—(4). Exploration of the social origins of urban existence as a social system focusing on socio-historical development, organization, and problems of cities and urban life. Topics may include a comparative cities study, urban spatial design, demographic analysis, environmental and ecological challenges, transportation networks, commercial and mall culture, and dimensions of urban sustainability. Prerequisite: SOC 110. Usually offered spring semester.

SOC 401 SEMINAR IV—SOCIOLOGY PROSEMINAR—(1-4). A proseminar on sociology’s academic and applied subdisciplines: for example, poverty, race relations, the economy, social welfare, public education, the health care system, medical sociology, sports and leisure, the changing American family and religion. Attendance at departmental colloquia required. Prerequisite: SOC 110. Usually offered spring semester.

SOC 410 SOCIOLOGY THEORY—(4). A historical review of major sociological theorists and a critical analysis of the contributions each made to the study of society. Prerequisite: SOC 110. Usually offered spring semester.

SOC 430 SOCIAL CHANGE—(4). Sociological analysis of the processes that shape contemporary world societies—nonindustrialized, industrializing, industrialized, and post-industrial—with emphasis on the theories of social change and globalization. Prerequisite: SOC 110. Usually offered fall semester.

SOC 491 INDIVIDUAL STUDY—(1-4). Individual, independent study with a faculty mentor. Prerequisite: Permission of instructor.

SOC 493 SELECTED TOPICS—(1-4).

SOC 495 SOCIOLOGICAL INTERNSHIP—(1-4). Supervised field experience in
a sociological setting accompanied by relevant library research and reflective writing. Repeatable up to 8 hours. Prerequisite: Permission of instructor. Usually offered fall and spring semesters.

**SOC 499 UNDERGRADUATE SOCIOLOGY THESIS**—(4). Independent student scholarship usually comprising a comprehensive literature review, design and completion of sociological research, and a written and oral presentation of findings. Prerequisite: Permission of instructor. Usually offered fall and spring semesters.

**SPANISH Language Courses**
(Taught by Modern Languages Dept.)

**SPAN 110 ELEMENTARY SPANISH I**—(4). Study of the Spanish language as a means of communication, through development of the listening, speaking, reading and writing skills. Elements of grammar and pronunciation. Culture of the Hispanic world. Prerequisite: none. Offered fall semesters.

**SPAN 111 ELEMENTARY SPANISH II**—(4). Continuation of the techniques used in 110 for development of the listening, speaking, reading and writing skills. Elements of grammar and pronunciation. Culture of the Hispanic world. Prerequisite: SPAN 110 or placement. Offered spring semesters.

**SPAN 220 INTERMEDIATE SPANISH I**—(4). Combines all forms of language skills (comprehension, speaking, reading and writing) with beginning intermediate grammar review and refinement. Class discussion of short readings, including short stories, plays, essays, and poetry. Prerequisite: SPAN 110 or placement. Offered fall semesters.

**SPAN 230 INTERMEDIATE SPANISH II**—(4). Combines all forms of language skills (comprehension, speaking, reading and writing) with further intermediate grammar review and refinement. Class discussion of short readings, including short stories, plays, essays, and poetry. Prerequisite: SPAN 220 or placement. Offered spring semesters.

**SPAN 300 SPANISH CONVERSATION**—(4). For students who would like to improve their conversational skills in Spanish. Students will learn to discuss and exchange ideas on conventional issues as well as issues of “universal” importance that are relevant, interesting, and provocative. Recommended for majors and minors. Prerequisite: SPAN 230 or placement.

**SPAN 310 ORAL AND WRITTEN COMMUNICATION**—(4). Will help advanced intermediate students to expand their vocabulary, use idiomatic expressions correctly, and eliminate errors in spoken and written Spanish. Written practice in expressing complex ideas in the target language. Prerequisite: SPAN 230 or placement. Generally offered every two years.

**SPAN 311 ADVANCED ORAL AND WRITTEN COMMUNICATION**—(4). Advanced conversational Spanish and composition by means of oral and written assignments and grammar review. Class activities may include videos, tapes, and presentations. Prerequisite: SPAN 310 or placement.

**SPAN 330 SPANISH CULTURE AND CIVILIZATION**—(4). The Spanish milieu: geographical, political, and cultural aspects of Spanish civilization with focus on the history, art, architecture and musical contributions of Spanish culture to the world. Includes a brief introduction to the geography of Spain. Prerequisites: SPAN 310 or 311, or placement.
SPAN 331 LATIN AMERICAN CULTURE AND CIVILIZATION—(4). The Latin-American milieu: geographical, political, and cultural aspects of Latin-American civilization with an emphasis on the history, art, architecture and musical contributions of Latin-American culture to the world. Prerequisites: SPAN 310 or 311, or placement.

SPAN 350 INTRODUCTION TO HISPANIC LITERATURE—(4). An introduction to Hispanic literature, both Peninsular and Latin American, from its beginning through the 18th century, examining major authors and literary genres from various countries, with careful consideration of contexts, movements, and analysis of literary style. Short stories, poetry, essays and theater are included. Prerequisites: SPAN 310 or 311, or placement.

SPAN 355 INTRODUCTION TO MODERN HISPANIC LITERATURE—(4). An introduction to Hispanic literature, both Peninsular and Latin American, from 1800 to the present, analyzing major authors, movements and literary genres from various countries, with careful consideration of contexts and analysis of literary style. Short stories, poetry, essays and theater are included. Prerequisite: SPAN 310 or 311, or placement.

SPAN 360 SPANISH MEDIA/CINEMA/REPRESENTATION—(4). The contemporary Spanish press, radio, television, theater, and cinema as ideal case studies for exploring the process of redefining gender, national, regional and cultural identity over the past twenty years. Prerequisite: SPAN 310, 311, or 320 and one other 300- or 400-level course.

SPAN 361 SPANISH PHONOLOGY—(4). An in-depth study of the sound system of the Spanish language in Spain and the Americas, including extensive practice in listening, speaking and transcribing using the International Phonetic Alphabet in view of improving oral expression and listening comprehension. Includes work on intonation, syllabic division, rhythmic stress, and accent. Prerequisite: SPAN 230 or placement.

SPAN 365 LATIN AMERICA: THE REVOLUTIONARY NOVEL—(4). This class will provide students with an approach to studying Latin American novels. Special attention will be given to the history of revolution in Latin America revolutions and how it is reflected in the novels of the most outstanding authors of the Mexican and the Nicaraguan political revolutions. Prerequisite: SPAN 310, 311, or 320 or permission of instructor.

SPAN 400 CERVANTES: THE MAN AND HIS WORLD—(4). A study of the life and times of Miguel Cervantes and close examination of the style and message of the Quixote and other selected works. Prerequisite: SPAN 310 or 311, and 350 or 355, or permission of instructor.

SPAN 410 SPANISH THEATER—(4). An examination of the development of Spanish theater from the Golden Age, (with a selection of playwrights such as Lope de Rueda, Lope de Vega, Calderon de la Barca, Tirso de Molina, Ana Caro, and Maria de Zayas y Sotomayor) through the Romantic period (El duque de Rivas and Jose Zorrilla) and modern theater (Federico Garcia Lorca). Videos of plays read will be viewed. Scenes and acts from each play will be performed in class (readings); lectures, discussions, group work, videos, and extensive readings in Spanish; oral and written reports. Prerequisites: SPAN 310 or 311, or either plus one 300- or 400-level course, or permission of instructor.

SPAN 491 INDIVIDUAL STUDY—(1-4). Intended for Spanish majors and minors who wish to study material not covered by a regularly offered course.
SUMMER INSTITUTE in Science and Mathematics

Institute Director—Assistant Dean, Natural Sciences

The Summer Institute in Science and Mathematics, started in 1993 for pre-professional students, is a unique program designed to provide courses in a time compressed format (the 15-week semester is compressed into four or six weeks). Students attending the Institute benefit from personal attention from faculty, small lecture and lab classes, and a peer tutoring program. Courses begin mid-June and end early August. The courses offered in the Institute are those required for science majors and pre-professional programs (pre-medicine, pre-dental, pre-optometry, pre-pharmacy, pre-vet, etc).

BIOLOGY—(Refer to Biological Sciences Program)


CHEMISTRY*—(Refer to Chemistry Program)

*This department is ACS certified.


CHEM 102 CHEMICAL PRINCIPLES IIA—(4 Sem. Hrs. Four-week term).


CHEM 231 ORGANIC CHEMISTRY I—(3 Sem. Hrs. Four-week term). Prerequisite: General Chemistry I and II or permission of Department Chair.


CHEM 233 ORGANIC CHEMISTRY LABORATORY I—(1 Sem. Hr. Four-week term). Prerequisite: Co-registration in CHEM 231 or completion of Organic Chemistry I.

CHEM 234 ORGANIC CHEMISTRY LABORATORY II—(1 Sem. Hr. Four-week term). Prerequisite: Co-registration in CHEM 232 or completion of Organic Chemistry I and II.

CHEM 235 ORGANIC CHEMISTRY—(4 Sem. Hrs. Six-week term). Prerequisites: General Chemistry I and II or permission of the Department Chair.

CHEM 391 COMPUTATIONAL CHEMISTRY—(3 Sem. Hrs. Four-week term). Prerequisites: CHEM 102, CSAC 245/CS 245, PHYS 221.

CHEM 451 BIOCHEMISTRY I—(3 Sem. Hrs. Four-week term). Prerequisites: Organic Chemistry II, Physical Chemistry I or permission of the Department Chair.

CHEM 454 BIOCHEMISTRY II—(3 Sem. Hrs. Four-week term). Prerequisite: CHEM 451 (or equivalent).
COMPUTER SCIENCE—(Refer to Computer Science Dept.)

CS 245 COMPUTATIONAL SCIENCE I—(3 Sem. Hrs. Four-week term).
Prerequisite: MATH 230.

CERTIFICATE PROGRAM IN BIOINFORMATICS AND COMPUTATIONAL CHEMISTRY

Computational science is an emerging and rapidly growing interdisciplinary field that integrates computing, mathematical modeling and visualization to solve problems in the physical, life, behavioral, medical and social sciences, as well as in finance and engineering.

Required courses for certification include:

Introduction to Computer Science (CS 160), Introduction to Data Structures/Algorithms (CS 161), Introduction to Database (CS 230) Computational Science I (CSAC 245), Computational Chemistry (CSAC 391) Computational Biology (CSAC 392) and Bioinformatics. Mathematical Statistics (MATH 310) is also recommended.

Courses available for certification program during summer are:

MATHEMATICS—(Refer to Mathematics Program)

MATH 230 CALCULUS I—(4 Sem. Hrs. Four-week term). Prerequisites: Trigonometry and Analytic Geometry, or College Algebra and Trigonometry.

MATH 231 CALCULUS II—(4 Sem. Hrs. Four-week term). Prerequisite: Calculus I.

MATH 330 CALCULUS III—(4 Sem. Hrs. Four-week term). Prerequisite: Calculus II.

MATH 335 DIFFERENTIAL EQUATIONS AND DYNAMICAL SYSTEMS—(3 Sem. Hrs. Four-week term). Prerequisites: MATH 231 and CS 245.

PHYSICS—(Refer to Physics Program)


PHYS 221 GENERAL PHYSICS II—(4 Sem. Hrs. Four-week term). Prerequisites: Physics I Calculus I. A grade of “C” or better in PHYS 220 required for enrollment on PHYS 221.

Registration

Registration for both Summer Institute sessions will begin spring semester with FINAL REGISTRATION DEADLINE ON THE FIRST DAY OF CLASS. All courses are subject to cancellation due to insufficient enrollment. There is a nonrefundable deposit. All deposits will be applied toward tuition after registration. No financial aid is available through Capital University. Any financial arrangements must be initiated through home institutions or other organizations. All students should look for more information and an application online at: www.capital.edu/summer-institute.

Tuition and Fees

A one-time application fee for new students to Capital is due with your application and deposit. Tuition cost for the upcoming year can be found on our website. Full tuition must be paid before classes start.
Services

Some residence hall rooms are available. Campus parking permits may be obtained for the summer. Capital’s Bookstore will have assigned books available. Access to the Capital University Library is also provided. Teaching assistants and a peer tutoring center is provided. Success in the Summer Institute requires a commitment to learning and maintaining a time-consuming study schedule.

SUMMER SESSION

Capital University has a 14-week summer session of academic programming, consisting of two modules of seven weeks each. Module I is held from mid-May to late June. Module II begins in late June and ends in mid-August. Some programs require the entire 14-week session.

Course Load

The recommended course load for the Summer Session is 10 credit hours. Any enrollment greater than 18 credit hours requires the signature of the dean.

Registration

Registration for both summer sessions will begin in mid-April and the FINAL REGISTRATION DEADLINE IS THE FIRST DAY OF CLASS. All courses are subject to cancellation due to insufficient enrollment. Current and former students of Capital University may register directly with the Registrar’s Office. Transient and special students should contact the Admission Office for information on registration procedures. For admission as a degree candidate to Capital University, all persons must contact the Admission Office, 614-236-6101.

Services

Residence hall rooms and food service are available. Campus parking permits may be obtained. Residence halls, most classrooms, dining hall, campus center and library are air-conditioned.

Summer School Schedule

A copy of the Summer School Bulletin may be obtained from the Center for Lifelong Learning either by mail or phone 614-236-6996.

Tuition and Fees

There is a one-time $25 application fee for those who have never attended Capital. Special fees are sometimes indicated for particular courses where special material or services are needed. Additional information about tuition and fees will be found in the Summer School brochure. For further information, contact the Center for Lifelong Learning, Capital University, Columbus, Ohio 43209-2394, 614-236-6996 or access Capital’s site at www.capital.edu.
THEATRE STUDIES
(Taught by Communication Dept.)

The theatre studies major provides the student with theoretical and practical experiences in the various arts that, in a collaborative environment, become the art of theatre. Classroom and production training are offered to prepare students for work in regional or community theatres, liturgical drama, or graduate programs. Those students interested in teaching may wish to pursue ILA licensure with a focus in theatre studies. Our goal is to develop an appreciation for and an understanding of theatre as an art, a craft, and a tool of communication. To that end, our course offerings examine the traditions of the past and methods for creating the theatrical art of the future.

Requirements for the Theatre Studies Major—33 hours: TH 121, TH 221, TH 222, TH 223 or 321, TH 324, TH 325, TH 327, TH 429; three hours from TH 126, TH 224 or TH 323; and six hours from TH 100, 300, 491, 495, ENGL 343, ENGL 370, MUSIC 329, PHIL 204, SPAN 410, or FRNCH 410, at least three of which must come from a course outside the Department of Communication; and an additional three hours from an upper-division theatre course.

Other subjects are offered as well or may be studied through our individual studies program.

For students with an interest in Production Design, we strongly recommend taking at least 11 hours in the following support courses: TH 491, TH 495, ART 121 Drawing, ART 264 Digital Computer Imaging, ART 231 Design, ART 421 Painting and Drawing, ART 421 Commercial Design, and ART 441 Sculpture.

For students with an interest in Theatre Administration/Management, we strongly recommend taking at least 9 hours in the following support courses: TH 491, TH 495, COMM 453, BUS 242 Organizational Behavior, BUS 101 Introduction to Business, and BUS 243 Human Resource Management.

For students with an interest in Acting/Directing, we strongly recommend taking at least 9 hours in the following support courses: TH 126, TH 224, TH 226, TH 323, TH 423, TH 425, ENGL 343 Shakespeare, ENGL 370 Modern and Contemporary Drama, MUSIC 329 Musical Theatre History, PHIL 204 Philosophy and the Arts, SPAN 410 Spanish Theatre, or FRNCH 410 French Theatre.

For students with an interest in Theatre History/Literature, we strongly recommend taking at least 9 hours in the following support courses: TH 225, TH 491, TH 495, ENGL 343 Shakespeare, ENGL 370 Modern and Contemporary Drama, MUSIC 329 Musical Theatre History, PHIL 204 Philosophy and the Arts, SPAN 410 Spanish Theatre, or FRNCH 410 French Theatre.

Requirements for the Theatre Minor—18 hours: TH 121, TH 222, TH 223 or 321, TH 324, TH 325 or TH 327; and three hours from TH 100.

THEATRE STUDIES COURSES
TH 100 PREPROFESSIONAL STUDIES—(0-6). Laboratory experience in dramatic or reader’s theatre productions. Repeatable for a maximum of 6 hours. Prerequisite: none. Offered every semester.
TH 121 INTRODUCTION TO THEATRE—(3) Gen. Ed. 6. A study of the various arts involved in a theatrical production. The phases of preparation, performance and evaluation are considered in terms of historical development and current practice. Special emphasis is given to theatre as a means of communication and as a collaborative art. Classroom performance. Prerequisite: none. Offered every semester.

TH 126 STORYTELLING—(3). The purpose of this course is to help the student understand and enjoy the art of storytelling, to increase performance skills, to learn the basic mechanics of narratives, and to sharpen critical skills through the performance and analysis of various types of stories. Prerequisite: none.

TH 193 SELECTED TOPICS—(1-6). Repeatable under different topics.

TH 221 PERFORMANCE STUDIES—(3). This course is an introduction to the theories and practices of analyzing, interpreting, and criticizing texts through performance. Operating on a theory that texts are best understood and appreciated when performed, this course is designed to give the student experience performing as well as using performance as a method of analysis including a study of the ways to respond to literature, ways to read for different purposes, techniques involved in effective communication of an author's message and mood, and personal development of confidence, poise and essential vocal qualities (diction, pitch, modulation, tempo controls and varieties, volume control). Prerequisite: none.

TH 222 STAGECRAFT—(3). Principles and practices of scenic construction, setting, furnishing, properties and lighting. Practical experience with University Theatre productions emphasized. Organized for those who plan to design, build, paint and light scenery in an educational setting, as well as those who approach theatre as a vocation or an avocation. Prerequisite: TH 121 or permission of instructor. Typically offered in spring of odd-numbered years.

TH 223 ACTING FOR THE STAGE—(3). This course includes basic performance and rehearsal techniques for the actor in which different forms of oral and written discourse are stressed. This involves practice in exercises and scene work, and studies in character development and physical/vocal work. It also includes examination of the historical development of the role of actor and of theories of acting. Students will engage in classroom performance/critique of scenes. Prerequisite: TH 121 or permission of instructor. Typically offered in fall of odd-numbered years.

TH 224 GROUP PERFORMANCE—(3). This course is designed to give students experience in selecting, compiling, scripting, analyzing, staging, directing, and performing group performances of literary, cultural, and nontraditional texts. Prerequisite: TH 100, 121, or permission of instructor.

TH 225 THE HISTORY AND CRITICISM OF MODERN AMERICAN COMEDY—(3). This course surveys American comic writing and performance as it reflects changing societal tastes and stylistic changes from vaudeville through theatre, radio, film, television, improv., and clubs. Prerequisite: TH 121 or permission of instructor.

TH 226 TOPICS IN VARIETY ARTS—(3). These courses are studies of the history and performance techniques in the variety arts. Rotating topics include: • STAGE AND CLOSE-UP MAGIC • PUPPETRY • JUGGLING AND CLOWN SKILLS • BUSKING AND THE NEW VAUDEVILLE MOVEMENT Repeatable for a
maximum of 6 hours. Prerequisite: TH 121 or permission of the instructor.

TH 293 SELECTED TOPICS—(1-6). Repeatable under different topics.

TH 300 ADVANCED PREPROFESSIONAL STUDIES—(0-11). Advanced laboratory experience in theatrical or reader's theatre productions. Repeatable for a maximum of 11 hours. Prerequisite: TH 100 and permission of instructor. Offered every semester.

TH 321 THEATRICAL DESIGN—(3). A study of the theories related to design elements in a theatrical production, including scenic, lighting, and sound design. Prerequisite: TH 222 or permission of instructor.

TH 323 ALTERNATIVE AND EXPERIMENTAL THEATRE—(3). This performance-based course is an overview of various alternative performance styles, genres, movements, and practices that fall outside the purview of traditional theatrical representation, such as performance art, ethnographic performance, stand-up comedy, my-story, invisible theatre, and performance of non-traditional literature. Prerequisite: TH 100, 121, or permission of instructor.

TH 324 THEATRE HISTORY AND CRITICISM—(3). Survey of theory and history of theatre and drama from the various origins to the present day. Particular attention is paid to the relationship between the theatre and the social and aesthetic values of the time. Prerequisite: TH 121 or permission of the instructor.

TH 325 DIRECTING FOR THE STAGE—(3). Theory and practice of the director's function: play analysis, concept and interpretation, casting, rehearsing, staging techniques, using the promptbook. Examination of historical development of the director. Exercises in case studies and criticism. Classroom performance/critique of scenes. Prerequisite: TH 121. Typically offered in spring of even-numbered years.

TH 327 PLAY WRITING—(3). This course involves the practice and study of writing plays. Students learn the elements of play construction and study representative models while engaged in exercises with formats such as the journal, the scenario, dialogue and character development, and the one-act play. Classroom readings and critiques are conducted. Prerequisite: Permission of instructor or TH 121 and Gen. Ed. Goals 1 & 2. Typically offered in fall of even-numbered years.

TH 393 SELECTED TOPICS—(1-6). Repeatable under different topics.

TH 423 ADVANCED ACTING—(3). This course is a continuation of the work started in TH 223, with special emphasis given to advanced scene work, styles of acting, advanced character development, and audition techniques. Prerequisites: TH 121, TH 223. Typically offered in fall of odd-numbered years.

TH 425 ADVANCED DIRECTING—(3). This course is an extension of the work started in TH 325 with an emphasis on more complicated and extended scene work, an exploration of styles beyond realism, and period work. Prerequisites: TH 121, TH 325. Typically offered in spring of even-numbered years.

TH 429 THEATRE STUDIES—(3). This course is the required capstone for Theatre Studies majors. It is a project developed as an individual study by the student in consultation with one (or more) of the theatre faculty. It may be an internship. It will be a substantial project that will begin with research and planning and result in a public performance and/or major written or design portfolio (Theatre Studies II). Prerequisites: Gen. Ed. Goal 1, Gen. Ed. Goal 2,
TH 121, junior or senior rank and permission of the instructor. Offered every semester.

TH 491 INDIVIDUAL STUDY—(1-3). Specialized study in an area of theatre or performance studies under the supervision of a faculty member with an approved format. Prerequisite: permission of the instructor.

TH 493 SELECTED TOPICS—(1-6). Repeatable under different topics.

TH 495 INTERNSHIP—(0-12). Qualified students may apply to work within various dimensions of theatrical activity. Opportunities include community theatre and various performing arts venues. Repeatable to a maximum of 12 hours. Prerequisite: permission of the instructor. Offered every semester.

UNIVERSITY COURSE

UNIV 099 COLLEGE LEARNING STRATEGIES—(0). This course is aimed at selected incoming first-year students and is designed to enhance their ability to achieve academic success by improving study habits, learning new study strategies, and providing opportunities to practice these techniques within the context of their other coursework.
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Patsy A. Thomas L'94
Columbus, OH

The Rev. Steve Wachtman '85
Upper Arlington, OH

The Rev. John R. Walker '74
Richmond, IN

Kenneth H. Weixel '80
Columbus, OH

The Rev. Paul R. Williams '61
Akron, OH

Kathy Wolfram
Columbus, OH
The University Administration

President
Denvy A. Bowman, Ph.D.
2006-

Assistant to the President
Kevin W. Sayers, Ph.D.
2005-

Director of President’s Office
Nona McGuire, B.A.
2001-

Director, Media Relations and Communications
Nichole Johnson
2003-

Web Content Coordinator
Janna Conley
2008-

Provost/Vice President for Academic Affairs
Edward S. Inch, Ph.D.
2009-

Associate Provost
Stephen D. Bruning, Ph.D.
2006-

Vice President/Dean for Student Affairs
Betty M. Lovelace, Ed.D.
2003-

Associate Dean
Kimberly Ferguson, M.Ed.
2004-

Vice President, Business and Finance/Treasurer
Susan Tate, M.B.A., CPA
2006-

Director, Business Services
Lori Naseman, M.B.A., CPA
2007-

Vice President, University Advancement
John R. Meyer, M.A.
2009-

Vice President, Planning and Strategy
Kevin W. Sayers, Ph.D.
2007-

2003-05—Director, Institutional Research
2005-07—Assistant Provost

Assistant Vice President, Enrollment Management
Amy M. Adams, Ph.D.
2000-2005—University Registrar
2005-2007—Director, Inst. Research
2007-

University Counsel
Tanya Poteet, J.D., Ph.D.
2008-

Admission (Undergraduate)
Interim Director
Amanda Steiner, B.A.
2008-

Associate Directors
Deanna Bond, B.A.
1986-

Lisa McKittrick, B.A.
1989-

Assistant Directors
Brad Pulcini, B.S.
2006-08—Counselor
2008-

Sara Thompson, B.A.
2001-2003—Counselor
2003-

David Yokely, B.A.
2005-

Alumni Relations (Undergraduate)
Director
Diane E. Loeser, B.S.
2009-

The College
Richard Ashbrook, Ph.D., Dean (Interim)
1986-2007—Professor
2007-

Associate Dean
Vacant

School of Natural Sciences, Nursing and Health
Terry D. Lahm, Ph.D., Assistant Dean
1997-2008—Professor
2008-

School of Management and Leadership
Keirsten S. Moore, Ph.D., Assistant Dean
1993-2008—Associate Professor
2008-

Director, MBA Program
Sharon R. Peck, Ph.D.
Associate Professor
2003-

2008-
School of Social Sciences and Education
Jody S. Fournier, Ph.D., Assistant Dean
1998-2008—Professor
2008-

Conservatory of Music and School of Communication
Rocky J. Reuter, D.M.A., Assistant Dean
Professor
1998-2008
2008-

School of Humanities
David A. Summers, Ph.D., Assistant Dean
1997-2008—Professor
2008-

Athletics
Director
Dawn M. Mamula, M.A.
2008-

Director of Sports Information
Bill Thomas
2008-

Bookstore Manager
Amy Hannahs
2003-

Career Services
Eric Anderson, M.A., Director
1991-

Center for Excellence in Learning and Teaching
Academic Services Coordinator
Bruce Epps, M.A.
2004-

Disability Services Coordinator
Jennifer Speakman, M.A.
2007-

Center for Lifelong Learning
Andrew J. Carlson, Ph.D., Director

Church Relations
Dennis Asp, M.Div., Director
1977-

Development
Assistant Vice President-Development
April Novotny, M.S.
1999-

Major Gifts Officers
Richard Adiansingh, B.A.
2007-

Don Wachtman, B.S.
1994-
Ray Wolf, M.Div.
1962-
Ashley Geisen, MPA
2008-
Brent Yekisa, B.A.
2008-

Planned Giving Director
Jim Biddle, B.A., J.D.
2000-

Advancement Services Director
Laura L. Riley, B.A.
2008-

Assistant Vice President, External Relations
Patricia Cramer, B.A.
2003-

Capital Fund Director
John Lindsey, B.A.
2003-

Assistant Director
Vacant

Assistant Dean, External Relations-Law School
John Strick, B.S.
2003-

Development Research Director
Susan L. Rider, B.A.
2006-

Facilities Management
Troy Bonte, Director
2006-

Assistant Director
John Klein
2009-

Finance Office
Controller
Paul R. Miller, M.B.A., CPA
1982-2002—Director and Chief Accountant
2002-

Director of Accounting Operations
Eileen Day, B.A.
1999-

Payroll Administrator
Glenda Scamyhorm
2004-
Director of Student Accounts
Jeff Cisco, B.A.
1990-

Assistant Director
Maryann Lutz
2006-

Federal Perkins/Nursing Student Loan Administrator
Karen Conison
2007-

Financial Aid
Pamela Varda, B.A., Director
2006-

Counselors
Toni Duke, B.A.
1998-
Teresa Chappelle, B.M.E.
1999-

Food Services (Parkhurst)
Deb Savage, General Manager
2003-

Health Services
Debra Grayson, D.O.
Physician
1995-
Barbara A. Nash, M.S., R.N.C, CNS Director
1988-

Honors Program
Stephen A. Baker, Ph.D., Director
2004-

Human Resources
Theresa Feldmeier, M.S., Director
2000-
Assistant Director
Theresa Dunn, B.A., PHR
2002-

Information Technology
Jeffrey K. Guiler
Senior Director for Information Technology (Interim)
2007-

Institutional Research & Assessment
Larry T. Hunter, Ph.D., Director
2008-

Intensive English Language Program (ESL)
Susan Blower, M.A., Director
1992-

International Education
Jennifer Adams, M.A., Director
2006-
Assistant Director
Ken Roshong, M.A., Interim
2004-

Law School
Jack Guttenberg, J.D., Dean
2004-
Associate Dean-Academic Affairs
Shirley Mays, J.D.
1991-
Associate Dean-Faculty and Student Development
Dennis Hirsch, J.D.
1998-
Assistant Dean of Admissions
Linda Mihely, B.A.
1988-

Libraries
University Librarian
Belen C. Fernandez, M.A., M.L.S.
2007-
Assistant Director, Library Services
Elaine M. Dickinson, M.S.
2002-
Web Reference Librarian
Tina Valerius, M.L.I.S.
2008-
Information Services Librarian
Elizabeth Woods, M.L.I.S.
2008-
Graduate Research Librarian
Anna Biszaha, M.L.I.S.
2009-
Reference Librarian
David Whittaker, M.L.I.S.
2000-
Reference Librarian
Matthew Cook, M.L.I.S.
2008-
Head of Technical Services
Stephen Long, M.L.S.
1990-
Assistant Technical Services Librarian
Jamie Gieseck-Ashworth, M.L.S.
2008-
Customer Services Supervisor
Debbie Flood, B.A.
2007-
Law Librarian
Donald Hughes, J.D., Director
1985-

Head of Technical Services
Stephen Long, M.L.S.
1990-

Acquisitions Librarian
Wendy Medvetz, M.L.S.
2001-

Reference Librarians
Michelle Riguel, J.D.
2000-
Sarah Sampson, J.D.
1999-
Jane Underwood, M.L.S., J.D.
1990-

Associate Director for Public Services
Jacqueline Orlando, M.L.S., J.D.
1987-

Mail Services
Cindy Harp, Manager
2004-

University Pastor
Amy Oehlschlaeger, M.Div.
2008-

Publications and Marketing
Denise Russell, B.A., Director
1998-
1989-1998—Associate Director

Associate Director/Publication Coordinator
Patti Sarno, B.A.
1990-

Graphic Designer
Doug Brehm, B.F.A.
2000-

Public Safety
Roger Adams, B.A., Director
2007-

Reading Center
Helen Bluth, M.A., Director
1986-

Recruitment Coordinator
CLL and Graduate Programs
Emily Morris
2007-

Schumacher Gallery
Cassandra Tellier, Ph.D., Director
1989-

Student Affairs Division
Betty Lovelace, Ed.D., Vice President
2003-

Associate Dean
Kim Ferguson, M.Ed., Director of Student Rights and Standards
2004-

Career Services
Eric Anderson, M.A., Director
1991-

Assistant Director
Jan Rich, M.Ed.
2005-

Health Services
Debra Grayson, D.O., Physician
1995-
Barbara A. Nash, M.S., R.N.C. CNS, Director
1988-

Multicultural Affairs
Davida Haywood, M.A., Director (Interim)
2008-

Residence Life and Housing
Jennie Smith, M.Ed., Director
2006-

Assistant Director
Terrence Brooks, M.S.
2008-

Student Activities and Orientation
Todd Shaver, M.A., Director
2004-

Assistant Director-Community Service and Leadership Dev.
Carla Daniels, M.S.Ed.
2008-

Assistant Director-Greek Life and Special Events
Ryan Hilperts, M.S.
2008-

Television Studio
Chris Shumway
2003-

Theatre
William Kennedy, Ph.D., Director
1994-

University Registrar
Brent A. Koerber, B.S.
2008-

Associate Registrar
Stacey Jones, B.A.
2006-
The University Faculty

*Kermit O. Almos, Ph.D.*
Professor of Psychology
B.A., St. Olaf College
M.S., Ph.D., Purdue University
1973-

Cassie Altman, MSN, CNP, RN
Associate Professor of Nursing

Scott Anderson, J.D., Ph.D.
Professor of Legal Research and Writing
B.A., The Ohio State University
J.D., Case Western Reserve University
School of Law
Ph.D. (Philosophy), The Ohio State University
2007-

L. Nyenty Arrey, Ph.D.
Associate Professor, Chemistry
B.A., Depauw University
M.S., Ph.D., The Ohio State University
1998-2002, part time
2002-

Richard M. Ashbrook, Ph.D.
Interim Dean, Unified College
Professor of Psychology
B.S., University of Maryland
M.A., M.F.A., Ph.D., The Ohio State University
1986-

Thomas Baggerman, Ph.D.
Assistant Professor of Communication and
Director of WCU
B.A., Kent State University
M.S., Robert Morris University
Ph.D., University of Pittsburgh
2006-

Mark Baker, M.A.
Professor, Music
B.M., M.M., The Ohio State University
2000-

Stephen Baker, D.Phil.
Professor of Economics
School of Management and Leadership
B.A., Trent Polytechnic
D.Phil., York University, York, U.K.
1987-
Honors Director and
Collegiate Fellows Coordinator
2004-

Frederik S. Barends, M.S.
Head Track & Field Coach
A.B., Kenyon College
M.S., University of Massachusetts
2002-

Jacqueline Barlow-Ware, M.M., M.A.
Music
B.M., Lawrence University
M.M., M.A., The Ohio State University
2008-

Danny Bank, J.D.
Professor of Clinical Studies
A.A.S., Criminal Justice, SUNY
B.A., Legal Studies, SUNY
J.D. Capital University
1990-

Michaele M. Barsnack, M.S.Ed.
Instructor, Art
BFA, Kent State University
M.S.Ed., Dayton University
2002-2005—Adjunct Faculty
2005-

James R. Beattie, Jr., J.D.
Associate Professor of Law
B.A., Muskingum College
M.A., Tulane University
J.D., Vanderbilt University Law School
L.L.M., Columbia University Law School
2001-

Wayne J. Becktel, Ph.D.
Assistant Professor, Chemistry
B.S., M.S., Ph.D., University of California
at San Diego
1997, part time
1999-

David Belcastro, Ph.D.
Professor,
Religion and Philosophy
B.A., Phillips University
M.Div., Rochester Center for Theological
Studies
Ph.D., University of St. Andrews, Scotland
1982-88, part time
1988-

Scott Beick, Ph.D.
Assistant Professor of Music
B.M., University of Tennessee Knoxville
M.A., University of North Texas
Ph.D., University of Cincinnati
2008-

Sharon Bennett, M.M.
Professor of Music
B.M., M.M., Eastman School of Music
1985-1994, part time
1994-
Carole C. Berry, J.D., Ph.D.
Professor of Law
Director, Graduate Tax Programs
B.Sc., Michigan State University
J.D., Ph.D., The Ohio State University
1974-

Stacy Blasko, J.D.
Professor of Legal Research and Writing
B.A., Miami University
J.D., Case Western Reserve University
School of Law
2007-

Janet Blocher, J.D.
Professor of Legal Research and Writing
B.A., Ohio Northern University
J.D., Capital University Law School
1993-

Susan Blough, Ph.D.
Professor of Education
B.S., University of Wisconsin
M.A., Case Western Reserve University
Ph.D., The Ohio State University
1988-

Susan Blower, M.A.
Director and Instructor,
English-as-a-Second-Language Program
A.B., University of Michigan
M.A., Southern Illinois University
1992-

Helen S. Bluth, M.A.
Instructor, Education and
Director of Reading Center
B.A., City College, NY
M.A., The Ohio State University
1980-86, part time
1986-

William H. Bluth, J.D.
Professor of Law
B.A., City College of New York
J.D., Boston College of Law
1970-

Joseph Bodine, J.D.
B.F.A., New York University
J.D., Capital University
LL.M., New York University School of Law
2007-

Laura C. Boucher, M.S., ATC
Assistant Athletic Trainer and
Instructor, Health and Sport Science
B.S., Ohio University
M.S., University of North Carolina/
Chapel Hill
2003-

Catherine G. Boullant, Ph.D.
Professor, Biological Sciences
B.S., M.A., Ph.D., University of Connecticut
2003-

Robert R. Breithaupt, M.M.
Professor of Music
B.M., M.M., Bowling Green State University
1978-81, part time
1981-

Beckett Broh, Ph.D.
Assistant Professor of Behavioral Sciences
M.S., The Ohio State University
Ph.D., The Ohio State University
2008-

Mark R. Brown, J.D.
Newton D. Baker/Baker & Hostetler Chair of Law
B.S., University of Dayton
J.D., LL.M., University of Louisville
College of Law
2003-

Tom Brown, J.D.
Professor of Legal Research and Writing
B.S., Kent State University
J.D., Cleveland-Marshall College of Law
M.L.I.S., Kent State University

Erica M. Brownstein, Ph.D.
Associate Professor, Education
B.S., Ohio Dominican College
Ph.D., The Ohio State University
2000-

*Stephen Bruning, Ph.D.
Professor of Communication and
Associate Provost
B.S., M.A., Ohio University
Ph.D., Kent State University
1991-

E. Wray Bryant, Ph.D.
Assistant Professor of Religion
B.A., Lynchburg College
M.Div., Trinity Lutheran Seminary
Ph.D., Southern Baptist Theological Seminary
1998-2000, part time
2001-
Regina F. Burch, J.D.
Associate Professor of Law
A.B., Harvard College
M.S.A., Sloan School of Management, Massachusetts Institute of Technology
J.D., University of California, Hastings
College of Law
2003-

Craig A. Burgdoff, Ph.D.
Department Chair and Associate Professor, Religion
B.A., St. John’s College
M.A., Leslie College
Ph.D., Syracuse University
2000-

Dwight R. Burgess, M.A.
Men’s & Women’s Soccer Coach
B.A., University of Dayton
M.A., The Ohio State University
2000-

Jacqueline A. Bussie, Ph.D.
Associate Professor of Religion
B.A., Davidson College
M.A., Yale University
Ph.D., University of Virginia
2003-

Andrew J. Carlson, Ph.D.
Director, Center for Lifelong Learning
Professor of Political Science
B.A., The Johns Hopkins University
M.A., Ph.D., Brown University
1995-

Kerry Cheesman, Ph.D.
Professor of Biology and Chemistry
B.A., University of California
M.S., Indiana University
Ph.D., University of Illinois
1993-

Thomas Christenson, Ph.D.
Professor of Religion and Philosophy
B.A., Concordia College
M.A., Ph.D., Yale University
1989-

Daniel C. Clapper, M.S., ATC
Instructor, Health & Sport Sciences
Assistant Athletic Trainer
B.S., Michigan State University
M.S., The Ohio State University
2005-

William J. Clark, Ph.D.
Assistant Professor, Chemistry
B.S., Ohio University
Ph.D., The Ohio State University
2007-

Steven Clymer, Ph.D.
Associate Professor of Chemistry
B.A., College of Wooster
Ph.D., Duke University
1990-

Charles E. Cohen, J.D.
Associate Professor of Law
B.A., Harvard University
J.D., University of California, Hastings
College of Law
2003-

Margaret Cordray, J.D.
Professor of Law
B.A., University of Pacific
J.D., University of California
B.C.L., Oxford University
1992-

Danshera Cords, J.D.
Professor of Law
B.A., University of Washington
J.D., Seattle University School of Law
LL.M. in Taxation, New York University
School of Law
2002-

Michael Cox, D.A.
Associate Professor of Music
B.A., Cameron University
M.M., Wichita State University
D.A., University of Northern Colorado
1990-

Sally A. Creasap, Ph.D.
Associate Professor, Education
B.S., Bowling Green State University
M.A., Ph.D., The Ohio State University
2003-

Sharon E. Croft, Ph.D.
Professor of Communication
B.A., North Texas State University
M.A., University of North Texas
Ph.D., Louisiana State University
1995-

Carolyn Cutler-Osborne, Ph.D.
Assistant Professor of Education
B.M. Ed., University of Kentucky
M.A., Ph.D., The Ohio State University
2001-adjunct faculty
2003-
Lynn C. Dailey, Ph.D.
Associate Professor of Marketing
School of Management and Leadership
B.S., The Ohio State University
M.B.A., Ohio University
Ph.D., University of Kentucky
2001-

Roswitha B. Daily, M.A.
Instructor, Modern Languages
B.S., M.A., The Ohio State University
1996-2004, Adjunct Faculty
2005-

Julie M. Dallas, M.A.
Instructor, Health & Sport Sciences
B.S., Denison University
M.A., The Ohio State University
2008-

Stanton G. Darling, J.D.
Professor of Law
B.A., The Ohio State University
J.D., Georgetown University Law Center
1981-

Maria José Delgado, Ph.D.
Professor of Spanish
B.A., M.A., University of California at Los Angeles
Ph.D., University of Arizona
1999-

Shirley De Lucia, Ed.D.
Professor of Education and Education Department Chair
B.A., Iowa Wesleyan College
M.Ed., Ed.D., Duke University
1990-

Charles Devor
Coordinator, Post Degree Teaching Licensure Program, Education
1998-2004 part time
2005-

Michael Distelhorst, J.D.
Professor of Law
B.A., J.D., Capital University
1980-

Cheryl Do Broka, Ph.D.
Associate Professor of Education
B.A., M.A., Ph.D., The Ohio State University
2001-

Steven A. Drewry, M.S.W., Ph.D.
Associate Professor of Social Work
B.A., Indiana University
M.S.W., The Ohio State University
2001-

Barbara Duane, J.D., M.S.N., R.N.
Assistant Professor, Nursing Director, CNAP
B.S.N., University of Maryland
M.S.N., University of Texas
J.D., Capital University
2006-

Cynthia D. Duncan, M.A.
Instructor, Political Science
B.A., Colgate University
M.A., The Ohio State University
2001-

Renee M. Dunnington, R.N., M.S.N.
Assistant Professor, Nursing
B.S.N., Capital University
M.S.N., Kent State University
2006-

Anthony Durr, Ph.D.
Assistant Professor, Education
M.S.T., University of Nebraska
Ph.D., The Ohio State University
2008-

Reginald Dyck, Ph.D.
Professor of English
B.S., M.A., University of Nebraska at Omaha
Ph.D., University of Washington
1992-

Pamela B. Ellwanger, Ph.D., LISW
Associate Professor, Social Work
B.S., M.S.W., Ph.D., The Ohio State University
1996-1998, part time
1999-

Bruce Epps, M.A.
Instructor, English
CELT Director
B.A., Ohio University
M.A., The Ohio State University
1995-part time
1998-

Ray Eubanks, M.A.
Professor of Music
B.S.Ed., M.A., The Ohio State University
1969-
Jeffrey Ferriell, J.D., LL.M.
Professor of Law
B.S., The Ohio State University
J.D., University of Santa Clara
LL.M., University of Illinois
1987-

Louis Fischer, D.M.A.
Professor of Music
B.M., M.A., University of Denver
D.M.A., Ball State University
1994-

Lois I. Foreman-Wernet, Ph.D.
Associate Professor of Communication
B.M.E., M.A., Ph.D., The Ohio State University
2001-

*Jody S. Fournier, Ph.D.
Assistant Dean, School of Social Sciences and Education
Professor of Psychology
B.A., M.S., Ph.D., The Ohio State University
1998-99, part time
1999-

Thomas Gearhart, Ph.D.
Professor of Mathematics and Computer Science
B.S., Ball State University
M.Sc., Ph.D., The Ohio State University
1979-

Eva M. George, Ph.D.
Assistant Professor of History
B.A., Capital University
M.A., The Ohio State University
Ph.D., The University of Maryland
2004-

Lisette N. Gibson-Diaz, Ph.D.
Assistant Professor of English
B.A., The College of William and Mary
M.A., Virginia Commonwealth University
Ph.D., Syracuse University
2000-2003—Adjunct Faculty
2003-

Susan M. Gilles, LL.M.
Professor of Law
LL.B., University of Glasgow, Scotland
LL.M., Harvard Law School
1990-

Margaret Ginn-Pease, Ph.D.
Laboratory Supervisor and Instructor
B.A., Vanderbilt University
M.Ed., University of Cincinnati
Ph.D., The Ohio State University
2003-2005—Adjunct Faculty
2005-

Bonnie Goodwin, M.E.S.S., ATC
Assistant Professor of Health and Sport Sciences
B.S., Ohio University
M.E.S.S., University of Florida
1993-

Damon Goodwin, M.S.
Men's Basketball Coach
Cross Country Coach
B.S., M.S., University of Dayton
1994-

Joseph Grant, J.D.
Associate Professor of Law
J.D., Duke University School of Law
A.B., Political Science Brown University
2008-

Myron C. Grauer, LL.M.
Professor of Law
B.A., University of Vermont
J.D., University of Pittsburgh
LL.M., Yale Law School
1990-

Bruce Greenfield, M.B.A.
Executive Professor
School of Management and Leadership
B.S., Purdue University
M.B.A., University of Michigan
2000-2003, part time
2003-

Jeff Gress, M.F.A.
Assistant Professor of Communication and Technical Director/Designer of Theatre
B.A., Miami University
B.S., Miami University
M.F.A., University of Cincinnati/
College-Conservatory of Music
2006-

*Kevin Griffith, Ph.D.
Professor of English
B.A., Grand Valley State University
M.A., Ph.D., The Ohio State University
1994-
Lynda Hasseler, D.M.A.
Professor of Music
Director, Chapel Choir
B.A., Calvin College
M.A., D.M.A., Michigan State University
1990-

Daniel Heaton, Ph.D.
Department Chair and Professor of Communication
B.A., Carson-Newman College
M.A., Ph.D., Louisiana State University
1995-

Alexander C. Heckman, Ph.D.
Instructor of Political Science
B.A., Capital University
M.A., Ph.D., The Ohio State University
2003-

Jens M. Hemmingsen, Ph.D.
Department Chair and Associate Professor of Chemistry
B.S., University of Delaware
Ph.D., Pennsylvania State University
1996-

Ward C. Hill, M.B.A.
Executive Professor
B.A., Baldwin Wallace College
M.B.A., Case Western Reserve University
2004-2005—Adjunct Faculty
2005-

Dennis Hirsch, J.D.
Geraldine W. Howell Professor of Law
B.A., Columbia University
J.D. Yale Law School
1998-

Jennifer F. Hodge, Ph.D.
Associate Professor of Health and Sport Sciences
B.S., North Carolina A & T State University
M.A., Ph.D. The Ohio State University
1999-

Peter Horn, Ph.D.
Professor of Philosophy
A.B., University of Pittsburgh
Ph.D., The Ohio State University
1980-

Donald G. Howard, Ph.D.
Professor of Marketing
School of Management and Leadership
B.S., M.B.A., Ph.D., The Ohio State University
1998-

Donald A. Hughes, Jr., J.D.
Professor of Law and Director of the Law Library and Legal Writing
B.A., Hamilton College
M.A., University of Connecticut
M.L.S., So. Connecticut State College
J.D., University of Connecticut
1985-

Jane B. Hutcheson, R.N., B.S.N., M.S.
Assistant Professor, Nursing
RN, Deaconess Hospital School of Nursing
B.S.N., M.S., Wright State University
2005-

Jean Jacko, Ph.D.
Associate Professor of Nursing
B.S.N., M.S., Ph.D., The Ohio State University
1992-

Heather Janiszewski Goodin, Ph.D.
Associate Professor of Nursing
B.Sc.N., Laurentian University
M.Sc.N., University of Western Ontario
1995-

Rachel M. Janutis, M.S.N.
Associate Professor of Law
B.S., Northwestern University
J.D., University of Illinois College of Law
2002-

Carole Jarrell, M.A.
English
M.A., The Ohio State University
2008-

Lisa A. Jelle, D.M.A.
Associate Professor of Music
B.M./B.M.E., University of Northern Colorado
M.M., University of Texas/Austin
D.M.A., Rice University
2003-

*Charlie Jones, Ph.D.
Associate Professor of Political Science
B.A., M.A., Ph.D., The Ohio State University
1990-

Basil P. Kardaras, Ph.D.
Professor of Criminology/Sociology
B.A., Northern Illinois University
M.A., Wayne State University
Ph.D., American University
2000 part time
2001-
Andrea M. Karkowski, Ph.D.
Behavioral Sciences Department Chair, Professor of Psychology
B.A., Lock Haven University
M.A., Ph.D., University of Montana
M.B.A., Franklin University
1998-

*Barbara G. Keller, Ph.D.
Professor of Modern Languages
B.A., M.A., Miami University
Ph.D., The Ohio State University
Diploma, Tutor Centre de Linguistique
Geneva, Switzerland
1987-88, part time
1988-

William B. Kennedy, Ph.D.
Professor of Communication
Director of Theatre
B.A., Grove City College
M.A., University of Pittsburgh
Ph.D., Kent State University
1994-

Elene Kent, Ph.D.
Professor of Management
B.S., State University of New York-Brockport
M.S.Ed., M.B.A., Niagara University
Ph.D., Union Institute
1991-

Mary Ann Keough, J.D.
Instructor of Nursing
M.S., University of Illinois
J.D., Case Western Reserve University
2008-

Daniel Kobil, J.D.
Professor of Law
B.A., J.D., University of Toledo
1987-

Stephen C. Koch, Ph.D.
Professor of Communication
B.A., M.A., Ph.D., University of Iowa
1989-

Barry Kopetz, Ph.D.
Professor of Music
B.M.E., M.A., The Ohio State University
Ph.D., Indiana University
2001-

Cynthia Kosik, M.S.N., R.N.
Instructor, Nursing
2009-

Max Kravitz, J.D.
Professor of Law
B.A., The Ohio State University
J.D., Capital University
1975-

Kathleen Kunkler, M.S., C.N.P.
Assistant Professor of Nursing
M.S., The Ohio State University
2005-

Terry D. Lahm, Ph.D.
Assistant Dean, School of Natural Sciences, Nursing and Health
Professor, Environmental Science and Geology
B.A., The College of Wooster
M.S., Ph.D., The Ohio State University
1997-

Risa Lazaroff, J.D.
Professor of Legal Research and Writing, Director of Legal Drafting
A.B., University of Michigan
J.D., The Ohio State University
1994-

John Ledingham, Ph.D.
Professor of Communication
B.A., M.A., Ph.D., The Ohio State University
1993-94, part time
1994-

Dina Lentsner, Ph.D.
Assistant Professor of Music
UG Studies, Pskov Province School of Music
Graduate Studies, Rimsky-Korsakov Conservatory
Ph.D., The Ohio State University
2004-2005—Adjunct Faculty
2005-

Mark Lochstampfor, Ph.D.
Professor of Music
B.M., Ohio University
M.A., Ph.D., The Ohio State University
1996-

Susan E. Looper-Friedman, J.D.
Professor of Law
Premier Degré, Université de Grenoble
B.A., University of Wisconsin
J.D., University of Santa Clara Law School
LL.M., Harvard Law School
1985-
Chad Loughrige  
Assistant Professor of Music  
2009-  

Kathleen Lux, Ph.D., R.N.  
Associate Professor of Nursing  
B.S.N., The Ohio State University  
M.S., University of Hawaii  
M.A., Ph.D., The Ohio State University  
2007-  

Judith Macke, Ph.D., R.N.  
Professor of Nursing  
B.S., Univ. of Wisconsin  
M.S., State Univ. of New York  
Ph.D., The Ohio State University  
1993-  

Suzanne Marilley, Ph.D.  
Political Science Department Chair and  
Associate Professor of Political Science  
A.B., Smith College  
A.M., Ph.D., Harvard University  
1995-  

Kent Markus, J.D.  
Assistant Professor of Law  
B.S., Northwestern University  
J.D., Harvard Law School  
1998-  

Thomas C. Maroukis, Ph.D.  
Professor of History  
B.A., Westminster College  
M.A., Duquesne University  
Ph.D., Boston University  
1976-  

Steven Martin, J.D., CPA  
Assistant Professor, Management  
B.S., M.B.A., J.D., The Ohio State University  
1996-  

David N. Mayer, Ph.D.  
Professor of Law  
A.B., University of Michigan  
M.S., Ph.D., University of Virginia  
J.D., University of Michigan Law School  
1990-  

Shirley Mays, J.D.  
Associate Professor of Law and  
Associate Dean of Academic Affairs  
B.A., Central State University  
J.D., Harvard Law School  
1991-  

Lori McCaughan, J.D.  
Professor of Clinical Studies  
R.N., Mt. Carmel School of Nursing  
B.S.N., Otterbein College  
J.D., Capital University  
1998-  

Janette E. McDonald, Ph.D.  
Associate Professor of Psychology  
B.A., Otterbein College  
M.A., The Ohio State University  
M.A., Ph.D., The Fielding Institute  
1999-  

Michael McEwan, B.F.A.  
Visiting Assistant Professor of Art  
B.F.A., The Corcoran School of Art  
2001-part time  
2004-  

James McGaha, J.D., Ph.D.  
Professor of Criminology/Sociology  
B.A., California State University Los Angeles  
J.D., LL.B., Atlanta Law School  
LL.M., LL.D., Van Norman University  
MPA, Iowa State University  
Ph.D., Iowa State University  
1999-  

Christopher McNeil, J.D.  
Professor of Legal Research and Writing  
M.J.S., University of Nevada  
J.D. University of Kansas  
B.G.S., University of Kansas  
1995-  

Steven D. Mellum, M.B.A., CPA  
Associate Professor of Accounting  
School of Management and Leadership  
B.A., Capital University  
M.B.A., The Ohio State University  
1991-  

Robert Mertens, Ph.D.  
Associate Professor of Mathematics  
B.S., Carnegie Institute of Technology M.S.,  
Ph.D., The Ohio State University  
1985-  

Kelly Messinger, M.A.  
Assistant Professor of English  
B.A., M.A.J., Marshall University  
1992-95, part time  
1995-
Roberta S. Mitchell, J.D.
Professor of Law and Co-Director Center
Dispute Resolution
B.A., West Virginia University
J.D., Capital University
1972-

Linda J. Mittermaier, Ph.D.
Professor of Accounting
B.A., Capital University
M.B.A., University of Dayton
Ph.D., Indiana University
1994-

Dale Mittler, M.B.A., CPA
Professor of Accounting
B.A., M.B.A., Capital University
1978-1981, part time
1981-
2000-2001—Acting Dean, GSA

Saleem Mohammad, Ph.D.
Professor of Social Work
B.A., M.A., Pakistan;
B.A., Confederation College
M.S.W., University of Washington
Ph.D., University of Pittsburgh
1993-

Keirsten Moore, Ph.D.
Assistant Dean, School of Management and Leadership
Associate Professor of Management
B.S., Miami University
M.L.H.R., Ph.D., The Ohio State University
1993-94, part time
1994-

Nancy C. Moore, M.M.
Professor of Music
B.M.E., College of Wooster
M.M., Graduate Study, University of Texas
1967-

Cora Muñoz, Ph.D., R.N.
Professor of Nursing
B.S.N., St. Paul's College of Nursing
M.A., Columbia University;
Ph.D., The Ohio State University
1995-

Tracey N.A. Murray, Ph.D.
Assistant Professor of Chemistry
B.A., Wittenberg University
Ph.D., The Ohio State University
2003-

Susan Nash, Ph.D.
Professor of English
B.A., Smith College
M.A., University of California at Berkeley
Ph.D., Rutgers University
1981-

Jacqueline Orlanda J.D.
Professor of Legal Research and Writing,
Associate Director Library Public Services
B.A., Youngstown State University
M.L.S., University of Pittsburgh
J.D., The Ohio State University
2000-

*Alexander V. Pantsov, Ph.D.
Professor of History
M.A., M.V. Lomonosov Moscow State University
Ph.D., Russian Academy of Sciences
1999-

Sharon S. Parker, M.S., R.N., CNS
Professor of Nursing
B.S.N. Completion Program
B.S.N., M.S., The Ohio State University
1978-

Eric A. Paton, B.M.
Assistant Professor of Music
B.M., Capital University
1991-2007, Adjunct Instructor
2008-

Diane Patterson, M.S.N., R.N., O.C.N.
Assistant Professor of Nursing
B.S.N., University of Cincinnati
M.S.N., The Ohio State University
1994-

Nanette Payne, M.S.
Softball Coach
Director of Intramurals, Recreation and Facilities
B.A., M.S., University of Michigan
1998-

Sharon R. Peck, Ph.D.
Associate Professor of Management
B.A., M.B.A., University of Chicago
Ph.D., Northwestern University
1993-

Nicholas J. Perrini, M.A.
Professor of Music
B.S.Ed., M.A., The Ohio State University
1958-
Benjy Pester, ATC
Instructor & Assistant Athletic Trainer, Health & Sport Sciences
B.A., Capital University
M.S., The Ohio State University 2005-

Roxanna G. Postolache, Ph.D.
Assistant Professor of Economics
School of Management and Leadership
B.S., Alexandru I. Cuza University
M.A., Ph.D., University of Kentucky 2001-

Tanya J. Poteet, J.D., Ph.D.
University Counsel 2008-
Associate Professor Criminology/Sociology
B.A., J.D., M.A., Ph.D., The Ohio State University 1998-

David M. Reed, Ph.D.
Professor of Math/Computer Science/Physics
B.A., Wittenberg University
M.S., Ph.D., The Ohio State University 1997-

Rocky J. Reuter, D.M.A.
Assistant Dean, Conservatory of Music and School of Communication
Professor of Music
B.S., M.E., University of Wisconsin-Platteville
M.M.E., James Madison University
D.M.A., The Ohio State University 1986-

Karl Romstedt, Ph.D.
Associate Professor of Biology
B.A., M.A., University of Kansas
Ph.D., Ohio University 1993-

Carol Lynn Roseberry, M.M.
Professor of Music
B.M., M.M., Northwestern University 1994-

Gary W. Ross, M.F.A.
Professor of Art
B.S.Ed., M.F.A., The Ohio State University 1970-

Renda Ross, Ph.D.
Associate Professor of Social Work
B.A., Louisiana Tech University
M.S.W., Ph.D., The Ohio State University 1999-

Saurav Roychoudhury, Ph.D.
Assistant Professor of Finance
B.S.C., University of Calcutta
M.S., Jawaharlal Nehru University
M.B.A., ICFAI Business School
Ph.D., West Virginia University 2006-

Susan D. Rozelle, J.D.
Associate Professor of Law
B.A., University of Central Florida
J.D., Duke University School of Law 2003-

Thomas K. Ryan, Ph.D.
Assistant Professor, Music
B.M., Ohio Northern University
M.M., Ph.D., The Ohio State University 1996-1998, part time
1999-2002, Administrative Assistant to Dean and Instructor 2003-

Sergey Rybas, Ph.D.
Assistant Professor of Education
Ph.D., Bowling Green State University 2008-

Sabato Sagaria, Ph.D.
Associate Professor of Psychology
B.A., Lycoming College
B.S., M.S., Ph.D., Pennsylvania State University 1984-

*Tobie Sanders, Ph.D.
Professor of Education
B.S., M.A., Ph.D., The Ohio State University 1986-

Maria Satre, B.S.N., R.N.
Instructor, Nursing 2008-

Pamela K. Scheurer, Ph.D.
Assistant Professor of Education
B.S., College of Saint Teresa
M.A., Ph.D., The Ohio State University 2005-
Joy A. Schroeder, Ph.D.
Associate Professor of Religion
Bergener Chair of Theology and Religion
B.A., Luther College
M. Div., Princeton Theological Seminary
M.A., Ph.D., University of Notre Dame
2000-

David Schwantes, M.A.
Executive Professor
B.A., Walla Walla College
M.A., University of Oregon
1985-part time
2003-

David Shields, M.S.N., R.N.
Assistant Instructor, Nursing
M.S.N., Capital University
2003-2007 part time

Deborah Shields, Ph.D.
Associate Professor, Nursing
B.S.N., The Ohio State University
M.S., Wright State University
Ph.D., University of Cincinnati
2003-2007 part time
2008-

*Patrick Shields, Ph.D.
Associate Professor of Math, Computer Science & Physics
B.S., University of Notre Dame
M.S., Purdue
M.S., Virginia Polytechnic and State University
Ph.D., The Ohio State University
1993-

Chris Shumway, M.A.
Associate Professor of Communication and Director of University Television
B.A., Jacksonville State University
M.A., New School University for Social Research
2003-

Susan Simms, J.D.
Professor of Legal Research and Writing
B.A., Wittenberg University
M.Ed., Ed.S., Kent State University
J.D., The Ohio State University
2003-

*Kay B. Slocum, Ph.D.
Professor of History
Gerhold Chair in Humanities
B.A., M.A., Youngstown State University
Ph.D., Kent State University
1988-

Bradley Smith, J.D.
Josiah H. Blackmore II/Shirley Marie Nault Designated Professor of Law
B.A., Kalamazoo College
J.D., Harvard Law School
1993-

Stan D. Smith, B.M.
Associate Professor of Music
Diploma, Berklee School of Music
B.M., Capital University
1978-

Jeff Snapp, J.D.
Professor of Legal Research and Writing
B.A., Ohio Northern University
J.D., Duke University
2005-

Kenneth Spiert, J.D.
Professor of Legal Research and Writing
B.A., Bluffton College
M.T.S., Trinity Lutheran Seminary
J.D., The Ohio State University
1995-

Jonathan D. Stadler, Ph.D.
Professor of Mathematics
B.S., Bowling Green State University
Ph.D., The Ohio State University
1999-

Alan C. Stam, Ph.D.
Professor of Environmental Science
B.S., University of Wisconsin-Oshkosh
M.S., University of Wisconsin-Madison
Ph.D., University of Tennessee
1998-

Marie-Madeleine van Ruymbeke Stey, Ph.D.
Language Laboratory Director
Professor of French and Spanish
Licence en Philologie Romane, Universite de Louvain
Ph.D. and Degree of Specialist in Medieval and Renaissance Studies, The Ohio State University
1999-

Gloria Still, Ph.D.
Associate Professor of English and English Department Chair
B.A., Purdue University
M.F.A., Goddard College
Ph.D., Bowling Green State University
1993-
Sharon Stout-Shaffer, Ph.D., R.N.
Professor of Nursing
B.S., M.S., Ph.D., The Ohio State University
2001-

Mark Strasser, J.D.
Professor of Law
B.A., Harvard College
M.A., Ph.D., University of Chicago
J.D., Stanford Law School
1993-

*David A. Summers, Ph.D.
Assistant Dean, School of Humanities
Professor of English
B.S., Western Baptist College
M.A., Ph.D., University of Washington
1997-

David Swaddling, M.B.A., C.P.A.
Executive Professor
School of Management and Leadership
B.S., B.A., Northwestern University
M.B.A., Ohio University
2005-

*Nancy Swails, Ph.D.
Professor of Biology
B.A., University of Washington
M.A., Washington State University
Ph.D., University of Washington
1995-

James L. Swearingen, M.A.
Professor of Music and Education
B.M.M.E., Bowling Green State University
M.A.M.E., The Ohio State University
1986-

Cassandra Tellier, Ph.D.
Art History and Director of Schumacher Gallery
B.A., Capital University
M.A., The Ohio State University
Ph.D., The Ohio State University
1989-

Andrea Thomas, Ph.D.
Associate Professor of Management
B.A., M.A., Ph.D., The Ohio State University
2001-

*Jerry Thomas, Ph.D.
Associate Professor of Biology
B.S., University of Montevallo
M.S., Ph.D., University of Alabama
1984-

Robert A. Thorne, M.Ed.
Assistant Professor, Health & Sport Sciences
Athletic Trainer
B.S., Ohio University
M.Ed., University of Virginia
2003-

Lance Tibbles, LL.B.
Professor of Law
B.S., LL.B., University of Oregon
1976-

*Michael Torello, Ph.D.
Professor of Psychology
B.A., Southern Connecticut State University
M.A., Ph.D., The Ohio State University
1993-

Daniel C. Turack, S.J.D.
Professor of Law
B.A., University of Toronto
LL.B., Osgoode Hall
LL.M., S.J.D., University of Michigan
1969-

Yvonne Twiss, J.D.
Professor and Director, Bar Services
B.A., Miami University
J.D., Capital University Law School
2005-

Angela Upchurch, J.D.
Associate Professor of Law
B.A., Loyola University of Chicago
J.D., Loyola University of Chicago
School of Law
2003-

*Cheryl VanDeusen, M.S., R.N.C.
Professor of Nursing
B.S.N., M.S., The Ohio State University
1974-78, part time
1978-

Robert Wade, J.D., LL.M.
B.S., Indiana University
J.D., University of Michigan
LL.M., Southern Methodist University

*Brian Wallace, Ph.D.
Professor of Political Science
B.A., M.A., Ph.D., University of South Carolina
1982-
Tianshu Wang, D.M.A.
Associate Professor of Music
B.M., Shanghai Conservatory of Music
M.M., D.M.A., University of Arizona
2001-

Floyd D. Weatherspoon, J.D.
Professor of Law
B.S., North Carolina A & T State University
J.D., Howard University School of Law
1989-

Greg Weyrich, M.S.
Adjunct Faculty and Head Baseball Coach
2003-

Keith M. Wilkinson, Ph.D.
Assistant Professor of Mathematics
B.Sc., M.Sc., Ph.D., Manchester University (UK)
2005-

Richard Wood, LL.M.
Professor of Law
B.A., University of Kentucky
J.D., The Ohio State University College of Law
LL.M., Georgetown University Law Center
1990-

Michael Yosha, M.A.
Assistant Professor of Political Science
B.A., University of Illinois
M.A., The Ohio State University
1991-

Erik Zanner, M.S.
Instructor, Management
B.A., Capital University
M.S. Economics, Wright State University
2009-

Anthony Zilincik, M.M.
Assistant Professor, Music
B.M., Central Michigan
M.M., Bowling Green State University
1999-2005, part time
2005-

Gail S. Lehto-Zugger, D.M.A.
Associate Professor of Music
B.A., University of Wisconsin
M.M., D.M.A., The Ohio State University
1999-2000, part time
2001-

Thomas Zugger, D.M.A.
Associate Professor of Music
B.M.E., University of Michigan
M.M., Michigan State University
D.M.A., The Ohio State University
1998-1999, part time
2000-

*Praestantia Award for distinguished teaching
The Emeriti

M. Eugene Allen, M.M.
Music
1969-2007

Paul H. Andrews, Th.D.
Religion and Philosophy
1959-2004

Sarah J. Baehr, M.S., R.N.
Nursing
1981-2008

Jane Baldwin, M.S.
Mathematics
1984-2009

Robert C. Banasik, P.E., Ph.D.
School of Management
1973-2004

Mary Baxter, Ph.D.
English
1972-1994

Stephen M. Beller, Ph.D.
Vice President for Student Affairs
1987-2003

Donald Bensch, M.A.
History
1955-1990

Jane Beougher, Ph.D.
Health and Sport Sciences
1970-2000

Carole Berry, Ph.D.
Professor of Law
1974-2003

Curtis F. Brown, Jr., Ph.D.
Social Work
1971-1998

James L. Burke, Ph.D.
History
1965-1998

Ernest Clarke, LL.B.
Law
1974-1990

Mary Cline, R.N., M.S.
Nursing
1966-1969
1970-1978

Max Culver, Ph.D.
Sociology
1971-1989

Catherine M. Dally, M.B.A., M.S., R.N.C., C.R.N.P.
Nursing
1978-2005

Verena Dambrans, M.M.
Music
1956-1993

G. Clark Dehne, Ph.D.
Chemistry
1963-2003

Addison E. Dewey, J.D.
Law
1968-1990

Donald L. Duncan, M.F.A.
Art
1995-2009

George F. Eckerl, Ph.D.
Chemistry
1954-1988

Doris S. Edwards, Ed.D., R.N.
Dean, School of Nursing
1987-2002

Leonard A. Ferrante, Ph.D.
Professor of Religion
1990-2002

Theodore M. Fritz, B.S.
Instructional Media Center
1971-1995

Larry A. Gardner, Th.D.
Religion
1958-1987

Gretchen Glasgow, Ph.D., R.N.
Nursing
1991-2006

Deanna Gordon, Ph.D., M.P.H, R.N.
Nursing
1993-2008

Jane Gray, Ph.D.
Sociology
1988-2000

Katherine A. Green, M.S., R.N.
Nursing
1972-2005

Robert J. Green, Ph.D.
Education
1973-2005
Marsha L. Guntharp, Ph.D.  
Education  
1994-2007

Joyce Hathaway, Ph.D.  
English  
1961-1992

Robert W. Hatton, M.A.  
Modern Languages  
1963-1999

Elaine Haynes, Ph.D., R.N.  
Nursing  
1978-2009

David M. Helms, Ph.D.  
Education  
1971-1995

Jeanette Henney, Ph.D.  
Sociology  
1969-1989

E. Pauline Hill  
Supervisor  
1969-1988

Robert Hite, Ph.D.  
Education  
1990-2000

O. Henry Hoversten, M.B.A.  
Business Administration  
1966-1988

Frank Hussey, M.A.  
Music  
1957-1996

Betty Jackson, B.A.  
Records Analyst, Registrar’s Office  
1956-1981

Harry Jebsen, Ph.D.  
History  
1981-2008

Robin S. Johnson, D.S.W.  
Sociology  
1996-2008

Rita Kerr, R.N., Ph.D.  
Nursing  
1988-2009

John A. Kirker, Ph.D.  
Education  
1957-1986

Edna Klotz, B.A.  
Library  
1968-1989

Kathleen Lane, M.S., R.N.  
Adjunct, School of Nursing

Thomas H. Langevin, Ph.D.  
President  
1969-1979

Armin Langholz, Ph.D.  
Speech  
1954-1994

Marianna Lear  
Secretary, Library  
1978-1989

Andrew Lisko, M.M.  
Music  
1954-1990

Bonnie Lisko, M.A.  
French  
1954-1988

Terrill Long, Ph.D.  
Biology  
1967-1998

Thomas S. Ludlum, Ph.D.  
Speech  
1958-1989

Karen Martens, R.N., Ph.D.  
Nursing  
1975-2007

Sandra L. Mathias, Ph.D.  
Music and Education  
1979-2008

Thomas J. McCrystal, Ph.D.  
Psychology  
1971-1997

H. Keith Miller, Ph.D.  
Biology  
1962-1967  
1978-1993

Inez Moore, M.S.  
Nursing  
1966-1983

Lillian M. Pierce, R.N., Ph.D.  
Dean of Nursing  
1972-1987
Ann B. Pratt, Ph.D.
Psychology
1972-1995

Hayward Reynolds, J.D.
Law
1976-1998

Kathleen S. Richardson, Ph.D.
Chemistry
1975-2003

Mary A. Roess, M.A.
Dean of Women
1944-1977

Richard Schwab, J.D., CPA
Business Administration
1956-1994

Eliot Shimer, Ph.D.
Social Work
1975-1989

Victor Showalter, Ph.D.
Biology
1977-1997

Carl Skrade, Th.D.
Religion
1965-1967
1968-2001

Gary L. Smith, Ph.D.
Dean, Adult Degree Program
1979-2000

Harold W. Squire, Ph.D.
Business Administration
1973-1986

Harvey A. Stegemoeller, Ph.D.
President

Jill Steuer, Ph.D., R.N.
Nursing
1992-2008

John E. Sullivan, J.D.
Law
1953-1989

Laurel R. Talabere, Ph.D., R.N., AE-C
Nursing
1979-2008

Robert Wade, LL.M., J.D.
Law
1971-1999

Rose Marie Walker, M.S., R.N.C.
Nursing
1983-2009

T. Joseph Walsh, Ph.D.
School of Management
1987-2002

Barbara R. Weaver, M.S., R.N.C.
Nursing
1966-1995

Philip Whitford, Ph.D.
Biology
1993-2009

Elsie Williams
Payroll
1969-1989

Barbara J. Wood, Ph.D.
Social Work
1989-2003
**Praestantia Award Winners**

Hilmar G. Grimm, Ph.D.
History - 1960

Carl F. Sievert, Ph.D.
Chemistry - 1961

William J. Darcy, M.A.
History - 1962

George F. Dell, A.M., Litt.D.
English - 1963

William S. Bailey, B.M.
Music - 1964

Fred Bernlohr, Ph.D.
Languages - 1964

Robert M. Geist, Ph.D.
Biology - 1964

Allene D. Montgomery, M.A.
Speech - 1965

Waldemar O. Doescher, Ph.D.
Philosophy - 1965

Harold W. Brockman, Ph.D.
Mathematics - 1966

Larry A. Gardner, Th.D.
Religion - 1966

Ralph H. Bond, M.S.
Geology - 1967

Howard Wilson, Ph.D.
Religion - 1967

Thomas S. Ludlum, Ph.D.
Speech - 1968

Wilbur E. Crist, B.S.M.
Music - 1968

Robert Hatton, M.A.
Modern Languages - 1969

C. George Fry, Ph.D.
History - 1970

M. Steven Boley, J.D.
Political Science - 1971

Judith Sturnick, Ph.D.
English - 1972

Louis F. DeWein, Ph.D.
Biology - 1973

Richard Schwab, C.P.A.
Business Administration and Economics - 1974

Max R. Culver, Ph.D.
Sociology - 1975

Richard J. Suddendorf, M.S.Ed.
Music - 1976

Jan Hansen, Ph.D.
Economics - 1977

R. Michael Neuman, Ph.D.
English - 1978

Carl E. Skrade, Ph.D.
Religion - 1979

John D. Prange, Ph.D.
Mathematics - 1980

Lillian Pierce, Ph.D.
Nursing - 1981

Jeannette Henney, Ph.D.
Sociology and Anthropology - 1982

James Burke, Ph.D.
History - 1983

Thomas Odegaard, M.A.
Business Administration and Economics - 1984

Cheryl VanDeusen, R.N., M.S.
Nursing - 1985

Armin Langholz, Ph.D.
Speech - 1986

Alice Schimpf, Ph.D.
Religion - 1987

Thomas H. Ely, Ph.D.
Biology - 1988

Brenda Smith, M.A., R.N.
Nursing - 1989

Jerry Thomas, Ph.D.
Biology - 1990

Brian Wallace, Ph.D.
Political Science - 1991

Timothy Swinehart, M.M.
Music - 1992

Kermit Almos, Ph.D.
Psychology - 1993

Barbara Weaver, M.S.
Nursing - 1994
Tobie Sanders, Ph.D.  
Education - 1995

Michael Torello, Ph.D.  
Psychology - 1996

Kay Slocum, Ph.D.  
History - 1997

Cheryl Ney, Ph.D.  
Chemistry - 1998

Charlie Jones, Ph.D.  
Political Science - 1999

Martha Alcock, Ph.D.  
Education - 2000

Patrick Shields, Ph.D.  
Physics - 2001

Stephen Bruning, Ph.D.  
Communication - 2002

Kathleen S. Richardson, Ph.D.  
Chemistry - 2003

Alexander V. Pantsov, Ph.D.  
History - 2004

Nancy J. Swails, Ph.D.  
Biological Sciences - 2005

Kevin Griffith, Ph.D.  
English - 2006

David A. Summers, Ph.D.  
English - 2007

Barbara G. Keller, Ph.D.  
French - 2008

Harold Brockman, Ph.D.  
Mathematics - 1989

Raymond F. Wolf, M.Div.  
Major Gifts Director - 1990

Robert J. Green, Ph.D.  
Education - 1991

Kathleen Richardson, Ph.D.  
Chemistry - 1992

Albert Maag, Ph.D.  
Library Director - 1993

Alice Schimpfl, Ph.D.  
Religion - 1994

Harry Jebsen, Jr., Ph.D.  
Provost - 1995

Fred McKinney  
Physical Plant Director - 1996

Richard Wood, J.D.  
Law - 1997

Vernon Truesdale, B.A.  
Vice President, Resource Management - 1998

Robert A. Patterson, Ed.S.  
Director, Center for Academic Achievement - 1999

Ronald J. Volpe, Ph.D.  
Provost/Vice President for Academic Affairs - 2000

Donald C. Wachtman, B.S.  
Major Gifts Director - 2001

Gerald Schmidt, M.B.A.  
Controller - 2002

G. Clark Dehne, Ph.D.  
Chemistry - 2003

Gay Steele, B.A.  
Director of Multicultural Affairs - 2004

J. Victor Hahn, J.D.  
University Counsel - 2005

Jane Baldwin, M.S.  
Mathematics - 2006

Nicholas J. Perrini, M.A.  
Music - 2007

Nona S. McGuire, B.A.  
President’s Office - 2008

---

**Stellhorn Award Winners**  
(Service to the university)

Armin Langholz, Ph.D.  
Speech - 1985

Willie Draughon  
Physical Plant - 1986

Richard G. Bauer, M.F.A.  
Schumacher Gallery - 1987

Betty Gearhart  
University Secretary - 1988
Cotterman Award
Winners
(Outstanding Advising of Undergraduate Students)
Kermit Almos, Ph.D.
Psychology - 1990
Richard Schwab, J.D., CPA
Business - 1991
Kay Slocum, Ph.D.
History - 1992
Martha Wilson, Ph.D.
Education - 1993
Robert Hite, Ph.D.
Education - 1994
Charlie A. Jones, Ph.D.
Political Science - 1995
Emma Okafor, Ph.D.
Social Work - 1996
Thomas Maroukis, Ph.D.
History - 1997
Brian Wallace, Ph.D.
Political Science - 1998
Michael Torello, Ph.D.
Psychology - 1999
Kathleen Richardson, Ph.D.
Chemistry - 2000
Harry Jebsen, Jr., Ph.D.
History - 2001
Nancy Swails, Ph.D.
Biology - 2002
Kevin R. Griffith, Ph.D.
English - 2003
Jody S. Fournier, Ph.D.
Psychology - 2004
Alexander Pantsov, Ph.D.
History - 2005
Karen F. Lahm, Ph.D.
Criminology/Sociology - 2006
Jennifer F. Hodge, Ph.D.
Health and Sport Sciences - 2007
Keirsten S. Moore, Ph.D.
School of Management - 2008
## Undergraduate Academic Calendar

### 2009-2010 Academic Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>2009-2010 Academic Year</th>
<th>2010-2011 Academic Year (Tentative)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classes begin</strong></td>
<td>Aug. 31 (Mon.)</td>
<td>Aug. 30 (Mon.)</td>
</tr>
<tr>
<td><strong>Labor Day</strong></td>
<td>Sept. 7 (Mon.)</td>
<td>Sept. 6 (Mon.)</td>
</tr>
<tr>
<td><strong>Module I ends &amp; final examinations</strong></td>
<td>Oct. 22 (Thurs.)</td>
<td>Oct. 21 (Thurs.)</td>
</tr>
<tr>
<td><strong>Mid-term break</strong></td>
<td>Oct. 23 (Fri.)</td>
<td>Oct. 22 (Fri.)</td>
</tr>
<tr>
<td><strong>Classes resume</strong></td>
<td>Oct. 26 (Mon.)</td>
<td>Oct. 25 (Mon.)</td>
</tr>
<tr>
<td><strong>Module II begins</strong></td>
<td>Oct. 26 (Mon.)</td>
<td>Oct. 25 (Mon.)</td>
</tr>
<tr>
<td><strong>Thanksgiving recess</strong></td>
<td>Nov. 24 (Tues.)</td>
<td>Nov. 23 (Tues.)</td>
</tr>
<tr>
<td><strong>Classes resume</strong></td>
<td>Nov. 30 (Mon.)</td>
<td>Nov. 29 (Mon.)</td>
</tr>
<tr>
<td><strong>Classes end</strong></td>
<td>Dec. 11 (Fri.)</td>
<td>Dec. 10 (Fri.)</td>
</tr>
<tr>
<td><strong>Final examination period</strong></td>
<td>Dec. 14-17 (Mon.-Thurs.)</td>
<td>Dec. 13-16 (Mon.-Thurs.)</td>
</tr>
<tr>
<td><strong>Semester ends</strong></td>
<td>Dec. 17 (Thurs.)</td>
<td>Dec. 16 (Thurs.)</td>
</tr>
</tbody>
</table>

### Second Semester

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>2009-2010 Academic Year</th>
<th>2010-2011 Academic Year (Tentative)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classes begin</strong></td>
<td>Jan. 11 (Mon.)</td>
<td>Jan. 10 (Mon.)</td>
</tr>
<tr>
<td><strong>Module III ends &amp; final examinations</strong></td>
<td>Feb. 26 (Fri.)</td>
<td>Feb. 25 (Fri.)</td>
</tr>
<tr>
<td><strong>Mid-term break begins after last class</strong></td>
<td>Feb. 26 (Fri.)</td>
<td>Feb. 25 (Fri.)</td>
</tr>
<tr>
<td><strong>Classes resume</strong></td>
<td>Mar. 8 (Mon.)</td>
<td>Mar. 7 (Mon.)</td>
</tr>
<tr>
<td><strong>Module IV begins</strong></td>
<td>Mar. 8 (Mon.)</td>
<td>Mar. 7 (Mon.)</td>
</tr>
<tr>
<td><strong>Easter recess begins after last class</strong></td>
<td>Mar. 31 (Wed.)</td>
<td>Apr. 20 (Wed.)</td>
</tr>
<tr>
<td><strong>Easter</strong></td>
<td>Apr. 4 (Sun.)</td>
<td>Apr. 24 (Sun.)</td>
</tr>
<tr>
<td><strong>Classes resume</strong></td>
<td>Apr. 6 (Tues.)</td>
<td>Apr. 26 (Tues.)</td>
</tr>
<tr>
<td><strong>Classes end</strong></td>
<td>Apr. 30 (Fri.)</td>
<td>Apr. 29 (Fri.)</td>
</tr>
<tr>
<td><strong>Final examination period</strong></td>
<td>May 3-6 (Mon.-Thurs.)</td>
<td>May 2-5 (Mon.-Thurs.)</td>
</tr>
<tr>
<td><strong>Semester ends</strong></td>
<td>May 6 (Thurs.)</td>
<td>May 5 (Thurs.)</td>
</tr>
<tr>
<td><strong>Commencement</strong></td>
<td>May 8 (Sat.)</td>
<td>May 7 (Sat.)</td>
</tr>
</tbody>
</table>

### Summer Session

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>2009-2010 Academic Year</th>
<th>2010-2011 Academic Year (Tentative)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classes begin</strong></td>
<td>May 10 (Mon.)</td>
<td>May 9 (Mon.)</td>
</tr>
<tr>
<td><strong>Memorial Day</strong></td>
<td>May 31 (Mon.)</td>
<td>May 30 (Mon.)</td>
</tr>
<tr>
<td><strong>Module V ends</strong></td>
<td>June 26 (Sat.)</td>
<td>June 25 (Sat.)</td>
</tr>
<tr>
<td><strong>Module VI begins</strong></td>
<td>June 28 (Mon.)</td>
<td>June 27 (Mon.)</td>
</tr>
<tr>
<td><strong>4th of July (no classes)</strong></td>
<td>July 5 (Mon.)</td>
<td>July 4 (Mon.)</td>
</tr>
<tr>
<td><strong>Classes end</strong></td>
<td>Aug. 14 (Sat.)</td>
<td>Aug. 13 (Sat.)</td>
</tr>
</tbody>
</table>
MASTER OF BUSINESS ADMINISTRATION
MASTER OF SCIENCE IN NURSING PROGRAM
2009-2010 ACADEMIC CALENDAR
(Tentative)

FALL TERM Aug. 31-Dec. 17, 2009
WINTER TERM Jan. 11-May 6, 2010
SUMMER TERM May 10-Aug. 14, 2010

CAPITAL UNIVERSITY
LAW SCHOOL
2009-2010 ACADEMIC CALENDAR
(Tentative)

FALL TERM Aug. 24-Dec. 21, 2009
SPRING TERM Jan. 11-May 17, 2010
SUMMER TERM May 17-Aug. 14, 2010
Index

Academic adviser ..............................43
Academic major ................................7, 55
Academic minor ...............................8, 55
Academic policies and regulations ......41
Academic dismissal ..........................42
Academic probation ..........................41
Academic suspension .......................42
Accreditation and memberships ........6
Additional admission requirement in music ....................14
Add/drop, change in registration .......57
Administration, university  .................286
Administrative cancel .......................43, 113
Admission ........................................13
Advanced placement tests (see exemption from courses) ....49
Adviser, academic ............................43
Affiliation ........................................4
All-campus organizations .................33, 38
Athletics .........................................34
Auditing a course ............................44
Averages, grade point ......................53
Averages, required (see Major, academic; Minor, academic) ....54, 55
Awards/prizes/scholarships ...............25
Blackmore Library ............................10
Board of Trustees ............................285
Bookstore .......................................10
Bulletin Description and Directory of Offices ....................1
Cabaret Theater ..............................12
Calendars, academic .......................309
Campus Center ...............................32
Campus citizenship .........................33
Capital Challenge Grants and Scholarships ...........25
Capital Scholars Program .................25
Career Services ..............................32
Center for Excellence in Learning and Teaching .............10
Center for Lifelong Learning .............105, 138
Center for Lifelong Learning Financial Aid ..................108
Change in grade .............................45
Change in registration (add/drop) ........57
Charges, other ...............................16
Class attendance ............................45
Class standing ...............................45
Clinic (health services) ....................32
Co-curricular activities ....................33
College Level Examination Program (see exemption from courses) ....49
Commencement ..............................46
Conservatory of Music ....................195
Cotterman award winners .................308
Counseling Center ..........................34
Course by contract .........................46
Course offerings

Accounting (see Business) ................................................................. 100
American Sign Language ............................................................... 81
Art/Art Therapy .................................................................................. 81
Art History .......................................................................................... 84
Athletic Training (see Health and Sport Sciences) ................................. 173
Behavioral Sciences .......................................................................... 85
Biochemistry ....................................................................................... 89
Biological Sciences .............................................................................. 89
Business Administration ...................................................................... 95, 100
Chemistry ........................................................................................... 114
Communication ............................................................................. 118, 121
Computational Science Across the Curriculum (CSAC) ......................... 124
Computer Science ................................................................................. 127
Criminology ......................................................................................... 130
Cultural Studies .................................................................................. 131
Dual Degree Engineering Program .................................................... 157
Economics ............................................................................................ 135
Education ............................................................................................ 138
Engineering (see Chemistry or Mathematics and Computer Science) ...... 157
English .................................................................................................. 158
Environmental Science ........................................................................ 165
Film Studies ........................................................................................ 262
Finance (see Business) ....................................................................... 100
French .................................................................................................. 167
Geography ........................................................................................... 170
Geology ................................................................................................. 170
German .................................................................................................. 172
Greek ...................................................................................................... 173
Health and Sport Sciences .................................................................. 173
History ................................................................................................. 180
International Studies ........................................................................... 184
Latin ....................................................................................................... 186
Management (see Business) ................................................................. 100
Marketing (see Business) ................................................................. 100
Mathematics ......................................................................................... 186
Military Science and Leadership .......................................................... 191
Modern Languages .............................................................................. 193
Music ...................................................................................................... 195
Nursing .................................................................................................. 221
Occupational Therapy (see Biological Sciences) ................................. 90
Organizational Communication (see Communication) ......................... 120
Philosophy ........................................................................................... 243
Physics ................................................................................................. 246
Political Science ................................................................................. 247
Pre-dentistry ....................................................................................... 253
Pre-law .................................................................................................. 253
Pre-medicine ....................................................................................... 253
Pre-optometry ..................................................................................... 253
Pre-pharmacy ..................................................................................... 253
Pre-physical therapy ........................................................................... 253
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-physician assistant</td>
<td>253</td>
</tr>
<tr>
<td>Pre-seminary</td>
<td>254</td>
</tr>
<tr>
<td>Pre-veterinary medicine</td>
<td>253</td>
</tr>
<tr>
<td>Psychology</td>
<td>257</td>
</tr>
<tr>
<td>Public Administration (see Political Science)</td>
<td>248</td>
</tr>
<tr>
<td>Public Relations</td>
<td>260</td>
</tr>
<tr>
<td>Radio-TV-Film</td>
<td>262</td>
</tr>
<tr>
<td>Religion</td>
<td>264</td>
</tr>
<tr>
<td>Russian</td>
<td>269</td>
</tr>
<tr>
<td>Sign Language</td>
<td>81</td>
</tr>
<tr>
<td>Social Science</td>
<td>270</td>
</tr>
<tr>
<td>Social Work</td>
<td>270</td>
</tr>
<tr>
<td>Sociology</td>
<td>273</td>
</tr>
<tr>
<td>Spanish</td>
<td>275</td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>280</td>
</tr>
<tr>
<td>Credit by examination (see exemption from courses)</td>
<td>49, 50</td>
</tr>
<tr>
<td>Credit, transfer of</td>
<td>64</td>
</tr>
<tr>
<td>Dean's list</td>
<td>46</td>
</tr>
<tr>
<td>Debate</td>
<td>33</td>
</tr>
<tr>
<td>Degree candidacy</td>
<td>47</td>
</tr>
<tr>
<td>Degree requirements</td>
<td>47</td>
</tr>
<tr>
<td>Degrees</td>
<td>46</td>
</tr>
<tr>
<td>Dining facilities</td>
<td>35</td>
</tr>
<tr>
<td>Disability services</td>
<td>6</td>
</tr>
<tr>
<td>Dismissal, Academic</td>
<td>42</td>
</tr>
<tr>
<td>Dismiss, right to</td>
<td>42</td>
</tr>
<tr>
<td>Dual-Degree Program</td>
<td>48, 157</td>
</tr>
<tr>
<td>Education licensure</td>
<td>142</td>
</tr>
<tr>
<td>Emeriti</td>
<td>303</td>
</tr>
<tr>
<td>Employment opportunities (students)</td>
<td>24</td>
</tr>
<tr>
<td>Engineering</td>
<td>157</td>
</tr>
<tr>
<td>Enrollment</td>
<td>55, 56, 58</td>
</tr>
<tr>
<td>Enrollment overload</td>
<td>55</td>
</tr>
<tr>
<td>Equal opportunity policy</td>
<td>6</td>
</tr>
<tr>
<td>Examination, proficiency</td>
<td>50</td>
</tr>
<tr>
<td>Examinations</td>
<td>48</td>
</tr>
<tr>
<td>Exception to academic policy</td>
<td>49</td>
</tr>
<tr>
<td>Exemption from courses</td>
<td>49</td>
</tr>
<tr>
<td>Faculty</td>
<td>290</td>
</tr>
<tr>
<td>Fees and tuition</td>
<td>16</td>
</tr>
<tr>
<td>Financial aid</td>
<td>20</td>
</tr>
<tr>
<td>Financial information</td>
<td>16</td>
</tr>
<tr>
<td>Full-time enrollment</td>
<td>58</td>
</tr>
<tr>
<td>General Education</td>
<td>67</td>
</tr>
<tr>
<td>General information, undergraduate</td>
<td>41</td>
</tr>
<tr>
<td>Goals</td>
<td>4</td>
</tr>
<tr>
<td>Grade, change in</td>
<td>45</td>
</tr>
<tr>
<td>Grade point averages</td>
<td>53</td>
</tr>
<tr>
<td>Grade reports</td>
<td>53</td>
</tr>
<tr>
<td>Grades</td>
<td>51</td>
</tr>
<tr>
<td>Graduation honors</td>
<td>54</td>
</tr>
</tbody>
</table>
Grants, financial ................................................................. 22
Health services ................................................................. 32
Higher Education Council of Columbus (cross registration) ........................................... 59
Honors Program ................................................................. 77
Housing ................................................................................ 35
Incomplete grade ............................................................... 52
Individual study (see special studies) ........................................... 62
Information Technology ...................................................... 10
Intercollegiate and intramural athletics ....................................... 34
International education office ................................................ 11
International students ........................................................ 36
International studies (see study abroad) ..................................... 40
Late registration .................................................................... 58, 112
Law School (see separate Law School Bulletin) ............................... 5
Learning disabilities ............................................................ 6
Leave of absence .................................................................... 54, 113
Library ................................................................................... 10
Liberal Learning ..................................................................... 76
Licensure, teacher ............................................................... 142
Loans, financial ...................................................................... 23
Major, academic ..................................................................... 7, 55
Master of Business Administration (see separate MBA Bulletin) .................................... 5
Minor, academic ..................................................................... 8, 55
Military Science (Army ROTC) ................................................. 62, 191
Mission Statement .................................................................. 3
Motor vehicles .......................................................................... 37
Multicultural Affairs ............................................................... 37
Musical organizations ............................................................ 39
Non-degree admission ......................................................... 15
Nursing Program .................................................................... 221
Occupational Therapy .......................................................... 90
Organization of Capital ........................................................ 4
Partners-in-Education Grants .................................................. 26
Pass/Fail option ....................................................................... 53
Payment policies ...................................................................... 17
Personnel Directory .............................................................. 285
Placement services (Career Services) .......................................... 32
Plagiarism policy ..................................................................... 41
Praestantia award winners ...................................................... 306
Pre-dentistry ............................................................................ 253
Pre-law ..................................................................................... 253
Pre-medicine .......................................................................... 253
Pre-optometry ......................................................................... 253
Pre-pharmacy .......................................................................... 253
Pre-physical therapy .............................................................. 253
Pre-physician assistant ........................................................ 253
Pre-professional programs ..................................................... 8, 55, 253
Prerequisites ........................................................................... 56
Pre-seminary ........................................................................... 254
Pre-physical therapy .............................................................. 253
Pre-veterinary medicine ......................................................... 253
Prior learning assessment ....................................................... 48