Walsh University

Division of Social and Behavioral Sciences (SBSC)

Dear Student,

Welcome to the Government and Foreign Affairs, Psychology, and Sociology majors – the undergraduate component of the Social and Behavioral Sciences Division. This handbook is intended to acquaint you with the many opportunities and resources we offer. Included are descriptions of our programs, extracurricular activities, career opportunities, and policies. Our faculty will be happy to help you with other questions.

Fall 2008

HANDBOOK IS NOT A SUBSTITUTE FOR THE WALSH UNIVERSITY CATALOG. YOU MUST READ THE CATALOG FOR IMPORTANT INFORMATION REGARDING THE UNIVERSITY'S POLICIES AND REQUIREMENTS. IGNORANCE OF SUCH IS NOT AN EXCUSE FOR VIOLATIONS OF ESTABLISHED POLICY BY THE UNIVERSITY. THIS HANDBOOK HAS BEEN WRITTEN TO HELP SOCIAL AND BEHAVIORAL SCIENCE (S&BSC) STUDENTS BETTER UNDERSTAND THE UNDER-GRADUATE S&BSC PROGRAMS, AND TO GUIDE YOU IN MEETING REQUIREMENTS.

TABLE OF CONTENTS

I. FACULTY 4-10

II. MISSION STATEMENT 11

III. GENERAL DESCRIPTION 11

IV. PROGRAM EMPHASIS 11

V. CAREER OPPORTUNITIES 12

VI. REGISTRATION AS COUNSELOR ASSISTANT 13

VII. CAMPUS RESOURCES 13

Behavioral Science Club 13

Pre-Law Club 13

Walsh University College Democrats 13

Library Facilities 14

Student Membership in Professional Organizations 14

Counseling Services 14

Graduate Programs 14

Career Development 14

Textbooks 14

VIII. ACADEMIC POLICIES 14

Attendance 14

Syllabi 14

Course Evaluations 15

Academic Advising 15

Behavioral Science/Government and Foreign Affairs Internships 15

Assessment 15

Grading Scale 16

Extra Credit Assignments 16

Academic Standards 16

Change of Major 16

Exit Exams 17

IX. REQUIREMENTS AND STANDARDS FOR ADMISSION TO PRE-PROFESSIONAL COURSE AND INTERNSHIP 18

Seminar BSC 430 18

Internship BSC 440 19

Appeal Procedure 20

X. MAJOR/MINOR REQUIREMENTS 21

Psychology Major (Standard &Community/Clinical Concentrations) 21

Sociology Major 22
(Standard, Criminology/Criminal Justice & Family Studies Concentrations) 22

Government and Foreign Affairs Major 23

Psychology Minor 24

Sociology Minor 24

Government and Foreign Affairs Minor 24

Peace Studies Minor 25

Forensic Studies Minor 26

International Studies 27

Pre-Law Program 27/28

XI. B.A./M.A. PROGRAM – BEHAVIORAL SCIENCE COUNSELING & HUMAN DEVELOPMENT 29

Philosophy 29

Career Opportunities 29

Program Objectives 29

Program Requirements 30

Admission Requirements 30

Track 2/Track 3 Options 30

School Counseling & Mental Health Concentrations 31

Academic Policies and Procedures 31

I. FACULTY

On July 1, 1999, the Psychology and Sociology programs comprising the undergraduate Behavioral Science (BSC) Department merged with the graduate Counseling and Human Development (CHD) program to become the Social and Behavioral Science Division. On July 1, 2001, the Political Science Program joined the division.

PSYCHOLOGY

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Associate Professor

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Dr. Bob Humphries has enjoyed what he terms a "more than 30 year love affair" with Walsh University. First, as a student he earned both a Bachelor of Arts in Psychology and a Master's degree in Counseling. He served as a trustee to the Walsh Alumni association from 1989 through 1996. Upon completing his Masters, he went to work for Child and Adolescent Service Center as a child therapist until 1986, when he resumed his doctoral work on a full-time basis. Prior to finishing his Doctorate in Counseling Psychology from the University of Akron, Bob completed a pre-doctoral internship through North Eastern Ohio College of Medicine Psychology Internship Program. He returned to Walsh as an adjunct professor in 1989 until his full time appointment in 1999. Bob also does clinical work privately at Vista Psychological & Counseling Centre, LLC. His practice has included work with children, adolescents, families and adults. He holds a license as a Psychologist, continues membership in the American Psychological Association, Ohio Psychological Association, as well as the American Counseling Association and the American Mental Health Counselor Association. Bob has served on a number of local community service boards and has consulted with a number of local agencies. Bob is married to another Walsh Alumni, Judi and has two children, Nicholas and Jenna. In addition to his election by the senior class of 2002 as Outstanding Educator of the Year, he was named Walsh University's Outstanding Alumni in the fall of 2002 for his many contributions to Walsh and the greater community. He received an outstanding teaching award from the faculty for the 2007-2008 academic year.

Gerald (Skip) Koff, Ph.D.
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Professor

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Skip followed his Yale economics degree with one year studying communications at the University of Pennsylvania, and then earning a multi-disciplinary Ph.D. in social science. Professional interests include psychology and American culture, chaos theory, and post-modern theories of identity. Skip also teaches Technology and Society, so he keeps up on all the latest gizmos and gadgets. Off campus, he plays competitive tennis, customizes cars, and indulges his high-end audiophile habit, most recently with vacuum-tube amplifiers. His sabbatical project involved computer classroom technology and creation of animated graphics. From 1997-2000 he was the coordinator of Walsh's interdisciplinary core curriculum. His recent work includes developing a new course exploring the impact of Corporate America.

Kim Metz, Ph.D.
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Assistant Professor

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Kim completed her BA (1988) and MS. (1991) and Ph.D. (1996 – ask her what ABD means!) in clinical psychology at Ohio University. She embarked on her internship in South Carolina in 1992. Upon completion of her internship in 1993 she began working for South Carolina's Department of Juvenile Justice where she counseled and administered psychological testing to incarcerated adolescents. Following the birth of her first child in 1996 she moved back to Ohio and began working as an adjunct faculty member at Baldwin Wallace College while also seeing clients part time at a private practice and later at a community mental health center. She believes strongly that the two types of work (counseling and teaching) compliment each other. Her position at Walsh University is her first full-time tenure track position. Her clinical interests included working with children and adolescents. She also enjoys working with adults on ways to improve their parenting skills as well as those who suffer from depression, anxiety, and adjustment issues. Her research background includes examining the effects of day care on children as well as examining the efficacy of an anger management group for adolescents. More recently, her research interest has expanded to trying to understand this generation of college students as compared to past generations, specifically in relation to how they learn and how they define their work ethic. She is looking forward to expanding her research program at Walsh and hopes to involve students in some projects. On a personal note, Kim has been married for 16 years and has two children, Melissa, age 12 and Jared, age 9. She enjoys reading, volunteering at her church, coaching her daughter's volleyball team, and socializing with friends.

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Joe completed his BA in psychology (1996) at the University of Akron, and MA (1999) and Ph.D. (2003) in experimental psychology at Kent State University. Before joining the faculty at Walsh, Joe taught at DePauw University, Loyola University New Orleans, and John Carroll University. He was living in New Orleans during Hurricane Katrina, and is happy to share his stories about that experience. His research interests revolve around sensory perception, cognition, and attention. He is particularly interested in auditory perception, an interest that carries over to his hobby of performing as a musician. Joe also is interested in applied research such as auditory display (using non-speech sound to present information) and scholarship on the teaching of psychology.

Penny Bove, Ph.D.
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Professor

Chair, Social and Behavioral Sciences Division

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Penny, a licensed social worker, brings an inter-disciplinary approach to the study of applied sociology. She holds a B.A. in sociology, M.S. in community health and health administration, M.A. in counseling & human development, and Ph.D. in curriculum and instruction for health/patient education. She has worked in the health care/higher education fields since 1978 as a patient educator, administrator, consultant, and professor. Penny is a 1991-1992 recipient of a fellowship from the National Endowment for the Humanities – Literature in Medicine Institute with Northeastern Ohio Universities College of Medicine and Hiram College. Her 1998 sabbatical project focused on researching and writing a manuscript on children's rights, relationships, and resiliencies. In summer 2005, Penny and a Walsh University colleague journeyed to Uganda, Africa on behalf of Walsh University. The purpose was to explore the feasibility of a faculty exchange and student study abroad program (including service-learning opportunities) with the Kisubi Centre of Uganda Martyrs University. She returned to Kisubi with students and colleagues in May 2007 and May 2008. In August 2008 Penny co-presented a Trauma/Grief and Loss workshop at Kisubi for paraprofessionals and counseling students. Her professional interests include health behaviors and practices, family studies, thanatology and bereavement.

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Jo Anna Kelly earned a bachelor's degree in sociology from the University of Akron with a certificate in life span development and gerontology. She has a master's degree in adult education from The Ohio State University and a master's and PhD from Case Western Reserve University in sociology. At Case, she specialized in medical sociology and gerontology. Jo Anna has over 13 years experience teaching on the collegiate level at several Northeast Ohio colleges. She has also worked as a licensed social worker with ten years experience working in nursing homes and in home and community-based social work with chronically and terminally ill clients. She has worked as a researcher for the Benjamin Rose Institute, a non-profit health and social service agency serving the elderly, in Cleveland, Ohio. Her research interests include quality of care in nursing homes, caregiving, advance directives and end-of-life issues. She has been married to John Kelly for 18 years and has a 10-year-old daughter, Shannon. Jo Anna's hobbies include reading, digital photography, music and athletics.

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John has been full-time at Walsh University since 1971. He also taught at the University of Cincinnati, The University of Akron, and Malone College. John has a B.A. in sociology from St. Bonaventure University, an M.A. in sociology and social psychology from The University of Cincinnati, and a Ph.D. in sociology from the University of Akron-Kent State University joint program. His specializations are criminology/criminal justice and

research methods/ statistics. Other professional interests center on cultural anthropology, work and occupations, social psychology, and population. John served as director of Institutional Assessment at Walsh University and as co-chair of the Self-Study Steering Committee. John has presented his research at national meetings, and his published work appears in national and international professional journals. He served as a consultant for the National Trial Court Performance Standards Project conducted by the National Center for State Courts, Williamsburg, Va. John collaborates with Dr. Penny Bove on a study predicting success rates among releases from a local community correction center. John is a Trustee of the Ohio Council of Criminal Justice Education.

GOVERNMENT AND FOREIGN AFFAIRS

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Koop earned a B.A. in International Relations and an M.A. in Political Science at Marshall University. She worked in politics at the state level before going to Miami University where she earned her Ph.D. in Political Science. Her professional interests include American and Comparative Foreign Policy, Global Politics, International Political Economy, and American Political Theory. Koop is the advisor for the Political Science Honorary, Pi Sigma Alpha. She is also the coordinator of the "All Politics Is Local" Conference. In 2006 Koop was chosen by the senior class as Outstanding Educator of the Year.

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Bill joined the Walsh faculty in the Fall of 2008. Prior to joining the faculty at Walsh, He was a Lecturer in Political Science at Iowa State University (ISU). His teaching experience includes a wide variety of classes in International Relations and Comparative Politics with a primary focus on issues concerning International Political Economy, the European Union, Global Security and International Organization. He pursued his BA in Political Science from the University of the State of New York, Regents (now Excelsior) College program, while in the United States Air Force (USAF). His tour of duty in the USAF took him to posts in Germany, Italy and the United Kingdom. Following his national service he worked in the financial services industry with over a decade at major investment banking institutions in Europe. This international experience was to spark a wide-ranging interest in global and European politics, particularly with regard to Germany specific issues. After returning to the United States he acquired a Masters degree from Harvard University in Government. Subsequently he entered the Florida State University (FSU) in pursuit of a PhD in Political Science. He also holds a Masters degree in Political Science from FSU. In addition to his academic and professional interests Bill has traveled widely throughout Western Europe, Scandinavia, Eastern Europe and Russia. His work and travel has obliged him to become conversant in several languages and fluent in German. He also has interests in

recreational sports including biking, skiing, fitness and SCUBA. He and his wife, Cristina, have a young daughter

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Pre-law advisor

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Peter joined the Walsh faculty in the Fall of 2003. He earned a bachelor's degree in Political Science, Sociology, Anthropology and Urban Studies from Canisius College, his Master's degree in Public Policy from Georgetown University and his Ph.D. from the University of Arizona. His professional interests include studies in civil liberties, electioneering and the policy process concerning immigration, social welfare, and labor management. Prior to joining the faculty at Walsh, Peter had served as an assistant professor of Political Science at Ohio University – Lancaster for three years. He has experience teaching a wide array of classes including courses in American Government, Public Policy development, Campaigns and Elections, Urban Policy, Public Administration and Immigration Policy. He also served as a policy analyst for the Immigration and Naturalization Service in Toronto, ON and Washington D.C. Peter's outside interests include reading, distance running, soccer and any form of wasting time with his wife Ellen and his two dogs. If you would like to play a game of chess or chat about politics or his beloved Buffalo Bills, please stop by his office at any time.

COUNSELING AND HUMAN DEVELOPMENT

Linda Barclay, Ph.D.
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Program Director, CHD

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Linda has taught at Walsh since 1984, initially in the graduate counseling program and later in the undergraduate psychology program as well. She has graduate training in two separate areas: M.A. (counseling [with clinical endorsement]) from Walsh University; and Ph.D. (Clinical Psychology) from Union Institute & University in Cincinnati; and M.A. and Ph.D. (Comparative Literature) from Indiana University. Her A.B. is from Syracuse University in English. Linda holds the Professional Clinical Counselor license with supervisory status in Ohio (PCC-S); the Licensed Independent Chemical Dependency Counselor in Ohio (LICDC); and is a clinical member of the American Association of Marriage and Family Therapy and a Licensed Independent marriage and Family Therapist in Ohio. She is also a National Certified Counselor (NCC). She has worked for over 25 years in the substance abuse and mental health fields in various capacities; agency executive director; trainer; consultant; therapist; and private practice partner; in addition to her role as a Counselor Educator. She holds several professional memberships including: Am. Counseling Assoc.; Ohio Counseling Assoc.; American Assoc. for Counselor Education & Supervision; Ohio Assoc. for Counselor Education & Supervision; American Mental Health Counselors Assoc.; Ohio Mental Health Counselors Assoc.; American Psychological Assoc., American Assoc. for Marriage & Family Therapy; and the Ohio Assoc. for Marriage and Family Therapy. Linda's professional interests include developmental

aspects of addiction and recovery; Relational-Cultural theory and therapy; couple/family therapy; psychological assessment; and mental health counselor training and supervision.

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Judy holds a B.A. in Latin and Greek from Thiel College in Greenville, PA, a M.A. in Early Childhood Development and a M.Ed. in School Counseling and a Ph.D. in Counseling and Human Development from Kent State University. She holds a PCC license in Ohio, as well as a permanent Ohio certificate in school counseling (K-12). Additionally, she holds national board certification in both counseling and school counseling. Prior to joining the faculty at Walsh, she served as an adjunct professor in the ACHVE (Adult, Counseling, Health & Vocational Education) Department at Kent State University. She has extensive counseling experience in both school and clinical settings with professional interests in the area of grief/bereavement counseling and trauma survivors. Judy maintains membership and is active in several professional organizations. Her private practice includes work with children, adolescents, adults, and couples.

Terri Hamm, Ph.D., LPCCs
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Assistant Professor

Director of Community & Mental Health Counseling Center

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Terri holds a masters degree in Counseling from the University of Toledo, and a doctorate in Counselor Education from Kent State University. She also has the Professional Clinical Counselor license with supervisory status in Ohio. She has extensive clinical and supervisory experience working with families, adults, adolescents, children, and groups. Terri is involved in numerous professional organizations. Her research interests include supervision, work with families, and assessment.

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Assistant Professor

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Anne earned her Masters degree in Community Counseling and her Ph.D. at the Ohio State University with a Specialization in Aging. She is a Licensed Professional Counselor (LPC) in the state of Ohio. Anne has experience in community mental health agencies working with adolescents, adults and older adults. She recently completed a Clinical Fellowship at Counseling and Consultation Service at The Ohio State University working with the college student population on issues ranging from developmental tasks to schizophrenia. She is involved in numerous professional organizations including ACA, OCA, and OMHCA and her areas of clinical interest include the incorporation of expressive arts in counseling, grief counseling, and working with older adults. Her research interests include supervision, grief counseling, the integration of spirituality in counseling, and working with older adults.

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Azra earned her B.A. and Masters degree in Community Counseling at the Youngstown State University. She is currently working on her Ph.D. in Counselor Education and Supervision at the Pennsylvania State University. She is a Licensed Professional Counselor (LPC) in the state of Ohio. Azra has experience in community mental health agencies working with adolescents, and families within both school and community. She completed her internship at the NHS wraparound services of Pennsylvania. Azra's professional research interests include multicultural counseling, research with refugees and other vulnerable populations, bullying with at-risk youth, and counselor education ethics and supervision.

II. MISSION STATEMENT

Undergraduate Social and Behavioral Sciences (S&BSC) Programs embody key elements of the Walsh University Mission Statement. We require students to understand the complexity of individual and cultural diversity, utilizing scientific and humanistic perspectives. We emphasize development of several skills related to research. These skills include conducting research, intelligent assessment of others' research, and effective communication, both oral and written. We challenge students to examine their personal values regarding their own lives, the lives of others, and the social and cultural contexts in which we function.

III. GENERAL DESCRIPTION

The Social and Behavioral Sciences Programs consist mainly of four disciplines – government and foreign affairs, psychology and sociology, (with a small but significant contribution from cultural anthropology) and the B.A./M.A. Program. Majors and minors in government and foreign affairs, psychology and sociology are offered. The majors serve as excellent general preparation for a variety of careers in industry or in private, public, and governmental agencies. The majors also provide a solid foundation to pursue graduate education, a necessity for professional standing in any social or behavioral science occupation. The government and foreign affairs, psychology or sociology minor provides a useful emphasis for students pursuing degrees in business, government, science, or the humanities. The minors are also used to qualify for specialty teaching in secondary education. The B.A./M.A. Program combines bachelor and master's programs, integrates psychology and sociology majors, includes "hands-on" skill preparation, and provides a solid foundation for career advancement.

IV. PROGRAM EMPHASIS

All of our students become acquainted with a variety of perspectives on why individuals and groups behave as they do. You'll come to understand the contributions, as well as the limitations, of our knowledge and to appreciate human diversity in various cultures. A prominent feature is the opportunity to learn the basic elements of the research process, as well as an introduction to statistical analysis incorporating computer procedures. Hands-on experience is also important, and students may undertake an extensive senior-year internship. Last but not least, our students learn to write clearly and fluently through a variety of written assignments, leading to the ability to write an acceptable professional paper.

The **government and foreign affairs curriculum** provides an introduction to several main areas in the field such as the American political system, the global system and political theory. The major is designed to give a specialized foundation to those planning to enter government (public or foreign service), teaching, research, graduate school and/or politics.

The **psychology curriculum** provides an introduction to several main areas in the field (e.g., physiological), but our most important emphasis lies in the preparation for graduate work in counseling and human development. Psychoanalytic, behaviorist and humanistic perspectives receive detailed attention, but several courses are taught from an integrative biopsychological perspective. A major theme concerns examination of personal and social issues, through courses such as gender, psychology of adjustment, human sexuality, and addictions.

The applied focus of the **sociology curriculum** emphasizes a set of core sociological skills; a substantive knowledge in specialized areas of social problems; and the placement of students in an applied behavioral science seminar, internships, and ultimately, jobs where their

sociology expertise is used. Applied sociology is client-oriented, providing students with appropriate methodological tools, as well as an understanding of social context and its unique influence on behavior, group structure and group process, and how to incorporate an understanding of social context into research and social change. Majors concentrate in specialized areas of social problems (i.e., criminology and criminal justice or family studies).

The **B.A./M.A. curriculum** provides the best preparation for students who want to pursue mental health or school counseling careers. It streamlines courses, integrates undergraduate psychology and sociology with graduate professional counselor education, results in a B.A. and M.A. in six years, meets educational requirements for counselor license in Ohio and many other states, provides a strong practitioner focus through case-oriented learning opportunities, utilizes practical "hands-on" skill preparation through lab training and internships, offers a competitive edge for employment and career advancement, and provides a solid foundation for doctoral studies.

V. CAREER OPPORTUNITIES

The **undergraduate degree** in government and foreign affairs, psychology or sociology prepares you for a wide variety of careers. For example, social and behavioral sciences majors generally have above-average skills in analyzing data, writing, conducting research, dealing with the public and/or troubled individuals, and understanding human behavior in general. In corporations or government agencies, our graduates are well suited for jobs in personnel, sales, market research, and public relations.

The **government and foreign affairs majors** enter a variety of fields including electoral (campaign) politics, national, state and local government service, law enforcement, city and county management, research, community planning as well as many other areas. Positions for **psychology majors** include interviewers, caseworkers, probation assistants, psychiatric aides, intake workers, and counselor assistants. Positions for **sociology majors** include police/parole/probation officers, FBI officers, case management workers, human service workers, family-consumer advocates, community planners, patient advocates, research assistants, interviewers, and claims investigators. Students not interested in pursuing graduate study are encouraged to take a broad undergraduate curriculum that includes appropriate courses in management and computer science.

To attain professional standing in any social or behavioral sciences occupation, a **graduate degree** is required. With an appropriate graduate degree, the range of careers broadens considerably. **Government and Foreign Affairs careers** include public and private administration, lobbying, and college teaching. **Sociology careers** include administration in public and private sectors, lobbying, college teaching, intervention strategists, research consultants, and management analysts. **Psychology careers** include marriage-family counseling, crisis management, school/college counselor, mental health agency administrator, consumer researcher, psychological testing, and private-practice psychotherapy.

Occupational settings open to **B.A./M.A. graduates** are community service/mental health agencies, school-based intervention and treatment, hospital/residential centers, crisis intervention centers, corrections/criminal justice centers, vocational and career-development programs, and private practice. Mental health counselors work with individuals experiencing alcohol and drug abuse, domestic violence, emotional adjustment and mental illness, disability rehabilitation, marriage and family problems, eating disorders, parenting and childhood crises, and juvenile and adult probation/parole.

VI. REGISTRATION AS COUNSELOR ASSISTANT

Undergraduate psychology majors with a community/clinical emphasis may apply to the State of Ohio Counselor and Social Worker Board for registration as a counselor assistant. The scope of practice for a counselor assistant is to work under the supervision of a counseling professional who "assists individuals in achieving more effective personal, social, educational or career development and adjustment" (Division A, Sec. 4747.01, Ohio Revised Code).

VII. CAMPUS RESOURCES

Behavioral Science Club (BSC Club)

The Behavioral Sciences Club has as its purpose to develop and promote activities and interest in the behavioral sciences field. The club provides an opportunity for learning and relaxation among students. The group plans social events, coordinates campus activities and arranges guest speakers. Members elect a Senator to participate fully in the Student government structure. Special events include the Annual Faculty Auction, service projects for each semester, and in conjunction with Faculty, a Senior Sendoff for graduating Seniors.

Pre-law Club

The purpose of the Pre-Law Club is to expose students to the study and practice of law. The club works in concert with the Pre-law Program to offer several events throughout the year. In the fall semester, students are invited to attend a two-day trip to six of the nine accredited law schools in the state of Ohio. In both the fall and the spring semesters, the club participates in a practice LSAT session in which one of the most recent LSAT tests is given in real-examination conditions. Also, the club is organizing a lecture series for the spring semester that will invite a renowned legal scholar or practitioner to our campus to share their views on pressing legal matters of the day and the legal profession. As well as these events, the club encourages members to participate in the civic life of the community by volunteering at the Habitat for Humanity house and other community initiatives. Members also frequently gather to prepare for the LSAT test and compare notes on the strengths and weaknesses of law schools throughout the state and the nation.

Walsh University College Democrats

The College Democrats pledges itself to support the philosophy and candidates of the Democratic Party. Furthermore, the College Democrats declares its intention to support all efforts to increase the participation of college students in Democratic affairs. To these ends, the College Democrats shall educate and train its members so that they may be better able to educate students about the philosophy of the Democratic Party, assist in the election of local, state, and national Democratic candidates and affect political change on the local, state, and national level. The College Democrats sponsors numerous events including voter registration programs throughout the local community, debate watch programs to better inform the public concerning local and national candidates, issue debate programs both on and off campus, local political rallies in support of Democratic candidates and other networking activities to build the strength of the Democratic Party. Contact Dr. Peter Yacobucci for further information. **Note:** Walsh University College Republicans - contact Dr. Doug Palmer for further information.

Library Facilities

Walsh University provides excellent research materials for political science, psychology and sociology majors. Our journal holdings and reference resources are extensive. Computer searches are available for research papers. Librarians are exceptionally friendly and helpful.

Student Membership in Professional Organizations

Students may enroll in professional organizations at reduced rates. You are encouraged to take advantage of this opportunity because membership entitles you to register for professional meetings and to receive professional journals and publications.

Counseling Services

If you wish to discuss educational, vocational, or personal concerns with a qualified professional, you are welcome to take advantage of the counseling services available through Walsh University Counseling Services.

Graduate Programs

Our undergraduate program is enhanced by the Walsh University master's programs in Counseling and Human Development, Education, Business Administration, Physical Therapy, and Theology. Faculty and staff in these programs are available to consult with undergraduates about special interests, research ideas, internships, and graduate studies.

Career Development

In addition to the ongoing career information provided in many classes, social and behavioral science majors may take advantage of the services of Walsh University's Career Development. Through this office, you can conduct job searches, schedule interviews, and learn more about careers related to your studies and interests. This service is free of charge.

Textbooks

Course required textbooks are listed on the Social & Behavioral Sciences web page. Visit the Walsh University web site at www.walsh.edu to access the Division's web page.

VIII. ACADEMIC POLICIES

Attendance

Faculty members announce attendance requirements at the beginning of each course, and you are expected to comply.

Syllabi

Social and Behavioral Sciences faculty are required to distribute syllabi for all courses. In addition, faculty should file copies of all syllabi with the faculty secretary at the beginning of each semester.

Syllabi embody a legal contract between the faculty member, the University, and the student. Syllabi should contain attendance policies, course topics, required readings and assignments, and evaluation criteria. Syllabi may include other items of the instructor's choice (e.g., course goals and objectives, supplemental reading lists, office location, and office hours).

Course Evaluations

Students are to complete formal evaluations of courses. All courses are not evaluated every semester. Evaluations are one way for students, faculty, and the division chair to receive feedback regarding reactions and perceptions about teaching. The evaluation process is completed during the last class or immediately before the final exam. Instructors receive a printout summarizing the evaluations after final grades have been submitted to the Registrar's Office.

Academic Advising

Twice each academic year the registrar's office prepares a listing of courses for the upcoming semester. During designated times students are to meet with their academic advisors within the division to plan a course schedule. Students are advised sign up at sign up for an appointment time with their advisor and to come prepared to these advising sessions. Students should develop a four year course plan as soon as possible to ensure that your course needs coincide with the published course rotation. Students are also responsible for meeting University and program requirements for graduation.

Behavioral Science/ Government and Foreign Affairs Internships

To fulfill requirements for the sociology major or the psychology major with a community/clinical emphasis, students are required to complete 3-9 credit hours in an applied behavioral science internship. Students in government and foreign affairs may receive 1-6 credit hours for internship. For each academic credit earned, you must intern a minimum of three hours per week (e.g., 3 credits = 9 hours, 4 credits = 12 hours/week, etc.) for the semester. The internship is usually taken during the senior year for one semester. Prerequisites for the behavioral science internship include BSC 360: Counseling and Interviewing Processes, BSC 430: Applied Behavioral Science Seminar, senior standing, and program approval. Government and foreign affairs internships require junior standing with a minimum 2.5 GPA.

It is recommended that students enroll for no more than 12 total credits during the internship semester, (e.g. a combination of internship credits and others). The internship is arranged on an individual basis with the internship advisor. You and the internship advisor will plan an internship placement with an agency, business, department of government, or other organization having a need for research and practitioner skills.

Assessment

During the senior year, our students participate in a national assessment of knowledge achieved in the B.A./M.A. (undergraduate portion), government and foreign affairs, psychology and sociology majors. Walsh University's regional accrediting agency, The North Central Association, requires documentation of student academic achievement in general education studies (Walsh's Core Curriculum) and in the major. Walsh University requires students to take various assessment tests, as deemed necessary and appropriate by the Chief Academic Officers, the Director of Institutional Assessment, and Division Chairs. Students will take a preliminary exit exam at the end of the last semester of their junior year. Students who pass the preliminary exit exam will be exempt from the Comprehensive Review course. Students who do not pass the preliminary exit exam will be enrolled in a Comprehensive Review course (1 credit hour). When students complete the review course, they will take the next scheduled exit exam (offered every semester). Students must achieve a 50% pass grade on the exam to receive a P (pass) on their transcript. Students who fail the exit exam administered after the review course, may petition the Division for a substitute course equivalent to 3 credits.

Grading Scale

Consistent with pre-professional training standards, Social & Behavioral Science follows a rigorous grading system. Social and Behavioral Science faculty employ the following grading system:

100-92	A	79-76	C
91-90	A-	75-74	C-
89-88	B+	73-72	D+
87-84	B	71-68	D
83-82	B-	67-66	D-
81-80	C+	65-0	F

Extra Credit Assignments

Requests for extra credit assignments to "enhance" final grades will not be accepted. If a divisional professor decides to include extra credit assignments as a part of a course, he/she will explain the assignment and due date on the syllabus distributed the first week of class. Pressuring faculty for extra credit assignments at any time during the semester, finals week, or after grades have been recorded is not allowed. Grades submitted to the Registrar are final and not subject to change unless there has been a calculation or clerical error.

Academic Standards

Social and Behavioral Sciences majors must display academic behavior that is a reflection of the University's policy on academic integrity, as published in the University Catalog and the Student Handbook. Students are responsible for their academic work. Plagiarism (taking ideas, writings, etc., from another and offering them as one's own) and other forms of cheating or dishonesty will not be tolerated. Penalties will be decided at the discretion of the instructor. These penalties include, but are not limited to: redoing assigned work or test and receiving a lower grade, failing the assignment or test, failing the course due to blatant or repeated offenses, referral to the Vice President for Academic Affairs for possible suspension.

All Walsh University undergraduate students must maintain a 2.0 cumulative average in their courses. B.A./M.A. undergraduates must maintain a minimum 3.3 GPA. Government and foreign affairs, psychology and sociology majors are required to maintain a minimum 2.3 GPA in the major. Any student who falls below these standards is placed on divisional probation and has one semester to return to standard unless alternative arrangements are approved by the Social and Behavioral Sciences Division based on a written request submitted by the student to the Division Chair. If the student fails to return to standard, he or she will be dismissed as a psychology, sociology, or government and foreign affairs major or B.A./M.A. student.

Change of Major

It is the student's responsibility to complete the Change of Major form when changing concentrations within the behavioral science majors or to another major. Forms are located in the Cavalier Center (One Stop). Your advisor can answer questions about behavioral science majors, concentrations, and completion of the form.

Exit Exams

Exit exams are administered each fall and spring semester. The intent of administering the exit exam to GFA, PSY, and SOC majors is to determine how well the respective major prepares students and how these students compare to students across the country.

- Students are required to take the exit exam at the end of the last semester of their junior year. Because scores will not be known at advising time, each student registers for a 1-credit hour Comprehensive Review course (GFA 400, SOC 400, or PSY 400) for the following semester (first semester of the senior year).
- Once scores are known, the Division Chair notifies each student of his/her pass or fail status.
    - Pass status: Students passing the exit exam are exempt from the Comprehensive Review course. The Division Chair sends the Registrar an email or letter identifying students who passed the exit exam for the purpose of administratively withdrawing them from the Comprehensive Review course. Administrative withdrawal takes place no later than the drop/add period of the enrollment semester.
    - Fail status: Students failing the exit exam continue enrollment in the Comprehensive Review course. Upon completion of the review course, students take the next scheduled exit exam. This course may be repeated.
- Students are required for graduation to have a minimum passing grade - established by the SBSC Division - on the exit exam recorded as P (pass) on the transcript.
- Students who fail the exit exam administered after the Comprehensive Review course may petition, in writing, the Division Chair for a substitution equivalent to an additional 3-credit course in their major; the final grade will be applied to the GPA.

IX. REQUIREMENTS & STANDARDS FOR ADMISSION TO PRE-PROFESSIONAL COURSE BSC 430 & INTERNSHIP BSC 440

Knowledge, attitudes, skills, and values are critical competencies when assessing students for practice in applied settings. Walsh University and the Social and Behavioral Sciences Division must be concerned with the specific competencies of individuals who choose to become interns or pre-professional practitioners interacting with people in supervised social and community settings. Therefore, the following criteria have been developed to facilitate student learning and applied practice.

At the September 3, 2003 Social and Behavioral Sciences Division meeting, faculty approved the following: sociology, psychology with community/clinical concentration and BAMA majors are required to take BSC 360/560 Counseling and Interviewing, BSC 430 Applied Behavioral Science Seminar, and BSC 440 Applied Behavioral Science Internship in order. Students cannot take BSC 360/560 concurrent with BSC 430. BSC 360/560 and BSC 430 must be completed before students may take BSC 440. The optimal sequence is BSC 360/560 during the junior year, BSC 430 first semester senior year, and BSC 440 last semester senior year. This sequencing is to help prepare students for the seminar and internship experience. **Students are responsible for planning their academic course sequencing with their academic advisor.** If you have questions, please speak with your advisor.

Requirements and Standards for Admission

BSC 430: Applied Behavioral Science Seminar - *Psychology Majors With Community/Clinical Emphasis, Sociology Majors, & BAMA majors*

- Completion of the following courses:

  Psychology majors
  - BSC 430 prerequisites: PSY 201 or 204; PSY 321, 210 or 309; SOC 302; one 300-level Psychology course; BSC 200, BSC 221 and BSC 360.

  Sociology majors
  - BSC 430 prerequisites: SOC 302 and three other Sociology core Courses; BSC 200, BSC 221 and BSC 360

  Prerequisites for BAMA:
  - BSC 560
  - Admission to the BAMA Program
  - Approval of advisor

- Maintain 2.3 GPA in the major (per courses taken at Walsh University). BAMA maintain 3.3 major GPA.

- Recommendation of advisor and senior status.

- Approval of instructor.

- Evidence of satisfactory interpersonal competencies on the Pre-Professional Competencies rating form. A satisfactory rating consists of no less than a total 3.0 average on a 5-point scale and no score lower than 2.5 on any individual item. If two or more faculty complete the rating form, each item score will be averaged to determine the overall average.

The Chair forwards the competencies forms to the instructor. BSC360 & BSC430 instructors complete the rating forms.

All rating forms are subject to S&BSC faculty and student review. The original rating form remains on file with the Chair. Upon request, a copy will be given to the student.

BSC 440: Applied Behavioral Science Internship

- Completion of 30 hours in major, including BSC 360 (BSC 560 for BAMA students) and BSC 430 with final grades of C+ or better; B+ or better for BAMA students.

- Maintain 2.3 GPA in the major (per courses taken at Walsh University). BAMA maintain 3.3 major GPA.

- Recommendation of advisor and senior status.

- Enroll for maximum internship hours for optimal experience. Although students may take internship for 3, 4, 5, or 6 credits, most internship supervisors want students who can devote maximum time (5 credits/15 hours per week on site or 6 credits/18 hours per week on site) to the internship experience. <u>It is recommended that students enroll for no more than 12 total credits during the internship semester; e.g., a combination of internship credits and other credits.</u>

- Approval of internship advisor.

- Evidence of good to excellent interpersonal competencies on the Internship Competencies rating form. Good to excellent rating consists of no less than a 4.0 average on a 5-point scale and no score lower than 3.5 on any individual scale. If two or more faculty complete the rating form, each item score will be averaged to determine the overall average.

  The S&BSC instructor completes the Internship Competencies rating form upon the student's completion of BSC 430. If the advisor has had little or no classroom contact with the student, he/she will notify the Chair of S&BSC Programs. The Chair will forward the rating form to Social and Behavioral Sciences faculty who have had regular classroom interaction with the student.

  All rating forms are subject to S&BSC faculty and student review. The original rating form remains on file with the Chair. Upon request, a copy will be given to the student.

- Sociology majors or psychology majors with the community/clinical emphasis who do not meet one or more of the requirements and standards for admission to BSC 440, and thereby not qualified to participate in an internship, may complete the respective major as follows:
  - Sociology majors may enroll in SOC 490 Independent Study in Applied Sociology to complete a specialized research project approved by the S&BSC Chair in place of BSC 440.
  - Psychology majors with the community/clinical emphasis may change emphasis from the community/clinical track to the standard emphasis.

Appeal Procedure

Any student who fails to meet the requirements and/or standards for admission to pre-professional course BSC 430 and internship BSC 440 may:

- Demonstrate improvement in the areas of deficiency and enter when the deficiencies have been satisfactorily improved. The student will be referred to Counseling Services for assistance. Recommendations (re: satisfactory improvement) will be made to the S&BSC Chair from Counseling Services for faculty review.

- Appeal to the Chair of the Social and Behavioral Sciences Division, who will convene a review with the student and two S&BSC faculty. The faculty cannot be adjunct faculty, and one must be a pre-professional course or internship instructor.

- Appeal to the Vice President of Academic Affairs if dissatisfied with the decision of the Chair and Social and Behavioral Sciences faculty. Grounds for appeal must be based on due process and explained in the written appeal request.

- Choose another discipline/major.

- Retention in the pre-professional and internship courses is based on successful completion of the courses and standards leading to applied practice.

X MAJOR/MINOR REQUIREMENTS

PSYCHOLOGY Foundations (14 hours)
[ ] [ ] PSY 120 Principles of Psychology (3)
[ ] [ ] PSY 321 Experimental Psychology (3)
[ ] [ ] BSC 200 Field Observation (2)
[ ] [ ] BSC 221 Statistics for Behavioral Sciences (3)
[ ] [ ] SOC 302 Social Research Methods (3)
Students choose one of the following Core Area Concentrations:

Psychology Major – Standard = 45 hours
Psychology Major – Community/Clinical = 51 hours

Core Areas in Psychology (18 hours Psychology Major – Standard) designated required course*
Select one from Biological Bases
[ ] [ ] PSY 230 Human Sexuality (3)
[ ] [ ] PSY 251 Physiological Psychology*(3)
[ ] [ ] PSY 302 Cognitive Neuropsychology (3)
Select one from Cognitive & Learning Processes
[ ] [ ] PSY 201 Principles of Learning (3)
[ ] [ ] PSY 204 Cognitive Processes (3)
Select once from Social Processes
[ ] [ ] PSY 240 Inside the Organization (3)
[ ] [ ] PSY 306 Psychology in Modern Western Culture (3)
[ ] [ ] PSY 426 Group Processes (3)
[ ] [ ] BSC 301 Social Psychology (3)
Select one from Diversity
[ ] [ ] PSY 307 Cross-Cultural Psychology (3)
[ ] [ ] PSY 310 Gender (3)
[ ] [ ] SOC 205 Social & Cultural Diversity (3)
Select one from Developmental Processes
[ ] [ ] PSY 210 Human Development Across the Lifespan (3)
[ ] [ ] PSY 309 Critical Issues in Child & Adolescent Development (3)
[ ] [ ] SOC 314 Critical Issues in Adult Development (3)
Select one from Individual Differences
[ ] [ ] PSY 305 Personality (3)
[ ] [ ] PSY 308 Psychological Testing (3)
[ ] [ ] PSY 340 Addictions (3)
[ ] [ ] PSY 401 Abnormal Psychology (3)
Electives (6 hours)
Select two courses beyond minimum required from two different core areas
[ ] [ ] PSY _____ (3)
[ ] [ ] PSY _____ (3)
Culminating Experiences (7 hours)
[ ] [ ] PSY 400 Comprehensive Review (1)
[ ] [ ] PSY 451 Psychology Seminar (3)
[ ] [ ] PSY 460 Senior Research Project ((3)

Core Areas in Psychology (21 hours Psychology Major – Community/ Clinical) indicates *indicates designated required course
Select one from Biological Bases
[ ] [ ] PSY 230 Human Sexuality (3)
[ ] [ ] PSY 251 Physiological Psychology*(3)
[ ] [ ] PSY 302 Cognitive Neuropsychology (3)
Select one from Cognitive & Learning Processes
[ ] [ ] PSY 201 Principles of Learning (3)
[ ] [ ] PSY 204 Cognitive Processes (3)
Select once from Social Processes
[ ] [ ] PSY 240 Inside the Organization (3)
[ ] [ ] PSY 306 Psychology in Modern Western Culture (3)
[ ] [ ] PSY 426 Group Processes (3)
[ ] [ ] BSC 301 Social Psychology (3)
Select one from Diversity
[ ] [ ] PSY 307 Cross-Cultural Psychology (3)
[ ] [ ] PSY 310 Gender (3)
[ ] [ ] SOC 205 Social & Cultural Diversity (3)
Select one from Developmental Processes
[ ] [ ] PSY 210 Human Development Across the Lifespan (3)
[ ] [ ] PSY 309 Critical Issues in Child & Adolescent Development (3)
[ ] [ ] SOC 314 Critical Issues in Adult Development (3)
Select two from Individual Differences
[ ] [ ] PSY 305 Personality (3)
[ ] [ ] PSY 308 Psychological Testing (3)
[ ] [ ] PSY 340 Addictions (3)
[ ] [ ] PSY 401 Abnormal Psychology*(3)
Electives (6 hours)
Select two courses beyond minimum required from two different core areas
[ ] [ ] PSY _____ (3)
[ ] [ ] PSY _____ (3)
Culminating Experiences (10 hours)
[ ] [ ] PSY 400 Comprehensive Review (1)
[ ] [ ] BSC 360 Counseling and Interviewing Processes (3)
[ ] [ ] BSC 430 Applied Behavioral Sciences Seminar (3)
[ ] [ ] BSC 440 Applied Behavioral Sciences Internship (3-9)

SOCIOLOGY Core (30 hours)

[ ] [ ] SOC 101 Principles of Sociology (3)
[ ] [ ] SOC 204 Social Problems (3)
[ ] [ ] SOC 302 Social Research Methods (3)
[ ] [ ] SOC 401 Sociological Theory (3)
[ ] [ ] SOC 400 Comprehensive Review (1)
[ ] [ ] BSC 200 Field Observation (2)
[ ] [ ] BSC 221 Statistics for Behavioral Sciences (3)
[ ] [ ] BSC 301 Social Psychology (3)
[ ] [ ] BSC 360 Counseling & Interviewing Processes (3)
[ ] [ ] BSC 430 Applied Behavioral Sciences Seminar (3)
[ ] [ ] BSC 440 Applied Behavioral Sciences Internship (3-9 Capstone)

Sociology Major - Standard = 42 cr
Sociology Major - Applied Criminology/Criminal Justice = 51 credits
Sociology Major - Applied Family Studies = 51 credits

Students must choose one of the following concentrations:

Standard (12 hours)

[ ] [ ] SOC _____ (3)
[ ] [ ] SOC _____ (3)
[ ] [ ] SOC _____ (3)
[ ] [ ] SOC _____ (3)

Applied Criminology & Criminal Justice (21 hours)

[ ] [ ] PSY 340 Addictions (3)
Select one from Criminal Justice & Juvenile Justice Process:
[ ] [ ] SOC 210 Juv. Crime & Justice (3)
[ ] [ ] SOC 212 Criminal Justice (3)
Select one from Criminology:
[ ] [ ] SOC 208 Deviance (3)
[ ] [ ] SOC 305 Criminology (3)
[ ] [ ] SOC 312 Victimology (3)
Select one from Law Enforcement:
[ ] [ ] SOC 209 Contemporary Policing (3)
[ ] [ ] SOC 308 Comparative CJ Systems (3)
Select one from Corrections:
[ ] [ ] SOC 301 Women in Prison (3)
[ ] [ ] SOC 309 Corrections (3)
Select one from Law Adjudication:
[ ] [ ] GFA 403 Supreme Court & Constitution (3)
[ ] [ ] GFA 405 Civil Rights & Liberties (3 Capstone)
Select one SOC elective:
[ ] [ ] SOC _____ (3)

Applied Family Studies (21 hours)

[ ] [ ] SOC 205 Social & Cultural Diversity (3)
[ ] [ ] SOC 303 Family Systems (3)
[ ] [ ] PSY 210 Human Development Across the Lifespan (3)
[ ] [ ] PSY 340 Addictions (3)
Select one:
[ ] [ ] SOC 307 Death, Dying, Bereavement (3)
[ ] [ ] SOC 311 Health, Healing & Wellness (3)
Select one:
[ ] [ ] SOC 314 Critical Issues in Adult Development (3)
[ ] [ ] PSY 309 Critical Issues in Child and Adolescent Development (3)
Select one SOC elective
[ ] [ ] SOC _____ (3) *(Recommend SOC 205 or SOC 303)*

<u>GOVERNMENT AND FOREIGN AFFAIRS</u> (*35 semester hours*)

[ ] [ ] GFA 103 American Government (3)
[ ] [ ] GFA 215 Scope and Methods in Government and Foreign Affairs (4)
[ ] [ ] GFA 301 International Politics (3)
[ ] [ ] GFA 303 American Political Thought (3)
[ ] [ ] GFA 400 Comprehensive Review (1)
[ ] [ ] *GFA elective hours 21*

Three (3) semester hours of government and foreign affairs *may be used to fulfill core requirements.*

<u>NOTE</u>: Concentrations

If you want a career in social services/counseling, you need a concentration. The psychology community/clinical concentration and the sociology criminology/ criminal justice or family studies concentrations prepare you for social services/ counseling careers and future graduate studies. Whenever a student chooses a concentration track to complement the standard major in either psychology or sociology, it does not take longer to complete the major or cost more in total credit hours. All concentrations can be taken as part of the standard core electives and fit into the University's required 130 credits for graduation.

PSYCHOLOGY MINOR (18 credit hours)

Foundations (3 hrs)
[ ] [ ] PSY 120 Principles of Psychology (3)

Biological Bases/Cognitive & Learning Processes/Developmental Processes (3 hrs)
Select one:
[ ] [ ] PSY 201 Principles of Learning (3)
[ ] [ ] PSY 204 Cognitive Processes (3)
[ ] [ ] PSY 210 Human Development Across the Lifespan (3)
[ ] [ ] PSY 251 Physiological Psychology (3)

Social Process/Biological Bases/Diversity/Individual Differences (3 hrs)
Select one:
[ ] [ ] PSY 302 Cognitive Neuropsychology (3)
[ ] [ ] PSY 305 Personality (3)
[ ] [ ] PSY 306 Psychology in Modern Western Culture (3)
[ ] [ ] PSY 307 Cross-Cultural Psychology (3)
[ ] [ ] PSY 401 Abnormal Psychology (3)

Electives (9 hrs) –may include BSC 301 Social Psychology.
Minors may not take BSC 430 or 440.
[ ] [ ] _____ (3)
[ ] [ ] _____ (3)
[ ] [ ] _____ (3)

SOCIOLOGY MINOR (18 semester hours)
[ ] [ ] SOC 101 Principles of Sociology
[ ] [ ] SOC 204 Social Problems
[ ] [ ] SOC 205 Social & Cultural Diversity
[ ] [ ] SOC 303 Family Systems

6 semester hours sociology electives, which may include BSC 301. Minors cannot take BSC 430 and 440.

See University Catalog for complete listing of sociology electives.

GOVERNMENT AND FOREIGN AFFAIRS MINOR (*18 semester hours*)
[ ] [ ] GFA 103 American Government
[ ] [ ] GFA 301 International Politics
[ ] [ ] GFA 303 American Political Thought

9 semester hours government and foreign affairs *electives*

See University Catalog for complete listing of government and foreign affairs *electives.*

<u>PEACE STUDIES MINOR</u> (21 semester hours)

[ ] [ ] PS 201 Introduction to Peace Studies (3)
[ ] [ ] PS 301 Conflict Resolution (3)

<u>Select one from Area A: Peace and National and International Systems</u> * (3):
[ ] [ ] GFA 213 Comparative Politics
[ ] [ ] GFA 301 International Politics
[ ] [ ] GFA 311 Latin American Politics
[ ] [ ] GFA 355 U.S. Foreign Policy
[ ] [ ] GFA 409 International Political Economy
[ ] [ ] GFA 413 International Organizations
[ ] [ ] GFA 415 International Law
[ ] [ ] GFA 421 War in the Global System
[ ] [ ] HST 203 Diplomatic History of U.S. to 1877
[ ] [ ] HST 204 Diplomatic History of the U.S. since 1877
[ ] [ ] HST 309 Modern Latin American
[ ] [ ] HST 311 Nonwestern World: The Middle East

*Select one from Area B - Influences on Peace * (3):*
[ ] [ ] ENG 315 The Literature of War and Peace
[ ] [ ] GFA 413 International Organization
[ ] [ ] GFA 415 International Law
[ ] [ ] PHIL 290 Ethics of War and Peace
[ ] [ ] PHIL 290 Philosophy of Nonviolence
[ ] [ ] PHIL 312 Social and Political Philosophy
[ ] [ ] THEO 203 Christian Moral Response
[ ] [ ] THEO 406 Christian Attitudes Toward War and Peace
[ ] [ ] THEO 407 Religious Roots of Nonviolence

<u>Select once form Area C – The Promotion of Social, Economic, and Environmental Justice</u> * (3)
[ ] [ ] ENG 315 American Literature and Environmental Justice
[ ] [ ] GFA 213 Comparative Politics
[ ] [ ] GFA 401 Political and Economic Development
[ ] [ ] GFA 409 International Political Economy
[ ] [ ] GFA 421 Immigration and Refugee Issues
[ ] [ ] HST 225 African-American History
[ ] [ ] HST 313 The Rise and Fall of Nazi Germany
[ ] [ ] JS 212 To and From the Gas Chambers
[ ] [ ] JS 290 Hate Groups
[ ] [ ] JS 301 Holocaust Studies
[ ] [ ] NS 101 Science and Contemporary Health Issues
[ ] [ ] NS 103 Environmental Science: Life as if Earth Mattered
[ ] [ ] SOC 204 Social Problems
[ ] [ ] SOC 205 Social and Cultural Diversity
[ ] [ ] SOC 304 Urban Sociology
[ ] [ ] THEO 309 Principles of Justice and Peace
[ ] [ ] THEO 410 Theologies of Eco-Justice

*Electives * (6)*
Select two elective courses (6) from Area A, B, or C
* If a course is taken in one area, it cannot be repeated for either of the other area course selections.

<u>FORENSIC STUDIES MINOR</u> (18 semester hours)

Foundation Courses (9 hours)
[ ] [ ] NS 114 Introduction to Forensic Science (3)
[ ] [ ] PSYCH 200 Psychology of violence (3)
[ ] [ ] SOC 305 Criminology (3)

<u>Electives (9 hours)</u>
[ ] [ ] BUS 345 Fraud Examination (3)
[ ] [ ] ENG 200-1 Studies in Short Fiction: The Detective Story (3)
[ ] [ ] ENG 318 Special topics: The Detective Novel (3)
[ ] [ ] NURS 250 Introduction to Forensic Nursing (3)
[ ] [ ] NS 215 Forensic Chemistry (3)
[ ] [ ] PSY 350-1 Special Topics: Forensic Psychology (3)
[ ] [ ] SOC 312 Victimology (3)

International Studies

Students wishing to complete this program normally major in Business, Foreign Language, History or Political Science. An individual must meet all major requirements as well as:

- **Economics (9 semester hrs.)**
  [ ] [ ] ECON 201 Economics I, Micro
  [ ] [ ] ECON 202 Economics II, Macro
  [ ] [ ] ECON 301Comparative Economic Systems

- **History (9 semester hrs.)**
  [ ] [ ] HIST 311 History of Modern Europe
  [ ] [ ] HIST 333 History of the Soviet Union
  [ ] [ ] HIST 336 Latin America: Modern
  [ ] [ ] HIST 337 The Non-Western World: The Middle East
  [ ] [ ] HIST 410 Aspects of East Asian Civilization

- **Government and Foreign Affairs (9 semester hrs.)**
  [ ] [ ] GFA 213 Comparative Politics
  [ ] [ ] GFA 301 International Politics
  [ ] [ ] GFA 401 Politics and Economics of Developing Nations
  [ ] [ ] GFA 409 International Political Economy
  [ ] [ ] GFA 413 International Organization
  [ ] [ ] GFA 415 International Law

- **Foreign Language (9 semester hrs. - 9 hours at the 201 level and above in French or Spanish)**

Pre-Law Program

Pre-law gives students an opportunity to explore a legal career while developing some basic skills needed for law school, preparation for the LSAT (Law School Aptitude Test) or a career as a paralegal. Students wishing to complete this program enroll in the major of their choice. Students must meet all major requirements as well as pre-law core requirements.

Students self-identify as interested in pre-law and schedule an appointment with the pre-law advisor. The advisor, working with the student, will develop a schedule of courses which will include the core a well as the areas of student interest. For those students uncertain about their area of interest, the core could be supplemented with courses in the student's major relevant to law, and the student could then elect to further pursue that area or take additional courses in a different area.

- **Core Requirements:** The following eight courses are strongly recommended to encourage the development of relevant critical thinking, writing and analytical skills needed for a legal career:
  [ ] [ ] COM 211 Speech
  [ ] [ ] HIST 334 Constitutional History of the United States
  [ ] [ ] PHIL 101 Logic
  [ ] [ ] GFA 403 Supreme Court and Constitution
  [ ] [ ] GFA 405 Civil Rights and Liberties
  [ ] [ ] SOC 212 Criminal Justice
  [ ] [ ] GFA 430-31 An internship experience of 1-6 credits approved by the pre-law advisor. A minimum 3-credit internship is recommended.

- **Elective Areas of Concentration**: Students may choose to follow their particular interest in specific areas of law by selecting from the following elective concentrations: (see catalog for further information).

  [ ] [ ] Media Law/Entertainment Law
  [ ] [ ] Criminal Law
  [ ] [ ] International Law
  [ ] [ ] Business Law
  [ ] [ ] Political/Economic Polity and Law
  [ ] [ ] History of Law

XI. B.A./M.A. PROGRAM – BEHAVIORAL SCIENCE COUNSELING & HUMAN DEVELOPMENT

Philosophy

The B.A./M.A. program is designed to provide the best preparation for students who wish to pursue mental health or school counseling careers. To accomplish this, the program has integrated core theoretical and knowledge areas in psychology and sociology into a social and behavioral sciences major at the undergraduate level. The program includes joint B.A./M.A. courses designed to develop both the research skills and the basic helping skills necessary for the practice of counseling. At the graduate level the program covers core theoretical and knowledge areas in professional counselor education. This coursework integration results in a holistic, streamlined program wherein students can meet the basic educational requirements for counselor licensure in Ohio in six years of study.

This program intends to train counselors who will strive to assist others to make a difference in their lives. To meet this goal, the program educates students in the application of theoretical models to the understanding of human behavior and in the experiential skills needed to integrate theory with the ethical practice of counseling.

Career Opportunities

Counselors are employed in a variety of program settings: community service/mental health agencies, schools-based intervention and treatment, hospital/residential centers, crisis intervention centers, corrections/criminal justice centers, vocation and career-development programs, and private practice. Counselors work with individuals experiencing alcohol and drug abuse, domestic violence, emotional adjustment and mental illness, disability rehabilitation, marriage and family problems, eating disorders, parenting and childhood crises, juvenile and adult probation/parole, and career/occupation decisions.

Program Objectives

- Promote within each student greater self-awareness, a concern for others and a respect for the uniqueness and dignity of each person.
- Develop the skills related to research and the professional competencies necessary to provide counseling services.
- Educate students to understand both the scientific and humanistic perspectives in social and behavioral sciences and to apply this knowledge to counseling practice.
- Cultivate in students the desire to develop an ethical professional identity.

Upon successful completion of all undergraduate requirements for the B.A. portion of the B.A./M.A. program, students will be awarded the degree of Bachelor of Arts in Behavioral Sciences. (Refer to Graduation Requirements in the Academic Policies section of the undergraduate catalog for specific deadlines.) An official Change of Status Form must be filed with the Chair of the Social and Behavioral Science Division to change the student status from undergraduate to graduate.

Program Requirements

- B.A. (130 semester hours) with a behavioral science concentration: PSYCH 120, 201, 251, 305 *or* 401; SOC 204, 205, 303, 401; BSC 221, 301and BSC 430, 440 (*or* one sociology and one psychology elective). Includes 12 semester hours BSC 500-level courses: 502, 526, 560. Maintain a minimum 3.3 GPA.
- M.A. in counseling and human development - mental health (63 semester hours): CHD 603, 610, 612, 624, 633, 635, 730, 740, 772, 775, 777, 780, 790, 796A *and* 796B and two CHD electives. Includes 12 semester hours BSC 500-level courses: 502, 526, 560. Maintain a minimum 3.0 GPA.
- M.A. in counseling and human development – school counseling (51 semester hours) CHD 603, 605, 610, 612, 624, 633, 635, 730, 740, 766, 790, 795 *and* one CHD elective. Includes 12 semester hours BSC 500-level courses: 502, 526, 560 Maintain a minimum 3.0 GPA.

Admission Requirements

- Requirements for admission to the B.A./M.A. program as a freshman include:
  - Prospective freshman B.A./M.A. students must meet two of the following three criteria:
    - Have a minimum high school GPA of 3.5.
    - Have a minimum ACT score of 27 or SAT score of 1100.
    - Graduate in the top 10% of their high school class.
  - Complete the B.A./M.A. application form.
  - Submit a writing sample.
  - Participate in an interview with B.A./M.A. faculty.

Track 2 and Track 3 Options

If you do not meet requirements to enter the B.A./M.A. Program as a freshman, the Track 2 or Track 3 Option may be just right for you. You may apply to enroll in Track 2 after completing your freshman year or Track 3 after completion of your sophomore year.

- **Track 2** of the B.A./M.A. Program is open to students who have:
  - Completed 30 semester credit hours, including transfer credits, with a minimum 3.3 GPA.
  - Completed PSYCH 120, 201 or 251; SOC 204.
  - Submitted the B.A./M.A. application, writing sample, and one transcript copy to the B.A./M.A. Program Chair.
  - Participated in an interview with B.A./M.A. faculty.
- **Track 3** of the B.A./M.A. Program is open to students who have:
  - Completed 60 credits, including transfer credit, with a minimum 3.3 GPA.
  - Completed PSYCH 120, 201, 251; SOC 204, 205 or 303; BSC 221; and one of the following: BSC 301, PSYCH 305, PSYCH 401.
  - Submitted the B.A./M.A. application, writing sample, and one transcript copy to the B.A./M.A. Program Chair.
  - Participated in an interview with B.A./M.A. faculty.

Track 2 or 3 also allows students who change majors the option of a B.A./M.A. Program if they want to pursue counseling/professional careers in the human services. Students admitted to the B.A./M.A. Program through Track 2 or 3 or students who are late completing required courses may take longer than 6 years to complete the combined degree program.

BEHAVIORAL SCIENCES/COUNSELING
(BAMA)

School Counseling – BAMA students with school counseling career aspirations take two EDU courses listed below plus courses listed under Mental Health (58 credit hours):

[ ] [ ] EDU 107 School and Society (3)
[ ] [ ] EDU 206 Differences and Diversity (3)

Mental Health – BAMA students with mental health career aspirations take following courses (52 credit hours):

[ ] [ ] PSYCH 120 Principles of Psychology (3)
[ ] [ ] PSYCH 201 Principles of Learning (3)
Choice of *(3)*
[ ] [ ] PSYCH 204 Cognitive Processes
[ ] [ ] PSYCH 302 Cognitive Neuropsychology
[ ] [ ] PSYCH 251 Physiological Psychology (3)
[ ] [ ] PSYCH 401 Abnormal Psychology (3)

[ ] [ ] SOC 204 Social Problems (3)
[ ] [ ] SOC 205 Social and Cultural Diversity (3)
[ ] [ ] SOC 303 Family Systems (3)
[ ] [ ] SOC 401 Sociological Theory (3)

[ ] [ ] BSC 221 Statistics for Behavioral Sciences (3)
[ ] [ ] BSC 400 Comprehensive Review (1)
[ ] [ ] BSC 430 Applied Behavioral Sciences Seminar (3)
[ ] [ ] BSC 440 Applied Behavioral Sciences Internship (3-9 Capstone)
[ ] [ ] BSC 502 Social Research Methods (4)
[ ] [ ] BSC 526 Group Process (4)
[ ] [ ] BSC 560 Introduction to Counseling &
the Counseling Profession (4)

Choice of elective (3)
[ ] [ ] PSYCH 309 Critical Issues in Child & Adolescent Development\
[ ] [ ] SOC 314 Critical Issues in Adult Development

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Academic Policies and Procedures

Students in the B.A./M.A. program must follow all undergraduate and graduate academic policies and procedures, including a change of status for the graduate program.