

# MUSKINGUM

U N I V E R S I T Y



UNDERGRADUATE CATALOG

2016 - 2017

# MUSKINGUM UNIVERSITY

## 2016 – 2017 UNDERGRADUATE ACADEMIC CALENDAR

### Fall Semester 2016

Monday, August 29	Classes Begin
Tuesday, August 30 (11 a.m.)	Opening Convocation
Friday, September 2 (5 p.m.)	Add/Drop period ends
Monday, September 5	Labor Day (classes as usual)
Friday September 30	Last day to withdraw from 1st half classes
Friday, October 7	Early assessment grades due to Registrar
Monday – Tuesday, October 10 – 11	Fall break (no classes)
Tuesday, October 18	1st half classes end
Wednesday, October 19	2nd half classes begin
Tuesday, October 25	Add/Drop ends for 2nd half classes
Tuesday, November 8	Last day to withdraw from full semester classes
Tuesday, November 22	Last day to withdraw from 2nd half classes
Wednesday – Friday, November 23 – 25	Thanksgiving break (no classes)
Friday, December 9	Classes end
Monday – Friday, December 12 – 16	Final examinations
Tuesday, December 20 (noon)	Final grades due to Registrar

### Spring Semester 2017

Monday, January 9	Classes begin
Friday, January 13 (5 p.m.)	Add/Drop period ends
Monday, January 16	Martin Luther King, Jr. Day (no classes)
Monday, February 13	Last day to withdraw from 1st half classes
Monday, February 20	Early Assessment grades due to Registrar
Monday, February 27	1st half classes end
Tuesday, February 28	2nd half classes begin
Monday – Friday, March 6 – 10	Spring break (no classes)
Monday, March 13	Add/Drop ends for 2nd half classes
Monday, March 27	Last day to withdraw from full semester classes
Friday, March 31	Scholarship Recognition Day Program
Monday, April 10	Last day to withdraw from 2nd half classes
Thursday – Friday, April 13 – 14	Easter Holiday (no classes)
Wednesday, April 26	Classes End
Thursday, April 27	Study Day
Friday – Thursday, April 28 – May 4 (excluding Sat. & Sun., April 29 & 30)	Final examinations
Saturday, May 6 or Sunday, May 7	Commencement
Wednesday, May 10 (noon)	Final grades due to Registrar

### May Term and More 2017

Monday, May 8 – Friday, June 2	May Session
Monday, June 5 – Saturday, August 12 (no classes Monday & Tuesday July 3 & 4)	Summer Session

### Special Dates

Friday – Saturday, October 28 – 29	Homecoming
Friday – Sunday, March 31 – April 2	Parents Weekend

# Muskingum University Catalog

2016-2017

Muskingum University  
163 Stormont Street  
New Concord, Ohio 43762  
740.826.8211  
<http://www.muskingum.edu>

**Muskingum University admits students of any race,  
color, religion, sex, national or ethnic origin,  
handicap, physical challenge, disability, sexual orientation,  
socio-economic status and political affiliation.**

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The 2016-2017 Muskingum University Catalog describes the program that will be offered by the University in this academic year. Every effort has been made to reflect the Muskingum University program, policies and procedures in this Catalog. The University reserves the right to change, without notice, rules, policies, fees, curricula, courses, or other matters. Any course may be closed at any time because of limited resources, or canceled for reasons beyond the University's control, such as faculty unavailability or enrollment insufficiency.

## Muskingum University Profile

**Degrees:** Bachelor of Arts; Bachelor of Science; Bachelor of Science in Nursing; Master of Arts in Education; Master of Arts in Teaching; Master of Information Strategy, Systems, and Technology; Education Specialist

### Expenses\* \*\*:

#### Undergraduate Expenses for Two Semesters (2016-2017):

Tuition .....	\$26,200
Room (\$5,470) and Board (\$5,180) .....	\$10,650
Matriculation (\$250) and Student Activities (\$248) .....	\$498
Technology (\$480), and Laundry (\$162) .....	\$642

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

\*\*Graduate students should refer to the *Graduate Catalog*.

### Admission Requirements\*:

#### Recommended:

Undergraduate:	15 units of secondary school
	4 units English
	2 units foreign language
	3 units college prep math
	2 units science
	3 units social science
	1 other unit approved by accredited high school

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

**Admission Programs:** Early Admissions, Advanced Placement, Transfer Students, and Rolling Admission Plan

**Enrollment:** 1,683 undergraduates (Fall 2015), over 1,300 students taking graduate classes (2015-2016).

**Faculty:** 92 full-time, 96% with terminal or advanced professional degrees, 14:1 student-faculty ratio

**Library:** The Roberta A. Smith Library plays a major part in the academic life of students. The library offers students easy access to 50 million items through the integrated statewide shared OhioLINK catalog of books, DVDs, CDs, and more. Included in the holdings are 140,000 locally held volumes; 130,000 e-books; over 46,000 full-text e-journals; more than 125 research databases; and thousands of images, sounds, and videos. The library subscribes to Films on Demand, giving students access to over 20,000 titles and over 230,000 video segments. Library services to Muskingum students, faculty, and staff include borrowing privileges at 90 academic libraries and several public libraries throughout the state of Ohio. As a Federal Depository Library of Ohio's Sixth Congressional District, the Muskingum University Library receives electronic and print government publications from the United States government and the State of Ohio.

A link to the Library resources is available from the University's website. For direct access to the Library resources, go to <http://www.muskingum.edu/library/>.

The Roberta A. Smith Library is a member of OPAL (Ohio Private Academic Libraries) and OhioLINK. Thus, in addition to 90 public and private academic libraries in Ohio, library patrons may also access the Cuyahoga County Public Library, the Westerville Public Library, and the State Library of Ohio. Library items not owned by Muskingum can be requested through OhioLINK and will be delivered to campus within three to five days.

Library instruction classes are offered throughout the semester to help students learn how to use electronic and print resources more effectively for research. Students can also receive individualized help with research by stopping by the Reference Desk.

**Campus:** 245 acres with 22 major buildings

**Location:** New Concord; 125 miles south of Cleveland, 70 miles east of Columbus

**Undergraduate Majors:** Accounting (Public), Accounting, American Studies, Animal Studies, Art, Athletic Training, Athletics Communication, Biology, Business Management, Business Management (BS)\*, Chemistry, Child and Family Studies, Christian Education, Communication, Community Health and Wellness\*, Computer Science, Conservation Science, Criminal Justice, Digital Media Design, Early Childhood Education\*, Earth Science, Economics, Engineering Science, English, Environmental Science, French, Geology, German, Health Administration, Health and Fitness, Health Education, Health Science\*, Healthcare Management\*, History, Human Resource Management\*, Humanities, Information Systems\*, International Affairs, International Business, Journalism, Marketing\*, Mathematics, Media Production, Medical Laboratory Studies\*, Middle Childhood Education\*, Molecular Biology, Music, Music Education, Neuroscience, Nursing\*, Occupational Science\*, Organizational Communication, Petroleum Geology, Philosophy, Physical Education, Physics, Physics Education, Political Science, Psychology, Public Administration, Public Affairs, Public Health Studies, Public Relations, Religion, Self-Designed, Sociology, Spanish, Special Education, Sport Administration, Sport and Fitness Science\*, Theatre

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

**Undergraduate Teacher Licensure\*:** Early Childhood, Middle Childhood, Adolescent/Young Adult, Multi-Age Health and Physical Education, Multi-Age Foreign Language, Multi-Age Music, Multi-Age Visual Arts, and Intervention Specialist, Mild/Moderate (ages 5-21)

\*These programs have specific requirements for admission.

**Graduate Teacher Licensure\*:** Early Childhood (initial licensure); Early Childhood (second licensure); Middle Childhood; Adolescent/Young

Adult; Early Childhood Intervention Specialist; Intervention Specialist Mild/Moderate (initial licensure); Intervention Specialist Mild/Moderate (second licensure); Intervention Specialist Moderate/Intensive (initial licensure); Intervention Specialist Moderate/Intensive (second licensure); Intervention Specialist Talented and Gifted; Principal, Grades PK-9; Principal, Grades 4-12; Early Education of the Handicapped (validation); Early Childhood Development (validation); Reading (endorsement); Talented and Gifted Endorsement; Superintendent, Administrative Specialist (various)

\*These programs have specific requirements for admission.

# General Information

## Mission

The mission of Muskingum University is to offer quality academic programs in the liberal arts and sciences in the setting of a residential, coeducational, church-related university and in the context of a caring community where individual fulfillment is encouraged and human dignity is respected. Its primary purpose is to develop – intellectually, spiritually, socially and physically – whole persons, by fostering critical thinking, positive action, ethical sensitivity and spiritual growth, so that they may lead vocationally productive, personally satisfying and socially responsible lives.

## Location

Muskingum University, located in east-central Ohio, is easily accessible by major east-west and north-south highways. The Village of New Concord, Muskingum's home town, is located on US 22 and 40, along Interstate 70, 115 miles west of Pittsburgh and 70 miles east of Columbus. U.S. Interstates 77 and 70 intersect ten miles east of New Concord near Cambridge; Zanesville is sixteen miles to the west.

## History

Chartered in 1837 as Muskingum College, Muskingum University is rich in tradition, its proud heritage reaching back to the first half of the nineteenth century when Ohio was an infant state and covered wagons were bringing adventurous settlers westward through New Concord over the newly-completed National Road. The institution's Indian name, sometimes mispronounced and often misspelled, is a source of pride to those who cherish the history of that colorful part of frontier America "beyond the Alleghenies."

During its first half-century, Muskingum adhered to the educational patterns of the classical college of the period. In 1854, women were admitted on an equal basis with men. After the Civil War, a period of steady growth began, accelerating until the frontier classical college of fewer than a hundred students had evolved into a modern liberal arts and sciences college. Today, approximately 1,700 undergraduates and more than 1,000 graduate students study on Muskingum's beautiful 245-acre campus.

When Franklin College, an important educational institution of the Presbyterian Church in the 19th century, closed in 1927, its alumni rolls came to Muskingum.

In July 2016, Dr. Susan Schneider Hasseler became Muskingum University's twenty-first president.

## Presbyterian Heritage

On March 18, 1837, the state legislature granted a group of New Concord citizens a charter to establish a college in the Village. Because the community was settled largely by farm people of Scots-Irish descent, the predominant religion was Presbyterian. In 1877, Muskingum became associated with the Synod of Ohio of the United Presbyterian Church. With the merger of the Presbyterian and United Presbyterian churches in 1958, Muskingum became



associated with the newly-created United Presbyterian Church in the USA. In 1983, that church merged with the Presbyterian Church in the United States to form the Presbyterian Church (USA). Muskingum's direct affiliation is with the three-state Synod of the Covenant.

### **Accreditation and Memberships**

Muskingum University has been continuously accredited since 1919 by the Higher Learning Commission (renewed in 2013) and is authorized by, and receives periodic reauthorization from, the Ohio Department of Higher Education to grant its degrees. The Higher Learning Commission is located at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; phone 800.621.7440. The program in chemistry is approved by the American Chemical Society. The Muskingum University Educator Preparation Unit (EPP) is accredited by the National Council for Accreditation of Teacher Education (NCATE) for both initial and advanced programs. Muskingum University is fully approved by the Ohio Department of Higher Education to provide teacher education. The Institution is a member of the Interstate Certification Compact which provides for comparable certification/licensure from other states. Muskingum University is an accredited institutional member of the National Association of Schools of Music. The Nursing programs are nationally accredited by the Commission on Collegiate Nursing Education (CCNE) located at Dupont Circle, NW, Suite 530, Washington, DC 20036, 202.887.6791. The pre-licensure BSN program is approved by the Ohio Board of Nursing. The Nursing Department also holds membership in the American Association of Colleges of Nursing (AACN). The Engineering Science program is accredited by the Engineering Accreditation Commission of ABET.

Muskingum holds memberships in the American Council on Education, the Council for the Advancement and Support of Education, the Council of Independent Colleges, and the Association of Independent Colleges and Universities. The University is also a member of the Ohio Confederation of Teacher Education Organizations (OCTEO).

### **Campus**

Muskingum's scenic campus occupies 245 acres of rolling land in the Village of New Concord. A small lake near the center of the campus is crossed by a foot bridge connecting the academic area on one hill to three of the residence halls on another. Nearby is the 3500-seat football stadium. Artificial field turf was added to Sherman Field in McConagha Stadium in 2005 and replaced in 2016. The eight-lane all-weather track was completely renovated in 2012, along with new jump lanes for long jump and pole vault. In 1986 Muskingum's recreation center was opened. In 2004 the state-of-the-art Philip and Betsey Caldwell Hall, a communication arts complex, was dedicated. In 2015 the Roberta A. Smith library was established

The Walter K. Chess Center features an elevated pedestrian walkway which unites the two residential complexes. A new art gallery honors a former art professor, Louis Palmer. One of the newest facilities, Fran and Otto Walter Hall, revitalizes the East Campus and houses the Departments of Music, World Languages, and the PLUS Center. Also on the campus are a softball field, a baseball diamond, a number of athletic fields for intramural sports and varsity

practice and six tennis courts. The McAllister Biology Station, a 57-acre tract of land located in nearby Otsego, is used as a biology preserve and study area.

## Academic Facilities

A description of the major university facilities follows:

**The Boyd Science Center** (1971) is a four-floor building housing the biology, nursing, chemistry, geology, mathematics and computer science, and physics and engineering departments, along with the computer and network services center. It has modern facilities and laboratory equipment for undergraduate science instruction, including proton nuclear magnetic resonance spectrometers, ultraviolet-visible light spectrophotometers, microcomputer-based physics and engineering laboratories, mass spectrometer, infrared spectrophotometer, carbon-13 nuclear magnetic resonance spectrometer, x-ray diffraction equipment, an image analysis system and the University's shared servers, network, voice, and PBX systems. The Science Center was named in memory and honor of Thomas A. and Grace Jean Bethel Boyd, alumni of Muskingum, in 1990. Mr. Boyd was known for his research on fuel.

**Brown Chapel** (1912) is a multipurpose building which serves as church, chapel, auditorium, and classroom. Its main auditorium seats 500 and houses an organ whose moveable console permits its use for recitals and church services. The lower level contains a lounge area, a small chapel and offices for the Department of Religion and Philosophy. The chapel was named for J. M. Brown of Wheeling, West Virginia, a benefactor of the university and long-time member of the Board of Trustees.

**Philip and Betsey Caldwell Hall** (2004) houses the Department of Communication, Media, and Theatre. It is a state-of-the-art building that includes classrooms equipped with advanced information technology, television and radio studios, a 250-seat theatre, an experimental theatre, costume and set design laboratories, an exhibit hall, and faculty offices. The building honors the extraordinary legacy of Philip and Betsey Caldwell, lifelong champions of higher education. A 1940 Muskingum graduate and member of the Board of Trustees for 37 years, Mr. Caldwell served as chairman and chief executive office of Ford Motor Company. Mrs. Caldwell, a graduate of the University of North Carolina, has participated in many historic restoration and preservation initiatives and, for many years, was a member of the Mount Vernon Advisory Board.

**Cambridge Hall** (1929) was built largely with funds contributed by citizens of nearby Cambridge. Formerly housing the natural sciences, it was remodeled in 1972 for use by the social science division, and remodeled again in 2004 for additional use by the English department. Along with classrooms, it contains seminar rooms, faculty offices, and student computer laboratories.

**Walter K. Chess Center** (2008) is a student activity center honoring Dr. Walter K. Chess (Class of 1943) and his life-long dedication and generosity to Muskingum. The Center is part of the student residential complex and contains spaces for study, student meetings and social gatherings, a fitness area, a library annex,

food services, and a lounge with resources relating to career planning, study abroad, internships, and other programs that enhance the educational experience of Muskingum traditional undergraduate students. State-of-the-art technology links the Center to resources throughout the campus. A pedestrian bridge from the upper level of the facility connects the two major residential areas of the campus, thus making the Chess Center the hub of student life.

**Computer, Data, and Voice Facilities** are provided through a robust backend and fiber optic infrastructure. Muskingum's academic quadrangle houses many labs, totaling over 200 Windows PCs, which are available for student use. Some of these have discipline-specific software for areas of study, including art, theatre, graphic arts, computer science, mathematics, physics and engineering, and psychology. All campus offices and residential rooms are provided with data and voice services which include internet, local dial tone and voice mail. There are labs located in the four main residential units that are open 24 hours a day, seven days a week when the halls are open.

**John Glenn Physical Education Building** (1935) was named in 1962 in honor of the distinguished astronaut/senator alumnus. It houses a gymnasium, a swimming pool, and recreational equipment. Extensive renovations in 2007 include new locker rooms and state-of-the-art athletic training facilities.

**Montgomery Hall** (1921) the campus administrative hub, contains administrative and faculty offices and classrooms. It is named for Dr. J. Knox Montgomery, Sr., President of Muskingum from 1904 to 1931.

**John and Ruth Neptune Art Center** (2008) honors John (Class of 1942) and Ruth Dorsey (Class of 1940) Neptune. Early in his career, Dr. Neptune taught chemistry at Muskingum and later joined the faculty of San Jose State University, where he held the H. Murray Clark Chair of Chemistry. Ruth was chair of Muskingum's Art Department from 1944-48, taught in public schools in Wisconsin, and taught painting, watercolor, fiber arts, and mosaics throughout her long career in the arts and arts education. The Neptune Center is dedicated to the teaching of ceramics and sculpture. The facility contains state-of-the-art studio space, one gas-fired and two electric kilns, and specialized equipment which supports the work of student artists, photographers, and sculptors.

**The Louis O. Palmer Art Gallery** (2013) is a teaching gallery designed to showcase the work of Muskingum students, faculty, and guest artists. The facility features an expansive central gallery, auxiliary spaces to support art events, and environmentally-friendly solar panels to help support its electricity consumption. The Art Gallery was built through the generosity of Muskingum alumni and named in honor and memory of Louis O. Palmer (1915-1997), Muskingum Professor of Art from 1956-1981.

**Paul Hall** (1873) the oldest building on campus, is named for Dr. David Paul, President of the College from 1865 to 1879. Designated a National Historic Site, the building houses art studios, classrooms and faculty offices.

**The Quad Center** (1960), the campus social center, houses the Bait Shop snack bar, lounges, the mail room, the copy center, etc, campus bookstore, meeting rooms and administrative offices, including Student Life.

**The Roberta A. Smith University Library** (2015) features student group meeting areas with high-tech equipment to enhance student learning and involvement. The library is named for Roberta Arndt Poland Smith, whose generosity is in tribute to her mother, Margaret Fleming Arndt Poland, Class of 1909, and Mrs. Smith's father, Chester Harrison Poland. Margaret Arndt (1889-1967) of Hanover, Ohio, enrolled at Muskingum over a century ago. This 40,000-square-foot facility is accessed through a main entrance atrium leading to a spacious and light-filled Commons area. To the right, a dramatic two-story, 1500-square-foot, glass-walled Colloquium Center incorporates a projection wall and a fireplace. An expansive and open Grand Staircase connects the building's levels and provides small gathering spaces throughout its wide landings.

Providing students with easy access to 50 million items through the integrated statewide shared OhioLINK catalog of books, DVDs, CDs, and more, the library is home to several special collections including regional, Presbyterian church, and Muskingum University history collections, the Children's Literature Collection and the United States Presidents Collection. Along with three library information hubs, three reading rooms, and seven classrooms, the library offers study space in Interactive Projection Technology rooms designed to support collaborative, project-based assignments.

In addition to the library operations areas and offices for the University librarian and library staff, the library houses the offices for Muskingum's Teacher Preparation Program faculty.

**The Anne C. Steele Center** (1986) was renamed in 2016 after Muskingum's 20<sup>th</sup> president. The center connects on all floors with the John Glenn Physical Education Building to provide a complete varsity and intramural complex. Its construction was made possible by the contributions of over 5,000 donors to the University's Design for Tomorrow planning and fundraising program in the 1980s. The facility includes a varsity gymnasium with seating for 2,800; two racquetball courts; conditioning and training rooms; a practice room for baseball and softball; locker rooms for students, faculty, staff and officials; an observation lounge; and offices and seminar/conference rooms.

**Otto and Fran Walter Hall** (2011) honors the remarkable lives and generosity of two lifelong champions of justice, education, and the arts. It houses the Department of Music, the John and Therese Gardner World Language Center, and the PLUS Center. The music area includes faculty studios, percussion, composition and piano studios, individual practice rooms, a library, a student lounge and designated recital halls for both vocal and instrumental music. The World Language Center includes a state-of-the-art language laboratory, faculty offices, and a seminar room. The PLUS Center provides distraction-reduced facilities for testing, and offices for learning consultants who provide private one-on-one tutoring with computer access.

**The Wellness Center** (2002) provides regular physician clinic hours and a pharmacy, and treats minor illnesses and injuries. The facilities are available on campus for undergraduate students.

## Residence Halls

The majority of students live in the residence halls that are clustered atop two hills overlooking the football field, the lake and the Hollow. Finney, Kelley, and Patton make up the East Residence Area. Additionally, a number of more independent living areas are located along Lakeside Drive. The West Residence Area is comprised of Memorial, Moore, and Thomas Halls, and the Townhouses.

**Finney Hall** (1961) named for the late Harold P. Finney of Cleveland, a benefactor and former chairman of the board of trustees, houses 130 first-year and upper-class men and women.

**Kelley Hall** (1956) is the largest residence hall on campus and is named for Ruth Kelley Montgomery, wife of 1932-1962 Muskingum President, Robert Montgomery. Kelley houses 240 first-year and upper-class men and women.

**Lakeside Houses** are houses that are able to accommodate 100 upper-class students.

**Memorial Hall** (1951) was built as a memorial to Muskingum alumni who served in World War II. The building accommodates 100 first-year women.

**Moore Hall** (1958) housing more than 100 first-year and upper-class men, is named for the late Paul M. Moore of Aliquippa, Pennsylvania, a longtime member of the board of trustees and a benefactor of the University.

**Patton Hall** (1922) reopened in the summer of 1996 after major renovations. Named for Emma Patton Montgomery, wife of John Montgomery, President of Muskingum from 1904-1931, it houses 120 first year and upper-class students.

**Thomas Hall** (1961) accommodating 150 first-year men and women, is named for the late Roger Crile Thomas and his brother, Paul M. Thomas, of Phoenix, Arizona.

**The Townhouses** (1998) are Muskingum's apartment style housing facilities. The 12 suites accommodate 72 upper-class students.

## International Education

Muskingum University intentionally promotes programs that encourage and develop international awareness and understanding. Formal student exchange agreements exist between the University and institutions around the world, with a wide range of additional study abroad opportunities available. The General Education (gen ed) program requires exposure to international perspectives, and an international faculty and student body add diversity to the campus. The curriculum features a significant and growing amount of coursework in foreign

studies, international business, international affairs, and world languages and literatures.

### **Muskingum Adult Program (MAP)**

The Muskingum Adult Program provides a path for working adults to complete a bachelor's degree by offering a flexible course schedule of online, evening and weekend classes to fit into the busy lifestyle of adult students.

MAP students can choose to major in Accounting, Accounting (Public), Business Management (BS), Child and Family Studies, Communication, Community Health and Wellness, Criminal Justice, Early Childhood Education, Health Science, Healthcare Management, Human Resource Management (BS), Information Systems, Intervention Specialist: Mild to Moderate, Marketing (BS), Medical Laboratory Studies, Nursing (RN to BSN completion track), Occupational Science, and Sport and Fitness Science.

Typical MAP courses are at the upper level (300- and 400-level) and are designed to provide more advanced professional and academic study for students who have completed an associate's degree or about 60 semester hours of credit. Students who have earned fewer than 60 credits, however, may still enter the MAP program. Additional information is available from Graduate and Continuing Studies and the *MAP Guidebook* available at [www.muskingum.edu](http://www.muskingum.edu).

### **PLUS Program**

The PLUS Program philosophy is designed to empower rather than rescue students. Based on their past educational experiences, students may view this as a considerable change. This change often requires a shift in mindset for the student that encompasses looking at what is working, discovering possibilities, and using strengths and interests to ignite performance.

The PLUS Program offers three levels of service which are Full, Maintenance and Essential, provided by trained adult learning professionals. Program levels differ by type and amount of strategy instruction, time in tutorials, methods used in personal consultations, extent of support for executive functioning, and frequency and intensity of benchmarking.

Services include: (1) structured and on-going 1:1 tutorial sessions to enhance student learning and application of academic skills; (2) academic oversight and strategic guidance regarding college expectations; (3) pre-advising involving the course registration process, selecting and balancing courses, determining appropriate course load and schedule review; (4) benchmarking academic progress; (5) assistance in transitioning and adapting to college; and (6) liaison between home, faculty, coaches and others.

Students may benefit from the PLUS Program's proven model of explicit and systematic learning strategies instruction in areas such as time and materials management, organization, memory, reading, writing, study skills, and exam preparation, which are individualized to meet the needs of each student. Students may also benefit from appreciating themselves as learners; building and using effective learning support systems; employing tools that support higher order thinking and self-regulation, and fostering self-advocacy skills, so students know and get what they need to succeed.

Although these are often areas of challenge for students with LD and/or ADHD, it is essential that students know and effectively use such

individualized learning strategies and self-management tools to meet the rigorous academic demands of the University.

Employing a strength-based approach, students come to understand and appreciate their unique learning profiles, acquire language with which to talk about their learning, and tools with which to effectively manage their learning.

Through constructing friendly learning environments that incorporate and build upon students' strengths and minimize the effects of their learning challenges, students become energized and develop positive thinking patterns, essential for learning and building confidence, and are emboldened to become life-long learners, essential attributes for success in college, work and life pursuits.

When such vital knowledge, language and skills are acquired in a supportive environment, and time and opportunity are allowed for the student to experience the value of the instruction, combined with student self-awareness and effort, the student is empowered to take charge of his or her own learning process and become a successful learner.

For information regarding the PLUS Program admissions process, please refer to the Admission section.

### **Getting Prepared Academically Program (GPA)**

Selected students are placed in the Getting Prepared Academically Program (GPA) as a condition of their enrollment to the University. This decision is made at the time of admission for those students determined to be academically at risk. Support includes weekly GPA workshops in study skills topics, such as learning style, time management, textbook reading, note-taking, writing, and exam preparation. Students who participate in the GPA Program are also required to use the peer tutoring and group study services offered at the Student Success Center.

Students who successfully complete the GPA Program will attend a minimum number of study skills workshops during their first semester. Students who earn a minimum grade point average of 2.35 the first semester will be exempt from the GPA Program for their second semester. Records of attendance at study skills workshops and the Student Success Center are maintained for use by the Academic Affairs office, academic advisors, coaches, and other parties who have permission under the Family Educational Rights and Privacy Act (FERPA).

### **Student Success Center**

The Student Success Center opened in 2009 to provide free academic support to all Muskingum students. The SSC offers peer tutoring, group study, exam review sessions, and academic consultation. Tutoring is available for over twenty-five subjects by appointment or walk-in. The SSC is open Sunday through Thursday evenings and is located in Thomas Hall. Phone: 740.826.6156. Email: [success@muskingum.edu](mailto:success@muskingum.edu).

### **Disability Education Office (DEO) and ADA Compliance**

The Disability Education Office (DEO) provides federally-mandated reasonable accommodations to students who have disabilities. The coordinator for the DEO, is located in Walter Hall 26, and the phone number is 740.826.6132.

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, Muskingum University makes reasonable accommodations available to qualified students. Reasonable accommodations are provided at no charge to the student. Information received will not be used for any unlawful purpose.

Individuals with disabilities self-identify and make known their requests and, where required, provide documentation through the Disability Education Office. Documentation should:

- Be recent
- Include qualifications of the evaluator
- Include a diagnosis
- Identify the substantial limitation(s) in one or more major life activities of the individual
- Make recommendation(s) for specific related accommodations, and
- Establish an evidence-based rationale that supports the need for such accommodation.

The provision of reasonable accommodation is based on review of submitted documentation where required and communication with the student. The provision of accommodation is determined on an individual basis, and accommodations are facilitated by the Disability Education Office.

For further information please visit [www.muskingum.edu/deo/ada.html](http://www.muskingum.edu/deo/ada.html).

## **Non-Discrimination Statement**

Muskingum University does not discriminate on the basis of race, color, national or ethnic origin, handicap or physical challenge, sex or age, religion, gender, disability, sexual orientation, socio-economic status or political affiliation, in admission or access to, or treatment or employment in its education programs and activities, including rights and privileges, educational policies, scholarship and loan programs, athletic activities and school-administered programs. The Coordinator of Human Resources, Compliance Coordinator, has been designated to coordinate the University's compliance with the nondiscrimination requirements under Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and the Age Discrimination Act of 1975 which prohibit discrimination on the basis of handicap, race, sex and age, respectively. The Coordinator of Human Resources may be contacted at Room 16 Montgomery Hall, telephone (740) 826-8114. The Title IX Coordinator has designated to handle inquiries regarding the prohibition of sex discrimination under Title IX and can be contacted at (740) 826-8083, Student/Faculty Center (TOC) 216, or [titleixcoordinator@muskingum.edu](mailto:titleixcoordinator@muskingum.edu).

## **Grievance Procedure**

Muskingum University's internal grievance procedure provides for prompt and equitable resolution of complaints made by students and employees alleging any action prohibited by US Department of Education, Office for Civil Rights, regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended, (29 USC 794), and Title IX of the Education Amendments of 1972 which prohibit discrimination on the basis of handicap and sex, respectively. Reports can be filed with the Title IX Coordinator, Janet Bass; additionally,



anonymous reports can be made online at <https://publicdocs.maxient.com/incidentreport.php?MuskingumUniv>. Note that any report may prompt a need for the institution to investigate. Individuals experiencing harassment or discrimination also always have the right to file a formal grievance with government authorities: Office for Civil Rights, U.S. Department of Education, 1350 Euclid Avenue; Suite 325, Cleveland, OH 44115, Telephone: (216) 522-4970, Email: [OCR.Cleveland@ed.gov](mailto:OCR.Cleveland@ed.gov). The full text of the grievance procedure pertaining to alleged handicap or sex discrimination, as well as the grievance procedures applying to other matters, may be found in *The Student Handbook*.

### **Availability of Student Records**

Muskingum University abides by the Family Educational Rights and Privacy Act of 1974 as amended. All students have access to their education records on file with the University and have the right to challenge records they believe are inaccurate. Further information is available from the Registrar's Office.

### **Consumer Information**

Consumer information for current and prospective students is available in several locations, both in print and on-line. Statistical information about Muskingum University is contained in the U.S. Department of Education's *College Navigator* website at <http://nces.ed.gov/collegenavigator>.

Muskingum University's undergraduate academic programs and policies are described in this catalog. More specific information about the undergraduate program is available from the registrar, departmental chairs, and in the *Student Handbook* at <http://www.muskingum.edu/campuslife/documents/studenthandbook.pdf>.

Information specific to adult degree completers is available in the *MAP Guidebook* at [http://www.muskingum.edu/home/gradstudies/map/downloads/map\\_guidebook.pdf](http://www.muskingum.edu/home/gradstudies/map/downloads/map_guidebook.pdf). Graduate academic programs and policies are described in the *Graduate Catalog*, and additional information about graduate programs is available from the Office of Graduate and Continuing Studies, and from program directors. The *Graduate Program Catalogs* are located at <http://www.muskingum.edu/gradstudies/graduateprogramcatalogs.html>.

Accreditation documents can be reviewed in the Office of the Vice President for Academic Affairs.

Muskingum's costs and undergraduate refund policy are detailed in this catalog, and in the printed material available, along with specific information about financial aid programs and the rights and responsibilities of aid recipients, in the Office of Student Financial Services. Information concerning specific fees and charges is available from the Business Office. This information is also available on the University website.

Consumer information pertaining to Student Life, including student policies and procedures, are contained in the *Student Handbook*, available on-line at <http://www.muskingum.edu/campuslife/documents/studenthandbook.pdf>.

Consumer information for prospective students is available on the University website at [www.muskingum.edu/admission/consumerinfo.html](http://www.muskingum.edu/admission/consumerinfo.html), or in the specific program sections. A complete listing of Consumer Information topics and source(s) of that information is contained on the Muskingum University website at <http://www.muskingum.edu/home/about/StudentConsumerInformation.html>.

### **Annual Crime Statistics Disclosure**

As required by the Student Right to Know Act, Muskingum University provides crime statistics for the previous three calendar years. Included are reported crimes which have occurred on campus, in certain off-campus buildings, and in property owned or controlled by the University. In addition, this report includes crimes on public property within or immediately adjacent to campus. This report also includes institutional policies concerning campus security such as crime prevention, the reporting of crimes, alcohol and drug use, sexual assault, and other matters. This report is available at [www.muskingum.edu/campuspolice/downloads/campussafety](http://www.muskingum.edu/campuspolice/downloads/campussafety) or by contacting University Police at 740.826.8155.

# Admission

Muskingum University seeks motivated students who demonstrate potential for continued growth and evidence of academic ability. Admission is based on a combination of coursework, academic performance, standardized tests (ACT/SAT for undergraduate admission) and accomplishments outside the classroom.

## Graduate Admission

Information about graduate admission policies and procedures is available in the *Graduate Catalog* and the Graduate and Continuing Studies Office (Montgomery Hall 117).

## Muskingum Adult Program (MAP)

Information about the Muskingum Adult Program (MAP) and admission policies and procedures is available in the *MAP Guidebook* and the Graduate and Continuing Studies Office (Montgomery Hall 117).

## Undergraduate Admission

It is expected that the applicant will have completed a minimum of 15 units of secondary school work and have a high school diploma. Recommended are at least four units of English, two of foreign language, three of college preparatory mathematics, two of science, three of social science, and one other unit approved by an accredited secondary school for graduation. However, exceptions can be made for applicants who show strong academic promise but who may not meet these specific recommendations.

## Undergraduate Application Procedures\*

An application may be submitted after completion of the junior year in high school. The general procedure follows:

1. Obtain an application for admission from either the Admission Office, or access the on-line application from the Muskingum University website *www.muskingum.edu*.
2. Complete and return the application or submit it electronically to the Admission Office. There is no application fee.
3. Submit the results of either the ACT of the American College Testing Program or the SAT of the College Board.
4. Have the high school guidance counselor complete the Secondary School Report Form and submit it to the Admission Office along with an official transcript.
5. Applicants are strongly encouraged to complete a personal statement as part of the application for admission.
6. In addition to the regular university requirements:
  - Students admitted to the BSN program beginning in their first year at Muskingum will complete a four-year curriculum designed to prepare nurses whose mastery of the field of nursing is supported and enhanced by the critical thinking skills, breadth of knowledge, and commitment to high ethical standards which are in keeping with

Muskingum University's goal of educating the whole person. Students enter the nursing major in one of three ways: admission process directly from high school; change of major; or transfer. Admission to Muskingum's nursing program involves a holistic review of the applicant's credentials; therefore, absolute cut-offs for grade point average and standardized test scores are not used. Reasonable guidelines for high school students are a high school GPA of at least 3.0 along with ACT Composite and ACT Science scores of 21 or better (990 SATV+M). Consideration for transfer students may include high school GPA and standardized test scores as well as a minimum GPA of 2.7 in prior college coursework. Continuation in the nursing program will be based on the student's academic performance as he/she progresses through the series of courses required for the program. Further information about the BSN program is contained in the *Academic Program* section of this catalog, under *Nursing*.

- Certain programs have admission requirements distinct from those required for admission to the University. These include teacher licensure programs, Athletic Training, Business Management, Community Health and Wellness, Information Systems, Marketing, Nursing, Health Science, Healthcare Management, Human Resource Management, Medical Laboratory Studies, and Sport and Fitness Science.
- Students seeking to major in music must satisfactorily complete an audition with the music faculty. Arrangements for the audition are made directly with the music department.
- Applicants to the PLUS Program (students with a diagnosed learning disability, ADHD or other disability that affects learning) should review the special application instructions discussed in the *PLUS Program* section of this catalog dealing with that program.
- The University reserves the right to withdraw an offer of admission if additional information subsequently comes to its attention which, if known at the time the offer was extended, might have changed the acceptance decision.
- Students may be identified for participation in the Getting Prepared Academically Program as a condition of admission. The GPA Program is explained in further detail elsewhere in this catalog.

Muskingum University follows a Rolling Admission Plan. Qualified applicants are considered as soon as the necessary credentials, including the results of the ACT or SAT tests, have been received.

After being admitted a student is asked to pay a \$200 tuition deposit. The deposit, refundable until May 1, is held in escrow and applied to the first semester attended. For students living in on-campus housing, a portion of the deposit is held as a room damage deposit.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

### **Accelerated Degree Option**

Muskingum University offers students the opportunity to complete their degree requirements in fewer than four years. Students interested in pursuing an

accelerated program must have above-average academic records and a focused academic area of interest upon entrance. Many academic courses of study can be completed in three years, though certain majors will require the more standard four-year time frame. Students participating in an accelerated program must be prepared to undertake the following: declare a major by the end of the first year, take increased course loads (more than the customary 15-16 semester credit hours), earn credit through avenues such as the College Credit Plus Program, Advanced Placement, internships, proficiency exams, and May Term (summer session).

### **Advanced Placement and Credit by Examination\***

Entering students may receive advanced placement, with or without college credit, by giving clear evidence of competence in courses tested by the College Board Advanced Placement Program (AP). Minimum scores for credit are listed by subject on the Registrar's website. Additional options may include the College Level Examination Program (CLEP), Defense Activity Non-Traditional Educational Support (DANTES), and Proficiency Examination Program (PEP) of the American College Testing Program. Proficiency exams may be administered at the discretion of each department or program coordinator. Students interested in proficiency exams must contact the chair of the appropriate department, or the program coordinator, and examinations are administered by the academic departments, or by the program coordinator. Placement and the number of credit hours are determined following review of the individual examinations, appropriate secondary school coursework, and personal interviews as needed. For more information, contact the Registrar's Office. Additional fees may apply for any of the above examinations.

\*Adult undergraduate degree completers should refer to the "Experiential Learning Credit" section of the *MAP Guidebook*.

### **International Baccalaureate**

Muskingum University recognizes the academic rigor of the International Baccalaureate Diploma Program for admission, scholarship and advanced placement purposes. Students who have received the IB Diploma with a minimum total score of 24 will be awarded 28 total credit hours, which qualifies as sophomore status, toward their Muskingum degree. Specific information regarding eligibility for transfer credit is available from the Registrar's Office.

### **Home-Schooled Students**

Applicants who have been home schooled during their secondary school career must supply the following information with their application for admission:

- A course portfolio listing titles, content, textbooks used, and projects completed.
- A Certificate of Completion of a Home School Program that is recognized by the state. Proof must be provided by the student. A Certificate of Completion of a Home School Program is considered the equivalent of high school diploma if the program is a recognized home study program. If the Home School Program is not recognized by the state, the student

must provide a statement that certifies the completion of high school through a Home School Program

In those states where Home Schools are not recognized, a student can be eligible if the state did not consider them to be in violation of truancy laws. Proof must be provided by the student. In the absence of a Certificate of Completion or proof of compliance with state truancy laws, successful completion of the General Education Diploma (GED) will suffice.

- SAT or ACT test results.
- An on-campus interview.
- A letter of recommendation (from someone other than a parent).

### **Transfer Admission\***

Students interested in transferring to Muskingum University must submit an application for admission, a secondary school transcript, and official transcripts of all post secondary work. Those who have not taken the ACT or SAT should consult the Admissions Office about that requirement.

Muskingum adheres to the Ohio Board of Regents Transfer and Articulation Policy. Requirements for specific majors or programs may be more stringent. Consult the specific program section of this catalog for more information. Transfer determination includes such factors as type of course, content, and time since completion.

Students who have either earned an associate's degree or have completed at least 60 semester hours of earned transferable credit from regionally accredited institutions, will be able to earn a Baccalaureate Degree from Muskingum University by meeting the following requirements: successful completion of the Transfer Module recognized by the Ohio Board of Regents, completion of a minimum of 124 earned semester credit hours, completion of the requirements for an academic major, completion of the residency requirement (a minimum of 32 earned credit hours earned at Muskingum), completion of a minimum of 40 credit hours at the 300- or 400-level, including one 300- or 400-level writing unit, and completion of one 3-hour, 300- or 400-level course selected from the Moral Inquiry section of Muskingum University's General Education Requirements. Students transferring to Muskingum having either earned an associate's degree, or completed 60 credit hours elsewhere may fulfill any remaining Transfer Module requirements by using Muskingum University course equivalents. Students transferring to Muskingum with fewer than 60 hours of eligible transfer credit must complete the general education program required of entering first-year students.

Muskingum has articulation agreements with the following two-year institutions in Ohio: Belmont Technical College, Central Ohio Technical College, Columbus State Community College, Hocking College, Stark State College, Washington State Community College, and Zane State College. These agreements define coursework accepted for transfer, and academic standing for students who transfer under terms of the agreements. Students considering transferring to Muskingum from these institutions should consult the appropriate office at their colleges regarding details of articulated transfer.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

## **PLUS Program**

Students may participate in Full, Maintenance or Essential levels in the PLUS Program. PLUS Program students are assessed a program fee which is based on the level of services requested. These fees are based on the level of tutorial instruction provided.

Students may apply to Muskingum University and the PLUS Program after completing the junior year of high school, or they may transfer from other postsecondary programs. Qualified students may apply for PLUS Program services either when applying for admission to Muskingum University or following their enrollment. Students must first be admitted to Muskingum University and should mark the designated box on the Application for Admission indicating interest in the PLUS Program. Space in the PLUS Program is limited, and students are encouraged to apply early. Any information received in the admission process will not be used for any unlawful purpose.

Students should have a strong college preparatory secondary school curriculum, as PLUS Program students must meet the same course and graduation requirements as all Muskingum students. Generally, four years of English, three years of college-preparatory mathematics, and at least two years each of laboratory science and social sciences are recommended for admission.

All applicants for admission must submit the following standard admission materials:

- A completed application for admission to Muskingum University.
- An official copy of the high school transcript.
- Official transcripts from each college or university attended (for transfer students only).
- Official results of the ACT or SAT.
- A completed Secondary School Report.

In addition, PLUS Program applicants must submit a recent (within three years) comprehensive evaluation which includes the following: 1) aptitude testing, 2: achievement testing, 3: diagnostic summary in which a qualified examiner provides a clear and specific diagnosis and 4) a description of related strengths and limitations and suggestions regarding academic support. This documentation should be submitted directly to the PLUS Center.

Based on careful evaluation of admission materials and additional documentation, applicants are invited to the campus for an personal interview with a member of the PLUS Program staff. At this time they can also talk with the Admission staff, members of the faculty, and other students.

All students must be aware that some majors have minimum admission criteria and/or special licensing and certification requirements, or may require proficiency on certain basic skills tests.

## **Non-Degree Seeking Students**

Persons who wish to take coursework at Muskingum University for purposes other than pursuing a degree may apply for admission as non-degree seeking students through Graduate and Continuing Studies. This classification includes the following: students wishing to take college courses while still in high school, certified teachers seeking additional undergraduate credit, persons taking coursework for personal enrichment, students seeking teacher licensure who

have either earned a degree or have met all degree requirements at Muskingum, senior citizens, transient students who are seeking a degree from another institution, and students enrolled in continuing education programs or workshops. Credit earned as a special student may later be counted toward a degree; however, students must apply for admission as a regular undergraduate student after a total of 60 credits have been completed, and the final 31 hours toward graduation at Muskingum must be taken as a degree-seeking student. Contact the Admission Office or Graduate and Continuing Studies for the appropriate application and admission information.

### **College Credit Plus**

High School students may take coursework during the fall and spring semesters through the State of Ohio's College Credit Plus Program. This program allows qualified high school students an opportunity to earn college credit before completing high school. Students may take courses on campus as part of the program, or classes may be offered during the day in their own high school classrooms. Contact the Admission Office for the appropriate application and admission information.

### **Lifelong Learning Program**

Alumni holding baccalaureate degrees from Muskingum University are eligible to take further undergraduate coursework at Muskingum at no tuition cost. Alumni must apply for admission as non-degree seeking students; there is no charge for this application. Upon readmission, alumni are entitled to enroll tuition-free in one course of up to four credit hours per semester, during fall and spring semesters. Enrollment is limited to regularly scheduled undergraduate courses on a space-available basis, and not all courses are available through this option. Courses leading to teacher or nursing licensure or professional certification are excluded. Information about this option is available in the Office of the Registrar. Following registration by tuition paying students, enrollment will be granted in any course which meets minimum enrollment and which has not reached the maximum enrollment at the time established by the University for confirming status of offerings. The waiver excludes any course charges covered by federal or state financial assistance in grant form for which the student is eligible. Students are governed by existing academic policies.

### **Re-admission\***

Students who have either withdrawn or been dismissed from the University and desire to re-enter, must apply for re-admission. Decisions on applications for re-admission are made by the Director of Admission in consultation with the VP for Academic Affairs, VP of Student Affairs, Business Office, and Student Financial Services Office. Academic coursework taken since departure from Muskingum will be considered in the re-admission decision. Applications for re-admission are available from the Admission Office.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

### **Leave of Absence\***

Students who are not on academic probation may take a one- or two-semester leave of absence with approval from the VPAA's office. Students do not have to



reapply for admission if they return within the prescribed time frame. Students failing to return from a leave of absence are administratively withdrawn and must reapply for admission. A student on academic probation is not eligible for a leave of absence.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

## **International Students**

Applications from international students seeking admission to the undergraduate program should be directed to the Director of International Admissions. An internet-based TOEFL (Test of English as a Foreign Language), or the equivalent, score of 79 is generally required for admission. Academically qualified students with scores between 64 and 79 may be eligible for admission conditional upon enrollment in the English Support Program.

After meeting requirements and providing the documentation described in the international student application, accepted and transient students who prove adequate financial resources to pay for their studies (as required by law) will be issued Form I-20 in order to obtain their (F-1) visas. Students on designated exchange programs who prove adequate resources to pay for their program (as required by law) will be issued a Form DS-2019 in order to apply for a J-1 visa. Muskingum University provides pre-arrival information, an orientation program and assistance with the U.S. Citizenship and Immigration Service (USCIS) requirements for all international students admitted to Muskingum University.

## **English Support Program**

The English Support Program gives academically qualified students who are not native speakers of English, and have achieved a score between 64 and 79 on the internet-based TOEFL (Test of English as a Foreign Language), or the equivalent, the opportunity to begin their college studies with a combined curriculum. This curriculum consists of five classes in English as a Second Language (ESP 101, 102, 104, 251, 351) and additional regular courses to meet the full-time enrollment requirement. English Support Program students are also eligible to request extended time on all in-class tests and exams during their first year. Students pay regular full-time tuition to participate in this program. Regular courses, ESL classes, and all support services are offered at no additional cost.

## **Tuition and Fees**

Muskingum is a non-profit institution which derives a large portion of its operating budget from tuition and fees paid by students. The balance comes from endowment earnings and gifts from alumni, foundations, corporations, and other friends.

The schedule of fees for the upcoming academic year is normally approved by the Board of Trustees at the winter meeting. All current and prospective students are notified of fees in the spring. Student charges are billed prior to the start of each semester.

## Undergraduate Tuition and Fees

Muskingum's undergraduate fee structure is set according to the student's status as a traditional undergraduate, MAP, or non-degree seeking student.

Traditional degree seeking undergraduates are charged the standard full-time rate for each semester during which they carry at least 12 credit hours and an equivalent per hour rate for less than 12 credit hours. Students in the PLUS Program are assessed a surcharge depending upon the level of service, and are considered full-time with at least 10 credit hours per semester.

Non-degree seeking students are charged a reduced credit hour rate based on the current tuition, dependent upon their status, and may have a limit on the number of credits per term which they may carry. Non-degree seeking students are not eligible for institutionally funded financial aid.

The fee structure for MAP students is explained later in this section.

Be aware that costs listed here are for the 2016-2017 academic year only. Charges for future years will likely reflect a modest increase.

### \*Basic Costs for 2016-17

Tuition .....	\$26,200
**Student Activities Fee .....	248
Matriculation Fee, charged to all entering students .....	250
Technology Fee .....	480
Laundry Fee .....	162
Board .....	5,180
Room (standard double) .....	5,470
<b>Total</b> (excluding Matriculation Fee) .....	<b>\$37,740</b>

### Special Fees

PLUS Program Full Fee .....	\$9,160
PLUS Program Maintenance Fee .....	5,500
PLUS Program Essential Fee .....	3,000
Proficiency Examination Fee per credit hour .....	50
Fee for placement in student teaching .....	360
Graduation Fee.....	35
Auditing Fee per credit hour, if carrying less than the minimum load for full-time status (see definition) .....	50
Tuition per credit hour if carrying more than 18 credit hours. ....	860
Tuition per credit hour if carrying less than the minimum load for full-time status (see definition):	
9-11 credit hours .....	860
1-8 credit hours .....	575
May Term Tuition .....	510
Directed Study Fee .....	(Please contact the business office.)
Student Teaching Fee .....	360

### Applied Music Fees

Half hour private music lessons (per semester).....	\$310
Full period lessons for music majors in principal area (per semester) .....	350

Full period lessons for non-majors and outside of principal  
area (per semester) ..... 500

### **Nursing Program Fees**

Undergraduate program .....\$120 per term  
RN to BSN program .....105 per clinical course  
ATI fees .....variable based on class rank and semester

**Athletic Training Program (Major) Fees** .....\$100 per term

\*\*The Student Activities Fee supports on-campus programming, special weekend events, and a subscription to the weekly student newspaper, *The Black and Magenta*.

### **Muskingum Adult Program (MAP) and Graduate Tuition and Fees\* \*\***

Muskingum Adult Program (MAP) and Graduate tuition is charged on a per credit basis. Graduate students enrolled in nine or more credits are considered to be full-time; MAP students are full-time with twelve credits. Additional instructional and technology fees may be required of some courses or programs. To complete course registration, students must pay tuition before the beginning of each term. Information about the University's deferred payment plan is available in the Student Accounts Office or the Office of Student Financial Services.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

\*\*Graduate students should refer to the *Graduate Catalog*.

### **Payments**

Arrangements to pay University accounts must be made prior to the start of classes each semester. Students receive statements in advance showing all charges for tuition, room, board and fees. Accounts should be settled by the statement due date to avoid conflicts on opening day.

As an alternative to payment in full, parents or students may participate in the TuitionPay payment plan offered by Higher One. Details concerning this plan accompany student account statements or may be found on the University's website at [www.muskingum.edu/business/studentaccounts.html](http://www.muskingum.edu/business/studentaccounts.html). There are various other methods by which student charges can be paid. For information contact the Student Accounts Office or the Office of Student Financial Services.

Students whose financial obligations to the University have not been settled are subject to late payment processing and/or finance charges, are not permitted to enroll in future coursework, cannot receive an official university transcript or diploma, and may be subject to other restrictions.

### **Withdrawal from the University and Refund Policy\***

An undergraduate student who wishes to withdraw from the University can do so until the end of the last day of regular classes in a given semester. A student wishing to withdraw must complete an exit interview with a representative of the VPAA's office. The withdrawal becomes effective and a grade of "W" is assigned for all classes in which the student is enrolled upon completion of the

exit interview and the “Student Withdrawal” form. Students departing the University after the term begins, for whatever reason, are recognized as having withdrawn on the date on which the withdrawal process is initiated with the institution. With the exception of partial semester courses that are complete as of the date of withdrawal, a grade of “W” is assigned for all classes in which the student is enrolled. The Registrar’s Office will notify appropriate offices, academic advisors and course instructors of withdrawing/leave of absence students.

Students who withdraw or take a leave of absence from Muskingum University for any reason after the start of an academic term, or who are dismissed in mid-semester, are entitled to a refund of charges according to the following policy:

Students withdrawing or taking a leave of absence prior to the beginning of an academic term, or during the add/drop period of that term will receive 100% refund of tuition, fees, and room charges (less deposit), and pro-rated board charges. An early withdrawal fee of \$100.00 may be assessed.

Withdrawal/leave of absence after the add/drop period will receive a refund of tuition, fees, and room charges (less deposit) according to the following schedule:

- Within the first seven days following the add-drop period: 60%
- Within the next 14 days: 40%
- Within the next 14 days: 20%
- Thereafter, no refund of tuition, fees, or room charges (including deposit).

Board charges will be refunded based upon the following formula: (Number of weeks remaining in the term divided by the number of weeks in the term, rounded down to the nearest 10%) times (Plan board and charge for the term) equals the amount of the refund.

A board week will be considered earned on each Monday’s reconciliation between Campus Services and Student Life.

Financial aid awards to students who withdraw after the beginning of a semester are recalculated on a basis consistent with written University and federal/state policies governing student financial aid in a withdrawal situation. If any portion of a student’s charges is to be refunded due to withdrawal, an adjustment must be made to the student’s financial aid, since the family contribution must be applied first toward applicable charges.

In cases where financial aid awards must be adjusted, the proper amount of student aid is returned to the appropriate fund.

The federal recalculation is based on a percent of earned aid for students who withdraw or take a leave of absence prior to completing 60 percent of a semester. The percent of earned aid is equal to the number of days completed up to the withdrawal date divided by total days in the semester. The federal aid to be returned (unearned aid) is equal to [100% minus percent earned] times the total amount of federal aid disbursed toward institutional charges.

Federal Title IV funds are returned to their respective accounts in the following order: Federal Direct Loans, Perkins Loans, PLUS Loans, Pell Grants, Academic Competitiveness Grants, National Smart Grants, and Supplemental Educational Opportunity Grants, and TEACH Grants. State grants are refunded in accordance with the guidelines of the specific state agency.

Institutional aid is adjusted at the same rate as the percentage of tuition refund.

If the resultant calculation of charges and financial aid indicates a refund is due the student, the refund will be paid by check within a reasonable period of time. If the calculations result in a balance due the University, payment to Muskingum University will be expected in a reasonable period of time. An appeal process is available for students or parents who believe that individual circumstances warrant exception to this published policy. Appeals should be directed to the Vice President of Enrollment. *Note: Provisions explained above are subject to final interpretation of Federal Return of Funds regulations for Federal Title IV financial aid.* **IMPORTANT:** Federal regulations require that students who did not attend class beyond certain periods of the term are considered – for terms of Federal aid – to have withdrawn from the term regardless of any official notice of withdrawal. University policy requires notice to be provided for withdrawal after the drop/add period. Students who receive a grade of F (0.0 GPA for the term) and were determined to have not attended any class will have their aid recalculated as described above. Any balance returned to the Department of Education will be the responsibility of the student.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

## Student Military Service Policy

The University recognizes the obligations and sacrifices incurred by national service in the military forces of the United States. Through the National Guard, the Reserve forces, and the possibility of a national draft, it may be necessary for students to leave the University for active duty military service, or alternative service as required by the President of the United States, or the Governor commanding the National Guard during an academic term. Understanding the extraordinary circumstances which require such service to the nation, the University will provide all possible aid to students who are called to active duty and will make full effort to provide a fair transition as the student leaves the University and returns. In all cases of required military service, fairness must be interpreted to the benefit of the student.

## Refund

The refund of tuition, fees, and room and board charges for students in the military reserves who have been called to active duty will be dependent upon whether the student chooses to take Incompletes (*I*) in current coursework or chooses to withdraw from some or all courses.

- 1) A student called to active duty/alternative service who chooses to withdraw from all coursework is entitled to a full refund of tuition, fees, and room charges, and a pro-rated refund of board charges based on the number of meals eaten. All financial aid will be returned to the respective program.
- 2) A student called to active duty/alternative service who chooses to complete only some current coursework is assessed tuition charges at a recalculated rate based on the number of credit hours to be completed. Financial aid is adjusted in accordance with the new enrollment status and revised charges.
- 3) A student called to active duty/alternative service who chooses to take Incompletes (*I*) in all courses does not receive a tuition refund. The room

charge and unused board charge are refunded. Financial aid is adjusted in accordance with revised charges.

## Grading

Four grading options exist for students in the military reserves who have been called to active duty/alternative service:

- 1) The student may elect to receive a grade of *I* in all classes. Upon termination of active duty/alternative service, the student must complete any necessary work to remove the *I* before the end of the next complete semester following the termination of active duty/alternative service status. As in the regular policy governing incompletes, the grade will revert to *F* unless removed prior to the stated deadline. The assignment of an "Incomplete" will be made in consultation between the professor and the student with the professor establishing in writing what requirements for course completion remain. The written statement of requirements will be entered in the student's records as maintained by the University.
- 2) The student may elect to completely withdraw from the University, receiving a grade of *W* (withdrew passing) in all courses.
- 3) The student may elect to receive a regular grade based on partially completed work in some classes, while receiving a grade of *W* in others where the student has completed at least half of the course.
- 4) The student may elect to receive a grade of *S/U*. The *S/U* determination will be permitted even if the student had not initially registered for the course to be so designated. The assignment of the grade of *S/U* will be made in consultation between the professor of the course and the student, and the professor may require an examination or some other fair equivalent final assignment.

Upon return to the University, if the student received credit for a course required for a sequential course before completing the full academic term, he/she may be required by the department to take a qualifying examination before advancing to the following course. No other requirements may be added that are not required of all students enrolled in the sequential course.

## Financial Aid

Muskingum's financial aid commitment to a student is for the period of time required to complete a degree, dependent upon the student's continued demonstrated need and satisfactory academic progress. A complete description of satisfactory progress requirements is provided to all financial aid recipients.

Students must file for financial aid annually and meet all stated deadlines in order to be given full consideration for financial aid. Returning undergraduate students must file the Free Application for Federal Student Aid (FAFSA) and submit required verification materials preferably between October 1 and April 15 of each year. Entering undergraduate students must file the FAFSA and submit required verification materials, preferably between October 1 and March 15. Submission of these materials serves as an application for federal, state and Muskingum University need-based financial assistance.

Students enrolled in Muskingum's traditional undergraduate programs are eligible to be considered for all forms of financial aid. Students enrolled in the Muskingum Adult Program (MAP) or in a graduate degree program may receive federal or state-funded financial aid if eligible. Because students in the Graduate and MAP Programs are charged tuition under a different fee structure, no institutional financial assistance is available. Information about financial aid available for MAP or graduate study is available from the Office of Student Financial Services.

Financial aid awards are processed by the Office of Student Financial Services in accordance with University policy and the regulations governing the various aid programs. Financial aid policy is determined by the Vice President of Enrollment in consultation with the President and Senior Staff. Academic progress matters are reviewed by the financial aid committee on academic progress. All appeals of financial aid academic progress decisions are filed with the Vice President of Enrollment and considered by the Financial Aid Committee on Academic Progress.

## Muskingum University Scholarships and Awards

### Academic Scholarships\*

Muskingum University offers academic scholarships to traditional undergraduate students as part of the overall financial aid program. All applicants for admission are automatically reviewed for academic awards on the basis of their secondary school record (grade-point average in academic courses, class rank, strength of curriculum) and standardized test results. Performance in an on-campus scholarship competition may also be considered. These academic scholarships and award amounts/ranges for 2017-18 are as follows:

- John Glenn Scholarships - Full tuition (excluding overload charges)
- Muskingum Academic Scholarships - \$10,000 to \$18,000 per year
- Science Division/Choose Ohio First Scholarships - \$500 to \$3,000 per year

The value of a student's academic scholarship can be enhanced through an excellent performance in Muskingum's on-campus scholarship program; these enhancements typically range from \$500 to \$3,000 above the base scholarship level which is determined by the secondary school record. Students must take part in the scholarship competition to be considered for the John Glenn Scholarship.

Science Division/Choose Ohio First Scholarships are directed toward outstanding students pursuing a degree in the natural and physical sciences, and nursing. A separate application and interview are required.

Transfer students are considered for Muskingum Academic Scholarships and Muskie Awards based on previous college work, and, in some cases, the secondary school record. They may also apply for Science and Performance Scholarships.

Continuing traditional undergraduate students who were not awarded scholarships as entering students will receive awards of \$10,000 per year if they maintain at least a 3.40 cumulative grade-point average after a minimum of two semesters' work as a full-time student at Muskingum.

Students must maintain a cumulative grade-point average of at least 3.0 in order to ensure automatic renewal of all academic scholarships.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

## Performance Scholarships\*

Annual awards are available in the performance areas of Art, Digital Media Design, Music, Forensics, Journalism (Broadcast and Print) and Theatre. These awards are determined by the respective departments; Music Scholarships typically range from \$500 to \$5,000 per year, while the others range from \$500 to \$2,500 per year. In exceptional cases award amounts could be higher. All are renewable dependent upon maintenance of a specified grade-point average and participation in departmental activities.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

## Awards of Circumstance and Special Awards\*

Muskingum University offers certain automatic Awards of Circumstance to undergraduate students who meet the defined conditions for the award. Financial need is not a consideration, but the awards are included as part of the financial aid package for students who demonstrate need. These awards are generally limited to full-time students and are renewable for students who continue to meet eligibility criteria and are making satisfactory academic progress.

- *Muskie Awards* are made to students who are not awarded academic scholarships but meet specified minimum GPA and ACT/SAT standards. Awards range from \$4,000 to \$9,500 per year. Students must maintain satisfactory academic progress for renewal.
- *Presbyterian Grants* are given to students who are communicant members of the Presbyterian Church, (USA) at the time of entry to Muskingum. Awards are \$1,000 per year.
- *Alumni Grants* (available to students entering prior to Fall 2015) are made to children and grandchildren of Muskingum University alumni. Awards are \$1,000 per year. Students must indicate the alumni relationship on the application for admission.
- *Legacy Grants* (available to students entering Fall 2015 and after) are made to children, grandchildren, and siblings of Muskingum University alumni, and to siblings of currently enrolled students. Awards are \$3,000 per year. Students must indicate the relationship on the application for admission.
- *Appalachian Regional Grants* are awarded to students who reside in a county defined as Appalachian by the Appalachian Regional Commission. Awards are \$1000 per year. The county of residence must be indicated on the admission for application.
- *Clergy Grants* are made to dependent children of ordained Presbyterian Church, (USA) ministers engaged in full-time church work. Grants are \$1,000 per year.
- *Sibling Grants* (available to students entering prior to Fall 2015) are given when two or more dependent students from the same family are enrolled full-time simultaneously at Muskingum. Awards are \$3,000 per year for each student.
- *General Motors/Equal Employment Opportunity Scholarships* are awarded to female students who have a parent employed by General Motors and to minority students who have a 2.8 or higher GPA. Awards are \$1,000 per year.
- *Access Awards* of up to \$5,000 per year are made to selected students with exceptional financial need and/or who represent under-served populations.



- *Horizon Awards* of up to \$1,500 per year are made to selected entering students who, by virtue of their involvement, leadership and achievement in multiple areas, demonstrate the potential to make significant contributions to the University.
- *PLUS Opportunity Awards* of up to \$5,000 are made to students admitted to the PLUS Program who do not qualify for academic scholarships or *Muskie Awards*. There are academic criteria for these awards.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

### **Financial Aid Policies and Student Responsibilities\***

Muskingum University sets limits on the total amount of Muskingum-funded financial assistance which students may receive. These limits vary in accordance with type of award, amount of award and timing of awards. The limits are explained in scholarship and financial aid materials, and are on the financial aid web pages.

Students must generally be enrolled full-time in order to be considered for Muskingum Scholarships and Grants and Awards of Circumstance.

Students must generally be enrolled at least half-time (six credit hours) in order to be eligible for Pell Grants, Supplemental Educational Opportunity Grants (SEOG), state grants or to obtain Federal Perkins, Direct and Plus Loans, or institutional loans.

Students attending May Term And More Session (summer) may be eligible for loan assistance if enrolled for at least six credit hours. Grant/scholarship aid may be available only if 1) the May Term And More is required for four-year program completion (i.e. Public Accounting); 2) the May Term And More is replacing the previous fall or spring semester, or; 3) if the May Term And More will replace a future semester (within an eight-term limit) for students who have attained at least junior class standing.

Male students must be registered with the Selective Service in order to be eligible for federal or state aid.

Students receiving financial aid awards in excess of \$100 from external sources must report these awards to the Office of Student Financial Services. Muskingum will then make appropriate adjustments to the aid package if necessary.

Students must maintain Satisfactory Academic Progress (*SAP*) in order to retain their financial aid. These specific requirements are stated in the provisions accompanying all financial aid awards and are on the financial aid web page.

A federal or state drug conviction can result in suspension from participation in any Title IV program, i.e., disqualify a student for Federal Student Aid funds. Convictions count only for offenses occurring during a period of enrollment for which the student was receiving Title IV aid. The chart below illustrates the period of ineligibility for FSA funds, depending on whether the conviction was for sale or possession and whether the student had previous offenses.

#### **Possession of illegal drugs**

First offense:	1 year from date of conviction
Second offense:	2 years from date of conviction
Subsequent offenses:	Indefinite period

**Sale of illegal drugs** (A conviction for sale of drugs includes convictions for conspiring to sell drugs.)

First offense:	2 years from date of conviction
Second offense:	Indefinite period
Subsequent offenses:	Indefinite period

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

# Campus Life

Muskingum University prides itself on developing an environment on campus that both challenges students to strive for personal success and supports them in those endeavors. The philosophy of the Student Affairs Division at Muskingum University is to provide services and programs that support and enhance the academic mission of the institution. Student growth occurs in the academic program as well as through educationally purposeful experiences outside the classroom. Students are encouraged to explore and engage in those activities and/or experiences that prepare them for productive careers and responsible citizenship.

The total traditional undergraduate college experience includes growth that occurs outside of the classroom, in the residence halls, club and Lakeside houses, on the athletic fields, on the stage, and in the studio. The myriad of organizations, activities and events that constantly shape and reshape students' lives is critically important in a student's development.

Within the broad context of the student experience, Muskingum University sees the graduate population as part of the larger University community and encourages graduate students and other adult students to take advantage of all the services and activities available to them.

## First-Year Orientation Program\*

All incoming traditional first-year students and their parents are urged to participate in Muskie Preview during the summer. This program is designed to provide students and their parents with an understanding of the curriculum, housing options, and other services available on campus. In addition, all parents are encouraged to participate in first-year orientation in the fall as they move their student onto campus.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

## Housing

Because Muskingum is a residential university, all traditional undergraduate students are required to live on campus and participate in the University board plan for a minimum of six semesters. Seniors may apply for off-campus housing through the Student Life Office located in the Quad Center. Exceptions are made for students who commute from their parents' homes within a 30-mile radius, or who are married. Additionally, no student 25 years of age or over may reside on campus without prior approval from the Student Life Office. First-year and transfer room assignments are mailed in mid-summer and include the student's residence hall, room number, phone number, and the name and address of the assigned roommate(s).

The Student Life Office will also assist graduate and MAP students who are interested in living in or around the New Concord community by providing a list of known community accommodations and advising students on resources to support their search for housing.

## Dining Services

All students living in University housing are required to have a Residential Dining Membership (meal plan). Students can choose from four meal plans with a varying number of meals per week and varying amounts of Dining Dollars. Contact the Student Life Office for the current information on available meal plans. Commuter students may choose a meal plan from those designed specifically for commuters. Commuter meal plans may be purchased through the Campus Services Office.

Meal plans can be used in Patton and Thomas Dining Halls. Dining Dollars are dining services currency that deduct with each purchase like a debit card. These can be used at the Winn Café (in the Walter K. Chess Center), Bait Shop (in the Bottom of the Quad Center), and in the Patton and Thomas Dining Halls. Members of the University community may dine in the dining halls by using cash, Muskie Bucks, or Dining Dollars. Muskie Bucks and Dining Dollars may be purchased in the Campus Services Office.

Dining service hours vary for each facility and are posted in the food service locations and on the Dining Services website ([www.muskingum.campusdish.com](http://www.muskingum.campusdish.com)), which is linked to the University website on the Campus Life page. If a student is unable to access meals during the scheduled times due to scheduling conflicts, he/she may coordinate the pick-up of sack lunches with the Director of Campus Services. Food may not be taken from the dining halls without prior permission of the Director of Campus Services. Improper behavior may result in repercussions, such as suspension from the dining hall for a period of time (without release from the meal plan or any refund/reimbursement for loss of meals). Call Campus Services at 740.826.8147 with any questions or comments regarding food service on campus.

## Health Services

The Wellness Center is open to traditional undergraduate students Monday through Friday during the academic year when the University is in session. The Center has regular physician hours. Students with minor illnesses are treated at the Wellness Center. Those who are seriously ill or who require diagnostic examination or treatment are referred to accredited hospitals. The University urges all traditional undergraduate students to subscribe to the health insurance policy available to them.

## Counseling Center

The Office of Counseling Services is available to assist students, faculty, and staff. The counseling services provided are tailored to assist students in meeting their personal, academic, social and career goals. Counselors are readily available to listen to student concerns and help explore and understand thoughts and feelings.

Common personal problems that college students face include adjusting to college, relationship issues, time management, roommate conflict, stress management, family concerns and depression. All counseling services are provided free of charge and all legal and ethical guidelines are followed to assure that services are strictly confidential.

## **Career Services**

The Office of Career Services assists all students, as well as alumni, in their job searches. Undergraduate students are encouraged to begin preparing their credentials in their first year and update them regularly through and after graduation. Graduate students are advised to begin preparation of the credentials as early in the course of their graduate studies as possible. Among the office's services are career counseling, coordination of on-campus recruitment, maintenance of job and internship postings on College Central Network and assisting undergraduate and graduate students with resumes, interview skills and job preparation.

## **Quad Center**

The Quad Center on the quadrangle is a place where students, faculty members and visitors are all welcome. The Center provides many of the services, conveniences, and activities required by members of the University community.

Included in the Quad Center's facilities are a Barnes & Noble bookstore, the Bait Shop snack bar, the mail room, the copy center, lounges, and Student Affairs Offices, which operate primarily during the standard business day. Some program offices provide extended services, and students are advised to check individual programs for current operating hours. Additionally, the lounge space in the Top of the Center (TOC) and the gathering area in the Bottom of the Center (BOC) remain open until 11:00 p.m., Monday through Friday.

## **Walter K. Chess Center**

Connected by a pedestrian bridge which unites the two residential areas of the campus, the Walter K. Chess center is the hub of residential student life for the traditional undergraduate student. It features spaces for study, student meetings and social gatherings, a fitness area, a library annex, food services, and a student lounge. State-of-the-art technology links the Center to resources throughout the campus, and the Center is student managed and staffed by residential students.

## **Cultural Life**

Cultural opportunities are available to students and the entire University community under the sponsorship and direction of a number of organizations and departments and through a spectrum of endowed lectureships.

- The University brings outstanding individuals to campus for lectures, colloquia, and other activities designed to enrich and educate the campus community.
- A Distinguished Alumni Series features Muskingum alumni who have achieved notable distinction in their careers.
- The English department schedules a series of evenings in which noted authors read from their works in programs open to the community.
- Musicians, dancers, actors, comedians and other artists perform on campus, often combining performances with lectures, master classes, and informal discussions with students. Scheduled choral and instrumental performances by student ensembles as well as recitals by Muskingum faculty fill out the musical calendar.

- Creative work by Muskingum art students is regularly exhibited on campus. The art department also arranges trips for students to galleries and museums in nearby cities.
- The Muskingum Players Dramatic Society, whose alumni include the late actress Agnes Moorehead, is dedicated to furthering interest in all forms of theatre and maintaining standards of excellence in theatrical production.
- Muskingum offers a variety of musical organizations, instrumental and vocal. Private lessons are available for academic credit in a number of applied areas. Students also may audition for the Southeastern Ohio Symphony Orchestra (SEOSO), which is jointly sponsored by the University and a board of trustees from neighboring communities.

### **Academic, Professional and Honor Societies**

Muskingum's academic clubs and societies promote interest and foster excellence in many disciplines. Local clubs, which meet regularly with special programs, involve students in the fields of chemistry, elementary education, music education, physical education, physics and engineering, and psychology. Local honor societies also include Phi Theta Beta (education) and Theta Gamma Epsilon (geology and geography).

In 2009, a chapter of Phi Kappa Phi, the nation's oldest and largest all-discipline honor society, was installed at Muskingum. Phi Kappa Phi membership recognizes and rewards academic excellence and provides access to exclusive resources and benefits designed to serve the academic and professional needs of its members.

In addition to Phi Kappa Phi, the following national honor societies have chapters at Muskingum: Alpha Kappa Delta (sociology), Alpha Psi Omega (theatre), Beta Beta Beta (biology), Kappa Pi (art and art history), Kappa Delta Pi (education), Kappa Mu Epsilon (mathematics), Lambda Sigma (sophomore honorary), National Collegiate Players (dramatics), Ohio Collegiate Music Education Association (music education), Omicron Delta Kappa (leadership), Phi Alpha Theta (history), Phi Sigma Iota (languages), Pi Kappa Delta (forensics), Psi Chi (psychology), Sigma Alpha Iota (music), Sigma Gamma Epsilon (geology and earth science), Sigma Tau Delta (English), and The Society for Collegiate Journalists.

### **Radio Station and Television Studio**

The Philip and Betsey Caldwell Hall houses the electronic and print media facilities of radio station WMCO, Muskingum University Television (OrbitTV), and the campus newspaper *The Black & Magenta*.

**WMCO, 90.7 FM "The Orbit,"** an award-winning, student-operated non-commercial radio station, has facilities rivaling many commercial operations. On the air year-round, 24 hours a day, WMCO programs music, news, sports and educational material to the regional community. Students use the state-of-the-art digital audio workstations to produce local programs.

**Muskingum University Television (OrbitTV)** produces the programming aired on a local channel available on the New Concord cable system. OrbitTV provides experience for students interested in television production. Facilities

include a fully equipped multi-camera studio and control room, digital field production kits, and five AVID nonlinear editing workstations.

WMCO and OrbitTV are operated as part of the academic program of the Communication, Media, and Theatre Department, but membership in the organizations is open to any student with a minimum 2.0 GPA, regardless of major. Responsibility for station policies and practices lies with the Director of Broadcasting.

## **Publications**

There are two student publications, which are the responsibility of a board composed of students and faculty members under the direction of the Student Senate. The publications are *The Black and Magenta*, a weekly newspaper and *The First Circle*, a literary magazine.

## **Spiritual Life**

The mission of Muskingum University states that we are a church-related university dedicated to developing our students “intellectually, spiritually, socially, and physically.” All spiritual life programming on campus seeks to encourage students to become “whole persons” through celebrating their faith and engaging in service opportunities and the formation of community. The Office of the University Chaplain will help students grow spiritually. All faith groups are welcome on campus. Spiritual Life on Campus encourages multiple faiths, diverse religious expression and compassionate action.

A Community Chapel service is offered every Thursday at 11 a.m. in Brown Chapel during the academic year. The service is a Christian worship experience. This short, vibrant service features student-led music, as well as a timely and engaging message tailored to students in college. For more information follow Muskingum University Chapel on Facebook.

Catholic Mass is held every Sunday on campus by a local priest. Catholic Mass is sponsored by the Office of the University Chaplain and the Student Catholic Coalition. CRU is a Christian outreach organization that meets weekly. The organization features student-led programs with a faculty advisor, and the meeting is a time of praise music, snacks, lively conversation and a short discussion on the Bible. Jewish students are encouraged in their faith and are invited to Sabbath and Holy Day worship with the congregation of Beth Abraham in nearby Zanesville.

The Office of the University Chaplain offers monthly Saturday service learning events in order to meet the local needs. Every student is given opportunities not only for academic study of the Christian faith and of other world religions, but also for participation in the spiritual life programming that encourages reflection and positive action. Brown Chapel is open for private reflection, group prayer and other spiritual programming. The University Chaplain is also available for pastoral counseling.

## **Greek Life (Fraternities and Sororities)**

Greek Life plays an important role in the lives of many of Muskingum’s traditional undergraduate students. About 25 percent of Muskingum students are involved in the Greek community. Through these organizations, students have the opportunity to develop skills which will be useful in later life. Living

and working together, learning about others, experiencing diversity, managing a small business, becoming socially aware, getting involved in the community, and learning to lead are some of the opportunities which await new members. Many of the organizations have their own living environments which include residence hall floors with private lounges, on-campus houses leased and operated by the group, and off-campus houses managed by members and alumni advisors.

Invitations for membership in a Greek organization are extended by the individual club on a selection basis. To be considered for membership a student must have the annually established grade point average (membership recruitment and requirements are further addressed in the *Student Handbook*).

## **Volunteer Services**

Volunteer Services is housed within the Student Affairs Division. Muskingum University seeks to provide opportunities for students to gain practical experiences as they give back to the communities which, in part, support their education. Students are given hands-on experiences in many different settings, depending upon the interests of the student. Students can volunteer as part of an organization or class, as a member of a service club, or individually.

Educational advancement is also available through Alternative Spring Break programs, Ohio Campus Compact, the Governor's Community Service Councils, and Americorps.

## **Athletics**

Muskingum University has been a member of the Ohio Athletic Conference (OAC) for more than half a century. As a member of the OAC, Muskingum University fields 21 varsity teams, comprised of eleven men's and ten women's programs. Men's undergraduate intercollegiate varsity teams participate in baseball, basketball, cross country, football, golf, lacrosse, soccer, tennis, indoor track, outdoor track, and wrestling. The women's undergraduate athletic program offers intercollegiate competition in basketball, cross country, golf, lacrosse, soccer, softball, tennis, indoor track, outdoor track and volleyball. The other nine institutions in the OAC, which is the third oldest in the United States, are Baldwin-Wallace University, Capital University, Heidelberg University, Wilmington College, John Carroll University, Marietta College, University of Mount Union, Ohio Northern University, and Otterbein University. Muskingum University is also a member of the National Collegiate Athletic Association's (NCAA) Division III.

Athletic facilities include two racquetball courts, an athletic weight room, two performance gyms, three multi-fields, McConagha Stadium, Mose Morehead Field, Donna J. Newberry Softball Field, Johnson Family Track, Sherman Field, a swimming pool, and a cardio-fitness room.

## **Intramurals**

The purpose of the Muskingum University Intramural and Recreation program is to provide opportunities for students, faculty, and staff to actively engage in healthy competition through sports and other recreational activities; while providing structure for an experiential education which fosters a safe and welcoming environment built upon peaceful play.



Objective are:

- To provide healthy reaction-based activities as an outlet to relieve stress from daily routines for all students, faculty, and staff.
- To provide an opportunity to develop sportsmanship within competitions.
- To provide an opportunity to make social contacts and friendships outside of those created within the classroom and residence halls.
- To allow students, faculty, and staff, regardless of their abilities, an opportunity to participate in recreational activities they personally enjoy.
- To help participants gain and/or realize the physical benefits derived from active participation in sports and recreation.

## **Bowling**

Muskingum University offers bowling as a club sport for men and women. The teams are members of the American Heartland Intercollegiate Bowling Conference (AHIBC), The teams practice at Sunrise Strikes in Zanesville, 12 miles west of campus.

The AHIBC consists of 20 collegiate bowling clubs, and the teams participate in tournaments throughout the states of Ohio, Indiana, Michigan and Pennsylvania.

## **Leadership Development**

Leadership opportunities abound at Muskingum University. As one of the developmental offerings most sought by students and employers, both academic programs and coursework, as well as co-curricular or out-of-the classroom experiences focused on leadership are provided for the benefit of students. From internships, featured speakers, and training seminars to roles in leadership posts within organizations or paraprofessional roles with the institution, the University provides opportunities for students to be leaders and provides educational experiences to better understand the dynamics of leadership and leadership skills.

## **Campus Government**

Students play a major role in the various organizations involved in campus government, including the following:

**Student Senate**, housed in the Quad Center, includes undergraduate members elected from classes, various student organizations, and residence areas. A representative board reflecting campus opinion, the Senate and its committees perform the duties of student government.

**Muskingum Programming Board (MPB)** is composed of undergraduate student executive officers, committee chairs, and a staff advisor. MPB's major function is to plan and coordinate social programs for the campus and provide a broad range of activities to match the diverse interests of students.

**Community Standards Board\*** is composed of students, staff and faculty who are charged with the objective of examining behaviors and institutional

rules in specific cases in ways that carefully protect a student's rights, both procedural and substantive, while also emphasizing the student's obligation to abide by the community norms that the rules reflect. The Board has jurisdiction in all disciplinary cases presented to the Board by the Student Life Office. The Board makes recommendations to the Director of Student Conduct or his/her designee who renders final outcomes. The *Student Handbook* provides greater detail on the behavior education system and serves as the controlling document on this programmatic area for the University.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

**Greek Council** for the undergraduate men's and women's fraternities and sororities promotes cooperation among the clubs and between the clubs and the university community.

**Residence Hall Association** is an organization that represents all undergraduate residential students. This group plans traditional social events, provides recommendations for residence hall improvements, and collaborates with other students and student organizations to support programmatic efforts on campus as well as athletic events. The group also acts as a liaison to the Residence Life Staff by providing insight into the needs and wants of the students who live in the residence halls (i.e. policy concerns, procedural changes, staff, etc).

## Community Standards

Muskingum University is an intentional undergraduate and graduate community—one that is purposely set somewhat apart from the world around it. Its focus is on education, as well as seeking increased development and integration of the whole person in the intellectual, spiritual, social, and physical aspects of life. As an educational community, it respects and encourages the development of individual virtues such as integrity, rationality, compassion, self-discipline, and personal responsibility.

The University also places special emphasis upon certain community ideals such as tolerance, civility, and respect for the person and conscience of others. As a university related to the Presbyterian Church (PCUSA), it holds additional values such as honesty, the value and worth of each individual, the seriousness and inevitability of human shortcomings, and the hope for redemptive behavior. Such a community must depend upon the respect for certain principles and patterns of behavior by its members in order to function effectively. Students who join this community are making an implicit commitment to live by its standards, whatever the difference of their backgrounds has been.

A *Code of Academic Responsibility* provides the definitions, operational structure and policies for the academic programs. A *Code of Student Conduct* provides the definitions, operational structure, and policies for life together on campus. Adherence to these *Codes* shall be considered an understood prerequisite for acceptance to and continuance in the University. As an institution within the State of Ohio, Muskingum University is committed to encouraging compliance with all state and local laws.

Muskingum University unequivocally condemns immoderate drinking. The University considers the decision to drink within moderation, or not to drink beverage alcohol to be a value judgment on the part of each individual. Personal possession of limited amounts of beverage alcohol (beer and/or wine) is permitted in designated areas by residents of legal age. The consumption of beverage alcohol (beer and/or wine) is also permitted at registered social events by students of legal age. All social events must be approved through the Vice President of Student Affairs/Dean of Students or his/her designee.

Muskingum University is unalterably opposed to the possession and/or use of non-prescribed drugs, narcotics, or hallucinogens by all members of the University community.

Muskingum modifies the individual's privilege of smoking by considerations of safety, avoidance of litter, and respect for the rights of nonsmokers; smoking is therefore prohibited in all campus facilities (including all residential spaces).

Students bringing motor vehicles on the campus must register them with University Police and abide by the Parking Regulations if they are to retain this privilege.

The continuation of students in the University depends not only on their ability to maintain satisfactory academic standards, but also on their ability to support Muskingum's ideals and standards. Students are held responsible for their behavior at all times, both on and off campus. If a student is dismissed from the institution, the University has no obligation to return any fees or tuition. Furthermore, by enrolling at this private institution, a student and/or his agents or guardians agree to release and indemnify the University, its personnel, officers, agents, or directors from any liability. In all cases the student is guaranteed the safeguard of essential procedural fairness. Specific policies and procedures are addressed in the *Student Handbook* and updated through the University's official communication system.

## Academic Information

This section provides information pertinent to the undergraduate academic programs at Muskingum University. Academic policies and procedures that may be different for adult undergraduate degree completers may be found in the *MAP Guidebook*. Graduate academic policies and procedures which differ from information in this section may be found in the *Graduate Catalog*.

### Student Responsibility

The student is responsible for meeting all appropriate course, major, and graduation requirements as stated in this catalog. Although a student and an advisor are partners, the student needs to be knowledgeable about academic requirements and take the initiative in planning his or her own program, in setting goals, and in monitoring progress toward completing such goals.

### Catalog of Entry

Undergraduate students who complete graduation requirements in four years are under the catalog in effect at the time of first enrollment. Students may elect to meet the graduation requirements of a later catalog, subject to guidelines of professionally-accredited disciplines.

Students who do not meet graduation requirements within seven calendar years of first enrollment must meet the requirements of the catalog in effect at the time of graduation or of a catalog published no more than four years earlier than the time of graduation.

### Advising

New first-year students are assigned to faculty or staff advisors through the First-Year Program. These advisors provide counsel and assistance in academic and social acclimation and arranging course schedules. A traditional student may declare a major field of study with the Registrar any time after Thanksgiving of his/her first year. Students are required to declare a major no later than the middle of the second semester of their sophomore year. Once a student declares a major, he/she is then reassigned to a faculty advisor who teaches in that major.

### Registration\*

New students entering in the fall are scheduled for classes during the summer; new students entering in the spring are scheduled for classes beginning in early December. Continuing students schedule their classes for the next semester in the latter part of the current semester. Changes (add/drop) may be made to schedules at any time until the end of the fifth day of class.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

### Course Withdrawals\*

Students may withdraw from full semester courses through the 50th day of the semester, and from partial semester offerings until the course is three-fourths completed. Withdrawals are not permitted after the specified time. The process for course withdrawal is initiated in the Registrar's office. The

signature of the instructor is required on the course withdrawal form. That signature constitutes acknowledgment of a student's withdrawal, not necessarily permission to withdraw.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

## Academic Credit and Class Standing

Academic credit is expressed in terms of semester hours. A student's classification is determined by the number of credit hours completed toward graduation. The minimum number for each classification is: sophomore–28, junior–60, and senior–92.

## Full-Time Status\*

The minimum semester load for a full-time student is 12 semester hours (PLUS student minimum status is 10 hours); the maximum load is 20 hours. Students with less than a 3.0 cumulative GPA must petition the VPAA to register for more than 17 hours no later than the second week of classes. Full-time status is determined at the end of the add/drop period, after which time course withdrawals have no effect on full-time status with regard to charges for tuition and fees. Full-time status is required, however, for participation in a sport. Other areas of extra-curricular and co-curricular activities may also be impacted.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

## Grading Policy\*

Grades are assigned on a scale ranging from A, excellent, to F, failing. The grades' equivalent quality points are: A, 4.00; A-, 3.67; B+, 3.33; B, 3.00; B-, 2.67; C+, 2.33; C, 2.00; C-, 1.67; D+, 1.33; D, 1.00; D-, 0.67; and F, 0.00. Other grades are WIP, for work in progress; I, incomplete; S, satisfactory (C- or above); U, unsatisfactory (D+ or below); W, withdrawn; L, audit; and NR, not reported.

The grade of work in progress (WIP) is given in a course where work has been recognized as requiring research, study or participation beyond the normal limits of a semester. It may be used for departmental senior studies (400-level courses), for courses involving outside observation hours or for students in the PLUS learning disabilities program.

An Incomplete (I) indicates that unusual personal or technical circumstances, including illness and family emergencies, have prevented the student from completing course requirements.

Except in extraordinary circumstances failure to complete the required work by the last day of the immediately subsequent semester reduces the WIP or I to an F. No student is awarded a degree with a record which includes a WIP or an I.

\*Graduate students should refer to the *Graduate Catalog*.

## Academic Dishonesty, Plagiarism\*

Plagiarism, cheating, and other forms of academic dishonesty are serious offenses at Muskingum University, and the faculty member has the prerogative of invoking the severest penalty for an initial offense. Each department is responsible for developing its definition of plagiarism, but in general, plagiarism is the verbal, written, graphic, or three-dimensional presentation of borrowed material without citing its source. Students must cite the source for quotations,

paraphrases, or borrowed ideas, models, information, or organization of material. Students who are uncertain about the need for citation should consult the faculty member for whom the work is being prepared. For a first offense, the minimum penalty for plagiarism and/or cheating is a failing grade on the assignment, paper, or examination; the maximum penalty in this instance is a failing grade in the course. In either case, the faculty member should submit a written report of the offense to either the Office of the Vice President for Academic Affairs or the Office of the Vice President for Graduate and Continuing Studies as appropriate. The student guilty a second time may be suspended or expelled from the University. Plagiarized work is filed in the office of the Vice President for Academic Affairs or the Office of the Vice President for Graduate and Continuing Studies as appropriate. A grade given for academic dishonesty shall supersede any withdrawal. See additional information under “Order of Appeal.”

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

## **Grade Point Average**

Your semester grade point average (GPA) is calculated by dividing the total amount of grade points earned (grade equivalent quality points times credit hours for the course) that semester by the total amount of credit hours attempted that semester. Your grade point average may range from 0.0 to a 4.0. P/NP (Pass/No Pass) courses are not factored in the GPA. The following marks do not receive grade points and do not have an effect on the GPA: I, WIP, S, U, W, L, and NR.

To calculate your cumulative GPA, total the credit hours and then the grade points from all semesters. Divide the total grade points by the total credit hours.

Students who have been readmitted to Muskingum after seven calendar years from their previous enrollment may choose not to carry the cumulative GPA from the prior enrollment.

## **Course Repeat Policy**

A student may repeat a course once if the original grade is a C- or lower and provided it is repeated at the next offering, or provided that no more than one intervening course has been taken in the discipline offering the course. A course may be repeated only one time. When a course is repeated, both grades remain on the record but only the most recent grade is used in computing the grade point average unless the most recent grade is I, WIP, or W. While the grade for a repeated course erases the GPA calculation that may have been the basis for decisions about academic standing such as probation, dismissal, or Dean's List, those decisions are not affected by the recalculation. Students cannot receive credit twice for any course repeated to replace a grade.

## **Order of Appeal**

Faculty members are responsible for outlining grading policies to students at the beginning of each course. If students believe they have received a wrong grade on an examination or for a course, the initial step is to discuss the grade directly with the faculty member teaching the course. If that step does not result in a satisfactory explanation or resolution of the perceived problem, the student may bring the matter to the attention of the department chair. The next person

in the line of appeal, should the student continue to contest the grade and wish to pursue an appeal, is the division chair. Should the person to whom the student would bring the appeal in this process also be the faculty member in whose course the grade is being questioned, that person has no jurisdiction over the appeal. In the latter case, the Vice President for Academic Affairs or the Vice President for Graduate and Continuing Studies, as appropriate, will call on an appropriate faculty member from the department or related department in the division to review the circumstances and make a recommendation to the Vice President for Academic Affairs, who will be the final arbitrator in any such appeal.

The same process detailed above applies to disputes over alleged plagiarism or other cases of academic dishonesty, although the student may appeal the decision of the Vice President for Academic Affairs to the President. The maximum penalty for the first instance of academic dishonesty is failure of the course; for a second, expulsion from the University.

Students judged guilty of violating library regulations may appeal to the Director of the Library and to the campus Judicial Board.

A student who believes that a faculty member has acted in an unprofessional manner can bring a charge of unprofessional conduct to the faculty's Professional Relations Committee. The committee, which functions to protect the full rights of all parties concerned, will try to determine whether the charges should be sustained. The hearing is private; both parties have the opportunity to be heard in their own cause, and the faculty member personally selects advisors. A full stenographic record of the hearing is taken and made available to both parties. Either party may request the testimony of other instructors or students when it can be shown that these persons have access to facts that bear on the case. At the conclusion of the hearing, the committee renders its judgments and recommendations in writing to the parties concerned. Written copies of the Committee's judgement and recommendation shall be placed in the files of both parties in the office of the Vice-President for Academic Affairs.

## Transcripts

Official copies of Muskingum University transcripts bearing the University seal and the Registrar's signature are sent directly to schools or organizations upon the request of students or alumni. Individuals may also receive official copies of the transcript (which are stamped "Issued to Student") following the same ordering process. Student may request transcripts by going to: <http://www.muskingum.edu/home/registrar/index.html>.

Currently enrolled students can obtain unofficial copies of their Muskingum University transcripts through the University's on-line academic record system. Grades are recorded on transcripts at the end of each term. Students may request that transcripts be held until grades for the courses in which they are enrolled are recorded. Transcripts and diplomas are not released for students with overdue accounts.

## Pass/Fail Option

Under the Pass/Fail Option, a junior or senior may take two courses per year for credit outside the major or minor and the University's General Education Requirements without having the grade count toward the cumulative grade

point average. The student must have a GPA of 2.00 or higher and permission from the Registrar, the faculty advisor, and the course instructor. Only S (pass) or U (fail) grades are given. The decision to take a course on the Pass/Fail Option must be declared by the end of the add/drop period and cannot be changed after the add/drop period. The limit of courses taken under the Pass/Fail Option does not include courses designated exclusively S/U.

### **Auditing Courses\* \*\***

Auditing is subject to space availability. For full-time traditional students there is no charge to audit but permission must be received from the Registrar, the faculty advisor, and the course instructor. The decision to audit a class must be on file with the Registrar by the end of the drop/add period and cannot be changed. Non-attendance results in a grade of W. Those over 62 years of age may audit a course under the same regulations. Part-time students are charged a fee to audit.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

\*\*Graduate students should refer to the *Graduate Catalog*.

### **Transferring Courses**

Credit toward a degree from Muskingum University may be granted for coursework taken at other regionally accredited institutions. On the basis of official transcripts and course descriptions, equivalency, elective credit, or no credit is determined in consultation with chairs of the various departments. Muskingum adheres to the Ohio Board of Regents Transfer and Articulation Policy. Requirements of specific majors or programs may be more stringent. Transfer credit is not accepted for courses for which previous credit has already been granted. Transfer credit may not be used to replace grades earned at Muskingum University. Only credit hours transfer, not the corresponding grade point average for transfer work, except to determine Latin honors (for which the grade point average may be lowered but not raised).

### **Attendance Policy**

The academic program of Muskingum University operates on the assumption that learning is advanced by regular attendance at class and laboratory.

It is the responsibility of the student to arrange to make up, at the convenience of the instructor, class assignments or previously scheduled quizzes and/or exams missed due to absence. Timely (at least one week in advance) notice to professors when absence will be unavoidable is expected. No instructor may deny a student the opportunity to make up coursework missed because of bona fide medical, personal or family emergency, or, when timely notice is received, because of previously scheduled participation in institutionally sanctioned activities.

Individual faculty members determine their own class attendance policy in accordance with the preceding paragraph. At the beginning of each semester, the faculty member is responsible for informing students of his/her attendance policy or expectations and of the consequences or penalties for excessive non-sanctioned absences. The faculty member must define "excessive."



## Academic Standards Policy

Muskingum University students are expected to maintain a minimum semester and cumulative GPA of 2.0. The term “semester” refers to the most recently completed semester; the term “cumulative” refers to all work completed at Muskingum University.

### Academic Probation

A student whose semester and/or cumulative GPA falls below 2.0 will be placed on academic probation.

The notation “Academic Probation” will be marked on the student’s transcript for the semester(s) in which the GPA is below 2.0 except in the following situation: the semester GPA is at least 1.5 and it is the first time that the student’s GPA has fallen below 2.0 and (if established) the cumulative GPA is at least 2.0.

To avoid academic probation, a full-time student must achieve a 2.0 semester and cumulative GPA with completion of a minimum of 12 credit hours (PLUS student minimum is 10 credit hours); a part-time student or a student attending Muskingum University May Term must achieve the same with completion of at least six credit hours.

The Getting Prepared Academically Program and the Student Success Center provide support through tutoring, learning skills courses, and other special services for students who need assistance to succeed academically. A student who is on academic probation may be required to participate in the Getting Prepared Academically Program.

The probationary student is required to consult regularly with his/her advisors and course instructors.

### Notification\*

The student will receive notice of his/her academic probation status and its accompanying requirements and restrictions from the Vice President for Academic Affairs or the Vice President of Graduate and Continuing Studies as appropriate. A copy of the notice will be sent to the parents or guardians of dependent students and to the student’s academic advisor(s).

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

### Restrictions

A student who is on academic probation may not enroll for more than 17 hours. On the recommendation of the student’s academic advisor, adjustments may be made in the student’s course load.

### Academic Dismissal

An undergraduate student on probation whose semester GPA remains below 2.0 at the conclusion of the next semester and whose cumulative GPA is also below 2.0 is subject to dismissal. A student who does not earn a GPA of at least 1.5 in any semester is subject to dismissal.

An undergraduate student may appeal the dismissal to the Academic Standards Committee. This committee, consisting of the Vice President for Academic Affairs and the Vice President of Student Affairs (or their designated representatives) and at least three faculty members, meets in early January for fall dismissals and in May for spring dismissals. Among the criteria considered by the Academic Standards Committee is the reasonable expectation that students who appeal will be able to graduate. In order to demonstrate

satisfactory progress toward graduation, seniors are expected to maintain a cumulative GPA of at least 1.9, juniors at least 1.8, sophomores at least 1.5, and first-year students at least a 1.2 cumulative GPA by the end of their second semester.

A student who is dismissed will be denied enrollment in classes, (including study abroad), participation in campus activities and University residency.

#### **Readmission\***

Application for readmission of a student dismissed for academic reasons will be considered only after a minimum of one semester following dismissal. Readmission is usually contingent upon successful completion of one to two semesters of college-level coursework at another institution.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

### **Academic Honors & Dean's List**

At the end of each semester the University publishes an honor roll, known as the Dean's List, containing the names of undergraduate degree-seeking students who earned a semester GPA of 3.60 or above on a minimum load of 12 completed semester hours (PLUS student minimum is 10 hours) of A-F graded coursework.

Each spring, traditional degree-seeking students who have distinguished themselves academically are honored at the Scholarship Recognition Program. Awards are made to the students in the highest five percent of each class provided they meet the following criteria: have a cumulative grade point average of 3.6 or better on all work including post secondary, with the exception of approved off-campus study as a Muskingum student (such as Washington Semester and study abroad); have completed at least 12 semester hours of A-F graded coursework in the preceding semester (PLUS student minimum is 10 hours); are enrolled full-time (including approved off-campus study) in the spring semester.

First, Second, Third, and Fourth year awards are determined in the following manner:

**First Year Award** (bronze recognition) is given to students who are ranked in the top five percent (5%) of their class for the first time.

**Second Year Award** (silver recognition) is given to students who are ranked in the top five percent (5%) of their class for the second time.

**Third Year Award** (gold recognition) is given to students who are ranked in the top five percent (5%) of their class for the third time.

**Fourth Year Award** (student name is inscribed on a plaque located outside the President's Office) is given to students who are ranked in the top five percent (5%) of their class for the fourth time.

Three classes of honors are conferred at graduation: *cum laude*, to those with cumulative minimum grade point averages of 3.4; *magna cum laude*, minimum 3.6; and *summa cum laude*, minimum 3.8. All post-secondary work must meet these standards, with the exception of approved off-campus study as a Muskingum student (such as Washington Semester and study abroad). A Latin Honors GPA cannot be higher than the GPA earned at Muskingum. With the exception of approved off-campus study as a Muskingum student, grades earned elsewhere will lower but not raise the Latin Honors GPA, even if the courses for which the grades were earned were not applied by transfer to the Muskingum record. To be eligible for honors designation, students must have

completed all degree requirements. Students completing second baccalaureate degrees are also governed by this policy.

The student with the highest cumulative GPA who qualifies for *summa cum laude* recognition will be designated valedictorian. The student with the second highest GPA who qualifies for *summa cum laude* recognition will be designated salutatorian.

### Commencement Policy\*

Seniors planning to graduate must apply no later than 8 weeks prior to the date of Commencement. Students who fail to apply by this deadline may incur additional fees and/or may not be permitted to participate in commencement exercises. The “Application to Graduate” forms are available in the Office of the Registrar and online.

Students with more than 4 hours but fewer than 12 hours of coursework left to complete at the time of Commencement may petition the VPAA or the VPGCS, as appropriate, to participate in commencement ceremonies. Petitions must be submitted to the VPAA or VPGCS, as appropriate, at least 3 weeks prior to Commencement and will be considered on a case-by-case basis.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

### Degree Requirements

Three undergraduate degrees are offered. Majors in nursing receive the Bachelor of Science in Nursing (BSN). Qualified adult undergraduate degree completers earn the Bachelor of Science (BS) degree in six health-related majors (community health and wellness, healthcare management, health science, medical laboratory studies, occupational science, and sport and fitness science), in three business-related majors (business management, marketing, and human resource management), and in the information systems major offered through the Muskingum Adult Program (MAP). Adult degree completion students should refer to the *MAP Guidebook* to learn more about the admission requirements for these programs. Traditional undergraduate students majoring in biology, chemistry, computer science, conservation science, earth science, engineering science, environmental science, geology\*, mathematics, molecular biology, neuroscience, petroleum geology, physics, physics education, or psychology will also receive the Bachelor of Science degree. All other majors are awarded the Bachelor of Arts (BA).

\*There is a track available for students majoring in geology to earn a BA degree.

All undergraduate degrees require fulfillment of the following:

1. A minimum of 124 credit hours for the Bachelor of Arts and Bachelor of Science Degree; 127 for the Bachelor of Science in Nursing (a minimum of 124 for the RN to BSN). A maximum of 48 credit hours in any one discipline may be included in this total. In the case of courses of study leading to teacher licensure, the ACS-certified chemistry major, the Engineering Science major, and the music major, the student may apply up to the minimum credit hours required for the major toward the 124 for graduation. A maximum of three physical education activities courses, three language tables, and ten music ensembles may apply within the 124 hours.

2. A minimum cumulative grade point average (GPA) of 2.0 for all work taken at Muskingum University; a minimum GPA of 2.0 for all courses in the major(s) and, where the option is taken, a minimum GPA of 2.0 for the minor(s).
3. A minimum of 40 credit hours earned in 300- and 400-level courses.
4. Satisfactory completion of at least one departmental or interdisciplinary major. All work within the specified discipline is counted as part of the major or minor. In the case of students pursuing multiple majors or minors in the same department, the GPA for each is calculated separately; an overall GPA of 2.0 in the academic discipline must be maintained. (Students pursuing multiple majors may write separate senior seminars, one in each of the disciplines involved, or with approval of each department chair, write one interdisciplinary seminar, credit for which is given in the department of their choice. Although the interdisciplinary seminar counts toward the credit hour requirements of only one major, the project may fulfill the senior studies requirement of all departments involved.)
5. At least 12 credit hours of the major completed in the junior and senior years at Muskingum.
6. The last 31 credit semester hours toward graduation must be earned as a degree-seeking student at Muskingum University or in approved off-campus study.
7. Transfer students must successfully complete a minimum of 32 credit hours at Muskingum University (includes approved off-campus study programs).  
Note: Muskingum adheres to the Ohio Board of Regents Transfer and Articulation Policy. Requirements for some programs may require a higher grade for transfer. For further information, transfer students need to consult the *Transfer Admission Information* in the *Admission* section of this catalog.
8. Satisfactory completion of the General Education Requirements. All transfer students, including adult degree completers, should consult the *Transfer Admission Information* in the *Admission* section of this catalog for more information about the transfer module.

## Minors

Unless otherwise specified by the academic department, a minor consists of at least 15 credit hours within a specific discipline and with a minimum GPA of 2.0, providing a minimum of three credit hours is at the 300- or 400-level. Unless required by a particular major, minors are not required for graduation.

## Program of General Education (Gen Ed)

The General Education (referred to as gen ed) Requirements at Muskingum University ensure the breadth inherent in a liberal arts education. A liberal arts education requires that we understand the foundations of knowledge and inquiry about nature, culture, self, and society; that we master core skills of perception, analysis, and expression; that we recognize the importance of historical and cultural contexts; and that we explore connections among formal learning, citizenship, and service to our communities. Students will take most

of their gen ed requirements in their freshman and sophomore years, along with some courses in their major or other elective courses.

## Core Requirements

Forming the core of the General Education Program are courses in communication in writing and speech:

### 1. Communication in Writing

This category is designed to develop the ability to communicate clearly and effectively in writing. *Objective: Students will demonstrate effective communication through writing.*

ENGL 121. Composition (3 hours) (Exempted with SAT W-620/ACT E-28)  
Two writing unit courses (3 hours each), one at the 300- or 400-level. A “writing unit” uses writing as a substantial mode of learning and is identified in the Undergraduate Course Schedule listings on MuskieLink and in the MAP Schedule by the symbol # preceding the course title.

### 2. Communication in Speech

This category is designed to develop the ability to communicate clearly and effectively in speech. *Objective: Students will demonstrate effective communication through speech.*

COMM 200. Fundamentals of Speech Communication (3 hours)

## Distribution Requirements.

To fulfill General Education Requirements a student may use courses with a given prefix to satisfy no more than two of the following categories.

### 3. Communication in a Global and Digital Age

This category is designed to develop communication and information-gathering skills through emphasis on a non-native language or other means of communicating in a technology-driven, global society.

Minimum of 3 hours or participation in a Muskingum University-approved international program. *Objective: Students will demonstrate effective communication skills in a non-native language or identify and use digital resources to communicate.*

COMM/JOURN/DMD/MEDIA/PBRL 210. Media Literacy

COMM/DMD 300. Visual Communication

CPSC 100. Introduction to Computer Science

DMD 400. Principles of Interactive Design

EDUC 335. Educational Technology

FREN 111. Beginning French I

FREN 112. Beginning French II

GERM 111. Beginning German I

GERM 112. Beginning German II

LIBR 220. Beyond Google: Research Skills and Resources

SPAN 111. Beginning Spanish I

SPAN 112. Beginning Spanish II

### 4. Religious Understanding

This category is designed to develop an understanding of religious ways of life. Minimum of 3 hours. *Objective: Students will describe the distinctive traits of religious belief systems.*

- RELG 150. Biblical Theology
- RELG 153. World Religions
- RELG 220. History of Christianity: Ancient and Medieval
- RELG 226. History of Christianity: Reformation and Modern
- RELG 229. African-American Religious History
- RELG 251. World of Islam
- RELG 252. The Judeo-Christian Tradition
- RELG 260. Introduction to Christian Theology
- RELG 303. New Testament Literature
- RELG 304. Jesus in the New Testament

**5. Moral Inquiry**

This category is designed to develop an understanding of the means by which individuals and communities evaluate and respond to ethical problems, both personal and social. Minimum of 3 hours. *Objective: Students will formulate and justify a position on an ethical problem.*

- ENGL 317. Journalistic Ethics
- PE 355. Sports Ethics
- PHIL 203. Introduction to Ethics
- PHIL 305. Biomedical Ethics
- PHIL 331. Environmental Ethics
- PHIL 343/POLS 343/SOCI 335. Social and Political Philosophy
- PHIL 361. Topics in Moral Philosophy
- POLS 342. Ethical Issues in Politics
- POLS 356. War, Peace and Security
- RELG 253. Biblical Ethics
- RELG 393. Global Issues and Values
- SOCI 369. Peacemaking

**6. Quantitative Reasoning** (Exempted with SAT M-680/ACT M-28)

This category is designed to develop competency in understanding and using numerical concepts and methods. Minimum of 3 hours. *Objective: Students will demonstrate an understanding of numerical concepts and use appropriate methods to solve problems.*

- BUSI 325. Statistics
- EDUC 341. Assessment in Education
- HLSC 304. Statistics for the Health Sciences
- MATH 140. Practical Statistics
- MATH 150. Quantitative Reasoning for the Liberal Arts
- MATH 170. Applied College Algebra
- MATH 180. Precalculus
- MATH 190. Calculus I
- PSYC 232. Behavioral Statistics

**7. Scientific Understanding**

This category is designed to develop an understanding of the natural world, the scientific method, and the forces and elements inherent in the natural order. Minimum of 7 hours. (Must include one lab science course and courses from two course prefixes) *Objective: Students will describe scientific principles and apply methods of scientific inquiry.*

## LAB Courses

- BIOL 106. Contemporary Biologic Issues
- BIOL 111. Organismal Biology I + BIOL 107. Biology Laboratory I
- BIOL 112. Organismal Biology II + BIOL 108. Biology Laboratory II
- BIOL 121. Anatomy and Physiology I
- BIOL 122. Anatomy and Physiology II
- CHEM 105. Issues in the Chemical Sciences
- CHEM 108. General, Organic, and Biological Chemistry
- CHEM 111. General Chemistry I
- GEOL 101. Introduction to Geology
- GEOL 110. Environmental Geology
- PHEN 101. Conceptual Physics
- PHEN 121. Classical Physics I
- PHEN 150. Introduction to Astronomy
- PSYC 351. Advanced Experimental Psychology

## Non-LAB Courses

- BIOL 100. Science and Society
- CHEM 101. Joy of Chemistry
- EDUC 367. Science in Early Childhood
- GEOG 120. Physical Geography
- GEOG 220. Earth's Climate System
- GEOL 105. Geohazards
- HLSC 336. Principles of Strength and Conditioning
- PE 149. Physiology of Exercise
- PHEN 100 Physics for Video Games
- PHEN 200. The Ideas of Modern Physics

**8. Health**

This category is designed to develop an understanding of important health issues and to foster choices for students' health throughout life. Minimum of 2 hours. *Objective: Students will identify and evaluate biological, psychosocial, and/or behavioral factors that influence health.*

- HLSC 231. Nutrition Across the Lifespan
- HLSC 315. Public Health and Epidemiology
- HLTH 200. Nutrition and Physical Fitness
- HLTH 345. Personal Health
- HLTH 380. Health Issues and Programs
- PE 101. Concepts of Wellness
- PE 102-140. Physical Education Service Courses
- PSYC 101. Introduction to Psychology

**9. Artistic Understanding and Expression**

This category is designed to develop an understanding of the role of the arts in the human endeavor. Minimum of 3 hours. *Objective: Students will perform, create, or interpret artistic works.*

- ART 112. Drawing I
- ART 120. Three-Dimensional Design
- ART 121. Ceramics I
- ART 131. Sculpture I
- ART 141. Photography

ART 151. Introduction to Art  
ART 170. Graphic Design I  
ART 350. Art History I  
ART 351. Art History II  
ART 352. Art History III  
COMM 260. Oral Interpretation of Literature  
ENGL 260. Introduction to Creative Writing  
FREN 350. Survey of French Cinema  
GERM 350. German Cinema  
MUSC: two consecutive years of the same applied music lessons or ensembles  
SPAN 350. Hispanic Cinema  
THEA 151. Introduction to Theatre  
THEA 275. Acting I  
THEA 350. History of Film

**10. Cultural Diversity**

This category is designed to develop an understanding of diversity (gender, race, ethnicity, sexual orientation, age, etc.) in the contemporary world. Minimum of 3 hours. *Objective: Students will recognize and examine the role of diversity in society.*

COMM 340. Gender Communication  
COMM 446. Interpersonal Communication  
EDUC 112. Educational Implications of Diversity  
ENGL 235. Tradition of African-American Literature  
ENGL 387. Topics in Literature and Gender  
FREN 211. Intermediate French I  
FREN 212. Intermediate French II  
GERM 211. Intermediate German I  
GERM 212. Intermediate German II  
HIST 220. US Women's History  
HLSC 312. Social Gerontology  
POLS 131. Introduction to Comparative Politics  
RELG 261. Women and the Bible  
RELG 262. Global Christianity  
RELG 353. Religion and Gender  
SOCIO 101. The Sociological Perspective  
SPAN 211. Intermediate Spanish I  
SPAN 212. Intermediate Spanish II  
THEA 352. Dramatic Literature  
WRLD 200. Cross-Cultural Communication

**11. International Perspectives**

This category is designed to develop an understanding of global societies, and a familiarity with patterns of social and political behavior in a comparative context, in order to lay the basis for responsible world citizenship. Minimum of 3 hours. *Objective: Students will recognize and compare the social, cultural, and/or political patterns of global communities.*

ANTH 201. Cultural Anthropology



ENGL 124. World Literature  
 GEOG 111. World Regional Geography  
 HIST 110. Pre-Modern World History  
 HIST 111. Emergence of the Modern World I  
 HIST 112. Emergence of the Modern World II  
 HIST 345. The Second World War  
 HIST 346. Southeast Asian History  
 HIST 348. The Western Impact on Modern Japan  
 HIST 351. Modern Latin America  
 HIST 356. History of Modern Africa  
 MUSC 310. Excursions in World Music  
 NURS 430. Perspectives in Global Nursing & Health (NURS Only)  
 PHIL/RELG 342. Religions and Philosophies of Asia  
 POLS 151. Introduction to International Relations  
 POLS 357. International Political Economy  
 SOCI 350. Social Change in an International Perspective

## 12. Western Traditions

This category is designed to develop an understanding of social, political, cultural and behavioral dimensions of human existence in Western European traditions. Minimum of 3 hours. *Objective: Students will describe and interpret the social, cultural, political, and/or behavioral dimensions of Western European traditions.*

ENGL 123. Introduction to Literature  
 ENGL 231. Tradition of British Literature I  
 ENGL 232. Tradition of British Literature II  
 ENGL 394. Classical Mythology  
 FREN 123. Masterpieces of French Literature in Translation  
 GERM 123. Explorations in German Literature in Translation  
 HIST 210. The Roman Empire  
 HIST 215. Introduction to the Middle Ages  
 HIST 310. Ancient History  
 HIST 312. Early Middle Ages  
 HIST 313. Later Middle Ages  
 HIST 318. Nineteenth Century European History  
 HIST 320. Twentieth Century European History  
 HIST 321. Early Modern European History  
 IDIS 275. Arts and Humanities in Western Culture  
 MUSC 121. Introduction to Music  
 PHIL 101. Introduction to Western Philosophy  
 POLS 121. Introduction to Public Administration and Policy  
 POLS 331. Politics of Western Europe  
 SPAN 123. Explorations in Hispanic Literature in Translation

## 13. The U.S. Experience

This category is designed to develop an understanding of the United States, its institutions, customs, culture, diversity of people and resources, and challenges facing the nation in the contemporary setting. Minimum of 3 hours. *Objective: Students will describe and evaluate how traditions, practices, or institutions address or inform the*

*society and culture of the United States.*

COMM 320. Introduction to Popular Culture  
ENGL 233. Tradition of American Literature I  
ENGL 234. Tradition of American Literature II  
ENGL 341. Nineteenth Century American Fiction  
ENGL 343. Modern and Contemporary American Fiction  
ENGL 351. Modern and Contemporary American Poetry  
HIST 105. United States History to 1877  
HIST 106. United States History since 1877  
HIST 230. The American Civil War  
HIST 374. Ohio History  
HIST 380. The History of the American Dream  
HIST 385. American Environmental History  
HLSC 301. The American Health Care System (MAP Only)  
HLSC 322. Health Policy  
IDIS 240. Introduction to American Studies  
MUSC 110. History of Popular Music  
NURS 460. Community Health Nursing (NURS Only)  
PHIL 353. Contemporary American Philosophy  
POLS 111. American Political System  
RELG 368. Religion in the United States  
SOC 216. Social Problems in Contemporary Culture  
SOC 301. American Society: Class and Culture  
SOC 320. Racial and Cultural Minorities

## **Sequence for Meeting the General Education Requirements (Gen Ed)**

During their first year, traditional students should take ENGL 121 Composition and COMM 200 Fundamentals of Speech Communication, which comprise the core. Some first year students may want to take a science course. Typically first year students concentrate on the gen ed requirements and take no more than one or two classes in their prospective major. After taking Composition, students must complete two writing unit courses, usually one at the 100- or 200-level and one at the 300- or 400-level. At least one of the two must be at the 300- or 400-level.

A writing unit class is one that uses writing as a significant part of the learning process, not courses that teach writing *per se*. Therefore, writing unit classes are not those with the word “writing” in the title. They can be identified by a # sign before the name of the course in the online schedule. For example, #Emergence of the Modern World.

## **Second Baccalaureate Degree**

To obtain a second Bachelor’s degree in a major different from that of the first degree conferred, a student must:

1. Develop an appropriate plan of study comprised of at least 30 semester hours of courses that do not duplicate those constituting the major(s) of the first degree.
2. Obtain approval of the plan of study from the department of the proposed new major, and the Vice-President for Academic Affairs.

3. Successfully complete at least 30 semester hours in residence at Muskingum University beyond the first degree, including a capstone experience and half of the hours for the major.
4. A minimum grade point average of 2.00 or above must be earned for all coursework presented in the new program. Some areas or majors may require a higher GPA for graduation.

## Special Programs

**The Center for Regional Planning and Development** offers students the opportunity to work with faculty to gain experience solving real-world problems in regional development. Areas of focus include administration, business, the environment and education. The Center provides southeastern Ohio communities with low-cost solutions, and serves as a laboratory for students to apply to real-world problems what they have learned in the classroom.

**Directed Study\*** permits students, under special circumstances, to enroll in an existing course at an alternative time to the class schedule. This requires a course contract with a cooperating faculty member and approval by the Vice President for Academic Affairs. The contract specifies required meeting times, readings, writing assignments, studio, or laboratory work. Only students who have earned 60 credit hours are eligible to take courses by directed study. Students may register for directed study courses through the fourth week of the semester. Additional fees may apply.

\*Adult undergraduate degree completers should consult the *MAP Guidebook*.

**First-Year Seminar** The First-Year Seminar course provides entering first-year students with a common academic experience during their first semester. Muskingum's primary purpose is to develop the "whole person"; in keeping with this mission the course offers an extended orientation to the institutional environment and is designed to create a successful transition to the academic expectations and campus life of the institution. The course, which is required of all first-time, first-year students, includes a significant advising component and introduces students to academic and student services resources.

**Interdisciplinary Majors** draw on offerings in various departments. Students may elect an already established interdisciplinary major in American Studies, Animal Studies, Athletics Communication, Conservation Science, Criminal Justice, Child and Family Studies, Digital Media Design, Environmental Science, Humanities, International Affairs, International Business, Journalism, Molecular Biology, Neuroscience, Public Affairs, or Sport and Fitness Science, or may construct a self-designed interdisciplinary major in an area not currently available in the curriculum.

**Internships and Career Field Experiences** encourage students to apply and extend their learning in real-world contexts. In recent years, Muskingum interns have earned academic credit while learning through experience in law and legislators' offices, radio and television stations, hospitals, mental health

institutions, businesses, and field research sites. These experiences are sponsored by individual academic departments. The Office of Career Services also assists students seeking internships that complement their personal learning goals. The goals, expectations and specific learning requirements are carefully specified in advance to assure good rapport among University staff, the students, and the various cooperating agencies.

Students may initiate internship proposals, but all internships must meet the same minimum standards and be approved by the department chair or program coordinator, supervising professor, and VPAA's Office prior to the beginning of the experience or within two weeks of the beginning of the experience. To be eligible for an **Internship**, a student must have achieved junior standing (60 hours) prior to the internship and must have at least a 2.5 cumulative GPA. A minimum of 40 work hours combined with readings and written projects or papers is required for each semester hour of credit. Internships are graded S/U. See the Interdisciplinary course listing section for details on credit. A maximum of 16 hours of internship, including fieldwork in student teaching, may be applied toward graduation and a maximum of 6 hours may be earned in any one semester or summer session. To be eligible for a **Career Field Experience**, a student must have earned a minimum of 28 credit hours prior to the beginning of the experience and must have at least a 2.0 cumulative GPA. A minimum of 40 work hours combined with readings and written projects or papers is required for each semester hour of credit, with a maximum of 2 credits allowed per experience.

**May Term & More (Traditional Undergraduate Summer Term)**, Muskingum's undergraduate summer program, offers a broad selection of courses in a variety of delivery formats, including classroom-based, online, and blended learning. Students may also select from a range of scheduling formats starting with the intensive 4-week May session and continuing throughout the summer with 10-week, 5-week and 1-week courses. May Term & More classes are open to all Muskingum students as well as students from other schools who are in the area during the summer.

**Pre-Professional Education** is offered through intense programs which prepare students for schools of medicine, dentistry, veterinary medicine, law, physical therapy, pharmacy, chiropractic, and the Christian ministry.

**Self-Designed Majors** offer students the opportunity to construct a self-designed interdisciplinary major (SDIM) in an area of professional preparation or academic interest not currently available in the curriculum. Students planning an SDIM will find the process to follow for developing an SDIM described under the Interdisciplinary major which is found in the Academic Programs section of this catalog.

**Senior Studies** provides a capstone experience for seniors in their major field of study. Through a seminar (an individual study or an advanced field experience), students learn to use bibliographic and research techniques and sources applicable to their chosen discipline; integrate earlier course work into

a coherent pattern; engage in an extensive writing experience; gain experience in oral communication; develop independence, self-reliance and creativity; and explore a topic in depth.

### **Affiliate Programs**

Muskingum University offers students the opportunity to earn academic credit from other institutions through its affiliate programs. These programs are typically focused toward a particular academic or internship experience for which the off-campus institution offers a specialization that cannot be obtained on campus. Following is a description of the programs for which Muskingum has affiliate agreements. Students participating in these programs are generally considered to be enrolled at Muskingum University.

On receipt of an official transcript from an affiliate program, credit will be awarded for all pre-approved coursework in which a passing grade has been assigned. Letter grades, but no equivalent quality points, will be assigned to transfer work. With the exception of calculations for Latin Honors and Dean's List, neither term nor cumulative grade point average will be affected by transfer work from affiliate programs.

**Speech Pathology and Audiology** emphasis is available through an agreement with Kent State University. A bachelor's degree from Muskingum with this emphasis provides students the opportunity to enter the graduate program in Speech Pathology or Audiology at Kent State University.

**Study Abroad/International Study** provides the opportunity for sophomores, juniors and seniors to study for one or two semesters at a foreign university through Muskingum's exchange programs. Formal student-exchange agreements exist between Muskingum University and institutions in Asia, Canada, Europe, and South America. In most cases there is no extra fee for participation in these exchange programs. Students interested in study abroad should consult the Coordinator of Study Abroad for further information. To make certain that their programs of study satisfy Muskingum's requirements, students must have their programs approved by the Coordinator of Study Abroad. Study abroad opportunities outside of those already established at Muskingum are also possible, as are short-term study abroad programs.

**Washington Semester** is available through a cooperative arrangement with American University in Washington, D.C. It offers students in-depth experiential learning in their choice of a dozen areas of study including American politics, international relations, justice and law, journalism, international economics and business, public health, and more. The curriculum includes a full-time academic schedule (8-12 hours) and an internship in the heart of the nation's capital (4 hours).

# Academic Programs

Muskingum University offers degrees at both the undergraduate and the graduate level.

## Undergraduate Program\*

Muskingum's undergraduate program includes disciplinary and interdisciplinary majors offered through four academic divisions (Arts and Humanities, Education, Science, and Social Science) and the twenty-one departments described in the following pages. Many majors offer a choice of tracks or emphases, and most majors have a corresponding minor. For more information, consult the departmental listings in this catalog or the departmental web page. For specific information regarding Ohio teaching licensure, which is available in many of these areas, consult the Department of Education. Currently the following majors are offered:

Accounting	German
Accounting (Public)	Health Administration
American Studies	Health and Fitness
Animal Studies	Health Science
Art	Healthcare Management
Athletic Training	History
Athletics Communication	Human Resource Management
Biology	Humanities
Business Management	Information Systems
Chemistry	International Affairs
Child and Family Studies	International Business
Christian Education	Journalism
Communication	Marketing
Community Health and Wellness	Mathematics
Computer Science	Media Production
Conservation Science	Medical Laboratory Studies
Criminal Justice	Molecular Biology
Digital Media Design	Music
Earth Science	Music Education
Economics	Neuroscience
Education	Nursing
Early Childhood Education	Occupational Science
Middle Childhood Education	Organizational Communication
Health Education	Petroleum Geology
Physical Education	Philosophy
Special Education	Physics
Engineering Science	Physics Education
English	Political Science
Environmental Science	Psychology
French	Public Administration
Geology	Public Affairs

Public Health Studies  
 Public Relations  
 Religion  
 Self-Designed  
 Sociology

Spanish  
 Sport Administration  
 Sport and Fitness Science  
 Theatre

\*Although the majors listed above are available to all qualified undergraduate students, only nineteen majors are supported by the MAP schedule. Adult undergraduate degree completers should consult the *MAP Guidebook*.

A minor only is available in:

Film Studies  
 Gender Studies  
 Human Biology  
 Musical Theatre  
 Pre-Law

Pre-Social Work  
 Nutrition  
 Sports Coaching  
 Teaching English as a Second  
 Language

## Graduate Programs

Graduate and Continuing Studies provides academic administration of all graduate, post-baccalaureate, and continuing studies programs. Each graduate degree is led by a faculty director who is a member of the department and the division responsible for academic oversight of the program.

Muskingum University offers four graduate, professional degrees and a variety of post-baccalaureate licensure and professional development options. The Master of Arts in Education, the Master of Arts in Teaching, and the Educational Specialist are graduate educator preparation programs approved by the Ohio Board of Regents, the Higher Learning Commission of the North Central Association of Colleges and Schools, and the Ohio Department of Education. The Master of Information Strategy, Systems and Technology is a graduate degree program for business professionals which is approved by the Ohio Board of Regents and the Higher Learning Commission of the North Central Association of Colleges and Schools. For more information, see the Graduate and Continuing Studies website at <http://www.muskingum.edu/gradstudies/index.html>.

### Master of Arts in Education

The Muskingum University Educator Preparation Unit is accredited by the National Council for Accreditation of Teacher Education (NCATE) for both initial and advanced programs. The Master of Arts in Education (MAE) is designed for licensed or certified education professionals. While earning the MAE, students may complete licensure for principals, Intervention Specialist: Mild/Moderate, Intervention Specialist: Moderate/Intensive, Intervention Specialist: Talented and Gifted; Early Childhood, and Early Childhood Intervention Specialist; or endorsements in Teacher-Leadership, Talented and Gifted; Reading; Pre-K Special Needs; TESOL; Early Childhood Generalist; and Middle Childhood Generalist. A non-licensure concentration is also available in Adult Education.

### **Master of Arts in Teaching**

The Muskingum University Teacher Education Unit is accredited by the National Council for Accreditation of Teacher Education (NCATE) for both initial and advanced programs. The Master of Arts in Teaching (MAT) provides an opportunity for persons who have earned a baccalaureate degree in disciplines other than teacher education to earn a master's degree while preparing for provisional licensure as entry-year teachers. Licensure programs are available in Early Childhood, Middle Childhood, Adolescent Young Adult (Math, Language Arts, Social Studies, Chemistry, and Life Sciences), Intervention Specialist: Mild/Moderate, and Intervention Specialist: Moderate/Intensive.

### **Post-Graduate Programs in Education**

Muskingum University offers post-graduate programs in education leading to licensure as an Administrative Specialist in School-Community Relations; Educational Staff Personnel Administration; or Curriculum, Instruction and Professional Development. A post-graduate licensure program is also offered to prepare Superintendents. Muskingum also offers the Educational Specialist degree.

### **Master of Information Strategy, Systems, and Technology**

The Master's of Information Strategy, Systems, and Technology (MISST) degree at Muskingum University is a project-based program designed for working business professionals. MISST develops competencies that are necessary to work successfully at the interface of business strategies and information technology. The Program is offered entirely on-line. Graduates of the MISST program will be prepared to lead strategic change in their organizations. (Visit our website at [www.muskingum.edu](http://www.muskingum.edu) for additional information.)

### **Undergraduate Academic Offerings\***

Descriptions of the courses in the departmental curricula follow. While the majority of the offerings are available each year, some are available on an alternate year basis or when student interest is sufficient to make their scheduling feasible.

Listed with each departmental heading is the roster of that department's faculty.

Some course descriptions contain a comma, semi-colon, or dash in the course number. A comma between course numbers indicates a multiple semester course in which each semester is a prerequisite to the next, and credit may be received for each course. A semicolon between course numbers indicates a multiple semester course in which each semester is **not** a prerequisite to the next, and credit may be received for each course. A dash between course numbers indicates a multiple semester course in which each semester is a prerequisite to the next, and all courses in the sequence must be satisfactorily completed in order to receive any credit. Courses numbered below 100-level are remedial and do not count in minimal hours toward graduation. Ordinarily the 100-level courses are for first-year students, the 200-level for sophomores, the 300-level for juniors and the 400-level for seniors. Students may enroll in a course one level above or below their classification. To enroll in a course which is more than one level above or below their class, students must obtain permission from their advisor.



The number in parentheses immediately following the course name indicates the semester hours of credit.

In the catalog, a “pre-requisite” is a course that one must take before taking a specific course. A “co-requisite” is a course that must be taken at the same time as a specific course.

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

## Accounting

See Economics, Accounting and Business

## American Studies

Distinguished Professor KERRIGAN; Professors LEKAN, NUTT; Associate Professors ADAMS (Co-Advisor), DUNAK (Co-Advisor) , KING

The interdisciplinary major in American studies provides students with the opportunity to study American civilization from the points of view of different disciplines.

*Major* (39-42 hours)

### *Requirements:*

IDIS 240

American Studies senior seminar project

A minimum 12 hours (four courses) from at least two of the following five disciplines:

ECON 215, 216

ENGL 233 or 234

ENGL 235

HIST 105, 106

POLS 111

SOCI 216

*Electives:* 24 hours from a minimum of five of the following departments or disciplines, including those courses previously listed under requirements.

ENGL 341, 343, 351, 385 (385 can count no more than twice, and only when it focuses on a different American author.)

HIST 230, 372, 374, 378, 379, 380, 385, 390 (American topics only)

PHIL 343, 353

POLS, one from 311-319, one from 321-329, 352

RELG 229, 330, 368

SOCI 301, 320, 345

## Anthropology

See Sociology and Anthropology

## ART

Distinguished Professor SUN; Professor McCOLLUM (Chair)

The art department creates visually literate individuals through quality courses in the programs of art history, studio, and art education. The department seeks to foster a liberal arts environment in which the study of art leads to critical

thinking, effective and mature expression, ethical sensitivity, and spiritual growth. Courses provide both appreciation of and participation in a wide variety of art experiences. The department also presents educational events, gallery programs, and a permanent collection to the University and its surrounding community.

Proficiency in the knowledge and skills acquired in the studio disciplines, coupled with a thorough study of art history, can prepare students for graduate fine arts studies, gallery management, and museum curatorship. The art education program leads to careers in teaching as well as graduate studies. Art, in combination with psychology, prepares students for graduate work in art therapy; in combination with business, it enhances careers in marketing and similar fields.

Students interested in art should contact the department chair at least by the first semester of the sophomore year to ensure fulfillment of all requirements for the degree, pre-professional options, and teacher licensure in multi-age visual arts.

For additional information please consult the art department's website at <http://muskingum.edu/~art/>.

### **Major (38 hours)**

#### **Requirements:**

Foundation year: 112, 120, 151, 170

Additional requirements: 121, 131, 212, 241, 490

Two courses from 350, 351, 352

One course from 321, 331, 370, 412 or 441

One art course elective

Portfolio for acceptance into major program

One to three pieces may be retained as part of the student section of the Permanent Art Collection

Completion of Junior Year Review prior to the Senior Capstone Review  
Capstone experience requirements:

1. Electronic Portfolio development
2. Art-related writings
3. Development of inter-disciplinary art
4. Development of inter-cultural diversity art
5. Development of technology related to art

### **Minor (15 hours)**

**Requirements:** 112, 121, 151, 170

**Electives:** 3 additional hours of art electives

**Teacher licensure** — multi-age visual arts, age three through twelfth grade.

Contact the education department or the education department website for specific course requirements.

## **Course Offerings (ART)**

**112. Drawing I (3)** introduces the fundamentals of two-dimensional composition through experiences designed to increase visual perception and provide

technical skill. Students are introduced to visual concepts such as positive and negative space, linear perspective, and proportion. Discussion and critiques introduce aesthetic theories.

**120. Three-Dimensional Design (3)** is a foundation course which is intended to be completed in the freshman year (or initial year of study) for the Art major. The course introduces the fundamentals of three-dimensional compositions for the visual arts. The course is designed to increase visual perception and provide technical skills with fundamental three-dimensional problems. A portion of the course provides experience with the use of tools and materials required in fabrication of three-dimensional mediums of wood, paper, wire, clay, metals, and new technologies, while a portion of the course focuses on design using traditional and computer related tools.

**121. Ceramics I (3)** introduces methods and aesthetics from ancient and contemporary practices used worldwide. Fundamental three-dimensional design problems are explored using hand building and wheel throwing techniques. Basic clay and glaze formulation theory along with various firing procedures are included.

**131. Sculpture I (3)** introduces three-dimensional design elements, criticism, media, technique, and conceptual concerns as employed in contemporary and historical sculpture produced worldwide. Inspiration, conception, and working philosophies are stressed.

**141. Photography (3)** introduces the fundamentals of black and white photography. This course covers lenses, lighting, camera handling, and various techniques in digital photography. It also involves digital photo manipulation, matting and displaying prints. Emphasis is on historical development of photography, the study of composition, and creative approaches of photographic expression.

**151. Introduction to Art (3)** expands the student's awareness and understanding of the visual arts through art theory and critical analysis by emphasizing present, historical, and multi-cultural perspectives.

**170. Graphic Design I (3)** introduces elements of two-dimensional, visual communication design. Highlights include an investigation of basic concepts and principles of graphic design, and an introduction to utilization of computer software programs in representation, creation, and study of designs. Students design and produce basic-level design projects in a computer-based environment.

**212. Drawing II (3)** is a further development of the fundamentals presented in Drawing I, including a variety of media; subject matter including landscape, figure drawing, portrait, and still life; and approaches to personal expression in drawing. Prerequisite: 112.

**221. Ceramics II (3)** is a thorough investigation of wheel throwing techniques, including a range of glazes and firings. Wheel aesthetics are contrasted with those of hand building. Prerequisite: 121.

**231. Sculpture II (3)** is a more thorough study of sculptural techniques. Effective communication of conceptual concerns is stressed. Prerequisite: 131.

**241. Painting I (3)** deals with the fundamentals of painting, including color theory, color mixing, preparation of canvas, and other grounds and care of materials. Aesthetic theories and criteria of excellence are introduced. Prerequisite: 112 or permission of the instructor.

**270. Graphic Design II (3)** includes computer-based graphic design areas, and teaches page design and layout of various types. Typography, image, space, color, and form will be integrated as the term progresses. Emphasis is placed on students' application of design concepts to communication purpose, on solutions for specific client areas, and on development of visual designs that effectively communicate the desired message. Prerequisite: 170.

**312. Drawing III (3)** builds upon Drawing I and Drawing II with a focus on producing more personal and expressive drawing. Advanced composition, communication, content, and idea development are emphasized. Prerequisite: 212.

**321. Ceramics III (3)** is an advanced investigation of one or more aspects of the field. Emphasis is on competent and informed individual initiative and creation. Prerequisite: 221.

**331. Sculpture III (3)** is an advanced investigation of one or more aspects of the field with emphasis on competent and informed individual initiative and creation. Prerequisite: 231.

**341. Painting II (3)** focuses upon personal expression and the decisions made in creative endeavors. Students explore individual solutions to painting problems and develop their own aesthetic and style. Prerequisite: 241.

**350. Art History I (3)** introduces Western art from prehistory through Roman classicism and visual art from non-western cultures. Understanding of historical and cultural context is stressed.

**351. Art History II (3)** investigates Western art from early medieval times through the end of the 1700s. Stylistic influences are stressed.

**352. Art History III (3)** is an investigation of why and how Western art changes from the early 1800s to the present. Conceptual and multi-cultural influences are stressed.

**370. Graphic Design III (3)** focuses on advanced graphic design concepts and ideas, as well as in-depth graphic design features on the computer. Production

technology is discussed. Advanced graphic communication and typography concepts are studied. Graphic design in a variety of programs in marketing, communications, advertising, public relations, and journalism is highlighted. Students work towards building finished portfolio contents. Prerequisites: 170 and 212, or permission of the instructor.

**380. Middle Level Art Education (3)** studies art education methods, philosophies, and practices. Materials/media appropriately used for artistic expression in early childhood, elementary and middle school classrooms are used in laboratory projects. A comprehensive, creative study for teaching students PreK-8 is provided for those seeking multi-age licensure.

**381. Adolescent Art Education (3)** provides the student intending to teach secondary art with information and methods necessary for teaching the secondary school art student.

**412. Life Drawing (3)** consists of drawing from the nude, draped and clothed human figure from masterpieces in books or museums, with emphasis on study of structure, proportion and anatomy for artists. Various media and approaches to drawing figure are used. Prerequisite: 212 or permission of the instructor.

**441. Painting III (3)** provides the advanced student with the opportunity to develop control and mastery of the techniques and methods acquired in 241 and 341. A personal aesthetic and style are emphasized. Prerequisite: 341

**455. Student Teaching in Primary/Middle Level Visual Arts (5)** involves students as practice teachers in a six week supervised experience in planning for instruction, creating an environment for student learning, teaching for student learning, and reflecting on students' performance completed in a primary or middle school setting, grades K-3 or grades 4-8.

**457. Student Teaching in Secondary Visual Arts (5)** involves students as practice teachers in a six week supervised experience in planning for instruction, creating an environment for student learning, teaching for student learning, and reflecting on students' performance completed in a secondary school setting, grades 9-12.

**490. Senior Seminar and Capstone Assessment (2)** provides the senior art major with a gallery exhibit experience. The student carries out all aspects of designing, publicizing, and hanging an exhibit of visual work done during college. The student will complete the required portfolio competencies of written paper, interdisciplinary art, inter-cultural art, art history, and power points of images.

**491; 492; 493; 494. Directed Studies (1-4)** allows the advanced student to create independent work under faculty guidance with permission of the department chair.

## **Athletics Communication**

See Health Science

## **Athletic Training**

See Health Science

## **BIOLOGY**

Distinguished Professors INGOLD, DOOLEY; Professor BERGSTROM;  
Associate Professors OSUNSANYA, SANTAS (Chair); Assistant Professors  
ALLEN, RAFTER

The goals of the biology department include helping students to gain an understanding of the universal principles governing the phenomenon of life. Students will know what a modern biologist is, understand how biologists think, see how discoveries are made, and apply the scientific process to their everyday lives. Students will engage in a broad-based knowledge of the principles of cellular, molecular, genetic, physiological, morphological, ecological, and evolutionary studies. In doing so, they will develop sensitivity to the role of critical and creative thinking as it operates in the scientific process; in addition, they will begin to integrate a sense of ethical thinking and behavior in their professional and personal lives. Finally, liberal arts students will engage in their development of scientific literacy and develop an understanding of the scientific process as a way of thinking that can be applied not only to science but to their everyday lives.

The biology department faculty advise students destined for professional or graduate schools requiring a biology major. These include pre-graduate, pre-medical, pre-dental, pre-optometry, pre-veterinarian, pre-physical therapy students, and future biology teachers. Liberal arts students who are majoring in other disciplines and yet have an interest in biology are also advised by the faculty. Interdisciplinary studies in neuroscience, environmental science, conservation science, and molecular biology, each of which has a significant biological component, are also offered. Students work with faculty on individual research projects and on faculty research. Life-long faculty scholarship is important as it serves as a model for the student's future life-long learning.

The biology department occupies 11,500 square feet in the Boyd Science Center. The space includes five teaching laboratories, a greenhouse, three controlled environment rooms, four faculty research labs, animal rooms, a seminar room, and a classroom.

Students interested in a biology major should contact the department chair at the earliest opportunity to ensure fulfillment of all degree and pre-professional requirements for completing a major in biology and preparing for a related career.

Animal Studies is a relatively new area of academic concentration that is designed for students with interests in developing a career path that involves animals. Career opportunities for individuals with backgrounds in animal biology have long existed in institutions such as zoos and aquaria. In addition, opportunities also existed as field and laboratory technicians for wildlife, conservation and ecological field research. More recently opportunities in other

areas such as environmental education, larger marine and terrestrial parks/reserves, human therapy programs that use animals, pet training, and work with shelter and rescue facilities have expanded. As the number and nature of opportunities increase, students with interest in the general area of animal studies will be challenged to invest significant thought and directed preparation towards developing knowledge and skills that prepare them for particular career trajectories within this broader area.

The major in animal studies is designed to prepare students in three general areas: science, psychology and communication, and management and finance. Science courses provide knowledge from areas within biology that focus on animals and public health. Psychology and communication courses provide practical knowledge and skills required for leading and administering a financially sustainable organization.

The program is designed to be advising intensive. In particular, the two required courses in animal studies are both focused on career development and preparation. In addition, students will be strongly advised to pursue internship and/or research experiences (particularly during the summer months) in order to better prepare themselves for their future careers.

For additional information please consult the biology department's website at <http://www.muskingum.edu/dept/biology/index.html>.

### ***Biology Major*** (46 hours)

***Requirements:*** 111, 107, 112, 108, 226, 306, 308, 336, 420 (taken in the Junior or Senior year)

CHEM 111, 112

MATH 170 (or any MATH course of a higher level)

***Electives:*** At most, one course selected from EVSC 121, 421; MBIO 211, 411; CVSC 231, 431; or NRSC 201. Remaining requirements may come from biology courses not counted above, as well as from CVSC 331 and NRSC 386. Gen Ed issues courses (the 106 group) count as two credit hours toward the major. BIOL 305 cannot be counted as credit toward the biology major.

### ***Biology Minor*** (19 hours)

***Requirements:*** 111, 107, 112, 108, 226 and a minimum of eight additional credit hours from courses at the 200-level or higher,  
Only biology courses will count for the minor.

### ***Human Biology Minor*** (19 hours)

***Requirements:*** 121, 122, one of the following 305 or 306

***Electives:*** 213, 312, 346, 368

MBIO 211

NRSC 201, 386

### ***Animal Studies Major*** (38 hours)

***Requirements:*** 250, 495

BIOL 111, 107, 112, 108, 240

HLSC 315

PHIL 331

**Electives:** The remaining 17 hours are drawn from the following three areas (minimum of three credits from each of the three course groups).

**Area I: Science**

BIOL 232, 305, 346, 373

CVSC 331

GEOG 310

PSYC 151, 281

**Area II: Behavior & Communication**

COMM 335, 345, 355, 446

ENGL 202

PSYC 101, 208, 304, 390

**Area III: Management and Administration**

ACCT 201, 202

BUSI 221, 241, 415

**Teacher licensure** — Life Sciences or Integrated Science, grades 7-12. Contact the education department or the education department website for specific course requirements.

## Course Offerings (BIOL)

**100. Science and Society** (3) is intended for non-science majors, although a total of two credit hours from this course or Biology 106 may be applied toward the biology major. Offerings focus on an area of the biological sciences which has an impact on society. Discussions include the impact this area has on society and include an exploration of the use of scientific method. Each offering focuses on one primary topic area. Examples of a primary topic area include Environmental Science, Conservation Science, or Human Health.

**106. Contemporary Biologic Issues** (4) is intended for non-science majors, although two credit hours from any one of the following classes may be applied toward the biology major. In addition, more than one course may be taken for graduation credit, but only one counts for the Gen Ed requirement. Topical offerings provide students with current content knowledge within important fields of biological science and also serve as a platform for illustrating how scientific inquiry develops and addresses scholarly questions. Following are descriptions of the different course offerings:

- a. **Environmental Science** examines the basic principles of evolution, ecology, and population biology. These principles lay the groundwork for a detailed look at world biodiversity, conservation, sustainable resource use, and anthropogenic-based water and air pollution. Lecture and laboratory experiences are included.
- b. **Conservation Science** deals with the threats facing the Earth's biological diversity such as habitat destruction, overexploitation, and exotic species introductions. In addition, practical approaches to maintaining and managing biological diversity are examined and the critical linkages between ecology, economics, and politics are emphasized. Possible



weekend field trips included. Lecture and laboratory experiences are included.

- c. **Concepts in Evolution** provide an introduction to fundamental principles underpinning contemporary evolutionary biology. In addition to lecture and text readings, weekly discussion meetings provide a forum for evaluating the extent to which evolutionary principles may provide a contextual framework for understanding a number of contemporary social issues. Lecture and laboratory experiences are included.
- d. **Genetic Frontiers and Biotechnology** surveys the scientific principles, applications and social implications of genetic engineering. Lecture and laboratory experiences are included.
- e. **Human Biology** surveys basic biological chemistry, scientific method, tissues and organ systems and applies this to demonstrate how biology influences our quality of life. Lecture and laboratory experiences are included.
- f. **Human Diseases** surveys microbes and disease with special emphasis on infectious diseases caused by bacteria and viruses. The characteristics of microbes, interaction between microbes and host, immunity to disease, and treatment are also emphasized. Lecture and laboratory experiences are included.

**107. Biology Laboratory I** (1) is a laboratory course that utilizes observation and experimentation to explore the principles of evolution and the defining characteristics of several of the major animal phyla. Co-requisite 111.

**108. Biology Laboratory II** (1) is a laboratory course that utilizes observation and experimentation to study the structure and function of various organs and organ systems in vertebrates. Co-requisite 112.

**111. Organismal Biology I** (3) studies the principles of biological evolution; examines the defining characteristics of all of the major animal phyla and introduces the major principles of ecology. Co-requisite: 107.

**112. Organismal Biology II** (3) studies the structure and function of various organ systems in vertebrates. Examples from invertebrates are frequently used to emphasize diversity, adaptability, and evolution. Co-requisite: 108.

**121. Anatomy & Physiology I** (4) focuses on the anatomy and physiology of the human body. This is the first part of a two-course offering in human anatomy and physiology which covers how the body is organized, supported, and regulated.

**122. Anatomy & Physiology II** (4) focuses on the anatomy and physiology of the human body. This is the second part of a two course offering in human anatomy and physiology and primarily focuses on the maintenance and continuity of the human body.

**213. Functional Histology** (4) studies the structure and function of animal tissues and the methods used in preparing them for microscopic examination. Lecture and laboratory experiences are included. Prerequisites: 112, 108.

**221. Vascular Plant Systematics** (4) deals with the classification, evolution, and natural history of selected families of vascular plants with emphasis on the regional flora. Students are required to develop their own plant collection. Prerequisite: 111, 107.

**226. Introduction to Cell and Molecular Biology** (3) focuses on cell structure and function, membrane structure and function, cellular energy, photosynthesis, glycolysis, cellular respiration, DNA, gene activity, the regulation of gene activity, recombinant DNA, and biotechnology. Prerequisite: 112 and 108 or 121 or 122.

**232. Vertebrate Natural History** (4) deals with the identification, classification, and natural history of vertebrate animals of the local region. Lecture, laboratory, field experiences, and possible Saturday field trips are included. Prerequisite: 111, 107.

**240. Animal Behavior** (3) examines the basic principles of animal behavior as derived from evolution, ecology, ethology and development. The course focuses on important biological activities such as communication, mating, foraging, migration, predator-prey interactions, and parental care. Prerequisites: 111, 107, 112, 108.

**304. Evolution** (4) provides an in-depth exposure to contemporary evolutionary biology through lectures and selected readings from the primary literature. The course not only emphasizes information germane to the theory itself, but also important questions currently facing researchers in the field. Course requirements include three exams and a semester-long writing project. Prerequisite: 111, 107, 112, 108.

**305. Human Genetics** (3) provides an overview of fundamental principles, concepts, and knowledge in the field of genetics. The course places particular emphasis on those aspects of genetics that are germane to human heredity and health. Prerequisite: Permission of the department. Does not count toward the biology major.

**306. Genetics** (4) surveys the fundamental principles of heredity and variation. Lecture and laboratory experiences are included. Prerequisite: 112 and 108 or 121 and 122.

**308. General Ecology** (4) examines the interrelationships between organisms and the environments in which they live. Lecture, laboratory, extensive field work, and possible Saturday field trips are included. Prerequisite: 111, 107.

**312. Microbiology** (4) studies the relationship between microorganisms and our lives. The course explores the nature of microorganisms with special

emphasis placed on bacteria of importance to medicine and industry. The course also explores body defense mechanisms. Lecture and laboratory experiences are included. Prerequisite: 112 and 108 or 121 and 122, CHEM 111, 112.

**321. Advanced Botany (4)** is an evolutionary study of the evolution, morphology, and life-history traits of the major plant and algae groups. Lab emphasizes anatomy. Prerequisite: 111, 107.

**336. Cellular Physiology (4)** studies the cellular processes involved in membranes, bioenergetics, control systems, neurochemistry, muscles, and glands. Laboratory emphasizes basic techniques used in cell biology and biochemistry. Prerequisite: 112, 226, 108 and CHEM 111, 112.

**346. Pathophysiology (3)** provides an understanding of how physiological changes manifest themselves under altered health states. Upon completion of the course students will possess an understanding of how altered health states change normal physiological conditions. Additionally, students will understand basic methods of detection and putative treatment strategies. Prerequisite: 121 and 122 or 112.

**368. Fundamental Neuroscience (4)** emphasizes basic neurophysiology, neurochemistry, synaptic function, coordinated organismal functions, and common neurological disorders. Laboratory emphasizes neuroanatomy. Prerequisite: 112, 226, 108. Cross listed as NRSC 368.

**373. Comparative Vertebrate Anatomy (4)** studies the origin, relationships, and comparative morphology of a representative series of chordates. Lecture and laboratory experiences are included. Prerequisite: 112, 108.

**375. Molecular Biology (4)** studies the biochemical and molecular interactions within living cells with special emphasis placed on protein structure, gene structure and expression, gene regulation, and genetic engineering. Lecture and laboratory experiences are included. Prerequisite: 112, 108, 226 and CHEM 111, 112.

**385. Topics in Biology (1-4)** provides an opportunity to study areas of biology not covered by the established curriculum. Prerequisite: Permission of instructor.

**420. Senior Seminar (3)** involves a discussion of a series of scientific papers covering a biological topic. In addition, students search the biological literature related to the topic and prepare an oral presentation as well as a written paper. Prerequisite: biology major and junior standing.

**421-422. Biological Research (2-2)** involves laboratory and/or field research on a biological problem. Prerequisite: 420 and permission of the instructor.

## Course Offerings (ANST)

**250. Career Development in Animal Studies (1)** orients students to the field of animal studies as well as the array of career opportunities that can extend from

the major. Students are challenged to investigate the specific knowledge and skills required for job candidates in their area of interest as well as identifying potential employers. As part of the course experience, students are required to develop a presentation of career and employment options based on research conducted using resources available through the University's Office of Career Services. The seminar requires students to identify academic coursework as well as professional development experiences (e.g., internship opportunities, shadowing programs, research experiences) that are appropriate for their career interests. Students submit a career development plan that highlights knowledge, skills and experiences they need to acquire as well as any needs they may have to clarify their goals.

**495. Senior Seminar in Animal Studies (3)** is a capstone course for students completing the Animal Studies major. The course involves reading and analysis of literature from the field. Student complete a capstone project that generally takes the form of a written literature review, developing a capstone experience that directly relates to the student's career interest area(s). Topics are selected in consultation with the supervising faculty member. Prerequisite: permission of the course instructor.

## **Business**

See Economics, Accounting and Business

## **Business Management**

See Economics, Accounting and Business

## **CHEMISTRY**

Professors RATAICZAK; SZALAY; Associate Professors PERERA, SCHURTER, ZOOK-GERDAU (Chair)

The chemistry department's laboratory intensive instructional program has been certified by the American Chemical Society (ACS) Committee on Professional Training since 1966. The program facilitates an understanding of the materials around us and the changes they undergo. This chemical knowledge is fundamental for an understanding of everyday experience and environmental/economic concerns. Graduating majors are very successful in gaining admission to graduate and professional schools. Many have found a chemistry major to be excellent preparation for medical or law school, careers in private and public research laboratories, adolescent and young adult teaching, and technical sales. The department supports nursing, engineering, medical technology programs, and educational licensure. The department also offers the opportunity to earn ACS certification. Forensic Chemistry and Pre-Pharmacy tracks are also available within the chemistry major for students interested in Forensic Science and Pharmacy. (See below for additional information on the different options within the chemistry major.)

Research is important, and all seniors conduct independent laboratory research. Students are encouraged to participate in research as early as possible. Typically no more than two or three students work on senior research for any one professor.

This small student-faculty ratio makes possible early research endeavors, and modern research facilities make possible excellent, timely research. Joint research projects have involved chemistry students with the departments of biology; geology; physics and engineering; psychology; mathematics and computer science; and economics, accounting and business. Students have presented papers on their research at ACS-sponsored meetings, both national and regional, and have published their research results in reputable journals. The Muskingum University Student Affiliate Chapter of the American Chemical Society sponsors a number of events each year, including films, tutoring, book sales, field trips, and chemical demonstrations. Work-study opportunities are also offered. Contact the department chair to expedite fulfillment of requirements.

Additional information on all tracks within the chemistry major is available on our website: [www.muskingum.edu/admission/majors/chemistry/1.html](http://www.muskingum.edu/admission/majors/chemistry/1.html)

**Major** (36-37 hours in chemistry including)

**Requirements:** 111, 112, 213, 214, 315, 335, 355, 454, 455

MATH 190, 200

PHEN 121, 122

**Chemistry electives:** at least one course from 316, 418, 419, 425, 441, 445

**Recommended electives:** MATH 140; CPSC 111; a world language

**American Chemical Society certification** (43 – 44 hours in chemistry including)

**Requirements:** 111, 112, 213, 214, 315, 316, 335, 355, 418 or 419, 425, 454, 455

MATH 190, 200, 230, 320

PHEN 121, 122

**Recommended electives:** 418 or 419, 441, 445, MATH 140 or 340; CPSC 111; a world language (preferably German)

**Minor** (19 hours)

**Requirements:** 111, 112

**Electives:** 11 hours excluding 101, 105, or 108; and including a minimum of 3 hours at 300-level or above

**Teacher Licensure** – Physical Sciences: Chemistry or Integrated Science. Contact the chemistry department or education department for specific course requirements.

**Suggested tracks to complete a chemistry major**

**American Chemical Society certification – Biochemistry Track** (43 – 44 hours in chemistry)

**Requirements:** 111, 112, 213, 214, 315, 335, 355, 418, 419, 316 or 425, 454, 455

BIOL 108, 112, 226, 375

CPSC 111, 220

MATH 190, 200

PHEN 121, 122

**Pre-Health Track (Pre-med, Pre-vet, Pre-dent)** (36 – 37 hours in chemistry)

**Requirements:** 111, 112, 213, 214, 315, 335, 355, 418 or 419, 454, 455

BIOL 108, 112, 226

MATH 190, 200

PHEN 121, 122

**Additional Pre-dent requirements:** BIOL 121, 122, MATH 140

**Additional Pre-vet requirements:** BIOL 312, MATH 140

**Recommended electives:** BIOL 213, 306, 312, 375; CHEM 418, 419;

MATH 140; PSYC 101

**Pre-Pharmacy Track** (37 hours in chemistry)

**Requirements:** 111, 112, 213, 214, 315, 335, 355, 418 or 419, 454, 455

BIOL 112, 108, 121 or 122, 312

MATH 190, 200, (140 recommended)

PHEN 121, 122

**Forensic Chemistry Track** (45 hours in chemistry)

**Requirements:** 111, 112, 213, 214, 240, 315, 335, 419, 425, 440, 441, 454, 455,  
or internship in forensic science

CRMJ 101, 331

MATH 190, 200

PHEN 121, 122

**Recommended electives:** Additional criminal justice courses, biology  
courses, and math statistics

**Neurochemistry Track** (36 – 37 hours in chemistry)

**Requirements:** 111, 112, 213, 214, 315, 335, 355, 418 or 419, 454, 455

BIOL 108, 112, 226, 368

MATH 190, 200

NRSC 386

PHEN 121, 122

**Recommended electives:** NRSC 201; CHEM 418, 419; BIOL 375;  
PSYC 101

## Course Offerings (CHEM)

**101. Joy of Chemistry** (3) is an application of scientific methods of inquiry through a survey of fundamental chemical concepts as they relate to contemporary societal topics of interest. Examples of topics covered include food chemistry, chemistry of brewing, chemistry and your body, forensic chemistry, environmental chemistry, chemistry and art. It is designed for non-science majors to gain an appreciation for the natural sciences. This course is not open to those who already have credit for a 100-level chemistry course.

**105. Issues in the Chemical Sciences** (4) is designed for non-science majors. Attention is directed to the dynamic and social nature of chemical science by relating contributions of individuals and groups to the advancement of chemical knowledge. Sections of the course are dedicated to exploring the role of chemistry in selected areas of importance to society through the presentation of

a set of fundamental chemical concepts. This course is not open to those who already have credit for a 100-level chemistry course.

**108. General, Organic, and Biological Chemistry (4)** is the study and application of fundamental chemical concepts in the context of the allied health sciences. Special attention will be paid to the areas of general chemistry that can be directly applied to the understanding of organic and biological chemistry.

**111, 112. General Chemistry I, II (4, 4)** serve as foundation courses for the areas of physical, analytical, inorganic, organic, and biochemistry. Emphasis is placed on the topics of atomic structure, periodicity, stoichiometry, bonding, thermochemistry, kinetics, equilibria and electrochemistry. The companion laboratories focus on standard and instrumental laboratory methodologies with experiments chosen to illustrate key topics from lecture.

**200. Laboratory Safety (1)** emphasizes “safety first” through experiment planning, including habitual attention to risk assessment and consideration of hazards for oneself, fellow workers, and the public. The course concentrates on developing a prudent attitude toward dealing with laboratory hazards and fosters a determination to make every effort to be informed about risks and reduce them to a minimum. Prerequisite: previous or concurrent enrollment in a laboratory science course.

**213, 214. Organic Chemistry I, II (4, 4)** are a study of the structure, properties, preparation, and reactions of different classes of organic compounds, including aliphatic hydrocarbons, alcohols, carbonyl compounds, amines and aromatic compounds, with applications of this material to biological, environmental and industrial processes. Special emphasis is placed on reaction mechanisms and fundamental principles to gain an understanding of the basic principles of organic reactions. The laboratory stresses synthesis, isolation, and purification of carbon compounds along with qualitative organic analysis including different methods of spectroscopy. Prerequisite: 112.

**235. Environmental Chemistry (4)** focuses on the study of current environmental problems including acid rain, ozone depletion, global climate change, urban air pollution, and ground water contamination. Laboratory work emphasizes concepts of special importance in environmental chemistry as well as field sampling and analysis. Prerequisite: 112.

**240. Topics in Forensic Chemistry (1)** is a presentation and discussion of forensic chemistry topics of current interest and importance. This is a seminar-style course that provides the opportunity for students to gain an understanding of the field through general readings as well as the recent literature. Prerequisite: 111 or permission of the instructor.

**295. Chemistry Research (1-4)** provides the opportunity for investigation of research questions in the field of chemistry through laboratory and/or library research as supervised by a departmental faculty member. Four to five hours of

work per week during the semester is equivalent to one credit hour. May be repeated for credit. Does not count toward the major. Graded S/U. Prerequisite: Permission of the department

**315. Physical Chemistry I** (4) is the study of the macroscopic, microscopic, and molecular phenomena in chemical systems. Concepts of thermodynamics, kinetics, equilibrium, quantum chemistry, and spectroscopy are developed. Prerequisite: 112; Co-requisite: MATH 200, PHEN 121.

**316. Physical Chemistry II** (3) is the in-depth study of molecular phenomena in chemical systems. Concepts of atomic and molecular structure, quantum chemistry, and spectroscopy are developed. A working knowledge of computational chemistry is developed. Prerequisite: 315.

**335. Analytical Chemistry** (4) is a study of the modern methods of chemical separation and analysis. In the laboratory emphasis is placed on application of modern instrumentation to chemical problems. Prerequisite or co-requisite: 315.

**355. Advanced Laboratory in Chemistry** (3) emphasizes thermodynamics, kinetics, quantum chemistry, and analysis through the application of modern analytical and physical techniques. Prerequisite: 214, 315.

**418. Biochemistry I** (4) is the study of the chemistry of enzyme function and regulation, and the chemistry of metabolic pathways. Emphasis is placed on the structure-activity correlations and mechanisms of reactions, as well as on the thermodynamics and kinetics of the reactions involved. The lab portion of the course includes current techniques for isolation and analysis of biomolecules and the study of enzymatic processes. Prerequisite: 214.

**419. Biochemistry II** (3) is the study of the biosynthesis of amino acids and proteins, nucleic acids, and lipids, and carbohydrates. These are analyzed at the molecular and mechanistic level through a detailed study of structure, function, and reactions of the compounds involved. Prerequisite: 214.

**425. Advanced Inorganic Chemistry** (4) is the study of atomic, molecular, and crystalline solid state structures of the elements, inorganic compounds, and organometallic compounds. Bonding models and applications of molecular and solid state symmetry are considered. Properties and selected modern applications such as catalysis are investigated. The lecture and laboratory emphasize a variety of chemical synthesis methods and instrumental methods of analysis. Prerequisite or co-requisite: 315.

**440. Topics in Forensic Chemistry** (1) is a seminar-style course that examines important topics in the field in depth, through readings, discussions, and presentations. Prerequisite: 214, 240.

**441. Forensic Chemistry Laboratory** (3) focuses on the practical applications of instrumentation used in a forensic laboratory for the chemical analysis of various



types of physical evidence such as accelerants, explosives, paints, fibers, glass, and suspected drug substances. Prerequisite: 240, Pre- or co-requisite: 214.

**445. Topics in Modern Chemistry** (1-3) focuses on selected special topics from the chemistry disciplines: analytical, inorganic, organic, physical, or biochemistry. The topics are chosen for their importance to modern chemistry. Prerequisite: Completion of all curricular requirements for the chemistry minor.

**454. Chemistry Seminar and Literature Research** (2) involves comprehensive literature research on a chemistry-related topic of the student's choice, and writing of a detailed report on the findings. The course also features oral presentations, as well as the writing of a research proposal on the same topic researched in the literature. In addition, students are required to attend seminars by visiting scientists, organized by the department. All departmental faculty participate in this course. Co-requisite: 355.

**455. Chemistry Seminar & Laboratory Research** (4) is an independent experience under the guidance of one or more faculty members, designed to expose students to methods of investigation and inquiry, and enhance critical thinking and problem-solving skills. The course also includes oral presentations and writing of a final scientific paper. In addition, to stay current in the field being researched, students continue the literature research begun in CHEM 454. Students are also required to attend a weekly seminar meeting. Prerequisites: 355, 454.

## Child and Family Studies

Advisors, Associate Professors BAKER, STEVENSON

This interdisciplinary major prepares students to become professionals who work within agencies that help children, adolescents, and their families. The major recognizes that these individuals need both broad-based coursework and experiences in a variety of settings. Understanding human development and the social context of development are emphasized.

At the core of the major are courses that focus on learning, developmental difference, and social and cultural factors that influence development. Majors also select an area of specialization: Administration or Human Services. The Administration track is designed for those who want to become directors or administrators of programs that serve children and/or families. The Human Services track is designed for those who want to work in human services or other social service agencies. The major is also individualized for students through the practicum, choices offered in the area of specialization, and the senior seminar.

### *Major*

*Core courses* (37 hours)

EDUC: 112, 334

HLTH: 365, 380

PSYC: 101, 321; one from 220, 222; two from 205, 208, 308, 309

SOCI: 101, 345

Choose one from the following: CRMJ 490, PSYC 409, SOCI 352  
CHFST 495

**Area of Specialization** (select one)

**Administration** (15 hours)

Choose one pair of courses (6 hours)

Either ACCT 201 and 202 or ECON 215 and 216

Choose three from among the following (9 hours)

ACCT 420; BUSI 221, 241, 318, 325 415; POLS 321

**Human Services** (15 hours)

CRMJ 101

SOCI 301

Choose three from among the following (9 hours): CRMJ 250, 270,  
342, 372; POLS 321, 322; COMM 335, 340, 446; SOCI 216, 320, 330,  
418

**Later Life Families** (15 hours)

HLSC 312

PHIL 305

Choose three from among the following: CRMJ 343; HLSC 307;  
HLSC 322; POLS 321, 322; SOCI 216, 320, 330

## **Course Offerings (CHFST)**

**495. Senior Seminar** (3) is the capstone course for Child and Family Studies majors. The student engages in an in-depth study of a topic that brings together the core and area of specialization and involves a literature review. The topic is selected in consultation with the professor.

## **Christian Education**

See Religion and Philosophy

## **COMMUNICATION, MEDIA, AND THEATRE**

Professors HARMAN, PHILLIPS (Chair), RAO; Associate Professors  
E ALESANDRINI, GERMAN, LAUCK, MARSHALL; Instructor POLLOCK

### ***Communication***

The study of communication is designed to provide the student with an understanding of the communication process found in contemporary Western society, an appreciation of the historical, technological, literary and dramatic heritage of communication and an opportunity to improve skills in oral communication.

Students who complete the Communication major are prepared to function within the cultural context of the world in which they live and work. Students who have completed a major in communication have developed professional careers in a variety of fields, from business to high tech industries, from law to the ministry, from public service to practicing law.

Students who complete a major in communication enjoy a blend of courses focusing on theory and practice. They may build speaking skills through participation in forensics or hone media skills through coursework and have an active role in WMCO, a Class A 1.32 KW FM radio station and Orbit TV,

Muskingum University Television, a television production studio operated on the cable access channel in New Concord. In the junior and/or senior year, students are actively encouraged to take advantage of the robust Internship program to better prepare them for life beyond the University.

Students may take advantage of a special program Muskingum has developed with Kent State University in Speech Pathology and Audiology. The student may complete a Communication major at Muskingum during the first three years and, if qualified for admission, enter a final year of 30 specified hours in the Speech Pathology and Audiology Department at Kent State University. A bachelor's degree from Muskingum with this emphasis provides students with the opportunity to apply for a graduate program in Speech Pathology or Audiology.

### ***Digital Media Design***

A Digital Media Design major is the quintessential cross-disciplinary program, reaching out to various disciplines throughout the University. It is designed to enhance and extend the liberal arts identity of the University itself, providing students with a pedagogy and a program that draws upon a wide range of academic subjects and skills, each with deep traditions and well-established modes of inquiry and problem solving. In so doing, the major in Digital Media Design will prepare students well for a world that is increasingly focused on interaction, integration, and cooperation in the realms of commerce, culture, and professional life. The Digital Media Design major is forward-looking, constructing a curriculum that incorporates the emerging and converging technologies of our age, and the ways of thinking with and about them.

Central to the major is digital media convergence, a contemporary development that is reshaping the potentialities of design. Students learn a variety of approaches to a variety of design challenges, as they pursue and develop strategies in innovative problem solving. Students with a Bachelor of Arts in Digital Media Design will have a wide range of career options, including multi-media design, interactive design, web page design, video production, display design, marketing, and advertising, as well as many other possibilities. Digital Media Design prepares the student to bring together the visual and auditory arts through the various media.

### ***Journalism***

The interdisciplinary major in Journalism is designed for students interested in a career in convergent media whether the emphasis is in broadcast, print or electronic media. Students learn to properly and ethically gather, write, and produce content for various mediums. The program is designed to provide hands-on skills and experience while also helping the student to develop an understanding of the context in which events occur.

Students majoring in Journalism enjoy a blend of theory and practical application. As a part of the program, students have an opportunity to gain leadership experience working with Orbit Media: *The Black and Magenta*, the campus newspaper, WMCO, a Class A 1.32 KW FM radio station, and "Orbit TV," Muskingum University Television, a television studio operating on the cable access channel in New Concord.

Students may double major in disciplines that are available in the University Catalog; however, students who major in Journalism may not minor in English or in Communication. If they elect to declare a minor, students are encouraged to minor in a subject that will allow them to specialize in the field of communication.

### ***Media Production***

A major in Media Production prepares the student to enter into the challenging, futuristic, rapidly-changing world of electronic media production. Students have the opportunity to work through the production process, apply theory to practical classroom exercises, and work in small classes, developing a close relationship with peers and faculty mentors. Students use state-of-the-art technology in the modern Burlingame Communication Center as they work on individual or team projects that mirror the professional world.

Before students majoring in Media Production reach the senior year and are ready for internship opportunities, they have an opportunity to gain practical and leadership experience working with Orbit Media; WMCO, a Class A 1.32 KW FM radio station and Muskingum University Television, 'Orbit TV,' a television studio operating on the cable access channel in New Concord. The blend of theoretical coursework and practical experience prepares the student for the work world.

### ***Organizational Communication***

The major in Organizational Communication stresses both performance and analytical skills when working within a business/organizational structure. As business-oriented students face dealing with ever-growing complexities in management structures of modern organizations, it becomes essential to understand various communication platforms in order to influence organizational structure and operation.

The major in Organizational Communication provides the student with a strong foundation by developing understanding of business communication through both interpersonal and small group communication, methods of delivering communication to targeted audiences, and through understanding functions of communication using various platforms and techniques.

After gaining experience in the major's core courses, the student embarks on courses that focus on practical projects designed to assist student understanding of the workings of organizational hierarchy, of the complex nature of human communication, and the role proactive communication plays in the organizational environment.

### ***Public Relations***

A major in Public Relations focuses on developing skillful approaches to strategic communication within a business or organization. Students acquire skills in developing creative written, online, verbal and visual messages connecting organizations and their public audience.

Examining strategies and tactics of successful Public Relations case studies gives students opportunities to rehearse crisis communication and to design reputation management campaigns. With hands-on internship experiences, students help organizations and business clients build relationships through strategic communication with targeted audiences.

Students learn how to conduct audience research and apply communication theories in order to plan, implement, and evaluate effective Public Relations campaigns. Students will learn the laws, ethical principles, and decision-making processes which guide the professional practice of Public Relations.

## ***Theatre***

The study of theatre combines theory and practice in the classroom with performance in theatre productions, which are open to all students. Academic offerings provide students with a complete theatre experience, which includes reading, writing, designing, building, acting, and directing plays.

Theatre majors may concentrate in one of these areas: acting and directing; technical theatre production and design; dramatic literature; or theatre history and criticism. Minors in both Theatre and Musical Theatre are also offered. In addition, students frequently combine theatre with other majors in order to broaden their career choices. Facilities include Thompson Theatre, a flexible theatre space, and Caldwell Wing, a small experimental theatre space. Students may be active in Muskingum Players, an organization promoting interest in theatre, or invited to join Alpha Psi Omega, the national theatre honorary.

For additional information please consult the Communication, Media and Theatre department's at <http://muskingum.edu/dept/communication/index.html>.

### ***Communication major*** (31 hours)

***Requirements:*** 210 or 260, 225, 360, 495; one course from 312, 315, 335

***Major Electives:*** remaining hours may include, with departmental approval, a maximum of 6 hours of Theatre

### ***Communication minor*** (15 hours)

***Requirements:*** three hours at 300- or 400-level

### ***Digital Media Design major*** (51 hours)

***Core Requirements*** (24 hours): 150, 210, 300, 398, 399, 400, 495

ART 170

***Essential Design Skills*** (9 hours from two of the following, 18 hours):

Art: ART 120, 270

ART 141 or JOURN 219

Courses experienced through a semester at the Art Institute of Pittsburgh can also provide necessary coursework for the area.

Computer Science: CPSC 100, 111, 365

Electronic Media: COMM 240, 308, 365, 415

Print Media: ENGL 207, 208, 213 or 217 (3 times)

Theatre: THEA 245, 246, 345 or 346

***Advanced Application Skills*** (9 hours in one of the following academic areas):

Art: ART 112, 120, 121, 131, 141, 212, 231, 270, 370

Business: BUSI 221, 241, 413 or 417

Communication: COMM 335, 345, 395, 446

Electronic Media: COMM 240, 308, 365, 415, 301/401 (3 hours)

Music: MUSC 101, 143-2 (2 hours), 343-2 (1 hour), 310

Print Media: ENGL 207, 208, 213 or 217 (3 credits), 306, 315, 316, 317, 390

Sociology: SOCI 301, 352

Theatre: THEA 245, 275, 345 or 346, 375, 414

**Digital Media Design minor** (15 hours) 150, 210, 300, 400  
ART 170

**Journalism Major** (48 hours)

**Core Requirements** (12 hours):

JOURN 210, 399, 495

COMM 225

**Major Requirements** (27 hours):

JOURN 317 or COMM 420

JOURN 150, 207, 208, 219, 240, 308, 365, 450

**Major Electives** (3 hours):

One course selected from ENGL 316, 319, JOURN/COMM/MEDIA 415

**Practica Requirements** (6 hours)

COMM 101-1, 101-2 or 201-1, 201-2 (2 hours)

COMM 301-1, 301-2 or 401-1, 401-2 (1 hour)

ENGL 213 (1 hour)

ENGL 217 (2 hours)

**Media Production major** (45 hours)

**Core Requirements** (12 hours): 210, 360, 495

COMM 225

**Major Requirements** (33 hours): 150, 240, 308, 365, 399, 415, 450

COMM 101, 201, 301, 401 (6 times)

ENGL/JOURN 207

JOURN 219 or COMM/DMD 300

**Organizational Communication major** (36 hours)

**Core Requirements** (12 hours): COMM 210, 225, 360, 495

**Major Requirements** (15 hours): COMM: 335, 340, 345, 355, 446

**Major Electives:** remaining coursework may be selected from any offering within the CMT department. Students wishing to experience study in public relations, media, or journalism may select from those offerings as well as communication.

**Organizational Communication minor** (15 hours)

**Requirements:** COMM 335, 340, 345, 355, 446

**Public Relations major** (49 hours)

**Core Requirements** (12 hours): 210, 360, 495

COMM 225

**Major Requirements** (37 hours) 150, 201, 240, 315, 316, 345, 399

COMM 101, 201, 301, 401 (3 hours, 1 hour each)

COMM/JOURN/MEDIA/PBRL 365 or COMM/JOURN/MEDIA 308

DMD 300 or JOURN 219  
ENGL 317 or COMM 420  
JOURN 207

*Theatre major* (31 hours)

*Requirements:* Theatre 245, 275, 351, 352, 375, 495  
COMM 360/MEDIA 360/PBRL 360

*Electives:* remaining hours may include with departmental approval a maximum of 6 hours in Communication

*Theatre minor* (15 hours)

*Requirements:* 245, 275

*Electives:* three upper level three-credit hour Theatre courses

*Musical Theatre minor* (24 hours)

*Requirements:* MUSC 101, 115, 140, 141, 341, 164/364 (both taken twice);  
THEA 223 (taken twice), 275, 285 (taken twice), 314

## Course Offerings Communication (COMM)

**101; 201; 301; 401. Communication Practica** (1; 1; 1; 1) provide laboratory or workshop experiences in speech communication, telecommunications, or interpretation. Registration is with the department chair at final registration. Restrictions: maximum of two hours per year; maximum of four hours toward major or minor.

**120. Introduction to Communication** (3) examines concepts and the various disciplines found in communication with emphasis on the centrality of the discipline across a wide variety of contexts and its relevance to society. This course is offered as an exploratory course for first-year students or students in their first year at Muskingum.

**150. Introduction to Convergent Media** (3) is an introductory course which provides multimedia instruction to create content for convergent media audiences. This course teaches principle skills to prepare students to publish in audio, photo, print, video and web converged platforms. Conceptual, practical, and ethical frameworks for integrating traditional and new forms of media gathering, reporting, and storytelling are emphasized. This course provides hands-on training and critique to prepare students for journalism, media production and public relations majors. Cross listed as DMD 150, JOURN 150, MEDIA 150, PBRL 150.

**200. Fundamentals of Speech Communication** (3) develops knowledge of the basic principles, types, and theories of communication. It also provides practice in selecting and evaluating speech materials, organizing and phrasing ideas, controlling voice and body, and in critical thinking and listening. Special attention is paid to those students who may have issues with speech apprehension.

**205. Extemporaneous Speaking** (3) emphasizes the basic principles of this form of speech. The student furthers work in basic public speaking skills while learning to assemble materials efficiently and logically within a limited time period for class presentations.

**206. Voice and Diction** (3) involves intensive drill, on a phonetic basis, in articulating the sounds which make up the English language, with attention to the production of good vocal quality and expression. A study of the history of English sounds gives the student the necessary background to understand how spoken English evolved and to develop skills in use of the International Phonetic Alphabet.

**207. Introduction to Speech Pathology** (3) introduces and emphasizes the basic principles of speech language pathologies and audiology. Students learn the causes and origins of speech, language, and audiology processes in human communication. Prerequisite: Permission of the instructor.

**210. Media Literacy** (3) examines the many ways in which media influence individuals and society. Students are introduced to the scholarly study of media effects and media theories. The media literacy perspective establishes the principle that the more one knows and understands how media affect people, including self, the better able the individual is to evaluate, control, and maximize appropriate media exposure and consumption. The course provides information about how audiences are influenced by and react to mediated messages. Cross listed as DMD 210, JOURN 210, MEDIA 210, PBRL 210.

**225. Communication Theory** (3) examines major theories of communication studies in terms of requirements for theory, theory development and associated research and application.

**240. Broadcast Writing and Reporting** (3) emphasizes the production planning, writing, and scripting processes as the necessary first steps in preparing material for radio and television productions. Students write and deliver broadcast news and features, commercials, promotional announcements, and longer format programs. Prerequisite: 150. Cross listed as JOURN 240, MEDIA 240, PBRL 240.

**260. Oral Interpretation of Literature** (3) deals with the oral re-creation of literature for a specific audience, placing the interpreter as intermediary between the author's intent and the needs of the listener. The interpreter may choose to work with prose, poetry, non-fiction prose or drama.

**300. Visual Communication** (3) introduces principles and theories of the study of two-dimensional images, specifically those developed with informational or persuasive intent. Students acquire visual literacy skills that will allow them to evaluate and critique messages. They demonstrate understanding by using electronic graphic and web design software to design an electronic portfolio of visual communication messages. Cross listed as DMD 300.



**308. Single Camera Video Production and Editing** (3) introduces single-camera production and editing techniques and their creative applications in various program formats. Pre-production planning and design, field production and nonlinear editing projects are emphasized. Students develop reasonable standards of criticism for their own work and that of others. Prerequisite: 240 or Instructor Permission. Cross listed as JOURN 308, MEDIA 308.

**312. Electronic Media Structure and Content** (3) surveys programming, economic, and structural issues in contemporary electronic media. The impact of new communication technologies on the traditional radio/television enterprises is also emphasized. Cross listed as JOURN 312, MEDIA 312.

**315. Argumentation** (3) explores the reasoning process in both theory and practice. Students develop both sides of an argument in classroom debates. A written brief is prepared on a contemporary question which has been researched and debated in class. Prerequisite: 200.

**316. Intercollegiate Forensics** (2) teaches various aspects of speech competition. Students learn how to compete in public address, oral interpretation, limited preparation events, and debate. Restrictions: may be repeated with a maximum of 6 hours counted toward the major, ten toward graduation requirements. Prerequisite: Permission of instructor.

**320. Introduction to Popular Culture** (3) teaches students about the history, evolution, current trends and practices in United States popular culture. The course emphasizes readings and research that deal with the definition of popular culture, genres of popular culture, history of the discipline of popular culture, as well as the topics of race, gender, body images, celebrities, sports, rituals, formulas, stereotypes and the myths and beliefs associated with popular culture in the United States.

**335. Small Group Communication** (3) examines the principles and forms of small group interaction with emphasis on problem solving and cooperative and reflective thinking.

**340. Gender Communication** (3) focuses on gender issues in the field of communication. Specific areas that are studied include the history of men's and women's movements, gender-related theories, and gender differences in various areas such as nonverbal communication, verbal communication, interpersonal communication, music videos, advertising, film and television.

**345. Interviewing** (3) provides instruction and practice in the forms of communication most often utilized in the business and professional world. Emphasis is divided between eliciting and providing information in settings most common to the business and professional world. Cross listed as PBRL 345.

**355. Organizational Communication** (3) introduces theoretical and practical approaches to communication within an organization. The course emphasizes

the history of communicating in business settings and possible choices for approaches to communicating with others in professional venues.

**360. Research Methods** (3) develops the research skills necessary to complete the senior communication research project. Open to communication majors and minors in the spring of their first or second year. Prerequisite: 225 or Theatre major. Cross listed as MEDIA 360, PBRL 360.

**365. Audio Production** (3) introduces basic audio recording and editing techniques and their creative applications in electronic media production. Students develop reasonable standards of criticism for their own work and that of others. Prerequisite: 240. Cross listed as JOURN 365, MEDIA 365, PBRL 365.

**395. Special Topics in Communication** (3-6) provides the opportunity to study selected areas such as popular culture and storytelling, and communication technologies. May be repeated once for credit as content changes.

**415. Advanced Media Production** (3) is a project-oriented audio and video production class providing the opportunity for students to continue to develop skills learned in the introductory media production classes (see prerequisites below). The course emphasizes focused and methodical pre-production planning and scripting, production, and post-production refinement and evaluation as the necessary phases of the production process. Students work individually and in groups. Specific assignments and projects will be determined by the instructor at the start of the semester, depending on the makeup of the class. Prerequisites: 150, 308, 365. Cross listed as JOURN 415, MEDIA 415.

**420. Media Law** (3) examines the legal structure and case law within which the media operate. The course surveys interpretations of the First Amendment, legal issues involving libel, privacy, newsgathering, electronic media regulation, obscenity, indecency, intellectual property, and advertising. While the course covers the history and development of media law, the emphasis is on contemporary legal issues in a digital media environment. Prerequisite: 210 or 312 or instructor permission. Cross listed as MEDIA 420.

**446. Interpersonal Communication** (3) explores the processes of daily interaction dealing with all aspects of strength and weakness in communication situations. Emphasis is on significant relationships with groups, individuals, and self. Students learn to recognize themselves in interpersonal conflict situations and to cope with those problems through class interaction.

**495. Seminar** (3) exposes students to an intensive study in a selected area of emphasis for the student. The first four weeks are devoted to the development of a project prospectus. The remainder of the semester is given to independent study under the guidance of an appropriate instructor. Prerequisite: 360. Cross listed as JOURN 495, MEDIA 495, PBRL 495.

## Digital Media Design (DMD)

**101; 201; 301; 401. Digital Media Design Practica** (1; 1; 1; 1) provides laboratory or workshop experiences in Digital Media Design. Restrictions: maximum of two hours per year. Does not count toward the requirement of the DMD major.

**150. Introduction to Convergent Media** (3) is an introductory course which provides multimedia instruction to create content for convergent media audiences. This course teaches principle skills to prepare students to publish in audio, photo, print, video and web converged platforms. Conceptual, practical, and ethical frameworks for integrating traditional and new forms of media gathering, reporting, and storytelling are emphasized. This course provides hands-on training and critique to prepare students for journalism, media production and public relations majors. Cross listed as COMM 150, JOURN 150, MEDIA 150, PBRL 150.

**210. Media Literacy** (3) examines the many ways in which media influence individuals and society. Students are introduced to the scholarly study of media effects and media theories. The media literacy perspective establishes the principle that the more one knows and understands how media affect people, including self, the better able the individual is to evaluate, control, and maximize appropriate media exposure and consumption. The course provides information about how audiences are influenced by and react to mediated messages. Cross listed as COMM 210, JOURN 210, MEDIA 210, PBRL 210.

**300. Visual Communication** (3) introduces principles and theories of the study of two-dimensional images, specifically those developed with informational or persuasive intent. Students acquire visual literacy skills that will allow them to evaluate and critique messages. They demonstrate understanding by using electronic graphic and web design software to design an electronic portfolio of visual communication messages. Cross listed as COMM 300.

**395. Topics in Digital Media Design** (3) provides the opportunity for upper level students to study advanced areas in Digital Media not offered as formal courses. Such topics could include, but are not limited to, dynamic website design, web 2.0 applications, and game design.

**398. Directed Design Project** (3) gives students the opportunity to propose, plan and execute a client-based project in design. Projects can include, but are not limited to, graphic and logo design, website design and implementation, or interactive applications. The classroom component covers workplace communication, negotiation of expectations and deadlines, and evaluation of outcomes. The workplace component includes client meetings and in-studio work hours. Prerequisites: 300, ART 170, or permission of the instructor.

**399. Internship** (3) involves a supervised experience in the student's major. The program is closely supervised by faculty members and an on-site director. Credit in 399 counts as 3 of the 16 internship hours which may be applied to graduation requirements. Graded S/U. Prerequisite: Junior

standing, 2.5 GPA and instructor permission. Cross listed as JOURN 399, MEDIA 399, PBRL 399.

**400. Principles of Interactive Design** (3) provides a survey of research literature surrounding the emergent concept of interactivity in mediated environments. Students develop awareness of the opportunities and complexities that interactive potential can add to traditional media designs. Emphasis is placed on identifying and meeting the needs of the end-user when developing interactive experiences. Students have the opportunity to use multimedia software applications to present their designs. Prerequisite: 300.

**495. Seminar** (3) exposes students to an intensive study in a selected area of emphasis for the student. The first four weeks are devoted to the development of a project prospectus. The remainder of the semester is given to independent study under the guidance of an appropriate instructor. Prerequisite: 400.

## **Journalism (JOURN)**

**150. Introduction to Convergent Media** (3) is an introductory course which provides multimedia instruction to create content for convergent media audiences. This course teaches principle skills to prepare students to publish in audio, photo, print, video and web converged platforms. Conceptual, practical, and ethical frameworks for integrating traditional and new forms of media gathering, reporting, and storytelling are emphasized. This course provides hands-on training and critique to prepare students for journalism, media production and public relations majors. Cross listed as COMM 150, DMD 150, MEDIA 150, PBRL 150.

**207. Print Writing and Reporting** (3) provides an introduction to the principles and concepts of writing and reporting for print media and the web. It involves reporting, interviewing, doing background research, writing, and analyzing news stories, and introduces students to journalistic ethics and codes of conduct. Cross listed as ENGL 207.

**208. Editing and News Design** (3) covers the fundamentals of copy editing, including proofreading, headline writing, caption writing, grammar, and punctuation. Also introduces students to print and digital news design. Prerequisite: 207. Cross listed as ENGL 208.

**210. Media Literacy** (3) examines the many ways in which media influence individuals and society. Students are introduced to the scholarly study of media effects and media theories. The media literacy perspective establishes the principle that the more one knows and understands how media affect people, including self, the better able the individual is to evaluate, control, and maximize appropriate media exposure and consumption. The course provides information about how audiences are influenced by and react to mediated messages. Cross listed as COMM 210, DMD 210, MEDIA 210, PBRL 210.

**219. Photojournalism** (3) covers the use of digital photography in journalism, with a focus on journalistic storytelling, digital photo editing, and legal and ethical concerns for photojournalists. Prerequisite: 150, or permission of instructor.

**240. Broadcast Writing and Reporting** (3) emphasizes the production planning, writing, and scripting processes as the necessary first steps in preparing material for radio and television productions. Students write and deliver broadcast news and features, commercials, promotional announcements, and longer format programs. Prerequisite: 150. Cross listed as COMM 240, MEDIA 240, PBRL 240.

**305. Investigative Reporting** (3) focuses on in-depth, investigative reporting on a variety of topics, such as the environment, business, politics, religion, technology, and crime. Prerequisite: 207. Cross listed as ENGL 305.

**308. Single Camera Video Production and Editing** (3) introduces single-camera production and editing techniques and their creative applications in various program formats. Pre-production planning and design, field production and nonlinear editing projects are emphasized. Students develop reasonable standards of criticism for their own work and that of others. Prerequisite: 240 or instructor permission. Cross listed as COMM 308, MEDIA 308.

**312. Electronic Media Structure and Content** (3) surveys programming, economic, and structural issues in contemporary electronic media. The impact of new communication technologies on the traditional radio/television enterprises is also emphasized. Cross listed as COMM 312, MEDIA 312.

**365. Audio Production** (3) introduces basic audio recording and editing techniques and their creative applications in electronic media production. Students develop reasonable standards of criticism for their own work and that of others. Prerequisite: 240. Cross listed as COMM 365, MEDIA 365, PBRL 365.

**399. Internship** (3) involves a supervised experience in the student's major. The program is closely supervised by faculty members and an on-site director. Credit counts as 3 of the 16 internship hours which may be applied to graduation requirements. Graded S/U. Prerequisite: Junior standing, 2.5 GPA and instructor permission. Cross listed as DMD 399, MEDIA 399, PBRL 399.

**415. Advanced Media Production** (3) is a project-oriented audio and video production class providing the opportunity for students to continue to develop skills learned in the introductory media production classes (see prerequisites below). The course emphasizes focused and methodical pre-production planning and scripting, production, and post-production refinement and evaluation as the necessary phases of the production process. Students work individually and in groups. Specific assignments and projects will be determined by the instructor at the start of the semester, depending on the makeup of the class. Prerequisites: 150, 308, 365. Cross listed as COMM 415, MEDIA 415.

**450. Advanced Convergent Media** (3) provides students opportunities to practice long-form multimedia content creation for convergent media audiences. Students gather and publish in audio, photo, print, video, and web converged platforms. Conceptual, practical, and ethical frameworks for integrating new forms of media gathering, reporting, and storytelling are emphasized. This course provides thorough critiques to prepare students for advanced production courses and career practice. Cross listed as MEDIA 450.

**495. Seminar** (3) exposes students to an intensive study in a selected area of emphasis for the student. The first four weeks are devoted to the development of a project prospectus. The remainder of the semester is given to independent study under the guidance of an appropriate instructor. Prerequisite: 208, 308, 365, 450. Cross Listed as COMM 495, MEDIA 495, PBRL 495.

## **Media (MEDIA)**

**150. Introduction to Convergent Media** (3) is an introductory course which provides multimedia instruction to create content for convergent media audiences. This course teaches principle skills to prepare students to publish in audio, photo, print, video and web converged platforms. Conceptual, practical, and ethical frameworks for integrating traditional and new forms of media gathering, reporting, and storytelling are emphasized. This course provides hands-on training and critique to prepare students for journalism, media production and public relations majors. Cross listed as COMM 150, DMD 150, JOURN 150, PBRL 150.

**210. Media Literacy** (3) examines the many ways in which media influence individuals and society. Students are introduced to the scholarly study of media effects and media theories. The media literacy perspective establishes the principle that the more one knows and understands how media affect people, including self, the better able the individual is to evaluate, control, and maximize appropriate media exposure and consumption. The course provides information about how audiences are influenced by and react to mediated messages. Cross listed as COMM 210, DMD 210, JOURN 210, PBRL 210.

**240. Broadcast Writing and Reporting** (3) emphasizes the production planning, writing, and scripting processes as the necessary first steps in preparing material for radio and television productions. Students write and deliver broadcast news and features, commercials, promotional announcements, and longer format programs. Prerequisite: 150. Cross listed as COMM 240, JOURN 240, PBRL 240.

**308. Single Camera Video Production and Editing** (3) introduces single-camera production and editing techniques and their creative applications in various program formats. Pre-production planning and design, field production and nonlinear editing projects are emphasized. Students develop reasonable standards of criticism for their own work and that of others. Prerequisite: 240 or instructor permission. Cross listed as COMM 308, JOURN 308.

**312. Electronic Media Structure and Content** (3) surveys programming, economic, and structural issues in contemporary electronic media. The impact

of new communication technologies on the traditional radio/television enterprises is also emphasized. Cross listed as COMM 312, JOURN 312.

**360. Research Methods** (3) develops the research skills necessary to complete the senior communication research project. Open to communication majors and minors in the spring of their first or second year. Prerequisite: 225 or Theatre major. Cross listed as COMM 360, PBRL 360.

**365. Audio Production** (3) introduces basic audio recording and editing techniques and their creative applications in electronic media production. Students develop reasonable standards of criticism for their own work and that of others. Prerequisite: COMM/JOURN 240. Cross listed as COMM 365, JOURN 365, PBRL 365.

**399. Internship** (3) involves a supervised experience in the student's major. The program is closely supervised by faculty members and an on-site director. Credit counts as 3 of the 16 internship hours which may be applied to graduation requirements. Graded S/U. Prerequisite: Junior standing, 2.5 GPA and instructor permission. Cross listed as DMD 399, JOURN 399, PBRL 399.

**415. Advanced Media Production** (3) is a project-oriented audio and video production class providing the opportunity for students to continue to develop skills learned in the introductory media production classes (see prerequisites below). The course emphasizes focused and methodical pre-production planning and scripting, production, and post-production refinement and evaluation as the necessary phases of the production process. Students work individually and in groups. Specific assignments and projects are determined by the instructor at the start of the semester, depending on the makeup of the class. Prerequisites: 150, 308, 365. Cross listed as COMM 415, JOURN 415.

**420. Media Law** (3) examines the legal structure and case law within which the media operate. The course surveys interpretations of the First Amendment, legal issues involving libel, privacy, newsgathering, electronic media regulation, obscenity, indecency, intellectual property, and advertising. While the course covers the history and development of media law, the emphasis is on contemporary legal issues in a digital media environment. Prerequisite: 210 or 312 or instructor permission. Cross listed as COMM 420.

**450. Advanced Convergent Media** (3) provides students opportunities to practice long-form multimedia content creation for convergent media audiences. Students gather and publish in audio, photo, print, video, and web converged platforms. Conceptual, practical, and ethical frameworks for integrating new forms of media gathering, reporting, and storytelling are emphasized. This course provides thorough critiques to prepare students for advanced production courses and career practice. Cross listed as JOURN 415.

**495. Seminar** (3) exposes students to an intensive study in a selected area of emphasis for the student. The first four weeks are devoted to the development of a project prospectus. The remainder of the semester is given to independent

study under the guidance of an appropriate instructor. Prerequisite: 360. Cross Listed as COMM 495, JOURN 495, PBRL 495.

## **Public Relations (PBRL)**

**150. Introduction to Convergent Media** (3) is an introductory course which provides multimedia instruction to create content for convergent media audiences. This course teaches principle skills to prepare students to publish in audio, photo, print, video and web converged platforms. Conceptual, practical, and ethical frameworks for integrating traditional and new forms of media gathering, reporting, and storytelling are emphasized. This course provides hands-on training and critique to prepare students for journalism, media production and public relations majors. Cross listed as COMM 150, DMD 150, JOURN 150, MEDIA 150.

**201. Introduction to Public Relations** (3) examines contemporary public relations practice, values, and principles; explores professional ethics, strategy, planning, and tactics of effective public relations practice; and surveys the goals and practices of major settings for public relations.

**210. Media Literacy** (3) examines the many ways in which media influence individuals and society. Students are introduced to the scholarly study of media effects and media theories. The media literacy perspective establishes the principle that the more one knows and understands how media affect people, including self, the better able the individual is to evaluate, control, and maximize appropriate media exposure and consumption. The course provides information about how audiences are influenced by and react to mediated messages. Cross listed as COMM 210, DMD 210, JOURN 210, MEDIA 210.

**240. Broadcast Writing and Reporting** (3) emphasizes the production planning, writing, and scripting processes as the necessary first steps in preparing material for radio and television productions. Students write and deliver broadcast news and features, commercials, promotional announcements, and longer format programs. Prerequisite: 150. Cross listed as COMM 240, JOURN 240, MEDIA 240.

**315. Case Studies and Campaigns** (3) examines contemporary public relations case studies to test theories, illustrate challenges, and observe tactics and strategies. Explores the creation and implementation of public relations campaigns through applied skills in research, analysis, and planning.

**316. Public Relations Writing** (3) is a study of the current methods of writing copy for agencies, corporations, and not-for-profit organizations. Focuses on the writing of press releases, with an analysis of their purpose, value, and content. Cross listed as ENGL 316.

**345. Interviewing** (3) provides instruction and practice in the forms of communication most often utilized in the business and professional world. Emphasis is divided between eliciting and providing information in settings most common to the business and professional world. Cross listed as COMM 345.



**360. Research Methods** (3) develops the research skills necessary to complete the senior communication research project. Open to communication majors and minors in the spring of their first or second year. Prerequisite: 225 or Theatre major. Cross listed as COMM 360, MEDIA 360.

**365. Audio Production** (3) introduces basic audio recording and editing techniques and their creative applications in electronic media production. Students develop reasonable standards of criticism for their own work and that of others. Prerequisite: COMM/JOURN 240. Cross listed as COMM 365, JOURN 365, MEDIA 365.

**399. Internship** (3) involves a supervised experience in the student's major. The program is closely supervised by faculty members and an on-site director. Credit counts as 3 of the 16 internship hours which may be applied to graduation requirements. Graded S/U. Prerequisite: Junior standing, 2.5 GPA and instructor permission. Cross listed as DMD 399, JOURN 399, MEDIA 399.

**495. Seminar** (3) exposes students to an intensive study in a selected area of emphasis for the student. The first four weeks are devoted to the development of a project prospectus. The remainder of the semester is given to independent study under the guidance of an appropriate instructor. Prerequisite: 360. Cross Listed as COMM 495, JOURN 495, MEDIA 495.

## **Theatre (THEA)**

**103; 203; 303; 403. Projects in Theatre** (1; 1; 1; 1) provides laboratory or workshop experiences in technical theatre, design, acting, directing, theatre management history, or criticism. Registration is by permission of production directors. Restrictions: maximum of two hours per year; maximum of four hours toward major or minor. Graded S/U. Exception: concurrent enrollment in 403 and 496 requires a letter grade.

**151. Introduction to Theatre** (3) surveys theatre history and the arts of acting, directing, designing, playwriting, and criticism for a greater understanding of theatre in the world.

**205. Portfolio Review** (1) assists students in creating, presenting and discussing a professional, digital technical portfolio as preparation for professional technical interviews. May be repeated once for credit.

**223. Auditioning** (1) examines audition technique for monologues, cold readings, improvisation, and vocal performance. Students prepare headshots and resumes, develop a repertoire of monologues and songs, and audition for professional employment. May be repeated once for credit.

**245. Technical Production** (3) involves students through lecture and laboratory work in the processes of building, painting, handling, and assembling stage scenery from design and working drawings through performance and strike. Participation in theatre productions is required.

**246. Light and Sound for Stage and Studio** (3) deals with the physics of light and sound in theatrical terms, in the context of practical application. Students learn the mechanical means of reproducing light and sound and the fundamentals of their place in designing the production. Prerequisite: 245.

**275. Acting I** (3) examines acting through theories and exercises. Scene study is designed to enable students to create a role for the stage. This is a process oriented course, which provides the student with a foundation of script analysis and creative skill.

**285. Dance for Musical Theatre** (2) explores various dance genres appropriate for application in Musical Theatre. The student studies the historic application of the genre and choreographs and executes/performs music theatre dance styles. The course examines different sets of styles during a three-semester rotation. The course may be repeated with a maximum of four hours counting toward a Music Theatre Minor or Theatre Major. A maximum of six hours may be counted toward graduation.

**314. Acting II** (3) continues to explore acting through theories, exercises, and scene study. Students examine a variety of acting styles, approaches, and genres. Prerequisite: 275.

**316. Improvisation** (3) examines the skills and techniques used in improvisational theatre performance. Students build acting skills through exercises, solo work, as well as ensemble activity.

**345. Scenic Design** (3) provides the student with the basic language of scene design and the elements of its approaches. Staging types and techniques are examined and evaluated. Prerequisite: 245.

**346. Scenic Arts: Costume and Make-up** (3) encourages a research approach to design. The student begins to develop a methodology for conducting period research into clothing and fashion through history in order to create costumes.

**350. A History of Film** (3) surveys the history and nature of film with emphasis upon the American contribution to film art, genres, acting, directing, and cinematography.

**351. World Theatre History** (3) focuses on the historical development of theatrical production. Examines dramatic tradition from Greek origins, observes its evolution through history, and traces the progress of theatrical styles throughout the world. Primary source documents highlight the contributions of major critics and theorists of theatrical tradition.

**352. Dramatic Literature** (3) closely examines representative dramatic literary texts. Particular consideration is given to the application of literature on stages and examining plays for a better understanding of our vast theatrical and cultural heritage.

**356. Playwriting (3)** introduces the basic techniques of structure and dialogue in writing a play. Students experience writing, reading, and revising performance work.

**375. Directing I (3)** examines the art of directing through theories and procedures of production, including preliminary applied playscript analysis. Offers introductory experience through the application of the tools of picturization, composition, and movement in the production of several in-class scenes. Prerequisites: 245, 275.

**381. Selected Studies in Theatre (3)** introduces a variety of theatre genres. May be repeated twice for credit as content changes.

**383. Professional Studies in Theatre: *Shakespeare on Stage; Professional Stage and Study; Summer Theatre (2; 2; 2)*** provides field experiences between semesters and during the summer. Students may take one, two, or all of the courses.

**395. Special Topics in Theatre (3)** focuses upon a variety of subjects in theatre. Topics such as theatre management may be offered. May be repeated once for credit as content changes.

**414. Directing II (3)** rigorously studies theories and applications of directing. Students undertake sustained collaborative projects, experience the process of developing personal style, and explore varied techniques and diverse styles of production. Prerequisite: 375.

**494. Methods of Teaching Drama/Theatre (2)** introduces a candidate for teacher certification in drama/theatre to classroom methods and materials necessary for teaching the theatre discipline.

**495. Independent Study in Research (3)** intensively examines a selected theatre area: design, acting/directing, or history/criticism. Students develop a project prospectus in the first four weeks and spend the remainder of the semester in an independent study guided by a faculty member. May be repeated once for credit.

**496. Independent Study in Performance (2)** provides students who have developed approved projects in THEA 495 with an intensive period of production and performance in the areas of design, acting, and directing. Prerequisite: 495 and departmental approval.

## Community Health and Wellness

Open only to those who hold an associate's degree. For complete information, see the *MAP Guidebook*.

## Computer Science

See Mathematics and Computer Science

## Conservation Science

Distinguished Professor DOOLEY (Director and Advisor)

Conservation science is a relatively new field that brings an interdisciplinary approach to the complex and often multifaceted issues of species extinction, population decline, and habitat degradation. This exciting new domain of human inquiry requires a solid background in the physical, biological, and ecological sciences, but also emphasizes the analysis of economic, political, social, and ethical issues as a contextual basis for problem solving and decision making.

The program's rigorous interdisciplinary curriculum is designed to provide students with skills in analysis and communication that should prepare them for exciting careers in a broad number of areas, including the natural and social sciences, government service, non-government organizations, law, and global commerce.

Students work closely with an advisor from the start of their participation in the program to design an academic plan that will best suit their individual goals. Core courses provide grounding in the natural and social sciences. Additional courses are drawn from electives in the basic and applied sciences, social sciences, and other technical areas (e.g., computer science, statistics, remote sensing). As early as their first year, conservation science majors are also strongly encouraged to explore potential career options through internships and other programs providing pre-professional experiences. Finally, during their last three semesters, students are required to design and carry out an extensive research project.

Conservation science majors also benefit from partnerships that Muskingum University has developed with local and regional institutions, particularly The Wilds. These collaborations provide many unique educational opportunities, such as experience with environmental education, research training, and internship experiences.

Given the extensive number of course hours required to complete the major as well as the importance of providing adequate time for participation in internships and the development of an appropriate research program, students interested in pursuing a conservation science major should contact the program advisor at their earliest opportunity. Further information and program updates are available through the Conservation Science website

<http://www.muskingum.edu/admission/majors/conservosci/1.html>.

### Major

#### *Fundamental Group*

**Requirements:** BIOL 111, 107, 112, 108, 226

CHEM 111, 112

ECON 215

GEOL 101

POLS 322

One course from BUSI 325, MATH 140, 340 or PSYC 232

#### *Conservation Group*

**Requirements:** Conservation Science 331, 437, 438, 439 and 231 or 431

**A Group** (Select at least 11 hours; no more than 8 hours can be selected from the same discipline)

BIOL 304, 306, 308, 312, 375  
CHEM 213, 214, 235, 335  
EVSC 421  
GEOL 311

**B Group** (Select at least 12 hours; no more than 6 hours can be selected from the same discipline)

BUSI 221  
ECON 333  
PHIL 203, 331  
RELG 393  
SOVI 350

## Course Offerings (CVSC)

**231. Conservation Science Discussion** (1) presentation and discussion of important conservation issues in conservation science. Conservation Science majors must take this course or 431 at least once. Either course may be repeated for additional credit.

**331. Conservation Biology** (4) provides an in-depth examination of the major issues and challenges that define this exciting new discipline. The course places a great deal of emphasis on exploring the role and limitations of science in addressing contemporary conservation problems. The course design includes lecture, laboratory, and field trips.

**431. Topics in Conservation Science** (1) a team-taught seminar course that uses readings from recently published articles and focused discussion to explore important conservation issues. Conservation Science majors must take this course or 231 at least once. Either course may be repeated for credit.

**437. Conservation Science Research Seminar I** (3) involves a discussion of a series of scientific papers covering a conservation topic. In addition, students search the biological literature related to the topic, prepare two literature reviews, and submit a scholarly research proposal at the end of the semester. Prerequisite: 331 or permission of instructor.

**438. Conservation Science Research Seminar II** (2) involves field, laboratory, or library research on a conservation problem. Prerequisite: 437

**439. Conservation Science Research Seminar III** (2) involves field, laboratory, or library research on a conservation problem. Prerequisite: 438

## Criminal Justice

Advisors, Associate Professors PARKER, S PRAY

The criminal justice major is designed to familiarize students with the core components of the criminal justice system (law enforcement, courts, and corrections), as well as to study the causes, consequences, and control of crime. The study of the criminal justice process involves a critical evaluation of the

administration of justice, raises fundamental questions of the effectiveness of the justice system, and examines various perspectives from which solutions to problems might be drawn.

Criminal justice is an interdisciplinary major formulated within a solid liberal arts framework. In addition to its criminal justice foundation, the curriculum draws heavily from within the social sciences, particularly political science, psychology, sociology, and law. The major prepares students for careers in law enforcement, courts and corrections, and for further study in graduate or law school. Recent graduates have begun careers in police and probation departments, correctional and juvenile detention facilities, and the armed services, while other recent graduates have continued their education at the graduate level.

**Major (33 hours)**

**Requirements:** (18 hours) 101, 230, 250, 270, 395, 495

**Electives:** (15 hours, at least six of which must be from CRMJ. No more than 9 hours may come from the following)

IDIS 300

POLS 316, 317, 321, 322

PSYC 290, 308, 363

SOCI 216, 301, 320

**Minor (15 hours)**

**Requirements:** 101; one from 230, 250, or 270; three additional CRMJ courses (at least one at the 300- or 400-level)

**Course Offerings (CRMJ)**

**101. Introduction to Criminal Justice** (3) serves as a broad overview to the criminal justice field by examining such topics as criminal behavior and law enforcement, the court system and judicial processes, and corrections and rehabilitation.

**230. American Law Enforcement** (3) discusses the philosophy and history of policing, the different types of police agencies, and the framework in which law enforcement agencies must work, as well as the relationship between police agencies and their communities. Prerequisite: 101.

**250. American Courts** (3) focuses on the legal concepts comprising the foundation of the American criminal court process, state and federal court systems, courts of limited and general jurisdiction, the actors within the court system, and the role of the courts on the other members of the criminal justice system. Prerequisite: 101.

**270. American Corrections** (3) uses a sociological perspective to examine the history, institutions, and practice of American corrections; specifically, issues of incarceration, probation, prisoner release, and criminal justice are covered. Prerequisite: 101. Cross listed as SOCI 270.

**290. Spanish for Criminal Justice (3)** is a Spanish language course offered to students in Criminal Justice and related fields. This course is intended to expand speaking and listening skills related to criminal justice as well as to promote a deeper understanding of Spanish-speaking communities in the United States from a socio-cultural point of view. Prerequisite: SPAN 212, its equivalent or permission of the instructor. Cross listed as SPAN 290.

**318. Criminal Law (3)** provides an overview of the basic concepts of crime definitions, criminal liability, elements of a crime, case precedents, and the rights afforded to individuals under the law. Prerequisite: 101. Cross listed as POLS 318.

**331. Criminal Investigation (3)** focuses on the methods of crime scene searches and documentation; physical evidence collection and preservation; information gathering; interviews and interrogations and case preparation. Prerequisites: 101 and 230.

**340. Organized Crime (3)** focuses on illegal organizations (e.g., the Mafia), whose formally organized activities are used to gather money through criminal enterprises and how they impact American society, including the social and economic effect on society, along with law enforcement efforts to minimize that impact.

**342. Criminology (3)** examines various theories of crime causation, their history and development, and related crime control policies and practices. It also addresses the extent of crime in society, types of crime, and crime measurement issues. Emphasis is on the social context of crime and supportive evidence of various theoretical perspectives. Prerequisite: 101.

**343. Victimology (3)** introduces the student to the development of the field of victimology. It will include the basic concepts regarding victimology, relevant theoretical and empirical literature, victim interactions with the criminal justice system, and policies and practices beneficial to victims of crime. It pays particular attention to special victim groups such as children, the elderly, and women.

**350. Trial Evidence and Techniques (3)** examines the nature, use, and admissibility of evidence against the accused in a criminal trial. Students study the Federal Rules of Evidence, including relevance, hearsay, opinion testimony, lay and expert witnesses and authentication, and apply their knowledge through the completion of a mock trial. Prerequisite: 250.

**351. Criminal Procedure (3)** involves the convergence of law enforcement, courts and the Constitution. Students study constitutional limitations on police authority to stop, search, and arrest individuals; to search for and seize evidence; to conduct interrogations, interviews, lineups and other identification methods; and to seek confessions. Case studies and the Socratic Method are emphasized. Prerequisite: 101.

**360. White-Collar Crime** (3) examines the many varieties, definitions, measurements, and classifications of white collar crimes, the damages to individuals and society, and the responses of the criminal justice system, administrative agencies, and criminologists. Students explore crimes against consumers, unsafe products, environmental, medical and computer crime, fraud, and crimes by the government.

**372. Juvenile Justice** (3) examines the juvenile justice system, including differences between the adult justice system based on values, court decisions and laws. The concepts of delinquency and delinquency control are discussed, as well as the roles of law enforcement, courts, and corrections in the juvenile justice system.

**373. Community Corrections and Intermediate Sanctions** (3) examines the policies, procedures, practices, and personnel involved in community-based corrections. Alternatives to incarceration are emphasized in their historical, philosophical, social, and legal contexts. Students discuss current issues and trends in this growing area of the criminal justice system. Prerequisite: 101.

**375. Death Penalty** (3) examines legal, empirical, and policy issues related to capital punishment. The course uses judicial decisions, social science research, and case studies to explore historical, philosophical, moral, procedural, and political aspects of capital punishment.

**395. Research Methods** (3) introduces the basic concepts involved in social science research, with a focus on criminal justice/criminology. Students develop an understanding of the methods and techniques used to describe, explain, predict, and evaluate research issues. Emphasis is placed on developing informed consumers of research.

**490. Topics in Criminal Justice** (3) provides students with a semester-long intensive study of a topic in criminal justice under the supervision of department faculty.

**495. Senior Seminar** (3) is a capstone experience for seniors in Criminal Justice. Through extensive individual study, students learn to utilize research techniques and sources; integrate earlier courses; engage in an extensive writing experience; gain experience in oral communication; and develop independence, self-reliance and creativity. Prerequisite: 395 and senior status.

## **Digital Media Design**

See Communication, Media, and Theatre

## **Earth Science**

See Geology



## ECONOMICS, ACCOUNTING, AND BUSINESS

Professors BRADY, DRUBEL, NOWAKOWSKI (Chair); Associate Professors GOLDEN, HYDELL, J WILSON; Assistant Professor K PRAY

Economic forces affect society in many ways. Control of these forces depends on an understanding of them, gained through study in economics, accounting, marketing and business management. The close relationship among these fields allows students to acquire specialized knowledge in any one of them through selecting it as a major field of study and, at the same time, to gain a basic understanding of the others.

Each of the majors provides a background for graduate study in economics, business, and law, and for immediate participation in the business community. The accounting (public) major fulfills a part of the requirement for certified public accounting licensing in most states. The department is also a core participant in the interdisciplinary international business major. In addition to regular classroom course offerings in the listings which follow, arrangements may be made on an individual basis for special off-campus internships.

Students interested in an economics, accounting, marketing or business management major should contact the department chair at the earliest opportunity to ensure fulfillment of all degree and pre-professional requirements for completing a major in these areas and preparing for a related career.

Following are the specific major and minor requirements for each of the department's areas.

For additional information please consult the Economic, Accounting, and Business department's website at <http://www.muskingum.edu/dept/eab/index.html>.

### *Economics major* (36 hours)

**Requirements:** 215, 216, 311, 333, 495

ACCT 201

BUSI 325

**Electives:** two 300- or 400-level Economics courses and three additional departmental courses

### *Economics minor* (15 hours)

**Requirements:** 215, 216, 311, 333

ACCT 201

*Teacher licensure* — integrated social studies, grades 7-12 (with an economics major). Contact the education department for specific course requirements.

### *Accounting major* (36 hours)

**Requirements:** 201, 202, 301, 302, 363, 364, 411, 412, 495, and one course chosen from 420, 421, or 422

ECON 215, 216

### *Accounting (Public) major* (60 hours within a 150 hour degree program)

**Requirements:** 201, 202, 301, 302, 363, 364, 411, 412, 420, 421, 422, 495

BUSI 221, 318, 325, 360, 414; one elective

ECON 215, 216

**Accounting minor** (15 hours)

**Requirements:** 201, 202 or 363, 301, 302 or 364  
ECON 215

**Business Management major\*** (42 hours)

**Requirements:** 221, 241, 318, 495

ACCT 201, 202  
BUSI 325 or ECON 333  
ECON 215, 216, 311

**Electives:** 4 courses from

BUSI 325 (if student also completes ECON 333), 326, 360, 411, 412,  
413, 414, 415  
ENGL 202  
SPST 441

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

**Business Management minor** (15 hours)

**Requirements:** 221, two additional classes from BUSI 318 (if not used to satisfy the Marketing major), BUSI 325 (if not used to satisfy the Marketing major or minor) and the list of designated electives.

ACCT 201  
ECON 215

**Marketing major** \*(42 hours)

**Requirements:** BUSI 221, 241, 318, 495

ACCT 201, 202  
BUSI 325 or ECON 333  
ECON 215, 216, 311

**Electives:** 4 courses from

BUSI 325 (if student also completes ECON 333 and does not count BUSI 325 as a Business Management elective), 411, 416, 417, 419, 422, 423  
DMD 300  
ENGL 316  
SPST 441

\*Adult undergraduate degree completers should refer to the *MAP Guidebook*.

**Marketing minor** (15 hours)

**Requirements:** 241, two additional Marketing Designated Electives

ACCT 201  
ECON 215

**Human Resource Management major**

Open only to those who hold an associate's degree in a business-related field. For complete information see the *MAP Guidebook*.

## Course Offerings Economics (ECON)

**215. Principles of Microeconomics** (3) concentrates attention on the determination of prices for goods and factors of production.

**216. Principles of Macroeconomics** (3) presents a general description of the American economy and the theory of income determination and income fluctuations. Prerequisite: 215.

**311. Money and Banking** (3) examines the role of money in the economy, the instruments of monetary and fiscal policy, and the techniques of commercial banking, the Federal Reserve System, interest rates and institutions affecting the money market. Prerequisite: 215, 216.

**314. Public Finance** (3) surveys government income, expenditures, and transfer payments at the local, state, and national levels. Particular attention is given to fiscal policy, problems of taxation and incentives, and principles of debt management. Prerequisite: 215, 216 (or permission of instructor).

**333. Intermediate Microeconomic Theory** (3) develops the methodology of economics and uses this to provide explanations about pricing of commodities and employment of factor services under conditions of full employment. Prerequisite: 215, 216.

**334. Intermediate Macroeconomic Theory** (3) examines the relationships among the aggregate markets for commodities, money, bonds, and labor. Emphasis is placed on analytical explanations for the determination of national income, output, employment, interest rates, and the price level. Prerequisite: 215, 216.

**361. International Trade** (3) examines the reasons for and gains from trade among nations, as well as the impact of trade restrictions. Prerequisite: 215, 216, or permission of instructor.

**362. International Finance** (3) examines monetary exchange rates, the balance of payments, capital flows, and the impact of international activity on domestic economies. Prerequisite: 215, 216, or permission of instructor.

**411. Topics in Economics** (3) provides the advanced student an opportunity to study selected topics in economic theory. The course may be repeated as the subject matter changes. Prerequisite: 215, 216.

**423. Contemporary Issues** (3) covers current issues in macroeconomic or microeconomic policy, with emphasis changing with each offering. Students are given the opportunity to explore applications of basic economic theory and models to help understand such issues as monetary policy, the role of the Federal Reserve, tax policy, unemployment, social security, and Medicare reform. A specific list of subjects to be covered will be made available with each course listing. Prerequisites: 215, 216.

**425. Econometrics** (3) involves the empirical testing of economic hypotheses using, primarily, linear regression. The results can be used to determine how closely theory corresponds to observed behavior, to investigate which theories best explain behavior and to forecast what future conditions may produce. This course is designed to introduce students to basic econometric techniques. Possible remedies to the most frequently encountered problems will also be discussed. Prerequisite: A minimum grade of C in BUSI 325.

**435. Government and Business** (3) considers the role of government in the American economy and examines contemporary governmental policies toward the private sector of the economy from both a legal and an economic viewpoint. The main topics are the enforcement of anti-trust in the unregulated sector and the improved regulation of industries subject to government controls. Prerequisite: 215, 216, or permission of instructor.

**495. Seminar** (3) enables the student to pursue an approved research project in economic theory. Prerequisite: 333.

## **Accounting (ACCT)**

**201. Financial Accounting** (3) introduces the basic accounting theory and procedures for proprietorships, partnerships, and corporations.

**202. Managerial Accounting** (3) covers the analysis and interpretation of accounting information for management planning, controlling, and decisions. Prerequisite: 201.

**301, 302. Intermediate Accounting** (3, 3) examines the elements of modern financial accounting theory in the preparation of corporate financial statements. Prerequisite: Minimum grade of C in 201.

**363. Cost Accounting** (3) covers manufacturing cost accumulation for product costing and the analysis of costs for managerial decisions. Prerequisite: 201.

**364. Income Taxes** (3) analyzes federal income tax laws and their application to individuals. Prerequisite: 201.

**410. Topics in Accounting** (3) offers the student an opportunity to pursue the in-depth study of accounting theory not covered in other accounting courses. The course may be repeated for credit as the subject matter changes. Prerequisite: 302.

**411. Advanced Accounting** (3) involves the accounting for partnerships, consolidations, foreign currency translation, and governmental units. Prerequisite: 302.

**412. Auditing** (3) examines the concepts necessary to determine whether a business' financial statements have been prepared in accordance with generally accepted accounting principles. Prerequisite: 302.

**420. Accounting Information Systems** (3) will focus on acquiring an understanding of business processes which are fundamental to contemporary auditing, professional, and legal considerations relating to the organization's internal control processes. Detailed material on business and internal control processes are central to this course, which stresses information, communication, and electronic commerce applied within the contexts of business processes, transaction cycles, and the internal control processes. Prerequisite: 301.

**421. Advanced Taxation** (3) is the second course in the tax series and is a continuation of the Income Taxes course. Advanced taxation issues related to individual taxpayers are examined. In addition, the taxation of corporations, partnerships, exempt entities, estates, and trusts are covered. Prerequisite: 364.

**422. Governmental Accounting and Auditing** (3) focuses on the unique aspects of the accounting methods that are used by governmental and not-for-profit entities. The course also examines audit procedures and requirements that are applicable to these entities. Prerequisite: 302.

**423. Software Applications for Accountants** (3) focuses on business applications implementing EXCEL at both the introductory and intermediate levels, and Quickbooks. These skills are then applied to accounting exercises and practice sets. Prerequisite: 301.

**495. Seminar** (3) enables the student to pursue in depth an approved research project in accounting. Prerequisite: 302.

## **Business (BUSI)**

**221. Organizational Management** (3) examines the classical, behavioral, and quantitative schools of management theory, with particular attention given to current research and practice. The nature of authority and responsibility, departmentation, line and staff relationships, organizational growth, managerial development, decision-making, and leadership of both profit and non-profit organizations are among the topics discussed.

**241. Marketing** (3) studies the problems of distributing goods, both industrial and consumer. Special attention is given to the increased importance of marketing techniques in modern economies.

**318. Managerial Finance** (3) studies the management of fixed and working capital, short and long-range financial planning, money and capital markets, expansion of income administration, business failures, and business reorganization. Prerequisite: ACCT 201, ECON 215.

**325. Statistics** (3) is concerned with the analysis of data and application of the principles of probability theory, decision theory, and statistical inference to the analysis of business and economic data. Emphasis is placed on the construction of economic models in order to gain an understanding of business and government.

**326. Financial Analysis and Investment** (3) evaluates analytic techniques and alternative financial instruments available to the investor. Emphasis is placed on security selection, portfolio management, and the operation of markets. Prerequisite: ACCT 201, ECON 215.

**360. Business Law** (3) studies law as it relates to business, including torts, crimes, contracts, commercial paper, and anti-trust laws.

**411. Topics in Business** (3) is an in-depth study of current theory in selected areas and its application to organizational operations. The course may be repeated for credit as the subject matter changes. Prerequisite: By section specified at each offering.

**412. International Business** (3) studies business in a global context, stressing cultural, political, and economic environments facing international business and operational aspects of international management, international marketing, and international finance. Prerequisite: 221, 241.

**413. Software Applications for Business** (3) focuses on implementing EXCEL and Quickbooks at both the beginning and intermediate levels. ACCESS is implemented at the beginning level.

**414. Business Ethics** (3) explores how managerial ethical behavior affects organizations, employees, communities, and society. Emphasis is placed on current situations facing managers as they operate in an environment demanding increased corporate ethical behavior.

**415. Human Resource Management** (3) provides students with a thorough understanding of Human Resource Management issues, practices, and procedures. Through the use of classroom lectures, experiential activities, and cases, students develop the ability to transfer advanced knowledge into practical applications when confronted with human resource opportunities, problems, and challenges.

**416. Professional Selling** (3) involves the study of direct person-to-person communication that facilitates mutually satisfying exchanges of value. Students discuss and analyze the techniques, myths, issues, ethics, and roles in sales. Many skills that a successful salesperson needs are addressed through both in-class and out-of-class activities. Prerequisite: 241.

**417. Advertising** (3) familiarizes the student with the primary methods by which goods, services, ideas, people, and organizations can be advertised to an audience. A strong emphasis is on the issues surrounding the management and planning of an integrated marketing communications strategy. Prerequisite: 241.

**419. Consumer Behavior** (3) analyzes the various inputs to, influences on, and outcomes of the consumer buying decision process. Among the topics discussed are consumer motivation; exposure and attention to marketing stimuli; learning,

memory, and retrieval; attitude formation and change; problem recognition, information search, evaluation, and purchase decision making; social, cultural, and situational influences on consumer behavior; and various special topics. Prerequisites: 221, 241.

**420. Management Information Systems (3)** provides a thorough understanding of how the manager can use the computer in problem solving. It is assumed that students understand the role of the computer as a problem-solving tool.

**422. Marketing Research (3)** studies the tools and techniques available for gathering and analyzing information to be used by those making strategic marketing decisions. Prerequisite: 241.

**423. International Marketing (3)** broadens the principles of marketing to include corporations conducting business in a global environment. Special attention is given to social, cultural, political, economic and other factors affecting international marketing operations. Prerequisite: 241.

**495. Seminar (3)** enables the student to pursue an approved research project in business theory. May be taken twice for credit by students completing both the Marketing and Business Management majors. Prerequisite: Departmental approval.

## EDUCATION

### (Including Physical & Health Education)

Distinguished Professors COWDERY, HANSEN; Professors ROGNESS (Chair), WHITE (Director of Educator Preparation Unit); Associate Professor K DAVIS; Assistant Professors BRILHART, EBERLY, KNOTT, TUTTLE; Instructors J KASER, YOUMANS

**The Muskingum University Teacher Education Unit is accredited by the National Council for Accreditation of Teacher Education (NCATE) for both initial and advanced programs.**

## Education

For information about the Master of Arts in Education and the Master of Arts in Teaching, see the *Graduate Catalog*.

The mission of the teacher education program is to “Develop teacher-leaders who encourage, equip, and empower all students.” The teacher education program is designed to prepare graduates to demonstrate competence on the State of Ohio licensure exam, to be a successful completer of Ohio’s residency educator program, and to meet the requirements to be considered a highly qualified teacher.

At the undergraduate level, the department offers five majors and 23 areas in which teacher licensure may be obtained. Students seeking licensure should secure an education advisor prior to the end of their first year in college and work closely with that advisor to ensure fulfillment of all University requirements for licensure.

An individual desiring to seek an adolescent/young adult teaching license

(grades 7-12) or a PK-12 multi-age teaching license in world language, health, music, physical education, and/or visual arts, needs to complete a major in the specific content area for which the license is sought as well as complete specific content area and professional education course work requirements. An individual wishing to obtain either of these licenses must consult with the chair of his/her specific content area major and with the chair of the education department early in his/her college career in order to obtain an advisor from each department (specific content area and education).

Courses leading to licensure are closely linked with field experiences and student teaching in diverse settings. Field experience hour requirements are overviewed in the *Teacher Education Handbook*, which all students receive in Education 110, and are detailed in each course syllabus. Field experience hours are to be completed during the semester in which the specific courses are taken. Students are advised to schedule courses that include a total of no more than 50 field experience hours in one semester. Students must complete all 300- or above level education courses attempted with at least a grade of B-. Any 300- or above level education course in which less than a B- is earned must be retaken.

The culmination of the undergraduate teacher preparation program is student teaching, an experience that is completed as part of the Professional Semester once all content coursework and program requirements are met. The Professional Semester includes professional education coursework, a week-long diversity field experience prior to beginning student teaching, and then a clinical placement of 13 weeks. Student teaching is a 13-week full-day every day experience following the calendar of the school district. Those seeking multi-age licensure complete student teaching at both the elementary and secondary levels. See the *Teacher Education Handbook* for the requirements needed to be met for admission into student teaching.

Acceptance into Muskingum University does not ensure entrance into the University's teacher education program. The teacher education program's policy, titled Gateways of the Undergraduate Initial Teacher Preparation Program, is presented and explained in detail in Education 110 and in the *Teacher Education Handbook*, which is available in the education department office.

The State of Ohio also requires successful completion of the required components of the State of Ohio licensure exam and a BCI/FBI check prior to recommendation for resident educator licensure. Students handle scheduling arrangements and fees for all teacher education program admission tests, the State of Ohio licensure exam, and the BCI/FBI checks. The fee for student teaching is listed under "special fees" in this catalog. Contact the chair of the education department for additional information, or the department's website at <http://www.muskingum.edu/dept/education/>.

## Physical and Health Education

A major in physical education examines the relationship of sports, athletics, and physical fitness to our culture and cultures throughout the world. The physical education student's preparation includes the acquisition of knowledge, skills, attitudes, and values from a vast array of courses. These courses include not only movement activities but also an understanding of associated physiological,



biomechanical, sociological, psychological, historical, philosophical, and pedagogical principles.

This broad theoretical foundation of relevant disciplines is applied to the professional aspects of teaching and administration of contemporary physical education. In addition, interested students may pursue careers in adapted physical education and physical therapy.

Participation in intercollegiate sports and/or intramurals is encouraged as a background for teaching. Those who do not play are encouraged to work closely with a sports program in some capacity. The department also provides an excellent scientific background with a modern physiology of exercise laboratory available for hands-on use by all majors.

Students are given the option to also pursue a State of Ohio multi-age license in physical education.

A major in health education allows the student to learn numerous skills and practices specifically designed to assist other individuals in the maintenance and improvement of their health. The health education student's preparation includes courses that include physical, psychological, social, intellectual, and environmental components. Special emphasis is placed upon providing educational and informational processes to help people change their attitudes and behaviors in an effort to improve their health.

Students are given the option also to pursue a State of Ohio, multi-age license in health education. All students are given practical hands-on experiences and internships in local, state, and national health agencies and organizations. Preparation is also given to those who wish to pursue advanced degrees leading to professional health-related careers such as health promotion, assessment, and public programming.

Students expecting to enter physical therapy or recreation work should consult the department and work out a program appropriate for their vocational goals.

## Teacher Education Majors, Minors, and Licensure

*Early Childhood Education Major* prepares individuals to teach children in grades pre-kindergarten through third.

*Course requirements include:* 110, 112, 220, 309, 315, 316, 330, 334, 335, 341, 362, 366, 367, 370, 371, 412, 414, 418, 419, 420, 449, 461  
 PSYC 101, 205, 220 (preschool)  
 SOCI 101\*  
 PE 319

\* SOCI 101 not required for transfer module student.

*Middle Childhood Education Major* prepares individuals to teach children grades four through nine in two of the following content areas: math, science, language arts and reading, and social studies. Students may select any combination of two of the four content areas.

*Course requirements include:* 110, 112, 312, 330, 335, 341, 370, 372, 413, 414, 419, 420, 450, 461, 465, two of the following: 382, 383, 384, 385  
 PSYC 101, 308  
 Two of the following approved concentration areas:

reading/language arts, mathematics, social studies, science.  
(Specific concentration course requirements are available in the education department office and contained in the *Teacher Education Handbook*.)

**Special Education Major** prepares individuals to work with students with special needs in grades K-12 and leads to the Intervention Specialist: Mild to Moderate (K-12) license.

**Course requirements include:** 110, 112, 220, 330, 335; one of the following: 309, 312; 313 or 314, 340, 341, 362, 366, 367, 370, 371, 383, 385, 413, 414, 419, 420, 432, 434, 461, 468; one of the following: 418, 465 or 466  
PSYC 101, 205, 308  
SOC 101  
PE 319

**Physical Education Major** (27 hours)

**Requirements:** 149, 203, 204 (substitute for two activities required for graduation), 310, 338, 341, 416, 418  
HLSC 131

**Electives:** Two hours of Physical Education above the 100-level

**Physical Education Minor** (15 hours)

**Requirements:** PE courses at the 200-level or above with at least 3 hours at the 300- or 400-level.

**Health Education Major** (32 hours)

**Requirements:** 200, 345, 365, 380, 400  
BIOL 106 (*Genetic Frontiers and Biotechnology, Human Biology, or Human Diseases*)  
HLSC 131  
PE 149, 310, 470

**Health Education Minor** (15 hours)

**Requirements:** Fifteen hours of HLTH courses with at least 3 hours at the 300- or 400-level

**Adolescent/Young Adult Licensure** prepares individuals to teach grades seven through 12. Licensure area options are Integrated Mathematics, Integrated Language Arts, Integrated Social Studies, Earth Sciences, Integrated Science, Life Sciences, Physical Sciences: Chemistry, Physical Sciences: Physics.

**Course requirements include:** 110, 112, 313, 330, 335, 341, 413, 419, 420, 451, 461, 466; one of the following: 391, 392, 394, 395  
PSYC 101, 308

A disciplinary major that is a part of one of the adolescent/young adult licensure areas (Specific licensure course requirements are available in the education department office and contained in the *Teacher Education Handbook*.)

**Multi-Age Licensure Areas** prepares individuals to teach in Pre-K through grade 12 in music, world languages (French, German, and Spanish), visual arts, health education and physical education.

**Course requirements include:** 110, 112, 314, 330, 335, 341, 413, 419, 420, 451, 461; one of the following: 418, 465, 466  
 PSYC 101  
 PSYC 308 (except music majors)  
 Music 482, 483 (in lieu of EDUC 451)  
 Physical Education/Health Education 455 and 457 (in lieu of EDUC 451 and 466), Physical Education 490 (in lieu of EDUC 461)  
 Visual Arts: ART 455, 457 (in lieu of EDUC 451)  
 A disciplinary major that is a part of one of the multi-age licensure areas

**Physical & Health Education Licensures** – prepare individuals to teach physical education or health education in the multi-age category grades Pre-K –12.

Contact the chair of the education department for specific course requirements.

## Course Offerings Education (EDUC)

**110. Introduction to Education (3)** studies the purposes and practices of education, helping students determine whether they wish to become professional teachers. Topics include history of education, philosophy of education, careers in education, motivation and discipline, analysis of teacher behavior, organization and goals of schools, the teacher, and the law. Required field experience: 12 hours.

**112. Educational Implications of Diversity (3)** presents a picture of the increasing diversity found within educational institutions and the implications it has for educators in developing both policy and practice. Prerequisite or co-requisite: EDUC 110, or Child and Family Studies major. Required field experience: 12 hours of observation and 10 hours of tutoring.

**211. Individual Topics (1-3)** is a supervised clinical field, research, or independent study in education under the direction of a faculty member. It is designed to enable students to have learning experiences that extend beyond required coursework. The course requires periodic meetings with the course instructor, the writing of a journal, and a final written report, in addition to 30-35 hours of field or clinical work for each credit hour. Prerequisite: 110, 112.

**220. Mathematics Content for Early Childhood and Intervention Specialist Teachers (3)** develops knowledge and skills in number sense, measurement, data, statistics, probability, algebra, and geometry concepts that relate to the K-12 Ohio Learning Standards in mathematics. Prerequisite: Admission to the Education Department.

**309. Early Childhood Education and Curriculum (3)** provides students with the historical, philosophical, psychological, and social foundations of early

childhood education. It also provides the curricular and instructional framework for providing meaningful, developmentally appropriate learning experiences, and accommodations for diverse populations of young children (ages 3 through 8). This course includes direct interaction with both typically and atypically developing preschoolers. Prerequisite: Admission to the teacher education program. Required field hours: 10. Prerequisite or co-requisite: PSYC 205, 220.

**311. Individual Topics (1-3)** is a supervised clinical field, research, or independent study in education under the direction of a faculty member. It is designed to enable students to have learning experiences that extend beyond required coursework. The course requires periodic meetings with the course instructor, the writing of a journal, and a final written report, in addition to 30-35 hours of field or clinical work for each credit hour. Prerequisite: 110, 112 and admission to the teacher education program.

**312. Developmentally Responsive Middle Schools (3)** provides comprehensive understanding of the nature and needs of early adolescents in grades 4-9 with an emphasis on applying this knowledge to the classroom and the total school environment. The course focuses on characteristics of developmentally responsive schools for young adolescents, as well as the rationale that supports such characteristics. Topics include interdisciplinary teaming, teacher guidance programs, grouping and scheduling concerns, curriculum, pedagogy assessment strategies for culturally and developmentally diverse students, and the application of educational technology. Prerequisite: Admission to the teacher education program. Required field hours: 20.

**313. Curriculum and Instruction for the Adolescent (3)** provides a foundation in curriculum and instruction for adolescent and young adults with emphasis on motivation, instructional planning, classroom structure, management, discipline, models of teaching, assessment, and learning styles. Prerequisite: Admission to the teacher education program. Required field hours: 20.

**314. Multi-Age Curriculum and Instruction (3)** provides a foundation in curriculum and instruction for teachers of multi-age subject areas, i.e., foreign language, music, physical education and visual arts. Prerequisite: Admission to the teacher education program. Required field hours: 30.

**315. The Arts in Early Childhood (3)** is designed to provide the knowledge, skills, and dispositions required to effectively integrate art, music, movement, and theater into developmentally appropriate curriculum and instruction for young children. The course balances theory and practice, presenting the arts both as a means of enhancing the development of young children, and as the promotion of creativity and exploration. Prerequisite 309.

**316. Children's Literature (3)** involves the study of classic and contemporary children's literature in a variety of genres. Emphasis is placed on the selection and use of high-quality and developmentally-appropriate materials to support the reading process. Prerequisite: Admission to the teacher education program.

**330. Serving Individuals with Exceptionalities (3)** investigates the nature and needs of individuals with exceptionalities across the lifespan, the etiologies of different exceptionalities, the identification process, and the continuum of placement and service alternatives. An emphasis is placed on the need of the intervention specialist to collaborate with other professionals to develop individualized education programs that enable learners to be successful in their least restrictive environments and to access services needed for learner independence. Ten hours of clinical experiences with individuals with different exceptionalities are required. Prerequisite: 110 and admission to the teacher education program.

**334. Family-Centered Practices (3)** develops the knowledge and skills needed to provide appropriate educational opportunities for children in the context of family, community, and social service structures. This course emphasizes the development of communication and collaboration skills needed to interact effectively with parents, family services, and community agencies and to provide transition services across age levels. Technologies designed to promote successful communication are utilized. Also included is direct interaction with preschoolers with disabilities and their families as well as with community agencies and school-based programs serving young children through specific field experiences. Required field experience: 20 hours. Prerequisite: 309, 330, or Child and Family Studies major.

**335. Educational Technology (3)** develops knowledge and skills to integrate technology effectively into the classroom to support teachers in instruction, delivery, assessment, intervention and adaptation. Based on the National Education Technology Standards and the Ohio Technology Academic Content Standards. Prerequisite: 110 and admission to the teacher education program.

**340. Nature and Needs of Students with Disabilities (3)** provides an in-depth examination of the state and federal legislation, policies, and procedures that define the field of special education. The learning, emotional, behavioral, adaptive, and medical characteristics and needs of students with disabilities and dual exceptionalities are explored in detail. Learner strengths and challenges are addressed from a variety of perspectives, with emphasis placed on assistive technology, English language learning, access to the general curriculum, life-long learning, and personal advocacy. Required field experience: 20 hours. Prerequisite: 330.

**341. Assessment in Education (3)** explores the variety of roles that assessment plays in P-12 education. The course includes basic assessment principles, response to intervention (RTI), quantitative data analysis, the assessment teaching cycle, formative and summative assessment. Value-added dimensions of assessment are presented and related to candidates' licensure areas and the Ohio Teacher Education System (OTES). Also addressed are aspects of assessment related to providing inclusive services to students with exceptionalities, including making accommodations and modifications and using relevant assistive technology. Required field experience: 20 hours. Prerequisite: Admission to the teacher education program.

**362. Integrating Language Arts and Social Studies in Early Childhood (3)** develops the knowledge and skills necessary to provide developmentally appropriate and effective instruction based on the Ohio Academic Content Standards in language arts and social studies to diverse populations of young children in inclusive settings. Required field experience: 10 hours. Prerequisite: Admission to the teacher education program and 309 (or 309 or 312 or 313 or 314 for special education majors).

**366. Mathematics in Early Childhood Education (3)** develops the knowledge and skills necessary to provide developmentally appropriate and effective instruction based on the Ohio Academic Content Standards in math to diverse populations of young children in inclusive settings. Required field experience: 10 hours. Prerequisite: Admission to the teacher education program and 309 (or 309 or 312 or 313 or 314 for special education majors).

**367. Science in Early Childhood Education (3)** develops the knowledge and skills necessary to provide developmentally appropriate and effective instruction based on the Ohio Academic Content Standards in science to diverse populations of young children in inclusive settings. Required field experience: 10 hours. Prerequisite: Admission to the teacher education program and 309 (or 309 or 312 or 313 or 314 for special education majors).

**370. Phonics and the Process of Reading (3)** develops linguistic and cognitive foundations for reading in an integrated language arts context. Emphasis is on the knowledge base of reading and on an introduction to comprehension strategies, the writing process, curriculum development, assistive technology, and assessment and diagnosis of reading difficulties. Additional emphasis is placed on phonics, phonemic awareness, and word recognition in an integrated language arts context. The course fulfills the state requirement in phonics for Early Childhood Education and Middle Childhood Education majors. Prerequisite: Admission to the teacher education program.

**371. Emergent and Beginning Reading (3)** focuses on the research, methods, and materials used in developmentally appropriate pre-reading and reading instruction for diverse emergent and beginning readers. Required field experience: 20 hours. Prerequisite: 370.

**372. Reading Methods for Middle Childhood (3)** focuses on the research, methods, and materials appropriate for teaching reading to diverse learners in grades 4-9. Emphasis is on integrated curriculum strategies including knowledge, selection, and use of high quality children's literature. Includes use of phonics and word study instruction as appropriate for the young adolescent reader, as well as study of the nature of the English language. Required field experience: 20 hours. Prerequisite: 370.

**375. Professional Practices in Mathematics (3)** focuses on participation in professional mathematics organizations, the use of technology in the mathematics classroom, mathematics education research including best

practices, and Euclidean geometry. Prerequisite: Admission to the teacher education program.

**382. Social Studies Methods for Middle Childhood Educators (3)** develops knowledge and skills necessary to provide instruction based on national social studies standards and state curriculum models for students in grades 4-9, with an emphasis on the use of a variety of instructional approaches for culturally and developmentally diverse classrooms. The course prepares students to utilize approaches to teaching and learning which integrate content relevant to students' lives, honor individual differences, and teach basic skills of inquiry and communication, including the application of educational technology. Required field experience: 20 hours. Prerequisite: 309 or 312 (or 313 or 314 for special education majors).

**383. Language Arts Methods for Middle Childhood Educators (3)** develops knowledge and skills necessary to provide instruction based on national language arts standards and state curriculum models for students in grades 4-9 with an emphasis on use of a variety of instructional approaches appropriate for culturally, linguistically, and developmentally diverse classrooms. The course prepares students to utilize approaches to teaching and learning which integrate reading, speech, writing, and literature with the broader curriculum, develop literacy skills relevant to students' lives, honor individual differences, and teach basic skills of communication, including the application of education technology. Required field experience: 20 hours. Prerequisite: 312 (or 309 or 313 or 314 for special education majors).

**384. Science Methods for Middle Childhood Educators (3)** provides knowledge and skills necessary to provide science instruction consistent with national and state curriculum models for students in grades 4-9 with an emphasis on the use of a variety of instructional approaches appropriate for culturally and developmentally diverse classrooms. The course prepares students to utilize approaches to teaching and learning which integrate content relevant to student's lives, honor individual differences, and teach basic skills of inquiry and communication, including the application of educational technology. Required field experience: 20 hours. Prerequisite: 312 (or 309 or 313 or 314 for special education majors) .

**385. Math Methods for Middle Childhood Educators (3)** provides knowledge and skills necessary to provide math instruction consistent with national and state math curriculum models to students in grades 4-9 with an emphasis on the use of a variety of instruction approaches appropriate for culturally and developmentally diverse classrooms. The course prepares students to utilize approaches to teaching and learning which integrate content relevant to students' lives, honor individual differences, cultivate skills in recognizing and solving problems and provide awareness of relevant teaching tools, including manipulative materials and educational technology. Required field experience: 20 hours. Prerequisite: 312; (309 or 312 or 313 or 314 for special education majors).

**391. Integrated Language Arts Methods for the Adolescent (3)** focuses on special methods of teaching language arts in grades 7-12 with emphasis on integrated and interdisciplinary instruction, adaptations for learners with special needs, content specific reading strategies and applications of educational technology, and the Ohio Academic Content Standards. Required field experience: 10 hours. Prerequisite: 313.

**392. Integrated Math Methods for the Adolescent (3)** focuses on special methods for teaching mathematics in grades 7-12 with emphasis on integrated and interdisciplinary instruction, adaptations for learners with special needs, content specific reading strategies and applications of educational technology, and the Ohio Academic Content Standards. Required field experience: 10 hours. Prerequisite: 313.

**394. Integrated Science Methods for the Adolescent (3)** focuses on special methods of teaching science in grades 7-12 with emphasis on integrated and interdisciplinary instruction, adaptations for learners with special needs, content specific reading strategies and applications of educational technology, and the Ohio Academic Content Standards. Required field experience: 10 hours. Prerequisite: 313.

**395. Integrated Social Studies Methods for the Adolescent (3)** focuses on special methods of teaching social studies in grades 7-12 with emphasis on integrated and interdisciplinary instruction, adaptations for learners with special needs, content specific reading strategies and applications of educational technology, and the Ohio Academic Content Standards. Required field experience: 10 hours. Prerequisite: 313.

**412. Reading and Writing for Information (3)** develops strategies, techniques and skills for strengthening the reading and writing skills of diverse learners in the content areas in early childhood. Includes applications of educational technology. Required field experience: 10 hours. Prerequisite 371.

**413. Reading in the Content Areas (3)** develops strategies, techniques, and skills for strengthening the reading skills of diverse learners in the content areas in the middle school and high school. Includes applications of educational technology. Required field experience: 10 hours. Prerequisite: 309 or 312 or 313 or 314.

**414. Reading Assessment and Intervention (3)** examines research-based principles, techniques, and materials used in the assessment of reading skills and in the diagnosis of reading difficulties and intervention strategies for addressing them. Addresses cultural and linguistic differences in the assessment phases. Includes applications of educational technology. Required field experience: 10 hours. Prerequisite: 371 or 372.

**418. Professional Practices for Early Childhood (2)**, taken as part of the professional semester, provides candidates with additional opportunities to develop the knowledge, skills, and dispositions necessary for providing effective instruction in inclusive settings with diverse populations of young



children. Emphasis is placed on transitioning into P-3 school settings as entry year/resident educators. The culminating activity is a formal exit interview during which the candidate shares his/her portfolio.

**419. Co-teaching and Collaboration in Education (2)**, taken as part of the professional semester, develops the knowledge and skills needed to communicate and collaborate effectively with colleagues, students' families, and the broader community.

**420. Proactive Approaches to Classroom Management and Support (2)**, taken as part of the professional semester, addresses the knowledge and skills needed to establish a safe, positive and supportive environment for all children. Emphasis is placed on developing specific strategies for providing school-wide and targeted behavioral support to students, as well as preparing and organizing resources and maximizing the use of instructional time.

**432. Student Teaching in Special Education (9)** is a 14-week supervised experience in planning for instruction, creating an environment for student learning, teaching for student learning, and reflecting on student performance in settings that provide services for students identified with mild to moderate disabilities. Part of the professional semester.

**434. Instructional Services for Children with Mild/Moderate Special Needs (3)** focuses on the selection and implementation of instructional strategies for students with disabilities who need targeted and/or intensive services. Emphasis is placed on skill development in selected intensive instructional approaches in reading, mathematics, and written expression. Prerequisite: 340. Required field experience: 15 hours.

**449. Student Teaching in Early Childhood (9)** is a 14-week supervised experience in planning for instruction taken as part of the professional (student teaching) semester, creating an environment for student learning, teaching for student learning, and reflecting on student performance completed in an early childhood setting, pre-kindergarten through grade 3. Part of the professional semester.

**450. Middle Level Student Teaching (9)** is a 14-week supervised experience in planning for instruction, creating an environment for student learning, teaching for student learning, and reflecting on student performance completed in a middle level setting, grades 4 through 9. Part of the professional semester.

**451. Student Teaching in the Secondary School (9)** is a 14-week supervised experience in planning for instruction, creating an environment for student learning, teaching for student learning, and reflecting on student performance completed in a secondary setting, grades 7 through 12. Part of the professional semester.

**455. Student Teaching in Early/Middle Level Physical and/or Health Education (5)** is a supervised experience under the guidance of a cooperating

teacher and university faculty member in a minimum of six weeks clinical placement involved in planning for instruction, creating an environment for student learning, teaching for student learning, and reflecting on students' performance completed in a primary or middle school physical education and/or health setting, grades K-3 or grades 4-9. Part of the professional semester.

**457. Student Teaching in Secondary Level Physical and/or Health Education** (5) is a supervised experience under the guidance of a cooperating teacher and Muskingum faculty member in a minimum of six weeks clinical placement involved in planning for instruction, creating an environment for student learning, teaching for student learning, and reflecting on students' performance completed in a secondary school physical education and/or health setting, grades 9-12. Part of the professional semester.

**461. Student Teaching Seminar** (1) is an opportunity for student teachers to synthesize the teacher education knowledge base and practice teaching experience through large and small group interaction with a focus on linking theory to practice in their student teaching placements. Part of the professional semester.

**465. Professional Practices in Middle Level Education** (2), taken as part of the professional semester, provides candidates with additional opportunities to develop the knowledge, skills, and dispositions necessary for providing effective instruction in inclusive settings with diverse populations of middle level learners. Emphasis is placed on transitioning into grades 4-9 school settings as entry year/resident educators. The culminating activity is a formal exit interview during which the candidate shares his/her professional portfolio.

**466. Professional Practices in Secondary Schools** (2), taken as part of the professional semester, provides candidates with additional opportunities to develop the knowledge, skills, and dispositions necessary for providing effective instruction in inclusive settings with diverse populations of secondary school learners. Emphasis is placed on transitioning into grades 7-12 school settings as entry year/resident educators. The culminating activity is a formal exit interview during which the candidate shares his/her professional portfolio.

**468. Professional Practices in Special Education** (2), taken as part of the professional semester, provides candidates with additional opportunities to develop the knowledge, skills, and dispositions necessary for providing effective instruction to students with disabilities in their least restrictive environment, with a particular focus on intensive behavioral support and transition planning. Emphasis is placed on transitioning into K-12 school settings as entry year intervention specialists/resident educators. The culminating activity is a formal exit interview during which the candidate shares his/her professional portfolio.

## Physical Education (PE)

**101. Concepts of Wellness** (1) develops an understanding of basic exercise physiology and physical training principles. Students learn to assess their own personal level of physical fitness and the benefits of proper physical activity. At the conclusion of the course, students are ready to continue a lifetime of healthy physical fitness activity. Appropriate for adolescent level students.

**102 through 140. Physical Education Service Courses** (1) enable students to fulfill individual sports, team sports, and activity interests by covering a wide variety of activities such as aerobic fitness, archery, badminton, cheerleading and dance, flag football, lifeguard training, water safety instructor, tennis, golf, racquetball, soccer, softball, and varsity athletics. No activity may be repeated for credit, and a maximum of three activities may be counted toward graduation requirements. Varsity athletes may take their respective varsity sport in any year of participation.

**149. Physiology of Exercise** (3) analyzes the responses of the human body to physical activity including an awareness of the various types of flexibility, strength training, and cardiovascular conditioning programs. This course aligns with the goals and objectives for physical education teacher candidates seeking multi-age licensure. Hands-on activities within the course structure allow students to have practical evaluation experiences.

**151; 251; 351; 451. Practica** (1; 1; 1; 1) taken by students interested in training or working as student assistants with various sports. A maximum of three practica may be taken for major or minor credit. Graded S/U.

**203. Foundations of Athletic Skills: Individual** (3) instructs the physical education major in the fundamental skills of the individual sports of archery, badminton, bowling, dance, racquetball, swimming, and tennis. Special emphasis is placed upon instruction and practice to allow for development of individual skill level. Prerequisite: Declared physical education major.

**204. Foundations of Athletic Skills: Team** (3) instructs the physical education major in the fundamental skills of the team sports of basketball, soccer/speedball, softball, volleyball, field hockey (women), and football (men). Special emphasis is placed upon instruction and practice to allow for development of team skill level.

**215. Sports Medicine** (3) is concerned with basic recognition techniques used in inspecting injuries; covers methods and techniques for treating injuries; examines the operations of the athletic training room; and leads to an understanding the importance of preventing injuries. This course also provides some human anatomy and techniques, both dealing with middle child level students.

**220. Lifeguarding/Water Safety Instructor** (2) teaches the methods prescribed by the American Red Cross to save a victim of multi-age in need and insure safety in an aquatic environment. Special attention is paid to the safety

considerations and legal ramifications presented to the lifeguard. Counts as a service course. [This course is the first half of 250.]

**250. Water Safety Instructor** (4) provides the basic knowledge required to instruct students of multi-age in all areas of swimming progression as prescribed by the American Red Cross. Also included are evaluation techniques which allow students to certify individuals within the levels of swimming ability. Counts as a service course. [This course is the second half of 220.]

**310. First Aid** (3) is designed to prepare students in administering immediate care to the injured and suddenly ill and to provide temporary care until medical help arrives. Students have the opportunity to earn Emergency Care and Safety Institute certification.

**319. Motor Learning and Adaptive Physical Education for Early Childhood** (3) is designed to provide the future educator with the necessary foundation of fundamental movement concepts and principles for children ages 3-8. Special emphasis is placed upon the use of developmentally appropriate practice to enhance the acquisition of more complex motor skills and patterns. In addition, educators are given specific strategies necessary in the educating of children who require skill adaptation and the use of prescriptive exercise and equipment. Educators attempt to establish a positive attitude and appreciation for regular health-related physical activity throughout the child's lifespan. Lastly, the educator experiences first hand the importance of movement activities and how they assist in the child's psychological, physical, intellectual, and social development. Required field experience: 15 hours.

**321. Motor Learning and Adaptive Physical Education for Middle Childhood** (3) presents methods and materials for complete physical education instruction for children ages 9-14. Emphasis is on movement education, movement exploration, physical fitness, dancing, and specialized sports skills of basketball, football, floor hockey, soccer, softball, track and field, and volleyball. Practical teaching experience is included and teaching units are developed. Required field experience: 15 hours.

**338. Kinesiology** (3) the study of musculoskeletal anatomy for efficient bodily movement. Offers application of kinesiological and biomechanical principles for the implementation of physical education programs for students of multi-age. Laboratory activities allow students to have hands-on practical evaluation experience.

**341. Principles of Physical Education, Evaluation and Measurements** (3) deals with basic concepts, philosophical foundation, and subsequent applications in physical education for multi-age students. Included are specific testing, measurement, and evaluation procedures utilized in the classroom.

**355. Sports Ethics** (3) explores the various ethical issues in the area of sports and athletics. The class presents the framework for arriving at ethical decisions

and actions, while uncovering the pressures to act in an unethical manner. Prerequisite: 203, 204, or varsity sport for credit.

**416. Teaching Physical Education Activities** (4) is concerned with the methods and materials for teaching archery, badminton, bowling, racquetball, golf, dance, swimming, and tennis. Included is practice in teaching and conducting class activities for both middle and adolescent level students. Prerequisite: 203

**418. Coaching Team Sports** (4) prepares students to handle coaching problems such as organization, fundamental practice drills, strategies of play, selecting personnel, scouting, equipment, and keeping statistics. Football, soccer, basketball, volleyball, wrestling, baseball, softball, and track and field are covered for both middle and adolescent level students. Prerequisite: 204.

**450. Independent Elective** (1-3) enables a student to work cooperatively with a staff member in a directed study in physical education, athletics, athletic training, recreation or other areas with the approval of the department chair and the cooperating instructor.

**470. Administration, Organization, and Supervision of Health, Physical Education and Sports Programs** (3) is designed to deal with the various methods of implementation for programs in health, physical education, intramurals, and sports. Special emphasis is also placed upon the supervision and evaluation procedures of such programs.

**490. Student Teaching Seminar** (1) is taken during the professional semester to enhance the student teaching experience for the multi-age students. Student teachers discuss specific issues and concerns they are currently experiencing in the classroom.

## **Health Education (HLTH)**

**200. Nutrition and Physical Fitness** (3) provides both classroom and practical experience in the investigation of personal fitness and nutritional habits. Both exercise prescriptions and wise food choices are combined to promote a strong understanding of these issues as they relate to optimal healthful living and positive wellness.

**345. Personal Health** (3) studies the health problems and concerns of young adults in America today. Topics of study include stress management, emotional health, chemical dependency, sexual responsibility, physical fitness, heart disease, cancer, and communicable diseases. The primary focus is on prevention, with students being encouraged to make lifestyle choices conducive to lifelong wellness.

**365. School and Community Health** (3) studies health problems affecting entire communities and school settings, with particular focus on environmental issues, communicable disease control, and the risks of community living. The course shows how community and school action can work together to solve

health problems. Special emphasis is placed on the role of public health agencies in health promotion and disease prevention.

**380. Health Issues and Programs** (3) provides both on- and off-campus experiences in the area of health promotion. Practical experience in a health agency in a variety of health settings is provided. In addition, solutions to real and current health issues are investigated.

**400. Health Curriculum, Methods, and Materials** (3) investigates the planning, organization, and use of instructional resources in the delivery of health education content and teaching strategies. Special emphasis is placed upon various types of curricular approaches that allow for teaching behaviors found to be conducive to learner achievement in health education.

## Engineering Science

See Physics and Engineering

## ENGLISH

Professors EDSALL, VARLEY (Chair); Associate Professors ADAMS, DeCUIR, KALUHIOKALANI, WELLS, WAGNER; Assistant Professor WYNNE

The English Department is dedicated to providing our students with the tools they need to engage in the critical process and to explore literature and their own creativity. Our core offers a solid foundation in literature and literary theory, and our elective offerings allow students to shape the major as they wish, whether it be concentrating on a field of writing or delving into American, British, and Anglophone literature. The study of English broadens the mind and fosters intellectual curiosity.

The English Department offers to its majors several opportunities in writing, which can enhance employment opportunities in almost every field, including media, publishing, business, government, education, public life, and industry. Strong writing skills are an asset in any profession, and employers are constantly looking for people with these skills.

Students with English majors go into a number of careers. Besides graduate study and secondary teaching, our graduates have gone into advertising, public relations, journalism, library science, law, business, government, and industry.

Our goals are as follows:

- Students will demonstrate the ability to write clearly and effectively in critical and/or creative modes.
- Students will demonstrate the ability to think critically about literature, language, and culture.
- Students will demonstrate the ability to recognize canonical authors and works in their historical contexts, including an understanding of literary techniques, formal devices, and genres.

For additional information please consult the English department's website at <http://www.muskingum.edu/dept/english/>.

**Major** (30 hours not including 121)

**Requirements:** 231 or 232, 233 or 234, 320, 495; 12 hours at 300-level or above

*Minor* (15 hours not including 121)

**Requirements:** 3 hours at 300-level or above

*Teacher licensure* – prepares the student to teach integrated language arts, grades 7-12 (which includes an English major.). Contact the education department or the education department website for specific course requirements. You will have one advisor in English and one in Education.

## Course Offerings (ENGL)

**110. Fundamental English** (3) offers a study of grammar, punctuation, mechanics, and usage. Writing from the sentence to the paragraph level and short essays. Does not count in the major, minor, education concentration, or gen ed. Prerequisite: Placement or permission of instructor.

**121. Composition** (3) requires students to write between five and six thousand words, applying rhetorical principles of literate discourse—principles as demonstrated in samples of effective writing by writers of diverse backgrounds. Includes grammar, levels of usage, the purposes of language, writing for different purposes, and audiences. Does not satisfy hours for the major or minor. Prerequisite: Placement or completion of 110. **English 121 is a prerequisite for all English courses except 110, 213 and 217.**

**123. Introduction to Literature** (3) explores common topics and themes as expressed in various literary genres. Students read, respond to, and analyze works of literature, and learn how to find connections between literature, our culture, ourselves, and the human condition. Emphasis is on the western tradition of literature. Either 123 or 124 may be used to count toward the English major/minor, but not both.

**124. World Literature** (3) explores common topics and themes as expressed in notable works of literature from around the world. Students read, respond to, and analyze works of literature, and learn how to find connections between literature, various cultures, ourselves, and the human condition. Emphasis is on the non-western tradition of literature. Either 123 or 124 may be used to count toward the English major/minor, but not both.

**201. Advanced Writing** (3) includes study and practice in the methods of organization and use of evidence to help students write more effectively and persuasively. Students read essays by writers of diverse backgrounds and learn to write for different purposes and audiences.

**202. Business Writing** (3) concentrates on clarity and orderliness in preparing business correspondence, studies, reports, and proposals.

**207. Print Writing and Reporting** (3) provides an introduction to the principles and concepts of writing and reporting for print media and the web. It involves reporting, interviewing, doing background research, writing, and analyzing news stories, and introduces students to journalistic ethics and codes of conduct. Cross listed as JOURN 207.

**208. Editing and News Design** (3) covers the fundamentals of copy editing, including proofreading, headline writing, caption writing, grammar, and punctuation. Also introduces students to print and digital news design. Prerequisite: 207. Cross listed as JOURN 208.

**213. Journalism Design Practicum** (1) offers students opportunities to develop layout and makeup experience by working on the student newspaper or yearbook. Students may study desktop publishing or photojournalism. A maximum of three design practica may be taken for major or minor credit.

**217. Journalism Writing Practicum** (1) requires participants to write for the *Black and Magenta*, to meet weekly or biweekly assignments given by the editorial staff, and to attend workshops directed by a monitor from the English department and staff members of the *Black and Magenta*, or to work on the school yearbook. A maximum of three writing practica can be taken for major or minor credit.

**231. Tradition of British Literature I** (3) studies the major literary movements and figures of British culture from Anglo-Saxon writings through the Neo-Classical Period.

**232. Tradition of British Literature II** (3) examines the development of poetry and prose in Britain from the Romantic writers to the present. The political and intellectual contexts, as well as the subjects and styles of selected authors of both genders, are studied.

**233. Tradition of American Literature I** (3) surveys American literature from the Colonial Era through the age of Romanticism. Genres include essays, Native American legends, captivity narratives, slave narratives, short fiction, the novel and lyric poetry. Intellectual and historical contexts, as well as key authors, are covered.

**234. Tradition of American Literature II** (3) surveys American literature from the Age of Realism to the present day. Genres include essays, short fiction, drama, poetry, and the novel. Intellectual and historical contexts, as well as key authors, are covered.

**235. Tradition of African-American Literature** (3) examines the major trends in African-American literature, using historical, political, and social contexts. Genres include poetry, fiction, the slave narrative, and drama.

**250. Topics in Literature, Film, and Culture** (3) provides for study of a certain topic through works of literature, supplemented by film or other art forms. Possible topics include fantasy literature, science fiction, or something more broad such as war, love, or the family. May be repeated with topic change.

**260. Introduction to Creative Writing** (3) explores various genres and helps students to develop their individual perspectives and voices. The course



involves writing exercises and prompts, group discussions of creative work, and many opportunities for feedback and revision. Enrollment preference to sophomores and above.

**305. Investigative Reporting (3)** focuses on in-depth, investigative reporting on a variety of topics, such as the environment, business, politics, religion, technology, and crime. Prerequisite: 207 Cross listed as JOURN 305.

**306. Creative Writing (3)** is an introductory writer's workshop exploring the genres of fiction, poetry, and creative non-fiction, with simultaneous exploration of the creative act and the critical response through class participation and evaluation. Emphasis is on form as realized vision.

**311. Adolescent and Young Adult Literature (3)** is a critical study of literature intended for adolescent and pre-adolescent readers. Themes include coming of age, formation of identity, community and society, the journey, and other common themes in YA literature. Students become familiar with a variety of YA genres, which may include dystopian fiction, sci fi and fantasy literature, contemporary realistic fiction, non-fiction, and multimodal texts. Attention is given to issues of censorship of YA literature and pedagogical resources for the use of YA literature in the classroom and how the identity formation process is affected when adolescents encounter people from different racial, ethnic, cultural, religious, and/or economic backgrounds.

**315. Feature and Editorial Writing (3)** is a study of the writing and marketing of the feature story, editorial, and investigative reports with an analysis of their purpose, value, and content.

**316. Public Relations Writing (3)** is a study of the current methods of writing copy for agencies, corporations, and not-for-profit organizations. Focuses on the writing of press releases, with an analysis of their purpose, value, and content. Cross listed as PBRL 316.

**317. Journalistic Ethics (3)** studies ethical problems and issues in mass communication with a framework of basic theories and social roles of mass media. Surveys the major ethical issues that concern journalism. Describes ethical dilemmas that confront broadcast and print journalists. Matters of journalistic morality, codes of ethics, codes of conduct, taste, libel, shield laws, and photo guidelines are covered.

**319. Topics in Creative Nonfiction Writing (3)** provides students the opportunity to explore the principles and practice of creative nonfiction writing. Topics may include memoir, personal essay, travel, food, humor, science, or others. May be repeated once with topic change.

**320. Principles of Literary Study (3)** explores the theoretical principles and the critical viewpoints based on them which underlie the thoughtful, purposeful study of literature and applies these principles to key literary works.

**323. Shakespeare** (3) is an intensive study of Shakespeare's writings, including selected sonnets, comedies, histories, tragedies, and romances, with special attention to the major themes and to the Elizabethan and Jacobean contexts of his plays. The course covers the practices and conventions of theatrical performance in Shakespeare's time and his development as a dramatist.

**329. Romantic and Victorian Literature** (3) explores the relation of nature to culture in major Romantic and Victorian poetry and representative prose sections, the position of art, and the process of myth and metaphor in nature/culture relations.

**331. History of the British Novel** (3) studies the novel as an important literary and social development in Britain and follows some of the important changes in the structure, purpose, and audience of the novel through the eighteenth and nineteenth centuries. (Included: Defoe, Austen, Dickens, Eliot, and Hardy).

**333. Modern and Contemporary British Fiction** (3) examines the directions British fiction has taken in response to a changing social and literary scene: two world wars, the decline of the British Empire, the rise of working class, women, and minority writers. The course considers experimental and traditional writers from Joyce to the present, including Joyce, Woolf, Lawrence, and Forster.

**341. Nineteenth Century American Fiction** (3) studies the works of the American romantics, then moves to the realism, regionalism, and naturalism of the later part of the century. Authors studied may include Irving, Hawthorne, Melville, Twain, Chopin, Chesnutt, Crane and Jewett.

**343. Modern and Contemporary American Fiction** (3) studies the variety and richness of American fiction since the turn of the century, from the novelists of the 1920s through post-World War II writing and the contemporary novel. Topics include the 1920s novel, the war novel, and women and minority writers. (Included: Wharton, Hemingway, Faulkner, Vonnegut, and Morrison)

**351. Modern and Contemporary American Poetry** (3) studies the life of poetry in recent American culture, from the early twentieth century through today. The course attempts to answer the question, "Why does poetry matter?" The emphasis is on close reading along with an exploration of diverse methods of literary criticism, such as historical and biographical. Poets are looked at in context (e.g. the celebrity of Frost and Hughes; the notoriety of Ginsberg; posthumous responses to Plath), and poetic form will be considered as well, from iambic pentameter to spoken word and Slam.

**361. Language: Structure and Usage** (3) studies the theoretical views and methodological tools for an accurate understanding of language, its structure, and usage. Emphasis is on the English language, covering topics such as language acquisition and development, the history of the English language, grammar, dialects, sentence analysis and levels of usage.

**385. Topics in Literature** (3) provides for study of significant writers, genres, and themes. Possible subjects include Chaucer, Poe, gender and film, postmodernism, as well as other topics devised by faculty or requested by students. May be repeated with topic change.

**386. Topics in Film and Literature** (3) explores specific topics in film and literature. Students will view selected films, read selected texts, and apply theoretical approaches, close reading, and film analysis techniques. Topics may include cinematic adaptations of authors (e.g., Shakespeare, Dickens, Austen), genres (e.g., anime, comedy, sci-fi), or themes (e.g., gender in film and literature, dystopias in film and literature, sports in film and literature). May be repeated with topic change.

**387. Topics in Literature and Gender** (3) gives students the opportunity to explore literary texts through the lens of gender. Students learn principles of gender theory and analysis, and how to use these principles to understand and interpret texts. Topics may include LGBT literature, women's literature, the literature of masculinity, marriage in the 19th-century novel, sexuality in science fiction, or others according to instructor interest and research area. May be repeated with topic change.

**390. Advanced Creative Writing** (3) provides students with practice in a variety of forms, increasing in complexity. Individual style and voice in students' work as well as in contemporary authors are explored. Prerequisite: 306 or permission of instructor.

**394. Classical Mythology** (3) emphasizes Greek and Roman mythology and its influence on English and American writers. Various examples of Greek and Roman literature are read in translation.

**495. Seminar** (3) is the capstone course for English majors; students share in intensive study of a major literary work and write a paper of suitable length, applying the theoretical principles of literary criticism to that work. Discussions focus on analyzing literature, critical reading, and research methods. Students are expected to make a brief oral presentation at the end of the semester, summarizing their work. Offered each semester on a subject selected by the instructor. Prerequisite or co-requisite: 320; senior status or permission of department chair.

## **English as a Second Language/ English Support Program**

See World Languages

## **Environmental Science**

Advisor: Distinguished Professor INGOLD; Associate Professors VAN HORN, TABACHNICK, ZOOK-GERDAU (Director)

Environmental science is a rapidly-expanding interdisciplinary field concerned with investigating the nature and interactions of the hydrosphere,

lithosphere, atmosphere, and biosphere, along with how human actions impact the natural environment. The exploration of current environmental problems requires a solid foundation in scientific principles and concepts as well as an understanding of the economic, political, and ethical implications that each of these problems poses in our society. The course of study described here prepares students to enter a wide variety of occupations as well as to pursue graduate studies in an ever-increasing number of programs.

For additional information please consult the environmental science program's website at <http://muskingum.edu/dept/envirosci/index.html>.

**Core Courses** (41 hours)

BIOL 106 (Environmental Science) or 111 and 107;  
BIOL 112 and 108  
CHEM 111, 112, 235  
GEOL 101 or 110, 104  
MATH 140, BUSI 325, or PSYC 232  
PHEN 121 or 101  
EVSC 121, 421, 422 or 428

**Core Electives** (Select a minimum of 8 hours from):

CPSC 111  
MATH 190, 230, 350  
PHEN 122 or 101  
GEOL 313, 322  
GEOG 111, 310

Any one course from biology, chemistry, or geoscience track which does not already fulfill a major requirement.

BIOL 226, 232, 308, 312, 306, 375  
CHEM 200, 213, 214, 315, 335  
CVSC 331  
GEOL 200, 220, 301, 302  
GEOG 321  
MATH 200

**Complete requirements for at least one track:**

**Biology Track** (19)

BIOL 226, 232, 308, 312, 306 or 375 or CVSC 331

**Biology Track Electives** (Select a minimum of 12 hours from at least two different disciplines.)

ECON 215, 216, 361, 411  
HIST 385  
PHIL 331  
POLS 111, 131, 321-323  
RELG 393  
SOCI 370

**Chemistry Track** (21 hours):

CHEM 200, 213, 214, 315, 335  
MATH 200

**Chemistry Track Electives** (Select a minimum of 12 hours from at least two different disciplines.)

ECON 215, 216, 361, 411  
HIST 385  
PHIL 331  
POLS 111, 131, 321-323  
RELG 393  
SOC 370

**Geoscience Track** (19 hours):

GEOL 200, 220, 301, 302  
GEOG 321

**Geoscience Track Electives** (Select a minimum of 12 hours from at least two different disciplines.)

ECON 215, 216, 361, 411  
HIST 385  
PHIL 331  
POLS 111, 131, 321-323  
RELG 393  
SOC 370

**Social Science Track** (18 hours):

ECON 215, 216, 411  
POLS 131, 151, 322

**Social Science Track Electives** (Select a minimum of 12 hours from at least two different disciplines.)

**Choose at least two (8 hours):**

BIOL 308, 306 or 375 or CVSC 331  
CHEM 213, 214, 315, 335  
GEOL 200, 220  
GEOG 321

**Choose at least one (3 hours):**

HIST 385  
PHIL 331  
POLS 111  
RELG 393  
SOC 370

## Course Offerings (EVSC)

**121. Environmental Issues** (1) involves presentation and discussion of selected topics of importance in environmental science. This course, permits students to explore this broad field through general readings and discussion.

**221. Environmental Science Research** (1-4) is an investigation of a research question in the field of environmental science through laboratory and/or library research as supervised by a faculty member. Four to five hours of work per week during the semester is equivalent to 1 credit hour. May be repeated for credit. Graded S/U. Prerequisite: Declared environmental science major.

**421. Topics in Environmental Science (1)** is a seminar course, which explores in detail, through reading and discussion recently published reports and topics in the field. Environmental Science majors must take the course for at least one credit. May be taken for additional credit. Prerequisite: Environmental science major core completed or consent of major advisor.

**422. Advanced Internship In Environmental Science (4)** requires the successful completion of a minimum of 120 hours during either a semester or a summer as an intern in an environmentally-related situation. Prerequisite: Junior standing, core completed, prior approval of internship.

**428. Environmental Science Senior Research (4)** involves laboratory, field and/or library research on a topic related to environmental science. The project will be selected in consultation with a faculty member and will involve a literature search and experimental work. Prerequisite: Environmental science major with senior standing.

## Film Studies

Advisors, Associate Professors CONROY, TABACHNICK

The Film Studies minor is an interdisciplinary approach to the study of film. Students will examine this art form through a variety of courses that contribute to the understanding of the visual medium of cinema. Given film's impact in cultural, political and social arenas, the minor is offered in cooperation with various departments, such as world languages, sociology; communication, media and theatre; and political science.

Courses investigate such issues as the history of film, technical aspects of film production, film criticism, and cultural studies of film. Students will benefit by being able to critically examine and evaluate this powerful force in today's world.

**Minor (17 hours)**

**Requirements:** IDIS 160; IDIS 260 (taken twice); 12 hours from the list below:

DMD/COMM 300	Visual Communication
FREN 350	Survey of French Cinema
GERM 350	Modern German Cinema
ENGL 386	Topics in Film and Literature
POLS 372	Politics in Film
RELG 352	Religion and Film
SOCI 301	American Society: Class and Culture
SOCI 342	Gender, Film, and Society
SOCI 380	Visual Sociology
SPAN 350	Hispanic Cinema
COMM/DMD/JOURN/ MEDIA/PBRL 210	Media Literacy
COMM/JOURN/ MEDIA 308	Single Camera Video Production and Editing
THEA 350	History of Film

## Foreign Languages

See World Languages

## French

See World Languages

## Gender Studies

Advisor, Associate Professor SCHROER

The interdisciplinary Gender Studies minor analyzes the impact of gender upon individuals and societies. In Gender Studies, the roles of women and men in literature, philosophy, history, the sciences, and education are examined in an effort to answer questions, such as how have these roles changed and how will they be altered in the future?

Students benefit by expanding their vision of the world and by examining their most basic assumptions about gender roles and stereotypes.

*Minor* (15 hours)

**Requirements:** 15 credit hours from three departments and two academic divisions; at least six hours at the 300-level or above; and IDIS 291.

***Social Science Division:***

ANTH 201

HIST 317, 378 (with the addition of a major paper, topic to be approved by the program advisor)

HLSC 312

PSYC 321

SOCI 330, 342, 345

***Arts and Humanities Division:***

COMM 340

ENGL 387

FREN 325

GERM 350

RELG 261, 353

***Education Division:***

PE 355

***Science Division:***

BIOL 122

**Options:** Special topic courses in other departments (Political Science, Business, Education, Art, Psychology, Neuroscience, and Conservation Science, for example) could also count toward the Gender Studies minor. Internships (up to three credit hours) consisting of placement at an agency dealing with gender-based concerns (sexual assault intervention, shelter work, etc.), writing, designing or editing Gender Studies newsletter or journal, working with programs in the schools (to

encourage nontraditional careers, for example, or to assist single parents). Directed or independent study, cross-listed courses from a variety of departments.

## **Geography**

Associate Professor VAN HORN

Geography courses are offered as a service to Muskingum University students who are interested in studying the spatial relationships between man and his environment.

### **Course Offerings (GEOG)**

**111. World Regional Geography** (3) introduces the eight major cultural regions of the earth. The course emphasizes the human adaptation patterns to variations in physical characteristics of the earth's environments. Special attention is given to human activities such as agriculture, population dynamics, resource development, economic systems, and religious expression.

**120. Physical Geography** (3) is an introduction to the earth's major natural environmental systems, their spatial distribution and interrelationships, including weather and climate, vegetation and ecosystems, soils, landforms, and earth-surface processes.

**220. Earth's Climate System** (3) is designed to provide a broad introduction to climatology, the study of the average state of weather on planet Earth. Planetary energy budgets, regional climates, climate change, and past and future climates are emphasized.

**310. Introduction to Geographic Information Systems** (3) focuses on the theory and practical applications of geographic information systems (GIS). Basic concepts along with the following topics – map projections and coordinate systems; vector and raster data; data display; data analysis and modeling – are introduced. 2 hours of lecture and 1 hour of laboratory.

**321. Weather and Climate** (3) introduces meteorology and climatology. The course treats the subjects from both descriptive and theoretical points of view.

**331. Regional Geography** (3) studies the interrelationships among physical, economic, and cultural phenomena within various regions. A) Anglo-American Geography, B) European Geography, C) Latin-American Geography.

## **GEOLOGY**

Associate Professors LAW, RODLAND, VAN HORN (Chair)

The Geology Department encourages an intelligent awareness of the earth and of humans' relationship to their physical environment, and offers a variety of majors and degrees in the geosciences. The BS in Geology is the standard degree for students who plan to pursue a graduate degree and provides a wide array of employment options after graduation, while the BA in Geology is



designed for students who wish to pursue a wider breadth of coursework in the liberal arts and sciences in pursuit of careers related to the geosciences, such as science journalism or environmental law. The BS in Petroleum Geology is a traditional geology degree with a stronger emphasis on coursework preparing students for graduate school and employment in the gas and oil industries. The BS in Earth Science has been designed in conjunction with the Education program to support candidates who intend to teach earth and planetary sciences at the primary and secondary levels. We also support related programs such as Environmental Science and Conservation Biology, as well as interdisciplinary majors of the student's own design.

The department's equipment includes a scanning electron microscope, Bioscan image analysis system, petrographic and binocular microscopes; surveying equipment, a portable seismic refraction unit, and an EmRiver sediment transport modeling station, along with large mineral, rock, stratigraphic, paleontology, archaeology, and map collections and a self-recording weather station. The department also has access to equipment housed in other departments of the University, including computers and servers on the campus, an atomic absorption spectrophotometer, a radiological laboratory, and a well-equipped machine shop.

Seniors participate in original field and/or laboratory research, and have the opportunity to present the results of their research at regional or national meetings of the Geological Society of America. An active Geology Club sponsors speakers and extracurricular activities.

Historically, about half of Muskingum's geology majors have gone on to graduate school. Some of these students have subsequently obtained employment in exploration and research in the areas of petroleum, nuclear fuels, coal, and metalliferous minerals. Others have been employed in federal and state geological surveys or environmental protection agencies, while still others have served as geological consultants for governments, individuals, and industries. Graduates going directly into the job market are employed in a variety of occupations in industry as well as in teaching.

Students interested in geology and/or an earth science degree should confer with the department chair at the earliest opportunity to ensure fulfillment of all requirements. For further information please consult the geology department's website at <http://muskingum.edu/dept/geology/index.html>.

***Geology (BA) major*** (35 hours)

***Requirements:*** 101 or 110, 104, 301, 302, 303, 311, 313, 322, 495

CHEM 111

GEOG 310

MATH 140 or 180

PHEN 101

Two courses from the following list:

ECON 215

HIST 385

PHIL 331

POLS 321, 322, 323

RELG 393

SOCI 370

**Geology (BS) major** (29 hours in geology)

**Requirements:** 101 or 110, 104, 301, 302, 303, 313, 322, 495, 496, 434

Two from among 200, 220, or 311

CHEM 111, 112

GEOG 310

MATH 140, 180, or 190

PHEN 101 or 121

**Recommended for graduate school:** Calculus and 2 courses in each of physics and engineering, biology, world languages

**Geology minor** (at least 16 hours)

**Requirements:** 101 or 110, 301, 302 or 303, two more GEOL courses

**Earth Science (BS) major** (26-27 hours in geology)

**Requirements:** 101 or 110, 104, 200, 220, 301, 302, 495. Three from 303, 311, 313, 322, or GEOG 310. One from 295, 496

CHEM 105 or 111

GEOG 321

MATH 140, 180, or 190

PHEN 101 or 121, 150

**Earth Science minor** (at least 17 hours)

**Requirements:** 101 or 110, 104, 200, two more GEOL courses at the 300-level

**Petroleum Geology (BS) major** (61 hours)

**Major Requirements** (42 hours): 101 or 110, 104, 230, 301, 302, 303, 311, 313, 322, 350, 410, 434

**Other Requirements** (18-19 hours):

CHEM 111, 112

GEOG 310

MATH 140, 180, or 190

PHEN 101 or 121

**Teacher licensure** – Earth Sciences or Integrated Sciences, grades 7-12. Contact the education department or the education department website for specific course requirements.

## Course Offerings (GEOL)

**101. Introduction to Geology** (4) studies forces, processes, and events which have shaped our physical environment. Laboratory and field trips.

**104. Earth History** (4) studies the methods and principles employed in deciphering the geologic history of the earth and the development of life. Emphasis is upon the geological evolution of the North American continent and the main features of the fossil record. Laboratory and field trips.

Prerequisite: 101 or 110.

**105. Geohazards** (3) is an overview of the geological and human factors that contribute to natural disasters, including the role of plate tectonics in driving earthquakes, tsunamis and volcanic activity; the atmospheric and hydrological cycles and their role in weather and climate related disasters; and anthropogenic impact of human civilization on Earth processes and the potential effects on health, safety and property.

**110. Environmental Geology** (4) focuses on the interaction between humans and the geologic environment. Geologic phenomena such as flooding, volcanoes, earthquakes, shoreline erosion, and soil erosion are examined. Environmental problems to be discussed include groundwater pollution, geologic constraints on sewage and solid waste disposal, resource utilization, acid rain, and the greenhouse effect. Students gain a strong understanding of how geology influences many of these environmental problems. Laboratory and field trips.

**200. Oceanography** (3) is a broad study of the marine environment which emphasizes the interrelationships of living and non-living systems. Current concepts of ocean evolution are analyzed with respect to their physical, chemical, and biological importance. Laboratory and field trips.

**220. Landform Evolution** (3) is a comprehensive analysis of geological processes operating at or near the earth's surface. Topics include weathering, soil development, mass wasting and fluvial, glacial, eolian, and coastal erosion and deposition. Geomorphic systems are viewed primarily from a process-response perspective. Laboratory and field trips.

**230. Introduction to Well Logging** (3) focuses on understanding the different types of well logs, their purpose, and limitations. Case studies allow students to gain practical experience in well log interpretation and correlation.

**295. Research Experience** (1-3) offers course credit to freshman or sophomore students interested in geology, earth science, and/or geoscience who would like to obtain some research experience.

**301. Mineralogy** (4) deals with the physical properties of minerals. The course includes descriptive crystallography, optical mineralogy, and x-ray methods. Laboratory. Prerequisite: Permission of instructor.

**302. Igneous and Metamorphic Petrology** (3) studies igneous, sedimentary and metamorphic rocks and their genesis. Laboratory. Prerequisite: 101 or 110, 301.

**303. Sedimentary Petrology** (3) is a study of the petrology and petrography of sedimentary rocks. Emphasis is upon recognition, classification and interpretation of sediments via field methods and optical petrography. Laboratory and field trips. (2 CEUs) *This course is required for the fulfillment of the Petroleum Geology major.*

**311. Paleontology** (3) encompasses the taxonomy, morphology and recognition of stratigraphically-significant invertebrate fossils. Biostratigraphy, paleoecology, and the evolutionary history of organisms as viewed from the standpoint of the fossil record are also included. Micropaleontology, vertebrate paleontology, and paleobotany are introduced. Laboratory and field trips. Prerequisite: Permission of instructor.

**313. Structural Geology** (3) deals with the mechanical principles of rock deformation and the resulting development of folds, faults, joints, and other tectonic features. The related causes and mechanisms of mountain building are also discussed, along with continental drift, sea floor spreading, and plate tectonics. Laboratory and field trips. Prerequisite: 101 or 110, 104.

**322. Sedimentology and Stratigraphy** (3) studies the principles that govern the distribution and variability of sediments and sedimentary rocks. Emphasis is upon interpretation of source, mode of transport, and environment of deposition of sedimentary sequences by analysis of vertical and lateral variations in texture, composition, sedimentary structures, and geometry of sedimentary rock bodies. Laboratory and field trips. Prerequisite: 101 or 110, 104.

**350. Petroleum Geology** (3) focuses on the specific aspects of petroleum geology, such as petroleum migration, seismic exploration and production geology, that are not covered in more general geology courses.

**395. Topics in Geology** (1-4) provides the opportunity to pursue advanced studies in subjects not offered as formal courses. The department offers such studies in the areas of geomorphology, geochemistry, and other topics.

**410. Subsurface Geology** (3) focuses on the major techniques used by exploration and production geologists to determine the nature of stratigraphic and structural variations in the subsurface. This course also incorporates computer techniques including Geographic Information Systems in the study of subsurface geology.

**434. Field Camp** (6) is a geology field experience required as a capstone experience for majors.

**495. Literature Seminar** (2). A part of the capstone for the geology major. Students develop arguments, lead discussions, and make oral presentations about current research in the geological sciences.

**496. Senior Research** (3). A part of the capstone for the geology major. Students complete an intensive study of a selected problem in geology.

## **German**

See World Languages

## HEALTH SCIENCE

Distinguished Professor NORMANSELL (Chair); Assistant Professors AMSTUTZ-SZALAY, BLOOD, T CAUDILL, HURPS; Instructors T FOX, JONES

The Department of Health Science is concerned with the vast array of issues directly related to the physiological, psychosocial, and social policy aspects of health, wellness, sport, fitness and aging. Through the Office of Graduate and Continuing Studies, the Department offers a cluster of health majors including Community Health and Wellness, Healthcare Management, Health Science, Medical Laboratory Studies, Occupational Science and Sport and Fitness Science. These majors are available only to working professionals holding an associate's degree. They lead to the Bachelor of Science degree. For complete information about these majors consult the *MAP Guidebook*.

The Health Science Department also offers a set of health majors for traditional undergraduate students. Offered are majors in Athletic Training, Health and Fitness, Health Administration, and Public Health Studies.

The Athletic Training Program (ATP) is designed to prepare students to sit for the examination of the National Athletic Trainers' Association Board of Certification (NATA-BOC). The ATP is currently pursuing accreditation through the Commission on Accreditation of Athletic Training Education (CAATE). Courses in the major incorporate CAATE competencies and the various professional domains identified by the NATA for the purpose of preparing students for careers in Athletic Training. Pre-Athletic Training students apply for admission into the formal program after completing an entry year that includes required course work and directed observation. Once accepted, students who complete the program earn a BA degree. Courses include didactic, laboratory and extensive clinical experiences that utilize on- and off-campus venues.

The Health and Fitness Major is centered on health and fitness program development, implementation and evaluation. A wide choice in elective courses allows students the ability to tailor their programs in a very individualized manner. This major can provide a solid undergraduate preparation for a career in personal fitness training, coaching, or wellness programming. The Health and Fitness major is also suitable for the student who wants grounding in the physiological and biomedical basis of health and exercise and who may want to pursue advanced professional preparation leading to other health or fitness related careers.

Health Administration focuses on business, communication and policy issues. It is designed to provide the basic management skills necessary for diverse career pathways, including community health leadership, health and wellness program management, or any position requiring baccalaureate prepared health professionals. It can also serve as a strong undergraduate foundation for entry into graduate and professional programs in a number of health fields.

The field of public health is concerned with preventing disease, prolonging life, and promoting health and efficiency through organized community effort, fulfilling society's interest in assuring conditions in which people can be healthy. The public health Studies major consists of an interdisciplinary public health curriculum which provides a foundation for students interested in careers in

the various fields of public health, as well as for those whose future careers would benefit from exposure to the concepts of public health. The required courses provide exposure to fundamental concepts of public health and develop skills necessary for public health practice.

In addition to these health majors, the Health Science Department offers a set of majors and minors in Sport and Performance Studies. The growth of the sports industry has triggered an explosion in sport- and athletic-related career opportunities. The intent of this program is to provide the skills and experiences needed to prepare our graduates for various fields in the sports industry market.

Muskingum University is one of only a select number of schools from around the country to offer the Athletics Communication major. Our program is a joint collaboration between the Health Science and the Communication, Media, and Theatre departments. Tom Caudill, Director of Athletics Communication and Jeff Harman, Director of Orbit Media, are co-advisors of this interdisciplinary major. The program of study is comprised of communication classes, sport and performance classes, technology classes, and journalism classes. The Athletics Communication major provides hands-on learning in an NCAA Division III collegiate athletics environment and helps students attain internships with a number of sports organizations from around the region.

The Sport Administration major provides the management and leadership skills necessary to develop and operate sports organizations and athletic programs. Students study sport management, sport marketing, sport finance, and legal issues in sport. Numerous opportunities in the Muskingum athletics department and the Ohio Athletic Conference are available to provide students hands-on learning in managing and marketing NCAA events. Graduates of either of these programs will be positioned as highly-qualified candidates for jobs in college athletics, professional sport organizations, amateur sport organizations, and numerous other jobs in the sports industry.

The minor in Sports Coaching helps students develop an understanding of the theory and pedagogy of sport and coaching, coupled with on-the-field and on-the-court experiences in a variety of sports. The Nutrition minor is designed to provide the students with a foundational understanding of the role nutrition plays in athletic performance, strength, fitness, and health.

## Health Science Majors

### *Athletic Training Major* (71 hours)

#### *Requirements:*

ATHT 110, 120, 201, 202, 250, 255, 260, 265, 270, 301, 302, 370, 395, 401,  
402, 470, 495, 496

BIOL 121, 122

HLSC 101, 110, 336

HLTH 200

PE 149, 338

PHIL 305 or PE 355

PSYC 101

**Health and Fitness Major (32 hours)**

**Requirements:**

HLSC 101, 131, 337, 495  
HLTH 380  
PE 149

**Electives:** 15 hours chosen from the following

HLSC 333, 336  
HLTH 200, 345, 365  
PE 203, 204, 215, 310, 338, 418

**Health Administration Major (34 hours)**

**Requirements:**

HLSC 101, 307, 322, 495  
BUSI 221  
COMM 355  
HLTH 380  
POLS 321

**Electives:** 12 hours chosen from the following

HLSC 312, 315, 326  
ACCT 201, 202  
BUSI 241, 415  
HLTH 365  
SPST 441

**Public Health Studies Major (37-43 hours)**

**Requirements:** (18 hours)

HLSC 101, 315, 322, 496  
HLSC 304 or PSYC 232  
PHIL 305

**Electives:** (21-27 hours) Choose a total of seven of the following courses with at least three from category A and at least one each from categories B and C.

A: Social, Behavioral and Environmental Determinants of Health

ANTH 201  
CHEM 235  
CRMJ 342, 343  
CVSC 331  
HIST 385  
HLSC 312  
HLTH 200 or HLSC 231 or HLSC 331  
PSYC 208, 281, 321, 363  
SOCI 216, 320, 330, 345, 370

B: Health Program Planning and Assessment

GEOG 310  
HLSC 307, 415  
HLTH 345, 365, 380  
POLS 322

C: Physiologic and Molecular Determinants of Health

BIOL 112 and 108 or 121 or 122 or HLSC 131

BIOL 305 or 306  
BIOL 312, 346, 375

**Public Health Studies Minor** (16 hours)

HLSC 101, 315, 322  
HLSC 304 or PSYC 232  
PHIL 305  
One of the following:  
GEOG 310  
HLSC 307, 415  
HLTH 345, 365, 380  
POLS 322

## **Sport and Performance Studies Majors**

**Athletics Communication Major** (36 hours)

**Requirements:**

COMM/DMD/JOURN/MEDIA/PBRL 150  
COMM/JOURN/MEDIA/PBRL 240  
COMM/JOURN/MEDIA 308  
COMM/DMD 300 or SOCI 380  
ENGL/JOURN 207 or JOURN 219  
PE 355  
SPST 221, 240, 321, 341, 401 (taken 3 times), 495

**Nutrition Minor** (20 hours)

**Requirements:**

CHEM 108  
HLSC 131, 231, 332, 337  
HLTH 200

**Sport Administration Major** (35 hours)

**Requirements:**

BUSI 221, 241  
COMM 355  
PE 470  
POLS 321, 325  
SPST 221, 234, 344, 401 (taken 2 times), 441, 495

**Sports Coaching Minor** (20 hours)

**Requirements:**

HLSC 333, 336  
PE 204, 215, 418  
SPST 344, 401 (taken 2 times)

## **Course Offerings** **Health Science (HLSC)**

**101. Introduction to the Health Sciences** (1) is designed to orient students to various fields of study in the Health Sciences. The course explores health, fitness,



exercise, and management professions. Emphasis is on wellness, acute care, long term care, public health and personal fitness.

**110. Medical Terminology I** (1) provides a basic overview of the medical language and terminology used by health care professionals. Basic word roots, prefixes and suffixes, terms denoting human body orientation, and terms related to specific organ systems, are examined.

**111. Medical Terminology II** (1) builds on the prefixes, suffixes, and word roots mastered in Medical Terminology I by exposing students to additional medical vocabulary including signs, symptoms and diseases, medical procedures, and pharmacology related to the various organ systems. Students are also exposed to common abbreviations used in medical records. Prerequisite: 110.

**131. Human Structure and Function** (4) focuses on the levels of body organization, body support and movement, structural physiology and disease. Topics include the chemical and cellular basis of human life, the integration of body functions and homeostasis, and the structure and function of the various body systems including nervous, endocrine, musculoskeletal, cardiovascular and integumentary. Disease etiology, prevention practices as they affect the human body, and practices and behaviors that promote, as well as compromise, health and safety are also examined.

**231. Nutrition Across the Lifespan** (3) presents the chemistry, digestion, absorption and metabolism of nutrients. Nutritional needs of the individual throughout the lifespan are examined. Application of nutritional needs to healthy individuals and those who have common, chronic diseases are presented.

**304. Statistics for the Health Sciences** (3) provides the foundations of statistics with special application for students in the health sciences. Topics include both descriptive and inferential statistics, probability theory and research design. Emphasis is placed on understanding how statistics are used by health practitioners and interpreting the results.

**307. Health Communication and Promotion** (3) provides a basic overview of the role communication plays in shaping health promotion and disease prevention messages to individuals, groups and the general public. The role of mass media in health communication and promotion is explored. Goals and strategies of health promotion are reviewed along with evaluation activities. Students are expected to identify a specific population and develop a health promotion project for that group.

**312. Social Gerontology** (3) provides an overview of the processes of aging. Emphasis is placed on “typical” aspects of aging from three perspectives: the aging individual, the social context of aging, and societal responses to an aging population.

**315. Public Health and Epidemiology** (3) provides an overview of the basic principles of public health and their application to the development of activities

that benefit the health status of populations. Concepts of epidemiology, biostatistics, and health care planning, policy development and assessment are also examined.

**322. Health Policy** (3) provides a comprehensive review of the health policymaking process and current debates. A historical perspective of health policy is reviewed. Students are introduced to the process of health policy development and implementation and have the opportunity to analyze a current policy and its effects on a health care organization or special interest group in their local community.

**326. Health Care Finance** (3) provides a general overview of how the health care finance system works in the United States. Essential components of healthcare finance are explored. Students have an opportunity to analyze financial data, systems and processes and to identify performance improvement opportunities for enhancing revenue growth and expense reduction.

**331. Nutrition and Health** (3) provides a basic overview of the role nutrition and diet play in health. Fundamental aspects of nutrients and digestive processes are examined. Nutrition and its implications for disease are also addressed.

**332. Sport Nutrition and Supplementation** (3) explores the science behind performance enhancement through better nutrition and dietary supplementation. New discoveries in the nutraceutical benefits of foods, vitamins, and minerals are highlighted. Prerequisite: HLTH 200.

**333. Motor Learning and Performance** (3) introduces students to a wide range of practical issues in the performance and learning of motor skills. Emphasis is placed upon a variety of exercises and activities that allow for the application of concepts and principles in real world situations. Prerequisite: 101.

**336. Principles of Strength and Conditioning** (3) prepares future professionals in various fitness fields to apply scientifically sound principles to strength and conditioning programs. The course focuses on strength, speed, cardiovascular, and flexibility training through the use of concepts learned in physiology, anatomy, kinesiology, and psychology. Appropriate exercise program design, safe exercise technique, and the ways to assess physical improvement are stressed. Upon successful completion of the course, students should be prepared to sit for a national credentialing examination.

**337. Exercise Testing and Prescription** (3) familiarizes students with the hands-on training and theoretical background needed to competently assess levels of wellness/fitness within low risk adult populations. The topics and skills addressed will include health screening protocols and measurement protocols for the health-related components of fitness (i.e., cardiorespiratory fitness, muscular fitness, flexibility, body composition).

**408. Topics in Health Science** (3) are selected courses which are not offered as part of the existing Health Science Department curriculum. Prerequisite: Permission of the instructor.

**409. Readings in Health Science (1-3)** offers the student an opportunity to read extensively and discuss with department faculty topics not offered as a part of the existing Health Science Department curriculum. Prerequisite: Permission of the instructor.

**415. Advanced Epidemiology (3)** provides an in-depth investigation into epidemiologic methods, building upon the foundations explored in HLSC 315. Both descriptive and analytical epidemiology will be covered, including measures, study design, and data interpretation. The impact of ethical principles and public policy on the practice of epidemiology is also considered. Prerequisites: PSYC 232 or HLSC 304; HLSC 315

**495. Seminar in Health Science (3)** is a capstone course for students completing any of the Health Science majors. Students engage in an in-depth research study or practicum that links together their general course work, their specialized training and their clinical experience. The topic is selected in consultation with the supervising faculty member. Prerequisite: Permission of department chair.

**496. Seminar in Public Health Studies (3)** is a capstone course for Public Health Studies majors. Students engage in the development of a research proposal or public health practicum to provide a practical application of their general coursework. The research topic/practicum placement is selected in consultation with the supervising faculty member. Prerequisite: Permission of department chair.

## **Athletic Training (ATHT)**

**110. Introduction to Athletic Training I (3)** presents an overview of the profession of Athletic Training as well as a survey of the fundamentals of athletic medicine including an overview of injuries. This course is a requirement for those students wishing to apply for admission into the Athletic Training Program.

**120. Introduction to Athletic Training II (4)** provides students with instruction on a variety of skills necessary to begin the practice of Athletic Training. This course is a requirement for those students wishing to apply for admission into the ATP. The course includes both classroom and laboratory components. Prerequisite: 110.

**(201; 202), (301; 302), (401; 402). Practicum (1; 1), (1; 1), (1; 1)** provide the student with clinical based opportunities within a variety of athletic training settings working under the direct supervision of a certified athletic trainer or another licensed medical professional assigned as a preceptor. Classroom and laboratory sessions introduce the student to specific educational competencies and clinical proficiencies. The proficiencies are practiced and assessed to given standards of achievement and linked to courses previously taken. Students are required to average between 10 and 20 hours per week throughout the semester while assigned to a clinical rotation in addition to one hour of laboratory instruction each week. The six clinical rotations include a rotation in

each of the following areas: upper extremity intensive, lower extremity intensive, general medical intensive and equipment intensive. Students are permitted to take only one practicum per semester. Students must complete the 200-level practica before taking 400-level practica can be taken. Courses may be taken in any order if at the same level. Prerequisite: Formal acceptance into the Athletic Training Program.

**250. Upper Extremity Assessment** (3) entails the study of evaluation techniques for injuries to the thoracic and cervical spine, the head and the upper extremities. Review of anatomy, injury recognition, muscle testing, treatment protocols and preventative measures are also examined. The course is taught in both classroom and laboratory settings. Prerequisite: Formal acceptance into the Athletic Training Program.

**255. Lower Extremity Assessment** (3) entails the study of evaluation techniques for injuries to the lower extremities and lower back. Review of anatomy, injury recognition, muscle testing, treatment protocols and preventative measures are also examined. The course is taught in both classroom and laboratory settings. Prerequisite: 250.

**260. Therapeutic Intervention I** (3) examines the broad field of therapeutic exercise and rehabilitation techniques. Didactic instruction covers various skills used in therapeutic rehabilitation of major body areas following injury or disease. Topics also include therapeutic modalities, and pharmacology. Prerequisite: Formal acceptance into the Athletic Training Program.

**265. Therapeutic Intervention II** (3) utilizes intervention strategies as applied to specific injury rehabilitation programs. Students design and implement programs in the rehabilitation of patients from injuries and conditions. Both classroom and laboratory settings are used. Prerequisite: 260.

**270. Therapeutic Modalities** (2) provides the student with the opportunity to develop knowledge of and proficiency in the theory and practice of the techniques and methods of therapeutic modalities (such as thermal and electromagnetic agents) which are used in the treatment and care of athletic injuries. Prerequisite: Formal acceptance into the Athletic Training Program.

**370. General Medical Conditions** (4) focuses on clinical signs and symptoms of pathology, which will allow the practicing athletic trainer to recognize systemic illnesses and injuries. The use of pharmacological agents in acute and chronic illnesses and conditions is also discussed. Prerequisite: 265.

**395. Research Methods** (3) introduces the basic skill necessary to critique research in athletic training. Students focus on the process of selecting a topic and then writing a manuscript to be submitted for publication. The course prepares the Athletic Training student for 495, Senior Seminar. Prerequisite: 370.

**470. Organization and Administration** (3) is a study of the concepts of healthcare organization and administration relative to athletic training. The

course covers such topics as legal liability, fiscal management, facilities operation, personnel supervision, public relations, and organizational structures. Prerequisite: 395.

**495. Senior Seminar** (3) enables the student to pursue in depth an approved research project with a focus on the evidence-based practice of athletic training. Students research a specific topic and prepare an oral presentation as well as a written paper. Prerequisite: 395.

**496. Current Concepts in Athletic Training** (3) examines special topics pertaining to the field of athletic training and sports medicine. Topics may include nutrition, equipment utilization, women in athletics and/or other advanced topics in athletic training identified by students. This course also begins preparation for students taking the BOC Examination. Prerequisite: 495.

## **Sport and Performance Studies (SPST)**

**221. Athletics Communication** (3) introduces the field of athletic communications and the role it plays in intercollegiate and professional athletics. The course deals with the workings and process behind executing proper techniques of sports information and media relations.

**240. Sports Writing** (3) introduces students to researching and writing sports stories, including game coverage, press releases, feature stories, and opinion columns. Students complete reporting and writing exercises inside and outside of the classroom.

**321. Athletics Communication Technology** (3) focuses on how to effectively operate numerous computer programs that are essential in managing statistics for all NCAA athletic events and how to use a content management system to update athletic web sites. Prerequisite: 221.

**341. Sports Planning and Promotion** (3) focuses on special event planning, processes, and management practices. Students develop the skills necessary to manage all aspects of a sporting or special event, including planning and logistics, scheduling and marketing, and risk management and security.

**344. Legal Issues and Sports** (3) provides an introduction to the major legal factors influencing sports and athletics including: gender and Title IX; safety, risk management and liability; children, special populations and ADA compliance; and employment issues.

**401. Practicum** (1) provides hands-on experience working in the student's area of professional interest. This allows students to hone the skills they learned in their preparatory classes and help prepare them for entry-level positions in sports-related professions. Prerequisite: Permission of department chair.

**441. Sports Management and Marketing** (3) involves the study of sports business from a managerial and marketing perspective. Studies include the concepts, tactics, and issues across two main thrusts in sports business: (1) the

managing and marketing of goods and services directly to consumers of sports, and (2) the managing and marketing of other consumers and industrial goods and services through the use of sport promotion. Prerequisites: BUSI 221, 241.

**495. Seminar in Sport and Performance Studies** (3) is the capstone course for students completing any of the Sport and Performance majors. The students engage in an in-depth research study or practicum that links their general course work, their specialized training and their clinical experience. Topics are selected in consultation with the supervising faculty member. Prerequisite: Permission of the department chair.

## **Health Science**

Open only to those who hold an associate's degree.  
For complete information, see the *MAP Guidebook*.  
See Health Science department listing.

## **Healthcare Management**

Open only to those who hold an associate's degree.  
For complete information, see the *MAP Guidebook*.  
See Health Science department listing.

## **HISTORY**

Distinguished Professor KERRIGAN; Professor HILTON; Associate Professors DUNAK, HATTINGH (Chair), McGRATH; Assistant Professor J KEHRBERG

The discipline of history studies the record of civilization throughout the ages. Historians seek to understand the style, achievements, and imperfections of earlier generations in a number of areas of the world in order to appreciate ancestral heritage. Knowledge of the past also can provide the perspective and context necessary for our understanding of contemporary society. By looking at the past, students are better equipped to identify the significant issues of the present and be better prepared to cope with the challenges of the future. Training in this discipline develops analytical skills and approaches to problem solving which will be useful throughout our lives.

The history faculty work directly with students not only in the classroom but also in special departmental projects, programs, and colloquia, many of them organized by the local chapter of Phi Alpha Theta, the national honorary.

History provides an excellent pre-professional background. Graduates have entered a wide variety of fields including teaching (at the elementary, secondary, college, and university level), law, the ministry, government, journalism, international relations, communications, social and human services, business, historic preservation, museum or archival operations, the armed forces, and publishing.

Students interested in a history major should contact the department chair at the earliest opportunity to ensure fulfillment of all degree and pre-professional requirements for completing a major in history and preparing for a related career.

For additional information please consult the history department's website at <http://www.muskingum.edu/dept/history/>.

**Major** (33 hours)**Requirements:** 300, 420, 460

9 hours from 105, 106, 110, 111, 112

Electives: one course from each grouping

European 310, 312, 313, 317, 318, 320, 321

Non-Western 344, 345, 346, 347, 348, 350, 351, 353, 354, 356

American 368, 372, 374, 378, 379, 380, 381, 382, 385

Remainder of required hours from departmental offerings

**Minor** (15 hours)**Requirements:** at least one three-credit course at the 300- or 400-level.**Teacher licensure** — integrated social studies, grades 7-12 (with a history major).

Contact the education department or education department website for specific course requirements.

**Course Offerings (HIST)****105. United States History to 1877** (3) covers the period from the first Native American settlements to 1877, emphasizing the origin of the United States and the rise of democratic ideas and institutions.**106. United States History since 1877** (3) deals with the period 1877 to the present, emphasizing the development of the United States as an industrial and a world power.**110. Pre-Modern World History** (3) surveys selected aspects of World History from the beginning of civilization to the fourteenth century CE. Traces the political, economic, intellectual and cultural institutions and trends of various world societies of Asia, Africa, the Middle East, Europe and Western Hemisphere.**111. The Emergence of the Modern World I** (3) surveys selected aspects of World History from the fourteenth to the eighteenth century. Traces the political, economic, intellectual, and cultural institutions and trends of various world societies of Asia, Africa, the Middle East, Europe, and the Western Hemisphere.**112. The Emergence of the Modern World II** (3) surveys selected aspects of World History from the eighteenth century to the present. Traces the political, economic, intellectual, and cultural institutions and trends of various world societies of Asia, Africa, the Middle East, Europe, and the Western Hemisphere.**210. The Roman Empire** (3) provides an introduction to Roman Empire, from its mythical beginnings to its supposed fall in the fifth century CE. It introduces students to the political, social, and religious landscapes of this civilization and traces its interactions with the wider world. Students also explore the theories surrounding the end of Rome's political power (5<sup>th</sup> century, 15<sup>th</sup> century?) and consider this civilization's continued influence on the medieval and modern

West. In addition, the course offers students the chance to read and analyze primary source (i.e. medieval) documents and modern scholarship.

**215. Introduction to the Middle Ages** (3) introduces students to the historical world of the Middle Ages (c. 500-1500) and provides an overview of the people, events, and trends that made this age unique and dynamic. Lectures, discussions, and assignments stress both the changes and the continuities that occurred within this 1000-year span (especially in the western half of Europe) and highlight the variety of political, social, and religious landscapes. In addition, the course offers students the chance to read and analyze primary source (i.e. medieval) documents and modern scholarship.

**220. US Women's History** (3) explores the history of American women from the colonial period to the present. Course topics address the changing political, social, and economic views of women's roles and responsibilities over time; the challenges and discrimination women faced (and continue to face) in the struggle to attain equal rights; and the diversity of women's experiences across race, ethnicity, class, and religion. Three of the most important questions that inform the course are: 1.) How did the "ideal" vision of womanhood mask the diversity of women's lives? 2.) Did all women share the same goals when it came to their position in American life? 3.) Did the passage of time always signal progress? Students use a survey text of American women's history and a host of primary source documents from the time periods under study as they read, write about, and discuss the topic over the course of the semester.

**230. The American Civil War** (3) employs a wide variety of secondary and primary sources to examine the causes, development and consequences of the American Civil War.

**240. The Holocaust** (3) provides an overview of the state-sponsored murder of millions of Jews and non-Jews by the Nazis and their collaborators during World War II. It examines important historical factors that occurred before the Third Reich's rise to power, the development of policies aimed at Jews and other "undesirable" elements of the population and how those persecuted responded to them, the path of the Final Solution, and the aftermath and legacy of the Holocaust.

**245. The First World War** (3) provides an overview of the conflict, beginning with the war's origins and includes its global reach, particularly through the colonial empires of the European powers. It traces the path of the conflict from 1914-1918, focusing on major battles on land and at sea, and discusses the major military innovations of this era. It examines changes on the home front as well as how the home front had an impact on the war front and vice versa. It analyses the war's political, demographic, and cultural impact, including its representations in literature, poetry, and film.

**250. Study Abroad Seminar** (3) offers the opportunity to travel outside the United States, which enhances a student's knowledge and understanding of history and world cultures. In conjunction with an approved study abroad trip,



students attend pre-trip informational and organizational meetings. While traveling they will complete readings and/or written work and participate in group discussions. Upon return, students submit a reflection paper that describes their activities, discusses their experiences and considers what was learned (both during organized excursions and more informal activities).

**300. Historical Research Methods** (3) introduces students to the basic skills of historical research and writing. The skills include using databases, locating and evaluating primary and secondary sources, developing a thesis, employing evidence, and proper citation. Prerequisite: Completion of two of the following courses: HIST 105, 106, 111, 112.

**310. Ancient History** (3) provides an overview of the history of western civilization between c. 4000 BCE and 500 CE. Topics include political institutions, belief/religion, intellectual culture, interactions between societies, and daily life in Mesopotamia, Egypt, Greece, and Rome. It also traces the transformation from Antiquity to the Middle Ages and the role of the so-called barbarians in this transition.

**312. Early Middle Ages** (3) examines the history of the early Middle Ages from c. 500-1000. It considers whether this era was a "Dark Age" of chaos and catastrophe or a time of transformation and creativity. Topics covered include the creation of the barbarian kingdoms, the Carolingian Empire, the Vikings, intellectual culture and reform, the influence of Christianity, religion and the cult of saints, gender roles, and daily life. Emphasis is placed on Western Europe, but the Byzantine Empire and the Muslim world are also discussed.

**313. Later Middle Ages** (3) examines the history of the later Middle Ages from c. 1000-1500. Emphasis is placed on France, Germany, Italy, England, and Iberia. Topics include the growth of cities, the creation of universities, the crusades, monastic and Church reform, the papacy, religious expression and heresy, changing gender roles, and interactions between the West, the Byzantine Empire, and the Muslim world. The impact of the Black Death, the Renaissance, and the transformation from the medieval to modern world are also covered.

**317. Women in the Middle Ages** (3) examines the experiences of women in the Middle Ages (c. 500-1500) and how their roles in society changed over the course of a thousand years. Topics covered include family life, motherhood, marriage, religion, expressions of piety, public and private power, education, and work. Emphasis is placed on Western Europe.

**318. Nineteenth Century European History** (3) deals with the political, economic, and cultural development of Europe from the Congress of Vienna to World War I.

**320. Twentieth Century European History** (3) analyzes significant events and trends in modern Europe from World War I to the present. Emphasis is placed on Germany, France, Great Britain, and the Soviet Union.

**321. Early Modern European History** (3) covers the period from the late Renaissance (1450) through the Enlightenment, (1780). It deals with such topics as the late Renaissance, the Scientific Revolution, the Reformation and Counter-Reformation, the expansion of trade, exploration and colonization, the rise of new systems of government (absolute monarchy and constitutional monarchy), the military revolution, the witch hunts of the 1500s and 1600s, and the Enlightenment.

**344. East Asian History to 1800** (3) examines the origins and development of traditional civilizations of China and Japan to the 19th century. This course emphasizes the development of the Confucian state and society, the rise of Imperial China, the emergence of aristocratic culture in Japan, the transition to Samurai rule, and early contact with the West.

**345. The Second World War** (3) examines the origins, course, and impact of the Second World War. Beginning with an investigation of the causes leading up to the war, it traces the conflict through the major military campaigns, giving attention to operations in Europe, North Africa and the Pacific. The course examines strategic, doctrinal, and technological developments as well as the war's impact on civilian populations and the manner in which the conflict transformed selected economic, social, cultural and political realities of domestic life for the major combatants.

**346. Southeast Asian History** (3) covers the development of Southeast Asia (Indonesia, Malaysia, Singapore, Thailand, Vietnam, Cambodia, Laos, Burma, the Philippines, and East Timor) in the historical context of conflict between the indigenous societies and the global community of the colonial powers. The course contextualizes and examines the pre-colonial order, the colonial powers in SEA, World War II, and post-war independence movements. Political, social, and intellectual trends with an emphasis on the diversity of experiences are highlighted, but the course is intended as an introduction to a broad and diverse region of the world.

**347. Modern China** (3) examines China's evolution from an imperial state to a revolutionary society dominated by the Chinese Communist Party. Attention is paid to political attitudes and elements of society and culture in contemporary China that reflect links to a past that remained influential both as an inspiration and a stumbling block as China remade itself in the twentieth century. In addition, the course explores discontinuities in modern Chinese history brought about by wars, imperialism, revolution, industrialization, and the other forces that decisively altered the underpinnings of Chinese society. This course's reading and lectures are built upon five major themes: foundation and success of early Qing dynasty, peasant rebellion and Western imperialism, reform and revolution in the twentieth century, Republican China and its challenges, and the birth and development of the PRC.

**348. The Western Impact on Modern Japan** (3) explores the three ways Japan has become an empire during the past two centuries: through the restoration of imperial rule in the nineteenth century, through its imperialist expansion in

Asia during the early twentieth century, and through its emergence as a global economic power in the post-War order. To understand these developments, one must examine the interplay between the internal dynamics of change in Japanese society, culture, and politics, on the one hand, and the impact of the West on Japan during these formative events. This course addresses how indigenous changes in Tokugawa, Japan, interacted with pressure from Western Imperialism to cause the imperial restoration and reforms as well as addressing the relationship between Japan's imperial expansion and rule at home.

**350. Colonial Latin America (3)** examines the process of encounter between the Old and New Worlds. It focuses initially on Pre-Columbian and Iberian societies prior to 1492, and it examines the social, political, cultural, and economic impact of Spanish and Portuguese colonizations in South America. It devotes particular emphasis to countries such as Mexico, Peru, and Argentina from the colonial to the national periods.

**351. Modern Latin America (3)** emphasizes the historical developments which followed political independence in 1810. It centers around the impact of Iberian colonization on contemporary forms of political, social, and economic organization in both Meso and South America. Themes such as development, social inequality, racial identities, imperialism, and authoritarianism surface frequently as the course moves into the contemporary period.

**353. History of Mexico, Pre-Columbian to Present (3)** traces the history of this important Latin American country from the Pre-Columbian era to the present. It focuses on the merging of native groups such as the Aztecs and the Mayans with the Spanish colonizers, forming a unique society in the New World. Mexico's distinctive historical phases, from colonization to independence, are also closely examined to deepen the understanding of the 1910 Revolution and its course throughout the twentieth century.

**354. History of Argentina (3)** examines the transformation of Argentina from colony to modern nation, and investigates such topics as *caudillismo*, federalism, populism, military government, and democratization.

**356. History of Modern Africa (3)** surveys the history of Africa with emphasis on sub-Saharan Africa in the period after 1800. Topics include state formation, African systems of belief, colonialism and its legacy, labor, migration, and the struggle against Apartheid in South Africa.

**368. Religion in the United States (3)** studies Protestantism, Catholicism, Judaism, and other religious movements. It examines the development and interaction of religion with other aspects of culture in the United States. Cross listed as RELG 368.

**372. Empires of North America (3)** examines the colonization and conquest of North America from the sixteenth through the nineteenth centuries. The course employs a comparative approach to the study of North American empires in this era, examining their internal governance and interactions with their

neighbors. The course examines both empires constructed by indigenous peoples, such as the Comanche and Iroquois empires, as well as those constructed by European nations, such as the British, French, Spanish and Dutch empires in North America.

**374. Ohio History** (3) is a survey of the economic, cultural, political, and social history of Ohio, from prehistoric time to the present.

**378. Gender and Sexuality in American History** (3) evaluates the changing interpretations of gender and expressions of sexuality in American history from the time of first contact between Europeans and Native Americans. Introducing students to the idea that gender is not a fixed category but rather a concept shaped by culture, the course examines a variety of populations and time periods in US history to highlight the changing understandings of masculinity, femininity, gender identity, and sexual behavior.

**379. Youth in Modern America** (3) investigates US history through the lens of youth experiences. This course examines media, education, and the marketplace to illuminate the changing understandings and expectations of the youth population. The shared – and sometimes conflicting – messages of these influences reveal goals, tensions, and contradictions of broader American culture and society.

**380. The History of the American Dream** (3) traces the evolution of the concept of the American Dream from the time of the nation's founding to the present day. Examining elite culture and political views as well as individual perspectives, the course investigates populations who enjoyed easy access to benefits of the Dream as well as those who found the Dream elusive or unfulfilling. Establishing the Dream as a flexible ideal, interpreted and reinterpreted across generations, this course allows students to develop an argument about the Dream's core components through the exploration of primary source evidence.

**381. 1950s America** (3) analyzes the history of the 1950s through the lenses of an idealized American Way of Life, alternatives to that ideal, and as a product of historical memory. Topics include suburbanization; the nuclear family and domestic life; expectations of sex and gender; the influence of popular and material culture; generational tensions; the Cold War; and Civil Rights and other rights-based movements. Through examination of historians' evaluations and primary source evidence of the time period under study, this course allows students to identify how historical narrative and popular views of the past are constructed – both by those living during the time and those who look back on the era.

**382. 1960s and America Film** (4) evaluates the history of 1960s America with primary focus on social and cultural reflections of contemporary issues via major motion pictures of the time. Analysis and review of the films are informed by historical investigation of the 1960s as a whole. The course is intended both to complicate and complement popular views of the decade as students consider major themes that shaped American film: racial conflict and Civil Rights; the

Cold War; and challenges to conventional ideas and established authority. Students think critically about assigned films and evaluate them – via both written work and class discussion – as primary source evidence of 1960s America.

**385. American Environmental History** (3) studies human societies and their relationship to their environment over time. The focus is on the environmental history of North America from pre-Columbian times to the present. Topics explored include the Columbian exchange, evolving concepts of man's relationship to nature, the government's role in conservation and preservation, and the emergence of an environmental movement in recent decades.

**390. Topics in History** (3) deals with selected topical courses such as Early Warfare, Baseball, Gender and History, Public History.

**398. Internship in History** (1-3) is designed to offer students supervised history-related work experience. Prerequisite: Prior permission of the instructor.

**420. Readings in History** (3) permits students to explore historical topics in depth under the direction of a faculty member. Prerequisite: Junior or senior history majors or permission of the instructor.

**460. History Research Seminar** (3) emphasizes methodological and bibliographical research techniques in the discipline of history. Students research and write on specific topics to meet acceptable standards of historical analysis and style. Prerequisite: Junior or senior history majors or permission of instructor.

## Human Resource Management

Open only to those who hold an associate's degree in a business-related field. For complete information, see the *MAP Guidebook*.

## Humanities

Advisor, Professor NUTT

An interdisciplinary major in humanities may be designed around a unique theme or meaningful cluster of courses in the arts and humanities division (art, English, world languages, music, religion, philosophy, communication, media, and theatre).

For additional information please consult the humanities department website at <http://www.muskingum.edu/admission/majors/humanities/1.html>.

### Major

**Requirements:** 40 hours (exclusive of Gen Ed core and elected distribution courses) from four of the six humanities division departments—art, English, world languages, music, religion and philosophy, communication, media and theatre, including IDIS 492 Humanities Senior Seminar

**Restriction:** Maximum of 29 hours in any one discipline.

## INFORMATICS

Professor RATAICZAK (Chair); Associate Professors PERRY, REICHARD

The Department of Informatics offers an undergraduate major in Information Systems, which is open only to students who hold an associate's degree in a field of Business or Information Technology. The Department is concerned with the information and technology field, including the study and practice of processing, storing, finding, and sharing information. Business, computer science, and informatics are combined to prepare students for an exciting career in the twenty-first century.

For more information, consult the *MAP Guidebook*.

## Information Systems

Open to students who hold an associate's degree in a field of Business or Information Technology.

For complete information consult the *MAP Guidebook*.

## Interdisciplinary

Muskingum University offers the opportunity for interdisciplinary studies which draw on the offerings of various departments. The student has two options: (1) to construct a self-designed interdisciplinary major in an area of professional preparation or academic interest not currently available in the curriculum; (2) to elect an already established interdisciplinary major.

Students planning a self-designed interdisciplinary major (SDIM) consult appropriate academic and department advisors in developing a rationale and course of action for the major. The primary consideration for approval of an SDIM is that the proposal demonstrates respect for the depth that the major traditionally provides in the liberal arts curriculum. The SDIM major encompasses work from at least three departments and consists of no fewer than 40 or more than 60 hours, with a limit of 30 hours in any one department. In addition, an SDIM proposal should make provision for an appropriate seminar or "capstone" experience. The application process for an SDIM may begin as early as the sophomore year but must be completed no later than the end of the first semester of the junior year. To propose an SDIM, a student submits a written proposal to the VPAA for consideration by the Curriculum Committee. The proposal shall include: (1) a statement of intended career or plans for graduate or professional study after graduation; (2) reasons why an SDIM is preferable to an established major; (3) an overview of the program of study thus far; (4) a proposed program or focus of study that lists courses by departments; (5) a proposed class schedule for the remaining semesters at Muskingum which has been reviewed by the Registrar; (6) an unofficial transcript of all Muskingum and transfer courses; (7) signed statements of endorsement of the proposal by advisor(s) and chairs of the respective departments in which the proposed courses comprising the SDIM would be taken.

SDIMs are noted on the transcript as interdisciplinary and self-designed, together with identification of the three principal disciplines as defined in the approved proposal. e.g. IDIS (self-designed); ART-PSYC-EDUC. Copies of the approved program will be kept on file by advisor(s), the Registrar, and the VPAA or the VPGCS as appropriate. The Registrar will consider receipt of a

copy of an approved SDIM to be an official declaration of major.

### **Course Offerings (IDIS)**

**100. First Year Seminar** (1) provides students with a common academic experience during their first semester. The course offers an extended orientation to the academic environment within a context of common readings, assignments, and activities. The course also introduces students to academic resources on campus.

**160. Introduction to Film Studies** (3) guides students through the basics of film studies. Course instruction includes such topics as cinema history, filmmaking techniques, and film criticism.

**240. Introduction to American Studies** (3) offers an interdisciplinary study of the values, beliefs, cultures, and social systems of the United States and its many diverse populations. The course integrates a variety of methods and disciplines to help develop skills in critical analysis, communication, cultural knowledge, and self-reflection that contribute to students' desire to shape the world beyond the university setting. Through examination of popular, artistic, and political culture, market trends, and the public and private experience of Americans, past and present, the course explores the values and beliefs that have shaped the experience of American people across race, class, gender, ethnicity, and region.

**250. Career Field Experience** (1-2) involves an introductory supervised experience in a vocational field. The experience is closely supervised by a faculty member and an on-site supervisor. This initial experience provides a gateway to a vocational and/or academic field and may serve as a preparation for future internships. Students may earn 1-2 credit hours per experience, with a maximum of 4 credit hours applying to graduation requirements. Graded S/U. Prerequisites: 28 earned credit hours and at least a 2.0 cumulative GPA. Students receive one credit hour for 40 hours of work.

**260. Topics in Film Studies** (1) explores in detail a specific topic, genre, or area of film studies. This seminar-style course combines required readings with viewings of selected films. Film studies minors are required to take this course twice.

**275. Arts and Humanities in Western Culture** (3) fosters an appreciation of the landmarks of the Western cultural heritage in religion, philosophy, language and literature, the visual arts and architecture, music, and theatre.

**291. Introduction to Gender Studies** (3) introduces selected topics in Gender Studies. Inclusive of all disciplines and team-taught by Gender Studies faculty, the course gives an orientation into the field through reading, writing, and discussion.

**300. Internship** (1-6) involves a supervised experience in a vocational field related to a program of study. The program is closely supervised by faculty

members and by an on-site director. Students may earn 1-6 credit hours for each distinct internship, with a maximum of 16 hours including, student teaching, applying to graduation requirements. Graded S/U. Prerequisite: Junior standing, 2.5 GPA. The junior standing prerequisite is waived for students participating in Disney internships.

**360. Pre-Law (1)** is an analysis of the Law School Admission Test, the Law School Data Assembly Service, and the Law School Candidate Referral Service. Students take a sample examination under conditions approximating those of the LSAT. Graded S/U. Prerequisite: Junior standing.

**440. GRE Preparation (1)** is an analysis of the General Test for the Graduate Record Exam. Students will take a series of sample tests, receive instruction in testing techniques, and learn about the graduate school admission process. Students must also register to take the GRE General Test. Graded S/U. Prerequisite: Senior standing or permission of the instructor.

**490. Public Affairs Senior Seminar (3)** involves an intensive research project reflecting the student's skills and interests in a public affairs topic. Each student works individually with a faculty member in completing the project. Prerequisite: Senior status or permission of instructor.

**491. Seminar in International Business (3)** enables the student to pursue an approved research project involving international business practice and theory. Students are strongly encouraged to work with advisors to develop seminar topics/approaches that synthesize language and business skills and that demonstrate appropriate intercultural competencies. Prerequisite: Completion of the international business major business core.

**492. Humanities Senior Seminar (3)** involves work necessary for the completion of the senior seminar, resulting in an extensive written research project in which the student formulates a question to study, proposes a thesis to be argued, and presents support for that thesis in the final paper.

## **International Affairs**

Advisors, Associate Professors ARNOLD, HATTINGH

Students majoring in International Affairs should be able to understand and analyze global conflict and cooperation through a broad interdisciplinary program. By taking courses for the major, students will examine the historical development of regions, nations, peoples, and ideologies; learn about international trade, finance, and international economic development; develop an awareness of different cultures and contemporary global concerns; hone language skills; and gain awareness of international institutions and mechanisms which facilitate or hinder global cooperation.

*Major* (42 hours)

*Core requirements:* (15 hours)

Senior Seminar: A senior seminar experience selected in consultation



with the international affairs advisor and a department involved in the international affairs major (3 hours)

12 hours from the following:

ECON 215, 216

HIST 112

PHIL 203

POLS 131, 342

**Distribution requirements:** At least 27 hours including courses in three disciplines from the first three groups

***Social and Economic Development*** (3 hours)

ANTH 201

ECON 361

RELG 393

SOCI 350

***International Relations*** (6 hours)

HIST 320

POLS 151

***Comparative Culture and Politics*** (9 hours)

FREN 325

GERM 325

HIST 346, 351

POLS 331

SPAN 325

***Language Skills*** - either (a) or (b)

a. Participation in an approved study abroad program that includes 3 hours of course work in a foreign language.

b. Completion of a Muskingum University foreign language course at the 212-level or above, excluding FREN, SPAN, or GERM 325 if taken to fulfill the *Comparative Culture and Politics* distribution.

Two additional 300- or 400-level courses from the listed courses, excluding those already used to fulfill requirements.

## **International Business**

Advisors, Professors NOWAKOWSKI, WEHAGE

The international business major provides students with a set of competencies necessary for success in today's globalized economy by combining courses from diverse disciplines. Students learn the language and basic principles of business, accounting, and economics; acquire multicultural awareness and communication skills in a world language [English (for non-native speakers), French, German, or Spanish]; and gain an international perspective through their coursework in political science, history, and other areas. These interdisciplinary insights are complemented and enhanced through an approved international learning experience. Students have flexibility in both the core and the elective components of the major to select a program of study that balances their own specific areas of international interest with a solid professional background in business.

For additional information please consult the international business website <http://www.muskingum.edu/admission/majors/intlbusiness/1.html>

**Major** (42-60 hours)

**Core** (33-53 hours, including at least 3 completed in an advisor-approved study abroad program)

ACCT 201

ECON 215, 216, 361

BUSI 221, 241, 318 and 412

HIST 320, 347, 348 or 351

POLS 131 or 151

IDIS 491

International business capstone course (senior seminar) to be taken after completion of FREN 240, SPAN 240, or GERM 340; ECON 215 and 216; and BUSI 221, 241, 318 and 412. Students are strongly encouraged to work with advisors to develop seminar topics/approaches that synthesize language and business skills.

Language Proficiency (3-19 hours)

a. For students whose native language is English: FREN 240, SPAN 240, or GERM 340: Business French/German/Spanish

b. For students whose native language is not English: ENGL 202

**Electives** (6-7 hours from the following, excluding courses used to fill requirements listed above):

ACCT 202

ANTH 201

BUSI 326 or 411

ECON 362

ENGL 202

GEOG 111

HIST 320, 346, 347, 348, 353, 390; POLS 131 or 151, or 331;

an additional course in FREN, GERM, or SPAN excluding 123;

IDIS 300 (approved by international business faculty advisor).

RELG 393

SOCI 350

## **Journalism**

See Communication, Media, and Theatre

## **Library Science**

Henry S. and Katherine W. Evans Director and Distinguished Librarian

ELLENBERGER: Associate Librarians ARNOLD, COLE; Assistant Librarian HATFIELD.

Muskingum University does not offer a major or minor in Library Science. A class that teaches information and research skills is offered under the LIBR heading and fulfills a gen ed requirement in Communication in a Global and Digital Age.

## **Course Offerings (LIBR)**

**220. Beyond Google: Research Skills and Resources** (3) introduces students to research and information literacy skills, emphasizing the strategies needed for

effective research in the digital age. Students learn to communicate the results of their research effectively and ethically.

## **Marketing**

See Economics, Accounting and Business

## **MATHEMATICS AND COMPUTER SCIENCE**

Professors CRAFT (Chair), DAQUILA; Assistant Professors M DAVIS, NEEMAN, SHAFFSTALL; Instructor MOORE

The mathematics curriculum is designed to portray mathematics as a universal language of creative and critical thought and to meet the needs of those who intend to teach, to do graduate work in mathematics, and to pursue careers which rely substantially upon mathematics.

The computer science curriculum provides instruction and experience not only in using computers and networks, but also applications and effects of computing systems in today's society. It is designed to prepare the student for further study and/or work in the area of computer science.

The department offers two majors: (1) mathematics and (2) computer science. The department also encourages students' design of their own interdisciplinary concentration incorporating mathematics and/or computer science with additional disciplines in accordance with University policy.

Students interested in a mathematics or computer science major should contact the department chair at the earliest opportunity to ensure fulfillment of all requirements for these majors.

In recognition of a minimum level of mathematical proficiency as measured by standardized exams, all students with an ACT Math score of at least 28 and/or an SAT Math score of at least 680 will receive 3 semester hours of transfer mathematics credit.

For additional information please consult the mathematics and computer science department's website at <http://www.muskingum.edu/dept/macs/index.html>.

### ***Mathematics major*** (36)

**Requirements:** 190, 200, 225, 230, 310, 330, 410, 495, CPSC 100 and 6 additional hours at the 300-level or above.

### ***Mathematics minor*** (15 hours)

**Requirements:** 190, 230, three hours at 300- or 400-level

**Electives:** remainder of hours from other offerings (excluding 100), including at most one course at the 100-level (other than 190)

### ***Computer Science major*** (35 hours in computer science)

**Requirements:** 100, 111, 211, 230, 320, 355, 365, 400 or an internship in the computing field, 450, 495

MATH 190, 225, 230

**Electives:** 3 courses from CPSC 220, 335, 340, 345, 430, 480, 490  
MATH 350

**Computer Science minor** (15 hours)

**Requirement:** 320

**Teacher licensure** — integrated math, grades 7-12. Contact the education department or the education department website for specific course requirements.

## **Course Offerings** **Mathematics (MATH)**

NOTE: Due to the sequential nature of the study of mathematics, once students have received credit for, or established proficiency at, one level in a sequence of mathematics coursework they are not allowed to receive credit toward graduation for a prior course in a lower sequence. Students with questions concerning the applicability of sequential coursework should consult the Department of Mathematics and Computer Science.

Lower-level mathematics courses require certain ACT Math or SAT Math scores. A waiver of the ACT Math or SAT Math scores prerequisite requires a student to petition the department, and obtain signatures of both the instructor and the department chair. Questions concerning prerequisites can be directed to the chair of the Mathematics and Computer Science Department.

**100. Transitional Algebra** (2) develops algebraic concepts and skills needed to graph and solve linear equations and inequalities. Evaluating algebraic expressions and formulas according to the rules of operations is also developed. Not open to students with credit for a higher level math course. Prerequisite: ACT Math 17 or below or SAT Math 470 or below.

**140. Practical Statistics** (3) is an introduction to statistical ideas, reasoning, and methods with the goal of equipping students with the ability to carry out common statistical calculations and procedures in order to be able to understand how statistical concepts are applied in other fields of study and by future employers. Prerequisite: 100 or ACT Math 18 or higher or SAT Math 471 or higher.

**150. Quantitative Reasoning for the Liberal Arts** (3) studies various quantitative concepts in mathematics, such as sets, counting methods, probability, statistics, functions, matrices, graphs, and trees; and applies these concepts either to a variety of different disciplines or to a single subject centered on a theme. Not open to students with credit for 225. Prerequisite: 100 or ACT Math 18 or higher or SAT Math 471 or higher.

**170. Applied College Algebra** (3) develops algebraic concepts and skills concerning linear, quadratic, rational, and radical functions along with their equations and graphs. Algebraic concepts are applied to construct mathematical models. Not open to students with credit for a higher level math course. Prerequisite: 100 or ACT Math 18 or higher or SAT Math 471 or higher.

**180. Precalculus** (4) concentrates on preparing students with the concepts and skills that apply to the study of Calculus. Topics include polynomial, exponential, logarithmic, and trigonometric functions along with their equations and graphs. Concepts of analytic geometry are also developed. Not open to students with credit for a higher level math course. Prerequisite: 170 or ACT Math 21 or higher or SAT Math 546 or higher.

**190. Calculus I** (4) introduces the concepts of limit, continuity, derivative, integral, and applications. It assumes some knowledge of trigonometric functions and equations for lines and conic sections. Prerequisite: 180 or ACT Math 24 or higher or SAT Math 576 or higher.

**200. Calculus II** (4) continues the study of calculus and includes such topics as applications of integrals, methods of integration, logarithms, exponential, indeterminate forms, polar and parametric equations, and infinite series. Prerequisite: 190.

**225. Discrete Mathematics** (4) introduces set theory and probability and deals with relations, digraphs, trees, lattices, and Boolean algebras and their computer application, as well as studying languages and grammar. Prerequisite 180 or ACT Math 24 or higher or SAT Math 576 or higher and CPSC 100.

**230. Linear Algebra and Vectors** (3) includes the study of vectors, matrix algebra, vector spaces, linear transformations, and determinants. Prerequisite: 190.

**310. Calculus III** (3) includes the study of the basic concepts of calculus applied to functions of more than one variable such as 3-dimensional coordinate systems and graphs, vector products, partial and directional derivatives, multiple and path integrals. Related applications such as velocity, acceleration, curvature, mass, and work are also studied. Prerequisite: 200.

**320. Differential Equations** (3) includes the study of first and higher order differential equations, methods for obtaining solutions, and applications. Prerequisite: 200, 230.

**330. Algebraic Structures** (4) includes the study of groups, rings, fields, vector spaces, and other related topics. Prerequisite: 225, 230.

**340. Mathematical Statistics** (3) includes the basic theory and applications of probability and statistics. Co-requisite: 310.

**350. Numerical Analysis** (3) presents the concepts and methods of numerical solutions for mathematical problems and includes applications using the computer. Prerequisites: 200, 230, CPSC 100.

**360. Geometry** (3) presents the study of several geometries, including synthetic and metric Euclidean, non-Euclidean, projective, and finite geometries. Prerequisite: 225.

**370. History of Mathematics** (2) surveys the history and development of mathematics from ancient times through to the present day. It shows the contributions made to the field by mathematicians from diverse ethnic, racial, and gender groups. Prerequisite: 190, 225, 230.

**410. Analysis** (4) presents a rigorous development of the calculus and an introduction to real analysis. Prerequisite: 225, 310.

**420. Complex Analysis** (3) is an introductory study of the theory of functions of complex variables. Prerequisite: 310, 320.

**490. Topics in Mathematics** (3) studies in greater depth topics in the other listed courses. Prerequisite: Permission of the instructor.

**495. Mathematics Seminar** (1) provides a setting for the study and mastery of selected expository papers. Students lecture on the subject of the chosen paper and take an oral examination. Prerequisite: Permission of instructor.

## **Computer Science (CPSC)**

**100. Introduction to Computer Science** (3) presents an overview of fundamental computer science topics and an introduction to computer programming. Overview topics include an introduction to computer science and its history, computer hardware, operating systems, digitization of data, computer networks, Internet and the Web, security, privacy, AI, and databases. This course also covers variables, operators, while loops, for loops, if statements, top down design (functional decomposition), use of an IDE, debugging, and arrays.

**111. Computer Science I** (3) provides more in-depth programming, including software engineering topics such as unit testing and the use of version control. Basic data structures covered include arrays, lists, sets, maps. Basic algorithm efficiency concepts are covered along with simple searching and sorting. Other techniques such as graphical user interface programming, exceptions, recursion, designing classes (no inheritance), file input/output are covered. Design techniques such as encapsulation and UML diagramming are covered. Prerequisite: 100.

**120. Computer Applications** (1) consists of a series of projects to explore the use of specific application software packages. Prerequisite: 100 or equivalent

**211. Computer Science II** (3) provides yet more in-depth programming, including software engineering topics, such as Model-View-Controller design and more formalized unit testing. Additional data structures covered include stacks, queues, priority queues, trees, graphs, and hash tables. Object-oriented programming is introduced, along with associated UML diagramming techniques. Java Generics are covered. Prerequisite: 111.

**220. Applied Computer Programming** (3) studies with each offering a particular computer programming language (e.g., C++, Python, PHP, COBOL,

Java, and Perl) and the applications in which that language is traditionally used. Prerequisite: 111 or permission of instructor

**230. Systems Programming** (3) provides an understanding of the interface between computer hardware and software. The course covers computer hardware, activation records and address spaces, a practical assembly language (like ARM), writing C programs, how C code is compiled into assembly level programs, and how these programs are compiled, linked, and loaded into memory. This course also provides an understanding of Linux/Unix administration fundamentals, including user creation, permissions, installations from source, and simple server configuration. Prerequisite: 111

**320. Algorithm Analysis** (3) examines formal concepts of algorithm efficiency including Big O, Theta, and NP theory. Algorithmic techniques studied include brute force, simulation, divide and conquer, dynamic programming, greedy algorithms, backtracking, branch and bound, and parallel algorithms. Time and space efficiency is analyzed from a practical and theoretical viewpoint throughout this course. Advanced searching and sorting techniques are covered. Classic algorithms and their relevance to real problems are examined. Typical data structures used as examples include hash tables, trees, and graphs. Parallel programming is explored. Prerequisites: 211, MATH 225

**335. Computer Security** (3) covers operating system and network level security topics. Typical application level attacks such as buffer overruns are analyzed and solutions covered. This course includes basic coverage of TCP/IP and cryptography in the context of network security. Typical network attacks such as denial-of-service, spoofing, etc. are covered, as are systems administration level analysis of possible attacks and intrusions via Linux logs. Prerequisite: 230

**340. Programming Languages** (3) develops the concepts of language structure and uses these as a basis for comparing several languages. Formal language definitions are introduced, and the concepts of syntax, semantics, and pragmatics are discussed. The emphasis is on languages with inherently different programming paradigms than students have been exposed to in other courses. Prerequisite: 211.

**345. Mobile Application Development** (3) practices the development of mobile applications. Design considerations specific to mobile applications are covered, including limited resources, battery life, intermittent connectivity, etc. Also covered are the networking concepts needed to connect a mobile applications to a web-based server, and to use third party APIs such as Google Maps, location-based programming, etc. Projects are done in the context of one or more popular mobile platforms, such as Android and iOS. Prerequisites: 230, 365.

**350. Computer Architecture** (3) studies the theoretical and practical design principles of computer organization. The performance effects of pipelining, superscalar design, VLIW, and parallel processing are examined. Prerequisite: 211.

**355. Software Engineering (3)** formalizes the software engineering topics covered in previous courses, in the context of what would be required in a real-world corporate environment. Typical software development methodologies are discussed (e.g. waterfall, agile, test-driven design, etc.). UML Diagramming are covered. Students work in teams, analyze requirements, participate in code reviews, etc. Human Computer Interaction fundamentals are covered, along with ethical and social issues related to the business of computing. The different roles involved with large scale development are discussed. Prerequisite: 211.

**365. Web Applications and Database Management Systems (3)** studies and practices the development of dynamic data-driven web applications, in the context of the languages and technologies used in typical shared hosting environments. Topics include database design, including entity-relationship modeling and normalization, designing and implementing data models for a web application, developing the server side code necessary to interact with that data model, developing the web pages for the application, and an introduction to the use of dynamic scripting on the client side. Web application security is covered throughout. Prerequisite: 111

**400. Programming Projects (1)** enables students to design, implement, and test a program of their own choosing. Proposed projects are approved by a faculty member who then meets with the student on a weekly basis. A final report is prepared and presented at the completion of the project. The course can be repeated once for credit. Prerequisite: Permission of the instructor.

**430. 3D Game Programming (3)** examines the basic issues in 3D rendering and collision detection and associated algorithms, suitable for programming a 3D game engine. Students explore data structures used for 3D games. Basic artificial intelligence techniques used in games are also covered in the context of a 3D game engine. Prerequisites: 320, MATH 230.

**450. Operating Systems (3)** examines the major operating system concepts in the context of modern operating systems such as UNIX, Linux, and Windows. Topics include process management, synchronization, memory management, file systems, protection and security. Topics are examined from both the operating system and programmer perspectives. In addition, the course discusses more advanced system administration topics. Prerequisites: 230, 320.

**480. Computer Networks (3)** examines the fundamental aspects of computer networks. Topics include layered network architecture, application level protocols, transport protocols, routing and flow control mechanisms, data link protocols, wireless networks, protocol design, and client-server programming. In addition, this course introduces techniques for designing and building a complex computer network. Prerequisites: 230, 320.

**490. Advanced Topics in Computer Science (3)** is a study of a specialized topic in the computing field, such as Animation, Pattern Recognition, Networking, Theory of Computation, Alife, or advanced study of a particular language (such as Java, C++, Perl, or VRML). Prerequisite: Permission of the instructor.



**495. Computer Science Seminar** (1) provides a weekly discussion of new advances in the field of computer science and their effects on society. Presentations are given by invited speakers, faculty, and students. The course can be repeated once for credit. Prerequisite: Permission of the instructor.

## Media Production

See Communication, Media, and Theatre

## Medical Laboratory Studies

Open only to those who hold an associate's degree.

For complete information, see the *MAP Guidebook*.

See Health Science department listing.

## Molecular Biology

Advisor, Associate Professor OSUNSANYA

The molecular biology major is intended for students whose interests lie in the exciting interface between biology and chemistry. Molecular biology is the basic science that leads to an understanding of the molecular processes of life, in terms of the properties and functions of molecules of which living cells are made. Therefore, molecular biology as a major requires a strong interdisciplinary background in biology, chemistry, physics and engineering, and mathematics.

Students graduating with the molecular biology major would be well-prepared for entry into the health professions, graduate school in biochemistry, molecular biology, and many areas of the biological sciences, and for jobs in the biotechnology industry as well as genetic counseling and forensic lab positions.

For additional information please consult the molecular biology department's website at <http://muskingum.edu/dept/molecularbiology/index.html>

### **Molecular Biology Major** (70 hours)

#### **Requirements:**

MBIO 211, 411, 417, 418

BIOL 108, 112, 226, 306, 312, 336, 375

CHEM 111, 112, 213, 214, 315, 418

CPSC 111

MATH 190, 200

PHEN 121, 122

**Strongly Recommended:** statistics and computer science courses

It may be possible for students to also earn a major in biology with 15 additional hours or in chemistry with 12 additional hours.

## Course Offerings (MBIO)

**211. Topics in Molecular Biology** (1) includes presentation and discussion of molecular biology topics of current interest and importance. This is a seminar-style course which provides the opportunity for students to gain an understanding of the field through general readings as well as the recent literature. May be repeated once for credit.

**411. Topics in Molecular Biology** (1) is a seminar-style course which examines in depth, through readings, discussions and presentations, important topics in the field. Molecular biology majors must take the course for at least one credit. May be taken for additional credit. Prerequisite: 211, BIOL 375, CHEM 214, 315.

**417. Molecular Biology Seminar** (2) involves library research in a molecular biological topic, related to the research to be conducted in 418. The course also features student oral presentations and a written paper related to the library and lab research. Prerequisite: 211, BIOL 375, CHEM 214, 315.

**418. Research in Molecular Biology/Internship** (4) builds on 417. Students may satisfy this requirement by conducting lab research in molecular biological problems in the science division, or with an internship which has the prior approval of the molecular biology faculty. Prerequisite: 417.

## MUSIC

Professors J ALESANDRINI, SCHUMANN; Associate Professor ABEYARATNE; Assistant Professors BRAND, HIGHBEN, TURRILL (Chair)

The Department of Music is a fully-accredited institutional member of the National Association of Schools of Music and is committed to developing musicians through a comprehensive program of musicology, music theory, applied music lessons and performance ensembles. The department offers majors in music and music education, and minors in music and musical theater.

Students are encouraged to join any of the many performance ensembles, each of which is open (some by audition) to all students. In addition, Choral Society, the Southeastern Ohio Symphony Orchestra (SEOSO), and the Muskingum Valley Symphonic Winds (MVSW) are unique and rewarding partnerships between Muskingum University and the surrounding regional community. SEOSO provides the opportunity for performance with a full orchestra and is open to students by audition as is the MVSW; Choral Society requires no audition.

Students interested in the music or music education major should contact the department chair at the earliest opportunity.

The liberal arts major in music is designed to give students an overall education in music within a liberal arts curriculum. The major in Music Education is a professional degree program that leads to licensure for teaching in Ohio, grades Pre-K through Post-12 after successful completion of the curriculum.

For additional information please consult the music department's website at <http://www.muskingum.edu/dept/music/index.html>.

**Music major** (48-49 hours)

**Requirements:** 111, 112, 115, 116, 140 (for students with a vocal concentration), 211, 212, 215, 216, 295, 310, 321, 322, 371, 401, 445  
8 hours of applied study in one area  
8 hours in the appropriate major ensemble  
8 semesters of 100, 300  
Junior qualifying exam (assessed after 212)

**Music Education major** (76-77 hours)

**Requirements:** 111, 112, 115, 116, 140 (for students with a vocal concentration), 181, 211, 212, 215, 216, 281, 282, 284, 285, 295, 310, 315, 321, 322, 371, 372, 382, 383, 384, 401, 445, 482, 483  
 EDUC 110, 112, 314, 330, 335, 341, 413, 419, 420, 461, 466  
 6 semesters of the appropriate major ensemble and one semester in an ensemble of a medium dissimilar from the student's primary area of applied study  
 7 hours of applied study in one area  
 7 semesters of 100, 300  
 Junior qualifying exam (assessed after 212)

**Music minor** (18-19 hours)

**Requirements:** 111, 112, 115, 116, 140 (for students with a vocal concentration)  
 4 hours of applied study in one area  
 4 hours in the appropriate major ensemble  
 4 semesters of 100, 300  
 (Those seeking the minor for early childhood licensure add 382)

**Musical Theatre minor** (24 hours)

**Requirements:** 101, 115, 140, 141, 341, 164/364 (both taken twice);  
 THEA 223 (taken twice), 275, 285 (taken twice), 314

**Course Offerings (MUSC)**

**100; 300. Performance Seminar** (0) concentrates on the skill of performance. Also included in the course is the continuous development of the critical listening skills needed for a music major or minor. Music majors, and minors who have course work still remaining, must register for 100 or 300.

**101. Fundamentals of Music Theory** (3) is a course designed to introduce the general college student to music reading and music theory, including structures of notation and basic elements: intervals, scales, meter, and rhythm. The course includes basic theory, ear training, and keyboard harmony and can be a preparatory course for the Materials of Music sequence.

**110. History of Popular Music** (3) introduces students to a historical and cultural perspective on trends in popular music of the 20th and 21st centuries in the United States.

**111. Materials of Music I** (4) introduces students to the fundamentals of music, structures of notation and basic elements: intervals, scales, and meter; rhythmic, melodic and harmonic progressions; and studies in part writing. In addition, this course introduces students to an overview of music literature in order to provide an understanding of the relationships among various styles of music. Prerequisite: Departmental placement exam or instructor consent.

**112. Materials of Music II** (4) is a continuation of 111. Prerequisite: 111 or instructor consent.

**115. Aural Skills I** (1) studies music based on the structure and aural recognition of intervals; meter; and rhythmic, melodic and harmonic progressions, through solfeggio; ear training, and written dictation. Students analyze structure and recognition of tertian harmony through keyboard application.

**116. Aural Skills II** (1) is a continuation of 115. Prerequisite: 115 or instructor consent.

**121. Introduction to Music** (3) is a survey course designed to introduce the general college student to aspects of music, music creating, and a broad spectrum of music literature and styles.

**140. Introduction to Diction and Song Literature** (1) introduces vocal students to IPA (International Phonetic Alphabet), diction, and basic song literature. Required for all first-year music education majors, music majors, and music and musical theatre minors, with a vocal concentration.

**181. Introduction to Music Education** (2) provides an overview of the theories, methodologies, and philosophies of music education from 1700 to the present.

**190. Piano Class I** (1) is a study of the basic keyboard skills necessary for careers in music. Prerequisite: Instructor consent.

**191. Piano Class II** (1) is a continuation of 190.

**211. Materials of Music III** (4) is a continuation of 112. Prerequisite: 112 or instructor consent.

**212. Materials of Music IV** (4) is a continuation of 211 and includes form and analysis and compositional techniques. Prerequisite: 211 or instructor consent.

**215. Aural Skills III** (1) is a continuation of 116. Prerequisite: 116 or instructor consent.

**216. Aural Skills IV** (1) is a continuation of 215. Prerequisite: 215 or instructor consent.

**281. Music Education: Woodwind Class and Methods** (2) provides practical study of woodwind instruments with materials and methods of teaching.

**282. Music Education: String Class and Methods** (2) provides practical study of string instruments with materials and methods of teaching.

**284. Music Education: Voice Class and Methods** (2) provides practical study of the singing voice with materials and methods of teaching.

**285. Brass and Percussion Class and Methods** (2) provides practical study of the brass and percussion instruments with materials and methods of teaching.

**290. Piano Class III** (1) is a continuation of 191.

**291. Piano Class IV** (1) is a continuation of 290.

**295. Piano Proficiency** (0) is a performance examination of a music major's skills and is a department requirement. A grade of Satisfactory is noted on the transcript upon successful completion.

**301; 302; 303. Topics in Music** (1-3) provides the advanced student an opportunity to study selected topics in music. The course may be repeated as subject matter changes. Examples of emphases could be church music, arranging, marching band techniques, diction, jazz, or pedagogy. Prerequisite: 212.

**310. Excursions in World Music** (3) is a survey of music genres from various cultures and ethnicities around the world. Emphasis is placed on the relationship between music and its cultural content.

**315. Instrumentation** (2) is a study of scoring techniques for band, choir, and orchestra. Prerequisite: 212 or instructor consent and successful completion of the Junior Qualifying Exam.

**321. Western Music History I** (3) is a detailed study of music from antiquity through Mozart. Prerequisite: 212 or instructor consent and successful completion of the Junior Qualifying Exam.

**322. Music History II** (3) is a detailed study of music from Beethoven through the present day. Prerequisite: 212 or instructor consent and successful completion of the Junior Qualifying Exam.

**344. Commercial Recording** (1) is a course designed to provide an introduction to the techniques of sound reinforcement and music recording through instruction and hands-on recording of department concerts and through the mixing of recorded tracks resulting in a CD.

**371. Conducting I** (2) is the introductory course to conducting a musical ensemble. Emphasis is placed on beat patterns, left hand techniques, and musical leadership. Prerequisite: 212, or instructor consent and successful completion of the Junior Qualifying Exam.

**372. Conducting II** (2) is the advanced course in conducting a music ensemble. Emphasis is on rehearsal, visual representation of the aural score, analysis of performance problems, and performance and pedagogical literature. Prerequisite: 371.

**382. Music Education: Teaching General Music** (2) focuses on methods, materials, objectives, skills, and instructional strategies for the development of basic musical concepts in the general music classroom in grades Pre-K-8. Specialized approaches of Dalcroze, Kodály, and Orff are studied; field

observation hours for Pre-K–8 are included. Prerequisite: 212 or instructor consent and successful completion of the Junior Qualifying Exam.

**383. Music Education: Teaching Vocal Music (2)** studies the methods, materials, objectives, and instructional strategies for the teaching of vocal and choral music in grades 4–12. Field observation hours for grades 4–12 are included. Prerequisite: 212 or instructor consent and successful completion of the Junior Qualifying Exam.

**384. Music Education: Teaching Instrumental Music (2)** studies the administration and teaching of instrumental music in the schools (4–12) and the teaching of general music in grades 9–12. Field observation hours for grades 9–12 are included. Prerequisite: 212 or instructor consent and successful completion of the Junior Qualifying Exam.

**401. Senior Recital (0)**, together with 445, is the capstone of the music or music education major. All students presenting a senior recital must be enrolled in the appropriate corresponding applied music course during the semester of the recital. Prerequisite: 445, instructor consent.

**445. Senior Seminar (1)**, together with 401, is the capstone of the music or music education major. The Senior Seminar focuses on research, analysis, and writing skills pertaining to the musical arts and the field of music education, and culminates in oral presentations and/or a major analytical research paper. Prerequisite: Successful completion of the Materials of Music sequence; completion of 321; completion of or enrollment in 322; instructor consent.

**482. Music Education: Professional Semester in Elementary Education (5)** involves students as practice teachers in an elementary school music program under the supervision and guidance of a cooperating teacher and Muskingum faculty member. Prerequisite: 382, 383, 384.

**483. Music Education: Professional Semester in Secondary Education (5)** involves students as practice teachers in a secondary school music program under the supervision and guidance of a cooperating teacher and Muskingum faculty member. Prerequisite: 382, 383, 384.

**Applied Music** offers private instruction to all students at all levels in brass, woodwind, string, percussion, keyboard instruments, and voice. With departmental and instructor permission, students may also take applied lessons in composition, conducting, and jazz improvisation. Students should consult with the appropriate instructor to determine course and section number. Fees for applied music are levied in addition to the regular tuition charges.

**131; 331. Brass Instruments (1;1)**

**133; 333. Woodwind Instruments (1;1)**

**135; 335. String Instruments (1;1)**

**137; 337. Percussion Instruments (1;1)**

**141; 341. Voice (1;1)**

**143; 343. Keyboard (1;1)** (including electronic studio)

**145; 345. Composition (1;1)**

**149; 349. Jazz Improvisation (1;1)**

**347. Conducting (1;1)**

**Ensembles** offer collaborative group instruction in music rehearsal and performance. Repertoire appropriate to the type, size, and level of each ensemble is studied and presented regularly in public concerts and recitals. *Major ensembles* (Southeastern Ohio Symphony Orchestra, Wind Ensemble, and Concert Choir) are open to all students by audition and instructor permission. A maximum of 10 hours of ensemble credits may be counted toward minimum graduation requirements.

**150; 350. Piano Accompanying** (major ensemble) (1;1)

**160; 360. Southeastern Ohio Symphony Orchestra** (major ensemble) (1;1)

**161; 361. Wind Ensemble** (major ensemble) (1:1)

**162; 362. Concert Choir** (major ensemble) (1:1)

**163; 363. Choral Society** (1;1)

**164; 364. Musical Theatre Workshop** (1:1)

**165; 365. Campus Choir** (1:1)

**166; 366. Chamber Singers** (1;1)

**167; 367. Muskingum Valley Symphonic Winds** (major ensemble) (1:1)

**168; 368. Jazz Ensemble** (1;1)

**169; 369. Marching Band** (1:1)

**170; 370. Chamber Ensembles** (1;1)

## **Neuroscience**

Advisors, Distinguished Professor NORMANSELL, Professor BERGSTROM, Associate Professor A KEHRBERG

The interdisciplinary neuroscience major is designed for students who are interested in understanding the relations between brain function, physiological events, subjective experiences, and behavior. Students are encouraged to reference the Muskingum University Website Neuroscience Program pages for

updates and revisions regarding courses, course availability and major requirements <http://www.muskingum.edu/dept/neuroscience/index.html>.

**Major** (57-59 hours)

**Requirements:** 201 (taken 3 times), 305, 308, 407, 408, 409

BIOL 108, 112, 226, 368

CHEM 111, 112

PSYC 101, 151, 232, 281

**Three of the following courses:**

NRSC 386

PSYC 361, 381

BIOL 336, 375

**Suggested electives:**

BIOL 213, 306

CHEM 213, 214, 418

CPSC 100 or 111

MATH 190

PHEN 101

PSYC 304, 351

## Course Offerings (NRSC)

**201. Topics in Neuroscience** (1) is a seminar-style course team taught each semester by the neuroscience faculty. It explores in detail a particular topic in the field through reading and discussion of recent published reports. Neuroscience majors must take the course three times.

**305. Cognitive Neuroscience** (3) is a junior-level introduction to human cognition from neuroscientific and evolutionary perspectives. Students begin by learning the historical and philosophical antecedents of the field. Students then develop an understanding and appreciation for cognition and research methodology in the field; topics include perception, attention, memory, language, brain organization and plasticity, and the problem of consciousness. Prerequisites: BIOL 112 and PSYC 281.

**308. Neuroscience Practicum** (1) is a "real world" introduction to current research topics in the discipline. Students conduct several laboratory projects in this course. They also attend the annual meeting of the Society for Neuroscience or a regional neuroscience conference and report on their experience. Prerequisite: Junior standing and permission of instructor.

**368. Fundamental Neuroscience** (4) emphasizes basic neurophysiology, neurochemistry, synaptic function, coordinated organismal functions, and common neurological disorders. Laboratory emphasizes neuroanatomy. Prerequisite: BIOL 108, 112, 226. Cross listed as BIOL 368.

**386. Neuropharmacology** (4) provides basic explanations concerning how drugs act in the brain. The primary focus will be at the cell/molecular level with a lesser focus on the effects at the organismal level. Prerequisites: BIOL 108, 112, 226, CHEM 111, 112.



**407, 408, 409. Neuroscience Research I, II, III** (3, 2, 2) a three-semester sequence of courses in an independent study program designed to provide opportunities to practice inquiry and discovery while intensively investigating a fundamental problem in neuroscience. In the first semester, students search the current scientific literature related to their topic and prepare a review paper and a research proposal. During the senior year, the students conduct an original investigation and produce both a scientific paper and an oral presentation. They also present a poster at the Annual Science Poster Session.

## NURSING

Professor WILKINS (Chair); Assistant Professors ARMSTEAD, GUENTTER, MILLER, SHAEFFER

The baccalaureate degree in nursing at Muskingum University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

The Department of Nursing offers two tracks to the Bachelor of Science in Nursing (BSN) degree. The pre-licensure (traditional) BSN track is designed for students coming from high school or transferring from other colleges or universities. Upon completion of this program, graduates with the BSN are eligible to apply to the Board of Nursing in the state where they plan to reside and take the national licensure examination known as NCLEX-RN®.

The second track is a post-licensure BSN designed for RNs who wish to achieve the BSN degree. This program is designed for working professionals with the related support services provided by the Muskingum Adult Program (MAP).

All students enrolled in nursing will be held to the policies and procedures contained in the *BSN Student Handbook* as well as the related Muskingum University handbooks. Please be aware that academic and progression standards, including the grading scale, are different for all Nursing majors. Please refer to the *BSN Student Handbook* available at <http://www.muskingum.edu/dept/nursing/handbooks.html>.

A student is held responsible for progression and graduation requirements in effect during the academic year in which the student is admitted to the Nursing Program. Students who fail to progress will be required to meet the progression requirements of the class they join.

For individuals with experience in the armed forces of the United States, or in the National Guard or in a reserve component, the Muskingum University Nursing Program Director and Chair will review the military education and skills training that may be applicable to the BSN program. If the military education and/or skills are substantially equivalent to the nursing course content, transfer credit will be awarded. Transfer credit will be awarded on a course-by-course basis. The transfer credit will be noted on the student's official Muskingum University transcript. If the course is not substantially equivalent to award nursing course credit it may be used as transferable elective credit at Muskingum University.

## Mission

The Department of Nursing reflects the mission of Muskingum University by providing quality nursing education which fosters critical thinking, positive

action, ethical sensitivity and spiritual growth within the context of a caring community where individual fulfillment is encouraged and human dignity is respected. Liberally educated nursing graduates are able to integrate knowledge, skills and values from the arts and sciences to provide safe quality nursing care, to act as advocates for families, groups and communities and to manage twenty-first century changes in the health care system.

### **Program Objectives**

The program objectives come from the organizing framework for nursing which can be located in the *BSN Student Handbook*. Students who successfully complete the BSN Nursing Program will have satisfied the program objectives identified below.

#### ***Be able to:***

1. Analyze the nature of the human using concepts and theories through the study of the arts, sciences, humanities and nursing to provide professional nursing care.
2. Integrate caring and cultural competence through the practice of professional nursing.
3. Use critical thinking to make independent judgments in applying the nursing process in the delivery of healthcare to individuals, families, groups, organizations, communities and global populations.
4. Use evidence-based nursing and health-related research findings in professional nursing practice.
5. Analyze effective leadership and management strategies used in rapidly changing complex healthcare delivery systems.
6. Use oral and written communication and information technology to communicate effectively.
7. Analyze local, national and global factors involving social, ethical, political, legal, cultural, environmental and educational issues that influence healthcare, health policies and the advancement of the nursing profession.
8. Provide holistic professional nursing care across the life-span to promote health in a variety of healthcare settings.
9. Collaborate with other healthcare professionals in a variety of settings to promote cost-effective healthcare.
10. Accept responsibility and accountability for personal and professional growth and development, and value the commitment to lifelong learning.

## **Traditional Pre-Licensure Track**

### **Pre-licensure Bachelor of Science in Nursing Program**

Students admitted to the BSN program beginning in their first year at Muskingum will complete a four-year curriculum designed to prepare nurses whose mastery of the field of nursing is supported and enhanced by the critical thinking skills, breadth of knowledge, and commitment to high ethical standards which are in keeping with Muskingum University's goal of educating the whole person. Students enter the nursing major in one of three ways: admission process

directly from high school; change of major; or transfer. Admission to the nursing program involves a holistic review of the applicant's credentials; therefore, absolute cut-offs for grade point average and standardized test scores are not used. Reasonable guidelines for high school graduates are a high school GPA of at least 3.0 along with ACT Composite and ACT Science scores of 21 or better (990 SATV + M). Consideration for transfer students may include high school GPA and standardized test scores as well as a minimum of 2.7 in prior college coursework. The successful candidate will receive an admission letter to the University and to the nursing program.

Students planning to progress into the sophomore year of Nursing must successfully complete the following progression requirements:

1. Demonstrate an overall accumulative GPA of 2.7 or higher on a 4.0 scale.
2. Complete with a grade of C or better BIOL 121, 122; CHEM 108; ENGL 121; NURS 125 and PSYC 101, 208. Change of major or transfer students may take NURS 125 concurrently in the sophomore year as long as other progression requirements have been satisfactorily met.

Upon successful completion of the progression requirement students will complete the "Admission/Progression Application in the Nursing Pre-licensure Program" form. This form can be obtained from the Nursing Department at Muskingum University. Students who have successfully met the progression requirements to the sophomore year of Nursing will receive a letter from the Nursing Program Director stating they may progress into the sophomore year of Nursing. Transfer and change of major students are required to meet the same progression criteria in order to be considered for acceptance into the sophomore year of Nursing.

The curriculum of the nursing program involves courses in the general education category, as well as support (core) courses and nursing courses listed below.

**Major** (108 hours)

*Required lower-level nursing courses* (19 hours): 125, 226, 227, 230, 251

*Required upper-level nursing courses* (46 hours): 340, 351, 360, 375, 430, 451, 460, 486, 487

*Required support courses* (43 hours)

BIOL 121, 122, 305, 312, 346

CHEM 108

HLSC 231

PHIL 305

PSYC 101, 208, 232

SOCI 101

One of the following:

HLSC 307, 312, 315, 322, 346

HLTH 345, 365, 380, 400

**Students enrolled in the Bachelor of Science in Nursing (BSN) Program must meet all requirements of the core curriculum and the major.**

Students must earn a C or better in all progression requirements in Nursing courses as well as BIOL 121, 122, 305, 312, 346; CHEM 108; ENGL 121;

HLSC 231 and PSYC 101, 208. If a grade lower than C is earned, these courses must be repeated in order to enroll in subsequent nursing courses as outlined in the four-year nursing curriculum plan.

A student may attempt only one nursing course twice. An attempt is defined as being enrolled in a course beyond the 50<sup>th</sup> day of the semester. A grade of C– or lower or a W (withdrawal) for other than approved extenuating circumstances of any nursing course will constitute an attempt.

In order to receive a grade of C or higher in a nursing course, the student must meet all course requirements identified specifically in each course syllabus. Students need to read each course syllabus carefully for grading criteria. A student must repeat any Nursing course with an earned grade below a C. Only one nursing course may be repeated to continue enrollment in Nursing. When a student receives a grade below C in the second Nursing course, the student will be dismissed from Nursing. This action does not dismiss the student from the University. The student will have the opportunity to change majors to another program on campus for which he or she meets the department's requirements. The student should work closely with his or her academic advisor to work through this process.

### **Post-licensure Bachelor of Science in Nursing Program (RN-BSN Completion)**

This nursing program track is part of the offerings of the Department of Nursing. The admission process is housed in the Office of Graduate and Continuing Studies, Muskingum Adult Program (MAP). Registered Nurses who are applying for admission must have completed a nationally accredited (NLN-AC) associate's degree or diploma nursing program and hold a current unrestricted registered nurse license. A minimum overall GPA of 2.5 is required.

Students enrolled in this track should refer to the *MAP Student Guidebook* ([http://www.muskingum.edu/home/gradstudies/map/downloads/map\\_guidebook.pdf](http://www.muskingum.edu/home/gradstudies/map/downloads/map_guidebook.pdf)) as well as the *BSN Student Handbook* (<http://www.muskingum.edu/dept/nursing/handbooks.html>) for policies and procedures related to their academic program.

**Required Nursing Courses** (23 hours): 330, 335, 340, 430, 460, 470, 480

**Required Non-nursing courses** (18 hours)

BIOL 305, 346;

PHIL 305;

PSYC 309\*, 232

SOCI 345

Additional credits, based on a review of prior transcribed work, are required to complete the requirements for the degree.

\*If the student has a transcribed course in human growth and development, then PSYC 309 (Adult and Aging) will not be required.

**The Course Offerings (NURS) for the Post-licensure, RN-BSN Completion track are located in the *MAP Guidebook*.**

## Course Offerings (NURS)

**125. Foundations in Nursing** (2) is an introduction to the theoretical foundations of nursing and concepts of health promotion, caring, cultural competence, communication, critical thinking and the nursing process.

**226. Health Assessment** (3) is designed to systematically teach the knowledge and skills needed to perform a comprehensive health history and physical assessment on the adult client. Content related to the techniques of inspection, palpation, percussion and auscultation is taught. Utilization of assessment data that includes physiological, psychosocial, developmental and genetic factors, and skills within diverse cultures in multiple health care settings is emphasized. The analysis of assessment data enables students to enhance clinical reasoning, decision making and communication skills. Students practice and demonstrate assessment skills learned in the laboratory setting. Co-requisite 227. Prerequisites: Must meet all nursing progression requirements.

**227. Fundamentals of Nursing Practice** (4) introduces theories, principles and concepts relative to basic fundamental nursing practice. Students utilize concepts and content taught in the arts and sciences, including health assessment, to begin developing critical thinking skills and nursing care planning in accordance with the nursing process. Psychomotor and interpersonal communication skills are taught, along with principles of safety and infection control using evidence based practice concepts. Students learn and practice psychomotor skills in the nursing laboratory prior to performance in the clinical agency to which they are assigned. Co-requisite 226. Prerequisites: Must meet all nursing progression requirements.

**230. Pharmacology** (3) emphasizes pharmacodynamics and clinical uses of various classes of drugs in the healthcare setting. Drugs discussed include those used for hypertension, infection, cancer, pain and diseases of the cardiovascular, renal, respiratory, endocrine, gastrointestinal and central nervous systems. This is a theory only course. Co-requisite: 250 or 251. Prerequisites: Must meet all nursing progression requirements.

**250. Introduction to Clinical Practice in Medical/Surgical Nursing** (5) deals with health promotion and restoration for adults. Includes concepts such as cultural competence, caring, ethical decision-making and leadership. The student uses the nursing process with adult patients and their families when experiencing health alterations involving the protective, nutrition/elimination, sensorimotor, gas transport/exchange and rest/comfort processes of the body. This course includes theory, laboratory, and clinical practice. Co-requisite: 230. Prerequisites: Must meet all nursing progression requirements.

**251. Introduction to Clinical Practice in Medical-Surgical Nursing** (7) introduces the nursing process of caring for adults and their family with acute and chronic health alterations. The student uses the nursing process to care for the adult medical-surgical patient and family in a holistic manner using information based on current evidence-based nursing concepts and content

related to physiological adaptation, psychosocial integrity, pharmacological therapy, cultural competence, ethical practice and leadership. Professional communication using oral, written and information technology is expected. Co-requisite: 230. Prerequisites: Must meet all nursing progression requirements.

**340. Nursing Research (3)** introduces the basic skills necessary to critique nursing research. Focuses on research methodology, interpreting research articles and evaluating the usefulness of findings for evidence-based nursing practice. This is a theory only course. Prerequisites: Must meet all nursing progression requirements.

**350. Adult and Family Nursing (6)** applies the concepts of health promotion and acute care chronicity to the adult patient in the acute care setting. The course more fully develops the concepts learned in previous clinical courses and applies these concepts in a variety of medical/surgical clinical settings with a culturally diverse population. Students use critical thinking skills with nursing process technology when providing care to their patients and patients' families. Prerequisites: Must meet all nursing progression requirements.

**351. Clinical Practice in Medical-Surgical Nursing (7)** expects students to apply nursing knowledge and use critical thinking skills based on evidence-based nursing practice to care for adults with acute and chronic health alterations and their families. A combination of classroom, laboratory and clinical teaching strategies used to continue building from prior program coursework on the concepts and content related to physiological adaptation, psychosocial integrity, pharmacological therapy, culture competence, ethical practice and leadership. Professional communication using oral, written and information technology is expected. Prerequisites: Must meet all nursing progression requirements.

**360. Mental Health and Family Nursing (4)** applies the concepts of mental health to individuals and groups. The concepts to be emphasized include therapeutic communication, caring, cultural competence, evidence-based research practices and leadership/management affecting selected mental health alterations. This course includes theory and clinical practice. Prerequisites: Must meet all nursing progression requirements.

**370. Pediatric Nursing of the Child and Family (4)** applies the concepts of disease prevention, health promotion, acute care and chronicity to the infant, child and adolescent. Emphasis is on the study of physiological, developmental, environmental and genetic factors that influence the care of the child and family. Students use critical thinking skills with nursing process technology in the care of children and their families. This course includes theory, laboratory, and clinical practice. Prerequisites: Must meet all nursing progression requirements.

**375. Nursing Care of Parents, Newborns and Children (8)** addresses the needs of parents (men and women), newborns, and children as they progress through the stages associated with health promotion, wellness and illness in normal age

related changes, pregnancy, child development and rearing from conception through adolescence. The student uses critical thinking skills in the application of the nursing process with parents, families in childbirth, postpartum, and newborns through adolescence. Nursing implications relevant to physiological, developmental and genetic factors that influence the care of parents and children are covered. The nursing lab provides students the opportunity to learn and apply nursing skills relevant to the care of newborns through adolescence and of pregnant women. Clinical practice is provided in maternity and pediatric settings commensurate with the course content. Prerequisites: Must meet all nursing progression requirements.

**380. Parent/Newborn Nursing (4)** studies the parent/newborn experience. The student uses critical thinking skills in the application of the nursing process with expectant families, families in childbirth, postpartum families and neonates. Both healthy families and families at risk of health alterations are studied. This course includes theory, laboratory, and clinical practice. Prerequisites: Must meet all nursing progression requirements.

**430. Perspectives in Global Nursing and Health (3)** provides an overview of major health problems from a global perspective. It identifies health priorities of the 21st Century, discusses how healthcare systems operate in different countries and provides examples of organizations that address global health issues. This is a theory only course. Prerequisites: Must meet all nursing progression requirements and have upper division status in nursing.

**450. Critical Care and Family Nursing (4)** identifies interrelationships of physiologic and psychosocial factors in patients with complex multi-system impairment in critical care settings. Analysis of ethical decision making with use of advanced technology that affects human dignity is explored. Emphasis is placed on the caring nursing process and on cultural competence in working with patients and families having multi-system dysfunctions. This course includes theory, laboratory, and clinical practice. Prerequisites: Must meet all nursing progression requirements.

**451. Nursing Care of Adults with Complex Health Problems (7)** requires students to analyze and apply the concepts of physiological adaptation, psychosocial integrity, pharmacological therapy, cultural competence, ethical practice and leadership in the management of care for adults with complex multi-system health alterations. A combination of classroom laboratory and clinical teaching strategies are used to plan and implement evidence-based nursing care for the complex patient and their family. Professional communication using oral, written and information technology is expected. Prerequisites: Must meet all nursing progression requirements.

**460. Community Health Nursing (4)** focuses on the concepts of public health, epidemiology and community health nursing with emphasis on health promotion and disease prevention. An assessment of a rural community is completed. Cultural influences, chronic health problems, communicable diseases, disaster preparedness, health financing and environmental issues are

examined in relation to community and family health practices. Health risks of individuals and families in the community are explored in terms of teaching/learning activities, caring ethics, nursing process and research through evidence-based practice. This course includes theory and clinical practice. Prerequisites: Must meet all nursing progression requirements.

**475. Issues and Trends in Health and Nursing (2)** examines the history and current status of the American healthcare system as it relates to social, economic, cultural, political and educational forces affecting nursing and healthcare. Focus is also on the role of the nurse in regard to professional, legal and ethical responsibilities. Nursing theories are discussed and analyzed in terms of applicability to nursing practice. The student also prepares for career opportunities and credentialing issues. This is a theory only course. Prerequisites: Must meet all nursing progression requirements.

**476. Issues and Trends: Preparation for Licensure (2)** provides a structured format for preparing students for the NCLEX-RN licensure process. Students participate in both faculty-guided and self-directed learning exercises that focus on successful behaviors in preparation for licensure requirements. Prerequisites: Must meet all nursing progression requirements.

**485. Nursing Leadership and Management of Care (6)** emphasizes the development of leadership skills in nursing practice. Organizational leadership, management and change theories are examined. Opportunities are provided for socialization into the professional nursing role in healthcare agencies. Students are expected to function with a high degree of independence, use effective group/leadership skills and direct and/or provide safe, ethical care for groups of patients. Prerequisites: Must meet all nursing progression requirements.

**486. Nursing Leadership and Management (3)** emphasizes development of leadership and management skills in nursing practice. Organizational leadership, management and change theories are examined as they relate to the practice of nursing in dynamic and complex healthcare delivery systems. Ethical, political, legal, and social issues that influence healthcare management are explored. Students are expected to analyze practical leadership and management case scenarios and substantiate their analyses with evidence from the literature. An evidence-based project is completed that includes leadership concepts and theories covered in the course. Prerequisites: Must meet all nursing progression requirements.

**487. Nursing Senior Capstone: Preparation for Licensure and Practice (7)** focuses on the application of nursing content as it relates to preparation for licensure and entry into practice. Opportunities for socialization into the professional nursing role are provided. Students are expected to function with a high degree of independence, collaborate with other healthcare professionals, use effective group/leadership skills and direct and/or provide safe, ethical care for their patients. Students are required to successfully complete a clinical experience, and apply the nursing process to patients in the healthcare setting.



At the conclusion of the course students take a comprehensive predictor exam, and submit a nursing program objectives portfolio. Prerequisites: Must meet all nursing progression requirements.

**490. Special Topics (1-3).** This elective option is reserved for selected topics in Nursing. The course title, description, and syllabus are subject to approval of the instructor and the Chair of the Department. Prerequisite: Upper division status in Nursing or permission of instructor.

## **Occupational Science**

Open only to those who hold an associate's degree. For complete information, see the *MAP Guidebook*.

## **Organizational Communication**

See Communication, Media, and Theatre

## **Petroleum Geology**

See Geology

## **Philosophy**

See Religion and Philosophy

## **Physical and Health Education**

See Education

## **PHYSICS AND ENGINEERING**

Associate Professors TAYLOR, SOTO-CABÁN, W WILSON (Chair); Assistant Professor AZHIKANNICKAL

The department offers majors in engineering science, physics and physics education. The department employs students as tutors and assistants, offers on-site research and design experiences for students, exposes students to the “real world” through guest speakers and field trips, assists students with securing summer research positions and internships, and assists students with their educational and career goals.

Graduates of the Engineering Science, Physics and Physics Education programs offered by the Department of Physics & Engineering at Muskingum University will

- engage in life-long learning.
- be effective communicators.
- be effective team members and leaders.
- apply their education to diverse fields.
- be successful professionals.
- be socially engaged citizens.

The engineering science curriculum is similar to a general engineering curriculum in that it provides a broad foundation in the fundamentals of engineering. The curriculum also incorporates elements of modern physics, material science, and computational science in preparation for working in areas

where traditional science and engineering disciplines overlap. The Engineering Science program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

The physics curriculum begins by exposing students to a spectrum of topics ranging from Newton's laws of motion to the foundations of quantum mechanics and ends by refining these topics conceptually and mathematically. Since physicists eventually become preferentially oriented towards experimental, computational, or theoretical endeavors, the curriculum is designed to give students an opportunity to explore each of these orientations. The major in physics is designed to meet the needs of students who intend to continue their study of physics in graduate school, or pursue a physics-related career.

The physics education curriculum is designed for students seeking adolescent to young adult (grades 7-12) teaching licensure in physics. Students will be exposed to the spectrum of topics that are typically taught at the secondary level: classical and modern physics with some elements of engineering. Additionally, students will design a physics research project and implement it during the senior capstone experience.

In order to meet the learning objectives for engineering science, physics, and physics education majors and minors, students who receive credit through advanced placement, proficiency examination, or transfer credit may be required to complete additional coursework. See the Chair of Physics & Engineering for details. For additional information, please consult the Physics & Engineering department's website at <http://www.muskingum.edu/dept/physicseng/index.html>

**Engineering Science Major** (83 hours): 110, 121, 122, 203, 210, 235, 300, 310, 320, 330, 370, 405, 410, 415, 420, 490, 495

CHEM 111

CPSC 100

ECON 215

MATH 190, 200, 230, 310, 320 (automatic Math minor)

Students must take the Fundamentals of Engineering Exam in the last semester of their senior year.

**Engineering Science Minor** (34 hours): 110, 121, 122, 203, 330, and two of the following: 210, 235, 300, 310, 410

MATH 190, 200

**Physics Major** (73 hours): 110, 121, 122, 203, 210, 310, 320, 340, 370, 430, 490, 495

CHEM 111, 112

CPSC 100, 111

MATH 190, 200, 230, 310, 320 (automatic Math minor) and one of the following: 340, 350, 420, 430

Students must take the Educational Testing Service Major Field Test in Physics in the last semester of their senior year.

**Physics Minor** (32 hours): 110, 121, 122, 203, 210, 340

MATH 190, 200, 230

**Physics Education Major – AYA Physics Teaching Licensure** (102 hours): 110, 121, 122, 203, 210, 235, 310, 490, 495

CHEM 111, 112, 200

CPSC 100

EDUC 110, 112, 313, 330, 335, 341, 394, 413, 419, 420, 451, 461, 466

MATH 190, 200, 230, 310

PSYC 101, 308

The Ohio Assessments for Educators (OAE) test in physics must be passed prior to admission into student teaching.

Students must declare co-advisors from the Physics and Engineering and Education Departments to ensure that academic and teaching licensure requirements are met.

**Teacher licensure** – Physical Sciences: Physics or Integrated Science, grades 7-12.

Contact the education department or the education department website for specific course requirements.

## Course Offerings (PHEN)

**100. Physics for Video Games** (3) is an introduction to the laws of physics needed to produce video games with compelling realism. Topics include kinematics, Newton's laws of motion, conservation of momentum, conservation of energy, rotational dynamics, video analysis, measurement, curve fitting, graphical interpretation, programming and simulation development. No programming experience is required. Three hours of lecture. Prerequisite: High school algebra.

**101. Conceptual Physics** (4) is a conceptual-based introduction to classical physics. Topics include mechanics, properties of matter, thermodynamics, waves, sound, electricity, magnetism, and optics. Three hours of lecture and two hours of laboratory. Prerequisite: High school algebra.

**110. Introduction to Physics and Engineering** (2) is an introduction to the physics and engineering profession. Basics of ethics, engineering design, engineering graphics, and presentation skills are studied. Students work in teams on a hands-on design project. One hour of lecture and two hours of laboratory.

**121, 122. Classical Physics I, II** (4, 4) is for science and engineering majors: a calculus-based presentation of kinematics, mechanics, and thermodynamics in the first semester, followed by sound, light, and electromagnetism in the second semester. Three hours of lecture and two hours of laboratory. Recommended Co-requisites: MATH 190 for PHEN 121 and MATH 200 for PHEN 122.

**150. Introduction to Astronomy** (4) is an introduction to the science of astronomy and the scientific method. Topics include the history of astronomy, light and matter, astronomical instruments, the solar system, stellar characterization, stellar evolution, and the interstellar medium. The course concludes with a brief

survey of galaxies and cosmology. A weekly laboratory may be complemented by outdoor observing. Three hours of lecture and two hours of laboratory.

**200. The Ideas of Modern Physics** (3) is a conceptual introduction to the ideas of physics from the last 100 years. The course begins with an overview of classical physics and the scientific method and then explores the past century's most important discoveries and their applications. Topics include special and general relativity, quantum mechanics, atomic and nuclear physics, particle physics, cosmology, and string theory. Three hours of lecture. Prerequisite: High school algebra.

**203. Modern Physics** (4) is a survey of 20th century physics: quantum mechanics with applications to nuclear, atomic, molecular, and solid state physics. Three hours of lecture and two hours of laboratory. Prerequisite: 122 and MATH 200.

**210. Statics & Dynamics** (4) studies forces and moments that act on rigid bodies and the conditions that produce equilibrium and non-equilibrium. Three hours of lecture and two hours of laboratory. Prerequisite: 121. Corequisite: MATH 200.

**235. Electronics** (4) is an introduction to electrical measurements, electric circuit theory, semiconductor devices and circuits, and analog and digital circuits. 3 hours of lecture and 2 hours of laboratory. Prerequisite: 122, MATH 200.

**300. Material Science** (4) examines the relationship between atomic structure, crystal structure, and microstructure of solids with their physical properties (mechanical, thermal, optical, electrical, and magnetic). Three hours of lecture and two hours of laboratory. Prerequisite: 203.

**310. Optics** (4) studies the ray, wave, and photon nature of light and selected optical instruments. Three hours of lecture and two hours of laboratory. Prerequisite: 203.

**320. Thermodynamics** (4) examines the properties of a pure substance, work and heat, the first law of thermodynamics, control volume analysis, entropy, the second law of thermodynamics, power and refrigeration systems and heat transfer. Three hours of lecture and two hours of laboratory. Prerequisites: 121, MATH 310.

**330. Principles of Design** (3) introduces engineering science students to the design process: formulation of a problem, creative approaches to solving the problem, analysis, materials selection, and economics. Prerequisite: Declared major or minor in Engineering Science or instructor permission.

**340. Theoretical Physics I** (3) introduces the Lagrangian and Hamiltonian formulations of mechanics and the formalism of quantum mechanics. Three hours of lecture. Prerequisites: 203, 210, MATH 230.

**350. Special Topics in Physics and Engineering (1-3)** Prerequisite: Declared major or minor in Engineering Science or Physics or instructor permission.

**360. Strength of Materials (3)** is an introduction to the fundamental concepts and mechanics of deformable solids. Topics include stresses and strains in solids, material behavior, shear forces and bending moments, deflection of beams, torsion of circular shafts, Mohr's circle for plane stress, pressure vessels, column buckling, statically indeterminate structures, centroids and moments of inertia. Three hours of lecture. Prerequisite: 210.

**370. Electromagnetics (3)** studies electricity, magnetism, and their interrelationships. Applications to the design and operation of electromagnetic components and systems are emphasized. Prerequisite: 122, MATH 310.

**405. Signals and Systems (3)** is an introduction to basic concepts of signals, system modeling, and system classification. Convolution, response of linear time-invariant (LTI) systems, impulse response are presented. Emphasis is given to frequency-domain analysis of continuous-time and discrete-time signals and systems: Fourier series, Fourier, Laplace and z-transforms. Prerequisite: 235, MATH 320.

**410. Measurements (4)** is an introduction to sensors, interface electronics, data acquisition, calibration and response, probability, statistics, uncertainty analysis and regression. Three hours of lecture and two hours of laboratory. Prerequisite: 235.

**415. Control Systems (3)** introduces the analysis and design of control systems. Characteristics, performance, and stability of feedback control systems are studied. Mathematical and state-variable modeling and the root locus and frequency response methods are emphasized. Prerequisite: 405.

**420. Fluid Mechanics (4)** is an introduction to the fundamental principles and applications of hydrostatics and fluid flow. Three hours of lecture and two hours of laboratory. Prerequisites: 210, MATH 320.

**425. Introduction to Electrical Power Systems (3)** is an introduction to the analysis of magnetic circuits and polyphase balanced power systems. Topics include transformers and power transmission lines. Three hours of lecture. Prerequisite: 370.

**430. Theoretical Physics II (3)** introduces statistical thermodynamics and elaborates on the formalism of electromagnetism. Three hours of lecture. Prerequisites: 320, 400.

**490. Introduction to Senior Project (1)** prepares students for their Senior Project by stepping them through the process of writing and presenting a proposal for a design or research project. Students are required to (1) periodically present their progress on preparing their proposal, (2) submit their finished proposal, and (3)

present it to students in the Introduction to Physics and Engineering course. 1 hour of lecture. Prerequisite: 330 for Engineering Science majors, 340 for Physics majors, or EDUC 394 for Physics Education majors.

**495. Senior Project (3)** is the capstone course for the Physics and Engineering Science programs. Working as individuals or in teams in consultation with departmental faculty, students execute the design or research project they proposed in the Introduction to Senior Project course. Students are required to (1) periodically present their progress on implementing their proposal, (2) present a poster that describes their project for the Homer A. Anderson Family Science Colloquium series, and (3) submit a final report for their project. Prerequisite: 490.

## **POLITICAL SCIENCE**

Professor HUBER (Chair); Associate Professors ARNOLD, KING, PARKER

Political science has been defined by David Easton as the process “through which values are authoritatively allocated for a society.” Harold Laswell has put this in more common language, stating that politics is “how we decide who gets what.” Political science is concerned with processes, decision-making, power, organizations, and institutions. The discipline of political science studies these processes and institutions using insights, data, and methods from the disciplines of history, law, economics, sociology, and psychology.

The Political Science department offers classes in both the theoretical and practical modes of the discipline. Classes are divided into four main fields: American Politics, Public Administration and Policy, Comparative Politics, and International Relations. A political science major completes coursework across all four of these fields, but may also focus more intensively on one of the four. Our teaching approach emphasizes experiential and hands-on learning methods including in-class simulations, work with surrounding communities, internships, and career placement. Recent graduates have found employment in government and policy-oriented positions, worked on election campaigns, and continued on to graduate and law school. A political science major is well prepared to pursue careers in many public and private fields, including federal government, state and local government, education, business, journalism, and the law.

The department gives students access to a wide variety of activities, programs, internships, and other off-campus opportunities to enhance their education. Internships offer off-campus experience in practical matters. We also have a relationship with American University, which sponsors a Washington semester and programs in other world capitals. The Political Science department itself offers an active Model United Nations program, travel courses, and a pre-law program.

Students interested in pursuing a major in political science should contact the chair of the department. For more information, please see the departmental website at <http://www.muskingum.edu/dept/polisci/>

**Major (30 hours)**

**Core Requirements (15 hours):** 111; two courses from 121, 131 or 151; 341; 491

**Distribution (6 hours):** one course from two of the following categories

American Government courses: 310 - 319

Public Administration/Policy courses: 320 - 329

Comparative Politics courses: 330 - 339

International Relations courses: 350 - 359

*Electives* (9 hours): From departmental offerings, may include one additional course at the 100-level.

*Minor* (15 hours)

*Requirements:* 111; one course from 121, 131, or 151; nine (9) additional hours from department

## Course Offerings (POLS)

**111. American Political Systems** (3) introduces students to the institutions, processes, and values that constitute the American Political system. In dealing with such topics as First Amendment Rights, Congress, the Presidency, Parties and Interest Groups, Bureaucracy, and Public Policy, some time is spent in examining select aspects of the social and political background to American politics.

**121. Introduction to Public Administration and Policy** (3) introduces students to the broad environment in which public policies are made in Europe and the United States. The relationship between the social ends desired and the administration employed and the difficulties of transferring the Western model of administration to other cultures are developed as themes. The intimate link between government administration and civilization is explored and students are exposed to major elements of public administration including administrative processes, organizational theory, human relations, and implementation.

**131. Introduction to Comparative Politics** (3) introduces students to foundational concepts and dynamics in the field of comparative politics. The course discusses patterns of political behavior, the essential elements of a political system, the institutions of different regimes, and the various ways in which states reconcile freedom, order, and equality. Numerous political systems are studied in comparative context. Both democracies and non-democracies are examined, with attention to the process of democratization in different systems.

**151. Introduction to International Relations** (3) introduces students to foundational concepts and dynamics in the field of international relations. Topics focus on the nature of interaction between political entities on the world stage, including states, IGOs, NGOs, and other entities. Topics covered include globalization and its consequences, the nature of East-West and North-South relations, the international economic system, the causes and consequences of war, and the international paths to peace.

**310. US National Security** (3) examines the nature of national and homeland security in the United States, including actors, institutions, and the impact of national security structures and behavior on the US and the world. Areas of concentration include the history of national security issues and concerns, changes in the post-9/11 world, homeland security issues, intergovernmental coordination and conflict, domestic and global implications of US policy, and both current and future challenges to US national security.

**311. Congressional Politics** (3) provides an understanding of the organizational structure, membership, and various activities of the United States Congress, including how members are elected, the overall legislative process, and the impact of such internal factors as political parties and the committee system. Also examined are Congress' interactions with such external actors as the president, the public, and interest groups, and its role in various aspects of policy and politics.

**312. Constitutional Law I: Governmental Powers** (3) focuses on the activity of the Supreme Court in interpreting the meaning of the Constitution through case law specific to the areas of governmental powers. After examining the powers and activities of the Court, specific areas of law are examined. These include powers and limitations of each branch, separation of powers, checks and balances, issues of federalism, taxing and spending powers, and economic powers.

**313. Judicial Politics** (3) focuses on the organization, behavior, and impact of the judicial system on American politics, policy, and culture. Attention is given to how judges are selected, the roles of state and federal court systems, civil and criminal court procedures, the powers of appellate courts, the impact of the courts on policy and political discourse, and outside influences on the courts, current issues of concern, and considerations of reform.

**315. The Presidency** (3) examines the role of the presidency in the American political system, including the electoral process, the power of the presidency, White House/executive branch organization and interaction, and the president's overall place in American society. Also examined are the president's external relations with such actors as Congress, the courts, and the American public, as well as an exploration of policy areas in which the president is involved.

**316. Urban Politics** (3) focuses on the political and policy choices and constraints faced by America's cities. A theoretical base is established then utilized to assess cities in terms of the political, economic, and social issues they are confronting. The role of the private sector in the development of U.S. cities is stressed, as is the impact of the politics of race and ethnicity.

**317. Constitutional Law II: Civil Rights and Liberties** (3) focuses on the activity of the Supreme Court in interpreting the meaning of the constitution through case law specific to the areas of civil rights and civil liberties. After examining the powers and activities of the Court, specific areas of law are examined. These include civil liberties (religion, speech, privacy, etc.), rights of the accused (search and seizure, due process, fair trial, etc.), and civil rights (equal protection, discrimination, etc.).

**318. Criminal Law** (3) provides an overview of the basic concepts of crime definitions, criminal liability, elements of a crime, case precedents and the rights afforded to individuals under the law. Prerequisite: CRMJ 101. Cross listed as CRMJ 318.



**319. Political Parties and Elections** (3) examines political parties found in democratic nations including multi-party systems with an emphasis on the case in the United States, and the meaning of parties for governing, political participation, and citizenship. Different election processes, election law, political finance, and the effects on outcomes are also studied.

**321. Public Administration** (3) studies the structures and processes for formulating and implementing public policies. Emphasis is given to the role of the national-level bureaucracy. State and local managerial and administrative concerns are addressed broadly and through specific illustrative examples.

**322. Public Policy** (3) establishes a framework for the policy cycle and applies it to selected policy concerns. The nature of public policy, making public policy, substantive policy issues, and policy analysis are explored.

**323. Administrative Law** (3) provides an understanding of the legal concepts that define what has been called "the bureaucratic state." Students examine the law governing the creation of, powers of, and limitations upon administrative agencies of all sorts.

**325. Public Personnel Administration** (3) examines the environment of public employment. Differences between the public and private sector, the historical growth of the personnel system in the public sector, and topics in administration, staffing, and productivity are explored. Public sector processes for recruitment, selection, development, motivation, evaluation, compensation, and discipline are given particular attention.

**326. Regional Planning** (3) introduces students to planning at the city level and offers a unique opportunity to apply directly what has been learned in the classroom. Students are exposed to the major ideas behind regional planning, including land use planning, MPDUs and regional coalitions. Co-requisite: 381.

**331. Politics of Western Europe** (3) studies such states as the United Kingdom, France, Germany, and others in depth, with comparisons being drawn among them. The emphasis is on the distribution of power and the organization for governing in parliamentary, presidential, and related democracies.

**334. Ethnic Conflict and Nationalism** (3) examines the roles of ethnicity and national identity in constructing the modern world, ethnic conflicts, racism, and separatism through discussion of theoretical articles and real-world cases. The course includes the study of waves of national and current ethnic conflicts.

**336. Russian Politics** (3) introduces students to issues in the Russian Federation of democratization, nation-building, and building capitalism from the ground up. The course recaps Russian and Soviet history before discussing some of the issues the country faces. These issues include territorial disintegration, the prospect of ethnic conflicts in the Caucasus and elsewhere, corruption, the domestic uses of foreign policy, and other issues of contemporary significance.

**337. Comparative Politics and Literature** (3) uses influential works of literature from around the world to introduce important political issues and processes. The course utilizes a comparative analysis of literature as an ethnographic technique to understand the experiences of political actors and social movements, including groups who are subject to racial, class, gender, and sexual discrimination.

**341. Theory & Methods in Political Science** (3) surveys the development and basis of Political Science as a scientific academic discipline. An analysis of empirical theory and methodology as applied to the study of political behavior is undertaken. Students develop and practice skills in understanding and using qualitative and quantitative methodologies to describe, explain, and predict political phenomena.

**342. Ethical Issues in Politics** (3) examines the ethical aspects of some of the difficult political issues facing the United States and the world community, including such topics as the influence of money on political systems, the role of ethics in addressing domestic social welfare issues, the moral aspects of humanitarian and economic development issues, and ethical concerns relating to issues of war and peace.

**343. Social and Political Philosophy** (3) considers theories of the nature and legitimacy of the state and its laws. It also deals with topics such as the rights and responsibilities of citizens, ethics in political decision-making, economic justice, punishment, race and gender oppression, political and cultural identity, and the value and meaning of democracy. Cross listed as PHIL 343, SOCI 335.

**352. American Foreign Policy** (3) examines the actors, institutions, and the impact of foreign policy structures and behavior on the US and the world. Issue areas given significant attention include the history of AFP, issues of consensus and conflict, pre- and post-9/11 dynamics, inside and outside actors/influences, the impact of politics on policy, national and homeland security issues relating to foreign relations, and both current and future challenges of American foreign policy.

**354. Model United Nations** (3) introduces students to the United Nations as an institution, as well as to many of the problems and challenges faced by the international community that the UN addresses. As part of the course, students attend an off-campus Model United Nations simulation where they take on a particular country and interact with students from other universities representing different countries. A significant portion of the course content is specific to preparation for this off-campus Model UN simulation. Due to this additional practicum experience, there are additional costs associated with this course.

**356. War, Peace, and Security** (3) examines the nature of international security, including issues related to war and other forms of military and political conflict. Relevant institutions and actors are discussed, as are prominent challenges to peace and security in the international environment. The ethical

implications of these challenges are examined, as are the prospects and possibilities for peace and security on the global stage.

**357. International Political Economy** (3) provides students with an understanding of the linkages between politics, markets, and society. Mercantilism, economic liberalism, and structuralism are covered with each serving as a tool to help explain political, economic, and social behavior. Students are introduced to analysis on how different arrangements benefit different actors from the global, interstate, state/societal, and individual level.

**358. Russian Foreign Policy** (3) exposes students to the intricacies of formulating, constructing, and executing Russian Foreign Policy, as well as a consideration of the means by which Moscow seeks to achieve its goals on the international stage. Students consider the different sources and challenges of Russian foreign policy coming from Russia's unique geographical, historical, and ideational position.

**370. Topics in Political Science** (3) provides students with a semester-long study of a topic of interest under the direction of a departmental faculty member. Topical offerings provide an opportunity for intensive study in a field of interest to the student.

**372. Politics in Film** (3) uses popular films to introduce important political issues and processes to a broad set of students. Movies are complemented with readings that center discussion on the political issues that emerge from the films.

**380. Topics: Off-Campus Study** (3) provides students with an off-campus structured, faculty-led learning experience in the U.S. or abroad. Instructor permission required.

**381. Community Planning Workshop** (3) provides students a hands-on opportunity to complete a project for a city or town. Students work as a group overseen by faculty completing a project in urban or regional planning, community development, and/or downtown redevelopment.

**387. Internship in Political Science** (1-3) involves a supervised work-study experience in a political structure or environment outside the University. Supervised jointly from within the respective political entity and the Department, the internship may take place in a private organization or business if it deals directly with the organization's involvement with political or governmental affairs.

**481. Student/Faculty Collaborative Research in Political Science** (3) Students work one-to-one with a faculty member on a professional project. The final project/paper will list both the faculty member and the student as co-authors. Students are expected to present their findings with the faculty member at a professional conference. Instructor permission required.

**491. Senior Seminar in Political Science** (3) involves an intensive research project reflecting the student's interest in a political topic and skills learned in studying political science. Each student works individually with a professor in completing the capstone project and also meets regularly within a group of all Political Science Senior Seminar students. Prerequisite: Senior standing.

## **Pre-Law**

Advisors, Associate Professors KING, PARKER, TABACHNICK

The American Bar Association, in its official statement, "Preparing for Law School," asserts that there is "no single path" of academic study for undergraduates planning to gain admission to law school, meaning that there is no single subject that will best position a student for successful completion of a law degree. Instead, the ABA recommends that undergraduates focus on the development of "important skills and values, and significant bodies of knowledge that [students] can acquire prior to law school and that will provide a sound foundation for a legal education."

This course of study is designed to strengthen the skills necessary to succeed in law school. It is not a program which centers on law-related courses, as this approach is not recommended by law schools, the LSAC, or the ABA. Rather, curricular focus is on coursework that will build students' skills in areas such as critical thinking and analysis, active and critical reading, effective written and oral communication, research abilities, and a wide range of foundational knowledge in areas such as history, government and politics, math and finance, human behavior and interaction, and global diversity.

All pre-law students are encouraged to pursue out-of-class activities that further develop the above-mentioned skill sets, as well as provide experiences that develop organizational and research skills, emphasize the importance of civic engagement, and further develop individuals as "whole persons."

### ***Pre-Law Minor*** (22 hours)

Only two courses from any given discipline can count toward completion of the minor.

#### ***Core Requirements:*** (7 hours)

IDIS 360

LIBR 220

PHIL 202

#### ***Distribution:*** (15 hours) One course from each category below:

##### *Analytic/Problem-Solving Skills*

COMM 335

ENGL 361

POLS 312, 317

##### *Critical Reading Abilities*

CRMJ 318/POLS 318

ENGL 320, 385

HIST 372

PHIL 325

THEA 352

*Writing Skills*

ENGL 201, 202  
HIST 380  
PHIL 343/POLS 343/SOCI 335  
SOCI 320

*Oral Communication*

BUSI 416  
COMM 205, 260, 315, 345  
THEA 275, 316

*Law and Society*

BUSI 360  
COMM 420  
CRMJ 351  
POLS 323  
PSYC 406

## **Pre-Social Work**

Advisors, Associate Professors BAKER, MEYER, STEVENSON

Social work has been defined as a profession whose focus is “to promote human and community well-being.” Further, social workers will be “guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry.” Often social workers seek to actualize social and economic justice and to prevent “conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.” (The Council on Social Work Education, 2013)

The Council on Social Work Education (CSWE) acts as the accrediting body for degrees in social work at the baccalaureate, master’s, and doctoral level with a focus of shaping the profession’s future through educating competent professionals, generating knowledge, and exercising leadership within the professional community. The accrediting body for social work programs requires certain skills of students entering at the master level. By reviewing the accreditation body’s materials and the admissions requirements of the universities in Ohio who offer an accredited Master’s of Social Work degree, this course of study was created. The chosen courses provide the skills needed by students prior to applying to graduate programs in social work and allow for a strong foundation of skills and knowledge which can then be built upon by students as they enter graduate programs in social work.

*Minor* (22 hours)

**Core Requirements:** (12 hours)

ECON 215  
POLS 111  
PSYC 101  
SOCI 101

**Distribution:** (10 hours) one from each category below:

*Human Biology*  
BIOL 106e

Or other Human Biology classes as determined by an advisor

*Statistics*

BUSI 325

MATH 140

PSYC 232

*At least one of the following*

CRMJ 343, 372

POLS 321, 322

PSYC 363, 390

SOCI 320, 345

## PSYCHOLOGY

Distinguished Professor NORMANSELL; Associate Professors BAKER, A KEHRBERG, MEYER, STAMBUSH (Chair), STEVENSON

Psychology is a science concerned with the study of behavior, brain organization and mental processes. It is a broad field that intersects with many disciplines, including the biological and social sciences.

Psychologists can be found in such settings as clinics, industry, hospitals, human service agencies, and schools. These professionals function as researchers, therapists, and counselors; consultants to a variety of business enterprises, including conservation, education and government; and behavioral scientists in the broad sense.

Muskingum's psychology department has outstanding facilities for both human and animal research. These facilities include individual research rooms, the Center for Child Development, which serves both pre-school and school-age children, animal colony rooms, a surgery suite, various observation rooms with sound systems and one-way mirrors, a teaching laboratory with networked computerized workstations, as well as seminar rooms and classrooms. The department has equipment for study and research in all the major areas of psychological inquiry.

In addition, the department offers students the opportunity to gain experience outside the classroom. Departmental affiliations enable students to design internships and practica in substance abuse centers, hospitals, laboratories, mental health clinics, and programs for individuals with special needs, as well as the department's child development programs and departmental laboratories. Psychology majors work closely with department faculty and are encouraged to become active in research as they prepare to enter professions that make use of their newly acquired skills or as they make plans to enter graduate programs in a variety of disciplines.

For additional information please consult the psychology department's website at <http://www.muskingum.edu/dept/psychology/index.html>.

### *Psychology Major* (34 hours)

**Requirements:** Core courses—101, 151, 232, 351, 493, 495

**Electives:** One course from each of the following perspectives (one of the four courses must include a lab):

Biological: 281, 361 (lab), 371 (lab)

Cognitive/Social: 304, 305 (lab), 321, 359 (lab)

Developmental: 205, 208, 308, 309  
Clinical/Applied: 290, 363, 390, 406

**Double Majors:** Students choosing to major in psychology and another department are required to do only one Senior Studies project, registering for Senior Studies in one of the departments and establishing contact with an advisor in the other. The project must be empirical in nature and satisfactory to both departments. A copy of the work is turned in to each department and both a poster and an oral presentation are made to the psychology department. The student must take an additional 300- or 400-level class in the major for which the Senior Studies is not taken.

**Minor** (15 hours with at least one three-credit course at the 300- or 400-level)

**Teacher licensure** — integrated social studies, grades 7-12 (with a psychology major). Contact the education department or the education department website for specific course requirements.

## Course Offerings (PSYC)

**101. Introduction to Psychology** (3) presents basic concepts in the scientific study of behavior including motivation, sensation and perception, learning, cognition, development, social, and personality.

**110. Exploring Psychological Science** (1) deals with selected topics offered in a seminar format. Prerequisite or co-requisite: 101, freshman or sophomore standing, and permission of instructor.

**151. General Experimental Psychology** (4) emphasizes fundamental concepts of research. Students conduct classic psychological experiments in perception, cognition, physiological, learning, and social psychology and write lab reports in APA (American Psychological Association) style. Includes a lab. Prerequisite: 101.

**205. Child Development** (3) presents a systematic study of physical, social, cognitive, and personality development from conception through the elementary school years. Emphasis is on learning different theoretical perspectives. Students are encouraged to complete the one credit course, 220: Preschool Practicum simultaneously. Prerequisite: 101.

**208. Lifespan Development** (3) is an overview of psychological theories and empirical research used in the study of human development to describe, understand, and explain development from conception to death. Emphasis is placed upon normal growth and milestones achieved in the physical, cognitive, social and emotional systems.

**220. Pre-school Practicum** (1) provides supervised experience in the application of psychological principles. Students work in the department's Center for Child Development four hours per week and participate in a variety of in-service training programs. Graded S/U.

**222. General Practicum** (1) provides supervised experience in the application of psychological principles. Students work in one of the department laboratories, an outside laboratory, a counseling center, a mental health clinic, or other human service agency. The course requires four hours of practical experience per week (or 40 clock hours, depending on the placement) and participation in a variety of in-service training programs. Graded S/U. Prerequisite: Permission of instructor.

**232. Behavioral Statistics** (3) deals with experimental design, statistical analysis, and the mathematics of probability as they are related to the scientific analysis of behavior.

**281. Physiological Psychology** (3) studies the basic principles of brain organization and function. Emphasis is placed on understanding the relationships between brain activity and behavior. Prerequisite: 101.

**290. Theories of Personality** (3) examines contemporary models used to describe, explain and predict people's behavior, thoughts, and emotions. Prerequisite: 101.

**304. Learning and Memory** (3) introduces the student to classical and modern concepts of learning and memory across all levels at which learning and memory is studied, in both animals and humans. Topics include the role of the nervous system, behavioral tests of learning and memory, and clinical disorders that affect learning and memory. Prerequisite: 101.

**305. Cognitive Psychology** (4) investigates mental processes related to the areas of perception, organization, retention, and subsequent use of stimulus information. Specifically, readings address the issues of perception, memory, attention, imagery, thinking, and problem solving. Includes a lab with experiments on computers. Prerequisites: 101, 151, 232.

**308. Adolescence and Youth** (3) examines the biological, social, personality, and cognitive changes that occur during the adolescence and young adulthood. Emphasis is placed on research that is concerned with current challenges adolescents and young adults face. Prerequisite: 101.

**309. Adulthood and Aging** (3) examines the biological, social, personality, and cognitive changes that occur during adulthood and later years of the human life span. The continuation of development throughout the life span from middle adulthood until death is emphasized. The impact of earlier stages and choices in the life span are discussed as well. Prerequisite: 101.

**321. Social Psychology** (3) examines psychological principles and concepts involved in causal attribution, social cognition, attitude formation and change, social influence, and interpersonal relationships. Prerequisite: 101 and one additional psychology course. Cross listed as SOCI 321.



- 351. Advanced Experimental Psychology** (4) gives the student experience in applying the scientific method to design and methodological issues in psychology. Emphasis is placed on reading and critiquing research articles and conducting an independent research project. Includes a lab. Prerequisites: 151, 232, junior standing.
- 359. Psychological Testing** (4) provides the knowledge and skills necessary to create a psychological test and evaluate its effectiveness. Test construction, reliability, and validity are explored. Popular measures of personality, intelligence, and attitudes are demonstrated and examined. Includes a lab. Prerequisites: 101, 232.
- 361. Sensation and Perception** (4) surveys the relationship between the various sensory modalities and behavior. The emphasis is on the interaction between such variables as basic sensory neurophysiology, environmental factors, personal experiences, and the ultimate process of perception. Includes a lab. Prerequisites: 101, 151.
- 363. Abnormal Psychology** (3) presents the behavioral, cognitive, and emotional disorders confronted by mental health professionals. Students learn to apply current methods of assessing maladaptive behavior and to use psychological theories to explain psychological problems. Prerequisite: 101.
- 371. Psychopharmacology** (4) begins with an overview of the nervous system and neurotransmitters. The course then focuses on the various classes of legal and illegal drugs by studying their effects on the nervous system and the behavior of animals and humans. Includes a lab. Prerequisites: 101, 151.
- 390. Counseling Theory and Process** (3) is designed to broaden the student's knowledge and understanding of counseling through lectures, readings, and an experiential lab component. The student learns the basic theoretical perspectives of counseling, the fundamental process of counseling, and the relationship between theory and process. The lab component engages the student in rudimentary skill building in the area of counseling. The theories and procedures presented in the course can be adapted to and used in a wide variety of settings, including social work, education, and traditional psychological service settings. Prerequisite: 101.
- 397. Mental Health Internship** (2) requires 80 hours of practical experience and a written report, and is typically completed during the junior year. The internship experience is directed by a departmental advisor and an on-site supervisor with placement in a local human services agency or hospital. Prerequisite: Permission of instructor.
- 398. Research Internship** (2) provides opportunity to engage in independent research under the direction of a department faculty member. Students are required to make a final professional report of their findings. Prerequisite: Permission of instructor.

**399. Developmental/Educational Internship** (2) requires 80 hours of practical experience and a written report, and is typically completed during the junior year. The internship experience is directed by a departmental advisor and an on-site supervisor. Placements include human services agencies and schools, or the department's Center for Child Development. Prerequisite: Permission of instructor.

**406. Psychology of Law** (3) examines the relationship between the study of psychology and the legal system including the role of the psychologist as an expert witness, the psychological research on eyewitness testimony, scientific jury selection, and jury decision making. Prerequisite: 101.

**409. Topics in Psychology** (3) deals with selected topical courses offered in a seminar format.

**419. Readings in Psychology** (1-3 depending on the semester offering) offers the student an opportunity to read extensively and discuss with department faculty topics not offered as part of the existing psychology curriculum. Prerequisite: Junior or senior standing and permission of the instructor; prerequisites may vary for different classes.

**493. Comprehensive Review** (2) is a weekly review of current research and student projects. Students write and present research proposals that serve as the basis for their senior studies project. Required of all senior psychology majors, the course is completed when the student submits an acceptable literature review with a research proposal and passes a standardized, comprehensive examination in psychology. Prerequisite: 351; senior standing in psychology.

**495. Senior Studies** (2) continues a weekly review of current research and student projects in addition to an independent study program that provides opportunities to practice inquiry and discovery while intensively researching some fundamental issue or problem in behavior. The individualized studies culminate in an empirical investigation, a written report, a poster, and an oral presentation to the department. The course is an extension of the Comprehensive Review projects which are continually presented during weekly review sessions. Prerequisite: Senior standing in psychology and completion of the research proposal for 493.

## **Public Administration**

Advisor, Professor HUBER

The Public Administration major prepares students to enter the public and nonprofit sector of the economy. Public administration can be distinguished from private administration in at least three ways: public managers are expected to operate in the best interest of the public at all times, public managers should evaluate success measured against social profit instead of economic profit, and the public managers should be subject to checks by the public since their work is conducted in the public eye for the benefit of the

public. Understanding the field of public administration and providing students the tools necessary to be successful after graduation requires students understand both the environment public administration occurs in and the field of study, develop advanced skills, learn appropriate technical skills, and get meaningful training and experience in research and in the field.

**Major:** (42 hours)

**Requirements:** (36 hours)

ACCT 201

ECON 215, 216

ENGL 201 or 202

GEOG 310

IDIS 250 (3 hours) or 300, 490

POLS 121, 321, 322, 323 or 325 or 326, 341

**Cognate Area :** (6 upper level hours)

Students are required to secure approval from the Chair of the Department for a course of study that will enhance their preparation in Public Administration. (For example students who have an interest in historic districts might choose History, those interested in grant writing might find English to be helpful, and those interested in Parks and Recreation might find Health Science or Biology appropriate. Students may NOT choose Political Science as a cognate area.)

## Public Affairs

Advisors, Professor HUBER; Associate Professor PARKER

The interdisciplinary major in public affairs is designed to foster civic education and participation. Students who major in public affairs will be exposed to a plethora of views, insights, and theories on government, business, and society. This major gives the student the necessary tools for democratic citizenship. The public affairs major helps prepare students for a lifetime of engaged citizenship in the larger world where practical political decision making and democratic deliberation occur.

Career-wise, the program is designed to assist students to work in various agencies and organizations at the national, state and local levels by improving their skills to conduct planning, analysis, and evaluation of programs, projects, and the functioning of organizations. Additionally, the public affairs major is designed to prepare students for study beyond the bachelor's degree in such areas as law, public administration, and political science. Students are encouraged to view their undergraduate education as part of a long-range process of rigorous professional education and preparation. Students interested in majoring in public affairs should contact the advisor at their earliest possible convenience.

The public affairs program does not offer a minor.

**Major** (42 Hours)

The Public Affairs major exposes students to the analytical study of social issues; it is problem-centered, not focused on the dynamics of any particular academic "discipline." To assist the student, the core ideas covered have been broken into seven distinct learning areas.

1. Productivity; money and public finance; investment; and fiscal integrity (9 hours)  
Requirements: ECON 215, 216; ACCT 201
2. Guarantees and entitlements; distribution of benefits/subsidies/transfer payments; balance between the public and private sectors; government mandates; regulation; and organizations and bureaucracies (6 hours)  
Requirements: POLS 321, 322
3. Social stability; political process; federalism; law and constitutionalism and political power and corruption (9 hours)  
Requirements: POLS 111, 121  
Electives: one course from POLS 311, 312, 313
4. Social Perspectives (3 hours)  
Electives: one course from HIST 106 or SOCI 216
5. Problem-solving; inference; and methodological skills (6 hours)  
Requirements: POLS 341  
Electives: one course from BUSI 325; MATH 140, 340; PSYC 232
6. Balance between the individual and the state (3 hours)  
Requirements: PHIL 203
7. Practical experience and development of research skills (6 hours)  
Requirements: IDIS 300 (Internship for 3 credit hours); IDIS 490

## **Public Health Studies**

See Health Science

## **Public Relations**

See Communication, Media, and Theatre

## **RELIGION AND PHILOSOPHY**

Professors LEKAN, NUTT; Associate Professors CONROY, GOSNELL (Chair), SHARP

Religion and Philosophy each offers different, but overlapping disciplines of study. Each encourages students to think deeply about life and to communicate carefully with others. Further, each emphasizes closely reading and analyzing relevant texts to let the words of others shape what we think and how we think in general.

We believe in the importance of understanding the religious perspectives of others. We want our students to be sensitive, informed, and alert members of the world community. Likewise, philosophy students are challenged to re-think the basic assumptions governing personal life, social practices, and the dominant paradigms of knowledge in academic disciplines.

The department offers three majors: Religion, Christian Education, and Philosophy. Our majors have pursued a variety of life vocations, including

ministry, business, and law. The ways of thinking promoted in each of our majors prepare students for any kind of career.

Most of our Religion and Christian Education courses reflect the Christian tradition and the importance of studying its scriptures, but we also encourage interaction with the religious expressions of the diverse non-Christian traditions.

Our approach to Philosophy emphasizes ethics and the history of ideas. Philosophy majors learn how to interpret positions, problems, and areas of study from a wide range of sources, both by reading and by doing. Students develop the skills necessary to recognize and formulate good arguments.

For additional information please consult the religion and philosophy website at <http://muskingum.edu/dept/religionphilosophy/index.html>.

**Religion major** (28 hours)

**Requirements:** 153, 220 or 226, 301, 303, 495, 496, and two other courses at the 300- or 400-level.

**Electives:** Courses from Religion offerings: up to two Philosophy offerings with permission of the department chair

**Religion minor** (15 hours):

15 hours in Religion offerings: option of one offering in Philosophy with permission of department chair

**Christian Education major** (35 hours in addition to the *Moral Inquiry* Gen Ed requirement)

**Requirements:** RELG 220 or 226, 260, 301, 303 or 304, 385, 393, 397, 494  
EDUC 110, 112, 314  
PSYC 101

**Philosophy major** (28 hours)

**Requirements:** 101, 325, 327, 350, 353 or 354, 495, 496

**Electives:** Courses from Philosophy: up to two Religion offerings with permission of department chair

**Philosophy minor** (15 hours)

15 hours in Philosophy offerings: option of one offering in Religion with permission of department chair

## Course Offerings

### Religion (RELG)

**150. Biblical Theology** (3) surveys major biblical writings to discern the patterns they present about God, God's acts and God's purposes. Special attention is given to ways of reading the Bible that give priority to its literary and cultural contexts.

**153. World Religions** (3) studies the principal doctrines, historical development, and contemporary practice of the major traditions.

**220. History of Christianity: Ancient and Medieval** (3) studies Christianity from its origins to the Reformation. Key people, events, ideas, and the relationship of the church to the world in which it existed are examined.

**226. History of Christianity: Reformation and Modern** (3) studies Christianity from the beginning of the Reformation in the sixteenth century to the present. Key people, events, ideas, and the relationship of the church to the world in which it existed are examined.

**229. African-American Religions** (3) surveys the development of religion among African-Americans. Such topics as the characteristics of African religions retained in the United States, Christianity before and after emancipation, religion and the civil rights movement, and Black nationalist religions and movements are studied.

**251. The World of Islam** (3) studies the central doctrines, historical development, and current practice of Islam.

**252. The Judeo-Christian Tradition** (3) surveys in historical context the western religions of Judaism and Christianity. Special attention is given to modern manifestations of these two great religious traditions.

**253. Biblical Ethics** (3) explores the ethical systems found in the Bible.

**260. Introduction to Christian Theology** (3) studies the central doctrines of Christianity as they have developed through the history of the church. Key points of discussion and major thinkers are covered and students are led to identify and articulate their stance with regard to each doctrine. The contemporary theological scene is introduced as well.

**261. Women and the Bible** (3) explores the often ambivalent relationship between women and the Bible. It examines what the Bible says about women, how women are portrayed in biblical texts, and how women readers have broadened our understanding of the Bible.

**262. Global Christianity** (3) surveys the growth of Christianity in the world and treats the church as it exists in Africa, Asia, Latin America, and the Pacific Rim. Answers Questions: How is Christianity transmitted from one culture to another? How is Christianity in other parts of the world similar to and different from Christianity in the United States?

**301. Old Testament Literature** (3) studies the library of books bequeathed to us in words from ancient Israel. Through literary and historical criticism the message of the Law, the Prophets, and the Writings is discovered in the world of biblical literature.

**302. Biblical Backgrounds** (3) studies the physical, cultural, and literary remains that help us understand and interpret Old and New Testament literature.

- 303. New Testament Literature** (3) studies the library of books bequeathed to us in words from the early Christian church. Through literary and historical criticism the message of the Gospels, the Acts of the Apostles, the Letters, and the Revelation is discovered in the world of biblical literature.
- 304. Jesus in the New Testament** (3) studies the person and work of Jesus as presented in the entire New Testament.
- 330. Religion and Culture in the United States** (3) examines the influences and relationships between religion and culture in the history of the United States. Students address such issues as separation of church and state, manifest destiny, the shaping of American values, religion and politics, and social justice and reform.
- 342. Religions and Philosophies of Asia** (3) deals with the different forms of religious belief around the world—especially Hinduism, Buddhism, Confucianism, Taoism, Shintoism, and Islam. Cross listed as PHIL 342.
- 352. Religion and Film** (3) examines how religious perspective influences the way film is made and understood. This course engages in the cross-cultural examination of religions and cinema. Offered in alternate years.
- 353. Religion and Gender** (3) explores cross-cultural religious communities by focusing on the interplay between religion and gender. Special consideration is given to the role of myths and symbols in determining power and gender relations.
- 360. Topics in Religion** (1-3) allows students to explore special areas of religious study in more depth than regular course offerings can provide.
- 368. Religion in the United States** (3) studies Protestantism, Catholicism, Judaism, and other religious movements. It examines the development and interaction of religion with other aspects of culture in the United States. Cross listed as HIST 368.
- 385. Teaching Christian Education** (3) studies the aims, curriculum, methods, and materials of Christian education. Prerequisites: 301 or 303 or 304, EDUC 112.
- 393. Global Issues and Values** (3) surveys selected natural issues (such as energy, population, and food supply), political issues (such as human rights, refugees, peace) and particular problems (such as those concerning the Palestinians, South Africa, multi-national corporations)—asking what values are operative and what values are required for responsible citizenship in the global village.
- 395. World Mythology** (3) focuses on myths and mythic categories important to religions around the world. This course is a cross-cultural examination of contemporary and classical myths from diverse cultures.

**397. Internship in Christian Education (2)** provides the opportunity to work under supervision in a church, school, or other agency during one semester or in the summer. Open to juniors and seniors. Prerequisites: EDUC 110 and two courses in Religion.

**398, 399. Internship in Pastoral Care (2, 2)** provides supervised experience in patient visitation at Southeastern Ohio Regional Medical Center as a means of learning appropriate approaches to the care of individuals and families experiencing different degrees of health crises. Prerequisites: 2.5 GPA, junior standing (sophomores by special permission) and approval of the Muskingum and hospital chaplains. May not be applied to the religion major or minor. Graded S/U.

**401. Directed Readings in Religion (1; 2; 3)** provides the opportunity for intensive reading in areas of religion selected in consultation with the department.

**494. Senior Studies in Christian Education (2)** provides the opportunity for study and writing in a major area of religious education.

**495. Senior Seminar Research in Religion (1)** involves research necessary for the completion of the senior seminar. Such preliminary research includes extensive reading, compilation of a bibliography, composition of a thesis statement, and the creation of an initial outline. Students are asked to demonstrate their progress in regular meetings with the instructor and/or department.

**496. Senior Seminar (3)** involves writing an extensive research paper on a focused topic. Students are asked to demonstrate their progress in regular meetings with the instructor and/or department. This course culminates in an oral defense of the project. Prerequisite: 495.

## **Philosophy (PHIL)**

**101. Introduction to Western Philosophy (3)** introduces students to some of the key writers and concepts in philosophy, with a special emphasis on Western Philosophy (i.e. European and American). Topics could include human freedom, personal identity, the nature and existence of God, the problem of Evil, the nature of knowledge, theories of truth, and approaches to values.

**202. Logic and Critical Thinking (3)** examines formal and informal techniques for evaluating arguments in order to improve critical thinking skills. Topics include informal fallacies of reasoning, uses and abuses of language, arguments in context, symbolic logic, and validity.

**203. Introduction to Ethics (3)** critically examines ethical theories of the criteria used to make justified and responsible ethical decisions. Considers difficult moral problems connected to topics such as killing, lying, fairness, sexual morality, environmental concerns, and professional ethics.



- 305. Biomedical Ethics (3)** explores moral issues relating to medicine and biology. Examples of issues considered include euthanasia, genetic engineering, disabilities, and allocation of healthcare resources. Students explore arguments about these issues using the concepts and principles of ethical theory.
- 325. Western Philosophy: The Ancients (3)** investigates Greek and Roman philosophy including figures such as Plato, Aristotle, pre-Socratics, Stoicism, Epicureanism, with a focus on the role of rational inquiry in the quest for human flourishing.
- 327. Western Philosophy: The Early Moderns (3)** examines philosophies from 1600-1800 such as rationalism (Descartes, Spinoza), empiricism (Locke, Hume, Berkeley) and Kant's critical philosophy. Focuses on this period's response to scientific and political revolutions.
- 331. Environmental Ethics (3)** explores the nature and basis of our ethical obligations regarding the natural environment. Considers views of these obligations ranging from the human centered (anthropocentrism), to the moral considerability of animals (animal liberation), to the notion that we have direct obligations to all living things or whole ecosystems (ecocentrism). Provides the opportunity to use these ethical perspectives to evaluate environmental policies, laws, or agendas.
- 342. Religions and Philosophies of Asia (3)** deals with the different forms of religious belief around the world—especially Hinduism, Buddhism, Confucianism, Taoism, Shintoism, and Islam. Cross listed as RELG 342.
- 343. Social and Political Philosophy (3)** considers theories of the nature and legitimacy of the state and its laws. Also deals with topics such as the rights and responsibilities of citizens, ethics in political decision-making, economic justice, punishment, race and gender oppression, political and cultural identity, and the value and meaning of democracy. Cross listed as POLI 343, SOCI 335.
- 350. Western Philosophy: The Late Moderns (3)** examines philosophies from the late 1700's through the 1800's. Studies figures such as Rousseau, Kant, Hegel, Marx, Mill, Kierkegaard, Nietzsche, Schopenhauer, Peirce, Comte, and Bradley. Focuses on themes such as the historical and transcendental conditions of human knowledge, the possibility of progress, nihilism, and alienation.
- 353. American Philosophy (3)** studies American philosophical movements such as Transcendentalism, Idealism, Pragmatism, and Positivism. Some attention is given to the relation of philosophy to characteristic themes of American cultural and intellectual life. Examples include religion in the age of science, Darwinism in social theory, the value and nature of education, social and political reform movements, changing conceptions of democracy, and cultural pluralism.
- 354. Continental Philosophy (3)** presents a survey of the philosophical developments in 20th century continental philosophy, such as phenomenology,

existentialism, structuralism, deconstruction, feminism, and critical theory. Focus is on themes of being and consciousness, language and truth, history and culture, and theory and practice. Possible figures of study are Heidegger, Sartre, Foucault, Derrida, Habermas, and Irigaray.

**360. Topics in Philosophy** (1-3) allows students to explore special areas of philosophical study in more depth than regular course offerings can provide.

**361. Topics in Moral Philosophy** (3) provides students the opportunity for advanced study of moral philosophy. Topics range from theoretical questions about the status of morality to practical questions about specific moral problems. Descriptions of the course topic for a given semester are available in the course schedule bulletin and on the Religion and Philosophy Department website.

**403. Directed Readings in Philosophy** (1-3) gives the student an opportunity to do intensive readings in areas of philosophy selected in consultation with the department.

**495. Senior Seminar Research in Philosophy** (1) involves research necessary for the completion of the senior seminar. Such preliminary research includes extensive reading, compilation of a bibliography, composition of a thesis statement, and the creation of an initial outline. Students are asked to demonstrate their progress in regular meetings with the instructor and/or department

**496. Senior Seminar** (3) involves writing an extensive research paper on a focused topic. Students are asked to demonstrate their progress in regular meetings with the instructor and/or department. This course culminates in an oral defense of the project. Prerequisite: 495

## **SOCIOLOGY AND ANTHROPOLOGY**

Professor McGUIRE; Associate Professors S PRAY, SCHROER (Chair), TABACHNICK

Sociology and anthropology are concerned with the social and cultural factors which influence human behavior. Through the systematic study of social order and social change, students gain a perspective on the way human beings are shaped by society and culture. They are also able to assess the developmental options which are available to a society and analyze the possibilities and perils of doing social research.

An undergraduate degree in sociology prepares students for a variety of fields. Courses in the department might prepare students for an orientation which focuses on either domestic, or international issues, or any combination of these. Such professions as social work, teaching, the ministry, police work, criminal justice, law, administration, planning, journalism, research, and public health are all possible careers for a sociology major.

Students interested in sociology should contact the department chair at the earliest opportunity to ensure fulfillment of all degree and pre-professional

requirements for completing a major in sociology and preparing for a related career.

For additional information please consult the sociology and anthropology departments' website at <http://www.muskingum.edu/dept/sociology/index.html>.

**Sociology major** (30 hours)

**Requirements:** 101, 360, 422, 490 (twice), 495, 496

**Electives:** Remainder of hours from other sociology and anthropology offerings

**Sociology minor** (15 hours)

**Requirements:** 101, three hours at 300- or 400-level

**Electives:** Remainder of hours from other departmental offerings

**Teacher licensure** — integrated social studies, grades 7-12 (with a sociology major). Contact the education department or the education department website for specific course requirements.

## Course Offerings

### Sociology (SOCl)

**101. The Sociological Perspective** (3) provides an introduction to the traditions, concepts, and methods of social inquiry. Students examine such topics as culture, social interaction, deviance, inequality, and social change.

**120. Perspectives in Multicultural Leadership** (1) provides an opportunity for students to examine leaders in the community and identify their own strengths to assist others. Through service-oriented action, students come to a greater understanding of being socially responsible in a multicultural setting. Prerequisite: Completion of LEAP Workshop or permission of instructor.

**216. Social Problems in Contemporary America** (3) examines the origins and consequences of some of the major social problems and dilemmas facing Americans today. Behavior related to problems such as race, class and gender, chemical dependency, sexual variation, crime, and the environmental crisis are studied from the sociological perspective.

**270. American Corrections** (3) uses a sociological perspective to examine the history, institutions, and practice of American corrections; specifically, issues of incarceration, probation, prisoner release, and criminal justice are covered. Prerequisite: 101. Cross listed as CRMJ 270.

**301. American Society: Class and Culture** (3) surveys some of the major theories and scholarly studies on social stratification, national power structure, and corporate culture. Prerequisite: 101 or 216.

**320. Racial and Cultural Minorities** (3) examines the way in which certain groups in society are defined as minorities and subjected to discrimination. The social-psychological, historical, cultural, and sociological sources of

prejudice and discrimination are covered as well as the dynamics of change in relations between dominant and minority groups. Prerequisite: 101.

**321. Social Psychology** (3) examines psychological principles and concepts involved in causal attribution, social cognition, attitude formation and change, social influence, and interpersonal relationships. Prerequisite: PSYC 101 and one additional psychology course. Cross listed as PSYC 321.

**330. Human Sexuality** (3) explores the social influences that impact concepts of sex, sexuality, reproduction and gender. Emphasis is placed on historical, political, global and technological issues. The course also includes fundamental instruction in reproductive anatomy and physiology. Prerequisite: 101.

**335. Social and Political Philosophy** (3) considers theories of the nature and legitimacy of the state and its laws, the rights and responsibilities of citizens and groups, ethics in political decision-making economic justice, punishment, race and gender oppression, the nature and value of political and cultural identity, and the value and meaning of democracy. Cross listed as PHIL 343, POLI 343.

**342. Gender, Film, and Society** (3) applies a sociological lens to gendered aspects of film and their societal correlates. Prerequisite: 101.

**345. Sociology of the Family** (3) examines the various forms and functions of the family in the United States as well as other cultures. The developmental cycle of the family is followed through mate-selection, marriage, parenthood, and old age. Family change is also analyzed by covering such topics as industrialization and sex roles. Prerequisite: 101.

**350. Social Change in an International Perspective** (3) focuses on the international aspects of social change such as the gap between the rich and poor countries, social movements in Third World countries, and the theoretical perspectives that illuminate and explain such change. Case studies are drawn from current events. Prerequisite: 101 or ANTH 201.

**352. Selected Topics in Sociology** (3) presents an opportunity to read and discuss in depth topics not covered or only partially covered in regular courses. Prerequisite: 101 or ANTH 201.

**360. Social Research Methods** (3) introduces the student to the research process through the analysis of research designs and the various methods of collecting data and of drawing inferences from that data. Emphasis is placed on practical experience in developing research skills. Prerequisite: 101 or ANTH 201.

**369. Peacemaking** (3) takes a multidisciplinary approach towards peacemaking. This course moves back and forth between personal applications in one's daily life on the one hand and more academic applications of the social sciences (sociology, anthropology, history, psychology and criminal justice) and humanities on the other. Emphasis on writing and class discussion.

**370. Environmental Sociology** (3) constructs a framework for the study of how cultures and societies influence and in turn are shaped by the natural environment. Prerequisite: 101.

**380. Visual Sociology** (3) explores documentary filmmaking as a method of sociological research. Documentary filmmaking is of increasing interest to sociologists as an effective form of public sociology, activist sociology and sociology as a form of service learning that involves sociologists and students in community issues.

**418. Deviance and Crime** (3) surveys trends and theories of criminal behavior and crime control. Major emphasis is on the relationship between social and cultural patterns and deviant behavior. Prerequisite: 101; 216 recommended.

**422. Sociological Theory** (3) offers a descriptive and analytical survey of intellectual traditions and trends in the discipline of sociology from its origin to the present. Prerequisite: 101.

**490. Round Table** (1) encourages free and open conversation between students and faculty on sociological issues and applications. Graded S/U. Prerequisite: 15 hours in Sociology/Anthropology.

**495. Senior Studies** (2) provides an opportunity for the student to engage in the groundwork for guided independent study on an approved topic. Prerequisite: 101 or ANTH 201.

**496. Senior Studies** (2) enables the student to complete a guided independent study on an approved topic. Prerequisite: 495.

## **Anthropology (ANTH)**

**201. Cultural Anthropology** (3) is an introduction to the basic concepts, theories, and methods of cultural anthropology. It deals with the origin, nature, and dynamics of culture, and provides a cross-cultural comparison of the ways of humankind.

**352. Selected Topics in Anthropology** (3) presents an opportunity to read and discuss in depth topics not covered or only partially covered in regular courses. Prerequisite: 201 or SOCI 101.

## **Spanish**

See World Languages

## **Sport Administration**

See Health Science

## **Sport and Fitness Science**

Open only to those who hold an associate's degree. For complete information, see the *MAP Guidebook*.

## Theatre

See Communication, Media, and Theatre

## WORLD LANGUAGES (ESL, ESP, WRLD, FREN, GERM, and SPAN)

Professor WEHAGE (Chair); Associate Professors ALZATE, BUTLER, Assistant Professor ROWLEY

A language major can open doors to careers in education, business, communications, translating, interpreting, law, and government. Majors are offered in three world languages: French, German, and Spanish. World language majors are required to study abroad in their respective target cultures during their undergraduate program. To this end the department has affiliations with universities in Argentina, France, Germany, Mexico, Quebec, and Spain, which provide study abroad opportunities. Summer study programs are offered on the campuses of our partner universities in France, Germany, Latin America, Quebec, and Spain. Some exchange possibilities offer students the possibility of studying less-frequently taught languages which are not offered on campus. Students wishing to teach English overseas or domestically to speakers of other languages may complete a minor in Teaching English as a Second Language (TESL).

World languages are an important part of the liberal arts experience. The department encourages students majoring in other fields to study a language relevant to their career or personal interests. International Business and International Affairs majors integrate language study and other fields into an interdisciplinary program. Recent graduates have pursued careers in teaching, translating, global human resource management, international relief work, accounting, and law.

The department offers teacher licensure in French, German, and Spanish. Students intending to teach should consult the education department for licensure requirements. Completion of licensure requirements may take 8 semesters in addition to student teaching.

All language students have access to a state-of-the-art digital language-learning lab. Many language learners choose to live on the World Languages Floor in Finney Hall which offers an immersion experience and facilitates contact with native speakers.

Language Assistants who are native speakers of French, German, and Spanish provide intensive small-group tutoring and participate in the cultural activities of the department.

The World Language Department aids students in determining the level at which they should begin their college language study. Students with three or more years of high school French, German, or Spanish usually begin at the intermediate level (211).

Students interested in a language major should contact the department chair at the earliest opportunity to ensure fulfillment of all requirements for the major. For additional information, please consult the French program website at <http://www.muskingum.edu/admission/majors/french/1.html>, the German program website at <http://www.muskingum.edu/admission/majors/german/1.html>,

and the Spanish program website at <http://www.muskingum.edu/admission/majors/spanish/1.html>.

### ***Teacher licensure***

Multi-age world language licensure in French, German, and Spanish pre-K through 21 is offered. Teacher licensure candidates must meet the requirements of Muskingum University and the Ohio Department of Education for teacher licensure. Contact the education department on campus for specific course requirements. Licensure candidates are required to maintain a minimum average GPA of 3.0 in their language course work, earn a minimum grade of B- in WRLD 397 Methods in Teaching World Languages, and pass the content tests required by the State of Ohio for teacher licensure prior to student teaching. Completion of requirements may take 8 semesters in addition to student teaching.

### **English as a Second Language and Teaching English as a Second Language (ESL)**

Non-native speakers of English may take credit-bearing courses to assist them in improving their English language skills. (See the chapter on Admission for a description of the English Support Program.)

Students wishing to teach English overseas or domestically to speakers of other languages may complete a minor in Teaching English as a Second Language (TESL). Recent graduates have taken English teaching positions in France, Japan, and Korea.

### ***French Major*** (33 hours beyond 112)

#### ***Requirements:***

Study Abroad, 310, 431, one course in another foreign language at the appropriate level. Enrollment in French Table (251) expected every semester, required when not enrolled in a French course; 2 hours applied to major or minor. No more than one upper level French course taught in English is allowed to count toward major requirements.

### ***German Major*** (36 hours if started at 111; 33 hours if started at 211)

#### ***Requirements:***

Study Abroad, 123, 310, 431, one course in another foreign language at the appropriate level. Enrollment in German Table (251) expected every semester, required when not enrolled in a German course; 2 hours applied to major or minor. No more than one upper-level German course taught in English is allowed to count toward major requirements.

### ***Spanish Major*** (33 hours beyond 112)

#### ***Requirements:***

Study Abroad, 310, 431, one course in another foreign language at the appropriate level. Enrollment in Spanish Table (251) expected every semester, required when not enrolled in a Spanish course; 2 hours applied to major or minor. No more than one upper-level

Spanish courses taught in English is allowed to count toward major requirements.

**French, German, or Spanish Minor** (17 hours)

**Requirement:** 123

**Teaching English as a Second Language minor** (19 hours)

**Requirements:**

ENGL 361

WRLD 200, 250, 300, 375

FREN/GERM/ SPAN 211 or completion of another college course, at or above the intermediate level, taught in a non-native language

### **Placement**

Students with four years of study in high school language are not permitted to take the beginning-level (111) language classes for graduation credit. Students with three years of high school language usually begin on the intermediate level (211). The World Language Department aids students in determining the level at which they should begin their college language study. Native speakers of a foreign language who wish to enroll in a course in their native language are encouraged to enroll in an upper-level literature or culture course. Such students should seek the advice of the instructor or the department chair if they have questions about which course to take. Students interested in a language major should contact the department chair at the earliest opportunity to ensure fulfillment of all requirements for the major.

## **Course Offerings**

### **English as a Second Language and English Support Program (ESL, ESP)**

**101. ESL Listening and Speaking** (3) is intended for students of a high-intermediate to advanced level of English proficiency, and focuses on English listening and speaking skills needed for academic purposes. Students successfully completing the course will be able to give an oral critical report and illustrate listening comprehension through a variety of exercises. Prerequisite: Permission of instructor. Co-requisite: 102.

**102. ESL Reading and Writing** (3) is intended for students at high intermediate to advanced level of English proficiency and focuses on reading and writing skills needed for a liberal arts education. Writing assignments are connected to reading materials suitable for a culturally diverse student population, and samples of effective writing are studied with accessibility to culturally diverse students in mind. Students write essays of narration, description, exposition, classification, and argumentation. Prerequisite: Permission of instructor. Co-requisite: 101.

**103. Introduction to American Culture for Non-native English Speakers** (2) is an opportunity for non-native English speaking students to have an introduction to American Culture. Activities are designed to help students



understand life and culture in the United States. Topics addressed include religious life in the United States, the American political system, a glimpse into American history, American values, the American educational system, interpersonal communication with Americans, American art, customs and traditions, and sport and entertainment. Co-requisites: 101, 102.

**104. Academic English for Non-Native English Speakers** (3) is intended for students at the high-intermediate to advanced level of English proficiency and focuses on helping students achieve the cognitive academic language proficiency (CALP) skills needed to succeed in university-level courses. Through a variety of exercises, students receive focused instruction on academic vocabulary and language skills. Prerequisite: 101, 102; Co-requisite: 251, WRLD 200.

**251. ESL Conversation Table for Non-Native English Speakers** (1) is an opportunity for international students to maintain or improve their English language skills through authentic conversation with native English speakers (who will not be enrolled as students in the class). Activities are designed to help students use the language creatively as well as purposefully.

**351. ESL Conversation Table for Non-Native English Speakers** (1) is a weekly meeting designed to expand vocabulary and increase the speaking of students at the advanced-low to advanced-mid level. Students may take up to three conversation classes (251, 351, or a combination) for credit. Prerequisite: 101, its equivalent or permission of instructor.

## **French (FREN)**

**111. Beginning French I** (3) introduces students to the culture and language of the French-speaking world. Students develop an ability to communicate in real-life situations by acquiring reading, writing, listening, and speaking skills. This course is intended for students with no prior knowledge of French, or those who have had two years or less of high school French.

**112. Beginning French II** (4) builds on the skills acquired in FREN 111. Students continue to develop an ability to communicate in real-life situations by acquiring additional reading, writing, listening, and speaking skills as well as cultural competency in the French-speaking world. Prerequisite: 111 or 2-3 years of high school French. Students meet once a week with a language assistant from France.

**123. Masterpieces of French Literature in Translation** (3) is taught entirely in English. The course introduces basic literary concepts and explores themes and movements of French literature from the seventeenth to the twentieth centuries. Prerequisite: ENGL 121.

**211, 212. Intermediate French I, II** (4, 4) continue the development of interpersonal, interpretive, and presentational skills through a variety of texts (journalistic, short story, poetry, advertising, film, etc.) that reflect the cultural, social, and linguistic diversity of the French-speaking world. Students explore

the diversity of practices, products, and perspectives found within contemporary French-speaking societies. Topics may include gender, multiculturalism, ethnicity, family, religion, literature, art, music, gastronomy, education, economics, and politics. Students meet once a week with a language assistant from France. Prerequisite: 112 or its equivalent.

**240. Business French (3)** introduces basic concepts of business communication in the French-speaking world. Topics include finance, economics, marketing, and intercultural awareness. Prerequisite: 212, its equivalent, or permission of instructor.

**251. French Table (1)** offers the opportunity to practice conversational French in an informal setting. Activities are designed to encourage students to express themselves creatively in French. The course may be taken up to three times for credit, but applied to the major only twice. Prerequisite: 111 or its equivalent.

**291. Advanced French Table (1)** is a weekly meeting designed to expand vocabulary and increase the speaking proficiency of students at or above the advanced-intermediate level. Maximum number of French Table classes (251, 291, or a combination) that may be taken for credit: three. Maximum number of French Table classes that can be applied to the 33 hours required for the major: two (can consist of two 251's; two 291's, or one of each). Prerequisite: 212, its equivalent, or permission of instructor.

**301. Advanced French: Conversation and Pronunciation (3)** emphasizes listening and speaking skills. Students improve their comprehension and speech through laboratory exercises, class discussions, and other activities. Prerequisite: 212 or its equivalent.

**302. Advanced French: Grammar and Composition (3)** is a writing course that focuses on writing for a number of purposes, including essays, correspondence, narratives, and literary analysis. An overview of French grammar is included. The course may be taken twice for credit. Prerequisite: 212 or its equivalent.

**303. Survey of French Literature (3)** introduces major literary movements, principal writers, and outstanding works of French literature in their historical contexts beginning with the sixteenth century. Prerequisite: 302 or permission of instructor.

**304. Survey of French and Francophone Literatures (3)** surveys contemporary French-language literatures and their cultural contexts in French-speaking Africa, North America, and the Caribbean as well as in France. Prerequisite: 302 or permission of instructor.

**310. Study Abroad Seminar (1)** satisfies the study abroad requirement for the major. Students attend preparatory meetings and participate in assignments designed to maximize the value of the required study abroad experience.

Before departure, students engage in readings and discussions. After study abroad, students submit a reflection paper and/or assigned written work related to their formal and informal learning gained during the stay.

**325. Topics in French Civilization** (3) explores aspects of French civilization and culture, including history, religion, the arts, politics, and gender. The course may be repeated for credit as the subject matter changes. Prerequisite: 212, its equivalent, or permission of instructor.

**350. Survey of French Cinema** (3) provides an overview of French and Francophone cinemas starting with the origins of cinematic art. The course examines landmark film classics as well as a selection of contemporary French-language films. The basic vocabulary and concepts of cinematography are taught in order to give students tools for an in-depth analysis of the films. (Taught in English.) Prerequisite: ENGL 121.

**360. Topics in French Language and Culture** (1-3) provides an opportunity to study a linguistic, literary, or cultural topic related to the French-speaking world. Courses in topical areas not offered in the regular curriculum may be offered on a rotating basis. The course may be repeated for credit as subject matter changes. Prerequisite: Sophomore standing and permission of instructor.

**431. French Culture Seminar** (3) provides the advanced student the opportunity for in-depth study of an aspect of French or Francophone culture, which may include: literature, art, cinema, business culture, or another approved topic. The course serves as a capstone for the French major. Prerequisite: Two French courses numbered above 302, at least one of which is taught in French, or permission of instructor.

## **German (GERM)**

**111. Beginning German I** (3) is the first of two elementary-level courses intended to help students develop communicative as well as intercultural competence in German. This course is intended for students with no prior knowledge of German, or those who have had two years or less of high school German.

**112. Beginning German II** (4) builds on the skills acquired in GERM 111. Students will continue to develop an ability to communicate in real-life situations by acquiring additional reading, writing, listening, and speaking skills as well as cultural competency in the Germanic world. Prerequisite: 111 or 2-3 years of high school German. Students meet once a week with a language assistant from Germany.

**123. Explorations in German Literature in Translation** (3) is taught entirely in English. The course includes a variety of literary genres from a cross-section of Germanic countries. Emphasis is on significant literary works ranging from the earliest to the most modern and their film adaptations. Prerequisite: ENGL 121.

**211, 212. Intermediate German I, II** (4, 4) continue the development of interpersonal, interpretive, and presentational skills through a variety of texts (journalistic, short story, poetry, advertising, film, etc.) that reflect the cultural, social, and linguistic diversity of the German-speaking world. Students explore the diversity of practices, products, and perspectives found within contemporary German-speaking societies. Topics may include gender, multiculturalism, ethnicity, family, religion, literature, art, music, gastronomy, education, economics, and politics. Students meet once a week with a language assistant from Germany. Prerequisite: 112 or its equivalent.

**251. German Table** (1) offers the opportunity to practice conversational German in an informal setting. Activities are designed to help students use the language creatively. The course may be taken three times for credit but applied to the major or minor only twice. Prerequisite: 111 or its equivalent.

**291. Advanced German Table** (1) is a weekly meeting designed to expand vocabulary and increase the speaking proficiency of students at or above the advanced-intermediate level. Maximum number of German Table classes (251, 291, or a combination) that may be taken for credit: three. Maximum number of German Table classes that can be applied to the hours required for the major: two (can consist of two 251's; two 291's, or one of each). Prerequisite: 212, its equivalent, or permission of instructor.

**301. Advanced German: Conversation and Pronunciation** (3) emphasizes listening and speaking skills. Students improve their comprehension and speech through laboratory exercises, class discussions, and other activities. Prerequisite: 212 or equivalent.

**302. Advanced German: Grammar and Composition** (3) emphasizes refinement of writing skills and good usage in German. Given different contracts, the course may be taken twice for credit. Prerequisite: 212, its equivalent, or permission of instructor.

**303. From the Middle Ages through the 19th Century** (3) introduces German history from 750 to 1800. The course provides a cultural, literary, and historical survey from the age of Charlemagne to the Enlightenment. Prerequisite: 212 or permission of instructor.

**304. From Expressionism to Post-War Literature** (3) examines representative authors of the early 20th century, the literary resistance in the Third Reich, exile literature, and the emergence of a new German literature after 1945. Prerequisite: 302 or permission of instructor.

**310. Study Abroad Seminar** (1) satisfies the study abroad requirement for the major. Students attend preparatory meetings and participate in assignments designed to maximize the value of the required study abroad experience. Before departure, students engage in readings and discussions. After study abroad, students submit a reflection paper and/or assigned written work related to their formal and informal learning gained during the stay.

**325. Topics in Germanic Civilization** (3) explores aspects of Germanic civilization and culture including history, the arts, architecture, religion, and literature in German speaking countries. The course may be repeated for credit as the subject matter changes. Prerequisite: 212 or permission of instructor.

**340. Business German** (3) concentrates on the vocabulary of business in German-speaking settings and intercultural awareness between the US and German-speaking countries. The emphasis is on reading, writing, translating, and fundamental oral communication skills in business settings. The course focuses on business topics pertaining to industry, marketing, finance, social welfare, the consumer in general and the environment, in the context of German business culture. Prerequisite: one 300-level German language course or permission of instructor.

**350. German Cinema** (3) is taught entirely in English. The course covers major German film directors treating themes that include the Third Reich, Germany after WWII, and gender roles. Prerequisite: ENGL 121.

**360. Topics in German Language and Culture** (1-3) provides an opportunity to study a linguistic, literary, or cultural topic related to the German-speaking world. Courses in topical areas not offered in the regular curriculum may be offered on a rotating basis. The course may be repeated for credit as subject matter changes. Prerequisite: Sophomore standing and permission of instructor.

**431. German Culture Seminar** (3) provides the advanced student an opportunity to study in depth an aspect of Germanic culture, which may include: literature, art, cinema, business culture, or another approved topic. The course serves as a capstone for the German major. Prerequisite: Two German courses numbered above 302, at least one of which is taught in German, or permission of instructor.

## **Spanish (SPAN)**

**111. Beginning Spanish I** (3) is designed to develop listening, speaking, writing, and reading skills in Spanish as well as cultural competency in the Hispanic world. This course is intended for students with no prior knowledge of Spanish or those who have had two years or less of high school Spanish.

**112. Beginning Spanish II** (4) is designed to enhance and further develop listening, speaking, writing, and reading skills in Spanish as well as cultural competency in the Hispanic world. Prerequisite: 111 or 2-3 years of high school Spanish. Students meet once a week with a language assistant from Latin America or Spain.

**123. Explorations in Hispanic Literature in Translation** (3) is taught entirely in English. The course includes a variety of literary genres from a cross-section of Hispanic countries. Emphasis is on significant literary works ranging from the earliest to the most modern. Prerequisite: ENGL 121.

**211, 212. Intermediate Spanish I, II** (4, 4) continue the development of interpersonal, interpretive, and presentational skills through a variety of texts (journalistic, short story, poetry, advertising, film, etc.) that reflect the cultural, social, and linguistic diversity of the Hispanic world. Students explore the diversity of practices, products, and perspectives found within contemporary Spanish-speaking societies. Topics may include gender, multiculturalism, ethnicity, family, religion, literature, art, music, gastronomy, education, economics, and politics. Students meet once a week with a language assistant from Latin America or Spain. Prerequisite: 112 or its equivalent.

**240. Business Spanish** (3) introduces the language and culture of business in a Hispanic context. Topics include marketing, banking, accounting, trade, business communication, and the role of government. Prerequisite: 212, its equivalent, or permission of the instructor.

**251. Spanish Table** (1) is a weekly meeting designed to increase or maintain fluency and to expand vocabulary. The course may be taken up to three times for credit but applied to the major or minor only twice. Prerequisite: 111 or its equivalent.

**290. Spanish for Criminal Justice** (3) is a Spanish language course offered to students in Criminal Justice and related fields. This course is intended to expand speaking and listening skills related to criminal justice as well as to promote a deeper understanding of Spanish-speaking communities in the United States from a socio-cultural point of view. Prerequisite: 212, its equivalent or permission of the instructor. Cross listed as CRMJ 290.

**291. Advanced Spanish Table** (1) is a weekly meeting designed to expand vocabulary and increase the speaking proficiency of students at or above the advanced-intermediate level. Maximum number of Spanish Table classes (251, 291, or a combination) that may be taken for credit: three. Maximum number of Spanish Table classes that can be applied to the 33 hours required for the major: two (can consist of two 251's; two 291's, or one of each). Prerequisite: 212, its equivalent or permission of instructor.

**301. Advanced Spanish: Conversation and Pronunciation** (3) emphasizes listening and speaking skills through laboratory practice, class discussion, and other activities and includes a selected grammar review. Prerequisite: 212, its equivalent, or permission of the instructor.

**302. Advanced Spanish: Grammar and Composition** (3) combines a writing course with a review of Spanish grammar. Given different contracts, the course may be taken twice for credit. Prerequisite: 212, its equivalent, or permission of instructor.

**303. Panoramas of Hispanic Literature I** (3) introduces major literary movements, principal writers, and outstanding works of Spanish peninsular literature. Prerequisite: 302 or permission of instructor.

**304. Panoramas of Hispanic Literature II** (3) introduces the major literary movements, principal writers and outstanding works of Latin American and literatures by Hispanics in the United States. Prerequisite: 302 or permission of instructor.

**310. Study Abroad Seminar** (1) satisfies the study abroad requirement for the major. Students attend preparatory meetings and participate in assignments designed to maximize the value of the required study abroad experience. Before departure, students engage in readings and discussions. After study abroad, students submit a reflection paper and/or assigned written work related to their formal and informal learning gained during the stay.

**325. Hispanic Civilization** (3) explores the geographic, ethnic, and cultural diversity of the Spanish-speaking world including the Hispanic heritage of the United States. The course may be repeated for credit as the subject matter changes. Prerequisite: 212, its equivalent, or permission of instructor.

**350. Hispanic Cinema** (3) covers Hispanic Cinema in all of the Spanish-speaking regions: Spain, Latin America, and Hispanics in the U.S. The history of Hispanic cinema is first studied through the development of Spain's major directors from BuZuel to Almodóvar. This portion of the course establishes an understanding of cinematic techniques and narrative structure which will then be applied to films from a variety of Latin American countries and Hispanic communities. Common themes, such as socio-political structures, repression, gender, and artistic expression, unify and direct the study of cultural contents. Taught in English. Prerequisite: ENGL 121.

**360. Topics in Hispanic Language and Culture** (1-3) provides an opportunity to study a linguistic, literary, or cultural topic related to the Spanish-speaking world. Courses in topical areas not offered in the regular curriculum may be offered on a rotating basis. The course may be repeated for credit as subject matter changes. Prerequisite: Sophomore standing and permission of instructor.

**431. Hispanic Culture Seminar** (3) provides the advanced student an opportunity to study in depth an aspect of Hispanic culture, which may include: literature, art, business culture, or another approved topic. The course serves as a capstone for the Spanish major. Prerequisite: Two Spanish courses numbered above 302 (one of which must be 303 or 304) or permission of instructor.

## **World Language (WRLD)**

**200. Cross-Cultural Communication** (3) examines major factors affecting communication across cultures, such as the varying concepts of time, space, and the individual's place in society. The course explores how those concepts are manifested in areas of language and social interaction, including speech acts; contrastive rhetoric; decision-making and conflict resolution. The phenomena of cultural adjustment, culture shock, and re-entry are also addressed.

**250. Introduction to Second Language Acquisition** (3) introduces students to the basic theories of how humans learn languages. A basis in first language acquisition learning will be built on theories posited by Skinner, Piaget, Chomsky, and Vygotsky. These theories then lead to an examination and understanding of how learners acquire second languages, including elements of the first and second languages that influence one another.

**300. TESOL Methods and Approaches** (3) explores the field of Teaching English as a Second Language from the perspective from the perspective of the latest instructional methods and approaches. While relating to general theories from the field of Second Language Acquisition, the course focuses specially on their application within the ESL context.

**360. Topics in World Language and Culture** (1-3) provides an opportunity to study a topic of interest related to world languages and cultures. Courses in topical areas not offered in the regular curriculum may be offered on a rotating basis. The course may be repeated for credit as subject matter changes. Prerequisite: Sophomore standing and permission of instructor.

**375. English for TESL** (3) focuses on English grammar and structural components specifically related to students learning English as a second language. In order to be an effective ESL teachers, students must have a strong grasp of the grammatical and structural concepts that challenge ESL students. The course focuses on the metalanguage of English grammar and highlights grammatical and structural concepts with which ESL students typically have difficulty. Methods and strategies of teaching grammar to ESL students are also studied.

**397. Methods in Teaching World Languages** (3) deals with the theory, methods, and techniques of foreign-language teaching at the pre-K through 21 levels. Does not count toward required hours for language majors. Candidates are required to observe public school classes at a minimum of two different levels in their language(s) of licensure. A minimum of ten hours must be logged in language classes, and the field experience needs to culminate in a minimum of two in-class microteaching experiences under the supervision of the classroom teacher. The classroom teacher is asked to fill out a feedback form for each microteaching lesson. Candidates write a self-assessment including a reflection on the classroom teachers' feedback. Contact department chair for schedule of offering.



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# MUSKINGUM UNIVERSITY

## 2017 – 2018 UNDERGRADUATE ACADEMIC CALENDAR

### Fall Semester 2017

Monday, August 28	Classes Begin
Tuesday, August 29 (11 a.m.)	Opening Convocation
Friday, September 1 (5 p.m.)	Add/Drop period ends
Monday, September 4	Labor Day (classes as usual)
Friday September 29	Last day to withdraw from 1st half classes
Friday, October 6	Early assessment grades due to Registrar
Monday – Tuesday, October 9 – 10	Fall break (no classes)
Tuesday, October 17	1st half classes end
Wednesday, October 18	2nd half classes begin
Tuesday, October 24	Add/Drop ends for 2nd half classes
Tuesday, November 7	Last day to withdraw from full semester classes
Tuesday, November 21	Last day to withdraw from 2nd half classes
Wednesday – Friday, November 22 – 24	Thanksgiving break (no classes)
Friday, December 8	Classes end
Monday – Friday, December 11 – 15	Final examinations
Tuesday, December 19 (noon)	Final grades due to Registrar

### Spring Semester 2018

Monday, January 8	Classes begin
Friday, January 12 (5 p.m.)	Add/Drop period ends
Monday, January 15	Martin Luther King, Jr. Day (no classes)
Monday, February 12	Last day to withdraw from 1st half classes
Monday, February 19	Early Assessment grades due to Registrar
Monday, February 26	1st half classes end
Tuesday, February 27	2nd half classes begin
Monday – Friday, March 5 – 9	Spring break (no classes)
Monday, March 12	Add/Drop ends for 2nd half classes
Monday, March 26	Last day to withdraw from full semester classes
Thursday – Friday, March 29 – 30	Easter Holiday (no classes)
TBD	Scholarship Recognition Day Program
Wednesday, April 11	Last day to withdraw from 2nd half classes
Wednesday, April 25	Classes End
Thursday, April 26	Study Day
Friday – Thursday, April 27 – May 3 (excluding Sat. & Sun., April 28 & 29)	Final examinations
Saturday, May 5 or Sunday, May 6	Commencement
Wednesday, May 9 (noon)	Final grades due to Registrar

### May Term and More 2018

Monday, May 7 – Friday, June 1	May Session
Monday, June 4 – Saturday, August 10	Session Session

### Special Dates

Friday – Saturday, October 20 – 21	Homecoming
TBD	Parents Weekend