

8-2002

2002-2004 Xavier University Undergraduate and Graduate Information College of Arts and Sciences, College of Social Sciences, Williams College of Business, Course Catalog

Xavier University, Cincinnati, OH

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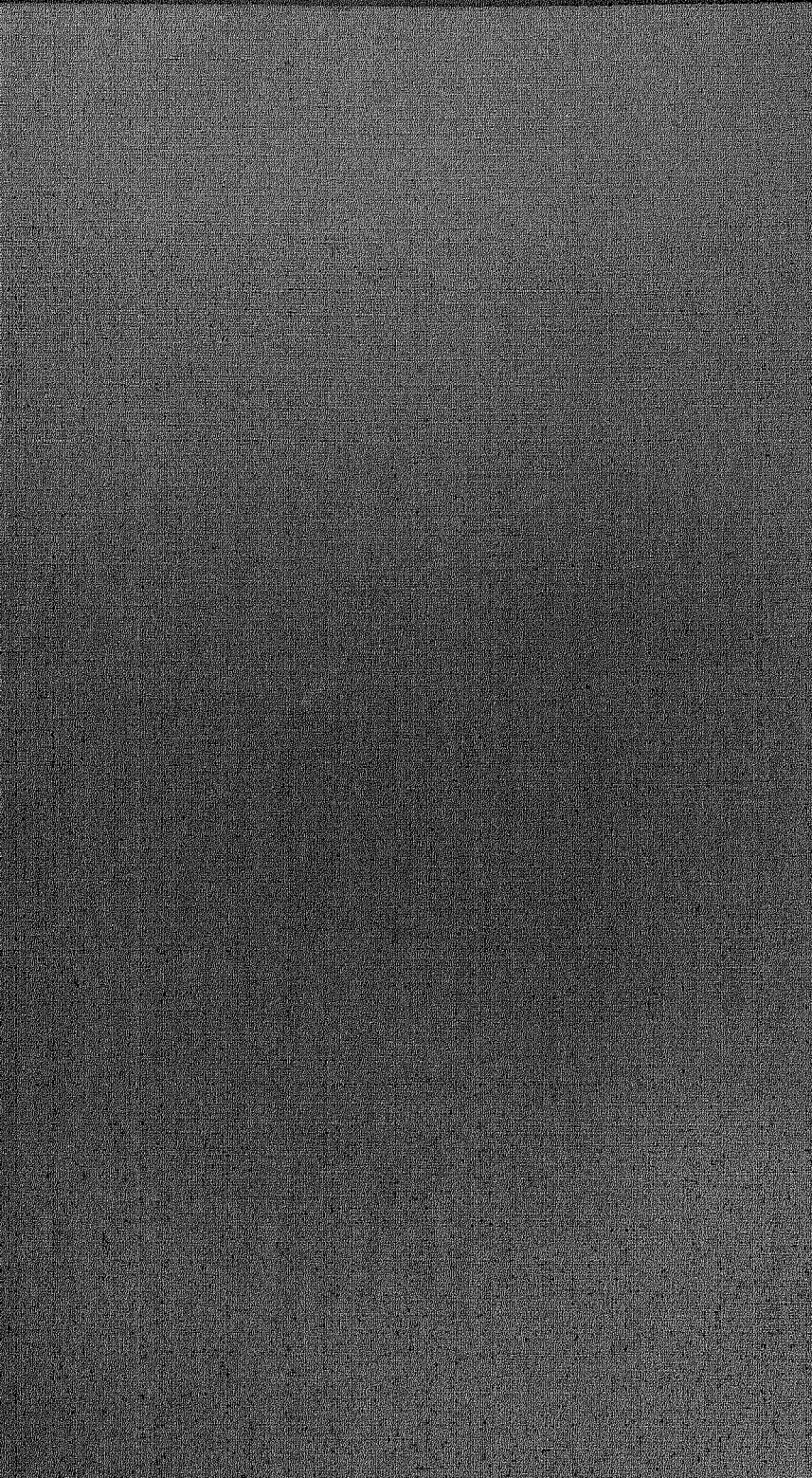
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2002-2004 Catalog

XAVIER
UNIVERSITY



Xavier University

2002-2004 Catalog

Undergraduate and Graduate Information

College of Arts & Sciences

College of Social Sciences

Williams College of Business

3800 Victory Parkway
Cincinnati, Ohio 45207
513 745-3000

WWW.XAVIER.EDU

Picture #1

XAVIER'S MISSION OF SERVICE

"Xavier's mission is to serve society by forming students intellectually, morally and spiritually, with rigor and compassion, towards lives of solidarity and service."

Michael J. Graham, S.J.
President
Xavier University

A GUIDE TO THIS PUBLICATION:

The Xavier University 2002-2004 Catalog is organized into several sections. The bottom of each right-hand page lists the content of the page. Refer to the Table of Contents or Index for specific references.

Table of Contents: Page 1.

General Information: pages 2 to 85. This section contains overview information regarding the University, academic calendar, undergraduate and graduate admission, scholarships and financial aid, registration, privacy rights, tuition and fees, student development, and spiritual development.

Academic Programs: pages 86 to 260. This section first lists all undergraduate and graduate degrees, as well as certificate programs, special University programs and the Undergraduate Core Curriculum. It then divides into the three academic colleges: College of Arts and Sciences; College of Social Sciences; and Williams College of Business. Within each college, departments appear alphabetically. Each department lists faculty; degree, major, minor, certificate, and program descriptions; and block schedules.

Course Descriptions: pages 261 to 408. Course offerings as of August 2002 appear in the section, alphabetically by the four-character abbreviation of the subject area.

University Personnel: pages 410 to 434. Board of Trustees, Officers of Administration, Administrative/Professional Staff, University Librarians, University Faculty, Academic Staff, Distinguished Professors Emeriti, and Professors Emeriti are listed.

Additional Information: Pages 435 to 437, American Jesuit Colleges & Universities, Alma Mater Xavier, and University Seal.

Index: pages 438 to 443. References to all information in the catalog.

Every effort has been made to ensure that the content of this Catalog is accurate at the time of printing. The University reserves the right to make any changes deemed necessary or appropriate. Changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made.

Published by the Office of the Registrar, August 2002

WWW.XAVIER.EDU/REGISTRAR

Xavier University is an academic community committed to equal opportunity for all persons regardless of age, sex, race, religion, handicap or national origin.

TABLE OF CONTENTS

| | |
|---|------------|
| GENERAL INFORMATION | |
| Xavier At-A-Glance | 2 |
| Campus Map | 3 |
| 2002-2003 & 2003-2004 University Calendars | 4 |
| The University | 13 |
| Undergraduate Information | |
| Admission | 22 |
| Scholarships and Financial Aid | 29 |
| Academic Policies and Regulations | 44 |
| Graduate Information | |
| Admission | 55 |
| Scholarships and Financial Aid | 60 |
| Academic Policies and Regulations | 64 |
| Registration | 70 |
| Privacy Rights | 74 |
| Tuition and Fees | 76 |
| Student Development | 79 |
| Mission & Ministry | 85 |
| ACADEMIC PROGRAMS | |
| Listing of Degree and Program Offerings | |
| Bachelor Degrees | 86 |
| Associate Degrees | 87 |
| Undergraduate Certificate Programs | 87 |
| Graduate Degrees | 87 |
| Graduate Certificate Programs | 87 |
| Special University Programs | 88 |
| Undergraduate Core Curriculum | |
| Bachelor Degrees | 94 |
| Associate Degrees | 96 |
| Departmental Degrees, Programs and Block Schedules | |
| College of Arts and Sciences | 97 |
| College of Social Sciences | 159 |
| Williams College of Business | 229 |
| COURSE DESCRIPTIONS | 261 |
| UNIVERSITY PERSONNEL | |
| Board of Trustees | 410 |
| University Personnel | |
| Officers of Administration | 412 |
| Administrative/Professional Staff | 415 |
| Librarians | 422 |
| University Faculty | 423 |
| Academic Staff | 432 |
| Distinguished Professors Emeriti | 433 |
| Professors Emeriti | 433 |
| ADDITIONAL INFORMATION | |
| American Jesuit Colleges & Universities | 435 |
| Alma Mater Xavier | 436 |
| University Seal | 437 |
| INDEX | 438 |

XAVIER AT A GLANCE

Location: On 125 acres in a residential section of Cincinnati, Ohio, which was ranked by *Money* magazine as the fifth-best place to live in the Midwest, and is home to eight Fortune 500 companies and two professional sports teams. The city is known for its neighborhoods, parks, cultural activities, zoo, amusement parks, seasonal events and festivals along the Ohio River.

Affiliation: Founded in 1831, Xavier University is a private, coeducational university. It is the third-largest independent institution in Ohio. It is the fourth oldest of the 28 Jesuit institutions of higher education in the United States, the sixth-oldest Catholic university in the nation, and the first Catholic institution of higher education in the Northwest Territory.

Curriculum: More than 65 undergraduate majors from which to choose in the College of Arts and Sciences, College of Social Sciences and the Williams College of Business. Nearly 40 undergraduate minors are also offered in most areas of study, including pre-professional programs in the areas of dentistry, optometry, law, medicine, mortuary science and pharmacy. Graduate programs are offered in 10 areas, including a doctorate in psychology. Xavier also offers seven certificate programs.

Enrollment: Totals approximately 6,600 students with about 4,000 undergraduates, and 2,600 graduate students. More than 85 percent of the freshman and sophomore students live on campus. Of the full-time undergraduates, 44 percent are men and 56 percent are women. Students come from more than 43 states and 48 countries.

Typical Freshman Profile: The middle 50 percent of new students at Xavier each year have GPAs between 3.07 and 3.85; ACT composites from 22 to 28; SAT composites from 1050 to 1260. More than 75 percent rank in the top half of their high school class. Approximately 87 percent live on campus in our modern residential facilities. The freshman retention rate is over 88 percent.

Activities: Students choose from more than 100 different academic clubs and social organizations. Some of those organizations include student government association, student activities council, jazz and pep bands, choir, campus ministry, academic clubs and intramurals.

Athletics: Division I in all 15 varsity sports and a member of the prestigious Atlantic 10 Conference. Sports include men's and women's basketball, cross country, golf, rifle (mixed team), soccer, swimming, tennis, baseball and women's volleyball. Club sports include boxing, crew, cycling, field hockey, ice hockey, lacrosse, martial arts, ultimate Frisbee, rugby, soccer, volleyball, fencing, sailing, snow skiing and wrestling. Intramural programs are available in more than 30 sports including basketball, racquetball, volleyball, floor hockey, golf, soccer and softball.

Scholarship Opportunities: Academic scholarships, which are competitive and renewable for four years, are offered in five categories. Departmental, music, art, performing arts, minority, ROTC, leadership, peace and justice, community service and other scholarships are also available.

MAP

Note: The calendar dates shown may be modified due to academic and administrative policies and procedures approved after the University Catalog was published. The official Schedule of Classes bulletin should be consulted for specific dates and times established for a term. Some programs may utilize dates which differ from the term dates shown here. Consult the individual department for information.

Fall Semester 2002-2003
Monday, August 26 - Thursday, December 19, 2002

August 2002

| S | M | T | W | R | F | S |
|----------|----------|----------|----------|----------|----------|----------|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Events

- 16 Official Summer 2002 graduation date.
- 26 Full-term classes begin at 4:00 p.m.,
except labs.

September 2002

| S | M | T | W | R | F | S |
|----------|----------|----------|----------|----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

- 1 Last day for late registration or changes
in registration for full-term classes.
- 2 **Labor Day Holiday**, University closed.

UNIVERSITY CALENDAR

October 2002

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

- 3-4 Fall Holiday - day classes & labs do not meet; 4:00 p.m. & after non-lab classes do meet.
- 15 Academic Day - day classes & labs do not meet; 4:00 p.m. & after non-lab classes do meet.

November 2002

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

- 25 Final day for withdrawal from full-term classes for undergraduate students.
- 27-1 Thanksgiving Holiday, classes do not meet.
- 28-29 **Thanksgiving Holiday**, University closed.

December 2002

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

- 13 Last day of full-term classes.
Final day for withdrawal from full-term classes for graduate students.
- 14-19 Final examinations.
- 19 Last day of Fall Semester.
Official Fall 2002 graduation date.
- 24-25 **Christmas Holiday**, University closed.
- 31 **New Year Holiday**, University closed.

Spring Semester 2002-2003
Monday, January 13 - Thursday, May 8, 2003

January 2003

| S | M | T | W | R | F | S |
|----|-----------|----|----------|----|----|----|
| | | | <i>1</i> | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

1 New Year's Holiday, University closed.
13 Full-term classes begin at 8:30 a.m.
19 Last day for late registration or changes
in registration for full-term classes.
20 Martin Luther King Jr. Holiday,
University closed.

February 2003

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |

March 2003

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

2-9 Spring break, classes do not meet.

UNIVERSITY CALENDAR

April 2003

| S | M | T | W | R | F | S |
|-----------|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

- 14 Final day for withdrawal from full-term classes for undergraduate students.
- 17-21 Easter Holiday, classes do not meet, except Monday once-a-week classes 4:00 p.m. or after do meet. Monday labs do not meet.
- 18-21 **Easter Holiday**, University closed.

May 2003

| S | M | T | W | R | F | S |
|----|-----------|----|----|----|----|----|
| | | | 1 | 2 | 3 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

- 2 Last day of full-term classes.
Final day for withdrawal from full-term classes for graduate students.
- 3-8 Final examinations.
- 8 Last day of Spring Semester.
Official Spring 2003 graduation date.
- 17 Commencement
- 26 Memorial Day Holiday**, University closed.

Summer Sessions 2003

Summer classes occur during two regular sessions and other Education Department sessions and workshops from mid-May through mid-August. Consult the Summer Bulletin, which will be available approximately March 1. Call the Summer Sessions office after January 1 to reserve a copy 513 745-4381. Email address is XUSUMMER@XU.EDU. University closed Friday, July 4, Independence Day Holiday.

June 2003

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

July 2003

| S | M | T | W | R | F | S |
|----|----|----|----|----|----------|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

Note: The calendar dates shown may be modified due to academic and administrative policies and procedures approved after the University Catalog was published. The official Schedule of Classes bulletin should be consulted for specific dates and times established for a term. Some programs may utilize dates which differ from the term dates shown here. Consult the individual department for information.

Fall Semester 2003-2004
Monday, August 25 - Thursday, December 18, 2003

August 2003

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

Events

- 15 Official Summer 2003 graduation date.
- 25 Classes begin at 4:00 p.m., except labs.
- 31 Last day for late registration or changes in registration for full-term classes.

September 2003

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

- 1 Labor Day Holiday**, University closed.

UNIVERSITY CALENDAR

October 2003

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

2-3 Fall Holiday, day classes do not meet;
4:00 p.m. & after non-lab classes do
meet.

November 2003

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

24 Final day for withdrawal from full-term
classes for undergraduate students.

26-30 Thanksgiving Holiday, classes do not
meet.

27-28 **Thanksgiving Holiday**, University
closed.

December 2003

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

12 Last day of full-term classes.

Final day for withdrawal from full-term
classes for graduate students.

13-18 Final examinations.

18 Last day of Fall Semester.

Official Fall 2003 graduation date.

24-25 **Christmas Holiday**, University closed.

Spring Semester 2003-2004
Monday, January 12 - Thursday, May 6, 2004

January 2004

| S | M | T | W | R | F | S |
|----|-----------|----|----|----------|----|----|
| | | | | <i>I</i> | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

- 1** *New Year's Holiday*, University closed.
12 Full-term classes begin at 8:30 a.m.
18 Last day for late registration or changes in registration for full-term classes.
19 *Martin Luther King Jr. Holiday*, University closed.

February 2004

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | | | | | | |

- 29** Spring Break begins, classes do not meet.

March 2004

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

- 1-7** Spring Break continues, classes do not meet.

UNIVERSITY CALENDAR

April 2004

| S | M | T | W | R | F | S |
|-----------|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

- 8-12 Easter Holiday, classes do not meet, except Monday once-a-week classes 4:00 p.m. or after do meet. Monday labs do not meet.
- 9-12 **Easter Holiday**, University closed.
- 13 Final date for withdrawal from full-term classes for undergraduate students.
- 30 Last day of full-term classes.
Final day for withdrawal from full-term classes for graduate students.

May 2004

| S | M | T | W | R | F | S |
|----|-----------|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

- 1-6 Final examinations.
- 6 Last day of Spring Semester.
Official Spring 2004 graduation date.
- 15 Commencement.
- 31 Memorial Day Holiday**, University closed.

Summer Sessions 2004

Summer classes occur during two regular sessions and other Education Department sessions and workshops from mid-May through mid-August. Consult the Summer Bulletin, which will be available approximately March 1. Call the Summer Sessions office after January 1 to reserve a copy 513 745-4381. Email address is XUSUMMER@XU.EDU. University closed Monday, July 5, Independence Day Holiday.

June 2004

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

July 2004

| S | M | T | W | R | F | S |
|----------|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| | | | | | 3 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 16 | 27 | 28 | 29 | 30 | 31 |

PICTURE
#2

THE UNIVERSITY

History

Xavier University was established in 1831 when the first bishop of Cincinnati, Edward Fenwick, raised a two-story building near the cathedral in downtown Cincinnati and opened its doors to educate seminarians and other young men in the Ohio area. This institute of arts and sciences was the first Catholic institution of higher learning in the Northwest Territory. The original name of the college was The Athenaeum, but it was dedicated from the beginning to the patronage of St. Francis Xavier.

At first, the college was administered by the bishop and his diocesan priests, but as it grew it began to require professional academic leadership. In 1840, John Roothaan, the Jesuit Superior General, responded to Bishop John Purcell's (Fenwick's successor) request and appointed three Jesuit priests, two brothers, and two scholastics to assume leadership of the college. Its name was changed to St. Xavier College in honor of the Jesuit educator under whose patronage the college was originally placed.

It was during these first few years as a Jesuit institution that Xavier began to take on the unique character and special role that it fulfills today. For example, a mercantile program was added to the curriculum in 1840 because the Jesuit educators recognized the need to supplement the traditional humanities education with a sound business program. Today, the University is recognized for its development of the Williams College of Business, established in 1961, which, together with the other undergraduate colleges—the College of Arts and Sciences and the College of Social Sciences as well as the center for adult and part-time students (CAPS)—provides students with a broad-based learning experience.

In 1841, Xavier offered its first night courses, beginning a tradition of serving the unique needs and schedules of professionals in the Cincinnati community, a tradition it proudly continues today.

St. Xavier College moved to its present location in the geographic center of the city in 1919, when its growth and development called for new and larger facilities. To reflect that growth and development, the name was changed to Xavier University in 1930. Since that time, the University has become coeducational (1969) and has implemented a host of new academic programs, facilities, community projects and student services.

A historical development at Xavier was the addition on July 1, 1980, of a second campus and a fourth undergraduate college, Edgecliff College. Founded in 1935 by the Sisters of Mercy as a women's liberal arts college, Edgecliff brought with it 45 years of dedication and academic excellence. In 1985, the Edgecliff campus was sold and all programs were moved to the main campus. In 1999 Alumni Hall was renovated and renamed Edgecliff Hall to bring to campus a physical presence of the legacy of Edgecliff College.

The campus grew in the 1980s with donations of property by the U.S. Shoe Corp. in 1982 and the Rainbo Baking Co. in 1986 (including an 84,000-square-foot building) that increased Xavier's total acreage to 80 acres.

Other expansions included Xavier Village, a 56-unit student apartment complex, constructed on 5.6 acres of property purchased from Peggy Becker Jackson in May 1988, and the Link Complex, three acres received through a charitable trust from Joseph Link Jr. on Jan. 2, 1989. These additions brought Xavier's total area to 89 acres.

On April 21, 1991, James E. Hoff, S.J., was inaugurated as Xavier's 33rd president. Under Father Hoff's leadership, the University continued to grow:

- The Carl H. Lindner Family Physics Building was dedicated in October 1991. The building is part of an \$8.8 million science center project that provides state-of-the-art classroom and laboratory facilities for the University's physics, biology and chemistry programs.
- In the fall of 1995, the University dedicated its newest residence hall to Clement and Ann Buenger. Completed in 1993, the coed residence houses 205 students and features two-, three- and four-bedroom suites arranged around a central kitchen, dining and lounge area.

Probably one of the largest endeavors the University has undertaken began in 1994. In March of that year, the board of trustees endorsed the direction of a University strategic plan. XU2000 has shaped Xavier's development into the 21st century. The plan has made Xavier academically, financially and spiritually stronger. Since the introduction of XU2000 Xavier has:

- Achieved a consistent ranking among the top regional colleges and universities by *U.S. News & World Report*.
- Renovated the academic and residential malls with lush landscaping, green spaces and sitting areas.
- Created a doctoral degree program in psychology, Xavier's first doctoral level course of study and the second Psy.D. program in Ohio.
- Received a \$400,000 challenge grant from the National Endowment for the Humanities to support the Ethics/Religion & Society focus of the core curriculum.
- Increased the number of national alumni chapters to 50.
- Entered the Atlantic 10 Conference.
- Implemented a weekend degree program.
- Wired all residence hall rooms for Internet access.
- Built the Cintas Center, a multipurpose facility that offers student dining, a conference center, banquet hall and a 10,000-seat athletic arena.
- Launched The Century Campaign, the most ambitious fund-raising campaign in the University's history. The campaign was responsible for the completed renovations of Hinkle Hall and campus malls, the restoration of Schmidt and Edgecliff Halls, the construction of the Cintas Center, and the Charles P. Gallagher Student Center, which opened in 2002. The campaign is also enhancing Xavier's endowment, providing additional funds for scholarships, financial aid, and creating the Brueggeman center for interreligious dialogue.

The Century Campaign ended in May 2001. In the fall of 2001, Michael J. Graham, S.J. was inaugurated as Xavier's 34th president.

Xavier's growth in the century and a half since its founding reflects its origins as a teaching institution that soundly prepares students for careers, graduate study or both. A Xavier education, particularly at the undergraduate level, is marked by an emphasis on liberal arts learning contained in Xavier's core curriculum. Equally important in the Xavier tradition is the synthesis of human, cultural and ethical values; concern and respect for all people; and an appreciation of the worth and dignity of the self and others.

Xavier University: Mission Statement

Xavier's mission is to educate. Our essential activity is the interaction of students and faculty in an educational experience characterized by critical thinking and articulate expression with special attention given to ethical issues and values.

Xavier is a Catholic institution in the Jesuit tradition, an urban university firmly rooted in the principles and convictions of the Judeo-Christian tradition and in the best ideals of the American heritage.

Xavier is an educational community dedicated to the pursuit of knowledge, to the orderly discussion of issues confronting society and, as would befit an American institution grounded in the humanities and sciences, Xavier is committed unreservedly to open and free inquiry.

Xavier, while primarily an undergraduate institution emphasizing the liberal arts, is also committed to providing graduate and professional education in areas of its demonstrated competence and where it meets a particular need of society, especially of Xavier's regional constituency. Faculty members, moreover, are strongly encouraged to engage in research outside the classroom in order to maintain the professional standing of the institution.

With attention to the student as an individual, Jesuit education seeks to develop intellectual skills for both a full life in the human community and service in the Kingdom of God; critical attention to the underlying philosophical and theological implications of issues; a world view that

is oriented to responsible action and recognizes the intrinsic value of the natural and human values; an understanding and communication of moral and religious values through personal concern and lived witness, as well as by precept and instruction; and a sense of the whole person—body, mind and spirit.

In keeping with this Jesuit tradition, Xavier believes that religious insights are complementary to the intellectual life, and that a continuing synthesis of the Christian perspective with all other forms of human knowledge is conducive to wisdom and understanding. Xavier shares in the worldwide Jesuit commitment to a creative and intelligent engagement with questions of peace and justice.

Xavier aims to provide all students with a supportive learning environment that offers opportunities for identifying personal needs, setting goals, and developing recreational and aesthetic interests and skills for daily living and leadership. The self-understanding and interpersonal development that result are vital corollaries to a student's academic development.

Xavier believes that these goals can be achieved only through academic programs of high quality that are served by a faculty devoted primarily to excellence in teaching, are nurtured by scholarship and research and are supported by a broad range of University ministry and student life programs.

Jesuit Education

Xavier University offers its students the advantages of a quality liberal education, which has always been the center of a Jesuit university. Such an education enables the student to put personal academic goals in the context of the diverse achievements of civilization and the vast potential of the human person. Jesuit and Catholic education presumes that the truth about the world and humankind, discovered through human reason, cannot ultimately conflict with the truth of faith, since the two have a common origin in God. Indeed, the continuing dialogue between religious tradition and developing human wisdom is of primary importance in the search for ultimate truth.

The goal of a Jesuit and Catholic education is integration of the intellectual dimension of learning and the spiritual experience of the student, along with the development of a strong system of personal moral values. Such an education strives for the formation of the student's mind and heart into a habit of reaching out to the needs of today's and tomorrow's global society and, in the process, of reaching out to God.

The institution is committed to making available a learning environment which addresses students' personal needs, provides opportunities for their spiritual growth, encourages the recreational and aesthetic dimensions of life, and assists them in the development of career goals.

Assessment

Xavier University has demonstrated its commitment to excellence by instituting an assessment program. Xavier's assessment program includes all aspects of the University and is ongoing. The goal of this program is the continual improvement of the educational experience at Xavier. The involvement of every member of the Xavier community—faculty, staff and students—is necessary to ensure that the assessment program is a success.

College of Arts and Sciences (CAS)

513 745-3101

The College of Arts and Sciences, Xavier's largest and oldest college, accepts the primary responsibility for the liberal education of students at the University. The college also provides systematic concentrations of courses in major fields in order to give a student an in-depth understanding of a single academic discipline.

To accomplish these objectives, the college offers majors in the departments of art, biology, chemistry, classics, communication arts, English, history, mathematics and computer science, modern languages, music, philosophy, physics and theology. At the graduate level, master's degree programs are offered in English, humanities and theology.

College of Social Sciences (CSS)

513 745-3119

Xavier's newest college, the College of Social Sciences, was formed in 1988, the result of a reorganization of the academic division of the University. The programs in this college have a special focus directed toward society and its needs in the areas of education, health, political life, and community service.

Undergraduate degree programs are offered in criminal justice, economics, education, international affairs, nursing, occupational therapy, political science and sociology, psychology, and social work. Master's degree programs are available in criminal justice, education, health services administration, nursing and psychology. A doctoral program is offered in psychology.

Williams College of Business (WCB)

513 745-3528

The Williams College of Business was established in 1961 to educate students to become manager-leaders. In 1998, the College was named in honor of William John and Charles Finn Williams, who founded Western-Southern Life Insurance Co. in 1888. Together, they turned the insurer into a \$13 billion financial services group, now led by Chairman William J. Williams. Western-Southern is one of Cincinnati's oldest businesses and a frequent supporter of education and charities. In the Jesuit tradition, the Williams College of Business prepares students to continually improve and serve their organizations and the global society in which they live and work. In addition to nine undergraduate majors, the college includes MBA and Executive MBA programs, the Xavier Entrepreneurship Center and the Center for Ethics and Social Responsibility. The Williams College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

Center for Adult and Part-time Students (CAPS)

513 745-3355

The purpose of the center is to admit, advise, and register undergraduate degree-seeking students 22 years of age and older. CAPS students may be full or part-time and may pursue degrees through day, evening, and/or weekend study. Undergraduate degree-seeking students who are under 22 years of age must be admitted through the office of admission, but may use CAPS for advising and registering if they take courses primarily in the evening or with permission, through the weekend degree program. The center also advises and registers all undergraduate non-degree students.

Consortium Opportunities

513 745-3941

www.gcccu.org

Xavier is a member of the Greater Cincinnati Consortium of Colleges and Universities, a consortium of institutions of higher education in southwestern Ohio and northern Kentucky. This membership offers new opportunities for curriculum enrichment through cross-registration for courses not generally available in the home institution. The program is available to all students who are enrolled at least halftime. See page 46 for consortium policies and procedures. The consortium schools, which may include their branch campuses, are:

Art Academy of Cincinnati
Athenaeum of Ohio
Chatfield College
Cincinnati Bible College & Seminary
Cincinnati State Technical & Community College
College of Mount St. Joseph
Hebrew Union College - Jewish Institute of Religion
Miami University

Northern Kentucky University
Northern State Community
College
Thomas More College
The Union Institute
University of Cincinnati
Wilmington College
Xavier University

Information Resources

513 745-2985

Information Resources provides leadership, support and services to enable the University to use technology and information to enhance the teaching and learning environment, support scholarly activity, improve service and productivity, inform decision-making and planning, and build community. The division of information resources includes Xavier University Library, Information Systems and Services, and Instructional Technology Services as well as the offices of web development and strategic information resources.

Xavier University Library

McDonald Memorial Library

513 745-3881

The McDonald Memorial Library provides collections and services to support the university's curricula. The collection numbers more than 350,000 volumes of books and journals, more than 645,000 pieces of microforms, and approximately 1,560 journal subscriptions. The library has a collection of approximately 4,500 phonograph records, 2000 video cassettes, 500 audio cassettes, and a growing collection of music compact discs.

The library also offers a wide range of computerized resources, which includes a computerized catalog, and over 130 other electronic databases. Several of these, such as Info Trac Expanded Academic Index, ABI Inform, Lexis/Nexis and the Ohio LINK Electronic Journal Collection provide full text. Xavier students and staff may access most of these computerized services from outside the library, using computers in their homes, dorms or offices.

Xavier University libraries are active participants in OhioLINK, a statewide material exchange program with virtually all colleges and universities throughout Ohio. Xavier University students and faculty can search the 60 million records of OhioLINK members and borrow materials on demand.

Xavier University is also a member of the Greater Cincinnati Library Consortium (GCLC), which entitles students and faculty to borrow materials directly from most area libraries. Materials which are not available locally may be obtained through the library's Document Delivery Service, which provides access to materials from libraries throughout the world.

Reference librarians are available to assist library patrons with this broad range of resources and services. The library also promotes an active instructional program, in which librarians work with students and faculty to ensure that students develop research skills for independent learning.

Lodge Learning Laboratory

513 745-3319

Lodge Learning Laboratory is the curriculum resource center of the Xavier University library. In support of teacher preparation and instruction, the Lodge collection of approximately 10,000 items includes curriculum materials, a children's literature collection, multimedia instructional materials, computer hardware and software, and audio visual production equipment.

The staff at Lodge Learning Lab is available to assist students with use of the collection, producing instructional materials, and the operation of audiovisual equipment.

Information Systems and Services

513 745-3111

Information Systems and Services (ISS) supplies computing hardware and software support to the campus community. ISS is responsible for the University's administrative computer systems and faculty and staff desktop hardware and software support including productivity tools such as work processing, spreadsheets, email and calendaring. ISS is also responsible for the support of the campus data network as well as telecommunication services. All residence hall facilities are connected to the campus network.

Instructional Technology Services (ITS)

513 745-3603

Instructional Technology Services (ITS), located in the basement of Alter Hall, is responsible for the provision of technological resources in support of Xavier's teaching and learning activities. ITS manages six academic computing labs, oversees the University's interactive computing and multimedia presentation classrooms, and provides mobile computing and media equipment for classes throughout the campus.

The general computing labs are located in Alter Hall, Hailstones Hall, Elet Hall, and the Cohen Center, with a 24-hour lab in Kuhlman Hall. A smaller computer study room is located in the McDonald Library. Most of the networked workstations are PCs, with Mac workstations located in Alter B-15. Laser printing is available in all labs. A student help desk (513 745-4863) is located in Alter B-1.

ITS provides computer training resources for faculty, staff and students in several formats, including workshops, networked and online tutorials, and printed materials. The workshop schedule is published at the beginning of each semester.

ITS offers liaison and consultation services to assist faculty with the integration of instructional technology into their courses. The areas of assistance include customized training modules, instructional design and courseware development, equipment acquisition, infrastructure assessment, the renovation of teaching/learning environments, and long-term support mechanisms.

Xavier University Art Gallery

513 745-3811

Xavier University Art Gallery is a curricular laboratory of the Department of Art. The gallery provides exhibition opportunities for professional artists, the art department's students and faculty, and other visual programs of educational and community interest. Exhibitions follow the University academic calendar of fall and spring semesters.

Study Abroad Programs

513 745-3406

Xavier University encourages students to include a summer, or a semester or a year of study abroad as part of their program of study. To this end, the director for study abroad assists students in planning for such studies and maintains a resource center of information on educational opportunities throughout the world. Normally, with careful planning, the credits obtained while studying abroad apply to the student's Xavier program of study and do not lengthen the time required to complete it.

Xavier participates in numerous programs abroad, usually through joint arrangements with other universities, particularly with other Jesuit universities. Xavier University has a direct student exchange agreement with Sophia University in Tokyo, Japan; Sogang University in Seoul, South Korea; Universidad Javeriana in Bogota, Columbia, all Jesuit universities, as well as the Katholische Universitat Eichstatt in Germany, the Ecole Superieure de Commerce de Bordeaux, and the Universidad de Valencia, in Spain. Through a long-standing endowed scholarship fund, Xavier University awards several Fredin Memorial Scholarships each year, which allow recipients to study for up to one academic year at the University of Paris (Sorbonne).

In addition to the academic year programs, Xavier usually sponsors summer study programs in Austria, France, Mexico, Spain, Italy, England and the Netherlands. For detailed information, contact the director for study abroad. All study abroad must be approved in advance by the student's advisor and dean.

Intercollegiate Athletics

513 745-3413

Xavier University is a Division I member of the NCAA and a member of the Atlantic 10 Conference. The program of intercollegiate athletics for men includes basketball, golf, cross country, baseball, tennis, soccer, swimming and rifle (coed team). Women compete in intercollegiate basketball, tennis, swimming, cross country, golf, soccer, volleyball and rifle (coed team).

Participants in intercollegiate athletics, as in other co-curricular activities, must be full-time students in good standing. They must have entered the University in accordance with the admission standards published in the catalog and are subject to regular scholastic standards as well as those of the NCAA. To directly involve the president in the academic, social, spiritual, and physical development of Xavier's student athletes, this unit reports to the administrative vice president in the office of the president.

WVXU-91.7 FM

513 731-9898

WVXU began in 1970 as an all-volunteer student radio station with 10 watts of power. In 1976 the station began its migration to a full-service, major National Public Radio (NPR) outlet operating with a full-time staff of 21 people operating 365 days each year, 24 hours per day. In addition to its Cincinnati flagship station, WVXU operates the X-Star Radio Network, a collection of seven other stations in Michigan and Ohio all owned by Xavier University. Four of these other stations have their own local staffs and individualized local programming for their communities.

WVXU's programming is among the most diverse in the country. The station offers NPR programming, specialized local talk programs, new age/ambient music, old radio dramas and comedies, Big Bands and Swing music, and hits from the 1950's. In addition, WVXU's stations place a heavy emphasis on business news. Beyond that, WVXU operates one of the very few fully-staffed local news departments in the tri-state area.

WVXU has won virtually every major award in broadcasting up to and including the most prestigious in the industry, the George Foster Peabody Award earned in 1995. WVXU uses students in the operation as both interns and part-time employees. Its weekly audiences of over 100,000 listeners combined with corporate underwriting support have catapulted WVXU into one of America's leading public radio operations.

Xavier Consulting Group

513 745-3394

The Xavier Consulting Group, using consultants from faculty and the private sector, provides management and professional education and consulting to business, non-profit and public sector organizations headquartered within the Greater Cincinnati/Tri-State area. It is Xavier's source for educational outreach to the business community.

Accreditation

Xavier University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The Commission may be contacted at 30 N. LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, 1-800-621-7440. Xavier University is also accredited by the Ohio Board of Regents as a degree-granting institution, and is approved by the Department of Education of the State of Ohio for teacher certification, athletic training and counseling. The Athletic Training Education program is accredited by the Commission of Accreditation of Allied Health Education Programs (CAAHEP). It is also approved by the American Chemical Society (ACS) for its training in chemistry, approved by the Ohio Board of Nursing for its nursing programs, and accredited by the National League for Nursing Accrediting Commission (NLNAC) for its MSN and BSN programs. The BSN program has been granted approval from the Commission on Collegiate Nursing Education (CCNE). Xavier is accredited by the Council on Social Work Education (CSWE) for its baccalaureate social work program, and by the Joint Review Committee on Education in Radiologic Technology (JRCERT) for its radiologic technology program. Xavier's occupational therapy programs (bachelor of science degree and post-baccalaureate certificate program) are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The Montessori program is affiliated with the American Montessori Society (AMS) and is accredited by the Montessori Accreditation Council for Teacher Education (MACTE). The graduate program in health services administration is accredited by the Accrediting Commission on Education for Health Services Administration. The Williams College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The doctoral program in clinical psychology is accredited by the American Psychological Association.

Cintas Center

513 745-3900

The Cintas Center is Xavier University's multi-purpose arena, conference and banquet center. Within the Cintas Center is (1) a 10,000 seat arena hosting men's and women's sporting events, concerts, family entertainment and large conferences or speaking events, (2) the Schiff Family Conference Center consisting of five large conference and training rooms, an executive conference room and a banquet room designed to seat up to 700 people for dining, (3) a student dining area designed to seat 450 people for dining.

Schiff Family Conference Center

513 745-3428

The Schiff Family Conference Center provides space and a full array of support and dining services for conferences, banquets, meetings and other occasions when members of the Xavier Community or Greater Cincinnati Community desire to have their events in the newest and most modern of conference centers in the region.

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Institutional Memberships

The University maintains memberships in these educational and learned organizations:

Academy of Criminal Justice Sciences; Academy of Political Science; American Academy of Political and Social Science; American Academy of Religion; American Art Therapy Association; American Association for Higher Education; American Association for State and Local History; American Association of Colleges of Nursing; American Association of Collegiate Registrars and Admissions Officers; American Association of School Administrators; American Association of University Professors; American Catholic Philosophical Association; American Classical League; American College Personnel Administrators; American Correctional Association; American Council on Consumer Interests; American Council on Education; American Council on Teaching of Foreign Languages; American Film Institute; American Historical Association; American Library Association; American Management Association; American Mathematical Society; American Montessori Society; American Occupational Therapy Association; American Political Science Association; American Production and Inventory Control Society; American Society for Training and Development; Association for Communication Administration; Association for Computer Machinery; Association for Continuing Higher Education; Association for Quality and Productivity; Association for Women in Mathematics; Association of Catholic Colleges & Universities; Association of College Unions—International; Association of Departments of English; Association of Governing Boards of Universities & Colleges; Association of Independent Colleges and Universities of Ohio; Association of Jesuit Colleges and Universities; Association of Professors and Researchers in Religious Education; Association of State and Provincial Psychology Boards and the Council for the National Registrar of Health Service Providers in Psychology; Association of University Programs in Health Administration; Association to Advance Collegiate Schools of Business; Broadcast Education Association; Canadian Historical Association; Canadian Sociology and Anthropology Association; Catholic Theological Society of America; Center for the Study of Democratic Institutions; Central Association of College & University Business Officers; Central States Conference on Teaching of Foreign Languages; College and University Personnel Association; The College Board; College English Association of Ohio; College Theology Society; Conference on Partnership in Jesuit Higher Education; Consortium on Peace Research Education and Development; Council for Advancement and Support of Education; Council of Colleges of Arts and Sciences; Council on Undergraduate Research; Economic History Association; Greater Cincinnati Chamber of Commerce; Greater Cincinnati Consortium of Colleges and Universities; Greater Cincinnati Convention & Visitors Bureau; Greater Cincinnati Library Consortium; Handweavers Guild of America; Hastings Center; Hebrew Union College & Jewish Institute of Religion; Institute of International Education; International Business School Computer User's Group; International Reading Association; Jesuit Conference of Nursing Programs; Lilly Fellows Program in Humanities and the Arts; Linguistic Society of America; Mathematical Association of America; Metaphysical Society of America; Midwest Alliance In Nursing; Midwest Association of Student Financial Aid Administrators; Midwest Modern Language Association; Midwestern Association of Graduate Schools; Midwestern Collegiate Conference; Modern Language Association; National Academic Advising Association; National Art Education Association; National Association for Ethnic Studies; National Association of College Admission Counseling; National Association of College and University Business Officers; National Association of Elementary School Principals; National Association of Foreign Student Advisors; National Association of Independent Colleges and Universities; National Association of Secondary School Principals; National Association of Student Financial Aid Administrators; National Association of Student Personnel Administrators;

National Catholic Educational Association; National Collegiate Athletic Association; National Committee on Planned Giving; National Council for the Social Studies; National Council of Schools and Programs of Professional Psychology; National League for Nursing; National Organization on Legal Problems of Education; National School Board Association; National Wildlife Federation; National Women's Studies Association; North American Academy of Liturgy; North American Association of Summer Schools; North American Association of Summer Sessions; North Central Association of Colleges & Schools; North Central Association of Summer Schools; Ohio Academy of Sciences; Ohio Assembly of Deans & Directors of Baccalaureate and Higher Degree Programs; Ohio Association of College Admission Counseling; Ohio Association of Colleges for Teacher Education; Ohio Association of Collegiate Registrars and Admissions Officers; Ohio Association of Private Colleges for Teacher Education; Ohio Association of Student Financial Aid Administrators; Ohio Biological Survey; Ohio Campus Compact; Ohio College Association; Ohio Foreign Language Association; Royal Historical Society; Society for College and University Planning; Society for the Advancement of American Philosophy; Society for the Study of the Multi-Ethnic Literature of the U.S.; Society of Biblical Literature; Society of Christian Ethics; Speech Communication Association—Ohio; Teachers of English to Speakers of Other Languages; The Tuition Exchange; World Trade Association.

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Honor Societies and Professional Fraternities

Alpha Sigma Nu A chapter of this national honor fraternity for students of Jesuit colleges and universities was established at Xavier in 1939. Candidates for membership, chosen during their junior or senior year or from the graduate programs, must be outstanding in scholarship, in loyalty, and in service to the university.

Delta Sigma Pi The Theta Lambda Chapter of the International Fraternity of Delta Sigma Pi, a professional business fraternity, promotes academic achievement, leadership, and a closer affiliation between the business world and business students.

Mortar Board The D' Artagnan Chapter of Mortar Board was installed at Xavier in the spring of 1994. Mortar Board, founded in 1918 as the first national honor society for senior college women, is now a coeducational senior honor society which promotes equal opportunities among all people and emphasizes the advancement of the status of women. Members are chosen in recognition of their leadership, scholarship, and service.

National Society of Pershing Rifles The purpose of Pershing Rifles is to develop outstanding traits of leadership, military bearing, and discipline within the framework of a military oriented, honorary fraternity. Members are selected annually by representatives of the existing membership. Criteria for membership selection is leadership potential and academic grades. Elected members are awarded a purple fourragere to be worn with the uniform.

Omicron Delta Epsilon ODE is the international honors society in economics, with 535 chapters. The Xavier University chapter was founded in 1970. Among the objectives of ODE are recognition of scholastic attainment, the honoring of outstanding achievements in economics, and the establishment of closer ties between students and faculty in economics within the college and with other universities.

Phi Alpha Theta Kappa Nu Chapter of the international honor society of history is open to history students (whether majors or not) who have distinguished themselves academically.

Psi Chi is the national honorary society that recognizes academic achievement by psychology majors. The Psi Chi chapter at Xavier is a member of the national Psi Chi society. Membership in the society is recognized throughout the profession of psychology as a mark of distinction.

Sigma Pi Sigma The Xavier University chapter of Sigma Pi Sigma, national physics honor society, honors students having high scholarship and promise of achievement in physics, promotes their interest in research, encourages professional spirit and friendship among physics students, and popularizes interest in physics.

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UNDERGRADUATE ADMISSION

Web site address: WWW.XAVIER.EDU
Email address: Traditional age students: XUADMIT@XAVIER.EDU
Students 22 years of age and older: XUCAPS@XU.EDU

Xavier University seeks to enroll students who are prepared to be successful academically and to contribute positively to the Xavier community as a whole. With this general guideline in mind, the admitting offices individually evaluate each applicant and the complete set of credentials submitted for consideration.

ADMISSION PROCESS FOR TRADITIONAL STUDENTS (age 21 or younger)

Students who wish to apply for undergraduate admission must do the following (note specific sections below dedicated to adult, transfer, and international applicants):

1. Submit one of the following admission applications, including all required credentials and documentation:
 - the Xavier University paper application, which may be obtained from the office of admission
 - the Xavier University on-line, electronic application: WWW.XAVIER.EDU/APPLYONLINE
 - the Common Application: WWW.COMMONAPP.ORG
2. Request that the high school (and any post-secondary institutions attended) forward directly to the office of admission a complete, official transcript of the academic record.
3. Arrange for official results of the Scholastic Assessment Test I (SAT I) and/or the American College Test (ACT) to be forwarded directly to the office of admission. Results from the SAT and/or ACT may also be submitted on an official high school transcript.

Once admitted, students must:

1. Present proof of MMR (measles, mumps, and rubella) immunization. Traditional age incoming freshman and transfer students who have not presented proof of immunization will not be eligible for registration the following semester.
2. Present proof of health insurance or purchase health insurance through Xavier University.

Further information will be sent to admitted students.

Credentials submitted for admission consideration become the property of the University. All credentials should be on file by the appropriate deadline or at least one month before the first day of classes for desired semester of entrance. Please contact the office of admission for deadline information.

Any falsification of information on the application, transcripts, recommendations (where required), or test scores will be sufficient cause for disqualification for admission and/or scholarships, or dismissal from the University if the individual has enrolled. All tuition and fees paid and credit earned are forfeited under such dismissal.

Freshman Class Admission

Factors considered in making admission decisions for the freshman class include, but are not limited to, the following: the candidate's previous academic performance at the secondary school level, including the rigor of the curriculum pursued and the overall grade point average achieved; results from either the ACT or SAT I exams; the candidate's rank in class (when available); the candidate's application essay; letters of recommendation, particularly from the candidate's guidance/college counselor; the candidate's extracurricular profile; life or work experiences (adult students); and any other factors which help to determine the candidate's potential for academic success.

Students who are offered admission must graduate from high school or, in some cases, present minimum results from the G.E.D. (see below). Home schooled and transfer students (see below) are also evaluated on an individual basis.

Each candidate for admission is given a thorough, individual evaluation. However, because admission to Xavier has become increasingly competitive, the following secondary school course of study is recommended.

| | |
|---------------------------|-----------------|
| English | 4 units |
| Foreign Language | 2 units |
| Health/Physical Education | 1 unit |
| Mathematics | 3 units |
| Physical/Natural Sciences | 3 units |
| Social Sciences | 3 units |
| Electives | 5+ units |
| TOTAL | 21 units |

Transfer Student Admission www.xavier.edu/transfer or email: TRANSFER@XAVIER.EDU

Xavier University accepts qualified students from other regionally accredited institutions of higher education. In addition to the credentials required of all freshmen applicants, transfer students must forward to the office of admission complete and official transcripts from all post-secondary institutions attended and a listing of all courses which may be in progress and their corresponding credit hours. Please note, however, students who transfer to Xavier with 30 or more semester hours are not required to submit results of either the ACT or SAT tests.

The rank of advanced standing to which the student will be admitted will depend upon the quantity and quality of the work done in the other accredited institutions, and the conformity of the work to the degree program for which the student wishes to register. Credit is given for all academic courses (except co-op and life experience) in which a grade of “C” or better has been received.

The transfer credit, but not the grade, is recorded on the student’s transcript. The grades are not computed in the student’s Xavier grade point average. At least one-half of the course requirements of the major and the last 30 semester hours must be completed at Xavier University for all undergraduate degrees. At least 60 hours toward a bachelor’s degree must be earned in accredited four-year institutions. At least one-half of all business courses must be completed at Xavier University for business majors.

Xavier’s undergraduate colleges will accept course work successfully completed within the last ten years; credit over ten years old will not be accepted if the course in question belongs to the student’s major or, in the case of business students, pertains to the “business core.” Credits over ten years old which pertain to the undergraduate core curriculum or are general electives will usually be accepted.

Traditional-aged transfer students must meet the on-campus housing requirement. See Student Development section.

The waiver policy on the university core curriculum is as follows:

1. The ethics/religion and society focus elective course will be waived for students who transfer 60 or more credit hours.
2. Students with one transferred 3-credit literature course must take “Literature and the Moral Imagination” as their second literature course. Students with two transferred 3-credit literature courses will have fulfilled the literature requirement.
3. For the subjects of philosophy, science, and theology, the following table lists the number of credit hours in that subject that must be completed at Xavier:

| <u>total credit hours transferred to Xavier:</u> | <u>philosophy, theology & science credit hours transferred to Xavier</u> | | | |
|--|--|------------|------------|-----------|
| | <u>0-1</u> | <u>2-4</u> | <u>5-7</u> | <u>8+</u> |
| <u>less than 40</u> | 9 | 6 | 3 | 0 |
| <u>40 - 79</u> | 6 | 6 | 3 | 0 |
| <u>80+</u> | 3 | 3 | 3 | 0 |

Transfer students completing 9 credits in philosophy at Xavier take PHIL 100, PHIL 290, and PHIL elective. Those completing 6 credits at Xavier take only PHIL 100 and PHIL 290. Those completing 3 credits at Xavier take only PHIL 100.

Transfer students completing 9 credits in theology at Xavier take THEO 111, THEO Elective in scripture-history/christian systematics, and THEO Elective in theological ethics/religion and culture. Those completing 6 credits at Xavier take THEO 111 and THEO elective in scripture-history/christian systematics. Those completing 3 credits at Xavier take only THEO 111.

Students who transfer in two credit hours of a three-hour requirement may have the third hour waived. Contact the dean's office regarding this process.

International Student Admission

email: xuglobal@XAVIER.EDU

To be considered for admission to Xavier University, international students must submit the following documents:

1. The Xavier International application for admission in either the paper or on-line format. The on-line application can be obtained at WWW.XAVIER.EDU/APPLYONLINE
2. Application fee.
3. An English translation of a secondary school (high school) degree or the diploma/certificate of the highest academic degree earned.
4. Evidence of English language proficiency. A TOEFL (Test of English as a Foreign Language) test score of 500 on the paper based test or 173 on the computer based test for undergraduates is required. Students who want to improve their English skills can enroll in Xavier's ESL (English as a Second Language) program. To enter degree programs, undergraduate ESL students at Xavier are required to obtain a TOEFL score of 480 (or equivalent) plus an average of "B" in ESL courses.
5. (a) An affidavit of payment of all expenses, educational and personal, signed by the person (sponsor) who will be responsible for the expenses. The affidavit must be signed in the presence of an official or notary public and must be a raised seal.
(b) Official supporting statement from a bank stating that the sponsor is able to meet the required expenses should be signed and certified with a raised seal.
6. For transfers, an official transcript from each college or university attended is required. All transcripts must contain an official signature and institutional seal.

All documents must be received by the office of admission before a Form I-20 will be issued. International students who have been admitted to the University must meet the University's campus housing requirement (see Student Development section).

Prior to the start of classes, students must submit an immunization record and medical history. International students must also have health insurance equivalent to what is offered through Xavier University.

High School Equivalence (G.E.D.) Admission

The G.E.D. (General Educational Development) examination is recognized in individual cases as a replacement for the high school diploma. Applicants should have copies of their scores and of the certificate forwarded directly to the Office of Admission, or if they are applying to the Center for Adult and Part-time Students (CAPS), to that office. Candidates for admission who have taken the G.E.D. must complete an application for admission.

Home Schooled Admission

Home Schooled students are recognized by the office of admission as eligible candidates for admission. Students with Home Schooling Diplomas must submit an application for admission, the appropriate documentation from state and/or national home schooling accrediting agencies, official transcripts, and scores of the ACT or SAT.

Provisional Admission

Provisional admission may be granted by the Dean of Admission or the Dean of CAPS to a student who has been unable to complete arrangements for admission before registration dates. If the student fails to complete arrangements for formal admission within one month of the first day of class, the student's admission and registration will be canceled. Tuition paid will be refunded, but no fees can be refunded and room and board charges will be prorated.

Advanced Placement and Credit by Examination Policies

Xavier University participates in the Advanced Placement Program of The College Board. Ordinarily, a score of "3" or better in an Advanced Placement (AP) examination will earn the student an advanced placement with credit in that discipline. Some disciplines require a score of "4" or better. Contact the office of admission for more information. Xavier also participates on a limited basis in the College Level Examination Program (CLEP) of The College Board.

Entering students may also be awarded advanced placement with credit for college level courses taken during their high school years under the auspices of a duly accredited university or college. Credit will be granted in these courses provided the student earned a passing grade of a "C" or better. An official transcript must be sent to Xavier's office of admission.

International Baccalaureate Policy

Xavier University grants college credit for classes taken through a recognized International Baccalaureate (IB) program. Students can earn credit for successfully completed higher level classes in which a score of "5" or better is achieved on the appropriate IB examination. For more information contact the office of admission.

Enrollment Options for Current High School Students

Xavier University has for many years offered academically talented high school students the opportunity to enroll as non-degree students in undergraduate courses on a space available basis. Opportunities for these students include the Summer Junior Program, Post-Secondary Enrollment Option, and Collegium program. See non-traditional admission process section for more information.

Non-Traditional Undergraduate Admissions

The Center for Adult and Part-Time Students (CAPS) admits full or part-time students age 22 or older, all undergraduate non-degree students, and high school students interested in the opportunity to earn college credit prior to high school graduation. Note: Students 22 years of age and older who wish to pursue nursing, or occupational therapy, should apply through the office of admission. For non-traditional admission policies, please refer to the Admission Process for Non-Traditional Students.

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ADMISSION PROCESS FOR NON-TRADITIONAL STUDENTS (22 years of age and older)

Students 22 years of age and older who wish to apply for undergraduate admission must submit the following:

1. A Center for Adult and Part-Time Students (CAPS) application for undergraduate admission.
2. High school transcript and/or GED scores. SAT and/or ACT scores, if available.
3. Transcripts from all previously attended colleges and universities.

Once admitted, students who were born after 1956 are required to submit proof of MMR (Measles, mumps, and rubella) immunization.

A credential submitted for admission consideration becomes the property of the University. All credentials should be on file by the appropriate deadline. Please contact CAPS for deadline information.

Any falsification of information on the application or transcripts will be sufficient cause for disqualification for admission or dismissal from the University if the individual has enrolled. All tuition and fees paid and credit earned are forfeited under such dismissal.

Freshman Admission for Non-Traditional Students

Factors considered in making admission decisions for non-traditional students who have not previously attended a college or university include, but are not limited to, the following: the candidate's previous academic performance at the secondary school level, including the rigor of the curriculum pursued and the overall grade point average achieved; results from either the ACT or SAT I exams if available; the candidate's rank in class (when available); life or work experiences; and any other factors which help to determine the candidate's potential for academic success.

Admission for Non-Traditional Transfer Students

Xavier University accepts qualified students who have attended other regionally accredited institutions of higher education. See page 23. "Transfer Student Admission" for complete transfer policies.

Non-Degree Student Admission

Students who do not wish to pursue a degree; but wish to take undergraduate courses at Xavier, may be admitted, and registered through the Center for Adult and Part-Time Students. Non-degree student applications are available through CAPS. There is no application fee and transcripts do not have to be submitted. Non-degree students who wish to change to degree seeking status at Xavier must follow the appropriate admission process.

Enrollment Options for Current High School Students

Xavier University offers academically talented high school students the opportunity to enroll as non-degree students through the Center for Adult and Part-Time students in the following programs:

Summer Junior Program:

Offered to high school students who have completed their junior year and who have a grade point average of at least a "B." Accepted students may take one course from selected offerings during the regular summer sessions at a nominal tuition charge. Contact your high school advisor for more information.

Summer Scholars Program:

Two-week residential summer credit programs offered to high school sophomores and juniors with a grade point average of at least a "B+." Accepted students enroll in one two-week program designed to provide introductory college academic and living experiences. Specific program topics are designed to provide students with exposure to an academic experience in areas of study that they are considering. Topics

include but are not limited to: International Business, Pre-Law, Pre-Medicine and Computer Science/Information Systems.

Post-Secondary Enrollment Option

Xavier University participates in this program which allows superior high school students to attend the University at no charge during the regular academic year. Contact the Xavier office of admission for more information.

Collegium

Xavier University offers a unique opportunity for qualified high school students to earn college credit for successfully completing advanced high school courses that have been selected to be part of the University's Collegium program.

The program is open to superior junior and senior students at participating high schools. It is intended for those student who have high grades and are judged by their faculty to have the competence, motivation, and maturity to earn college credit in advance of high school graduation. Students should be recommended by a teacher and regarded as capable of performing "B" or better work in the proposed course.

Provisional Admission

Provisional admission may be granted by the Dean of CAPS to a student who has been unable to complete arrangements for admission before registration deadline. Provisionally admitted students must submit all application documents within the first semester of enrollment or they will be restricted from registering for subsequent semesters.

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Undergraduate Reactivation

An undergraduate student who previously attended Xavier and has not been registered for one year is required to complete a Reactivation Form before registering. The form is available in the Office of the Registrar. Applicants who want credit for coursework taken at another university during their absence from Xavier must submit an official transcript to the Office of the Registrar. See the entry under Transfer Students below for time limitations on the acceptance of coursework. Students are reactivated under the current catalog year, unless an exception is made by the dean.

Students suspended from Xavier or from other institutions for poor academic performance will not be eligible for reactivation before the lapse of at least one fall or spring semester. In all cases, reactivation and the conditions for such will be determined by the dean of the appropriate college. All prior financial obligations must be settled with the Office of the Bursar prior to reactivation, and the student must be in good standing with the Division of Student Development.

Student Responsibility

It is the responsibility of the student to become informed about all regulations and procedures required by the program. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that information was not given by an advisor or other authority. The advisor should be consulted concerning requirements, deficiencies, the planning of a program, and special regulations.

Veterans' Education

Xavier University is approved for the education and training of veterans and their eligible dependents under all existing public laws. Requests for information should be referred to the Director of Veterans' Educational Benefits (DVA), Office of the Registrar, Xavier University. Xavier is a Servicemembers Opportunity College (SOC). The toll free number for DVA and SOC information is 1-800-368-5622.

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Reservation of Rights

Xavier reserves the right to modify its graduation and other requirements as deemed necessary from time to time. The University will attempt to comply with the requirements published in the catalog for the year a student initially registers, provided the student continues in attendance without interruption of more than a year. Students who interrupt their attendance by more than a year and who later return must meet curricular requirements as determined by their dean.

UNDERGRADUATE SCHOLARSHIPS AND FINANCIAL AID

The Office for Financial Aid's purpose is to provide the best possible service and information to students financing a Xavier education.

The office is located in Walker Hall, 1500 Dana Avenue. Office hours are Monday-Friday 7:30 a.m. - 5:00 p.m., and Saturdays by appointment, 513 745-3142. Email address is XUFINAID@XU.EDU

Standards of Academic Progress

The Higher Education Act of 1965, as amended, requires Xavier University to develop and enforce standards of satisfactory academic progress prior to awarding any federal financial aid funds to students. Standards of satisfactory academic progress were established to encourage students to "successfully complete" courses for which federal financial aid is received, and to progress satisfactorily toward degree completion. "Successful completion" of a course is defined as receiving one of the following grades: "A," "B," "C," "D," or "S."

The standards apply to the following financial aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study, Federal Perkins Loan, Federal Stafford Loan, Federal Parent Loan for Undergraduate Students (PLUS), and Xavier funds.

The criteria used to determine academic progress are grade point average, annual completion rate, and maximum timeframe for completion of educational objective. At the end of Spring semester, the Office for Financial Aid reviews students' progress during the previous three semesters. All periods of enrollment are reviewed, including semesters during which no financial aid was received.

Qualitative Requirement - Grade Point Average

- Students who have not yet completed two academic years must have a minimum cumulative GPA of 1.750.
- Students who have already completed two academic years must have a minimum cumulative GPA of 2.000.

Quantitative Requirement - Annual Completion Rate

In order to complete a degree within the maximum time allowed by federal regulations, students must successfully complete a minimum of 67% of the credit hours attempted each academic year (Attempted hours are hours for which a charge was incurred, excluding audited hours). The academic year begins with Summer semester and ends with Spring semester.

Maximum Timeframe for Completion of Educational Objective

Undergraduate students must complete their degree program within 150% of the published length of their degree program. For example, if a major requires 120 credit hours to graduate, a student could not receive financial aid beyond 180 credits attempted (including transfer hours) whether or not financial aid was received for those credits.

Incomplete Grades

Incomplete grades are calculated as an "F" until the incomplete grade is changed to a complete grade.

Multiple Retakes - Repeated courses affect academic progress as follows:

- GPA - Only the most recent grade counts in the student's GPA.
- Completion Rate - Each time a course is repeated it will be counted as "attempted hours."
- Maximum Timeframe - Each time a course is repeated it will be counted as "attempted hours."

Remedial Coursework

Remedial courses receive letter grades and therefore are treated the same as other courses for satisfactory academic progress purposes. If a student who was enrolled in remedial coursework does not maintain the minimum academic standards and he or she requests an appeal, the financial aid appeal committee will take into consideration the courses in which the student was enrolled.

Transfer Hours

Transfer hours count only toward the overall maximum timeframe calculation. Transfer hours have no effect upon the cumulative grade point average.

Timing of Reviews

Prior to the beginning of each academic year, academic progress will be reviewed for all students who received federal financial aid during the previous year. Continuing Xavier students applying for financial aid for the first time must also be meeting the minimum satisfactory academic progress requirements. Academic progress for continuing students who were not previous financial aid recipients will be reviewed when the Office for Financial Aid receives the application for financial aid. **At the time of the review, students who are not meeting the minimum requirements for GPA or Completion Rate will be ineligible for aid for the next year.**

Appeals

If extenuating circumstances prevented a student from making satisfactory progress, the decision to forfeit aid may be appealed. Circumstances which are considered extenuating are those that are unusual and/or unforeseen at the beginning of the year, such as: injury or illness of the student, death of a close relative, or other situations which were unexpected and beyond the student's control. Allowances can also be made for students who have a documented disability. Appeals should be made in writing to the Xavier Financial Aid Committee, in care of the Director of Financial Aid. Students are notified by mail of the results of their appeal. Students whose appeals are approved will be eligible for financial aid for the next year on a "Conditional Status" (see below).

Conditional Status

While on Conditional Status, students must successfully complete (receive grade of "A," "B," "C," "D," or "S") every credit attempted. Therefore, financial aid eligibility for each consecutive semester is contingent upon the student successfully completing his or her prior semester. If a student does not successfully complete a semester, financial aid is forfeited for all remaining semesters in the financial aid year.

Reinstatement of Eligibility

If a student appeal is denied, the student must satisfactorily improve his or her cumulative grade point average and/or make up the deficient credit hours without federal financial aid in order to regain eligibility for the following year. **Students who have forfeited their financial aid because of failure to meet the academic standards will not be eligible for financial aid for one year.** If a student returns to Xavier after one academic year has passed, he or she will be eligible for financial aid on a Conditional Status (unless aid was forfeited because the student reached the maximum timeframe limit).

Information Sources

Information concerning university-sponsored scholarships and grants is available from the following sources:

1. Undergraduate degree programs: the Office for Financial Aid.
2. The Center for Adult and Part-Time Students (CAPS): the Dean of CAPS.
3. Reserve Officers' Training Corps (ROTC) Scholarships: the Professor of Military Science.
4. Athletic Grants-in-Aid: the Director of Athletics.

XAVIER SCHOLARSHIPS

Regulations Concerning Scholarships

1. With the exception of the Xavier Service Fellowships and the Fredin Memorial Scholarships, all Xavier-sponsored scholarships are applicable to tuition only. They may not be applied to the cost of room, board, fees, or summer school courses, nor are they applicable to courses taken during the senior year in the programs of Medical Technology, Applied Biology, Applied Chemistry and Applied Physics.
2. Only full-time students are eligible for scholarships. Full-time enrollment is defined as students enrolled 12 or more credit hours per semester.
3. Scholarships must be accepted for the period of time indicated in the award letter from the Office of Financial Aid, and they are forfeited in the event that the recipient does not enroll.
4. It is understood that the scholarship stipend will be divided evenly between the fall and spring semesters. Hence, recipients who attend only one semester will receive only one-half of their award.
5. All scholarships are awarded at the discretion of the Financial Aid and Scholarship Committee of Xavier University. The committee reserves the right to adjust the scholarship stipend if the holder receives financial aid from some other source.

Xavier Service Fellowships

These full tuition, full room and board fellowships are four year scholarships awarded annually to five first-year students who have demonstrated high academic achievement, outstanding service to community, school and/or church, and leadership in encouraging others to serve. The recipient of the Fellowship must perform a specified amount of community service in the greater Cincinnati area each week of the academic year for all four years. Selected Fellows give part of their time to the promotion of service on the Xavier campus. Fellowships are renewable each year for four years if the recipient maintains full-time status and a minimum cumulative grade point average of 3.000 in the freshman year and 3.250 cumulative average thereafter.

St. Francis Xavier Scholarships

These full-tuition scholarships are awarded annually to incoming freshmen in recognition of superior leadership talent and the highest academic achievement. They are renewable for eight semesters if the recipient maintains full-time status and a minimum cumulative grade point average of 3.000 in the freshman year, and 3.250 cumulative average thereafter.

Chancellor, Trustee, Schawe, Presidential, and Honor Scholarships

These partial tuition scholarships are awarded to incoming freshmen in recognition of superior talent and high academic achievement. Further information about these awards can be obtained by contacting the Office for Admission. These scholarships are renewable each year for eight semesters if the recipient maintains full-time status and a minimum cumulative grade point average of 3.000.

Algeyer Art Scholarship

The half-tuition Algeyer Art Scholarship is awarded to an upperclass Art major who has demonstrated a talent for, and an interest in Art. Financial need is also a consideration. Further information can be obtained from the Department of Art.

Pedro Arrupe Scholarship

One full-tuition scholarship is awarded once every four years to an incoming African-American student in recognition of high academic achievement and community involvement. It honors the former Superior General of the Society of Jesus (Jesuits). Further information is available in the Office of Admission.

Broering Scholarships

The \$1,000 Broering Scholarship is awarded to a freshman who is a member of Blessed Sacrament Parish in Fort Mitchell, Kentucky. Further information can be obtained from the Office of Admission.

Father Peter J. Buschmann Awards

The partial tuition Buschmann grants are awarded to freshmen based on their academic, leadership, and service records. Further information can be obtained from the Office of Admission.

Departmental Scholarships

Six departments -- Chemistry, History, Classics (Latin), Mathematics, Modern Languages (French or Spanish) and Physics -- each offer one \$2,500 scholarship to the incoming freshman who scores highest on the departmental examination administered on campus each year. Details are available from the Office of Admission. These tuition restricted awards are given in addition to any other partial scholarship for which the winner might be eligible. They are renewable for eight semesters as long as the recipient is a full-time student, maintains the appropriate major, and maintains a 3.000 cumulative grade point average.

Jack G. and Mary C. Downing Faculty/Student/Mentor Scholarships

Partial tuition scholarships are awarded to upperclass students in the Williams College of Business interested in undergraduate research directed by a college faculty member. A member of the college's Business Advisory Council serves as a mentor to the student. Further information is available in the Williams College of Business.

Edgecliff Awards

These partial tuition grants are awarded to students based on high academic achievement with consideration for financial need. First consideration is given to the dependents of Edgecliff alumni. These scholarships are renewable each year for four years if the recipient maintains full-time status and remains in good academic standing. Application forms are available in the Xavier Alumni Office.

Edgecliff-McAuley Scholarships

These talent scholarships, some full-tuition and some partial, are awarded annually to incoming freshmen, and in some cases, to transfer students who plan to major in art or music. They are awarded on a competitive basis. Interested prospective students should contact the Office of Admission for further details. They are renewable for eight semesters as long as recipient maintains full-time continuous enrollment, GPA in his or her major of 3.000, and a cumulative GPA of 2.500.

Fifth Third Bank/Jacob G. Schmidlapp Scholarships

These tuition scholarships are awarded to students majoring in Montessori Education. Further information is available in the Montessori Education Office.

Fredin Memorial Scholarships

Each year the Fredin Scholarship Committee awards scholarships to worthy students to help them finance one full year of study at the University of Paris (Sorbonne). Established from the bequest of Mlle Aline Fredin in memory of her parents, these scholarships are awarded on a competitive basis to Xavier students who have attained at least junior standing.

Grand Lodge of Free and Accepted Masons of Ohio Scholarship

The \$2,000 Grand Lodge Scholarship is awarded to an upperclass student enrolled full-time. The Scholarship is awarded based on academic achievement and financial need. Preference is given to Ohio residents. Further information is available in the Office of Financial Aid.

Honor Bachelor of Art Scholarships

The partial tuition HAB Scholarships are awarded to students enrolled in Xavier's honor bachelor of arts (HAB) program. Further information can be obtained from the Office of Admission.

Indiana Alumni Scholarship

Each year one tuition restricted scholarship is awarded to a freshman from Indiana. Further information can be obtained from the Office of Admission.

Antonio Johnson Scholarship

The \$1,500 Antonio Johnson Scholarship is awarded to an junior who has demonstrated academic excellence, outstanding leadership, involvement, service, and who has made a significant contribution to Xavier' Black Student Association.

Music Grants

These tuition restricted grants are awarded to freshmen based on musical talent. Further information can be obtained from the Office of Admission.

National Merit Scholarships

These partial tuition scholarships are awarded to freshmen and transfer students who list Xavier as their first choice school. Award amounts range from \$1,000 to \$2,000.

Mr. and Mrs. Fletcher E. Nyce Scholarship

The \$1,500 Nyce Scholarship is awarded to an upperclass student in recognition of high academic achievement and contribution to Xavier.

Paul L. O'Connor, S.J. Scholarship

The \$5,000 O'Connor Scholarship is awarded to an upperclass student in recognition of outstanding academic and extracurricular achievement and contribution to Xavier.

Performing Art Grant

These tuition restricted \$1,000 grants are awarded to freshmen based on musical or dramatic talent. Further information can be obtained from the Office of Admission.

Rev. Joseph Peters, S.J. Scholarship

The \$2,500 Peters Scholarship is awarded to an upperclass pre-medical or pre-dental student in recognition of high academic achievement.

ROTC Scholarships

The Department of the Army annually awards ROTC Scholarships to outstanding students. The scholarships cover tuition (100%), \$450 per year for books, and \$200 per month as a living allowance. Information regarding all ROTC awards can be obtained by contacting the Xavier University Military Science Department at 513 745-1062.

Scholarships are also available through the Air Force ROTC at the University of Cincinnati. Students may enroll in this program through the Greater Cincinnati Consortium of Colleges & Universities. For more information, contact the Department of the Air Force at the University of Cincinnati, 513 556-2237.

Rev. Thomas G. Savage, S.J.

The Savage Scholarship may be awarded to up to two upperclass students in recognition of dedication to, and excellence in the humanities.

Summers Nursing Fellowship

A full tuition fellowship is awarded once every four years to a first year nursing student from northern Kentucky enrolled in the four year Bachelor of Science Nursing Program. The student must demonstrate a record of interest in health care and a commitment to nursing as a career. The fellowship is renewable for eight semesters if the student remains in the nursing program, maintains a cumulative grade point average of at least a 3.000 and volunteers 25 hours per month in an approved health care setting. Further information is available from the Department of Nursing.

Transfer Scholarships

These partial tuition scholarships are awarded to transfer students in recognition of high academic achievement. The scholarships are renewable for up to seven semesters provided the recipients maintain a cumulative GPA of at least 3.000. Further information can be obtained from the Office of Admission.

Upperclass Scholarships

Upperclass students who have no other Xavier-sponsored scholarship may be eligible for a partial-tuition scholarship. Applicants must have completed at least 24 hours at Xavier with a cumulative average of at least 3.000. Financial need is also a consideration. Students must be full-time and must complete the necessary financial aid applications. For more information, contact the Office of Financial Aid.

Benjamin D. Urmston Family Peace Studies Scholarships

One Urmston Scholarship is awarded annually to a freshman who has demonstrated an interest in the ideas and values of peace and justice. Further information can be obtained from the Office of Admission. In addition, up to two Urmston Scholarships may be awarded to upperclass students who have minors in Peace Studies. Further information can be obtained from the Peace Studies Program.

Weninger Scholarship

These scholarships are awarded to incoming African American freshmen in recognition of high academic achievement. The scholarship value ranges from partial to full tuition. These scholarships are renewable for eight semesters if the recipient maintains a 2.500 cumulative grade point average. Information can be obtained from the Office of Admission.

Western-Southern Life Nursing Scholarship

This \$4,000 scholarship is awarded to a minority freshman majoring in nursing. Further information can be obtained from the Office of Admission.

Williams Scholars Program

Four four-year scholarships will be provided to the entering class annually. The Williams Scholars will interact with the business community, provide student leadership and other services for the Williams College of Business. The University Scholarship Committee will select the Williams Scholarship recipients among incoming business students already receiving a Trustee or Weninger Scholarship. The scholarship will be added to other scholarships received by the student in order to cover tuition costs. The student must be a business major to continue receiving the Williams Scholarship. For more information contact the Williams College of Business Undergraduate office.

Xavier Academic Awards

The Xavier Academic Awards are awarded to freshmen minority students based on academic achievement. Further information can be obtained from the Office of Admission.

XAVIER FINANCIAL AID

Xavier Tuition Grants

Xavier University awards tuition grants to students who demonstrate financial need. Students must complete the Free Application for Federal Student Aid (FAFSA). Students whose FAFSA is received at the federal processor by February 15 will receive priority consideration.

Family Grants

Xavier University provides partial tuition grants when there are two or more siblings enrolled full-time as undergraduates at Xavier during the same semester. Contact the Office of Financial Aid for additional information.

Athletic Grants-in-Aid

These grants are available through the Office of Athletics. Contact the Office of Athletics for information and assistance 513 745-3413.

Grants - Center for Adult and Part-time Students

The Center for Adult and Part-time Students (CAPS) awards grants to students registered through CAPS, including the Weekend Degree Program. The grants are based on financial need and are generally only awarded to students who do not receive other forms of financial aid. For further information contact the CAPS office, 513 745-3355.

Tuition Payment Plans

Several payment plans, ranging from installments to Employer Reimbursement, are available through the Office of the Bursar. For further information, contact the Office of the Bursar at 513 745-3435.

FEDERAL GRANTS AND SCHOLARSHIPS

Students must complete the Free Application for Federal Student Aid (FAFSA) each year. In addition, students must meet the following requirements to apply for federal financial aid:

1. Be a U.S. citizen or an eligible non-citizen.
2. Maintain satisfactory academic progress.
3. Be enrolled as a regular student in a degree or certificate program.
4. Not be in default on any federal loan or owe a refund on a federal grant.
5. Have demonstrated financial need.
6. Not have been convicted of an offense involving either the possession or sale of illegal drugs.

Federal Pell Grant

The Pell Grant Program provides grants to students with exceptional financial need. The amount of the Pell grant varies based on the level of financial need and the number of credit hours in which the student enrolls.

Federal Supplemental Educational Opportunity Grant (SEOG)

The Supplemental Educational Opportunity Grant is also for students with exceptional financial need (with priority given to Pell Grant recipients). While grants may range from \$200 to \$4,000, the amount of the awards is limited by federal funding.

Federal Work-Study Program (FWS)

The Federal Work-Study Program provides students who have financial need the opportunity to earn income from jobs. Earnings for this program are funded by both the federal government and the university. The student's total FWS award depends on the student's financial need, the amount of money the university has for the program and the aid the student has from other programs. Students who accept employment are paid bi-weekly by direct deposit.

Federal Perkins Loan

The Perkins Loan is a low-interest loan that may be offered to students with financial need. Annual loan amounts range from \$500 to \$3,000. Recipients are selected by the University. Repayment begins on a monthly basis nine months after the borrower ceases to be enrolled at least half-time.

Federal Stafford Loan (subsidized)

A subsidized Stafford Loan is a low-interest loan made to college students by commercial lending institutions. The student pays an origination fee and insurance premium, but the federal government pays the interest while the student is enrolled in college as at least a half-time student. Interest and principal repayment start six months after the borrower ceases to be at least half-time.

Federal Stafford Loan (unsubsidized)

An unsubsidized Stafford Loan is similar to the subsidized Stafford, except the student is responsible for interest payments while enrolled. Eligibility is not based on financial need.

Parent Loan for Undergraduate Students (PLUS)

Parents may borrow up to the total cost of attendance (tuition, room, board, books, etc.), minus financial aid, for each of their dependents attending college. There is no limit on family earnings. The interest rate is variable. Interest begins accruing at disbursement of the funds, and the parents start making repayments approximately 60 days after disbursement. The loan must be completely repaid within 10 years from the most recent loan.

STATE SCHOLARSHIPS AND GRANTS

Ohio Student Choice Grant (OSC)

OSC is a tuition restricted state grant available to Ohio residents who are enrolled full-time in their first baccalaureate degree program. Students could not have been enrolled full-time in a college or university prior to July 1, 1984.

Ohio Instructional Grant (OIG)

OIG is a tuition restricted state grant that provides need-based assistance to full-time undergraduate students from low and moderate income families who are Ohio residents. The State of Ohio determines eligibility based on family income and number of dependents in the family.

Part-Time Student Instructional Grant (PTSIG)

PTSIG is a tuition restricted state grant program which provides need-based assistance to part-time undergraduate students from low and moderate income families who are Ohio residents. Eligibility is based on family income and number of dependents in the family. The amount of grant varies depending on hours enrolled.

Ohio Academic Scholarship

Each high school in Ohio selects one of their graduating seniors for this scholarship. Further information can be obtained from the high school guidance counselor.

Ohio Proficiency Exam Scholarship

The Ohio Proficiency Exam Scholarship is a one-time \$500 award given to Ohio high school seniors who pass all sections of the Ohio 12th grade proficiency test.

HOW WITHDRAWING FROM SCHOOL AFFECTS FINANCIAL AID

Federal Aid

When a student completely withdraws (both officially and unofficially) from Xavier before completing the term, federal regulations require that the University determine whether any of the student's federal aid, other than Federal Work Study, has to be returned. Federal aid includes the Federal Subsidized and Unsubsidized Stafford Loan, Federal Pell Grant, Federal Supplemental Opportunity Grant (FSEOG), Federal Perkins Loan, and the Federal PLUS Loan. A student "earns" federal aid based upon the length of time he or she remained enrolled for the semester. The amount of federal aid earned is in direct proportion to the percentage of time the student completed. The percentage of time completed is calculated by dividing the number of days in the semester by the number of days completed. If a student completed more than 60% of the semester, all federal aid is considered earned.

To determine the number of days completed, Xavier identifies the date the student withdrew from the University. The date of withdrawal for students who officially withdraw is the date that the student begins the withdrawal process. To begin the withdrawal process, the student must notify the appropriate college dean in person or in writing. A student who "unofficially" withdraws (stops attending all classes without notifying the University) is considered to be withdrawn as of the midpoint of the semester.

In those cases where federal aid must be returned, the University and the student share the responsibility. Xavier will notify the student in writing of his or her responsibility to return any federal aid. Federal grant funds must be returned immediately after the student is notified by the University. Until the student returns the federal grant money, he or she is ineligible for further federal assistance should he or she return to Xavier or transfer to another school. Federal loan funds are returned under the terms of the student's promissory note.

Federal aid that is considered "unearned" is returned in the following order:

1. Unsubsidized Stafford Loan
2. Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Opportunity Grant

In some cases, the return of federal aid may cause a balance due on the student's account. The student must contact Xavier University's Student Account Office to arrange for payment of the amount due.

Xavier University Aid and State Aid

Students who withdraw prior to the end of Xavier University's published refund schedule, may receive a reduction in charges. If a reduction of charges occurs, the student's Xavier University funds and state funds may also be reduced. Xavier and state aid are reduced by the percentage at which the student's charges were reduced.

In some cases, the reduction of Xavier University funds and state funds may cause a balance due on the student's account. The student must contact Xavier University's Collection Office to arrange for payment of the amount due.

Endowed Scholarships

Donations to the permanent scholarship fund of Xavier University honor and memorialize many individuals, classes, and organizations, some of whose names are listed below. The income from these permanent endowments is used to award University-sponsored scholarships:

Florence & Laura Albers Memorial Scholarship

Joseph R. & Carole Albers Scholarship

Albrecht Family Scholarship

George Alden Trust Scholarship

Walter H. Alexander Scholarship

Audrey C. Alonso Memorial Scholarship

Mr. & Mrs. William L. Alter Scholarship

Harold and Bonnie Aranda Scholarship

Alter Women's Athletic Scholarship

Alumni Chapter Scholarships - Cleveland, Columbus, Dayton, Detroit, Indianapolis, Toledo

Charles B. Amann Memorial Scholarship

William and Carol Anneken Scholarship

Robert Antonelli Memorial Scholarship

Gwynned & Frank Armstrong Nursing Scholarship

Pedro Arrupe, S.J., Memorial Scholarship

Msgr. Charles E. Baden Memorial Scholarship

Paul A. Bardon Memorial Scholarship

Dr. Charles M. Barrett, '34, Memorial Scholarship

Beckman Family Scholarship

C. Robert Beirne Memorial Scholarship

John and Jinny Berten Scholarship

Lester J. Best Memorial Service Fellows Scholarship

Rev. Clifford S. Besse, S.J., Memorial Scholarship

Blakely Family Memorial Scholarship

G. Lawrence Bliss Family Scholarship

Richard J. Blum Scholarship

Bolger & Selzer Families Scholarship

Edmund J. Bradley Memorial Scholarship

J. Peter Brady Memorial Scholarship

Brennan Corporation Scholarship

Mother Hilda Brennan Memorial Scholarship

Mildred C. Brinn Memorial Scholarship

Albert F. and Bernadetta Broering Memorial Scholarship

- in memory of Rev. Theodore Rolfes and Ada M. Rolfes

Rev. Edward B. Brueggeman, Memorial Scholarship
Gordon and Nadine Brunner, Scholarship
Clem and Ann Buenger Scholarship
John R. Bullock Memorial Scholarship
Henry Bunker Memorial Scholarship
Paul & Betty Burkhart Scholarship
Raymond L. Buse Memorial Scholarship
Anne D. Butz Memorial Scholarship
Kathleen McDonough Buzek Memorial Scholarship
Joseph and Kathleen Caito Family Scholarship
Paul D. "Chip" and Rose Cain Memorial Scholarship
Centennial Scholarship
Ralph W. Chambers, '48, Memorial Scholarship
Helen Clark Scholarship
C. A. Clasgens Memorial Scholarship
Class of 1931 50th Anniversary Scholarship
Class of 1932 50th Anniversary Scholarship
Class of 1933 50th Anniversary Scholarship
Class of 1956 25th Anniversary Scholarship
Class of 1958 25th Anniversary Scholarship
Class of 1961 25th Anniversary Scholarship
Class of 1969 Scholarship
Class of 1970 Scholarship
Class of 1971 Scholarship
Class of 1973 Scholarship
Class of 1974 Scholarship (in memory of Doreen Jankowski)
Class of 1985 Scholarship
Ralph and Julia Cohen Scholarship
Cohen Foundation Scholarship
Michael J. and Margaret A. Conaton Family Scholarship
Thomas L. Conlan, Sr., Memorial Scholarship
Charles F. Conners Memorial Scholarship
Charles J. Connolly Memorial Athletic Scholarship
Helen and Harry Cordesman Memorial Scholarship
James H. and Mary S. Curran Memorial Scholarship
Jack Currus Memorial Scholarship
Mary Dahlstrom Memorial Scholarship
Raymond and Grace Daley Memorial Scholarship
M. Thomas and Martha Dalton Scholarship
Deacon Family Memorial Scholarship
Gerald J. DeBrunner Accounting Scholarship
William H. Deddens Memorial Scholarship
Richard T. Deters, S.J., Memorial Scholarship
Helen Hennigan Diehl - Thomas J. Klinedinst Scholarship
Rev. Albert Dierkes, S.J., Memorial Scholarship
The Dornheggen Memorial Scholarship
George and Katherine Dovich Memorial Scholarship
Jack G. & Mary C. Downing Faculty/Student/Mentor Scholarships
Robert and Rita Driehaus Scholarship
James W. Duff Scholarship

Patrick J. Duggan Family Scholarship
Jesse K. Dunn Memorial Scholarship
Joseph E. Ebertz Memorial Scholarship
Edgecliff Scholars Scholarship
John Eick Memorial Scholarship
James C. Eigel Scholarship
Michael J. Ertle, Sr., Memorial Scholarship
Jerome and Mary Jean Esselman Scholarship
Rlene & Lyle Everingham Scholarship
James R. Favret/DH&S Memorial Scholarship
Federated Foundatton Scholarship
Raymond and Frances Fellingner Memorial Scholarship
Rev. John N. Felten, S.J., Scholarship
The Fifth Third Bank/Jacob G. Schmidlapp Scholarships
Mary Flaspohler Memorial Scholarship
Charles Fleischmann Endowment Scholarship
Anna Louise Flynn Memorial Scholarship
Rev. Lawrence J. Flynn, S.J., Memorial Scholarship
John A. Fogarty Scholarship
Foss Family Scholarship
Fredin Memorial Scholarships
Garry Family Memorial Scholarship
Mxgr. William Gauche Memorial Scholarship
Steven D. Gerke Memorial Scholarship
Harry J. Gilligan Memorial Scholarship
Robert & Kathleen Glaser Scholarship
- in honor of the Sisters of Notre Dame of Uganda
Robert H. and Catherine Goldsmith Family Scholarship
Raymond J. Grace Family Scholarship
James F. Griffin, III, Memorial Scholarship
L.H. Gunter Memorial Scholarship
Anthony J. Haefner Memorial Scholarship
Dr. Thomas J. Hailstones Memorial Scholarship
John P., Sr., John P., Jr., '57, and Gertrude Haley Memorial Scholarship
Rita Elsaesser Harpenau Memorial Scholarship
Rev. Gilbert Hartke Performing Arts Scholarship
Robert F. Hartman Scholarship
Frederick A. Hauck Physics Research Scholarship
Richard H. Heekin Scholarship
Lawrence J. Heim Memorial Scholarship
Hershey Foods Minority Scholarship
Rev. William P. Hetherington, S.J., Memorial Scholarship
James B. Hill Memorial Scholarship
Mrs. F. W. Hinkle Memorial Scholarship
Harry Hocks Memorial Scholarship
James & Lydia Hoff Memorial Scholarship
Hon. Timothy S. Hogan, '30, Memorial Scholarship
John G. Holters Memorial Scholarship
Louis J. Homan Memorial Scholarship
Charles Housley Scholarship

David and Rosemary Huhn Scholarship
Joseph F. & Karen Hutchison Scholarship
- in memory of Theodore Learn
Thomas K. Jenkins, Jr., Memorial Scholarship
Antonio Johnson Memorial Scholarship
Richard A. Jones Memorial Journalism Scholarship
Julie Anne Kalker, '97, Memorial Scholarship
Charles J. Kelly Family Scholarship
Hugh Patrick Kielty Memorial Scholarship
Rev. William F. King, S.J., Scholarship
Marianne & Donald P. Klekamp Scholarship
Thomas J. Klinedinst, Sr., Memorial Scholarship
Robert J. Kohlhepp Family Scholarship
David and Tina Kohnen Scholarship
David and Shirley Kriegel Scholarship
Eva Kroger Memorial Scholarship
John and Marguerite Kron Scholarship
Leo G. Kuhlman Memorial Scholarship
Otto Kvapil Memorial Scholarship
Glen A. LaGrange Memorial Scholarship
Anthony Lair Family Scholarship
Lawrence A. & Anne Leser Scholarship
William J. Leugers Family Scholarship
Paul & Ruth Lindenmeyer Memorial Scholarship
Margaret C. Link Memorial Scholarship
A.J. & Paulina Howes Long Memorial Scholarship
Bernard F. Losekamp Family Scholarship
Edward F. Macke, '98, Memorial Graduate Scholarship
Fred F. Mackentepe Memorial Scholarship
Vimala & Satya Majeti Scholarship
Carl G. & Emma Martin Scholarship
William V. Masterson, '41, Memorial Scholarship
Anne C. & Charles McCarthy Scholarship
Thomas K. McCormack Memorial Scholarship
Walter A. McDonald Memorial Scholarship
Walter A. and George McDonald Memorial Fund
Patrick McGeehan Memorial Scholarship
Kenneth R. (Bill) McKowen Memorial Scholarship
Gertrude L. & Francis X. McNerney Memorial Scholarship
Archbishop McNicholas Memorial Scholarship
Donald L. Mellott Family Scholarship
Mercantile Stores Scholarship
- in honor of David R. Huhn
Angela Del Vecchio Miller Memorial Scholarship
Rev. Frederick N. Miller, S.J., Memorial Scholarship
Mollman Family Scholarship
Roland & Margo Moores Scholarship
Marvin J. Moran Memorial Scholarship
John & Mildred Muething Scholarship
John L. Muething Family Scholarship
Rev. Robert W. Mulligan, S.J., Scholarship

NJSHMG Scholarship
Mary E. Nebel Memorial Scholarship
James & Julie Neumann Scholarship
John H. Newman Memorial Scholarship
Donald and Phyllis Neyer Scholarship
John F. Niehaus Memorial Scholarship
Katherine Niehaus Memorial Scholarship
Rev. Victor B. Nieporte, S.J., Memorial Scholarship
Louis & Louise Nippert Fine Arts Scholarship
Mary and Al Nurre Scholarship
Mr. & Mrs. Fletcher E. Nyce Scholarship
Rev. Edward J. O'Brien, S.J., Memorial Scholarship
Michael H. Obloy Scholarship
Rev. Paul L. O'Connor, S.J., Memorial Scholarship
Thomas and Patricia O'Donnell Scholarship
Mr. & Mrs. Theodore H. Oppenheim Memorial Scholarship
James & Mary Patton Scholarship
John & Francis Pepper Scholarship
John R. & Elizabeth Perrine Scholarship
Peterloon Foundation Scholarship
Rev. Joseph J. Peters, S.J., Scholarship
Distinguished Physics Professors' Scholarship
Joseph and Susan Pichler Scholarship
Most Rev. Giuseppe Pittau, S.J., Scholarship
Rev. William F. Poland, S.J., Memorial Scholarship
A. Poplis Family Memorial Scholarship
Mr. & Mrs. James E. Powers Scholarship
John W. Poynton Family Scholarship
Procter & Gamble Scholarship
Harry G. Rabe, '64, Memorial Scholarship
Glen Randolph Scholarship
Kevin T. Reardon Family Scholarship
Joseph B. Reynolds Memorial Scholarship
Lt. Robert T. Rice, Jr., Memorial Scholarship
William J. & Mary K. Rielly Scholarship
Giles K. Riley Memorial Scholarship
Claude A. Ritter Memorial Scholarship
Lawrence H. Rogers, II, Scholarship
Matthew Ryan Family Memorial Scholarship
Ryan Sisters Memorial Scholarship
Linden C. Sahlfeld Scholarship
Wilson J. (Woody) Sander Memorial Scholarship
Rev. Thomas G. Savage, S.J., Memorial Scholarship
Clara J. Schawe Memorial Scholarship
Jacob G. Schmidlapp Memorial Scholarship
Rev. William J. Schmidt, S.J., Memorial Scholarship
Danny Scholl Memorial Music Scholarship
Jacob W. Schweizer Memorial Scholarship
Scripps Howard Broadcasting Scholarship
- in honor of Lawrence A. Leser
Frank & Loretta Sedler Memorial Scholarship

Lawrence W. Selzer, '31, Memorial Scholarship
Mary B. Shannon Memorial Scholarship
Mary Claire Shaunnassy Memorial Scholarship
Margaret Shea Memorial Scholarship
Thomas Siemers Family Scholarship
Janet and Ralph Sieve Scholarship
Ruth M. Sieve Memorial Scholarship
Sisters of Mercy Scholarship
Stephen S. & Dolores Smith Scholarship
Dr. Leo A. and Janet Smyth Memorial Scholarship
Dr. James H. Spraul, '53, Memorial Scholarship
George Springmeier Memorial Scholarship
Rev. Victor Stechschulte, S.J., Memorial Scholarship
Sherri Lee Stiefler Memorial Scholarship
Elizabeth Sullivan Memorial Scholarship
Ann and Mary Summers Memorial Nursing Scholarship
James & Cornelia Templeton Memorial Scholarship
Maxine and Herbert Thyen Scholarship
Dr. & Mrs. William J. Topmoeller Memorial Scholarship
Fred Tuke Memorial Scholarship
Rev. Benjamin Urmston, S.J., Peace Studies Scholarship
Dr. John F. VanKirk Family Scholarship
Gertrude L. Vasey Memorial Scholarship
Mary Poland Verkamp Memorial Scholarship
Peter J. Viviano Athletic Scholarship
A.R. Vonderahe, M.D., Memorial Scholarship
Marcella B. & Edward P. VonderHaar Memorial Scholarship
Frank B. Walsh Memorial Scholarship
Mary Manning Walsh Memorial Scholarships
Western-Southern Life Nursing Scholarship
John A. Wiethe, '34, Memorial Scholarship
Elizabeth Ryan Williams Memorial Scholarship
William J. Williams Family Scholarship
Worpenberg Family Memorial Scholarship
G. Milton Wurzelbacher Memorial Scholarship
Xavier Parents' Club Scholarship
E. Nelson Zoeller Memorial Scholarship

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UNDERGRADUATE ACADEMIC POLICIES AND REGULATIONS

General Policies

The policies listed here affect all undergraduate students. Some degree programs have special policies which are specified within individual program descriptions. General registration policies which affect both undergraduate and graduate students begin on page 70.

Classification and Enrollment Status of Undergraduate Students

1. Freshmen - students who have earned 0 through 23.99 credit hours
2. Sophomores - students who have earned 24 through 54.99 credit hours
3. Juniors - students who have earned 55 through 89.99 credit hours
4. Seniors - students who have earned a minimum of 90 credit hours
5. Non-degree - students who have not declared themselves candidates for a degree at Xavier
6. Visiting (transient) - students from another college or university taking courses as a non-degree student at Xavier for transfer back to their home institution
7. Auditors - students taking courses but not for college credit
8. Full-time: summer, fall or spring - any student attempting 12 or more semester credit hours (selected programs, such as OT or Co-op, may be designated full-time regardless of hours attempted)
9. Part-time: summer, fall or spring - any student attempting up to 11 semester credit hours (three-quarter time is 9-11 semester credit hours; half-time is 6-8)

Undergraduate Grading System

| | |
|-------------------------------------|--|
| A = Exceptional | I = Incomplete, changed when grade is assigned. |
| B = Good | See Incomplete work, page 45. |
| C = Satisfactory | AU = Audit, no credit or grade earned |
| D = Minimum passing | S = Passing/Satisfactory, credit earned |
| F = Failure | U = Not passing/Unsatisfactory, no credit earned |
| VF = Failure to officially withdraw | NC = No credit earned, non-graded class |
| W = Official withdrawal | |

No grade change can be made later than the 15th calendar day after the beginning of the next academic semester (fall or spring) except in the case of a resolved Grade Grievance. "S/U" grades are given in certain pass/fail courses, in place of letter grades. The grade of "S" does not equate with letter grades and is transferable to other universities only upon their approval.

Quality Points

The quality point is the unit used to measure student achievement in a course. The number of quality points received for any course is equal to the number of points attached to the grade received, multiplied by the number of credit hours for the course. Quality points are calculated as follows:

| | |
|--------------------------------------|---------------------------------------|
| A = 4 quality points per credit hour | F = 0 quality points per credit hour |
| B = 3 quality points per credit hour | VF = 0 quality points per credit hour |
| C = 2 quality points per credit hour | I = 0 quality points per credit hour |
| D = 1 quality point per credit hour | U = 0 quality points per credit hour |

The student's term grade point average (GPA) is computed by dividing the total number of quality points by the total number of quality hours in that term. "W", "AU", "S", and "NC" grades are not calculated into quality points, nor quality hours and therefore, do not affect the GPA. The cumulative GPA is based on all terms at Xavier.

The semester hours in courses in which an "S" (satisfactory) grade is earned will count toward the University's minimum semester hour requirement of 120 for graduation with a baccalaureate degree or 60 with an associate degree. However, if the grade earned is "U" (Unsatisfactory), both the credit hours and the quality points are computed into the student's cumulative grade point average.

Course Numbering

Courses are numbered in the following way:

100 to 199 - undergraduate lower division courses

200 to 499 - undergraduate upper division courses

500 and above - graduate level courses; open only to graduate students

Credit Hours, Semester

A semester credit hour is equivalent to fifteen class hours per term. A weekly two- or three-hour period of laboratory work is considered equivalent to one credit hour. The credit hours for work in internships, practicums and student teaching vary.

The number of credit hours which each course carries is provided in the course description section of this catalog. The courses are listed in numerical order within the various departments in the back of this catalog.

Excess Credit Hour Courseload

The following maximum course loads may only be exceeded with permission from the student's dean, even if the additional hours are to be taken for audit. Excess hours carry additional fees, unless departmental policy requires the excess.

1. Fall or spring - 18 hours
2. Summer - 7 hours each session, not to exceed 14 hours for the entire summer.

Prerequisites

When selecting courses, students must adhere to required prerequisites and special course restrictions established by the colleges and academic departments. Prerequisites must be passed with the minimum acceptable grade before subsequent courses may be taken.

Auditing Courses

Anyone wishing to audit a course may do so. An audited course does not carry credit or earn quality points or fulfill a requirement. Regular tuition rates apply. If audit requirements are not met a "W" grade may be assigned. See page 72 for additional information.

Dean's List

In any term, undergraduate students who complete at least six credit hours for grades ("A," "B," "C," "D," "F," "VF," "I," "U") with a grade point average of at least 3.500 are placed on the Dean's List for that term.

Incomplete Work

Course assignments are due at the time specified by the instructor. Extension of time beyond the termination of the course is rarely granted and only for a serious reason. If an extension of time is granted, the grade of "I" (Undergraduate Incomplete) will be assigned and calculated as an "F" in the grade point average. Unless the work is completed and submitted by the fifteenth calendar day of the academic semester following the course, the student will fail the course and the "I" will be permanently changed to an "F" (Summer term is excluded). Exceptions to this policy must be approved in writing by the appropriate dean prior to that date. The faculty member initiates the grade change process once the student has made up the incomplete work. Deadlines for short-term courses may vary; please refer to program handbook or director.

A student missing the final examination of a course receives an "F" or "VF" unless prior approval has been obtained from the dean, in which case the grade of "T" will be given. The same completion deadline applies as explained in the paragraph above. The final examination schedule is published in each semester's Schedule of Classes bulletin.

If the student is deferred for graduation due to a grade of Incomplete, he or she may be eligible for the original date of graduation. Work must be completed, graded and recorded within thirty calendar days of that term's graduation date.

Undergraduate Enrollment in Graduate Courses

A currently enrolled Xavier University undergraduate student may begin graduate course work as a non-degree graduate student if the student is within 12 hours of completing the undergraduate degree. The student must be in good academic standing and must obtain written approval from the appropriate dean and program director. The student must complete the non-degree graduate application for admission and return it to the Graduate Services Office or the MBA Office with the written permission attached.

All graduate courses taken will be for graduate credit only; the credit hours completed for graduate credit may not count towards the student's undergraduate degree. No more than 6 credit hours taken as a non-degree graduate student may apply toward a graduate degree. Some courses are not available to non-degree graduate students.

NOTE: Students enrolled in the "Accounting 150 Credit Hour Program" should consult their department for exceptions to these policies.

NOTE: Students in the Masters of Occupational Therapy program may take eleven graduate hours after they have completed 114 undergraduate hours.

Class Attendance

In order to earn credit in any course for which he/she is registered, the student is required to attend classroom and laboratory exercises regularly and promptly. Unexcused absence from a previously announced test may incur the penalty of a failure in that particular test. Regular attendance and missed class and test procedures are determined by the individual faculty members. Students should consult the class syllabi for current policy regarding attendance, grading, procedures, etc., by individual faculty members.

Courses at Other Institutions

Consortium Courses

Courses not available at Xavier may be taken through the Greater Cincinnati Consortium of Colleges and Universities. For courses taken through the consortium, both the credit and the grade earned are recorded on the student's Xavier record and the quality points are computed into the student's Xavier grade point average. For a list of the consortium schools, see page 16 of this catalog. The student must be at least half-time and must bring written approval for consortium enrollment from the dean of his/her college to the Office of the Registrar. Contact the Office of the Registrar for more information. Consortium courses may not be taken in the last 30 hours at Xavier unless approved by a college dean.

Non-Consortium Courses

Students desiring to take courses at an accredited non-consortium university must receive prior approval from their dean. Normally no more than 15 hours may be taken at another institution and applied toward a degree after a student has matriculated at Xavier. The student usually must present a catalog with a description of the desired course. Courses from these institutions are treated as transfer credit. Credit is granted provided a grade of "C" or better was earned. The grade is not placed on the student's Xavier record, nor is it computed into the student's Xavier grade point average.

General Electives

General electives are fulfilled by courses of the student's choice as long as appropriate prerequisites are completed. Students may not apply more than 12 hours of any business area or 30 hours of total business courses toward electives.

The Major

Students must complete all the requirements of their program. Before selecting their program or major or when changing from one major to another, students should consult an academic advisor. The declaration, change or addition of a major is handled through the offices of the deans. In order to graduate with more than one major, a student must complete all the curricular requirements of each major. Each major is noted on the student's permanent academic record, but only one degree is conferred, namely the one that corresponds to the student's primary major. The student must complete the core curriculum requirements of the primary major. The core curriculum requirements of the secondary major need not be completed unless a business major is elected as the secondary major. In this case, the requirements of the "business core" must also be met (see page 230).

Regardless of hours counted for more than one major, associate degrees require a minimum of 60 semester credit hours and baccalaureate degrees require a minimum of 120 semester credit hours.

The Minor

Students may select a minor or minors in addition to a major. The declaration, change or addition of a minor is handled through the offices of the deans.

Guidelines for minors are as follows:

- must contain a minimum of 15 credit hours;
- at least half of the credit hours of a minor must come from upper division (200-499) courses;
- a student must declare a minor with the appropriate department and the student's college;
- at least half of the course requirements of a minor must be completed at Xavier;
- a student must attain a 2.000 average in the course work of the minor in order for it to be acknowledged on the student's transcript.

Students should consult with the appropriate program director concerning specific requirements for a minor. The following minors are available as of this publication date (consult Index on pages 438-443 for catalog reference):

College of Arts & Sciences

Art History
Biology
Chemistry
Classical Humanities
Communication Arts
Computer Science
English
French
German
Greek
History
Jazz
Latin
Mathematics
Music
Natural Sciences (Pre-Medical Studies)

Performance Studies
Philosophy
Physics
Spanish
Studio Art
Theology

College of Social Sciences

Corrections
Criminal Justice
Economics
International Affairs
Montessori Education
Professional Education
Political Science
Psychology

Williams College of Business

Business
Economics
Human Resources
Information Technology
International Business

Interdisciplinary Minors

Environmental Studies
International Studies
Latin American Studies
Peace Studies
Women's & Minorities' Studies

Change of Major or Minor, Adding a Major or Minor

A student wishing to change or add a major or minor must receive approval from the dean. A student wishing to change majors from one undergraduate college (Arts & Sciences, Business, Social Sciences) to another must receive the written approval of both deans involved, beginning with the dean of the college the student is leaving. A student wishing to change majors within the same college must receive the written approval of the dean of the college and the department chair for the student's new major. The change of major is effective immediately upon processing by the Office of the Registrar unless noted by the dean.

Application for Degree and Graduation

Students initiate the process of graduation by completing an Application for Degree, available from the Office of the Registrar. Utilize the Degree Audit Report "OnCourse," available at the Office of the Registrar to assist you with your graduation check out. Please refer to the Schedule of Classes for application deadlines.

Students may graduate at the end of the term they complete all degree requirements: August, December and May. Commencement exercises are held each May for graduates from the entire previous academic year.

Students whose degree requirements are completed, graded, and recorded within thirty calendar days of that term's graduation date may receive a diploma dated for that term.

Requirements for Bachelor's Degrees

Meeting the degree requirements is the student's responsibility. Candidates for bachelor's degrees must have:

1. completed the requirements listed under the "Core Curriculum," page 94;
2. attained a 2.000 average in the course work of the major. BSBA students must also complete the business core with a 2.000 average; some programs have a higher GPA requirement;
3. attained a cumulative grade point average of 2.000 or better;
4. earned at least 120 hours;
5. completed the last 30 hours at Xavier, excluding consortium courses, unless waived by a college dean;
6. transferred, normally, no more than 15 hours from another college or university toward a degree after matriculation at Xavier;
7. filed a formal application for the degree by the deadline printed in the Schedule of Classes;
8. completed all departmental requirements in the major field and all requirements of their college;
9. cleared all financial obligations with the University before the diploma and transcripts can be released.

In addition to the above, transfer students must have:

10. completed at least 60 hours in accredited four-year schools;
11. completed at least one-half of the course requirements of the major at Xavier;
12. if applicable, completed at least one-half of the business core at Xavier.

These requirements are contained in the degree audit report, "OnCourse."

Requirements for a Second Bachelor's Degree

Students who have a bachelor's degree from a regionally accredited institution, including Xavier, may earn a second bachelor's degree at Xavier. Credits applied toward the first degree will be accepted as transfer credit toward the second degree. A minimum of 30 additional hours must be taken and at least 15 hours must be in the second major. If the second degree is a business degree, at least one-half of the business core must be completed at Xavier and present catalog requirements in business must be met. Students must meet all quality point and grade requirements set by the University, college and major department. If current Xavier core requirements for the second degree were not met within the first degree, the following policies will apply.

1. The Ethics/Religion and Society Focus (E/RS) elective course will be waived.
2. Students with one transferred three-credit literature course must take "Literature and the Moral Imagination" as their second literature course. Students with two transferred three-credit literature courses will have fulfilled the literature requirement.
3. Students who transfer with two or fewer three-credit theology courses must complete one appropriate three-credit theology course at Xavier. Students who transfer 9 credits of theology courses will have fulfilled Xavier's theology requirement.
4. Policy #3 is also applicable to the philosophy requirement.
5. Policy #3 is also applicable to the science requirement.
6. Students must meet all other core curriculum requirements.

Requirements for an Associate Degree

Meeting degree requirements is the student's responsibility. Candidates for associate degrees must have:

1. completed the appropriate requirements listed under the "Core Curriculum - Associate Degree," page 96;
2. attained a 2.000 average in the course work of the concentration;
3. attained a cumulative grade point average of 2.000;
4. earned at least 60 hours;
5. completed the last 30 hours at Xavier, excluding consortium courses, unless waived by a college dean;
6. transferred, normally, no more than 9 hours from another college or university toward a degree after matriculation at Xavier;
7. filed a formal application for the degree by the deadline printed in the Schedule of Classes;
8. completed all departmental requirements in the concentration field and all requirements of their college;
9. unless all financial obligations to the University have been met the diploma and transcripts cannot be released.

In addition to the above, transfer students must have:

10. completed at least one-half of the course requirements of the concentration at Xavier.

Listing and Requirements for Certificate Programs

Xavier University offers several certificate programs. Students may complete certificate programs as part of an associate, bachelor's or master's degree or as a non-degree student. Some programs require that students have the minimum of an associate or bachelor's degree prior to admission.

Candidates for certificates (Corrections, Criminal Justice, Information Technology, Occupational Therapy, Pre-MBA Studies, Pre-Medical Studies) must have:

1. Completed the requirements for the certificate with at least one-half of the hours completed at Xavier.
2. Attained a cumulative grade point average of 2.000 or better.
3. Unless all financial obligations to the University have been met the transcripts cannot be released.

Graduation Honors

Honors are awarded on the basis of outstanding achievement only at the undergraduate level. For a bachelor's degree, a student who has earned a quality point average of 3.900 to 4.000 in Xavier course work will be graduated *summa cum laude*; one who has earned 3.750 to 3.899, *magna cum laude*; one who has earned 3.500 to 3.749, *cum laude*. For an associate degree, a student who has earned a quality point average of 3.900 to 4.000 in Xavier course work will be graduated "with highest honor;" one who has earned 3.750 to 3.899 "with high honor;" one who has earned 3.500 to 3.749, "with honor." These honors are inscribed on the student's diploma and recorded on the student's permanent academic record.

Transfer students with appropriate grade point averages are eligible for honors at graduation if they have completed at least 60 quality hours at Xavier University for a bachelor's degree or at least 30 quality hours at Xavier University for an associate degree. If the student takes the Cultural Diversity Elective (CDE) requirement at Xavier on a pass/fail basis, the requirement for Xavier quality hours is reduced to 59 or 29 respectively (for two credit CDE classes, to 58 or 28 respectively; for three credit classes, to 57 or 27 respectively).

Honor cords may be worn by any student who graduates or participates in the May Commencement ceremony, if those honors were earned by the day of the ceremony.

Academic Standing

Actions regarding academic warning, probation, suspension, dismissal, and academic reactivation will be noted on the student's permanent academic record.

Good Standing

A student in "good standing" is defined as a student who has earned a cumulative grade point average of 2.000 or better (a "C" average or better).

Academic Warning

Any freshman in a baccalaureate program whose cumulative average is 1.750 to 1.999 receives an academic warning. A warning may be issued for one semester only and may not follow a term on probation.

Academic Probation

Any student in an associate degree program whose cumulative average falls below 2.000 is placed on academic probation.

A freshman in a baccalaureate program whose cumulative average falls below 1.750 is placed on academic probation.

Any upperclassman in a baccalaureate program whose cumulative average falls below 2.000 is placed on academic probation.

Academic probation can be imposed by a dean at the end of any term. While on probation a student may be restricted to a reduced course load, and/or receive other stipulations intended to improve the student's academic success. Academic probation is removed when the student's cumulative average rises to 2.000 or above.

Academic Suspension

Students on academic probation who fail to restore their cumulative grade point average to 2.000 within two semesters will be suspended. In addition, Freshmen and probationary students who receive more than one failing grade within a single term will be suspended. Suspension will be enforced unless in the judgment of the dean there are extenuating circumstances. One fall or spring term must elapse before a suspended student may reapply.

Academic Reactivation

A suspended student who wishes to return is required to complete a Reactivation Form, available in the Office of the Registrar or dean's office. Reactivation and the conditions for such will be determined by the dean of the college which issued the suspension letter. All prior financial obligations must be settled with the Office of the Bursar prior to reactivation.

Academic Dismissal

A student who has been readmitted after a period of suspension and who fails to meet the terms of the readmission as stipulated by the appropriate college dean will be dismissed from Xavier and is not eligible to return.

Writing Standards

In written work for class assignments, the University requires a high quality of writing. Instruction is available, through course work and through the James E. Glenn Writing Center, to help students attain this level of quality. Faculty members may refuse to accept an assignment which does not meet acceptable standards.

Eligibility for Participation in Extracurricular Activities

In order to be eligible for participation in extracurricular activities, a student must maintain a cumulative average of 2.000 or greater. This is understood in the following manner:

- a) Freshmen or new students at Xavier, admitted on the standards specified by the University (and as certified by NCAA Initial-Eligibility Clearinghouse) are eligible for the entire year, provided they earn at least a 1.750 average for the first semester of eligibility;
- b) Students with sophomore standing or higher must have a 2.000 at the beginning of the academic year. They will be eligible to participate in extracurricular activities the entire year. Those who begin the fall semester below the eligibility standards will be ineligible for the entire year.
- c) Satisfactory progress as defined in the NCAA Manual and in the Student Athlete Handbook must be maintained. See Bylaw 14.

The requirement for full-time study in an academic program may be waived for a student who is in the final semester of his or her baccalaureate program, provided the institution's registrar certifies that the student is carrying for credit the courses necessary to complete the degree requirements. The student granted eligibility under this exception shall also be eligible for NCAA competition which takes place immediately following said semester; however, the student shall thereafter forfeit eligibility in all sports.

Academic Bankruptcy

Academic bankruptcy allows an undergraduate to continue work toward a college degree without being severely burdened by a term with a high proportion of low or failing grades. Academic bankruptcy means that all credits and all grades for a given term are excluded from the computation of a student's grade point average, and the hours earned during the term will not be counted toward graduation. For this policy, the entire summer is considered one term.

A student may apply to the college dean for academic bankruptcy after the completion of a subsequent term of satisfactory performance. Satisfactory performance is defined as a grade point average of 2.000 in a term at Xavier that includes at least 6 credits of graded courses and no course withdrawals. The granting of academic bankruptcy may occur only once in a student's academic career at Xavier University and is irrevocable. Actions regarding course repetition, warning, probation, suspension, dismissal, and reactivation are not modified by this policy.

Academic Honesty

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include

theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation.

All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own.

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

Grade Grievance Procedure

This policy applies to both graduate and undergraduate students.

Students may appeal final grades if they believe that the grade was awarded unfairly. The student is responsible for the burden of proof, and must be able to provide some evidence of the lack of fair treatment in order to file a formal grievance. The following procedure must be followed when filing such an appeal.

The instructor is obligated to participate in the grade grievance process. If the instructor does not participate, the chair and/or dean will proceed without the instructor.

1. The student shall indicate in writing to the chair of the appropriate academic department that he/she is appealing the grade. This notification must be submitted in person or postmarked by February 1 for fall grades, June 15 for spring grades, and September 1 for summer grades.
2. The student shall meet with the instructor to try to resolve the grade dispute before February 15 for fall grades and before September 15 for spring and summer grades.
3. If a resolution is not reached and the student still believes that the grievance has merit, the student shall submit a request in writing to the department chair for a meeting with the chair and the instructor. This request should indicate when the meeting with the instructor was held and its outcome; explain exactly how the instructor's action was unfair; and be received by the department chair by March 1 for fall grades and October 1 for spring and summer grades. The student then meets with the department chair and instructor to try to resolve the dispute at this level.
4. If a resolution is not reached and the student wishes to pursue the grievance, he/she shall submit the statement from step #3, along with all evidence and documentation which supports the allegation, to the dean of the appropriate college. This should be done within five working days after meeting with the department chair and the instructor.
5. The dean shall convene a committee, composed of him/herself, three faculty members and two students, to conduct a hearing on the grievance. Two of the faculty members shall be from within the college and one from outside the college in which the instructor is located, and all shall be appointed by the dean. The two students shall have the same status as the grieving student (either graduate or undergraduate). If undergraduate, they shall come from a pool of 4-6 students appointed by the president of student government. One student shall be from within the college in which the grieving student is enrolled, and one shall be from outside the college. The dean shall choose the two students from the pool. If graduate, the dean shall meet with the appropriate graduate student organizations from the colleges to select the two students to sit on this committee.

The committee shall hold a hearing chaired by the dean. The instructor and the student shall be present and each shall be allowed an advisor (from within the University community) and shall be permitted to present witnesses. The committee, advisors, instructor and student shall all have the right to question the witnesses. The committee shall deliberate in closed session, and must present its decision in writing to the student and the instructor within five working days after the decision is reached. If the committee's decision is that the grade given was inappropriate, the academic vice president shall authorize the registrar in writing to change the grade.

6. The decision of the committee is final unless new evidence or new witnesses not previously considered or heard at the hearing become available. The student must submit this new evidence to the academic vice president within ten working days following the receipt of the committee's decision and must indicate precisely how this evidence or testimony relates directly to the alleged unfair awarding of the disputed grade.
7. The decision of the academic vice president is final. There is no further appeal.

Disciplinary Action

Xavier University expects the conduct of its students on and off campus to be in accordance with the standards of society. All students are expected to abide by the rules of conduct specified in the Code of Student Conduct as well as the Residence Life Handbook and the Standards for Off-Campus Living. A student violating any University regulation will be subject to disciplinary action. In minor cases, the appropriate staff member (usually from the Office of Residence Life or Student Services) will take action after consultation with the student.

Serious cases of misconduct will be presented before the associate vice president for student development/dean of students or the University Disciplinary Board. The associate vice president for student development/dean of students or the Board, after hearing a case in accordance with established procedures, will determine the penalty, if any. The associate vice president for student development/dean of students and/or the Board have the power to suspend or expel any student found to be in serious violation of any University regulation. Academic credits for courses in which the student is currently enrolled may be lost by a student who is dismissed or expelled from the University before the end of the semester. Refer to the discipline hearing procedures section of this catalog for more specific information.

Disciplinary records are confidential and are maintained by the Office of the Vice President for Student Development for a period of three to five years. The University may choose to notify parents of disciplinary action taken against a student.

Academically related discipline problems will be addressed through the appropriate department chair, dean and academic vice president.

Xavier University reserves the right to dismiss a student if, in the judgment of University officials, such action would be in the physical, mental, emotional or moral best interests of the student or is considered necessary for the welfare of the University. A student also may be required to withdraw for reasons of poor scholarship, failure to remove academic probation, or misconduct.

Comprehensive Examinations

Comprehensive examination requirements vary according to each program and are found in the program descriptions in this catalog. A student who fails the comprehensive examination may appeal to the program director to repeat the examination during a subsequent term (only one examination attempt is permitted during the summer). A second failure will result in dismissal from the program.

Xavier University Institutional Review Board (IRB)

Xavier has established an Institutional Review Board (IRB) for the protection of human subjects participating in research conducted by or on students, faculty or staff of the University. This includes research performed at Xavier under contractual arrangements with outside research organizations. In these cases, such contracts are subject to review and the research protocol portion

of the contract is subject to Xavier IRB review.

The Xavier IRB is guided by the ethical principles set forth by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research in Ethical Principles and Guidelines for the Protection of Human Subjects of Research: The Belmont Report.

In addition, the IRB attempts to insure compliance with the requirements set forth in Title 45, Part 46 of the Code of Federal Regulations.

Reservation of Rights

Xavier reserves the right to modify its graduation and other requirements as deemed necessary from time to time. The University will attempt to comply with the requirements published in the catalog for the year a student initially registers, provided the student continues in attendance without interruption of more than a year. Students who interrupt their attendance by more than a year and who later return must meet curricular requirements as determined by their dean.

* * * * *

GRADUATE ADMISSION

web site address is www.xavier.edu/admissions/graduate

| | |
|--|--------------------------------|
| Health Services Administration Graduate Program | 513 745-3687 XUMHSA@XU.EDU |
| Master of Business Administration Graduate Program | 513 745-3525 XUMBA@XU.EDU |
| Master of Science in Nursing Program | 513 745-4392 GOMEZ@XU.EDU |
| Psychology Graduate Program | 513 745-1053 MAYBURY@XU.EDU |
| Office of Graduate Services (all other graduate programs) | 513 745-3360 XUGRAD@XU.EDU |

Admission Status

Graduate students who have been admitted to Xavier University are designated as:

1. Degree students - those students officially accepted into a graduate degree program.
2. Non-degree students - those students who have not been officially accepted into a graduate degree program. No more than six semester hours earned while classified as a non-degree student may be transferred to a degree program. Please note: some graduate programs require the director's permission to enroll as a non-degree student. Check with the respective office for details.
3. Licensure/Endorsement seeking - those students officially accepted in a licensure/endorsement program.

Admission—Degree Students

Materials for admission to most graduate programs should be sent to the Office of Graduate Services. Master of Business Administration (MBA) applicants should send all materials to the MBA Office. Master of Health Services Administration (MHSA) applicants should send all materials to the MHSA Office. Admission materials for graduate programs in psychology (MA, & PsyD) should be sent to the Department of Psychology. Admission materials for graduate programs in nursing (MSN) should be sent to the Department of Nursing. Non-degree admission is not available for the MBA program.

To be considered for admission, a student must do the following:

1. Submit a completed degree application form. Applications can be obtained from the Office of Graduate Services, the MBA office, the Department of Psychology, The Department of Nursing, or the MHSA Office. The current application fee must accompany the application form.
2. Send one official transcript from all colleges or universities previously attended. The bachelor's degree must have been earned from a regionally accredited institution; three year bachelor degrees are not acceptable for admission consideration.
3. Arrange for applicable official test scores to be sent:
 - a. Master of Business Administration applicants - Graduate Management Admission Test (GMAT);
 - b. Master of Health Services Administration applicants - Graduate Management Admission Test (GMAT);
 - c. Master of Science in Nursing applicants - Graduate Record Exam (GRE) or Graduate Management Admission Test (GMAT) is accepted;
 - d. Occupational Therapy applicants seeking a post-baccalaureate certificate in Occupational Therapy (with or without a Master of Education degree) - Graduate Record Exam (GRE);
 - e. Doctor of Psychology and Master of Arts in Industrial/Organizational Psychology and General Experimental Psychology - Graduate Record Exam (GRE) general knowledge required and Psychology Subject Test recom-

mended. Psychology Subject Test required for those without psychology as their major or minor;

f. Other Graduate Programs:

The Miller Analogies Test (MAT) or the Graduate Record Exam (GRE) is accepted for the following programs: The MA in community counseling, English, humanities, and theology; the MEd programs; and the MS in criminal justice. In most cases, the test requirement is waived for students who currently hold a graduate degree.

4. A student for whom English is not the primary language may be asked to demonstrate proficiency in the English language by taking the Test of English as a Foreign Language (TOEFL).
5. Submit other required documents as specified for individual programs.

Credentials received become the property of the University. Notification of acceptance or denial is sent to each applicant as soon as possible after receipt of all required materials. Official acceptance for graduate study is valid for a one-year period from the date of acceptance. Failure to enroll within the one-year period invalidates the acceptance and the individual must be readmitted to the program. Contact the Office of Graduate Services to inquire about readmission.

Admission—Non-degree Students

To apply for admission as a non-degree student, one must submit a completed non-degree application form and current application fee to the Office of Graduate Services. Credentials received for admission become the property of the University. Non-degree admission is not available for the MBA program. Non-degree students are subject to the following restrictions:

1. Some courses are not available to non-degree students. Contact the Office of Graduate Services 513 745-3360 for information about specific courses. MBA courses may not be taken without permission of the associate dean of the MBA program. MHSA courses may not be taken without permission of the director of the Graduate Program in Health Services Administration. Psychology courses may not be taken without permission of the chair of the Psychology Department.
2. Although there is no limit to the number of courses that may be taken as a non-degree student, **no more than six hours taken in non-degree status may be applied toward a graduate degree.**
3. A non-degree student may apply to a degree program by completing the application process for degree status.
4. Non-degree students are subject to all University policies described in the Xavier University Catalog.

TEACHER LICENSURE/ENDORSEMENT ADMISSIONS

The Licensure/Endorsement application is used for the following programs: traditional Early Childhood, Middle Childhood, Secondary, Special Education, Montessori Early Childhood, School Counseling, Community Counseling, Educational Administration, and Reading. To be considered for admission in one of these licensure or endorsement programs, a student must do the following.

1. Submit a completed licensure/endorsement application form. Applications can be obtained from the Office of Graduate Services. The current application fee must accompany the application form.
2. Send one official transcript from all colleges and universities previously attended. The bachelor's degree must have been earned from a regionally accredited institution.
3. Before you may be considered for the traditional Early Childhood Licensure Cohort you must be admitted into the Master of Education program. Meet with an advisor to determine any prerequisite courses that might need to be taken before consideration is made for the early childhood cohort group that is selected during the spring semester each year.
4. To be considered for the licensure programs in secondary education, Montessori, middle childhood or special education, you must first meet with an advisor in that program.

5. To be considered for the School Counseling or Community Counseling licensure program you must also submit a 500 word statement of purpose.
6. In some cases, candidates for acceptance into a teacher licensure program will be asked to complete coursework as a non-degree student to prove (by receiving a grade of "B" or better) that they qualify for admission to a licensure program.
7. A student for whom English is not the primary language may be asked to demonstrate proficiency in the English language by taking the Test of English as a Foreign Language (TOFEL).

Credentials received become the property of the University. Notification of acceptance or denial is sent to each applicant as soon as possible after receipt of all required materials. Official acceptance for a licensure program is valid for a one-year period from the date of acceptance. Failure to enroll within the one-year period invalidates the acceptance and the individual must be readmitted to the program. Contact the Office of Graduate Services to inquire about readmission.

Admission—International Students

XUGLOBAL@XU.EDU

To apply for admission, the student must submit the following items to the appropriate graduate admission office. Credentials received for admission become the property of the University.

1. An international student application form.
2. Evidence of proficiency in the English language. A Test of English as a Foreign Language (TOEFL) score of 550, or a computer based test score of 213, for graduate students is required. Students who want to improve their English skills can enroll in Xavier's English as a Second Language (ESL) program. To enter degree programs, graduate ESL students need to obtain a TOEFL score of 550 (or a computer based test score of 213) and an average of "B" in ESL courses; and meet all other admission requirements.
3. Official transcripts of the total college or university academic record (not just a diploma) from all schools attended (mark sheets should be provided where pertinent). Transcripts must have original signature and institution seal. Attested or "true" copies are not acceptable unless certified by an authorized official.
4. Recommendation letters are required by some programs.
5. Graduate Management Admissions Test (GMAT), Graduate Record Exam (GRE), or other necessary test scores (see previous page).
6. Certified English translation accompanying all documents not issued in English.
7. (a) All documents must be received by the appropriate admission office for an admission decision to be made and hence for an I-20 form to be issued.
(b) a separate statement from an official source to show that the student or sponsor is able to meet the expenses.
8. An official evaluation of undergraduate transcripts by the World Education Service placing the foreign education into the American system.

All documents must be received by the appropriate admission office before a Form I-20 will be issued. International students who have been admitted to the University must meet the University's campus housing requirement (see Residence Life, page 81). Prior to the start of classes, students must submit immunization records and personal health history. International students must have health insurance equivalent to what is offered through Xavier University.

Graduate Reactivation

A degree-seeking graduate student who previously attended Xavier and has not been registered for one full academic year must notify the Office of the Registrar or the appropriate admission office before attempting to register for classes again and continuing in the course of study. Applicants who want credit for coursework taken at another university during their absence

from Xavier must submit an official transcript to the Office of the Registrar. See the entry under Transfer Students below for time limitations on the acceptance of coursework. Students are reactivated under the current catalog year, unless an exception is made by the dean.

Students suspended from Xavier or from other institutions for poor scholarship will not be eligible for reactivation before the lapse of at least one fall or spring semester. In all cases, reactivation and the conditions for such will be determined by the dean of the appropriate college. All prior financial obligations must be settled with the Office of the Bursar prior to reactivation.

Transfer Students

Master's Degree

A maximum of six semester hours (or the equivalent) of graduate work completed at another accredited graduate school prior to initial admission to Xavier University may be transferred with the permission of the program director, the chair and the dean. In some cases, exceptions are made to the maximum number of transfer hours. Coursework that is part of a previously earned graduate degree is not accepted for transfer credit. Courses in which grades of "A" or "B" (3.000 or higher) are transferable. Credit earned through correspondence or television courses is not accepted. Decisions regarding transfer credit are made at the time of admission to degree seeking status.

A consortium of AACSB accredited Jesuit business schools has a reciprocity agreement stating that the majority of MBA credits taken by a student may be transferred into or from one consortium member to another, up to half of the core curriculum of any program. Contact the MBA Office or visit WWW.JEBNET.ORG for details.

Doctor of Psychology

Students accepted into the doctoral program who already hold a master's degree in a field akin to clinical psychology, may expect a portion of the previous graduate work to be credited toward fulfillment of the doctoral degree requirements. The allowable number of transferable credit hours may vary. In all cases a minimum of 72 hours of the required 114 must be completed at Xavier University.

Petitions for transfer of credit will be granted with the recommendation of the Department Chair and approval of the Dean of the College of Social Sciences. Courses taken more than six years prior to entering the doctoral program will normally not be accepted for transfer.

Courses Taken at Other Institutions

Graduate credit completed at another university is not transferable toward a graduate degree at Xavier once the student has begun a graduate program at Xavier.

Exceptions to this policy may be made when:

1. a student is permanently transferred to another city by family obligations.
2. a student is specifically directed by the program director, chair or dean to take a course not available at Xavier.
3. Up to six semester hours of graduate course work obtained in the Greater Cincinnati Consortium of Colleges and Universities may be applied to a master's degree taken at Xavier, with the advanced written permission of the program director or dean.

As a matter of policy, the official academic record lists only those graduate courses from other universities which apply toward an advanced degree or pertain to certification.

Undergraduate Enrollment in Graduate Courses

A currently enrolled Xavier University undergraduate student may begin graduate course work in certain areas of study, excluding the MBA program, as a non-degree graduate student if the student is within 12 hours of completing the undergraduate degree. The student must be in good academic standing and must obtain written approval from the appropriate dean and program director. The student must complete the non-degree graduate application for admission and return it to the appropriate admission office with the written permission attached.

All graduate courses taken will be for graduate credit only; the credit hours completed for graduate credit may not count toward the student's undergraduate degree. No more than 6 credit hours taken as a non-degree graduate student may apply toward a graduate degree. Some courses are not available to non-degree graduate students.

NOTE: Students enrolled in the "Accounting 150 Credit Hour Program" should consult their department for exceptions to these policies.

Veterans' Education

Xavier University is approved for the education and training of veterans and their eligible dependents under all existing public laws. Requests for information should be referred to the Director of Veterans' Educational Benefits, Office of the Registrar, Xavier University. Xavier is a Servicemembers Opportunity College (SOC). The toll free number for DVA and SOC information is 1-800-368-5622.

Reservation of Rights

Xavier reserves the right to modify its graduation and other requirements as deemed necessary from time to time. The University will attempt to comply with the requirements published in the catalog for the year a student initially registers, provided the student continues in attendance without interruption of more than a year. Students who interrupt their attendance by more than a year and who later return must meet curricular requirements as determined by their dean.

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GRADUATE SCHOLARSHIPS AND FINANCIAL AID

The Office for Financial Aid's purpose is to provide the best possible service and information to students financing a Xavier education.

The office is located in Walker Hall, 1500 Dana Avenue. Office hours are Monday-Friday 7:30 a.m. - 5:00 p.m., and Saturdays by appointment, 513 745-3142.

XUFINAID@XU.EDU

WWW.XAVIER.EDU/ES/FINAID

Standards of Academic Progress

The Higher Education Act of 1965, as amended, required Xavier University to develop and enforce standards of satisfactory academic progress prior to awarding any federal financial aid funds to students. Standards of satisfactory academic progress were established to encourage students to "successfully complete" courses for which federal financial aid is received, and to progress satisfactorily toward degree completion. "Successful completion" of a course is defined as receiving one of the following grades: "A", "B", "C," or "S."

The standards apply to the following financial aid programs: Federal Work Study, Federal Perkins Loan, Federal Stafford Loan, and Xavier funds.

The criteria used to determine academic progress are grade point average, and annual completion rate. At the end of Spring semester, the Office for Financial Aid reviews students' progress during the previous three semesters. All periods of enrollment are reviewed, including semesters during which no financial aid was received.

Qualitative Requirement - Grade Point Average

Graduate students must maintain a cumulative GPA of at least 2.800.

Quantitative requirement - Annual Completion Rate

Students must successfully complete a minimum of 67% of the credit hours attempted each academic year (Attempted hours are hours for which a charge was incurred, excluding audited hours). The academic year begins with Summer semester and ends with Spring semester.

Incomplete Grades

Incomplete grades are calculated as an "F" until the incomplete grade is changed to a complete grade.

Multiple Retakes - Repeated courses affect academic progress as follows:

GPA - Only the most recent grade counts in the student's GPA.

COMPLETION RATE - Each time a course is repeated it will be counted as "attempted hours."

Remedial Coursework

Remedial courses receive letter grades and therefore are treated the same as other courses for satisfactory academic progress purposes. If a student who was enrolled in remedial coursework does not maintain the minimum academic standards and he or she requests an appeal, the financial aid appeal committee will take into consideration the courses in which the student was enrolled.

Transfer Hours

Transfer hours count only toward the overall maximum timeframe calculation. Transfer hours have no effect upon the cumulative grade point average.

Timing of Reviews

At the beginning of every academic year, academic progress will be reviewed for all students who received federal financial aid during the previous year. Continuing

Xavier students applying for financial aid for the first time must also be meeting the minimum satisfactory academic progress requirements. Academic progress for continuing students who were not previous financial aid recipients will be reviewed when the Office for Financial Aid receives the application for financial aid. **At the time of the review, students who are not meeting the minimum requirements for GPA or Completion Rate will be ineligible for aid for the next year.**

Appeals

If extenuating circumstances prevented a student from making satisfactory progress, the decision to forfeit aid may be appealed. Circumstances which are considered extenuating are those that are unusual and/or unforeseen at the beginning of the year, such as: injury or illness of the student, death of a close relative, or other situations which were unexpected and beyond the student's control. Allowances can also be made for students who have a documented disability. Appeals should be made in writing to the Xavier Financial Aid Committee, in care of the Director of Financial Aid. Students are notified by mail of the results of their appeal. Students whose appeals are approved will be eligible for financial aid for the next year on a "Conditional Status" (see below).

Conditional Status

While on Conditional Status, students must successfully complete (receive grade of "A," "B," "C," or "S") every credit attempted. Therefore, financial aid eligibility for each consecutive semester is contingent upon the student successfully completing his or her prior semester. If a student does not successfully complete a semester, financial aid is forfeited for all remaining semesters in the financial aid year.

Reinstatement of Eligibility

If a student appeal is denied, the student must satisfactorily improve his or her cumulative grade point average and/or make up the deficient credit hours without federal financial aid in order to regain eligibility for the following year. **Students who have forfeited their financial aid because of failure to meet the academic standards will not be eligible for financial aid for one year.** If a student returns to Xavier after one academic year has passed, he or she will be eligible for financial aid on a Conditional Status (unless aid was forfeited because the students reached the maximum timeframe limit).

GRANTS AND ASSISTANTSHIPS

Xavier University offers a limited number of scholarships (graduate study grants) and graduate assistantships. Part-time or full-time graduate students may apply for graduate study grants, available for MS, MEd, MS, and certification programs. Grants are awarded for one semester only, and students must submit a new application each semester to be considered for a graduate study grant. Graduate assistantship positions, offering tuition remission and an hourly wage, are available in many departments. Graduate assistantship positions are posted each February and October. Other positions are posted as they become available. Contact the Office of Graduate Services for specific information and applications.

MBA, MHSA and Psychology graduate students should contact their respective admission offices for information on graduate assistantships and scholarships within those departments or programs.

FEDERAL PROGRAMS

Graduate students applying for the following federal financial aid programs must meet these requirements:

1. Be a U.S. citizen or an eligible non-citizen.
2. Maintain satisfactory academic progress.

3. Be enrolled on at least a half-time basis (4.5 semester hours or more in summer, fall or spring) as a regular student in an eligible program.
4. Must not be in default on any federal loan or owe a refund on a federal grant.
5. Must have demonstrated financial need as determined by the Free Application for Federal Student Aid (FAFSA).
6. Not have been convicted of an offense including either the possession or sale of illegal drugs.

Federal Work-Study Program (FWS)

The Federal Work-Study Program provides jobs for students who demonstrate financial need. Earnings for this program are funded by the federal government and the University. The student's total FWS award depends on the student's financial need, the amount of money the University has for the program and the aid the student has from other programs.

Federal Perkins Loan

The Perkins Loan is a low-interest loan to assist students with financial need. Recipients are selected by the institution. Repayments begin on a monthly basis within nine months after the borrower ceases to be at least a half-time student.

Federal Stafford Loan (subsidized)

A Stafford Loan is a low-interest loan made to college students by commercial lending institutions. The student pays an origination fee and insurance premium but the federal government pays the interest while the student is enrolled in college as at least a half-time student. Interest and repayment start six months after the borrower ceases to be at least half-time.

Federal Stafford Loan (unsubsidized)

Similar to the subsidized Stafford, except the student is responsible for interest payments while enrolled. Eligibility is not based on financial need.

OTHER FINANCIAL AID

Veterans' Educational Benefits

Xavier University is approved for the education and training of veterans and their dependents under all existing public laws. Requests for information should be referred to the Director of Veterans' Educational Benefits, Office of the Registrar, Xavier University. Xavier is a Servicemembers Opportunity College (SOC). The toll free number for VA and SOC information is 1-800-368-5622.

Tuition Payment Plans

Several payment plans, ranging from installments to Employer Reimbursement, are available through the Office of the Bursar. For further information, contact the Office of the Bursar at 513 745-3435.

HOW WITHDRAWING FROM SCHOOL AFFECTS FINANCIAL AID

Federal Aid

When a student completely withdraws (both officially and unofficially) from Xavier before completing the term, federal regulations require that the University determine whether any of the student's federal aid, other than Federal Work Study, has to be returned. Federal aid includes the Federal Subsidized and Unsubsidized Stafford Loan, and Federal Perkins Loan. A student "earns"

federal aid based upon the length of time he or she remained enrolled for the semester. The amount of federal aid earned is in direct proportion to the percentage of time the student completed. The percentage of time completed is calculated by dividing the number of days in the semester by the number of days completed. If a student completed more than 60% of the semester, all federal aid is considered earned.

To determine the number of days completed, Xavier identifies the date the student withdrew from the University. The date of withdrawal for students who officially withdraw is the date that the student begins the withdrawal process. To begin the withdrawal process, the student must notify the appropriate college dean in person or in writing. A student who "unofficially" withdraws (stops attending all classes without notifying the University) is considered to be withdrawn as of the midpoint of the semester.

In those cases where federal aid must be returned, the University and the student share the responsibility. Xavier will notify the student in writing of his or her responsibility to return any federal aid. Federal grant funds must be returned immediately after the student is notified by the University. Until the student returns the federal grant money, he or she is ineligible for further federal assistance should he or she return to Xavier or transfer to another school. Federal loan funds are returned under the terms of the student's promissory note.

Federal aid that is considered "unearned" is returned in the following order:

1. Unsubsidized Stafford Loan
2. Subsidized Stafford Loan
3. Federal Perkins Loan

In some cases, the return of federal aid may cause a balance due on the student's account. The student must contact Xavier University's Student Account Office to arrange for payment of the amount due.

Xavier University Aid and State Aid

Students who withdraw prior to the end of Xavier University's published refund schedule, may receive a reduction in charges. If a reduction of charges occurs, the student's Xavier University funds and state funds may also be reduced. Xavier and state aid are reduced by the percentage at which the student's charges were reduced.

In some cases, the reduction of Xavier University funds and state funds may cause a balance due on the student's account. The student must contact Xavier University's Collection Office to arrange for payment of the amount due.

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GRADUATE ACADEMIC POLICIES AND REGULATIONS

General Policies

The policies listed here affect all graduate students. Some degree programs have special policies which are specified within individual program descriptions. General registration policies which affect both undergraduate students and graduate students are found on page 70.

No more than six credit hours taken as a non-degree graduate student may apply toward a graduate degree. Some courses are not available to non-degree graduate students.

Classification and Enrollment Status of Graduate Students

1. Full-time: summer, fall or spring - attempting 9 or more semester credit hours. (Selected programs, such as OT or Co-op, may be designated full-time regardless of hours attempted.)
2. Part-time: summer, fall or spring - attempting up to 8.5 semester credit hours (half time is 4.5 to 8.5 semester credit hours; there is no three-quarters time).

Graduate Grading System

Plus/Minus grading is applicable to all courses numbered 500 or above unless a departmental policy dictates otherwise. The "+" (plus) increases a letter grade by .33, and "-" (minus) decreases a letter grade by .33.

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|-----------------|---|
| A = Exceptional | VF = Failure to officially withdraw |
| A- | W = Official withdrawal |
| B+ | M = Incomplete, changed when grade is assigned. (see Clearance of Incompletes) |
| B = Good* | AU = Audit - no credit or grade earned |
| B- | S = Passing/Satisfactory, credit earned |
| C+ | U = Not passing/Unsatisfactory, no credit earned |
| C = Minimal** | NC = No credit earned, non-graded course |
| F = Failure | |

* minimum for credit in courses below 500 level

** minimum for credit in courses 500 level and above

No grade change can be made later than the 15th calendar day after the beginning of the next academic semester (fall or spring) except in the case of a resolved Grade Grievance. "S"/"U" grades are given in certain pass/fail courses, in place of letter grades. The grade of "S" does not equate with letter grades and is transferable to other universities only upon their approval.

Quality Points

The quality point is the unit used to measure student achievement in a course. The number of quality points received for any course is equal to the number of points attached to the grade received multiplied by the number of quality hours yielded by the course. Quality points are computed as follows:

| | |
|--|--|
| A = 4.00 quality points per credit hour | C+ = 2.33 quality points per credit hour |
| A- = 3.67 quality points per credit hour | C = 2.00 quality points per credit hour |
| B+ = 3.33 quality points per credit hour | F = 0.00 quality points per credit hour |
| B = 3.00 quality points per credit hour | VF = 0.00 quality points per credit hour |
| B- = 2.67 quality points per credit hour | U = 0.00 quality points per credit hour |

The student's term grade point average (GPA) is computed by dividing the total number of quality points by the total number of quality hours in that term. "W", "M", "AU", "S" and "NC" grades are not calculated into quality points, nor quality hours and therefore do not affect the GPA. The cumulative GPA is based on all terms at Xavier.

The semester hours in courses in which an "S" grade is earned will count toward the University's minimum requirement of 30 semester hours for graduation with a master's degree. However, if the grade earned is "U" (Unsatisfactory), both the credit hours and the quality points are computed into the student's cumulative grade point average.

Course Numbering

Courses are numbered in the following way:

100 to 199 - undergraduate lower division courses, for undergraduate credit only.

200 to 499 - undergraduate upper division courses; selected courses are open to graduate students for graduate credit. Some degree programs in the College of Arts and Sciences and the College of Social Sciences accept none or a limited number of such courses. The graduate program in the Williams College of Business and the graduate program in Health Services Administration accept no undergraduate level courses for graduate credit.

500 and above - graduate level courses for graduate credit only; open to graduate students only.

Credit Hours, Semester

A semester credit hour is equivalent to fifteen class hours per term. A weekly two- or three-hour period of laboratory work is considered equivalent to one credit hour. The credit hours for work in internships, practicums and student teaching vary.

The number of credit hours which each course carries is provided in the course description section of this catalog. The courses are listed in numerical order within the various departments.

Excess Credit Hour Courseload

The following maximum course loads may only be exceeded with permission from the student's dean even if the additional hours are to be taken for audit. Excess hours carry additional fees, unless departmental policy requires the excess.

1. Fall or spring - 15 hours

2. Summer - 7 hours each session, not to exceed 14 hours for the entire summer.

Special courses such as workshops, institutes, tutorials, independent study, and courses graded on a satisfactory/unsatisfactory basis are available and may be applied toward a graduate degree. However, a student's degree program may not include more than six semester hours of such special course work.

Prerequisites

When selecting courses, students must adhere to required prerequisites and special course restrictions established by the colleges and academic departments. Prerequisites must be passed with the minimum acceptable grade before subsequent courses may be taken.

Auditing Courses

Any graduate student wishing to audit a course may do so. An audited course does not carry credit or earn a grade. Regular tuition rates apply. If audit requirements are not met a "W" grade may be assigned. Psychology courses may not be audited. See page 72 for additional information.

Incomplete Work

Grades of "M" (Graduate Incomplete) should be cleared within four weeks after the last day of the term in which the course was taken. This time limit may be extended but may not exceed a period of one year from the end of the term.

If the student is deferred for graduation due to a grade of incomplete, he or she may be eligible for the original date of graduation. Work must be completed, graded, and recorded within thirty calendar days of that term's graduation date.

Class Attendance

Reasonable attendance at all class meetings of courses for which a student has registered is expected of students as a condition for the granting of academic credit. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure. Students should consult the class syllabi for current policy regarding attendance, grading procedures, etc., by individual faculty members.

Academic Standing

Actions regarding academic warning, academic dismissal, and academic reactivation will be noted on the student's permanent academic record.

Academic Warning

A student whose cumulative GPA falls below 2.800 in courses taken for graduate credit will be "WARNED." The dean will send this warning to the student and will also send a statement of dismissal policy. Such notification will be sent at the end of each semester so long as the student remains in this status. Some programs require a minimum of 3.000. Consult page 68 of this catalog for information.

Academic Dismissal

Any student whose cumulative GPA is below 2.800 in courses taken for graduate credit and whose next semester graduate course GPA is also below 2.800 is subject to dismissal from that program. Some programs require a minimum of 3.000. Consult the program director for information.

Any student who earns two unsatisfactory grades ("C", "D" or "F" in courses numbered below 500; or "F" in courses numbered 500 or above) is subject to dismissal from that program.

Xavier University reserves the right to dismiss a student for reasons of poor scholarship, academic fraud, or misconduct. Actions regarding Academic Dismissal will be noted on the student's academic record.

Non-academic Dismissal

Xavier University reserves the right to dismiss a student if, in the judgment of University officials, such action would be in the physical, mental, emotional, or moral best interests of the student or is considered necessary for the welfare of the University.

Academic Honesty

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission documents, and the falsification of any academic record including letters of recommendation.

All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own.

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

Grade Grievance Procedure

Students may appeal final grades if they believe that the grade given was unfair. The student must be able to provide some evidence of the lack of fair treatment in order to file a formal grievance, and must follow the Grade Grievance Procedure when filing such an appeal. See page 52 for the procedure for all Xavier students.

Disciplinary Action

Xavier University expects the conduct of its students on and off campus to be in accordance with the standards of society. All students are expected to abide by the rules of conduct specified in the Code of Student Conduct, and the Student Handbook. A student violating any University regulation will be subject to disciplinary action. In minor cases, the appropriate staff member (usually from the Office of Residence Life or Student Services) will take action after consultation with the student.

Serious cases of misconduct will be presented before the Dean of Students or the University Disciplinary Board. The Dean of Students or the Board, after hearing a case in accordance with established procedures, will determine the penalty, if any. The Dean of Students and/or the Board have the power to suspend or expel any student found to be in serious violation of any University regulation. Academic credits for courses in which the student is currently enrolled may be lost by a student who is dismissed or expelled from the University before the end of the semester. Refer to the current Student Handbook for discipline procedures.

Disciplinary records are confidential and are maintained by the Office of the Vice President for Student Development for a period of three to five years. The University may choose to notify parents of disciplinary action taken against a student.

Academically related discipline problems will be addressed through the appropriate department chair, dean and academic vice president.

Xavier University reserves the right to dismiss a student if, in the judgment of University officials, such action would be in the physical, mental, emotional or moral best interests of the student or is considered necessary for the welfare of the University. A student also may be required to withdraw for reasons of poor scholarship, failure to remove academic probation, or misconduct.

Program Requirements

Specific requirements of the master's and doctoral programs are described in this catalog. Though advising services are available to assist all students, the student is responsible for following the procedures and completing the steps required for the program. Requirements of graduate programs, both procedural and substantive, may be waived only by written request of the student and/or program director concerned and must have the written approval of the dean of the appropriate college. Additional information may be found in the program fact sheets (available in the Office of Graduate Services).

At least sixty percent of course work toward a graduate degree must be courses offered for graduate credit only, i.e., numbered 500 or higher and not open to undergraduate students. The remainder must be in approved upper division courses numbered 200-499 taken for graduate credit. (Grade of "A" or "B" must be earned for credit in courses below 500 level.) All MBA coursework must be graduate level MBA courses; all MHSA and PsyD coursework must be graduate level.

Xavier University Institutional Review Board (IRB)

Xavier has established an Institutional Review Board (IRB) for the protection of human subjects participating in research conducted by or on students, faculty or staff of the University. This includes research performed at Xavier under contractual arrangements with outside research organizations. In these cases, such contracts are subject to review and the research protocol portion of the contract is subject to Xavier IRB review.

The Xavier IRB is guided by the ethical principles set forth by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research in [Ethical Principles and Guidelines for the Protection of Human Subjects of Research: The Belmont Report](#).

In addition, the IRB attempts to insure compliance with the requirements set forth in Title 45, Part 46 of the [Code of Federal Regulations](#).

Minimum Grade Point Average to Graduate

The minimum grade point average required for graduation from all graduate degree programs is as follows:

| <u>College of Arts & Sciences</u> | <u>GPA</u> | <u>College of Social Sciences</u> | |
|---------------------------------------|------------|---|-------|
| MA Humanities | 2.800 | MA Community Counseling | 2.800 |
| MA English | 3.000 | MA Psychology | 3.000 |
| MA Theology | 2.800 | MEd | 2.800 |
| | | MHSA | 3.000 |
| <u>Williams College of Business</u> | | MS Criminal Justice | 2.800 |
| MBA & XMBA | 3.000 | MSN | 3.000 |
| | | Post Baccalaureat Occupational Therapy Certificate | 2.800 |
| | | PsyD Psychology | 3.000 |

In addition, two unsatisfactory grades, as stated in the Academic Dismissal section, shall be grounds for dismissal.

Student Progress

No more than six years may elapse between enrolling in a degree program and completion of work for the degree. Certain programs may impose shorter progress requirements. Candidates for the master's degree who fail to complete all requirements within six years after enrolling must apply for reactivation. Candidates for the doctoral degree who fail to complete all requirements within eight years after enrolling must apply for reactivation. A petition must be submitted to the appropriate college dean before proceeding. Reactivated students are held to program requirements in place at the time of reactivation. The dean may impose certain stipulations as a condition for reactivation.

Application for Degree and Graduation

It is recommended that the student meet with the program director before registering for the final term of work to ensure that all degree requirements will have been met by the end of that term.

The student must submit an Application for Degree form to the Office of the Registrar before the deadline published in the semester Schedule of Classes. A graduation fee will be charged. If the requirements for the degree are not completed at the time specified on the application, the student must submit a new Application for Degree form.

Degrees are granted three times each year: in August for those completing programs during the summer, in December for those completing programs in the fall semester, and in May for those completing programs during the spring semester.

Students must have satisfied all financial obligations to the University before the diploma or transcript can be released.

Students whose degree requirements are completed, graded, and recorded within thirty calendar days of that term's graduation date may receive a diploma dated for that term.

Multiple Master's Degrees

A student may earn from Xavier University only one graduate degree of the same type, e.g., MBA or MHSA, although more than one Master of Arts or Master of Science degree may be obtained in more than one subject or field. An MEd in Human Resource Development or Sport Administration may be earned in addition to another MEd degree. There may not be any overlap in courses used for multiple master's degrees. If two programs require a common course, a substitute must be approved for one of the degree programs. (Note that exceptions to this rule may be a part of the design of dual-degree programs.)

Comprehensive Examinations

Comprehensive examination requirements vary according to each program and are found in the program descriptions in this catalog. A student who fails the comprehensive examination may appeal to the program director to repeat the examination during a subsequent term (only one examination attempt is permitted during the summer). A second failure will result in dismissal from the program.

Thesis/Dissertation

Thesis/dissertation requirements vary according to program and are found in the program descriptions in this catalog. The thesis/dissertation required for a degree should embody the results of the applicant's research in some problem of the major subject, and must at each stage be under the direction of an appropriate faculty member appointed by the chair.

Student Responsibility

It is the responsibility of the graduate student to become informed about all regulations and procedures required by the program. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that information was not given by an advisor or other authority. The program director should be consulted concerning requirements, deficiencies, the planning of a program, and special regulations.

Any falsification of information on the application, transcripts, recommendations (where required), or test scores will be sufficient cause for disqualification for admission or dismissal if the individual has been admitted. All tuition and fees paid and graduate credit earned are forfeited under such dismissal.

Reservation of Rights

Xavier reserves the right to modify its graduation and other requirements as deemed necessary from time to time. The University will attempt to comply with the requirements published in the catalog for the year a student initially registers, provided the student continues in attendance without interruption of more than a year. Students who interrupt their attendance by more than a year and who later return must meet curricular requirements as determined by their dean.

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REGISTRATION

Undergraduate and Graduate

Student OnLine Services (SOS)

Student OnLine Services is a secure website that is available to all students to access their personal information. SOS can be easily accessed from the Xavier University home page quickline (WWW.XAVIER.EDU), the Office of the Registrar's home page (WWW.XAVIER.EDU/REGISTRAR) or the Office of the Bursar's home page (WWW.XAVIER.EDU/BURSAR). Some services that are currently available on SOS include: viewing grades, schedule, degree audit, class registration, and academic record history; viewing/paying bill; and maintaining University email accounts.

Schedule of Classes

The Schedule of Classes and addendum are published each semester to provide course offerings, assigned dates, times and procedures for all registration activities. Class schedules with current information can be viewed at WWW.XAVIER.EDU/REGISTRAR. Schedule of Classes bulletins can be obtained in the Office of the Registrar, the Center for Adult and Part-time Students (CAPS), the Graduate Services Office, and the MBA Office.

Selection of Courses and Course Loads

The choice of courses and the total number of credit hours in a student's program of studies each term are subject to restrictions deemed necessary by the college dean or academic advisor.

When selecting courses, students must adhere to required prerequisites and special course restrictions established by the colleges and academic departments. The following are the maximum full-time course loads for undergraduate and graduate students. Permission to exceed these maximums, even if the additional hours are to be taken for audit, must be obtained from the college dean.

Undergraduate Student Maximum

1. Fall or spring - 18 hours
2. Summer - 7 hours each session, not to exceed 14 hours for the entire summer.

Graduate Student Maximum

1. Fall or spring - 15 hours
2. Summer - 7 hours each session, not to exceed 14 hour for the entire summer.

Academic Advising

Academic advising assists students in their pursuit of educational plans and programs which will aid them in fulfilling their major or degree requirements and/or prepare them for a career. Academic advising is available for students in all three colleges and CAPS: **College of Arts and Sciences, College of Social Sciences, Williams College of Business, and the Center for Adult and Part-Time Students.** **Undeclared students** in the colleges of Arts and Sciences and Social Sciences are advised by academic advisors in the Academic Advising Center located on the first floor of Alter Hall, 104 A-H. **Undeclared students** in the Williams College of Business are advised by designated academic advisors in that college. **Students with declared majors** in all colleges are advised by department chairs or designated faculty advisors in the departments of the college. **Adult and part-time students** are advised through the Center for Adult and Part-time Students (CAPS) or through their departments.

Degree Audit Report (OnCourse)

An OnCourse report called the "Analysis of Academic Progress" shows a student's completed coursework and current registration matched with degree requirements of his/her declared major; it also identifies deficiencies and lists courses to satisfy requirements.

Students may request an audit at the Office of the Registrar (a picture ID is required) or access the report via Student OnLine Services at www.XAVIER.EDU.

The report also assists students' advisors and the University in determining progress toward completion of program requirements and as a graduation check.

Registration

PREP Registration

The Priority Registration Experience Program (PREP) is for new freshmen that will enter the University for the first time in the fall semester. The day is designed to be one in which Xavier reaches out to create a sense of belonging. This program is conducted on a day in the summer and has as its purpose placement testing in mathematics and modern language, academic advising, and course registration for fall classes. It is a day in which parents or guardians join their sons and daughters at an information fair that acquaints them with University services and allows them to meet key individuals who can answer questions on all areas of student life.

Priority Registration

Priority registration for a semester occurs midway through the previous semester and gives currently enrolled students the opportunity to enroll early in desired classes.

In order to participate in priority registration, undergraduate students must first meet with their advisor. No payment for tuition and fees is required during priority registration. Billing statements are mailed to students after priority registration ends. Payment due must be submitted approximately four weeks before the beginning of the next semester.

Open Registration

Open registration occurs after priority registration, and is open to any student.

Formal Registration

Formal registration occurs within the week preceding the beginning of a semester for students who did not participate in priority registration or open registration, or who did not complete payment obligations. Dates for formal registration can be found in the University calendar in this catalog, in the Schedule of Classes or at www.XAVIER.EDU/REGISTRAR.

Late Registration

Late registration begins the first calendar day of the semester and ends on the seventh calendar day of the semester for full-term classes. Registration is not permitted after the seventh calendar day of the semester. See the Schedule of Classes for late registration dates for other sessions.

Registration Methods

- Registrar materials may be obtained in-person at the Office of the Registrar, can be mailed to the student upon request or can be obtained on-line at www.XAVIER.EDU/REGISTRAR.
- In-person - Students present completed registration forms to the Office of the Registrar or Center for Adult and Part-Time Students (CAPS), if appropriate. In fall and spring, advisor signatures are required on undergraduate registration forms. Extended office hours are offered during peak registration times (during priority and formal registration).
- Mail-in/Fax - see above.
- On-line - Students may register on-line via SOS.

Schedule Adjustment (Class Adds-Drops, all students, Fall and Spring Term; for Summer, consult the Summer Session Bulletin)

Once a student has registered for a term, to add or drop classes he/she must process add/drop request using a method described above as follows:

FULL TERM CLASSES:

Adding a Class

Classes can be added through the first seven calendar days of the term.

Dropping a Class

Classes can be dropped through the first seven calendar days of the term without a grade

appearing on the student's academic record. Undergraduate students receive a grade of "W" for classes dropped from the eighth calendar day of the term through approximately 80% of the term. For graduate students, a "W" occurs if a class is dropped from the eighth calendar day of the term through the last day of classes. See the Fall/Spring Schedule of Classes or the Summer Session Bulletin for specific dates and policies.

SHORT TERM CLASSES:

Adding a Class

Classes can be added through the first three days of the term.

Dropping a Class

Classes can be dropped through the first seven calendar days of the term without a grade appearing on the student's academic record. Students will receive a grade of "W" for classes dropped from the seventh calendar day through approximately 80% of the short term. See the Fall/Spring Schedule of Classes for specific dates and policies.

The Office of the Bursar adjusts the student's financial account based on the add-drop activity. Advisor's signatures are not required to change sections through the schedule adjustment period.

Special Registration Conditions

Students taking courses as audit or as repeated courses are responsible for obtaining and completing the proper forms to identify such courses at the time of registration, during schedule adjustment, or during late registration.

Auditing Courses

Anyone wishing to audit a course may do so. An audited course does not carry credit or earn a grade. No one may change from credit status to audit status or from audit status to credit status after the seventh calendar day of the term. Regular tuition rates apply. A grade of "W" may be awarded by the instructor if the student does not fulfill class obligations, or stops attending.

Repetition of Courses

Students need to initiate this process. A course previously taken for credit may be repeated up to two additional times, including any withdrawals. The credit hours of the repeated course are counted only once. While all grades are entered on the student's official academic record, and appears on a student's transcript only the most recent grade counts in the student's grade point average, even if it is the lowest. Academic bankruptcy does not eliminate the term's courses from counting as repeated courses.

Undergraduate

Some courses may not be repeated:

1. MATH 105, 120, and 150 may not be repeated after successful completion of a more advanced math course.
2. An elementary or intermediate foreign language course may not be repeated after successful completion of a more advanced course in the same language.

Graduate

Courses completed in a student's undergraduate program or in another graduate program cannot be repeated for graduate credit. Courses applied to another degree, either at Xavier or another institution, may not be applied to any master's degree at Xavier.

Satisfactory/Unsatisfactory

Satisfactory/Unsatisfactory (S/U) grading is only available in certain courses. Letter grades cannot be given in these courses. The semester hours in courses taken on a S/U basis will count toward the University's minimum semester hour requirement of 120 for graduation if they are passed successfully. Neither the course hours nor any quality points are computed into the student's grade point average if the grade is "Satisfactory." However, if the grade is "Unsatisfactory," both the credit hours and the earned quality points are computed into the student's cumulative grade point average.

Withdrawal from the University during an Academic Term

A student who wishes to withdraw from all classes during a term (even if only registered for one course) must do the following:

1. Notify the appropriate college dean in person or in writing;
2. Obtain authorization from the dean by completing a withdrawal form;
3. Submit the form to the Office of the Registrar;
4. If a campus resident, notify the Office of Residence Life.

A student is considered to be enrolled until officially withdrawn. Failure to withdraw officially from the University will result in grades of "VF" for all courses. Once a semester begins, withdrawal from the University is recorded as an "Official Withdrawal" on the student's academic record.

A student who wishes to withdraw from the University between semesters is not required to withdraw formally but is encouraged to contact his/her academic advisor or dean about the decision.

Academic Record/Transcript

The transcript is the official academic record for all Xavier University students. Official copies must be obtained from the Office of the Registrar.

Transcript orders must be made in writing (in person, mail-in or fax) and signed by the student. The request should include the student's current name, phone number, all previous names, ID number or Social Security Number, dates of attendance, major or concentration and any degrees received. The request should also include the student's current address, the number of copies needed and the complete address(es) to which the transcripts should be sent. The proper fee must be enclosed with the request, and all obligations to the University must be met before transcripts may be issued.

Transcript information is available through the Xavier University transcript information telephone line, 513 745-2007, or on-line at WWW.XAVIER.EDU/REGISTRAR.

National Student Clearinghouse (NSC)

Xavier University is in partnership with the National Student Clearinghouse (NSC). NSC is responsible for processing student loan deferment forms for the following programs: Subsidized Stafford Loan, Unsubsidized Stafford Loan and Parent Loan for Undergraduate Students (PLUS). More information on NSC can be found at WWW.STUDENTCLEARINGHOUSE.ORG.

Since NSC is Xavier University's legally designated agent, primary responsibility for loan deferment processing is with NSC. Please contact the Office of the Registrar for additional assistance or information.

Student Identification Card (ALL CARD)

The student identification card, ALL CARD, is required for all full-time and part-time students. The card is the official University identification and must be in your possession while on campus. ALL CARDS are provided through the ALL Card Center, located in the Gallagher Student Center, second floor. The ID services include access for library, purchase of athletic and special event ticketing, facilities access and access to Student Online Services.

In addition to serving as your identification card for easy access to campus facilities and programs, the ALL CARD is used as cash to pay for on-campus services such as: bookstore, food services, copying, library fees, all vending, on or off-campus XU-LD calling services, etc.

The ALL CARD technology even includes the student's ability to integrate U.S. Bank's complete banking as well as Internet banking services with Xavier's financial services program.

The system eliminates issues related to multiple cards for campus access and funds management. Convenience, simplicity and security . . . one card does it all. Questions regarding ALL CARD services available to students should be referred to the Assistant Director of Auxiliary Services and Support at 513 745-3374 or on-line at WWW.XAVIER.EDU/ALLCARD.

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PRIVACY RIGHTS

The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended details the access of student records held and maintained by educational institutions. The law further requires that parents or eligible students be notified of the types of records held and officials responsible for such records.

Parents have the right of access, review and challenge for elementary and secondary students (under the age of 18). The student assumes the rights of the parents at age 18 or upon attendance at a postsecondary institution. However, if the student is considered dependent (according to the 1954 Internal Revenue Code), both the student and parents have access rights. A student's records will be released to parents only after receipt of reasonable proof of dependency.

Pursuant to Section 99.13, students have the right of access to all educational records except those specifically excluded under the amendments to the Privacy Act. The following materials are specifically exempted from access by students: (1) Personal notes of teachers and administrators, provided these notes are not available to a third party other than a teacher's substitute; (2) Law Enforcement Records, to include those of the campus police force; (3) Medical and Psychiatric Records - not available to anyone except those providing the treatment. However, the records may be reviewed by a physician or other appropriate professional of the student's choice.

In addition to the above excepted information, students may not inspect financial information submitted by their parents, nor may they inspect confidential letters of reference placed in the file prior to January 1, 1975.

The student does have the right of access upon request to all other educational records and files which are directly related to the student with proper identification. This includes all admissions records, registration files, financial aid materials (excluding financial information submitted by their parents as mentioned above), housing files, discipline records and any athletic records.

University employees who have an "educational need to know" and others with the expressed consent of the student also have the right of access to a student's records.

In compliance with Section 99.5 of the Family Educational Rights and Privacy Act of 1974, the following information is published for all students at Xavier University.

Types of Records and Officials Responsible for Maintenance of Records

Requests for the following records should be directed to the appropriate office at Xavier University, 3800 Victory Parkway, Cincinnati, Ohio 45207-1092.

| <u>Record</u> | <u>Title of Official</u> |
|--------------------------------|---|
| Undergraduate Admissions | Director of Admissions Center for Adult and Part-time Students (CAPS) |
| Graduate Admissions | Office of Graduate Services Director, MBA program Director, Executive MBA program |
| I-20, Visa, Immigration Papers | International Student Services |
| Academic Records | University Registrar |
| Alumni | Alumni Relations Director |
| Discipline | Office of Vice President for Student Development |
| Housing | Director of Residence Life |
| Financial Aid | Director of Financial Aid |
| Health/Medical | Director, Health & Counseling Center |
| Placement | Director, Center for Career and Leadership Development |
| Psychological Counseling | Director, Psychological Services Center |
| Teacher Education | Chair, Department of Education |

Review and Expunging of Records

Each of the offices listed has review procedures and methods of expunging inaccurate data which are particular to the type of records kept and to the specific purpose for which they are maintained. Specific procedures can be determined by contacting the official of the office concerned.

Procedures for Challenging Content of Records

The procedures for challenging content of any specific record for reasons of inaccuracy of bias can be either informal or formal hearings. Student requests for a formal hearing must be made in writing to the appropriate vice president who, within a reasonable period of time after receiving such requests, will inform the student of the date, place and time of the hearing. The parents and/or student have the right to present evidence that the challenged material is inaccurate, misleading, or in any way inappropriate for the particular file. Correction of the material or deletion of the material should be requested. Decisions rendered at the hearing will be final, and will be based solely on the evidence presented at the hearing. The appropriate vice president will summarize the evidence, state the decision, and state the reasons for the decision. This written report will be delivered to all parties concerned.

Cost of Reproducing Files

Students have a right to request and receive copies of all accessible materials with certain exceptions, e.g., a copy of the official academic record for which a financial "hold" exists. The cost of reproduction shall be borne by the requesting party, and shall not exceed the cost to the institution. The current charge for photocopying must be paid per page, per copy. The current charge for transcripts must be paid for a complete copy of the academic record.

Directory Information

The Family Educational Rights and Privacy Act (FERPA) permits the public release of what is termed "directory information." For Xavier University's purposes, this information includes the following: the student's name, all addresses (including email) and telephone listings, All Card photo, major field of study, number of hours registered and full or part-time status, class standing (freshman, sophomore, junior, senior, graduate), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees awarded and total hours earned, special honors and awards, and the most recent previous educational agency or institution attended by the student.

A request for nondisclosure of the "directory information" must be filed with the Office of the Registrar, and will be honored by the institution until the student asks to have it removed, whether or not the student is currently registered. Upon the death of a student, all privacy holds are removed.

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TUITION AND FEES

The University reviews its financial policies and procedures on a continuing basis in order to operate in an efficient and effective manner. Policies contained in this section are those in effect as of publication and subject to change as deemed necessary by the University.

Fee Payment

The Office of the Bursar is responsible for the assessment and collection of tuition and fees payable to Xavier University. Inquiries should be directed to the Office of the Bursar, 3800 Victory Parkway, Cincinnati, OH 45207-3181, 513 745-3435. Web: WWW.XAVIER.EDU/BURSAR

All prior financial obligations to the University must be paid in full before registration will be permitted for any term. If payment or other arrangement is not made by the announced deadline for the upcoming term, the student's registration may be cancelled. University regulations prohibit the release of transcripts and diplomas for students whose accounts with the University are delinquent.

Payment Options

For all payments, the University accepts cash, checks and three major credit cards (VISA, Mastercard and Discover) which can also be used at our website to make payment. The most popular payment plan is our Five Payment Plan whose features include:

- Five payments per semester. For the Fall Semester, payments are due in July, August, September, October, and November; in the Spring, payments are due in December, January, February, March and April.
- No administrative fee to enroll in the plan. The only cost will be a monthly interest charge at the end of each month on the unpaid balance at the rate of 1% per month.
- All charges and payments are shown on one monthly statement.
- The plan is available to all students. If you have financial aid and have completed all of your paperwork, this plan will subtract your financial aid from your balance and calculate your payment for you.

To enroll in this or any of our payment plans all you need to do is fill out and sign the Payment Option Form that is attached to the Payment Option Brochure which will be mailed with your semester bill. This form can also be printed from our web site (WWW.XAVIER.EDU/BURSAR)

Additionally, the University offers other payment options which may assist you in paying tuition and fees. Detailed information on all payment plans can be found in our Payment Options Brochure which accompanies the initial bill for each semester and at our website. To enroll in any plan, simply complete the Payment Option Form (attached to the Payment Option Brochure), sign the Payment Agreement, and mail to the Office of the Bursar with the appropriate payment.

All unpaid balances will be assessed a monthly interest charge of 1%.

Registration

Students who have registered during priority registration for the fall and spring semesters will receive a bill detailing charges for tuition, fees, housing and board, in addition to estimated financial aid arranged through the University's Office of Financial Aid as of that date. Payment is usually due three weeks before the beginning of the semester, unless you enroll in the five payment plan. Payment must be made by the due date, or the registration may be canceled and the student would have to reregister during formal registration.

All students who register after priority registration are required to pay 100% of tuition and fees at the time of registration, mail registration or late registration, except students using the approved payment plans. If 100% of amount due is not paid at registration, the unpaid balance will be subject to an interest charge, regardless of payment plan.

Tuition and Fees

The tuition rates assessed to a student are based on the student's primary matriculation as a graduate or undergraduate student as determined by the academic policies of the University.

Undergraduate Programs

Each academic year the University publishes the Schedule of Tuition and Fees which lists the charges for tuition, housing, board plans and other fees in effect for the current academic year. Specific course fees, lab fees and deposits are listed in the current Schedule of Classes. Below is a list of how the rates are applied in the undergraduate programs.

Regular Undergraduate Programs

1. 12 to 18 credit hours - full-time tuition rate
2. more than 18 credit hours - per hour tuition rate for hours over 18
3. 7-11 credit hours - per hour tuition rate for all hours taken
4. 1-6 credit hours - discounted per hour tuition rate

Other Undergraduate Programs

5. Radiologic Technology - special tuition rates
6. ESL program - special tuition rates
7. Weekend Degree Program - special per credit hour rates
8. Audit - regular tuition rates including any applicable fees.

Deposits Required

1. New full-time students - a nonrefundable tuition deposit.
2. Resident students - a nonrefundable housing deposit. Room reservations will not be honored without payment of the deposit.

The tuition deposit is credited to the student's account when the term starts and will be deducted from the charges for the term.

Graduate Programs

Current tuition and fee rates, special course/lab fees, and other relevant information are contained in the current Schedule of Classes or the Schedule of Tuition and Fees for the academic year and at our web site (WWW.XAVIER.EDU/BURSAR).

All courses taken as a graduate student will be at the graduate rate, including audited courses. Applicable course fees are charged in all cases.

Refunds

Xavier University Institutional Policy

Students who officially withdraw from the University or withdraw from class(es) (see withdrawal policies, page 73) may be eligible for a tuition refund according to the following schedule. Lab and course fees are not refundable after classes begin. A request for a refund must be made in person or in writing to the Office of the Bursar.

This schedule is applicable to the Fall and Spring semesters:

| <u>Number of Calendar Days From Beginning of the Semester (Full Term)</u> | <u>Amount of Refund</u> |
|---|-----------------------------|
| Before the first day of the term | 100% |
| 1st - 7th calendar day of the term | 100% |
| 8th - 14th calendar day of the term | 80% |
| 15th - 21st calendar day of the term | 60% |
| 22nd - 28th calendar day of the term | 40% |
| 29th - 35th calendar day of the term | 20% |
| After 35th calendar day of the term | 0% |

| <u>Weekend Degree</u> | <u>MBA</u> | | <u>Refund</u> |
|-----------------------|-------------|--------------------------|---------------|
| 1st - 3rd | 1st - 7th | calendar day of the term | 100% |
| 4th - 10th | 8th - 14th | calendar day of the term | 60% |
| 11th - 17th | 15th - 21st | calendar day of the term | 20% |
| After 17th | After 21st | calendar day of the term | 0% |

Tuition refunds for short-term summer sessions are prorated based upon the official withdrawal date and the portion of the session elapsed.

Refunds for students leaving on-campus housing is based on the tuition refund schedule. Board plan refunds are prorated on a weekly basis.

For undergraduate students who reduce their course load from full-time (12 credit hours or more) to part-time (11 credit hours or less) will receive a tuition refund based on number of hours dropped and the refund schedule percentage.

In extraordinary circumstances, such as serious illness or injury, when a student is forced to withdraw from classes after the refund period has ended, a written appeal may be made to the college dean requesting special consideration. Appropriate documentation is required with such an appeal.

Federal Refund Policy

Students with federal financial aid must comply with federal refund policies. Contact the Office of Financial Aid for further information.

Collection Policy

If a student's account is advanced in any collection process, student will be responsible for continuing interest charges as well as any collection costs incurred by the University.

FEES

See the Schedule of Tuition and Fees published each year by the Office of the Bursar for the actual fee amounts. The following is a description of fees charged by the University.

Application Fee - payable once and covers the costs of processing applications for enrollment and the setting up of student records.

CBA Cooperative Education Fee - payable for each coop term in which a student participates; covers job assistance fee, application processing, and record-keeping.

Data Access/Cable TV Fee - A non-refundable fee which covers the cost of data and TV wiring to most on-campus housing. Charged only to students who receive the service.

Graduation Fee - covers the cost of processing graduation and payable by all students who graduate, whether in person or in absentia. Late application results in an additional fee being charged.

Housing Damage Deposit - a refundable deposit for all students residing in University on-campus housing.

Housing Reservation Deposit - a non-refundable deposit which reserves a room in on-campus housing. Deposit is applied against subsequent room rent charges.

Instructional Technology Fee - covers technological improvements to the University campus.

Parking Permit Fee - permits parking in University student parking lots. Permits valid on evenings and weekends only are available at a reduced rate.

Special Course/Lab Fees - covers extraordinary course costs or private music lessons. See the Schedule of Classes for course/lab fees.

Student Orientation Fee - covers the costs for the Manresa orientation program for freshmen and traditional undergraduate transfer students.

Transcript Fee - covers the costs of processing the transcript. A nominal fee is charged for each additional transcript and there is an additional fee for immediate processing.

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STUDENT DEVELOPMENT

True to its Jesuit and Catholic identity, Xavier's mission is to promote the growth and development of the whole student in a social, cultural, spiritual, physical, and academic context. A wide variety of learning environments exist on the campus, and the role of the Student Development Division is to help each student to integrate academic experiences inside the classroom with those which are created outside of the traditional classroom setting. Student Development plays a vital role in helping students at Xavier achieve excellence by providing programs and services that enable them to develop their talents, grow in a sense of their own worth and dignity, and gain a better appreciation of the worth and dignity of others.

Each of the areas within Student Development is designed to provide students with opportunities for action, involvement, reflection, and decision making, to enable them to take full advantage of the learning experiences available within the Xavier community.

Office of the Vice President for Student Development

513 745-3166

The Office of the Vice President for Student Development serves as the administrative center for all of Student Development and provides general supervision for many areas of student life. This office is also responsible for the coordination of the University Discipline System.

Office of Student Life

513 745-3202

The Office of Student Life provides programs and services designed to meet the diverse needs of Xavier's student population. Areas under the auspices of Student Life include Commuter Services, Performing Arts, Recreation Sports, Residence Life, Student Events and Activities, Student Government, and Student Publications.

Commuter Services

513 745-3824

Commuter Services provides programs and services designed to meet the diverse needs of Xavier's commuter and nontraditional student populations. Commuter Services offers information about off-campus housing, transportation alternatives, and campus events. The office maintains evening hours to assure accessibility for commuter students and adult learners.

Student Events & Activities

513 745-4250

Student Life coordinates campus programming of lectures, movies, dances, entertainers, and a variety of other events to satisfy the diverse needs and interests of the Xavier community.

Student Life plans many annual events, including Family Weekend, Homecoming, and Senior Week, and sponsors The Weekenders, a campus-wide committee of students and staff who develop weekend social activities for all students.

Additionally, Student Life involves students in campus life by providing numerous opportunities for students to work together, learn from one another, and develop leadership skills which will have a positive impact on their lives. Students may become involved in the Student Government Association, Student Activities Council, or any of Xavier's student clubs and organizations.

Performing Arts

513 745-3205

Xavier Players

Student Services offers a wide range of opportunities for students in the arts. The Xavier Players produce main stage productions as well as several student written and directed workshops. Plays and musicals are presented for the Xavier community as well as the general public. Auditions are open to all students. A Performance Studies Minor is offered through the Department of Communication Arts.

The University Singers

Xavier has the Tri-State area's only collegiate show choir, The University Singers. The Singers perform Broadway and popular music, all professionally choreographed. This select group of singers and dancers go on tour each year and have toured such cities as Boston, New York City, Atlanta and Toronto. Auditions take place each fall.

The XU Bands

The Pep Band is seen on both local and nationally televised games on C-Span and ESPN. The Swing Band is a select group featuring the sounds of Swing and performs regularly with The Muskie Blues, a small group of five singers specializing in vocalese. The Symphonic Wind Ensemble features classical and traditional music. The bands go on tour each year and have visited such cities as New Orleans and New York City.

Xavier Gospel Choir

The Xavier Gospel Choir offers a variety of traditional and contemporary gospel sounds. This is a spiritually motivated group that performs each year at many churches in the greater Cincinnati area.

All Performing Arts groups offer grants for participation of \$1,000 per year, and grants are renewable for four years. They are awarded on an audition basis each February.

Student Publications

513 745-3202

Student publications such as the *Musketeer Annual* (yearbook), the *Newswire* (student newspaper), the *Student Handbook*, and *Xavier Days* (student date planner) are advised and managed through Student Services. The *Musketeer Annual* reflects life at Xavier each academic year and exemplifies the spirit of the Xavier tradition. The *Newswire* is published weekly and highlights life at Xavier, student opinions, and campus events and activities. The *Student Handbook* is published once every other year. This resource provides students with information about University policies and standards, a listing of offices and services, a pictorial chart of the Student Government Association, and disciplinary procedures. *Xavier Days* is a planning resource which highlights events throughout the year and a daily/weekly calendar.

Judicial Review Board

513 745-3202

This judicial board considers discipline cases involving off-campus students as well as students who live on-campus. This process holds students responsible and accountable for behaviors which are alleged to be inappropriate as reported to the University by the residents of the neighborhoods in which they live or which take place on the University campus. It is the University's desire to be a good neighbor and to foster and model good citizenship for our students.

Gallagher Student Center Welcome Desk

513 745-3201

The Welcome Desk is the customer service center for the Gallagher Student Center. The student Welcome Desk staff also assists with the identification of campus resources, maintains information on student and staff telephone numbers, and provides general referral for the campus. In addition, the Gallagher Student Center atrium is a wireless environment for laptop PC's. The Welcome Desk maintains a supply of wireless PC's available for checkout by Xavier University students. The hours of operation for the Welcome Desk and the Gallagher Student Center building are 7:00 a.m. - 2:00 a.m. daily (during the academic year).

Recreational Sports

513 745-2860

Xavier University Recreational Sports provides the Xavier community with a broad, diversified sports program and activities that meet the needs and interests of the entire campus. It provides an environment that focuses on the total development of all students and, during that process, maintaining an atmosphere of fun.

O'Connor Sports Center is a student/faculty/staff use facility that provides opportunities to participate in informal recreation and fitness, instructional programs and intramural competitions. Located within the facility is a 10,000 square foot gymnasium, a 6-lane 25 meter pool, 4 racquetball/handball courts (2 suited for wallyball), a weight/cardiovascular room, and locker rooms.

In addition, there are several leadership opportunities available for students, including student managers, club sport team officers, intramural officials, lifeguards, and equipment room and weight room supervisors. Students learn and enhance their teamwork, communication and customer service skills. Several of these positions are also available during the summer and school vacations. Contact the Recreational Sports Department for further information regarding any of these positions.

Residence Life

513 745-3203 or fax 513 745-2837

email : RESLIFE@XU.EDU

The Office of Residence Life provides many learning opportunities in a unique living environment. A full-time, Masters-level Hall Director lives and works in each of 4 residence halls. The student staff is comprised of Assistant Hall Directors and Resident Assistants (RAs) and act as peer helpers to the residents. The residence life staff strive to create a community atmosphere through social and educational programming.

The Commons Apartments, Village Apartments, University Apartments, Manor Apartments, 1019 Dana Apartments, 1760 Cleneay Apartments and the Xavier houses provide on-campus housing options for upperclass students. The apartments/houses are managed by an Apartments Manager who is a full-time Masters-level staff member.

The Office of Residence Life is located at 3735 Ledgewood Avenue. Staffed by a Director, Associate Director, Assistant Director, two clerical support staff, and Secretary, the office is open Monday through Friday, 8:30 a.m. to 5:00 p.m. For more information, please contact the Office of Residence Life.

Health and Counseling Center

513 745-3022

The Health and Counseling Center serves present needs and helps with future planning. Professional psychologists and counselors assist students in dealing with personal concerns, while physicians and nurses provide quality medical treatment. In addition to personalized counseling and medical attention, the Center offers education and guidance in areas including comfort with interpersonal relationships; stress management; family issues; assessing interests related to selection of a major; and developing strategies for planning for the future and coping with change.

Health and counseling services are offered to all students, full or part time, commuter or resident. A fee may be charged for a doctor's visit, medications or laboratory tests.

The Center for Career and Leadership Development

513 745-3141

The Center provides opportunities for students to gain essential career development, leadership and lifelong learning skills through a variety of developmental programs, services and practical experiences. Staff members assist students in identifying career interests and developing necessary job search skills such as resume writing, interviewing, employer identification and research. They also provide guidance to students relating to their participation in leadership development programs. In addition, the Center plans and implements experiential leadership programs so that students can cultivate their leadership potential. The focus is not only to foster the continued growth of the proven successful student leaders, but also to identify and advance the growth of potential and emerging leaders. The Center's Professional Experience Program assists students in acquiring internships, part-time or summer work experience related to their career interest area. The office also manages the on-campus employment of Financial Aid awarded students. Further services include on-campus interviews, a web-based job posting and resume system, and an annual employment fair.

Orientation Programs

513 745-4892

Manresa: Xavier's new student orientation is a campus-wide effort to provide new students with a comprehensive introduction to campus life at Xavier. It is a balance of social, cultural, spiritual and academic experiences which are designed to ease the student's transition into the University and to introduce the options surrounding academic and co-curricular life in the Xavier community. Additionally, parents and family members of new students are invited to participate in a program that follows along with the new student orientation, but targets the needs and concerns of the parent and family during this time of family transition.

Psychological Services Center

513 745-3531

WWW.XAVIER.EDU/PSYCHSERVCNTR

The Psychological Services Center provides a wide range of professional services to the Xavier community. The Center serves students, faculty, and staff who are seeking assistance for the many difficulties which can accompany college and/or family life. Individual, couple, and family therapy are available for concerns which may include depression; stress; eating disorders; difficulties in relationships; family issues; sexual concerns; or sports related difficulties of student athletes and coaches.

Although most concerns are handled through short-term counseling, the staff is equipped to deal with more serious difficulties which may require longer term treatment.

Campus Dining

513 745-4874

The University contracts to provide a full range of meal services to the University community. All residence hall students are required to purchase a meal plan option. Special meal plans are available to commuter students and special diets may be arranged for individuals with specific needs. Campus Dining Services also provide catering and retail services for the campus community.

Department of Safety-Campus Police

513 745-1000

Professional officers are available on a 24 hour basis to provide general assistance to the Xavier community. They also regulate campus parking and present a number of programs throughout the year dealing with crime prevention and safety awareness. The officers are State Certified and provide a full range of law enforcement services. Department of Safety-Campus Police is located at 3868 LedgeWood near the bottom of the residential mall. Please call 745-1000 for information.

Learning Assistance Center

513 745-3280

The Learning Assistance Center (LAC) provides three services. First, students with documented disabilities are provided with support services and accommodations, with the goal of equal access to education. The Learning Assistance Center seeks to ensure that all students can freely and actively participate in all facets of university life. Learning Assistance also seeks to raise awareness about disabilities and provides support to faculty members. Second, the Learning Assistance Center provides free one-on-one and drop-in tutoring to all Xavier students in a variety of academic subjects, and study groups in several subjects. Third, the study guide program provides free tutoring in study skills and a variety of study skills workshops available at the request of any campus group. The Center is located in Kuhlman Hall.

Multicultural Affairs

513 745-3181

The Office of Multicultural Affairs provides Xavier students and staff with support services and programs designed to enrich the cultural, academic and social experiences of all students, with a special emphasis on African Americans, Latino/a, Asian American, and Native American students. A variety of formal and informal organizational programs and individual advising

opportunities are offered. The office and common areas in the Gallagher Student Center provide a comfortable and casual setting for conversation and study.

Office of International Student Services

513 745-2864

The Office of International Student Services (OISS), located in the Romero International Center, assists international students with their special needs and services as a link for the international and American communities at Xavier University. The OISS is responsible for immigration advising and personal and adjustment assistance for all international students, and serves as an advocate for international students and their concerns. In addition, this office provides the campus community with a variety of social and educational programming about international and cultural issues. The International Students' Society, a student organization, is also located in the Romero International Center.

Assessment

The Division of Student Development assessment efforts are designed to achieve a comprehensive understanding of the student population by measuring ways students learn and develop in our environment. Projects will assess the characteristics, needs, expectations, and development progress of students, with particular emphasis on leadership, service, wellness and diversity issues. Information will be used as a resource for our continued efforts to provide an enriching environment that contributes to the University's mission of developing the whole person.

ADDITIONAL STUDENT SERVICES

Computer Access

The University has many student accessible labs and services.

Financial Aid

513 745-3142

XUFINAID@XU.EDU

The Office of Financial Aid's purpose is to provide the best possible service and information to students seeking to finance a Xavier education. The Office of Financial Aid is responsible for the administration of federal, state, and institutional resources, including scholarships, grants and loans. It also awards federal work study and acts as the liaison office between many private sources of student aid and the University. Students seeking financial assistance should contact the Office of Financial Aid for application materials and individual counseling. For additional information, see pages 29 and 60 of this catalog.

The office is located in Walker Hall, 1500 Dana Avenue. Office hours are Monday-Friday 7:30 a.m.-5:00 p.m., and Saturdays by appointment.

Registrar

513 745-3941

WWW.XAVIER.EDU/REGISTRAR

The Office of the Registrar, located in 129 Alter Hall, provides services to support the instructional mission of the University for students, faculty, staff and alumni in the following areas: class registration, academic records maintenance, schedule of classes, degree audit, academic transcripts, consortium, grade processing, degree certification, diploma production, commencement, veterans' benefits, transfer credit evaluation, enrollment verification, catalog and statistical enrollment related reporting.

Student Retention Services

513 745-3036

XUFRPROG@XU.EDU

This office is responsible for actively developing freshman retention programs and strategies that involve students, parents, faculty, and administrators. It is an office dedicated to solving student problems while providing assistance with academic, financial, and social issues. The director coordinates the Priority Registration Experience Program (PREP) for incoming freshmen, and administers the Enrollment Services and Summer Grant Programs, The Parents Participation Program, the Faculty Feedback Program, Peer Mentoring, the Faculty/Student Lunch Program, and the Freshman Retention Task Force. The director monitors student academic alignment, grades, graduation rates and retention trends.

The office is located in 103 Alter Hall. Office hours are Monday-Friday, 8:30 a.m. - 5:00 p.m.

University Library Services

513 745-3881

McDonald Memorial Library and Lodge Learning Laboratory offer a variety of study spaces, including individual study carrels, group study rooms and lounge seating. Facilities to view videos and/or listen to audio recordings are available.

XPLORE, the library's on-line catalog, provides options for searching Xavier University's database of library materials and is a gateway to OhioLINK, a database of holdings of over 70 Colleges and Universities in Ohio, and to catalogs of the University of Cincinnati library, Miami University library, and Cincinnati Public Library. Internet access to over 130 data bases is also available. The library homepage (www.xu.edu/library) has a variety of information available to the public. Access to XPLORE, the library's electronic catalog, is available on the web at XULAS.XU.EDU.

The library's website can be accessed from student computer labs, faculty offices, student residences, and off campus locations.

For more information about XU library services, please refer to page 17 in this catalog.

Writing Center

513 745-2875

WWW.XAVIER.EDU/WRITING_CENTER

The James A. Glenn Writing Center provides free assistance with all aspects of the writing process to both undergraduate and graduate students, regardless of their level of writing ability or field of study. Undergraduate peer tutors, graduate tutors and the Director serve as instructors. The Center has a library of writing-related references and provides computers and printers for those who need a quiet place to write. Staff and faculty are also welcome to use the Center's resources.

The Writing Center, located in Room B12 of Alter Hall, is open approximately fifty-eight hours each week during the academic year. Additional information about services, policies and hours is available from the Center's Web Site.

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MISSION & MINISTRY

Xavier University demonstrates commitment to its Jesuit and Catholic heritage through the Division of Mission & Ministry which, in turn, sponsors Campus Ministry, Peace & Justice Programs and Ignatian Programs.

Members of the Division of Mission & Ministry cooperate with administrators, faculty and students to ensure integration of the intellectual, moral and spiritual dimensions of the educational process.

Campus Ministry

513 745-3567

In the Jesuit tradition, Campus Ministry provides activities that enable students to respond to the invitation of St. Ignatius Loyola (founder of the Jesuit religious order) "to find God in all things." Engaging opportunities that encourage spiritual growth - including prayer, retreats, and faith sharing groups - are open to students of all faith traditions.

Information about Protestant, Jewish and other local faith communities is available at the Campus Ministry office. Bellarmine Chapel serves as both the chapel for the Xavier University and as a Roman Catholic parish in the Archdiocese of Cincinnati. Campus worship services are Roman Catholic; all are welcome.

Peace & Justice Programs

513 745-3046

Peace & Justice Programs at Xavier University seeks to educate, empower and affirm a community interested in building a more compassionate, just world. Working in cooperation with all areas of campus life, it serves as a meeting point to celebrate the Jesuit call for the service of faith and the promotion of justice.

Programming includes facilitating lectures and dialogues with local, national and international peace and justice specialists. Activities, such as mini-service learning experiences which expand awareness of specific social issues, stimulate open discussion, and responsible scholarship and action. Dorothy Day House is "home" to eleven student clubs that are focused on issues of peace and justice.

Ignatian Programs

513 745-3661

This department seeks to assist the faculty, staff, and administration to become more aware of Xavier's Catholic and Jesuit identity and mission so that each one may be able to embody that identity and mission as effectively as possible.

Programs offering information and education about the Ignatian and Jesuit tradition are provided throughout the year, as are opportunities for personal development in the spirit of Ignatius' Spiritual Exercises.

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DEGREE AND

College of Arts and Sciences (CAS)

College of Social Sciences (CSS)

Williams College of Business (WCB)

Undergraduate Degrees, Programs and Colleges

Honors Bachelor of Arts (CAS)

Bachelor of Arts (CAS or CSS)

Art (CAS)

Classics (CAS)

Classical Humanities (CAS)

Communication Arts (CAS)

Concentrations:

Advertising

Electronic Media

Organizational Communication

Public Relations

Economics (CSS)

English (CAS)

French (CAS)

German (CAS)

History (CAS)

International Affairs (CSS)

Concentrations:

Business

Modern Europe

Third World

Music (CAS)

Philosophy (CAS)

Political Science (CSS)

Sociology (CSS)

Spanish (CAS)

Theology (CAS)

Bachelor of Fine Arts (CAS)

Art (CAS)

Bachelor of Liberal Arts (CAS)

Bachelor of Science in

Business Administration (WCB)

Accounting (WCB)

Economics (WCB)

Entrepreneurial Studies (WCB)

Finance (WCB)

General Business (WCB)

Human Resources (WCB)

Information Systems (WCB)

International Business (WCB)

Management (WCB)

Marketing (WCB)

Bachelor of Science (CAS or CSS)

Biology Majors (CAS)

Applied Biology

Biology

Medical Technology

Natural Sciences

Chemistry Majors (CAS)

Applied Chemistry

Chemical Science

Chemistry

Computer Science (CAS)

Criminal Justice (CSS)

Education Majors (CSS)

Athletic Training

Early Childhood Education

Middle Childhood Education

Concentrations:

Mathematics

Reading/Language Arts
Science

Social Studies

Montessori Education

Special Education

Concentrations:

Mild/Moderate

Moderate/Intensive

Sport Management

Sport Marketing

Teaching Life Sciences

Teaching Life Sciences & Chemistry

Teaching Life Sciences & Physics

Teaching Physical Sciences

Mathematics (CAS)

Music Education (CAS)

Physics Majors (CAS)

Applied Physics

Physics

Psychology (CSS)

Bachelor of Science in Nursing (CSS)

Bachelor of Science in Social Work (CSS)

Bachelor of Science in Occupational Therapy (CSS)

PROGRAM OFFERINGS

Associate of Arts (CAS or CSS)

Communication Arts (CAS)

Concentrations:

Advertising

Electronic Media

Organizational Communication

Public Relations

English (CAS)

French (CAS)

German (CAS)

History (CAS)

Liberal Arts (CAS)

Political Science (CSS)

Sociology (CSS)

Spanish (CAS)

Theology (CAS)

Associate of Science (CAS or CSS)

Corrections (CSS)

Criminal Justice (CSS)

Early Childhood Education (CSS)

Psychology (CSS)

Radiologic Technology (CAS)

Associate of Business

Administration (WCB)

Undergraduate Certificate

Programs (CAS, CSS, or WCB)

Corrections (CSS)

Criminal Justice (CSS)

Information Technology (WCB)

Pre-MBA Studies (WCB)

Pre-Medical Studies (CAS)

Curriculum/Programs (CAS or WCB)

Pre-Mortuary Science Curriculum (CAS)

Pre-Pharmacy Program (CAS)

Professional Accountancy Program (WCB)

Graduate Degrees, Programs and Colleges

The Master of Business Administration (WCB)

The Master of Science (CSS)

Criminal Justice (CSS)

The Master of Science in Nursing (CSS)

The Master of Education (CSS)

The Master of Arts (CAS or CSS)

Community Counseling (CSS)

English (CAS)

Humanities (CAS)

Psychology (CSS)

Theology (CAS)

The Master of Health Services Administration (CSS)

The Doctor of Clinical Psychology (CSS)

Graduate Certificate Program (CSS)

Post-Baccalaureate Certificate Program in Occupational Therapy (CSS)

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SPECIAL UNIVERSITY PROGRAMS

UNIVERSITY SCHOLARS PROGRAM

The University Scholars Program is an honors program at Xavier University that provides an academically challenging program to a broad spectrum of Xavier students across the University. Students in the University Scholars Program fulfill the same core curriculum requirements demanded of all Xavier students, but take many of these required courses in specially designated scholars sections. While all University Scholars students eventually elect to major in a specific discipline, the program demands that they engage the subject matter of the arts, humanities, sciences, mathematics, and social sciences in a highly sophisticated manner. Scholars sections of courses are smaller in size, and the emphasis is placed upon more intense discussion and writing. In special blocked sections, courses from different disciplines are taught together for a more integrated educational experience. Students are also required to complete work in seminars which require that they prepare and present major research projects in that discipline.

University Scholars receive, according to their major area of study, the appropriate Bachelor's Degree – University Scholar.

All prospective Xavier students who qualify for an academic scholarship at or above the Presidential Scholarship level are eligible to apply for admission to the University Scholars Program. In addition to the guidelines for academic scholarship, prospective University Scholars need to complete an application form which includes a brief essay. An interview may also be requested at the discretion of the Program Director. Admission to the Scholars Program usually occurs prior to the freshman year. Students in or beyond the freshman year will need to contact the Scholars Program Director for specific application information.

The following summary of the University Scholars Program curriculum indicates the minimum Program requirements only. Students are advised to take additional Honors courses whenever possible. (See page 94 for a complete description of the core curriculum.)

1. Ethics/Religion and Society Focus - Scholars must complete all four courses in the Focus within the University Scholars Program.
2. English Composition - Scholars must complete Honors rhetoric.
3. Fine Arts - Scholars must take three semester hours in studio or performance courses which carry academic credit or a classroom course that has been approved for Scholars.
4. Foreign/Second Language - Scholars must demonstrate intermediate proficiency in a foreign/second language. Because of the requirements of some majors or degree programs, the Director of the University Scholars Program will adjust this requirement on a case-by-case basis.
5. Philosophy and Theology - Beyond the Focus courses (PHIL 100 and THEO 111), one Honors course in either area is required. One Honors course in each area is recommended.
6. History - Scholars must complete one Honors course in introductory history.
7. Social Science - Scholars must complete two Honors courses, including at least one Honors course in introductory economics.
8. Mathematics - Scholars must complete Honors calculus. This requirement may also be fulfilled by taking calculus for science majors. Scholars must also complete one additional mathematics course at or above the 150-level. For students who do not take a second semester of introductory science intended for science majors, this second course in mathematics must also be Honors.
9. Science - Scholars must complete one semester of introductory science intended for science majors. A second such semester is strongly recommended, especially one in a different science.
10. Seminars - In addition to the above, Scholars must participate in no less than three Honors seminars, generally during their junior and senior years. Seminars in core subjects may be used to fulfill a student's core requirements. Not all seminars offered at Xavier University are approved for Scholars.

To remain in good standing within the University Scholars Program, Scholars must maintain a 3.000 cumulative grade point average during their freshman year and a 3.200 cumulative grade point average thereafter. Students whose grade point averages fall below these figures will be placed on probation within the Program and given a semester in which to bring up their grades.

THE HONORS BACHELOR OF ARTS

The Honors AB is designed to prepare students for life in the modern world by trying not only to develop breadth, balance, and an openness to new ideas, but also to examine the roots from which our culture has sprung. Honors graduates have gone on to careers in many different academic, professional, and business areas. Candidates for the program are expected to rank high in their high school classes, and ordinarily they should have four years of high school Latin, although special arrangements can be made for those with less.

Honors students are expected to fulfill the regular undergraduate core curriculum requirements (see page 94) including the following modifications, and whenever possible, special Honors sections or the more demanding sections of required courses should be taken:

- Cultural Diversity - 1 hour
- English - 9 hours (3 Rhetoric, 6 Literature)
- History - 6 hours
- Social Sciences - 6 hours
- Mathematics - 6 hours (including Calculus)
- Science - 9 to 11 hours
- Fine Arts - 3 hours
- Theology - 9 hours
- Philosophy - 18 hours
- Latin - 21 hours
- Greek - 21 hours
- Capstone course - 3 hours

The requirements listed above include three hours each of philosophy (Ethics), theology (Foundations), literature (Moral Imagination), and the three elective hours needed to complete the Ethics/Religion and Society Focus.

There remain a good number of credit hours for the superior student to cover premedical or prelaw requirements, or to do concentrated work in almost any major.

PRE-LEGAL STUDY

The basic criteria for acceptance into law school are the grade point average acquired during undergraduate studies and performance on the Law School Admission Test (LSAT). Application forms and information regarding the dates of this test can be obtained from the prelaw advisors. The importance attached to letters of recommendation, job experience, and extracurricular or community activities varies greatly among law schools.

American law schools prescribe neither specific courses nor a specific major for prelaw study. They pay particular attention to students engaged in a broad program of high quality in liberal arts. The degree program should educate the students to assimilate difficult documents and to interpret factual data, to think logically and creatively, to express themselves well orally and in writing, and to acquire a critical understanding of the human institutions and values with which the law deals. While there is no such thing as a prelaw program, it does not follow that all courses or majors are of equal value for the study of law. Desirable preparation for law school includes the University Scholars Program or the Honors AB Program. Some subjects (not necessarily majors) to which law schools attach special importance are accounting, English, government, economics, history, mathematics, foreign language, logic and philosophy.

Students considering law as a career are urged to read the introductory section of the official Prelaw Handbook and to consult with both their departmental chair and prelaw advisor. They are also encouraged to join the St. Thomas More Prelaw Society.

THE ACADEMIC SERVICE LEARNING SEMESTER

The Academic Service Learning Semester combines 15 credit hours of academic study and community service under the guidance and supervision of Xavier University faculty members. The academic study provides the student with knowledge of the culture, religion, history, government and economics of the service site. The community service focuses the academic study in a context of living with and working alongside the economically poor. A primary goal of the entire semester is integration of the academic study with the experience of service.

The first two weeks of the semester provide orientation and classes. For the next 90 days, the students, accompanied by a Xavier faculty member, engage in private and group study and provide service on site. Students spend the last two weeks of the semester completing assignments and concluding an overall reflection on the experience of the semester.

PEACE STUDIES MINOR

The Peace Studies Minor is a fifteen-hour interdisciplinary program available to all Xavier undergraduates and compatible with any major. It is designed to examine problems of peace and justice.

Among the areas of investigation are analysis of the nature of aggression; the politics of war, terrorism and peace; ethical and religious issues of war and peace; social and economic justice; environmental justice; peaceful resolution of political and social conflict; philosophies and strategies of non-violence and reconciliation; peace and globalization; and blueprints for peace.

Successful completion of the program will be noted on the student's official transcript. For further information concerning the Peace Studies Minor, consult any member of the Peace Studies Committee.

WOMEN'S AND MINORITIES' STUDIES MINOR

The Women's and Minorities' Studies Minor is a 15-hour multidisciplinary minor compatible with any major. The minor studies social diversity and its significance. Differences based in class, race, sex, religion, sexual orientation, ethnicity, age, health, and physical ability are all treated through courses in literature, theology, philosophy, sociology, history, political science, economics, psychology, nursing, social work, management and others.

Successful completion of the minor is noted on the student's transcript. Many employers look for evidence that candidates for employment are prepared to deal with social diversity with understanding and cooperation.

Information on the minor can be obtained from the director, whose name and location are noted in each semester's schedule of classes.

THE INTERNATIONAL STUDIES MINOR

The International Studies Minor is an multidisciplinary approach to the language and culture of another part of the world, including international economics and international relations. It requires 18 hours, six of which must be taken in another country as part of a semester, summer or year abroad. Intermediate language proficiency (generally, four semesters of a single language) is required, along with ECON 300, International Trade and Business Environment; POLI 277, International Relations; and two further electives, one each in history and political science.

The International Studies minor may be combined with any major. Successful completion of the minor is noted on the student's transcript. Information regarding the minor can be obtained from the director of the International Affairs Program.

Also, see page 217 for the International Affairs Minor.

LATIN AMERICAN STUDIES MINOR

The Latin American Studies Minor is an 18-hour interdisciplinary program housed in the department of modern languages. It is available to all Xavier undergraduates and enhances any major. It is designed to help students achieve an advanced level of ability in the Spanish language and cultural competency in Latin America.

Successful completion of the minor is noted on the student's transcript. Many employers look for evidence that candidates for employment are prepared to deal with the realities of a global society. See page 140 for course requirements.

ENVIRONMENTAL STUDIES MINOR

The Environmental Studies Minor is a 16-hour interdisciplinary program compatible with any major. It offers students an integrated overview of environmental and natural resource fields. Students take CHEM 104/105 or PHYS 116/117 (or general chemistry or physics), BIOL 250/251 (prerequisite: one semester of biology), ECON 320 (prerequisite: ECON 200), one approved elective (THEO 245 or THEO 388 or others), and BIOL/ECON 398 (prerequisite: ECON 320 and BIOL 250/251).

Successful completion of the minor is noted on the student's transcript. Information regarding the minor can be obtained from the co-directors, whose names are noted in each semester's schedule of classes.

ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL)

The ESL program offers intensive English language instruction for international students who have the goal of entering American colleges and universities or improving their ability to use English for professional purposes. The program holds membership in the American Association of Intensive English Programs (AAIEP). ESL students at Xavier University receive instruction in English language and academic skills, including grammar, reading, composition, listening and pronunciation. In addition, optional electives such as speaking, TOEFL (Test of English as a Foreign Language) preparation, and oral fluency are available on a rotating basis.

Levels of Instruction

The program offers four levels of instruction: beginning, intermediate, high intermediate and advanced. The instructional methodology at each level is geared toward preparing students for academic study through an integrated, content-based approach. Courses (except at the beginning level) are given academic credit toward an undergraduate degree.

Calendar

The program is offered three semesters each year: Fall (late August to mid-December - 16 weeks), Spring (mid-January to early May - 16 weeks), and Summer (mid-May to early August - 12 weeks). To provide flexibility in student placement and instruction, the Fall and Spring semesters are divided into two eight week half-terms. *If space is available*, students may enter the program at mid-term.

Admission

Admission to the ESL program is not based on usual University requirements, although students must have completed high school before entering the program. Applicants who want to pursue a Xavier *academic* degree must make a separate application. Enrolled ESL students who are qualified to be admitted but lack the necessary English proficiency may enroll in a special "bridge" level, which is a combination of advanced ESL courses and selected undergraduate courses.

A brochure is available: telephone 513 745-2847, fax 513 745-3844.

RESERVE OFFICERS' TRAINING CORPS (ROTC)

The Department of Military Science offers a commission as a Second Lieutenant and provides an opportunity for men and women to study subjects of recognized military and educational value which assist them in gaining the foundations of leadership. The primary purpose of this program is to produce quality leaders to serve as commissioned officers in the United States Army, the Army National Guard, and the Army Reserves.

A commission is earned through a two or a four year Reserve Officers' Training Corps (ROTC) program. The four-year program is completed at the University and consists of lower division courses in the freshman and sophomore years, followed by upper division courses in the junior and senior years. The two-year program begins with a four week paid summer camp between the sophomore and junior years which teaches the student all subjects covered in the lower division courses. The student then completes the upper division courses during the junior and senior years. *Lower division courses are taken on a voluntary basis. There is no military obligation incurred for taking lower division courses.* The upper division courses qualify the student for a commission as

an officer in the United States Army. A military obligation is incurred for taking upper division courses. Admission to upper division courses must be approved by the chair of the Military Science department.

Requirements for admission to upper division courses are:

1. Voluntary application by the student.
2. Completion of MILS 101, 103, 201, and 203; or completion of ROTC Leaders Training Course; or prior military service; or completion of Air Force, Navy, or Army ROTC lower division courses at other institutions; or completion of JROTC.
3. Demonstrated potential for leadership.
4. Successful completion of a US Army administered physical examination.
5. A GPA of at least 2.000.
6. Signing the ROTC Advanced Course Student Contract.
7. Junior academic standing.

Credit for military science courses is granted by the University. The credit hours for these courses may satisfy free elective requirements. To receive a commission, students must complete a baccalaureate program that includes one course from the following fields of study: human behavior, written communications, computer literacy, math reasoning, and management.

Freshman Year

| | |
|--|---|
| MILS 101, Foundations of Officership | 1 |
| MILS 102, Leadership Laboratory * | 1 |
| MILS 103, Basic Leadership | 1 |
| MILS 104, Leadership Laboratory * | 1 |

Sophomore Year

| | |
|---|---|
| MILS 201, Individual Leadership Studies ... | 3 |
| MILS 202, Leadership Laboratory * | 1 |
| MILS 203, Leadership and Teamwork | 3 |
| MILS 204, Leadership Laboratory* | 1 |

Junior Year

| | |
|---|---|
| MILS 301, Leadership & Problem Solving .. | 3 |
| MILS 302, Leadership Laboratory * | 1 |
| MILS 303, Leadership and Ethics | 3 |
| MILS 304, Leadership Laboratory * | 1 |

Senior Year

| | |
|--|---|
| MILS 401, Leadership and Mgmt | 3 |
| MILS 402, Leadership Laboratory* | 1 |
| MILS 403, Officership | 3 |
| MILS 404, Leadership Laboratory* | 1 |

* Each leadership laboratory is a corequisite.

AIR FORCE ROTC

The Department of the Air Force at the University of Cincinnati, in cooperation with Xavier University, provides the opportunity for qualified students to enroll in the Air Force Reserve Officer Training Corps (AFROTC) Commissioning program. Upon graduation and successful completion of the AFROTC program, the student will be commissioned as an officer in the United States Air Force. The Air Force courses are taught on the University of Cincinnati campus and may be taken through the Greater Cincinnati Consortium of Colleges & Universities. For further information on scholarships and the AFROTC program, contact the Department of the Air Force at the University of Cincinnati, 513 556-2237 or email at DET665@EMAIL.UC.EDU.

* * * * *

UNDERGRADUATE CORE CURRICULUM

BACHELOR'S DEGREES

Xavier University is committed to a broad-based liberal education in the Jesuit tradition. The foundation for this liberal education lies within the Core Curriculum. Through their experiences in core courses, Xavier University encourages students to explore the world through multiple avenues to truth which reflect the complexity of the human spirit. This learning process involves experience and discovery, individual and collective problem-solving, affectivity, intuition, and active engagement in this world. This is the beginning of a life-long personal integration leading to practical, wise and sensitive action in a continuously changing, culturally diverse world.

Listed below are the academic goals of the Core Curriculum that will facilitate this life-long integration:

1. Students will demonstrate the ability to express themselves articulately orally and in writing.
2. Students will, individually and cooperatively, demonstrate ability to think and to solve problems, critically, analytically and creatively, within and across disciplines.
3. Students will demonstrate the ability to differentiate the methodologies and to understand the interrelationships of the humanities, social sciences, and natural sciences.
4. Students will demonstrate, in a way consistent with the Jesuit tradition, an ability to understand and analyze significant religious, ethical, and moral issues within a rapidly changing global society.

There are four components of the Core Curriculum for baccalaureate students.

1. Ethics/Religion and Society Focus (E/RS) (4 courses)

By devoting special attention to the ethical and/or religious analysis of socially significant issues, the Ethics/Religion and Society Focus endeavors to realize Xavier's mission and philosophy of education. Xavier believes it is important for its students to learn to analyze societal issues critically in terms of human values and to develop a sense of compassionate solidarity and service.

The Ethics/Religion and Society Focus is comprised of four integrated courses:

- A. Ethics as an Introduction to Philosophy (PHIL 100)
- B. Theological Foundations (THEO 111)
-These two courses are prerequisites for the remaining two E/RS courses or one must be a prerequisite and the other a corequisite for the remaining two courses.
- C. Literature and the Moral Imagination (ENGL 205) or
Classical Literature and the Moral Imagination (CLAS 205)
-Typically this course follows the other literature course in the core.
- D. A Focus Elective. May fulfill another requirement in the core or a major or minor. A list of approved E/RS electives for a specific term appears in the Semester Schedule of Classes and in the OnCourse degree audit report.

Questions about the E/RS Focus may be directed to the director of the E/RS Program.

2. Cultural Diversity Course (1 credit hour)

This course introduces students of sophomore classification to the opportunities cultural diversity presents, and to the issues of stereotyping, prejudice and discrimination and their relation to the exercise of power in American society.

3. English Composition Course (3 credit hours)

In order to ensure that all students possess adequate writing skills, either English Composition (ENGL 101) or Rhetoric (ENGL 115) is required of every student.

4. Distributional Requirements (51 credit hours)

| | |
|-------------------------------|----------------|
| Fine Arts | 3 credit hours |
| Foreign/Second Language | 6 credit hours |
| History | 6 credit hours |
| Literature | 3 credit hours |
| Mathematics | 6 credit hours |
| Philosophy | 6 credit hours |
| Sciences | 9 credit hours |
| Social Sciences | 6 credit hours |
| Theology | 6 credit hours |

Fine Arts

Three semester hours must be completed in approved studio or lecture courses that encourage expression, specifically in the fields of film, video, music, theater, and the visual arts.

Foreign/Second Language

Students must demonstrate intermediate proficiency in a foreign/second language or complete up to six hours toward obtaining that proficiency after placement. International students whose native language is not English fulfill the language requirement by their proficiency in English. Xavier University considers American Sign Language a foreign/second language.

History

Six semester hours of sequential survey courses are required to provide an introduction to historical methodology and the development of civilizations.

Literature

In addition to the literature course in the Ethics/Religion and Society Focus, students must select a course that emphasizes the analysis of, response to, and interpretation of literary texts.

Mathematics

Six semester hours are required in mathematics. Those who enter Xavier deficient in mathematical skills will be required to complete MATH 105, Fundamentals of Mathematics, before attempting any other mathematics course. Although MATH 105 does earn credit, it does not fulfill the mathematics core requirement. Students may not fulfill this requirement by taking two courses similar in content, as, for example, MATH 150, Elements of Calculus I, and MATH 170, Calculus I.

Philosophy

Six semester hours must be completed in courses that study fundamental and perennial philosophical questions with readings from philosophical literature. PHIL 100, Ethics as an Introduction to Philosophy, serves as an introductory course in the Ethics/Religion and Society Focus and as the prerequisite for the two required, sequenced philosophy courses: PHIL 290, Theory of Knowledge and a philosophy elective.

Sciences

Nine semester hours are required in courses that include the laboratory experience in the study of natural or human phenomena. Students must complete this requirement through courses offered in two different science departments.

Social Sciences

Six semester hours must be completed in courses that provide a general introduction to the systematic study of human behavior and institutions.

Theology

Six semester hours must be completed in courses that study the human experience of God and the doctrines and rituals related to religious experience. THEO 111, Theological Foundations, serves as an introductory course in the Ethics/Religion and Society Focus and as the prerequisite for the two required theology courses. Students take one course from each of the two areas:

1. Scripture/History or Christian Systematics
2. Theological Ethics, or Religion and Culture

UNDERGRADUATE CORE CURRICULUM

ASSOCIATE DEGREES

Most Associate Degree Programs

| | |
|---------------------------------------|---------|
| PHIL 100 | 3 hours |
| THEO 111 | 3 hours |
| E/RS Focus elective course | 3 hours |
| Literature | 3 hours |
| Cultural Diversity elective | 1 hour |
| English Composition or Rhetoric | 3 hours |
| Fine Arts | 3 hours |
| PHIL 290 or Theology elective | 3 hours |
| History | 3 hours |
| Social Science | 3 hours |
| Science | 3 hours |

Associate Degree Program in Early Childhood Education

| | |
|---------------------------------------|---------|
| PHIL 100 | 3 hours |
| THEO 111 | 3 hours |
| Literature elective | 3 hours |
| Cultural Diversity elective | 1 hour |
| English Composition or Rhetoric | 3 hours |
| Fine Arts | 3 hours |
| PHIL 290 or Theology elective | 3 hours |
| History | 3 hours |
| Social Science | 3 hours |
| Science | 3 hours |

Other Programs

Core curricula for other programs are listed under the program descriptions (Business, Nursing, Radiologic Technology).

NOTES:

- E/RS Focus elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 60 credit hours is required for the degree.

* * * * *

COLLEGE OF ARTS AND SCIENCES

Degrees, Programs and Block Schedules

The College of Arts and Sciences offers undergraduate degrees and programs in the departments of Art, Biology, Chemistry, Classics, Communication Arts, English, History, Mathematics and Computer Science, Modern Languages, Music, Philosophy, Physics, and Theology. Graduate degrees are offered in the departments of English, and Theology, and in the area of Humanities.

DEPARTMENTAL INDEX

| | |
|--|-----|
| Art (including Art & Fine Arts) | 98 |
| Biology (including Applied Biology, Biology, Medical Technology, Natural Sciences, Pre-Medical Studies, and Radiologic Technology) | 102 |
| Chemistry (including Applied Chemistry, Chemistry, Chemical Science, Natural Sciences, Pre-Mortuary Science, and Pre-Pharmacy) | 112 |
| Classics (including Classical Humanities, Classics, Greek, and Latin) | 121 |
| Communication Arts (including Advertising, Electronic Media, Organizational Communication, Performance Studies, and Public Relations) | 124 |
| English | 128 |
| History | 131 |
| Humanities (graduate program only) | 133 |
| Mathematics and Computer Science | 134 |
| Modern Languages (including French, German, Latin American Studies and Spanish) | 138 |
| Music (including Jazz, Music, and Music Education) | 141 |
| Philosophy | 145 |
| Physics (including Applied Physics, Engineering Physics, Natural Sciences, and Physics) .. | 147 |
| Theology | 155 |
| Special College Programs: Liberal Arts Degrees | 158 |

THE DEPARTMENT OF ART

The Department of Art offers two degrees, the Bachelor of Arts and the Bachelor of Fine Arts, as well as minors in Studio Art and Art History.

FACULTY

Faculty: MS. KARAGHEUSIAN-MURPHY, *chair*; MS. CHOUTEAU, MR. FRANZ, BR. PRYOR

Adjunct Faculty: MS. COPFER, MR. MARTENS, MS. SHIVES, MS. TERRILL, MS. UETZ

Introductory courses (or equivalent with permission of the instructor) are prerequisites for all advanced courses.

Courses numbered 500 or above are for graduate students only. All studio courses may be taken for graduate credit.

BACHELOR OF ARTS DEGREE IN ART

The Department of Art fosters an integrated way of life in which the student, through art experiences, grows in awareness and response to both spiritual and material values.

The potential artist has opportunity for studio practice in one of the following concentrations: ceramics, drawing, fibers, graphics, painting, printmaking, and sculpture. Studies in art history are required of each major. Students who wish to be licensed as teachers follow a special program for licensure. Students interested in careers as art therapists are advised to follow a pre-art therapy program.

Requirements for the Art Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Sciences: CHEM 106-109 recommended.
- Fine arts requirement included within major.

Major Requirements:

- 52 credit hours of art courses: 10 credit hours in Level I Foundation, 9 credit hours in Level II Foundation, 3 elective credit hours, 9 credit hours in Art History, and a 3 credit hour exit seminar. A minimum of 4 courses (12 credit hours) in one area of study leading to a 6 credit hour senior concentration and exhibition are required. Concentrations must be arranged with the approval of the concentration advisor.
- In the spring semester of the sophomore year the prospective art major will present a portfolio for evaluation. Acceptance or rejection from the Department of Art will be based upon this evaluation.
- A minimum grade of "C" must be attained in all art courses to count toward an art major degree. A minimum grade of "B" must be attained in ARTS 221/521 and ARTS 223/523 for those pursuing art licensure.

A recommended program sequence is available for each of the concentrations. Art licensure requires an additional 28 hours of education courses as well as 53 semester hours in art for a pre-K - 12 license. Please direct requests and/or questions to the department chair.

B.A. Art

Suggested sequence of courses for a BA degree in Art with a concentration in any area. This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|--|-----------|
| ARTS 100, Seminar | 1 | ARTS 105, 3D Design | 3 |
| ARTS 101, 2D Design | 3 | Level II Art Foundation | 3 |
| ARTS 102, Drawing | 3 | Math Elective | 3 |
| Math Elective | 3 | Foreign Language Elective | 3 |
| Foreign Language Elective | 3 | ENGL 101 or 115, Engl Comp or Rhetoric . | 3 |
| PHIL 100, Ethics as Intro to Phil | 3 | | |
| Total | 16 | Total | 15 |

Sophomore Year

| | | | |
|-------------------------------------|-----------|--|-----------|
| Level II Art Foundation | 3 | Art Elective | 3 |
| Level II Art Foundation | 3 | Concentration Elective | 3 |
| ARTS 270, History of Art I | 3 | ARTS 271, History of Art II | 3 |
| PHIL 290, Theory of Knowledge | 3 | ENGL/CLAS 205, Lit & the Moral Imag | 3 |
| Literature Elective | 3 | THEO 111, Theological Foundations | 3 |
| Cultural Diversity Elective | 1 | | |
| Total | 16 | Total | 15 |

Junior Year

| | | | |
|-------------------------------|-----------|--|-----------|
| Concentration Elective | 3 | Concentration Elective | 3 |
| History of Art Elective | 3 | Theology Scrip/Hist or Christ Sys Elective . | 3 |
| Philosophy Elective | 3 | Social Science Elective | 3 |
| Science Elective | 3 | Science Elective | 3 |
| E/RS Focus Elective | 3 | History II | 3 |
| History I | 3 | | |
| Total | 18 | Total | 15 |

Senior Year

| | | | |
|--------------------------------|-----------|--|-----------|
| Concentration Elective | 3 | ARTS 490, Senior Concentration | 6 |
| ARTS 441, Senior Seminar | 3 | Theology Ethics or Rel/Cult Elective | 3 |
| Science Elective | 3 | General Elective | 3 |
| Social Science Elective | 3 | General Elective | 3 |
| General Elective | 3 | | |
| Total | 15 | Total | 15 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core.
- A minimum of 120 credit hours is required for this degree.

REQUIREMENTS FOR THE ART HISTORY MINOR

- 18 hours required in art courses: ARTS 270, 271, 372, 373 and 6 hours of art electives (either design or humanities).
- A minimum grade of "C" must be attained in all art courses to count toward the minor.

REQUIREMENTS FOR STUDIO ART MINOR

- 18 hours of art courses providing a thorough investigation of any studio art discipline.
- A minimum grade of "C" must be attained in all art courses to count toward the minor.

Further information concerning art minors can be obtained from the Art Department.

BACHELOR OF FINE ARTS DEGREE IN ART

The BFA degree in Art is distinguished from the BA degree in Art by its intensity and structure. Students seeking a BFA degree in Art usually have full determination to pursue their livelihood as professional artists or are thinking of acquiring an MFA degree for university/college teaching. It is a higher degree and immediately acknowledges the fact that its recipient has experienced a deeper involvement in, and commitment to, art.

Requirements for the Bachelor of Fine Arts Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Sciences: CHEM 106-109 recommended.
- Fine arts requirement included within major.

Major Requirements:

- 73 credit hours of art courses: 10 credit hours in Level I Foundation, 15 credit hours in Level II Foundation, 9 elective credit hours, 12 credit hours in Art History and a 3 credit hour exit seminar. A minimum of 6 courses (18 credit hours) in one area of study leading to a 6 credit hour senior concentration and exhibition are required.
- Concentrations must be arranged with the approval of the concentration advisor.
- In the spring semester of the sophomore year, at the time of the sophomore portfolio evaluation, students will express their intention of pursuing a BFA degree by delivery of a signed declaration form to the department chair, endorsed by the proposed concentration instructor.
- A minimum grade of "C" must be attained in all art courses to count toward an art major degree.

It should be noted that in order to complete a degree in the regular four-year sequence, a student would need to carry approximately 18 credit hours per semester. Most students seeking this degree, however, are very competent and would probably have some advanced standing in regard to the core. It is also usual for these students to take courses during the summer sessions.

A recommended program sequence is available. Please direct requests to the department chair.

B.F.A. Art

Suggested sequence of courses for a BFA degree in Art with a concentration in any area. This block serves as a guideline for progress toward a degree. See your academic advisor.

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | |
|---|--|
| ARTS 100, Seminar 1 | ARTS 105, 3D Design 3 |
| ARTS 101, 2D Design 3 | Level II Art Foundation 3 |
| ARTS 102, Drawing 3 | Level II Art Foundation 3 |
| Math Elective 3 | Math Elective 3 |
| Foreign Language Elective 3 | Foreign Language Elective 3 |
| PHIL 100, Ethics as Intro to Phil 3 | ENGL 101 or 115, Engl Comp or Rhetoric . 3 |
| Total 16 | Total 18 |

Sophomore Year

| | |
|---------------------------------------|--|
| Level II Art Foundation 3 | Level II Art Foundation 3 |
| Level II Art Foundation 3 | ARTS 271, History of Art II 3 |
| ARTS 270, History of Art I 3 | ENGL/CLAS 205, Lit & the Moral Imag 3 |
| PHIL 290, Theory of Knowledge 3 | Art Elective 3 |
| Literature Elective 3 | THEO 111, Theological Foundations 3 |
| Social Science Elective 3 | Philosophy Elective 3 |
| Cultural Diversity Elective 1 | |
| Total 19 | Total 18 |

Junior Year

| | |
|---------------------------------|--|
| Art Elective 3 | Concentration Elective 3 |
| Concentration Elective 3 | Concentration Elective 3 |
| History of Art Elective 3 | Concentration Elective 3 |
| Concentration Elective 3 | Theology Scrip/Hist or Christ Sys Elective . 3 |
| Science Elective 3 | Science Elective 3 |
| History I 3 | History II 3 |
| Total 18 | Total 18 |

Senior Year

| | |
|----------------------------------|--|
| Concentration Elective 3 | ARTS 490, Senior Concentration 6 |
| Concentration Elective 3 | History of Art Elective 3 |
| ARTS 441, Senior Seminar 3 | Theology Ethics or Rel/Cult Elective 3 |
| Science Elective 3 | E/RS Focus Elective 3 |
| Social Science Elective 3 | |
| Total 15 | Total 15 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core.
- A minimum of 134 credit hours is required for this degree.

* * * * *

THE DEPARTMENT OF BIOLOGY

The Department of Biology, in cooperation with the Departments of Chemistry and Physics, offers these degrees and programs:

The Bachelor of Science in Biology

The Bachelor of Science in Applied Biology - Cooperative Forestry and Environmental Management Program

The Bachelor of Science in Natural Sciences (for premedical and pre dental students)

The Certificate in Pre-Medical Studies

The Bachelor of Science in Medical Technology

The Bachelor of Science in Teaching Life Sciences

- in cooperation with the Department of Education (see page 177)

The Associate of Science in Radiologic Technology

The Minor in Biology

The Minor in Natural Sciences

FACULTY

BIOLOGY

Faculty: DR. CHAMBERS, *chair*; DR. ANYONGE, FR. BAUMILLER, DR. CLOSE-JACOB, DR. ENGLE, DR. FINKE, DR. GROSSMAN, DR. HEDEEN, DR. JACOB, FR. MEIER, DR. PAULDING

Laboratory Instructors: MR. GEHNER, DR. LAINE, MR. NOURIAN, DR. ROBBINS

Coordinator of Pre-Professional Health Advising: MS RETTIG-PFINGSTAG

Adjunct Faculty: MR. PECQUET

MEDICAL TECHNOLOGY

Faculty: DR. JACOB, *program director*

Adjunct Clinical Instructors: MR. BARCZAK, DR. GRAETER, DR HALLQUIST, DR. MacPHERSON

RADIOLOGIC TECHNOLOGY

Faculty: MS. ENDICOTT, *program director*; DR. McCARTHY, M.D., *medical director*

Adjunct Faculty: MS. GRIMM, MR. HALLER, MR. KELLY, MS. NASH

BACHELOR OF SCIENCE DEGREE IN BIOLOGY

The biology curriculum includes courses which present current concepts of the molecular, cellular, organismal, and population levels of biological organization. Basic biological principles are presented through the study of animals, plants, and microorganisms. Laboratory sessions provide experience in careful observation, controlled experimentation, and thoughtful analysis of scientific data. The biology program provides preparation for further study at the graduate level or in the health professions (medicine, dentistry, veterinary medicine, podiatry, or optometry), as well as preparation for a teaching career or other specialized employment.

Requirements for the Biology Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Mathematics: MATH 150 or 170; and 156.
- Science requirement specified by the major as:
 - 17 hours in chemistry courses: CHEM 160, 161, 162, 163, 240, 241, 242, 243.
 - 8 hours in physics courses: PHYS 160, 161, 162, 163.

Major Requirements

- 36 hours in biology courses: BIOL 160, 161, 162, 163, 230, 231, 410, 411, 498, 499.
- 16 hours of electives including at least one course from 222, 360, 440; at least one course from 240, 244, 250; and either one of these two lecture/ lab combinations: 210/211 or 450/451.
- A 2.000 cumulative average must be attained in the 36 hours of biology courses.

B.S. Biology

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|---|-----------|
| BIOL 160, General Biology I | 3 | BIOL 162, General Biology II | 3 |
| BIOL 161, General Biology I Lab | 2 | BIOL 163, General Biology II Lab | 2 |
| CHEM 160, General Chemistry I | 3 | CHEM 162, General Chemistry II | 3 |
| CHEM 161, General Chemistry I Lab | 1 | CHEM 163, General Chemistry II Lab | 2 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| Total | 15 | Total | 16 |

Sophomore Year

| | | | |
|---|-----------|---|-----------|
| Biology Electives | 4 | Biology Elective | 4 |
| CHEM 240, Organic Chemistry I | 3 | CHEM 242, Organic Chemistry II | 3 |
| CHEM 241, Organic Chemistry I Lab | 1 | CHEM 243, Organic Chemistry II Lab | 1 |
| MATH 150, Elements of Calculus I | 3 | MATH 156, General Statistics | 3 |
| THEO 111, Theological Foundations | 3 | ENGL/CLAS 205, Lit & the Moral Imag | 3 |
| Literature Elective | 3 | Cultural Diversity Elective | 1 |
| Total | 17 | Total | 15 |

Junior Year

| | | | |
|---|-----------|---|-----------|
| BIOL 410, Vertebrate Physiology | 2 | BIOL 230, Genetics | 3 |
| BIOL 411, Vertebrate Physiology Lab | 2 | BIOL 231, Genetics Lab | 1 |
| PHYS 160, College Physics I | 3 | PHYS 162, College Physics II | 3 |
| PHYS 161, Introductory Physics I Lab | 1 | PHYS 163, Introductory Physics II Lab | 1 |
| History I | 3 | PHIL 290, Theory of Knowledge | 3 |
| Theology Scrip/Hist or Christ Sys Elective .. | 3 | History II | 3 |
| Total | 14 | Total | 14 |

Senior Year

| | | | |
|--|-----------|---|-----------|
| BIOL 498, Methods of Biol Research I | 1 | BIOL 499, Methods of Biol Research II | 1 |
| Biology Electives | 2 | Biology Electives | 6 |
| Theology Ethics or Rel/Cult Elective | 3 | E/RS Focus Elective | 3 |
| Philosophy Elective | 3 | General Elective | 3 |
| Social Science Elective | 3 | Social Science Elective | 3 |
| Fine Arts Elective | 3 | | |
| Total | 15 | Total | 16 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core.
- A minimum of 120 credit hours are required for this degree.

REQUIREMENTS FOR THE BIOLOGY MINOR

- 18 hours in biology courses: BIOL 160-163, plus an additional eight hours of lecture-lab courses selected from BIOL 200 - 451.
- A 2.000 cumulative average must be attained in all biology courses.

BACHELOR OF SCIENCE DEGREE IN APPLIED BIOLOGY

Xavier University - Duke University Cooperative Forestry and Environmental Management Programs

This program is designed to coordinate the education of undergraduate students at Xavier with graduate programs in the Duke University School of the Environment. Participating students are accepted into either of two Duke University degree programs, the Master of Forestry (MF) or Master of Environmental Management (MEM). The MF emphasizes forest resources, and graduates are typically employed in administrative, managerial, or staff positions with forest industries and government agencies. The MEM program considers natural resources in a broader context. Students find employment in such areas as resource development, environmental protection, impact assessment, land use analysis, and coastal zone management.

The curriculum which leads to the above degrees consists of six semesters of undergraduate study at Xavier University (similar to a Biology major) and four semesters of graduate study at Duke University School of the Environment. During the fall semester of the junior year at Xavier, the student applies for admission to the Duke University School of the Environment. The BS Applied Biology degree will be awarded by Xavier University upon satisfactory completion of one year of full-time study at Duke University. Upon satisfactory completion of the requirements for a master's degree, Duke University will award either the degree of MF or MEM, whichever is appropriate for the student's area of concentration at Duke University.

If a student is unable to enter Duke University, courses necessary for completion of requirements leading to the BS in Biology degree can be taken during the senior year.

Requirements for the Applied Biology Major

Core Curriculum Requirements

| | | | |
|-----------------------------------|---|----------------------------|---|
| Cultural Diversity Elective | 1 | History Elective | 6 |
| ENGL 101 or 115 | 3 | Social Sciences, including | |
| Philosophy PHIL 100 and 290 | 6 | ECON 200 | 6 |
| Theology THEO 111 and elective .. | 6 | Fine Arts Elective | 3 |
| Foreign Language Elective | 6 | Literature Elective | 3 |
| Mathematics MATH 150 and 151 .. | 6 | ENGL 205 or CLAS 205 | 3 |
| E/RS Focus Elective | 3 | | |

which may also fulfill one of the core curriculum requirements above.

Major Requirements

- 27 hours of biology courses: BIOL 160, 161, 162, 163, 210, 211, 250, 251, 398, 450, 451, 498, 499.
- 23 hours: CHEM 160, 161 162, 163, ECON 320, MATH 156, PHYS 160, 161, 162, 163.
- A 2.000 cumulative average must be attained in all biology courses.
- One year of full time study at the Duke University School of the Environment.

BACHELOR OF SCIENCE DEGREE IN NATURAL SCIENCES

(preparation for medical or other health professional schools)

(For Pre-Medical and Pre-Dental Students)

The Natural Sciences curriculum presents a liberal arts program with emphasis on those sciences required for an excellent background for subsequent studies in medicine, dentistry, and similar health professions. Recurrent pronouncements by Committees on Admissions at professional schools leave no doubt that they regard an education in the liberal arts as one of the most important factors in forming a genuinely capable and effective health professional, but majoring in Natural Sciences is not a requirement for admission to a health profession. (See Natural Science minor and Certificate in Pre-Medical Studies on following page.) The student should consult a current listing of professional school admission requirements* so that the selected course of studies will assure the student of a degree and include all the minimum requirements for admission to those schools of medicine or dentistry to which he/she intends to apply.

Requirements for the Natural Sciences Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Mathematics: MATH 150 and 156, 170 and 156, or 170 and 171.
- Social sciences: PSYC 101.
- Science requirement included within the major.

Major Requirements

- 51 hours in science courses: BIOL 160, 161, 162, 163, 230, 231, 354, 355, 410, 411, CHEM 160, 161, 162, 163, 220, 221, 240, 241, 242, 243, PHYS 160, 161, 162, 163.
- An additional 8 hours in biology or 8 hours in chemistry, to include two hours of research and the additional hours in electives. (See academic advisor for specific course selection.)
- A 2.000 cumulative average must be attained in all biology, chemistry and physics courses.

* "Medical School Admission Requirements," published by the Association of American Medical Colleges, or "Admission Requirements of U.S. and Canadian Dental Schools," published by the American Association of Dental Schools.

B.S. Natural Sciences

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|--|-----------|
| BIOL 160, General Biology I | 3 | BIOL 162, General Biology II | 3 |
| BIOL 161, General Biology I Lab | 2 | BIOL 163, General Biology II Lab | 2 |
| CHEM 160, General Chemistry I | 3 | CHEM 162, General Chemistry II | 3 |
| CHEM 161, General Chemistry I Lab | 1 | CHEM 163, General Chemistry II Lab | 2 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | PHIL 100, Ethics as Intro to Philosophy .. | 3 |
| Total | 15 | Total | 16 |

Sophomore Year

| | | | |
|---|--------------|--|--------------|
| CHEM 240, Organic Chemistry I | 3 | CHEM 242, Organic Chemistry II | 3 |
| CHEM 241, Organic Chemistry I Lab | 1 | CHEM 243, Organic Chemistry II Lab | 1 |
| PHYS 160, College Physics I | 3 | PHYS 162, College Physics II | 3 |
| PHYS 161, Introductory Physics Lab I | 1 | PHYS 163, Introductory Physics Lab II | 1 |
| MATH 150, Elements of Calculus I OR .. | 3 | MATH 156, General Statistics OR | 3 |
| MATH 170, Calculus I | 4 | MATH 171, Calculus II | 4 |
| THEO 111, Theological Foundations | 3 | ENGL/CLAS 205, Lit & the Moral Imag .. | 3 |
| | | Cultural Diversity Elective | 1 |
| Total | 14/15 | Total | 15/16 |

B.S. Natural Sciences, continued

First Semester *Credit Hours* *Second Semester* *Credit Hours*

Junior Year

| | | | |
|--|-----------|--|-----------|
| BIOL 410, Vertebrate Physiology | 2 | BIOL 230, Genetics | 3 |
| BIOL 411, Vertebrate Physiology Lab | 2 | BIOL 231, Genetics Lab | 1 |
| CHEM 220, Principles of Physical Chem | 3 | BIOL 354, Vertebrate Anatomy | 2 |
| CHEM 221, Analytical Chemistry Lab | 1 | BIOL 355, Vertebrate Anatomy Lab | 2 |
| History I Elective | 3 | PHIL 290, Theory of Knowledge | 3 |
| Theology Scrip/Hist or Christ Sys Elective . | 3 | History II Elective | 3 |
| Literature Elective | 3 | | |
| Total | 17 | Total | 14 |

Senior Year

| | | | |
|--|-----------|---------------------------------------|-----------|
| BIOL 498/CHEM 400 | | BIOL 499/CHEM 400, | |
| Biology or Chemical Research | 1 | Biological or Chemical Research | 1 |
| Biology or Chemistry Elective * | 4 | Biology or Chemistry Elective * | 2 |
| Theology Ethics or Rel/Cult Elective | 3 | Social Science Elective | 3 |
| Philosophy Elective | 3 | E/R&S Focus Elective | 3 |
| PSYC 101, General Psychology | 3 | General Elective | 3 |
| | | Fine Arts Elective | 3 |
| Total | 14 | Total | 15 |

* Student selects a senior year concentration of courses plus research in either biology or chemistry. Courses vary from year to year, so contact your academic advisor for current selections. Students concentrating in chemistry should add Chemical Literature, one hour, to junior year schedule.

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for this degree.

**REQUIREMENTS FOR THE NATURAL SCIENCES MINOR
(PRE-MEDICAL)**

The Natural Sciences minor is designed for undergraduate students who wish to complete science courses generally required of applicants to medical school while completing a bachelor's degree in a non-science major.

- 35 hours of science courses including BIOL 160, 161, 162, 163, CHEM 160, 161, 162, 163, 240, 241, 242, 243, and PHYS 160, 161, 162, 163.
- A 2.000 cumulative average must be attained in these courses.

THE CERTIFICATE IN PRE-MEDICAL STUDIES

This certificate program is designed for students who are not seeking a degree, but who want to prepare for admission to medical school. Medical schools generally expect their applicants to have the equivalent of a bachelor's degree along with the four years of science courses required for this certificate. They are:

| | |
|---|----|
| General Biology I and II (BIOL 160-163) | 10 |
| College Physics I and II (PHYS 160-163) | 8 |
| General Chemistry I and II (CHEM 160-163) | 9 |
| Organic Chemistry I and II (CHEM 240-243) | 8 |

A student is eligible for a certificate if at least one half (17 credit hours) of the courses are completed at Xavier University with a minimum grade point average of 3.000. Interested students should consult with the chair of the Health Sciences Committee or the Coordinator of Pre-Professional Health Advising.

BACHELOR OF SCIENCE DEGREE IN MEDICAL TECHNOLOGY

The curriculum which leads to the BS degree in Medical Technology consists of three years of undergraduate study at Xavier University and the senior year at a NAACLS (National Accrediting Agency for Clinical Laboratory Sciences) accredited School of Medical Technology affiliated with Xavier University. (St. Elizabeth Medical Center, Covington, KY, or the University of Cincinnati Medical Center, Cincinnati, OH.)

The year of professional study at the hospital-based program consists of the following courses: Clinical Chemistry, Clinical Microscopy, Diagnostic Parasitology, Hematology, Immunology, Immunochemistry, Medical Microbiology, and Medical Mycology. After successful completion of the program of professional study, the student is awarded the Bachelor of Science by the University, and is then eligible for one of the certification examinations. Certification examinations are administered by the Board of Registry, American Society of Clinical Pathologists, and by the NAACLS.

A student may also elect to complete the Bachelor of Science degree in Biology or Natural Sciences, then apply to any hospital-based program in Medical Technology accredited by NAACLS.

If a student is unable to enter a program of Medical Technology at a hospital, arrangements should be made with the student's academic advisor to determine the senior year courses for completion of the requirements leading to a degree in Biology, Natural Sciences, or Chemical Science.

Requirements for the Medical Technology Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Mathematics: MATH 150 or 170; and 156.
- Science requirement included within the major.

Major Requirements

- 46 hours of science courses: BIOL 160, 161, 162, 163, 222, 410, 411, 450, 451, CHEM 160, 161, 162, 163, 221, 240, 241, 242, 243, PHYS 160, 161, 162, 163.
- A 2.800 cumulative average must be attained in the science courses for acceptance by affiliated hospitals.
- One year of full time study (36 credit hours) at a hospital-based medical technology program affiliated with Xavier University.
- University residency requirement is fulfilled with a minimum of half of the required 95 hours taken at Xavier, before the fourth year.

B.S. Medical Technology

This block serves as a guideline for progress toward a degree. See your academic advisor.

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|--|-----------|
| BIOL 160, General Biology I..... | 3 | BIOL 162, General Biology II | 3 |
| BIOL 161, General Biology Lab I..... | 2 | BIOL 163, General Biology II Lab | 2 |
| CHEM 160, General Chemistry I..... | 3 | CHEM 162, General Chemistry II | 3 |
| CHEM 161, General Chemistry I Lab | 1 | CHEM 163, General Chemistry II Lab | 2 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| Total | 15 | Total | 16 |

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Sophomore Year

| | | | |
|--|-----------|---|-----------|
| CHEM 240, Organic Chemistry I..... | 3 | CHEM 242, Organic Chemistry II | 3 |
| CHEM 241, Organic Chemistry I Lab | 1 | CHEM 243, Organic Chemistry II Lab | 1 |
| PHYS 160, College Physics I..... | 3 | PHYS 162, College Physics II | 3 |
| PHYS 161, Introductory Physics Lab I | 1 | PHYS 163, Introductory Physics Lab II | 1 |
| MATH 150, Elements of Calculus I..... | 3 | MATH 156, General Statistics | 3 |
| History I Elective | 3 | History II Elective | 3 |
| THEO 111, Theological Foundations | 3 | Literature Elective | 3 |
| | | Cultural Diversity Elective | 1 |
| Total | 17 | Total | 18 |

Junior Year

| | | | |
|---|-----------|--|-----------|
| BIOL 410, Vertebrate Physiology | 2 | BIOL 450, Bacteriology | 2 |
| BIOL 411, Vertebrate Physiology Lab | 2 | BIOL 451, Bacteriology Lab | 2 |
| CHEM 221, Analytical Chemistry | 1 | BIOL 222, Immunology | 2 |
| PHIL 290, Theory of Knowledge | 3 | Theology Scrip/Hist or Christ Sys Elective . | 3 |
| Social Science Elective | 3 | Social Science Elective | 3 |
| ENGL/CLAS 205, Lit & the Moral Imag | 3 | Fine Arts Elective | 3 |
| E/RS Focus Elective | 3 | | |
| Total | 17 | Total | 15 |

Senior Year (refer to page 358)

The BS degree in Medical Technology will be awarded upon satisfactory completion of the fourth year (12 months) of study at an accredited NAACLS (National Accrediting Agency for Clinical Laboratory Sciences) School of Medical Technology administered by a hospital and approved by Xavier University. After passing an examination administered by the American Society of Clinical Pathologists (ASCP), the graduate becomes a Registered Medical Technologist.

A student may also elect to complete the Bachelor of Science degree in Biology or Natural Sciences, then apply to any hospital-based program in Medical Technology accredited by NAACLS.

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 131 credit hours is required for the degree upon 36 hours completion of a fourth year at an approved hospital.

ASSOCIATE OF SCIENCE DEGREE IN RADIOLOGIC TECHNOLOGY

The Radiologic Technology Program is a two year/full-time (23 months) classroom and clinical training leading to an Associate Degree in Science. The hospital affiliates are Good Samaritan Hospital and Mercy Franciscan Hospital-Western Hills.

Education for the radiography student is an integrated plan of classroom, laboratory and clinical education. The program requires 73 semester hours which include courses in liberal arts and radiologic technology.

The graduates of this program are eligible to apply for the American Registry of Radiologic Technologists examination.

Requirements for the Associate Degree in Radiologic Technology

Core Curriculum Requirements

- 29 hours in liberal arts courses: BIOL 140, 141, 142, 143, ENGL 101, HIST, MATH 105 (A higher level MATH course may be substituted for MATH 105 if transferring credits into the program, or the student may test out of this course by testing at a higher MATH level on the MATH placement test. If the student tests out of this course he/she will be able to graduate with 70 credit hours. MATH 105 is a prerequisite for PHYS 140), PHIL 100, PSYC 101, SOCI 101, THEO 111.

Major Requirements

- 36 hours in radiologic technology - all RADT courses listed on page 391-392.
- 8 hours in major related areas: COMM 207, CSCI 115, PHYS 140, 141.
- A grade of "C" or better must be attained in all RADT and PHYS courses.
- Courses with prerequisites cannot be taken until the prerequisite courses have been successfully completed with a grade of "C" or better.

All students must present evidence of the following prior to entrance to all clinical courses:

- Health history and required physical examination form
- MMR immunization
- Hepatitis B series
- Liability insurance (\$1,000,000/\$5,000,000) purchased through the University and billed to the student's account.

Students are responsible for these expenses as well as white uniforms and transportation costs to and from the clinical sites.

A.S. Radiologic Technology

This block serves as a guideline for progress toward a degree. See your academic advisor.

First Year

August - Pre-Semester: Registration and orientation for the Radiologic Technology Program begins in August. Clinical Training at the hospitals will begin during this time along with the following courses:

| | | | |
|------------------------------------|---|-------------------------------------|----------|
| RADT 152, Nursing Procedures | 1 | RADT 150, Medical Terminology | 1 |
| | | Total | 2 |

A.S. Radiologic Technology, continued

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|--|---------------------|---|---------------------|
| RADT 170, Prin of Radiographic Exp I | 2 | RADT 172, Prin of Radiographic Exp II | 2 |
| RADT 160, Radiographic Positioning I | 2 | RADT 180, Radiation Protection and Biol. . | 2 |
| BIOL 140, Hum Anatomy and Phys I | 3 | RADT 162, Radiographic Positioning II | 2 |
| BIOL 141, Hum Anatomy and Phys I Lab ... | 1 | BIOL 142, Hum Anatomy and Phys II | 3 |
| PSYC 101, General Psychology | 3 | BIOL 143, Hum Anatomy and Phys II Lab . | 1 |
| MATH 105, Fundamentals of Math | 3 | SOCI 101, Introduction to Sociology | 3 |
| RADT 161, Radiographic Practicum I | 1 | ENGL 101 or 115, Engl Comp or Rhetoric . | 3 |
| (Scheduled on Tuesdays and Thursdays | | RADT 163, Radiographic Practicum II | 1 |
| - 16 hours per week.) | | (Scheduled on Tuesdays and Thursdays | |
| | | - 16 hours per week.) | |
| Total | 15 | Total | 17 |

Summer Term

FIRST SUMMER SESSION: After the Spring Final Exam week, the students are scheduled for 40 hours per week of clinical training until the first Summer Session begins (a period of one to two weeks). When the first Summer Session begins, students are scheduled for 16 hours per week of clinical training. The students also take the following courses during the first Summer Session:

| | | | |
|--|---|--|----------|
| COMM 207, Interpersonal Comm | 3 | After the completion of COMM 207 & | |
| THEO 111, Theological Foundations | 3 | THEO 111 the students are scheduled for | |
| RADT 165, Radiographic Practicum III | 3 | 40 hours per week of clinical training until | |
| | | the Fall Semester begins. | |
| | | Total | 9 |

Second Year

| | | | |
|---|-----------|---|-----------|
| RADT 270, Prin of Radiographic Exp III | 2 | RADT 292, Imaging Equipment and | |
| RADT 250, General Radiography | 2 | Film Processing | 2 |
| RADT 260, Special Procedures | 2 | RADT 294, Radiographic Sec Anatomy | 2 |
| PHYS 140, Radiologic Physics I | 2 | RADT 280, Pathology | 2 |
| History I | 3 | PHYS 141, Radiologic Physics II | 2 |
| RADT 261, Radiographic Practicum IV | 2 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| (scheduled on Monday, Wednesday, | | RADT 263, Radiographic Practicum V | 2 |
| Friday - 24 hours a week.) | | (scheduled on Monday, Wednesday, | |
| CSCI 115, Computer Lit for Radiography | 1 | Friday - 24 hours a week.) | |
| Total | 14 | Total | 13 |

Summer Term

RADT 265, Radiographic Practicum VI 3
 (Students are scheduled for 40 hours per week of clinical training at the hospital affiliate for the entire summer session.)

TOTAL NUMBER OF CREDITS: 73 Hours

(Block schedule is subject to change.)

Scheduling Notes:

- A minimum of 70 credit hours is required for the degree.

* * * * *

THE DEPARTMENT OF CHEMISTRY

The Department of Chemistry, in cooperation with the Departments of Biology and Physics, offers these bachelor's degrees and programs:

- The Bachelor of Science in Chemistry
- The Minor in Chemistry
- The Bachelor of Science in Chemical Science
- The Bachelor of Science in Applied Chemistry, Science - Engineering Program
- The Bachelor of Science in Natural Sciences (for pre-medical and pre-dental students)
- The Minor in Natural Sciences
- The Bachelor of Science in Teaching Life Sciences and Chemistry - in cooperation with the Department of Education (see page 178)
- Pre-Pharmacy Program

FACULTY

Faculty: DR. McLOUGHLIN, *chair*; DR. BABA, DR. DAVIS, DR. FENLON, DR. HOPKINS, DR. MARAWI

Laboratory Instructors: DR. HAYNES, DR. MAJETI, MS. STROUD

Adjunct Faculty: FR. THEPE, DR COHEN, DR. PARKER, DR. THOMAS, MS. WITT

BACHELOR OF SCIENCE DEGREE IN CHEMISTRY

The Department of Chemistry offers a curriculum that is approved by the American Chemical Society (ACS) and leads to the Bachelor of Science degree. Students completing the program graduate as "ACS certified" majors. The curriculum covers the five major fields (analytical, biochemistry, inorganic, organic, and physical chemistry), the preparation and identification of compounds, and the literature on the subject. CHEM 300, Chemical Literature, fits the students to prepare his/her thesis and is a beginning course in research.

Requirements for the Chemistry Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Mathematics: MATH 170 and 171.
- Science requirement included within the major.

Major Requirements

- 47 hours in chemistry courses: CHEM 160, 161, 162, 163, 226, 227, 240, 241, 242, 243, 300, 320, 322, 325, 330, 340, 341, 400 (3X), 411, 420, 421, 440.
- 12 hours of mathematics and physics courses: MATH 220, PHYS 161, 163, 170, and 172.
- A 2.000 cumulative average must be attained in the 47 hours of chemistry courses.

B.S. Chemistry

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|---|-----------|
| CHEM 160, General Chemistry I | 3 | CHEM 162, General Chemistry II | 3 |
| CHEM 161, General Chemistry I Lab | 1 | CHEM 163, General Chemistry II Lab | 2 |
| MATH 170, Calculus I | 4 | MATH 171, Calculus II | 4 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| Total | 14 | Total | 15 |

B.S. Chemistry, continued

First Semester *Credit Hours* *Second Semester* *Credit Hours*

Sophomore Year

| | | | |
|--|-----------|---|-----------|
| CHEM 240, Organic Chemistry I | 3 | CHEM 242, Organic Chemistry II | 3 |
| CHEM 241, Organic Chemistry I Lab | 1 | CHEM 243, Organic Chemistry II Lab | 1 |
| MATH 220, Calculus III | 4 | CHEM 226, Quantitative Analysis | 3 |
| PHYS 170, University Physics I | 3 | CHEM 227, Quantitative Analysis Lab | 1 |
| PHYS 161, Introductory Physics Lab I | 1 | PHYS 172, University Physics II | 3 |
| THEO 111, Theological Foundations | 3 | PHYS 163, Introductory Physics Lab II | 1 |
| Cultural Diversity Elective | 1 | PHIL 290, Theory of Knowledge | 3 |
| Total | 16 | Total | 15 |

Junior Year

| | | | |
|---|-----------|---|-----------|
| CHEM 320, Physical Chemistry I | 3 | CHEM 322, Physical Chemistry II | 2 |
| CHEM 340, Instrumental Analysis | 3 | CHEM 341, Instrumental Analysis Lab | 1 |
| Theology Scrip/Hist or Christ Sys Elective .. | 3 | CHEM 325, Physical Chemistry Lab | 1 |
| CHEM 300, Chemical Literature | 1 | CHEM 330, Quantum Chemistry | 2 |
| History I Elective | 3 | CHEM 400, Chemical Research/Seminar | 1 |
| Literature Elective | 3 | Philosophy Elective | 3 |
| | | ENGL/CLAS 205, Lit & the Moral Imag | 3 |
| | | History II Elective | 3 |
| Total | 16 | Total | 16 |

Senior Year

| | | | |
|---|-----------|--|-----------|
| CHEM 411, Organic Synthesis & Analysis .. | 3 | CHEM 400, Chemical Research/Seminar | 1 |
| CHEM 420, Inorganic Chemistry | 3 | CHEM 421, Inorganic Chemistry Lab | 1 |
| CHEM 440, Biochemistry | 3 | Theology Ethics or Rel/Cult Elective | 3 |
| CHEM 400, Chemical Research/Seminar | 1 | Social Science Elective | 3 |
| E/RS Focus Elective | 3 | Fine Arts Elective | 3 |
| Social Science Elective | 3 | General Elective | 1 |
| Total | 16 | Total | 12 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE CHEMISTRY MINOR

- 19 hours: CHEM 160, 161, 162, 163, 240, 241, 242, 243, and courses elected from 320-490 to complete at least 19 hours.
- A 2.000 cumulative average must be attained in the chemistry courses.

BACHELOR OF SCIENCE DEGREE IN CHEMICAL SCIENCE

The Department of Chemistry offers a program which leads to the BS degree in Chemical Science. This program is intended primarily for those students who wish to make use of chemical knowledge in connection with a career in the business world, e.g., in sales or marketing, or in secondary education.

The course requirements in chemistry and mathematics are less than those of the BS in Chemistry program. The hours thus released are made available as free elective hours which can then be applied to courses in accounting, business administration, economics, education, etc.

Requirements for the Chemical Science Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Mathematics: MATH 120 and 150.
- Science: PHYS 160, 161, 162, 163.

Major Requirements

- 34 hours of chemistry courses: CHEM 160, 161, 162, 163, 220, 226, 227, 240, 241, 242, 243, 300, 340, 341, 400 (2X), 3 hours of Chemistry electives (CHEM 111-495).
- A 2.000 cumulative average must be attained in the chemistry courses.

B.S. Chemical Science

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|---|-----------|
| CHEM 160, General Chemistry I | 3 | CHEM 162, General Chemistry II | 3 |
| CHEM 161, General Chemistry I Lab | 1 | CHEM 163, General Chemistry II Lab | 2 |
| History I Elective | 3 | History II Elective | 3 |
| THEO 111, Theological Foundations | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | Foreign Language Elective | 3 |
| Foreign Language Elective | 3 | MATH 120, Elementary Functions | 3 |
| Total | 16 | Total | 17 |

Sophomore Year

| | | | |
|---|-----------|---|-----------|
| CHEM 240, Organic Chemistry I | 3 | CHEM 242, Organic Chemistry II | 3 |
| CHEM 241, Organic Chemistry I Lab | 1 | CHEM 243, Organic Chemistry II Lab | 1 |
| PHYS 160, College Physics I | 3 | PHYS 162, College Physics II | 3 |
| PHYS 161, Introductory Physics Lab I | 1 | PHYS 163, Introductory Physics Lab II | 1 |
| MATH 150, Elements of Calculus I | 3 | CHEM 226, Quantitative Analysis | 3 |
| Theology Scrip/Hist or Christ Sys Elective .. | 3 | CHEM 227, Quantitative Analysis Lab | 1 |
| Total | 14 | Total | 13 |

Junior Year

| | | | |
|--|-----------|--|-----------|
| CHEM 220, Principles of Phys Chemistry ... | 3 | CHEM 341, Instrumental Analysis Lab | 1 |
| CHEM 300, Chemical Literature | 1 | Theology Ethics or Rel/Cult Elective | 3 |
| CHEM, 340, Instrumental Analysis | 3 | Fine Arts Elective | 3 |
| ENGL/CLAS 205, Lit & the Moral Imag | 3 | Philosophy Elective | 3 |
| PHIL 290, Theory of Knowledge | 3 | E/RS Focus Elective | 3 |
| General Elective | 3 | General Elective | 3 |
| Total | 16 | Total | 16 |

B.S. Chemical Science, continued

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|--|---------------------|--|---------------------|
| Senior Year | | | |
| CHEM 400, Chemical Research/Seminar | 1 | CHEM 400, Chemical Research/Seminar | 1 |
| Chemistry Elective | 3 | Social Science Elective | 3 |
| Social Science Elective | 3 | General Elective | 8 |
| Literature Elective | 3 | | |
| General Elective | 6 | | |
| Total | 16 | Total | 12 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

BACHELOR OF SCIENCE DEGREE IN APPLIED CHEMISTRY

**Xavier University - University of Cincinnati Cooperative
Science - Engineering Program**

This course of study is designed to provide a broad education in the physical sciences, mathematics, liberal arts, and specialized training in metallurgical or chemical engineering. (This program is also available for students in fields related to physics. See the Applied Physics program.)

Upon completion of the requirements as specified below, the student will be awarded a BS in Applied Chemistry degree by Xavier University. The program is designed for students who wish to continue their education in some field of engineering. This cooperative program ultimately can lead to a master's degree in engineering.

Requirements for the Applied Chemistry Major

Core Curriculum Requirements:

| | | | |
|-------------------------------------|---|--|---|
| Cultural Diversity Elective | 1 | History Elective | 6 |
| English Composition/Rhetoric | 3 | Fine Arts Elective | 3 |
| Philosophy: PHIL 100 and 290 | 6 | ENGL/CLAS 205, Lit & the Moral Imag .. | 3 |
| Theology: THEO 111 and elective ... | 6 | Mathematics: MATH 170 and 171 | 8 |
| Foreign Language | 6 | Liberal Arts Elective ** | 9 |
| E/RS Focus elective * | 3 | | |

* May also fulfill one of the core curriculum requirements above.

** May be taken at the University of Cincinnati.

Major Requirements

- 26 semester hours of chemistry courses: CHEM 160, 161, 162, 163, 221, 240, 241, 242, 243, 320, 322, 325.
- 30 semester hours of computer science, mathematics and physics courses: CSCI 170, MATH 170, 171, 220, 230, two MATH electives, PHYS 161, 163, 170, 172, 350, 351.
- A 2.000 cumulative average must be attained in the chemistry courses.
- 23 semester hours of engineering courses at the University of Cincinnati.

Coursework during the first two years is exclusively at Xavier University, at both Xavier and the University of Cincinnati during the third year, and only at the University of Cincinnati for year four and year five. Completion of the engineering degree awarded by the University of Cincinnati requires another year.

After three years, some students choose to remain at Xavier to complete their program. Individual arrangements are made for the fourth year and a degree in Applied Chemistry is awarded by Xavier.

B.S. Applied Chemistry

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|--|-----------|--|-----------|
| CHEM 160, General Chemistry I | 3 | CHEM 162, General Chemistry II | 3 |
| CHEM 161, General Chemistry I Lab | 1 | CHEM 163, General Chemistry II Lab | 1 |
| MATH 170, Calculus I | 4 | MATH 171, Calculus II | 4 |
| PHYS 170, University Physics I | 3 | PHYS 172, University Physics II | 3 |
| PHYS 161, Introductory Physics Lab I | 1 | PHYS 163, Introductory Physics Lab II | 1 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| THEO 111, Theological Foundations | 3 | ENGL 101 or 115, Engl Comp or Rhetoric | 3 |
| Total | 18 | Total | 18 |

Sophomore Year

| | | | |
|---|-----------|---|-----------|
| CHEM 320, Physical Chemistry I | 3 | CHEM 322, Physical Chemistry II | 2 |
| CHEM 221, Analytical Chemistry Lab | 1 | MATH 230, Differential Equations | 3 |
| MATH 220, Calculus III | 4 | PHYS 351, Theoretical Mechanics II | 3 |
| PHYS 350, Theoretical Mechanics I | 3 | PHIL 290, Theory of Knowledge | 3 |
| E/RS Focus Elective | 3 | ENGL/CLAS 205, Lit & the Moral Imag | 3 |
| PHIL 100, Ethics as Intro to Philosophy | 3 | Cultural Diversity Elective | 1 |
| | | CSCI 170, Computer Science I | 3 |
| Total | 17 | Total | 18 |

Junior Year

| | | | |
|--|-----------|--|-----------|
| CHEM 240, Organic Chemistry I | 3 | CHEM 242, Organic Chemistry II | 3 |
| CHEM 241, Organic Chemistry I Lab | 1 | CHEM 243, Organic Chemistry II Lab | 1 |
| Mathematics Elective | 3 | CHEM 325, Physical Chemistry Lab | 1 |
| History I Elective | 3 | CHEM 330, Quantum Chemistry | 2 |
| Engineering (University of Cincinnati) | 4 | Mathematics Elective | 3 |
| Theology Scrip/Hist or Christ Sys Elective | 3 | History II Elective | 3 |
| Fine Arts Elective | 3 | Engineering (University of Cincinnati) | 4 |
| Total | 20 | Total | 17 |

Senior Year

The fourth, fifth and sixth years are completed in the appropriate department in the College of Engineering at the University of Cincinnati. This work is arranged in cooperation with the student, Xavier University and the University of Cincinnati.

After three years, some students choose to remain at Xavier and complete their program. Individual arrangements are made for the fourth year. A degree in Applied Chemistry is awarded by Xavier.

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for this degree.

BACHELOR OF SCIENCE DEGREE IN NATURAL SCIENCES

(preparation for medical or other health professional schools)

(For Pre-Medical and Pre-Dental Students)

The natural sciences curriculum presents a liberal arts program with emphasis on those sciences required for an excellent background for subsequent studies in medicine, dentistry, and similar health professions. Recurrent pronouncements by Committees on Admissions at professional schools leave no doubt that they regard an education in the liberal arts as one of the most important factors in forming a genuinely capable and effective health professional, but majoring in natural sciences is not a requirement for admission to a health profession. (See Certificate in Pre-Medical Studies on page 107.) The student should consult a current listing of professional school admission requirements* so that the selected course of study will assure the student of a degree and include all the minimum requirements for admission to those schools of medicine or dentistry to which he/she intends to apply.

* "Medical School Admission Requirements," published by the Association of American Medical Colleges, or "Admission Requirements of U.S. and Canadian Dental Schools," published by the American Association of Dental Schools.

Requirements for the Natural Sciences Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Mathematics: MATH 150 and 156, 170 and 156, or 170 and 171.
- Social sciences: PSYC 101.
- Science requirement included within the major.

Major Requirements

- 51 hours in science courses: BIOL 160, 161, 162, 163, 230, 231, 354, 355, 410, 411, CHEM 160, 161, 162, 163, 220, 221, 240, 241, 242, 243, PHYS 160, 161, 162, 163.
- An additional 8 hours in biology or 8 hours in chemistry, to include two hours of research and the additional hours in electives. (See academic advisor for specific course selection.)
- A 2.000 cumulative average must be attained in all biology, chemistry and physics courses.

B.S. Natural Sciences

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|---|---------------------|---|---------------------|
| Freshman Year | | | |
| BIOL 160, General Biology I | 3 | BIOL 162, General Biology II | 3 |
| BIOL 161, General Biology I Lab | 2 | BIOL 163, General Biology II Lab | 2 |
| CHEM 160, General Chemistry I | 3 | CHEM 162, General Chemistry II | 3 |
| CHEM 161, General Chemistry I Lab | 1 | CHEM 163, General Chemistry II Lab | 2 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| Total | 15 | Total | 16 |

Sophomore Year

| | | | |
|--|--------------|--|--------------|
| CHEM 240, Organic Chemistry I | 3 | CHEM 242, Organic Chemistry II | 3 |
| CHEM 241, Organic Chemistry I Lab | 1 | CHEM 243, Organic Chemistry II Lab | 1 |
| PHYS 160, College Physics I | 3 | PHYS 162, College Physics II | 3 |
| PHYS 161, Introductory Physics Lab I | 1 | PHYS 163, Introductory Physics Lab II | 1 |
| MATH 150, Elements of Calculus I OR | 3 | MATH 156, General Statistics OR | 3 |
| MATH 170, Calculus I | 4 | MATH 171, Calculus II | 4 |
| THEO 111, Theological Foundations | 3 | ENGL/CLAS 205, Lit & the Moral Imag | 3 |
| | | Cultural Diversity Elective | 1 |
| Total | 14/15 | Total | 15/16 |

B.S. Natural Sciences, continued

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Junior Year

| | | | |
|--|-----------|--|-----------|
| BIOL 410, Vertebrate Physiology | 2 | BIOL 230, Genetics | 3 |
| BIOL 411, Vertebrate Physiology Lab | 2 | BIOL 231, Genetics Lab | 1 |
| CHEM 220, Principles of Physical Chem | 3 | BIOL 354, Vertebrate Anatomy | 2 |
| CHEM 221, Analytical Chemistry Lab | 1 | BIOL 355, Vertebrate Anatomy Lab | 2 |
| History I Elective | 3 | PHIL 290, Theory of Knowledge | 3 |
| Theology Scrip/Hist or Christ Sys Elective | 3 | History II Elective | 3 |
| Literature Elective | 3 | | |
| Total | 17 | Total | 14 |

Senior Year

| | | | |
|--|-----------|---|-----------|
| BIOL 498/CHEM 400, Biology or Chemical Research | 1 | BIOL 499/CHEM 400, Biological or Chemical Research | 1 |
| Biology or Chemistry Elective * | 4 | Biology or Chemistry Elective * | 2 |
| Theology Ethics or Rel/Cult Elective | 3 | Social Science Elective | 3 |
| Philosophy Elective | 3 | E/RS Focus Elective | 3 |
| PSYC 101, General Psychology | 3 | General Elective | 3 |
| | | Fine Arts Elective | 3 |
| Total | 14 | Total | 15 |

- * Student selects a senior year concentration of courses plus research in either biology or chemistry. Courses vary from year to year, so contact your academic advisor for current selections. Students concentrating in chemistry should add CHEM 300, Chemical Literature, one hour, to junior year schedule.

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 hours is required for this degree.

REQUIREMENTS FOR THE NATURAL SCIENCES MINOR

The Natural Sciences minor is designed for undergraduate students who wish to complete science courses generally required of applicants to medical school while completing a bachelor's degree in a non-science major.

- 34 hours of science courses including BIOL 160, 161, 162, 163; CHEM 160, 161, 162, 163, 240, 241, 242, 243; PHYS 160, 161, 162, 163.
- A 2.000 cumulative average must be attained in these courses.

PRE-PHARMACY PROGRAM

The Pre-Pharmacy Program is covered and administered by the Department of Chemistry. Colleges of pharmacy require a minimum of two years of undergraduate study and include certain required courses for admission. If the required courses have been completed, students may apply to a college of pharmacy after two years of study or after earning a baccalaureate degree.

The pre-pharmacy curriculum satisfies the minimum preparation for admission to most colleges of pharmacy. It may be modified to meet other specific requirements of a particular college of pharmacy. A current listing of such requirements* should be consulted by the student in order to plan a satisfactory program. The student is advised to meet regularly with a member of the Committee on Health Sciences so as to be well-informed about all current prerequisites and the procedures to be followed in applying for admission to a college of pharmacy.

If the student plans to continue undergraduate education at Xavier University and to obtain a BS degree, this can be done easily within the BS in Biology, BS in Chemical Science, or BS in Natural Sciences programs. The student then should meet with the chair of the appropriate science department for guidance in the choice of courses necessary for the desired degree.

* “Pharmacy School Admission Requirements,” published by the American Association of Colleges of Pharmacy.

Pre-Pharmacy

This block serves as a guideline for progress in the program. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|---|-----------|
| MATH 150, Elements of Calculus I | 3 | MATH 151, Elements of Calculus II | 3 |
| BIOL 160, General Biology I | 3 | BIOL 162, General Biology II | 2 |
| BIOL 161, General Biology Lab | 2 | BIOL 163, General Biology Lab II | 2 |
| CHEM 160, General Chemistry I | 3 | CHEM 162, General Chemistry II | 3 |
| CHEM 161, General Chemistry I Lab | 1 | CHEM 163, General Chemistry II Lab | 2 |
| THEO 111, Theological Foundations | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| PSYC 101, General Psychology | 3 | ENGL 101, English Composition | 3 |
| Total | 18 | Total | 18 |

Sophomore Year

| | | | |
|---|-----------|--|-----------|
| CHEM 240, Organic Chemistry I | 3 | CHEM 242, Organic Chemistry II | 3 |
| CHEM 241, Organic Chemistry I Lab | 1 | CHEM 243, Organic Chemistry II Lab | 1 |
| PHYS 160, College Physics | 3 | PHYS 162, College Physics II | 3 |
| PHYS 161, Intro Physics Lab I | 1 | PHYS 163, Intro Physics Lab II | 1 |
| MATH 116, Elementary Statistics | 3 | BIOL 200, Microbiology | 3 |
| History I Elective | 3 | PHIL 290, Theory of Knowledge | 3 |
| Literature elective | 3 | ECON 200, Microeconomic Principles | 3 |
| Cultural Diversity Elective | 1 | | |
| Total | 18 | Total | 17 |

PRE-MORTUARY SCIENCE CURRICULUM

The Pre-Mortuary Science curriculum is administered by the department of chemistry. Most states require one or two years of general college coursework prior to admission into mortuary college. Xavier University offers a specific two-year non-degree curriculum for students who wish to earn the Bachelor in Mortuary Science degree from the Cincinnati College of Mortuary Science (CCMS). The program consists of two years at Xavier followed by five academic quarters at the CCMS.

It should be noted that Xavier and CCMS are two separate institutions and that students need to complete two admissions procedures. Xavier offers the pre-mortuary science curriculum, and CCMS offers the mortuary science curriculum and awards the Bachelor in Mortuary Science degree, which is a professionally oriented degree at the baccalaureate level.

The requirements for this 61-hour program are:

Required Courses - 21 hours

ENGL 101, SOCI 101, PSYC 101, COMM 101, ECON 200 and 201, MKTG 300

Elective Courses - 40 hours

6 credit hours of history (100-level)

6 credit hours of biology

6 credit hours of literature

6 credit hours of general electives

6 credit hours of fine arts

6 credit hours of mathematics

3 credit hours of theology/philosophy

1 credit hour of cultural diversity

Contact the department of chemistry for more information, 513 745-2063.

Pre-Mortuary Science

This block serves as a guideline for progress in the program. See your academic advisor.

First Semester *Credit Hours* *Second Semester* *Credit Hours*

Freshman Year

| | | | |
|--|-----------|--|-----------|
| History I Elective | 3 | History II Elective | 3 |
| ENGL 101, English Composition | 3 | Literature | 3 |
| Biology | 3 | Biology | 3 |
| Mathematics Elective (MATH 105-180) * .. | 3 | Mathematics Elective (MATH 105-180) * .. | 3 |
| SOCI 101, Intro to Sociology | 3 | PSYC 101, General Psychology | 3 |
| Total | 15 | Total | 15 |

Sophomore Year

| | | | |
|--|-----------|--|-----------|
| Literature | 3 | COMM 101, Oral Communication | 3 |
| Fine Arts | 3 | Fine Arts | 3 |
| ECON 200, Microeconomic Principles | 3 | ECON 201, Macroeconomic Principles | 3 |
| Theology/Philosophy | 3 | MKTG 300, Principles of Marketing | 3 |
| General Elective | 3 | General Elective | 3 |
| Cultural Diversity Elective | 1 | | |
| Total | 16 | Total | 15 |

* MATH 105 (unlike other programs) does count in this MATH area.

* * * * *

THE DEPARTMENT OF CLASSICS

The Department of Classics offers two bachelor's degrees, the Bachelor of Arts in Classics and the Bachelor of Arts in Classical Humanities, as well as minors in Greek, Latin and Classical Humanities. In addition, the department plays a major role in the Honors Bachelor of Arts degree. For this degree, see page 89 in Special University Programs.

FACULTY

Faculty: DR. CUEVA, *chair*; FR. BENDA, DR. BYRNE, DR. GALLAGHER, DR. HARRISON

BACHELOR OF ARTS DEGREE IN CLASSICS

The Bachelor of Arts degree in Classics is designed to bring students into intimate contact with the world of the ancient Romans and Greeks through the study of their language, literature and culture. It introduces them to that era when Western society was for the first time in recorded history dealing with and recording many of the same problems and questions with which we are still grappling today.

Requirements for the Classics Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Foreign language requirement: 12 hours (or equivalent competence) of a second foreign language.

Major Requirements

- 0-12 lower division hours in Latin or Greek (the number depending on prior achievement).
- 21 hours in Latin or Greek beyond the intermediate language level.
- A 2.500 cumulative average must be attained in the above courses.
- Pass a comprehensive examination upon completion of a senior thesis.
- In addition to the above requirements, the student has 18-24 hours of non-designated electives which can be used to meet specific interests or needs.

B.A. Classics

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | |
|---|--|
| ENGL 101 or 115, Engl Comp or Rhetoric .. 3 | History II Elective 3 |
| History I Elective 3 | LATN 102, Elementary Latin II OR |
| LATN 101, Elementary Latin I OR | GREK 102, Elementary Greek II 3 |
| GREK 101, Elementary Greek I 3 | Mathematics Elective 3 |
| Mathematics Elective 3 | Foreign Language Elective 3 |
| Foreign Language Elective 3 | PHIL 100, Ethics as Intro to Philosophy 3 |
| Total 15 | Total 15 |

Sophomore Year

| | |
|---|--|
| Literature Elective 3 | ENGL/CLAS 205, Lit & the Moral Imag 3 |
| LATN 201, Intermediate Latin I: Prose 3 | Latin or Greek Elective 3 |
| or GREK 201, Attic Prose 3 | Foreign Language Elective 3 |
| Foreign Language Elective 3 | Science Elective 3 |
| Science Elective 3 | PHIL 290, Theory of Knowledge 3 |
| THEO 111, Theological Foundations 3 | Cultural Diversity Elective 1 |
| Total 15 | Total 16 |

B.A. Classics, continued

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Junior Year

| | |
|--|--|
| General Electives 6 | General Elective 3 |
| Latin or Greek Elective 3 | Latin or Greek Elective 3 |
| Social Science Elective 3 | Social Science Elective 3 |
| Theology Scrip/Hist or Christ Sys Elective . 3 | Philosophy Elective 3 |
| | Theology Ethics or Rel/Cult Elective 3 |
| Total 15 | Total 15 |

Senior Year

| | |
|----------------------------------|---------------------------------|
| Latin or Greek Electives 6 | General Electives 8 |
| Fine Arts Elective 3 | Latin or Greek Elective 6 |
| Science Elective 3 | |
| E/RS Focus Elective 3 | |
| Total 15 | Total 14 |

Scheduling Notes

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE GREEK MINOR

- 15 hours in Greek courses beyond the Elementary II level.
- A 2.500 cumulative average is required in all Greek courses.

REQUIREMENTS FOR THE LATIN MINOR

- 15 hours in Latin courses beyond the Elementary II level.
- A 2.500 cumulative average is required in all Latin courses.

BACHELOR OF ARTS DEGREE IN CLASSICAL HUMANITIES

This program is designed to offer a major for those students who have an interest in the ancient world but prefer breadth rather than specialization in their undergraduate education or seek to pursue the equivalent of a second major. This program combines the minimum number of course requirements with a maximum number of elective courses. The 24 hours of study of the ancient Greek and Roman world will give the student a somewhat intensive knowledge of the cultures, which in time and place are far removed from our own but which have exercised a very strong and continuing influence on modern civilization.

Requirements for the Classical Humanities Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Foreign language requirement included within the major.

Major Requirements

- 0-12 lower division hours in Latin or Greek (the number depending on prior achievement).
- 6 hours in Latin or Greek beyond the intermediate language level.
- 18 hours in classical culture offerings.
- A 2.500 cumulative average must be attained in the above courses.
- In addition to the above requirements, the student has approximately 26 hours of non-designated electives which can be used to meet specific interests or needs.

B.A. Classical Humanities

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours.</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|----------------------|------------------------|---------------------|
|-----------------------|----------------------|------------------------|---------------------|

Freshman Year

| | |
|---|--|
| LATN 101, Elementary Latin I OR | LATN 102, Elementary Latin II OR |
| GREK 101, Elementary Greek II 3 | GREK 102, Elementary Greek II 3 |
| History I Elective 3 | History II Elective 3 |
| Mathematics Elective 3 | Mathematics Elective 3 |
| THEO 111, Theological Foundations 3 | PHIL 100, Ethics as Intro to Philosophy 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. 3 | Literature Elective 3 |
| Total 15 | Total 15 |

Sophomore Year

| | |
|--|--|
| Latin OR Greek Elective 3 | Latin OR Greek Elective 3 |
| Science Elective 3 | Science Elective 3 |
| Theology Scrip/Hist or Christ Sys Elective . 3 | PHIL 290, Theory of Knowledge 3 |
| Classics Elective 3 | Classics Elective 3 |
| Social Science Elective 3 | Social Science Elective 3 |
| Cultural Diversity Elective 1 | |
| Total 16 | Total 15 |

Junior Year

| | |
|---|---|
| Latin OR Greek upper division course OR Elective 3 | Latin OR Greek upper division course OR Elective 3 |
| Theology Ethics or Rel/Cult Elective 3 | Philosophy Elective 3 |
| Classics Elective 3 | Classics Elective 3 |
| General Electives 6 | ENGL/CLAS 205, Lit and the Moral Imag . 3 |
| | General Elective 3 |
| Total 15 | Total 15 |

Senior Year

| | |
|------------------------------|------------------------------|
| General Elective 3 | Classics Elective 3 |
| Fine Arts Elective 3 | General Elective 11 |
| Science Elective 3 | |
| E/RS Focus Elective 3 | |
| Classics Elective 3 | |
| Total 15 | Total 14 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE CLASSICAL HUMANITIES MINOR

- 18 hours in classical culture courses offerings.
- A 2.500 cumulative average must be attained in the classical culture courses.

NOTE: Courses with the CLAS designation require no knowledge of an ancient language. Courses with the LATN and GREK designations can apply to the Classical Humanities Minor.

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THE DEPARTMENT OF COMMUNICATION ARTS

The Department of Communication Arts offers an Associate of Arts degree and a Bachelor of Arts degree in four areas: Advertising, Electronic Media, Organizational Communication, and Public Relations. For more information on the associate degree, contact the Center for Adult and Part-time Students (CAPS). Also offered are minors in Communication Arts & Performance Studies.

FACULTY

Faculty: DR. FINCH, chair; DR. DAILY, MR. HAGERTY, DR. J. KING, DR. MICHELS, DR. PATNODE, MR. T. SCHICK, MR. SMITH, DR. WOOD

Academic Staff: MS. MIMS, MS. PEARCE, MS. TIGHE

Adjunct Faculty : MR. ADDINO, MS. DAILY, MR. FELD, MS. GILCHRIST, MS. HAGERTY, MR. HILL, MS. HOLTkamp, MR. MASTRIANI, MR. MUELLER, MS. O'MEARA, MR. OVERBECK, MS. PADGETT, DR. RUGEN, MS. SPRINGFIELD, FR. THEPE, MR. TURNER, MR. WOLFE, MR. ZAHN, MS. ZINK

BACHELOR OF ARTS DEGREE IN COMMUNICATION ARTS

The Communication Arts majors will help students understand the communication process, develop essential skills, and form positive attitudes toward the role that, as educated adults, they will play in society. Basic skills in written and spoken communication receive emphasis in all four COMM majors: advertising, electronic media, organizational communication, and public relations.

In order to complete all requirements for the degree, students should formally declare one of the four departmental majors by the end of their freshmen year. Departmental guidance is necessary to ensure proper sequencing of classes. Proficiency in writing skills is required in all courses, and continued improvement in writing, speaking, and word-processing skills is expected. All COMM majors are required to take at least one writing course, one speaking course, one course in interpersonal communication, and the introductory survey course. Qualified communication arts students are encouraged to take advantage of internship opportunities in their respective majors to gain practical professional experience.

Many students within the department work closely with the University's television production studio and its FM radio station, WVXU. The television studio is very active in program production for cable television and industrial usage. The radio station broadcasts to the tri-state and Michigan areas from its new building and has received national recognition for its work. Both facilities utilize students in a number of roles and encourage the development of high professional standards. The Xavier University Vonters Haar Chapter of the Public Relations Student Society of America (PRSSA) and the Student Art Club provide opportunities for students to network with area professionals and gain meaningful practical experience.

Requirements for the Communication Arts Majors

Core Curriculum Requirements (see page 94): 64 hours

Major Requirements: 36 hours

- Advertising: COMM 100, 101, 207, 230, 329, 330, 332, 334, 439, nine hours of guided COMM electives.
- Electronic Media: COMM 100, 101, 207, 240, 250, 340, 341 or 350, 345 or 346, twelve hours of guided COMM electives.
- Organizational Communication: COMM 100, 101, 207, 209, 260, 264, 301, 363, 462, 469, six hours of guided COMM electives.
- Public Relations: COMM 100, 101, 207, 270, 271, 370, 477, 479, a three hour research course, a three hour advanced writing course, and six hours of guided COMM electives.
- A 2.000 cumulative average must be attained in the communication arts courses.

Since each major recommends certain courses as COMM electives, it is important that students work closely with their academic advisors in the choice of these electives.

B.A. Communication Arts

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|---|---------------------|---|---------------------|
| Freshman Year | | | |
| Foreign Language Elective | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| THEO 111, Theological Foundations | 3 | Foreign Language Elective | 3 |
| History I Elective | 3 | Literature Elective | 3 |
| COMM 100, Survey of Comm Studies | 3 | History II Elective | 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | COMM 101, Oral Communication | 3 |
| Total | 15 | Total | 15 |
| Sophomore Year | | | |
| Science Elective | 3 | Science Elective | 3 |
| Fine Arts Elective | 3 | ENGL/CLAS 205, Lit and the Moral Imag . | 3 |
| Mathematics Elective | 3 | Mathematics Elective | 3 |
| PHIL 290, Theory of Knowledge | 3 | Theology Scrip/Hist or Christ Sys Elective . | 3 |
| COMM 207, Interpersonal Communication | 3 | Communication Arts Course | 3 |
| Cultural Diversity Elective | 1 | | |
| Total | 16 | Total | 15 |
| Junior Year | | | |
| Philosophy Elective | 3 | E/RS Focus Elective | 3 |
| Social Science Elective | 3 | Social Science Elective | 3 |
| Science Elective | 3 | Theology Ethics or Rel/Cult Elective | 3 |
| Communication Arts Courses | 6 | Communication Arts Courses | 6 |
| Total | 15 | Total | 15 |
| Senior Year | | | |
| Communication Arts Courses | 6 | Communication Arts Courses | 6 |
| General Electives | 9 | General Electives | 9 |
| Total | 15 | Total | 15 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

Communication Arts Major Requirements

ADVERTISING

The goal of the Advertising major is to prepare students for a career in the field of advertising. This program offers a comprehensive study of advertising, including the principles of advertising, creative concepts, media planning, research, and management.

Requirements (36 credit hours):

- COMM 100, Survey of Communication Studies
- COMM 101, Oral Communication
- COMM 207, Interpersonal Communication
- COMM 230, Introduction to Advertising
- COMM 329, Communication Research Techniques

COMM 330, Creative Concepts in Advertising
COMM 332, Media Planning
COMM 334, Advertising in Modern Society
COMM 439, Senior Seminar: Advertising Practice and Management
Communication Arts Electives (9 credit hours)

ELECTRONIC MEDIA

The Electronic Media major will prepare students for entry-level positions in radio, television, cable, and corporate video. The program emphasizes those skills which are necessary for work in both the commercial and noncommercial broadcast areas, as well as corporate uses of the electronic media.

Requirements (36 credit hours):

COMM 100, Survey of Communication Studies
COMM 101, Oral Communication
COMM 207, Interpersonal Communication
COMM 240, Fundamentals: Electronic Media
COMM 250, Video Production and Technology
COMM 340, Audio Production and Technology
COMM 341, Radio Lab, **OR**
COMM 350, Television Lab
COMM 345, Introduction to Broadcast Journalism, **OR**
COMM 346, Introduction to Broadcast Writing
Communication Arts Electives (12 credit hours)

ORGANIZATIONAL COMMUNICATION

Organizational Communication students have the opportunity to gain the knowledge and practical skills necessary to promote effective communication processes within public and private organizations. The program emphasizes both written and oral communication, and students are encouraged to prepare themselves for a broad range of employment possibilities in areas such as sales, special events planning, human resources, industrial relations, training, and management.

Requirements (36 credit hours):

COMM 100, Survey of Communication Studies
COMM 101, Oral Communication
COMM 207, Interpersonal Communication
COMM 209, Group Dynamics
COMM 260, Organizational Communication
COMM 264, Persuasion
COMM 301, Presentational Speaking
COMM 363, Written Communication in Organizations
COMM 462, Principles & Practices of Interviewing
COMM 469, Senior Seminar: Organizational Communication
Communication Arts Electives (6 credit hours)

PUBLIC RELATIONS

The Public Relations major combines comprehensive theory and specific practical skills, in the context of a humanistic liberal education, to prepare students for public relations careers in the corporate, private nonprofit, and public sectors; or for a broad range of other careers that benefit from careful thinking and clear communication.

Requirements (36 credit hours):

COMM 100, Survey of Communication Studies
COMM 101, Oral Communication
COMM 207, Interpersonal Communication
COMM 270, Principles of Public Relations
COMM 271, Public Relations Writing or COMM 275, Newswriting
COMM 370, Media and Public Relations
COMM 477, Senior Seminar: Public Relations Management

COMM 479, Public Relations Ethics in Modern Society
Research, selected from COMM 277, 329, 462.
Advanced Writing, selected from COMM 346, 363, 371, 375, 406, 446
Communication Arts Electives (6 credit hours)

REQUIREMENTS FOR THE COMMUNICATION ARTS MINOR

18 hours from the following:

- COMM 207, Interpersonal Communication
- COMM 209, Group Dynamics
- COMM 223, Survey of Mass Media
- COMM 224, Intercultural Communication
- COMM 301, Presentational Speaking
- One upper-level communication arts writing course from the following options:
COMM 271, 275, 346, 363, 371, 375, 406, or 446.
- A 2.000 cumulative grade point average must be attained in all courses taken in the minor.

REQUIREMENTS FOR THE PERFORMANCE STUDIES MINOR

18 hours from the following:

- COMM 202, Performance Studies: Performing Texts
- COMM 203, Performance Studies: Staging Texts
- COMM 217, Acting I
- COMM 218, Introduction to the Theatre
- COMM 317, Acting II
- COMM 318, Directing for the Stage
- A 2.000 cumulative grade point average must be attained in all courses taken in the minor.

REQUIREMENTS FOR THE ASSOCIATE OF ARTS DEGREE IN A COMMUNICATION ARTS MAJOR

Core Curriculum Requirements (see page 96): 31 hours

Concentration Requirements:

- Advertising (21 hours): COMM 100, 101, 207, 230, 332, 329 and three hours of COMM electives.
- Electronic Media (24 hours): COMM 100, 101, 207, 240, 250, 340, 341 or 350, 345 or 346.
- Organizational Communications (21 hours): COMM 100, 101, 207, 209, 260, and six hours of COMM electives.
- Public Relations (21 hours): COMM 100, 101, 207, 270, 271, and six hours of COMM electives.
- A 2.000 cumulative average must be attained in the communication arts courses.

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THE DEPARTMENT OF ENGLISH

The Department of English offers the Bachelor of Arts, the Associate of Arts, and the Master of Arts in English degrees. For information on the associate degree, contact the Center for Adult and Part-time Students (CAPS). Also offered is a minor in English.

FACULTY

Faculty: DR. WILLIAMS, *chair*; MS. AUSTIN, DR. CLINE-BAILEY, FR. CONNOLLY, DR. FINKELSTEIN, DR. FONTANA, DR. GETZ, DR. HERREN, MS. McCARTY, DR. RAINEY, DR. REID, DR. RUSSELL, DR. C. SNODGRASS, DR. SOUSA, DR. THOMAS, DR. WINKELMANN, DR. WYETT

BACHELOR OF ARTS DEGREE IN ENGLISH

The major in English is designed to develop writing skills, a critical and historical understanding of the English language and its literature, and a knowledge of current theories of literature, language, and humanistic interpretation. The English major is an excellent preparation for law school and for careers in education, journalism, editing, publishing, and other communications fields. It is also a fine preparation for a variety of business careers and for graduate school in business and, with appropriate science courses, for medical school.

Requirements for the English Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Literature requirement included within the major.

Major Requirements

- 36 hours of English courses: ENGL 115, 205-Major's section, 221, 302 or 303, 499, seven upper-level electives (300-498) including one each in Shakespeare, British literature, American literature, and language or writing.
- A 2.000 cumulative average must be attained in the English courses.

Undergraduates who wish to be certified as teachers of English on the secondary level are advised to consult with the Chair of the English Department and with the Office of Teacher Education and Placement regarding specific requirements for teacher certification.

B.A. English

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|---|---------------------|--|---------------------|
| Freshman Year | | | |
| ENGL 115, Rhetoric | 3 | ENGL/CLAS 205, Lit & Moral Imag (Major's section) | 3 |
| History I Elective | 3 | History II Elective | 3 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| PHIL 100, Ethics as Intro to Philosophy | 3 | THEO 111, Theological Foundations | 3 |
| Mathematics Elective | 3 | Mathematics Elective | 3 |
| Total | 15 | Total | 15 |
| Sophomore Year | | | |
| ENGL 221, Poetry | 3 | ENGL 302, Modern Literacy Theory OR ENGL 303, History of Lit & Criticism | 3 |
| PHIL 290, Theory of Knowledge | 3 | Theology Scrip/Hist or Christ Sys Elective . | 3 |
| Science Elective | 3 | Science Elective | 3 |
| Social Science Elective | 3 | Social Science Elective | 3 |
| Fine Arts Elective | 3 | Social Science Elective | 3 |
| Cultural Diversity Elective | 3 | E/RS Focus Elective | 3 |
| Total | 16 | Total | 15 |

B.A. English, continued

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------------------|---------------------|--|---------------------|
| Junior Year | | | |
| ENGL 425, Shakespeare | 3 | American Literature Elective | 3 |
| British Literature Elective | 3 | Language/Writing Elective | 3 |
| Philosophy Elective | 3 | Theology Ethics or Rel/Cult Elective | 3 |
| Science Elective | 3 | General Elective | 6 |
| General Elective | 3 | | |
| Total | 15 | Total | 15 |

| | | | |
|------------------------|-----------|--|-----------|
| Senior Year | | | |
| English Elective | 6 | ENGL 499, English Senior Seminar | 3 |
| General Elective | 9 | English Elective | 3 |
| | | General Elective | 8 |
| Total | 15 | Total | 14 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE ENGLISH MINOR

- 18 hours of English courses: ENGL 115, 205-Major's section, 221, three upper-level electives (300-498) including one each in British literature and American literature.
- A 2.000 cumulative average must be attained in the English courses.

**REQUIREMENTS FOR THE ASSOCIATE OF ARTS
DEGREE IN ENGLISH**

Core Curriculum Requirements (see page 96): 28 hours

Concentration Requirements

- 15 hours of English courses: ENGL 115, 221, three upper-level electives (300-498) including one each in British literature and American literature.
- A 2.000 cumulative average must be attained in the English courses.

MASTER OF ARTS DEGREE IN ENGLISH

The program for the Master of Arts degree in English is designed to develop critical, expository, and research skills, a critical and historical understanding of literature and language, and a working knowledge of current theories of interpreting and evaluating literary texts.

The student chooses one of two programs:

- Plan A: 30 semester hours of course work, 18 of which must be in 500 level only or 600 level courses. Plan A is recommended for most students.
- Plan B: 24 semester hours of course work, 15 of which must be in 500 level only or 600 level courses, plus a written thesis, which, when approved, earns six hours of credit. This thesis must be written under the guidance of a member of the English Department and must demonstrate the student's ability to do research and original critical analysis.

The following courses are required by both plans:

- ENGL 512 - Literary Theory
- ENGL 525 - Shakespeare
- A 300 or 500 level English course on language if the student has not taken one as an undergraduate
- A 500 or 600 level course on women or minority authors
- One graduate seminar
- The remaining courses are English electives, which must be approved by the department chair.

During study for the MA, students must demonstrate reading knowledge of a foreign language. At the close of their studies, they must pass a written comprehensive examination based on fifteen works of literature and literary theory. Eleven of these works are chosen by the department every two years; the remaining four are chosen by the individual student. The comprehensive examination is given in April and November.

The Master of Arts program in English invites applications from students with a bachelor's degree and a solid academic record. Students seeking admission are expected to have a 3.000 average in their undergraduate English courses. Applicants should have excellent writing skills and a strong background in the humanities but need not be undergraduate English majors. Admission decisions are based on factors such as past academic performance, standardized test score, and other information submitted.

Further information and application materials may be obtained from the Office of Graduate Services, 312 Elet Hall, 513 745-3360.

Courses are offered in the evening for the convenience of part-time students.

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THE DEPARTMENT OF HISTORY

The Department of History offers the Bachelor of Arts and the Associate of Arts degrees in History. For information on the associate degree, contact the Center for Adult and Part-time Students (CAPS). Also offered is a minor in History.

FACULTY

Faculty: FR. LAROCCA, *chair*; DR. C. ANDERSON, DR. FAIRFIELD, DR. FORTIN, FR. GRAHAM, DR. GRUBER, DR. JEFFERSON, MR. KEARNS, DR. KORROS, MR. LAROCQUE, MS. O'HARA, DR. SARNOFF, DR. SMYTHE, DR. TIRO

Adjunct Faculty: DR. COSTA, MS. GIBLER, MR. UHRIG, MR. TERRY, MR. WEISBROD

BACHELOR OF ARTS DEGREE IN HISTORY

The History major provides an excellent foundation for a wide variety of career choices. The study of history encourages one to examine closely the institutions, ideas, and systems that shape our world, and through acquaintance with civilizations different from our own in time or culture, it provides valuable comparative frames of reference.

History makes a unique contribution to a liberal education. It requires the attainment of a sympathetic appreciation of events and developments seen, not in isolation, but as part of a complex process. The study of history encourages depth of understanding through the development of analytic and critical skills. It trains one to seek valid conclusions that are based on all available sources of information. The study of history, therefore, prepares students to be successful in a wide variety of careers and professions. The History major is available with the Business minor for those who wish it.

Requirements for the History Major

Core Curriculum Requirements (see page 94): 64 hours, including

- History requirement included within the major.

Major Requirements

- 36 hours of history courses:
 - a. Complete two of the five sequences of HIST 123/124, HIST 133/134, HIST 143/144, HIST 151/152, or HIST 161/162.
 - b. Five 3-hour elective courses (HIST 200-399).
 - c. Three 3-hour seminars (HIST 400-480).
- A 2.000 cumulative average must be attained in the history courses.

B.A. History

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|---|---------------------|---|---------------------|
| Freshman Year | | | |
| History Level I (1st sequence) | 3 | History Level II (1st sequence) | 3 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| Science Elective | 3 | Science Elective | 3 |
| PHIL 100, Ethics as Intro to Philosophy | 3 | THEO 111, Theological Foundations | 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | Literature Elective | 3 |
| Total | 15 | Total | 15 |

B.A. History, continued

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Sophomore Year

| | | | |
|--|-----------|--|-----------|
| History Level I (2nd sequence) | 3 | History Level II (2nd sequence) | 3 |
| Social Science Elective | 3 | ENGL/CLAS 205, Lit and the Moral Imag . | 3 |
| Mathematics Elective | 3 | Mathematics Elective | 3 |
| Theology Scrip/Hist or Christ Sys Elective . | 3 | PHIL 290, Theory of Knowledge | 3 |
| Elective (<i>continued study of foreign language strongly recommended</i>) | 3 | Elective (<i>continued study of foreign language strongly recommended</i>) | 3 |
| Cultural Diversity Elective | 1 | | |
| Total | 16 | Total | 15 |

Junior Year

| | | | |
|--|-----------|---------------------------|-----------|
| History Elective | 6 | History Elective | 3 |
| History Seminar | 3 | History Seminar | 3 |
| Theology Ethics or Rel/Cult Elective | 3 | Science Elective | 3 |
| Social Science Elective | 3 | General Elective | 3 |
| | | E/RS Focus Elective | 3 |
| Total | 15 | Total | 15 |

Senior Year

| | | | |
|--------------------------|-----------|---------------------------|-----------|
| History Elective | 3 | History Elective | 3 |
| History Seminar | 3 | Philosophy Elective | 3 |
| Fine Arts Elective | 3 | General Elective | 8 |
| General Elective | 6 | | |
| Total | 15 | Total | 14 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE HISTORY MINOR

- 18 hours of history courses: complete one of the five sequences of HIST 123/124, HIST 133/134, HIST 143/144, HIST 151/152, or HIST 161/162; one additional course from HIST 123, 124, 133, 134, 143, 144, 151, 152, 161, 162; two 3-hour electives from 200-399; and a 3-hour seminar from 400-479.
- A 2.000 cumulative average must be attained in the history courses.

**REQUIREMENTS FOR THE ASSOCIATE OF ARTS
DEGREE IN HISTORY**

Core Curriculum Requirements (see page 96): 31 hours, including

- History requirement included within the concentration.

Concentration Requirements:

- 15 hours of history courses: HIST 134 or 144 continuation of core course, and four electives chosen from HIST 200-399.
- A 2.000 cumulative average must be attained in the history major.

MASTER OF ARTS DEGREE IN HUMANITIES

"THE HUMAN SEARCH FOR MEANING AND VALUES" is the integrating theme of the interdisciplinary humanities program. It is designed to provide intellectual stimulation, personal growth, and self-satisfaction for mature adults who believe that learning should be an exciting, lifelong experience.

The program is intended especially for established adults who wish to continue their education on a part-time basis. Courses are available in the evening for the convenience of those with family or job responsibilities during the day. Initial courses in the program are structured so as to facilitate the return of those who have been away from academic life for some time.

The program is both focused and flexible. It requires the successful completion of thirty semester hours of graduate course work. Fifteen of these hours constitute the program's core. They provide extensive opportunity for reading, discussion, and critical analysis in the humanities -- literature, history, philosophy/theology, and the fine arts. Some core courses are taught by faculty teams representing different disciplines. At least 60% of the course work must be in courses numbered 500 or above.

Core Requirements

- Seminars: Humanities 501-508. Students must take two of these courses; the others may be taken as electives.
- LANGUAGE OF THE HUMANITIES (HUMN 511).
- THE QUEST FOR MEANING AND VALUES, satisfied by completing an approved course in either philosophy or theology.
- LITERATURE AND THE HUMAN IMAGINATION, satisfied by taking an approved course in literature.

Elective Courses

- 15 hours chosen from approved courses in the humanities, liberal arts, and social sciences. Through these elective courses, students may tailor the program to their individual interests. Provision is made for independent study opportunities and for short-term as well as semester-length courses.

With its orientation toward personal growth and self-satisfaction, the Master of Arts in Humanities is not a research program. There is no foreign language requirement or formal research thesis. Each student must, however, present an acceptable final project (humanities essay or alternative project) at the conclusion of the course of study.

Admission is open to any interested person with a bachelor's degree and a good academic record, regardless of undergraduate major. Applicants must have the director's approval prior to registering for courses. For further information regarding admission, see page 55 of this catalog.

Further information and application materials may be obtained from the Office of Graduate Services, 312 Elet Hall, 513 745-3360.

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THE DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

The Department of Mathematics and Computer Science offers two degrees, the Bachelor of Science in Mathematics and the Bachelor of Science in Computer Science, as well as minors in Mathematics and Computer Science.

FACULTY

Faculty: DR. J. SNODGRASS, *chair*; DR. BELCASTRO, DR. BERRY, DR. CHUDNOVSKY, DR. FLASPOHLER, DR. GOLDWEBER, DR. E. JOHNSON, DR. LARKIN, DR. LEWANDOWSKI, DR. MORTON, DR. OTERO, DR. PULSKAMP, DR. ROSSA, MR. STAAT, MR. TRUNNELL, DR. VANDERBILT, DR. J. WALKER

Academic Staff: MS. DORAN, MS. HOLLAND

Adjunct Faculty: MR. BARTH, MR. BUTZ, MR. COLE, MS. HIPPLE, BR. LOHREY, MS. SOUTHWICK

BACHELOR OF SCIENCE DEGREE IN MATHEMATICS

The Department of Mathematics offers a program intended to develop a student's capacity to undertake intellectually demanding mathematical tasks by emphasizing general mathematical reasoning through mastery of varied subject matter. Upon successful completion of the program, the student should be well prepared for graduate studies in mathematics and related disciplines, for teaching at the secondary level and for immediate employment by industry in a position which makes use of the talents and abilities of one trained in the mathematical sciences.

Mathematicians continue to be in demand to fill both traditional and developing roles in society. Opportunities abound for researchers in all areas of mathematics. Engineering, computer science, and the physical sciences require individuals with mathematical training. The applications of statistics are increasingly widespread. Those in the economics as well as other social and health sciences, in the business community, and in the field of law are aware of the value of mathematics, not only as a tool for problem solving, but also for developing critical and analytical skills.

Requirements for the Mathematics Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Sciences: at least 9 hours in two sciences including any two of the following: BIOL 160-161, BIOL 162-163, CHEM 160-161, CHEM 162-163, PHYS 161-170, and PHYS 163-172.
- Foreign Language: French or German recommended.
- Mathematics requirement included within the major.

Major Requirements

- 42 hours of mathematics courses: MATH 170, 171, 180, 210, 220, 230, 240, 340, 370, four elective courses (200-397). The mathematics electives should be chosen with the help of the student's advisor.
- Three hours of computer sciences: CSCI 170
- A 2.000 cumulative average must be attained in the mathematics and computer science courses.
- Successful performance on the MFT (Major Fields Test) in Mathematics.

Any student wishing to major in mathematics should consult the chair of the department before registration.

B.S. Mathematics

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|---|-----------|
| MATH 170, Calculus I | 4 | MATH 171, Calculus II | 4 |
| CSCI 170, Computer Science I | 3 | MATH 180, Elements of Discrete Math | 3 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| | | THEO 111, Theological Foundations | 3 |
| Total | 13 | Total | 16 |

Sophomore Year

| | | | |
|---|-----------|--|-----------|
| MATH 220, Calculus III | 4 | MATH 230, Differential Equations | 3 |
| MATH 210, Elementary Linear Algebra | 3 | MATH 240, Linear Algebra | 3 |
| History I Elective | 3 | History II Elective | 3 |
| Literature Elective | 3 | ENGL/CLAS 205, Lit and the Moral Imag .. | 3 |
| PHIL 290, Theory of Knowledge | 3 | Theology Scrip/Hist or Christ Sys Elective . | 3 |
| | | Cultural Diversity Elective | 1 |
| Total | 16 | Total | 16 |

Junior Year

| | | | |
|------------------------------------|-----------|--|-----------|
| MATH 340, Abstract Algebra I | 3 | MATH 370, Intro to Real Analysis | 3 |
| Mathematics Elective | 3 | Mathematics Elective | 3 |
| Philosophy Elective | 3 | Theology Ethics or Rel/Cult Elective | 3 |
| Science Elective | 4 | Science Elective | 4 |
| Fine Arts Elective | 3 | General Elective | 3 |
| Total | 16 | Total | 16 |

Senior Year

| | | | |
|-------------------------------|-----------|--|-----------|
| Mathematics Elective | 3 | Mathematics Elective | 3 |
| Social Science Elective | 3 | Social Science Elective | 3 |
| General Elective | 5 | General Elective | 3 |
| E/RS Focus Elective | 3 | Science Elective or General Elective | 4 |
| Total | 14 | Total | 13 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE MATHEMATICS MINOR

- 18 hours of mathematics courses: MATH 170, 171, 210, and at least seven additional hours of mathematics electives (MATH 180-397).
- A 2.000 cumulative average must be attained in the mathematics courses.

BACHELOR OF SCIENCE DEGREE IN COMPUTER SCIENCE

Computer technology has revolutionized society's methods for processing information and making decisions. The growth in the use of computers has increased the demand for professionals in computer science. Typical computer careers include programming and application in such areas as accounting, engineering, law, mathematics, medicine, and the sciences. Other positions include research in computer science, computer design, computer product marketing and sales, technical writing, and teaching.

Xavier's program is designed to develop, within the framework of a liberal education, the knowledge, skills, and creative analytical ability required for a productive career in computer-related fields and for graduate work in computer science or other areas.

Computer science students may elect to participate in a cooperative education experience. The cooperative education program is designed to complement students' classroom training in theoretical computer science by providing actual work experience in a real software engineering environment. In addition to gaining a deeper appreciation of classroom theory, students also make valuable professional contacts and learn more about career options in computer science.

Requirements for the Computer Science Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Sciences (15 hours): PHYS 170, 172, 242, 243, 244 and 245; and complete three hours of a second science from BIOL or CHEM or PSYC.
- Mathematics (14 hours) MATH 170, 171, 180, and 156 or 210.

Major Requirements

- 36 hours of computer science courses: CSCI 170, 180, 181, 210, 220, 250, 260, 300, 310, 320, 390, plus six hours of computer science electives (CSCI 200-397).
- A 2.000 cumulative average must be attained in the computer science courses.
- Fulfill the current senior comprehensive requirements.

Some students elect to complete a second major in mathematics or some other discipline; some others choose the business major or a minor in a related field. Any student wishing to major in computer science should consult a member of the computer science staff before registration.

B.S. Computer Science

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|---|---------------------|--|---------------------|
| Freshman Year | | | |
| CSCI 170, Computer Science I | 3 | CSCI 180, Computer Science II | 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | CSCI 181, Computer Science Lab | 1 |
| MATH 170, Calculus I | 4 | MATH 171, Calculus II | 4 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| THEO 111, Theological Foundations | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| | | MATH 180, Elements of Discrete Math | 3 |
| Total | 16 | Total | 17 |

Sophomore Year

| | | | |
|--|-----------|--|-----------|
| CSCI 220, Data Structures & Algorithms | 3 | CSCI 260, Software Engineering | 3 |
| CSCI 210, Machine Org & Assembly Lang . | 3 | CSCI 250, Languages & Automata | 3 |
| PHYS 170, University Physics I | 3 | PHYS 172, University Physics II | 3 |
| Theology Scrip/Hist or Christ Sys Elective . | 3 | PHIL 290, Theory of Knowledge | 3 |
| Literature Elective | 3 | ENGL/CLAS 205, Lit & the Moral Imag | 3 |
| Cultural Diversity Elective | 1 | | |
| Total | 16 | Total | 15 |

B.S. Computer Science, continued

First Semester *Credit Hours* *Second Semester* *Credit Hours*

Junior Year

| | |
|---|---|
| CSCI 300, Programming Languages 3 | CSCI 310, Compiler Construction 3 |
| PHYS 242, Electronics I 2 | PHYS 244, Electronics II 2 |
| PHYS 243, Electronics Lab I 1 | PHYS 245, Electronics Lab II 1 |
| History I Elective 3 | History II Elective 3 |
| Science Elective 3 | Philosophy Elective 3 |
| MATH 156, General Statistics OR | Computer Science Elective 3 |
| MATH 210, Elementary Linear Algebra ... 3 | |
| Total 15 | Total 15 |

Senior Year

| | |
|--|--|
| CSCI 320, Operating Systems 3 | CSCI 390, Senior Seminar & Project + 2 |
| General Elective 3 | Computer Science Elective 3 |
| Social Science Elective 3 | Social Science Elective 3 |
| Theology Ethics or Rel/Cult Elective 3 | General Elective 3 |
| Fine Arts Elective 3 | |
| Total 15 | Total 11 |

+ Students taking Senior Seminar and Project should contact the chair of the Mathematics and Computer Science Department one semester before enrolling in this course.

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE COMPUTER SCIENCE MINOR

- 16 hours of computer science (or related) courses: CSCI 170, 180, 181, 210, 220, plus one approved 3-hour CSCI elective course.
- A 2.000 cumulative average must be attained in all computer science courses.

SPECIAL NOTE

Students without a strong background in high school mathematics often experience difficulty in computer science courses. All courses require out-of-class time in the computer lab.

See the Department of Information Systems for additional computer courses.

* * * * *

THE DEPARTMENT OF MODERN LANGUAGES

The Department of Modern Languages offers the Bachelor of Arts and Associate of Arts degrees in French, German, and Spanish. For information on the associate degrees, contact the Center for Adult and Part-time Students (CAPS). Also offered are minors in French, German, Spanish and Latin American Studies, as well as other language courses.

FACULTY

Faculty: DR. RECKER *chair*; DR. CEO-DIFRANCESCO, DR. COMPTON, DR. HODGSON, FR. KENNEALY, DR. KNUTSON, DR. MANTERO, DR. RODENO

Academic Staff: MS. GODDARD, MS. McDIARMID

Adjunct Faculty: American Sign Language - MS. FLEMING, MR. MILLER, MS. MONAHAN, MS. TRUJILLO; French - MS. BIERBAUM-CARDIN, MS. LAJEUNESSE, MS. LOWE-DUPAS; German - MS. HASLER; Italian - MS. FROIKIN; Japanese - MS. SAMBE; Spanish - MS. GARCIA, MS. MERZ, MR. MILETTI, MS. SOTELO, MS. URRUTIA, MS. VASSILIOU, MS. WHARRAM

A placement test is administered to those students who took French, German, or Spanish in high school. The result determines the number of courses needed in order to fulfill the foreign language requirement.

All French/German/Spanish majors must complete a one-credit senior project (FREN/GERM/SPAN 399). All courses must be in the appropriate language (French/German/Spanish) to count towards the major.

BACHELOR OF ARTS DEGREE IN FRENCH, GERMAN OR SPANISH

The programs for majors in French, German, and Spanish offered by the Department of Modern Languages provide an opportunity for the development of proficiency in the spoken and written language, as well as a study of the literature and civilization in areas where the language is spoken.

Requirements for the Modern Languages Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Foreign language requirement included within the major.

Major Requirements

- Placement test to determine which lower division courses are required.
- Completion of 28 hours of upper division courses (300-499) taught in the foreign language:
 - a. French: must include nine hours from those numbered FREN 300-351; nine hours from 420-461 and nine hours of electives from FREN 300-499.
 - b. German: must include nine hours from those numbered GERM 300-351; nine from 410-470 and nine hours of electives from GERM 300-499.
 - c. Spanish: must include SPAN 300 and 301, three additional hours from SPAN 300-306, six hours from SPAN 325-496, three hours of literature from SPAN 400-490, 497 and twelve additional hours from SPAN 300-499.
 - d. Senior project: must complete the one credit course (FREN/GERM/SPAN 399).

Students are encouraged to combine a modern language major with a second major or a related minor.

Undergraduates who wish to be certified as teachers of French, German or Spanish are advised to consult with the department education coordinator, Dr. Diane Ceo-DiFrancesco, and with the Office of Teacher Education in Elet Hall regarding specific requirements for language teacher certification.

B. A. French/German/Spanish

This block serves as a guideline for progress toward a degree. See your academic advisor.

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | |
|---|--|
| History I..... 3 | History II 3 |
| FREN/GERM/SPAN 201, Intermediate I 3 | FREN/GERM/SPAN 202, Intermediate II .. 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. 3 | Science Elective 3 |
| Mathematics Elective 3 | PHIL 100, Ethics as Intro to Philosophy 3 |
| Fine Arts Elective 3 | Mathematics Elective 3 |
| Total 15 | Total 15 |

Sophomore Year

| | |
|---|--|
| Social Science Elective 3 | Social Science Elective 3 |
| THEO 111, Theological Foundations 3 | French, German or Spanish Elective 3 |
| Science Elective 3 | Theology Scrip/Hist or Christ Sys Elective . 3 |
| FREN/GERM/SPAN 300, Level Course 3 | Science Elective 3 |
| PHIL 290, Theory of Knowledge 3 | General Elective 3 |
| Cultural Diversity Elective 1 | |
| Total 16 | Total 15 |

Junior Year

| | |
|--|--|
| Literature Elective 3 | ENGL/CLAS 205, Lit and the Moral Imag . 3 |
| Philosophy Elective 3 | French, German or Spanish Elective 6 |
| French, German or Spanish Elective 6 | General Elective 3 |
| Theology Ethics or Rel/Cult Elective 3 | E/RS Focus Elective 3 |
| Total 15 | Total 15 |

Senior Year

| | |
|---|--|
| French, German or Spanish Electives 6 | French, German or Spanish Elective 3 |
| General Elective 9 | General Elective 10 |
| | FREN/GERM/SPAN 399, Senior Project ... 1 |
| Total 15 | Total 14 |

*Elementary French, German and Spanish are available to students with no previous language study or to those who place into these levels.

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE FRENCH MINOR

- 15 hours of French courses: six hours from FREN 300-351, six hours from FREN 420-461, and three hours of electives. All courses must be in French to count toward the minor.

REQUIREMENTS FOR THE GERMAN MINOR

- 15 hours of German courses: six hours from GERM 300-351, six hours from GERM 410-470, and three hours of GERM electives. All courses must be in German to count toward the minor.
- A 2.000 cumulative average must be attained in all German courses.

REQUIREMENTS FOR THE SPANISH MINOR

- 15 hours of Spanish courses: three hours from SPAN 300 and 301, twelve additional hours from SPAN 300-499. All courses must be in Spanish to count toward the minor.
- A 2.000 cumulative average must be attained in all Spanish courses.

REQUIREMENTS FOR THE LATIN AMERICAN STUDIES MINOR

- Eighteen (18) hours of courses relating to Latin America: LAS core course taught in English (SPAN 353), one course in language development (SPAN 300-305, 325, 328), one course in Latin American literature (SPAN 427-429, 440-445), one course in theology as approved, one course in Latin American history (HIST 151, 327, 340-344, 428) or Political Science as approved, one elective course from above areas or SPAN 306, 351 or 352 or as approved. Courses will be approved each semester by the program director in consultation with the chair of the appropriate department.

REQUIREMENTS FOR THE ASSOCIATE OF ARTS DEGREE IN FRENCH, GERMAN OR SPANISH

Core Curriculum Requirements (see page 96): 31 hours

Concentration Requirements:

- In which zero to twelve credit hours of lower division courses are required as determined by the placement test.
- Five upper division courses in a language:
 - a. French: must include at least six credit hours in language/culture (FREN 300-351), six credit hours in literature (FREN 410-497), and three credit hours of electives.
 - b. German: must include at least six credit hours in language/culture (GERM 300-351), six credit hours in literature (GERM 410-497), and three credit hours of electives.
 - c. Spanish: must include at least six credit hours in language (SPAN 300-306), six credit hours in literature/culture (SPAN 350-445, 495-497), and three credit hours of electives.

For further information contact:

The Department of Modern Languages
513 745-3464
1st Floor Schott Hall

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THE DEPARTMENT OF MUSIC

The Department of Music offers two bachelor's degree programs: the Bachelor of Arts in Music and, in conjunction with the Department of Education, the Bachelor of Science in Music Education. Also offered are minors in music and jazz. The department also offers a broad, general exposure to the field of music through a variety of courses for students as they pursue a liberal arts education. In addition, opportunity for instruction in an applied instrument/voice is available upon departmental approval, as is the opportunity for participation in vocal and instrumental ensembles.

FACULTY

Faculty : MS. BUEL, *chair*; MS. BEEBE, DR. ROEHRIG, DR. SKEIRIK

Adjunct Faculty: MS. ACORD, MS. ANDRES, MS. BEATY, MR. BELL, MR. BOTTOMLEY, MS. CAMPBELL, MR. CAMPIONE, MR. DEFOOR, DR. EAGEN, MR. GARDNER, MR. HART, MS. HART, MR. HINKLE, MR. HUBER, MR. JOHNS, MR. KEENE, MS. KOEPFLE, MS. KOTHEIMER, MR. LEAVITT, MR. MARQUIS, MR. MERCER, MR. MERRILL, MR. NORTON, MR. PARR, MR. PENDERGRASS, MS. SZABO-REYNOLDS, MR. SHERWOOD, MR. STUCKEY, MR. SWISHER, MS. VENNEMEYER, MR. WOOLARD

BACHELOR OF ARTS DEGREE IN MUSIC

Requirements for the Music Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Fine arts requirement included within the major.

Major Requirements

- 34 hours of music courses: MUSC 200, 201, 202, 203, 210, 211, 300, 301, 302, 303, 310, 311, 400, 420.
- 8 hours in applied music.
- 8 semesters of participation in a vocal and/or instrumental ensemble.
- Pass applied music examination at the end of each semester.
- Pass a piano proficiency examination before the senior year.
- Present a recital or write a thesis in major area of concentration during the senior year.
- Recital attendance (minimum of 40 recitals).
- A 2.000 cumulative average must be attained in the music courses.

Students are admitted to the degree programs based upon their musicality and musical literacy rather than on performance accomplishments. Musical background and proficiency in an applied instrument/voice will determine placement within the department. For a copy of Policies and Guidelines, contact the Department of Music Office.

B.A. Music

This block serves as a guideline for progress toward a degree. See your academic advisor

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|--|-----------|
| History I Elective | 3 | History II Elective | 3 |
| MUSC 200, Theory I | 3 | MUSC 202, Theory II | 3 |
| MUSC 201, Sight-singing & Dictation I | 1 | MUSC 203, Sight-singing & Dictation II | 1 |
| Applied Music | 1 | Applied Music | 1 |
| Ensemble | 1 | Ensemble | 1 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | Literature Elective | 3 |
| Mathematics Elective | 3 | THEO 111, Theological Foundations | 3 |
| | | Mathematics Elective | 3 |
| Total | 15 | Total | 18 |

B.A. Music, continued

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Sophomore Year

| | |
|---|--|
| MUSC 210, Music History & Literature I ... 3 | MUSC 211, Music History & Literature II.. 3 |
| MUSC 300, Theory III 3 | MUSC 302, Theory IV 3 |
| MUSC 301, Sightseeing & Dictation III 1 | MUSC 303, Sightseeing & Dictation IV 1 |
| Applied Music 1 | Applied Music 1 |
| Ensemble 1 | Ensemble 1 |
| Foreign Language Elective 3 | Foreign Language Elective 3 |
| PHIL 100, Ethics as Intro to Philosophy 3 | Theology Scrip/Hist or Christ Sys Elective . 3 |
| Cultural Diversity Elective 1 | |
| Total 16 | Total 15 |

Junior Year

| | |
|--|--|
| MUSC 420, Conducting I 3 | MUSC 400, Form and Analysis 3 |
| Applied Music 1 | Applied Music 1 |
| Ensemble 1 | Ensemble 1 |
| MUSC 310, Music History & Literature III.. 3 | MUSC 311, Music History & Literature IV 3 |
| Science Elective 3 | Science Elective 3 |
| PHIL 290, Theory of Knowledge 3 | Theology Ethics or Rel/Cult Elective 3 |
| Total 14 | Total 14 |

Senior Year

| | |
|--|---------------------------------|
| Applied Music 1 | Music Elective 3 |
| Ensemble 1 | Applied Music 1 |
| Senior Recital 0 | Ensemble 1 |
| General Elective 3 | E/RS Focus Elective 3 |
| ENGL/CLAS 205, Lit and the Moral Imag .. 3 | Social Science Elective 3 |
| Social Science Elective 3 | Philosophy Elective 3 |
| Science Elective 3 | |
| Total 14 | Total 14 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE MUSIC MINOR

- 18 hours of music courses: MUSC 200, 202, 210 or 310, 211 or 311, three hours in applied music, three hours in an ensemble; recital attendance is 20 minimum.
- A 2.000 cumulative average must be attained in the music courses.

REQUIREMENTS FOR THE JAZZ MINOR

- 18 hours of music courses: MUSC 101, 114, 206, 298, 306, 307, 3 hours in applied music, three hours in jazz ensemble; recital attendance is 20 minimum.
- A 2.000 cumulative average must be attained in the music courses.

BACHELOR OF SCIENCE DEGREE IN MUSIC EDUCATION

(Pre-K - 12)

Requirements for the Music Education Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Social sciences: EDSP 200 and EDFD 110.
- Fine arts requirement included within the major.

Major Requirements

- 51 hours in music courses: MUSC 200, 201, 202, 203, 210, 211, 221, 300, 301, 302, 303, 310, 311, 320, 321, 350, 351, 352, 353, 354, 401, 420, 421.
- 8 hours in applied music.
- Pass applied music examination at the end of each semester.
- 8 semesters of participation in a vocal and/or instrumental ensemble.
- 19 hours of education courses required for degree: EDFD 110, EDSP 200, EDMS 131, EDRE 471, EDMS 350, EDSP 380, and EDMS 411.
- 9 hours of student teaching and seminar (EDMS 471) for certification.
- Pass a piano proficiency examination before the senior year.
- Present a recital or write a thesis in major area of concentration during the senior year.
- Recital attendance (minimum of 40 recitals).
- A 2.000 cumulative average must be attained in the music and education courses.

Students are admitted to the degree programs based upon their musicality and musical literacy rather than on performance accomplishments. Musical background and proficiency in an applied instrument/voice will determine placement within the department. For a copy of Policies and Guidelines, contact the Department of Music.

B.S. Music Education

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|--|-----------|
| History I Elective | 3 | History II Elective | 3 |
| MUSC 200, Theory I | 3 | MUSC 202, Theory II | 3 |
| MUSC 201, Sightseeing & Dictation I | 1 | MUSC 203, Sightseeing & Dictation II | 1 |
| Applied Music | 1 | Applied Music | 1 |
| Ensemble | 1 | Ensemble | 1 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | THEO 111, Theological Foundations | 3 |
| Mathematics Elective | 3 | Foreign Language Elective | 3 |
| Foreign Language Elective | 3 | Literature Elective or PHIL 100 | 3 |
| Total | 18 | Total | 18 |

Sophomore Year

| | | | |
|---|-----------|---|-----------|
| MUSC 210, Music History & Literature I ... | 3 | MUSC 211, Music History & Literature II ... | 3 |
| MUSC 300, Theory III | 3 | MUSC 302, Theory IV (Comp.) | 3 |
| MUSC 301, Sightseeing & Dictation III | 1 | MUSC 303, Sightseeing & Dictation IV | 1 |
| Applied Music | 1 | Applied Music | 1 |
| Ensemble | 1 | MUSC 221, Methods:Early Mid Childhd ... | 2 |
| Mathematics Elective | 3 | UNST 100, EPU (Cultural Div Elective) | 1 |
| EDFD 110, Human Dev & Learning | 3 | Ensemble | 1 |
| EDMS 131, Prof Educ & Field Exp | 3 | Science Elective | 3 |
| | | PHIL 100 or Literature Elective | 3 |
| Total | 18 | Total | 18 |

B.S. Music Education, continued

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Junior Year

| | | | |
|---|-----------|---|-----------|
| MUSC 420, Conducting I..... | 3 | MUSC 421, Conducting II | 3 |
| MUSC 350, Functional Piano | 2 | MUSC 321, Methods:Adol & Yng AdultsII | 3 |
| MUSC 351, String Techniques | 1 | MUSC 352, Woodwind Techniques | 1 |
| MUSC 320, Methods:Adol & Yng Adults I. | 3 | Applied Music | 1 |
| Applied Music | 1 | Ensemble | 1 |
| Ensemble | 1 | EDRE 471, Content Area Literacy | 3 |
| PHIL 290, Theory of Knowledge | 3 | EDMS 411, Clinical Experience | 1 |
| MUSC 310, Music History & Literature III. | 3 | Science Elective | 3 |
| | | MUSC 311, Music History & Literature IV | 3 |
| Total | 17 | Total | 19 |

Senior Year

| | | | |
|--|-----------|--|-----------|
| MUSC 401, Orchestration/Arranging | 3 | MUSC 354, Percussion Techniques | 1 |
| MUSC 353, Brass Techniques | 1 | Applied Music | 1 |
| Applied Music | 1 | Senior Recital | 0 |
| Ensemble | 1 | Ensemble | 1 |
| EDSP 380, Classroom Management | 3 | Philosophy Elective | 3 |
| EDSP 200, Sp Ed: Id & Issues | 3 | Theology Ethics or Rel/Cult Elective | 3 |
| Science Elective | 3 | Theology Scrip/Hist or Christ Sys Elective . | 3 |
| ENGL/CLAS 205 , Lit & the Moral Imag ... | 3 | E/RS Focus Elective | 3 |
| | | EDMS 350, Tech & Topics for Teachers | 3 |
| Total | 18 | Total | 18 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 141 credit hours is required for the degree.
- EDMS 471, Student Teaching and Seminar (9 credit hours) is required for state licensure.

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THE DEPARTMENT OF PHILOSOPHY

The Department of Philosophy offers the Bachelor of Arts degree in Philosophy and a minor in Philosophy.

FACULTY

Faculty: DR. RETHY, *chair*; DR. BAKER, FR. BAUMILLER, DR. BLAIR, DR. BONVILLAIN, DR. BRADY, DR. COLELLA, DR. W. JONES, DR. KRUSE, FR. OPPENHEIM, DR. POLT, DR. T. QUINN, DR. SHEEHY, DR. SWEENEY, DR. SZYMKOWIAK

BACHELOR OF ARTS DEGREE IN PHILOSOPHY

The major in Philosophy is the appropriate course of study for a person intending to pursue graduate study in philosophy, and is an excellent preparation for entry into professional schools, law school and for graduate study in the humanities or social sciences.

Requirements for the Philosophy Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Philosophy requirement included within the major.

Major Requirements

- 36 hours of philosophy courses: PHIL 100, Ethics; PHIL 290, Theory of Knowledge; PHIL 311, Symbolic Logic; 3 hours of Metaphysics - either PHIL 340 or a course designated by the department as a Metaphysics elective; PHIL 399, Thesis Review; 12 hours from “History of Philosophy” sequence (typically PHIL 300-309, 362-364); and 12 hours of general electives chosen from courses numbered 300 or higher. One course from the 24 hours of history and free electives must be in a seminar, which may be restricted to students majoring or minoring in Philosophy.
- Senior Thesis, due by midterm, second semester of senior year.
- Oral examination on thesis, held at end of senior year.
- Written comprehensive examination at end of senior year. Written information on the thesis, oral examination and comprehensive examination may be obtained from the chair of the department.
- A 2.000 cumulative average must be attained in the philosophy courses.

B. A. Philosophy

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|---|-----------|
| History I Elective | 3 | History II Elective | 3 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| Science Elective | 3 | Science Elective | 3 |
| THEO 111, Theological Foundations | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| Social Science Elective | 3 | ENGL 101 or 115, Engl Comp or Rhetoric . | 3 |
| Total | 15 | Total | 15 |

B.A. Philosophy, continued

First Semester *Credit Hours* *Second Semester* *Credit Hours*

Sophomore Year

| | | | |
|---|-----------|--|-----------|
| Mathematics Elective | 3 | Mathematics Elective | 3 |
| Fine Arts Elective | 3 | Science Elective | 3 |
| PHIL 290, Theory of Knowledge | 3 | PHIL 301, Ancient Philosophy OR | |
| Theology Scrip/Hist or Christ Sys Elective .3 | | PHIL 304, Early Modern Philosophy | 3 |
| Literature Elective | 3 | ENGL/CLAS 205, Lit & the Moral Imag | 3 |
| Cultural Diversity Elective | 1 | General Elective | 3 |
| Total | 16 | Total | 15 |

Junior Year

| | | | |
|---|-----------|---|-----------|
| PHIL 311, Symbolic Logic | 3 | PHIL 340, Metaphysics | 3 |
| PHIL 302, Medieval Christian Phil OR | | PHIL 306, 20th Century Continental Phil OR | |
| PHIL 309, Islamic/Jewish Phil | 3 | PHIL 308, Late Modern Philosophy | 3 |
| General Elective | 6 | Social Science Elective | 3 |
| Philosophy Elective | 3 | Theology Ethics or Rel/Cult Elective | 3 |
| Total | 15 | General Elective | 3 |
| | | Total | 15 |

Senior Year

| | | | |
|---|-----------|-------------------------------|-----------|
| PHIL 300, Origins of Philosophy OR | | Philosophy Elective | 6 |
| PHIL 301, Ancient Philosophy | 3 | General Elective | 9 |
| Philosophy Seminar | 3 | PHIL 399, Thesis Review | 0 |
| General Elective | 5 | | |
| E/RS Focus Elective | 3 | Total | 15 |
| Total | 14 | | |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE PHILOSOPHY MINOR

- 18 hours of philosophy courses beyond the introductory course (PHIL 100): PHIL 290; a history of philosophy elective chosen from courses numbered 300-309, 362-364; two philosophy electives chosen from courses numbered 300 or higher; PHIL 340; and a seminar course. See Schedule of Classes listing under University Scholars Program for seminar course availability each semester.
- A 2.000 cumulative average must be attained in these courses.

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THE DEPARTMENT OF PHYSICS

The Department of Physics offers two degrees: the Bachelor of Science in Physics and the Bachelor of Science in Applied Physics, as well as a minor in Physics. Also, the Bachelor of Science in Teaching Life Sciences and Physics is offered in cooperation with the Department of Education (see page 180).

FACULTY

Faculty: DR. TOEPKER, *chair*; DR. FATUZZO, DR. HERBERT, DR. SCHMITZER, DR. YERIAN

Laboratory Instructor: DR. CLACK, MR. TURPIN

Adjunct Faculty: MS. FROHLICH, MS. KOENIG, MS. ST. LOUIS, MR. WIDMER

BACHELOR OF SCIENCE DEGREE IN PHYSICS

From the tiniest bits of matter to the enormity of the universe, there exists a structure that is based on a surprisingly small number of far-reaching fundamental principles. It is the goal of physics to discover these fundamental principles, often called the "Laws of Nature," and to describe all natural phenomena in terms of these principles. The study of physics should be of particular interest to those who are awed by the mysteries of nature and who wish to share in the unraveling of these mysteries.

Small classes, seminars, individual discussion, and student-faculty research are an integral part of the study program. The physics faculty believes that the best teaching can be done only when there is a direct individual relationship between a student and a good teacher - a situation in which there is close faculty-student interaction for discussing, thinking and exploring.

The department emphasizes hands on experience through modern laboratory and research facilities. These facilities include superconductivity, visible, x-ray, and gamma ray spectroscopy, scanning probe microscopy, analog and digital electronics, coherent optics, holography, and astronomy. Numerous funded projects are available to physics students.

The program in physics is designed to familiarize students with the techniques of mathematical and experimental physics that would be useful to them in an industrial research or engineering position; in physics teaching; as a general preparation for more advanced graduate work in any of the varied fields of physics; or in such disciplines as astronomy, space science, biophysics, computer science, engineering, geophysics, medicine, law, and oceanography.

Requirements for the Physics Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Mathematics: MATH 170 and 171.
- Sciences requirement included within the major.

Major Requirements

- 46 hours of physics courses: PHYS 170, 171, 172, 242, 243, 244, 245, 330, 331, 340, 341, 350, 351, 360, 361, 364, 365, 376, 377, 382, 398.
- 17-18 hours of additional science and mathematics courses: BIOL 160, 161 or CHEM 160, 161; CSCI elective; MATH 220, 230; and a MATH elective (210 or above).
- A 2.000 cumulative average must be attained in the courses within the major.

Specific requirements are modifiable for the needs and interests of each individual student.

REQUIREMENTS FOR THE PHYSICS MINOR

- 18 hours of physics courses: PHYS 160 or 170, 161, 162 or 172, 163, and ten hours of electives (206-399).
- A 2.000 cumulative average must be attained in these courses.

BACHELOR OF SCIENCE DEGREE IN APPLIED PHYSICS

The Applied Physics major has three program options: Engineering Physics, Natural Sciences, and Alternate Concentration. These options are designed to provide a broad education in the physical sciences, mathematics, and liberal arts, along with specialized training for students interested in engineering, medical school, health sciences, education, business, social sciences, or the humanities.

Requirements for the Applied Physics Major

Option A: Engineering Physics

The Engineering Physics option combines a strong liberal arts core with courses in physics, mathematics, and engineering. Students may take engineering courses at the University of Cincinnati in Aerospace, Civil and Environmental, Electrical and Computer, Mechanical, Industrial, and Nuclear Engineering.

In this program, the student matriculates at Xavier for the first three years and in one of the engineering departments at the University of Cincinnati for the fourth year. This program is designed for students who wish to continue their education in some field of engineering. The cooperative program ultimately can lead to a master's degree in engineering.

Xavier University - University of Cincinnati Cooperative Science - Engineering Program

Core Curriculum Requirements:

| | | | |
|---|---|---|---|
| Cultural Diversity Elective | 1 | History Elective | 6 |
| English Composition/Rhetoric | 3 | Fine Arts Elective | 3 |
| PHIL 100 and 290 | 6 | Liberal Arts Elective * | 9 |
| THEO 111 and Theology elective | 6 | ENGL/CLAS 205, Lit and & Moral Imag ... | 3 |
| Foreign Language Elective | 6 | MATH 170 and 171 | 8 |
| Ethics/Religion & Society Focus elective | 3 | | |

(which may also fulfill one of the core curriculum requirements above.)

* May be taken at the University of Cincinnati.

Major Requirements:

Years one to three:

- 34 hours of physics courses: PHYS 170, 171, 172, 242, 243, 244, 245, 330, 331, 340, 341, 350, 351, 360, 364, and 365.
- 21 hours of additional science and mathematics courses: BIOL 160, 161 or CHEM 160, 161; CSCI elective; MATH 220, 230 and a mathematics elective.
- A 2.000 cumulative average must be attained in the courses within the major.

Year four:

- 23 semester hours of engineering courses at the University of Cincinnati. This work is arranged in cooperation with the student, Xavier University, and the University of Cincinnati. The BS in Applied Physics will be awarded by Xavier upon successful completion of this program.

B.S. Applied Physics
Option A: Engineering Physics

Xavier University - University of Cincinnati Cooperative
Science - Engineering Program

This block serves as a guideline for progress toward a degree. See your academic advisor.

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | |
|---|--|
| PHYS 170, University Physics I 3 | PHYS 172, University Physics II 3 |
| PHYS 171, Explorations in Physics 1 | Computer Science Elective 3 |
| PHIL 100, Ethics as Intro to Philosophy 3 | MATH 171, Calculus II 4 |
| Foreign Language Elective 3 | Foreign Language Elective 3 |
| MATH 170, Calculus I 4 | ENGL 101 or 115, Engl Comp or Rhetoric . 3 |
| Total 14 | Total 16 |

Sophomore Year

| | |
|--|--|
| PHYS 242, Electronics I 2 | PHYS 244, Electronics II 2 |
| PHYS 243, Electronics I Lab 1 | PHYS 245, Electronics II Lab 1 |
| MATH 220, Calculus III 4 | MATH 230, Differential Equations 3 |
| BIOL 160/161, Biol I & Lab OR 5 | PHYS 340, Nuclear Physics 3 |
| CHEM 160/161, Gen Chem I & Lab 4 | PHYS 341, Nuclear Physics Lab 1 |
| THEO 111, Theological Foundations 3 | Fine Arts Elective 3 |
| PHYS 330, Atomic Physics 3 | Cultural Diversity Elective 1 |
| PHYS 331, Atomic Physics Lab 1 | |
| Total 18/19 | Total 14 |

Junior Year

| | |
|---|--|
| PHYS 360, Electromagnetism I 3 | PHYS 351, Theoretical Mechanics II 3 |
| PHYS 350, Theoretical Mechanics I 3 | Theology Scrip/Hist or Christ Sys Elective . 3 |
| Mathematics Elective 3 | ENGL/CLAS 205, Lit & the Moral Imag 3 |
| History I Elective 3 | PHYS 364, Physical Optics 3 |
| PHIL 290, Theory of Knowledge 3 | PHYS 365, Physical Optics Lab 1 |
| | History II Elective 3 |
| Total 15 | Total 16 |

Senior Year

A Bachelor of Science (Applied Physics) will be awarded upon the completion of an additional nine semester hours of liberal arts courses and 23 semester hours of engineering courses taken at the University of Cincinnati. A senior year "block schedule" at the University of Cincinnati depends on the individual student's choice of engineering field.

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective is required, but one of the other core requirements may be selected to fulfill the requirement.
- A minimum of 120 credit hours is required for the degree.

Engineering Physics at Xavier

Students who choose the Engineering Physics option may decide to stay at Xavier for their fourth year. They must complete the Xavier Core Curriculum and take 12 hours of program electives beyond the physics requirements listed above. The choice of program electives will depend upon the interests of the student. They must also take PHYS 398, Senior Thesis. Typically, courses are taken in biology, chemistry, computer science, and/or mathematics, but may be taken in other disciplines as well. Specific programs are designed in consultation with the chair.

B.S. Applied Physics Option A: Engineering Physics Four Year Program at Xavier

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|--|---------------------|--|---------------------|
| Freshman Year | | | |
| PHYS 170, University Physics I | 3 | PHYS 172, University Physics II | 3 |
| PHYS 171, Explorations in Physics | 1 | Computer Science Elective | 3 |
| PHIL 100, Ethics as Intro to Philosophy | 3 | MATH 171, Calculus II | 4 |
| MATH 170, Calculus I | 4 | Foreign Language Elective | 3 |
| Foreign Language Elective | 3 | ENGL 101 or 115, Engl Comp or Rhetoric . | 3 |
| Total | 14 | Total | 16 |
| Sophomore Year | | | |
| PHYS 242, Electronics I | 2 | PHYS 340, Nuclear Physics | 3 |
| PHYS 243, Electronics I Lab | 1 | PHYS 341, Nuclear Physics Lab | 1 |
| THEO 111, Theological Foundations | 3 | MATH 230, Differential Equations | 3 |
| MATH 220, Calculus III | 4 | Fine Arts Elective | 3 |
| BIOL 160/161, Gen Biol I & Lab OR | 5 | Cultural Diversity Elective | 1 |
| CHEM 160/161, Gen Chem I & Lab | 4 | PHYS 244, Electronics II | 2 |
| PHYS 330, Atomic Physics | 3 | PHYS 245, Electronics II Lab | 1 |
| PHYS 331, Atomic Physics Lab | 1 | | |
| Total | 18/19 | Total | 14 |
| Junior Year | | | |
| PHYS 360, Electromagnetism I | 3 | PHYS 364, Physical Optics | 3 |
| PHYS 350, Theoretical Mechanics I | 3 | PHYS 365, Physical Optics Lab | 1 |
| Mathematics Elective | 3 | Literature Elective | 3 |
| Program Elective * | 6 | PHYS 351, Theoretical Mechanics II | 3 |
| | | E/RS Focus Elective | 3 |
| | | PHIL 290, Theory of Knowledge | 3 |
| Total | 15 | Total | 16 |
| Senior Year | | | |
| Program Elective * | 3 | PHYS 398, Physics Thesis | 1 |
| Theology Scrip/Hist or Christ Sys Elective . | 3 | Program Elective * | 3 |
| History I Elective | 3 | History II Elective | 3 |
| Social Science Elective | 3 | Social Science Elective | 3 |
| Philosophy Elective | 3 | ENGL/CLAS 205, Lit & the Moral Imag | 3 |
| | | Theology Ethics or Rel/Cult Elective | 3 |
| Total | 15 | Total | 16 |

* Program Elective: Students may choose appropriate courses from physics, chemistry, biology, mathematics, and computer sciences.

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

Option B: Natural Sciences

The Natural Sciences option offers an alternative to the Natural Sciences major that allows students to study physics while preparing for medical school. This program may also be of interest to students who wish to pursue careers in biophysics, medical physics, radiological physics, and other health physics programs. The Natural Sciences program combines courses in physics, mathematics, and computer science with the chemistry and biology courses needed to fulfill the requirements for the Natural Sciences minor (see page 107, or 118).

Core Curriculum Requirements (see page 94): 64 hours, including

- Mathematics: MATH 170 and 171.
- Science requirement included with the major.
- Social Sciences: PSYC 101 and 3 hours elective.

Major requirements:

- 32 hours of physics courses: PHYS 170, 171, 172, 242, 243, 244, 245, 330, 331, 340, 341, 350, 360, 364, 365, and 398.
- 10 hours of mathematics and computer science: MATH 220 and 230, CSCI elective.
- 17 hours of chemistry courses: CHEM 160, 161, 162, 163, 240, 241, 242 and 243.
- 10 hours of biology courses: BIOL 160, 161, 162, 163.
- A 2.000 cumulative average must be attained in courses within the major.

B.S. Applied Physics

Option B: Natural Sciences

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|---|---------------------|---|---------------------|
| Freshman Year | | | |
| PHYS 170, University Physics I | 3 | PHYS 172, University Physics II | 3 |
| PHYS 171, Explorations in Physics | 1 | ENGL 101 or 115, Engl Comp or Rhetoric . | 3 |
| BIOL 160, General Biology I | 3 | BIOL 162, General Biology II | 3 |
| BIOL 161, General Biology I Lab | 2 | BIOL 163, General Biology II Lab | 2 |
| MATH 170, Calculus I | 4 | MATH 171, Calculus II | 4 |
| THEO 111, Theological Foundations | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| Total | 16 | Total | 18 |

Sophomore Year

| | | | |
|---|-----------|--|-----------|
| PHYS 242, Electronics I | 2 | PHYS 244, Electronics II | 2 |
| PHYS 243, Electronics I Lab | 1 | PHYS 245, Electronics II Lab | 1 |
| MATH 220, Calculus III | 4 | MATH 230, Differential Equations | 3 |
| CHEM 160, General Chemistry I | 3 | CHEM 162, General Chemistry II | 3 |
| CHEM 161, General Chemistry I Lab | 1 | CHEM 163, General Chemistry II Lab | 2 |
| Foreign Language Elective | 3 | PHYS 340, Nuclear Physics | 3 |
| Cultural Diversity Elective | 1 | PHYS 341, Nuclear Physics Lab | 1 |
| PHYS 330, Atomic Physics | 3 | Foreign Language Elective | 3 |
| PHYS 331, Atomic Physics Lab | 1 | | |
| Total | 19 | Total | 18 |

B.S. Applied Physics
Option B: Natural Sciences, continued

Junior Year

| | |
|---|--|
| PHYS 350, Theoretical Mechanics I 3 | E/RS Focus Elective 3 |
| CHEM 240, Organic Chemistry I 3 | CHEM 242, Organic Chemistry II 3 |
| CHEM 241, Organic Chemistry I Lab 1 | CHEM 243, Organic Chemistry II Lab 1 |
| Computer Science Elective 3 | Literature Elective 3 |
| Fine Arts Elective 3 | PHIL 290, Theory of Knowledge 3 |
| Total 13 | Total 13 |

Senior Year

| | |
|---|--|
| PHYS 360, Electromagnetism I 3 | PHYS 398, Physics Thesis 1 |
| History I Elective 3 | PHYS 364, Physical Optics 3 |
| PSYC 101, General Psychology 3 | PHYS 365, Physical Optics Lab 1 |
| Theology Scrip/Hist or Christ Sys Elective .3 | Theology Ethics or Rel/Cult Elective 3 |
| Philosophy Elective 3 | Social Science Elective 3 |
| | ENGL/CLAS 205, Lit & the Moral Imag 3 |
| | History II Elective 3 |
| Total 15 | Total 17 |

Scheduling Notes:

- Consult the Undergraduate Core Curriculum description on page 94 of the Catalog.
- The E/RS Focus Elective is required, but one of the other Core requirements may be selected to fulfill the requirement.
- A minimum of 126 credit hours is typical to meet degree requirements, with 120 credit hours as the absolute minimum.

Option C: Alternate Concentration

The Alternate Concentration option provides maximum flexibility to students who are interested in pursuing interdisciplinary programs. This program combines the study of physics with a concentrated study in another area or discipline. Concentrations must include at least 18 hours in one chosen area, which allows for all University minors to be included. Areas of concentration may be chosen from the sciences, mathematics, the humanities, the social sciences, business, and education.

Core Curriculum Requirements (see page 94): 64 hours, including

- Mathematics: MATH 170 and 171
- Science requirement included within the major.

Major Requirements:

- 35 hours of physics courses: PHYS 170, 171, 172, 242, 243, 244, 245, 330, 331, 340, 341, 350, 351, 360, 364, 365, and 398.
- 10 hours of additional mathematics and computer science: MATH 220 and 230, CSCI elective.
- 24 hours in an alternate concentration (at least 18 hours in one area). If the concentration is not a science area, then 3 hours of a second science can be included to complete the core.
- A 2.000 cumulative average must be attained in courses within the major.

B.S. Applied Physics

Option C: Alternate Concentration

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | |
|---|--|
| PHYS 170, University Physics I 3 | PHYS 172, University Physics II 3 |
| PHYS 171, Explorations in Physics 1 | Computer Science Elective 3 |
| PHIL 100, Ethics as Intro to Philosophy 3 | ENGL 101 or 115, Engl Comp or Rhetoric . 3 |
| MATH 170, Calculus I 4 | MATH 171, Calculus II 4 |
| Foreign Language Elective 3 | Foreign Language Elective 3 |
| Total 14 | Total 16 |

Sophomore Year

| | |
|--------------------------------------|---|
| PHYS 242, Electronics I 2 | PHYS 244, Electronics II 2 |
| PHYS 243, Electronics I Lab 1 | PHYS 245, Electronics II Lab 1 |
| Program Elective * 3 | Cultural Diversity Elective 1 |
| MATH 220, Calculus III 4 | MATH 230, Differential Equations 3 |
| Social Science Elective 3 | THEO 111, Theological Foundations 3 |
| PHYS 330, Atomic Physics 3 | Social Science Elective 3 |
| PHYS 331, Atomic Physics Lab 1 | PHYS 340, Nuclear Physics 3 |
| | PHYS 341, Nuclear Physics Lab 1 |
| Total 17 | Total 17 |

Junior Year

| | |
|---|--|
| PHYS 360, Electromagnetism I 3 | PHYS 351, Theoretical Mechanics II 3 |
| PHIL 290, Theory of Knowledge 3 | Program Electives * 6 |
| PHYS 350, Theoretical Mechanics I 3 | Literature Elective 3 |
| Program Elective * 6 | Fine Art Elective 3 |
| Total 15 | Total 15 |

Senior Year

| | |
|--|--|
| ENGL/CLAS 205, Lit & the Moral Imag 3 | PHYS 364, Physical Optics 3 |
| History I Elective 3 | PHYS 365, Physical Optics Lab 1 |
| Philosophy Elective 3 | PHYS 398, Physics Thesis 1 |
| Program Elective * 3 | History II Elective 3 |
| Theology Scrip/Hist or Christ Sys Elective . 3 | Program Elective * 6 |
| E/RS Focus Elective 3 | Theology Ethics or Rel/Cult Elective 3 |
| Total 18 | Total 17 |

* Program electives will depend on the student's choice of concentration. Specific block schedules are determined in consultation with the chair. If the concentration is in a non-science area, then three credit hours in a second science should be taken in place of the program elective.

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- The E/RS Focus Elective is required, but one of the other core requirements may be selected to fulfill the requirement.
- A minimum of 126 credit hours is typical to meet degree requirements, with 120 credit hours as the absolute minimum.

* * * * *

THE DEPARTMENT OF THEOLOGY

The Department of Theology offers the Bachelor of Arts, the Associate of Arts and the Master of Arts in Theology degrees. For information on the associate degree, contact the Center for Adult and Part-time Students (CAPS). Also offered is a minor in Theology.

FACULTY

Faculty: DR. MADGES, *chair*; DR. AHLGREN, DR. DEWEY, DR. GIBLIN, DR. GOLLAR, DR. GROPPE, DR. HILL, FR. KLEIN, DR. MELCHER, FR. OVERBERG, DR. TAN, DR. TOENSING, FR. TRAUB

Adjunct Faculty: REV. AGEE, DR. AKERS, RABBI BLUESTEIN, MS. BOLTZ, FR. BRACKEN, SR. BROSANAN, MR. COOPER, MR. GABLE, DR. GALLAGHER, SR. GERDEMAN, SR. GRAF, MS. HARTMAN, RABBI KAMRASS, MS. KING, DR. KNITTER, REV. KOSTOFF, MS. MACK, MS. NIEHAUS, DR. RAATH, DR. RAPP, MS. TIMONEY-RAVENNA, MR. SAUERBREY, DR. SNEGOCKI, DR. PHAM

Staff: SR. MILLER

THE BACHELOR OF ARTS DEGREE IN THEOLOGY

Theology is the study both of the human experience of God and of the transmission of that experience through religious traditions, doctrines, ethics, and rituals. It is essentially a dialogue between religious traditions and human experience. Such dialogue is critical for human understanding in a time of increased encounters among world religions.

The theology faculty attempts to assist students in this critical dialogue through courses about religious traditions, especially the Jewish and Christian traditions, and by other courses that focus on contemporary issues from a theological perspective.

The theology major prepares students for graduate studies in theology, law, history, journalism, and other forms of communication, as well as for directing religious education, teaching religious studies in secondary schools, and other forms of ministry. With appropriate counseling, a student can combine this major in the liberal arts with a major in another field (e.g. classics, English, history, psychology, secondary education), both for the student's personal enrichment and in view of broader career opportunities.

Requirements for the Theology Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Theology requirement included within the major.

Major Requirements

- 36 hours of theology courses: THEO 111, 209, 210, 250, 290, 295, 303, scripture elective, non-Christian religious traditions elective, three elective courses (201-499).
- A senior project on which the student will be examined by a faculty committee.
- A 2.000 cumulative average must be attained in the theology courses.

B.A. Theology

This block serves as a guideline for progress toward a degree. See your academic advisor.

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | |
|--|---|-----------|
| ENGL 101 or 115, Engl Comp or Rhetoric ..3 | Foreign Language Elective | 3 |
| Foreign Language Elective | History II Elective | 3 |
| History I Elective | Science Elective | 3 |
| Science Elective | PHIL 100, Ethics as Intro to Philosophy | 3 |
| THEO 111, Theological Foundations | Literature Elective | 3 |
| Total | Total | 15 |

B.A. Theology, continued

First Semester *Credit Hours* *Second Semester* *Credit Hours*

Sophomore Year

| | | | |
|---|-----------|--|-----------|
| Science Elective | 3 | THEO 250, Intro to Scripture * | 3 |
| ENGL/CLAS 205, Lit & the Moral Imag | 3 | Mathematics Elective | 3 |
| Mathematics Elective | 3 | PHIL 290, Theory of Knowledge | 3 |
| Social Science Elective | 3 | Social Science Elective | 3 |
| THEO 209, The Christian Tradition I * | 3 | THEO 210, The Christian Tradition II * | 3 |
| Cultural Diversity Elective | 1 | | |
| Total | 16 | Total | 15 |

Junior Year

| | | | |
|------------------------------------|-----------|--|-----------|
| Philosophy Elective | 3 | Theology Elective (Scripture) | 3 |
| Fine Arts Elective | 3 | THEO 290, Christian Doctrine Today | 3 |
| Theology Elective | 3 | General Elective ** | 6 |
| General Elective ** | 3 | E/RS Focus Elective | 3 |
| THEO 303, Christian Ethics * | 3 | | |
| Total | 15 | Total | 15 |

Senior Year

| | | | |
|---|-----------|---------------------------|-----------|
| Theology Elective (non-Christian) | 3 | Theology Elective | 3 |
| THEO 295, Senior Sem: Ideas & Methods * | 3 | General Elective ** | 11 |
| Theology Elective | 3 | | |
| General Elective ** | 6 | | |
| Total | 15 | Total | 14 |

* Special section for Theology majors.

**Theology majors have at least 26 hours of general electives; it is recommended that these be chosen in one area as a second concentration, rather than a wide dispersal of courses.

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core.
- A minimum of 120 credit hours is required for this degree.

REQUIREMENTS FOR THE THEOLOGY MINOR

- 18 hours of theology courses: THEO 111, THEO 209 or 210, 250, 303, and two electives from 201-499. The core curriculum theology requirement is included in the minor.
- A 2.000 cumulative average must be attained in these courses.

**REQUIREMENTS FOR THE ASSOCIATE OF ARTS
DEGREE IN THEOLOGY**

Core Curriculum Requirements (see page 96): 28 hours, including

- Theology requirement included within the concentration.

Concentration Requirements:

- 18 hours of theology courses: THEO 111, THEO 209 or 210, 250, 303 and two upper division electives.
- A 2.000 cumulative average must be attained in the theology courses.

THE MASTER OF ARTS DEGREE IN THEOLOGY

The Master of Arts degree in Theology is designed especially for those professionally involved in teaching or in directing programs of religious education and for those wishing to further develop previous theological understanding.

Because no definite amount of previous study of theology is prerequisite for admission to the program, students may vary considerably in their preparation. Ordinarily, applicants should have a background in the humanities, but each applicant will be considered individually.

All applicants must have a bachelor's degree from a regionally accredited institution with an undergraduate GPA of 2.700 or better. In addition, all applicants must complete the Miller Analogies Test (MAT) prior to acceptance and obtain a score of 44 or higher.

The MA in Theology will require satisfactory completion of 30 semester hours of graduate work (i.e., ordinarily ten courses), all of which must be at the graduate (500-800) level.

Required courses:

- THEO 504 - Foundations of Scripture Study
- THEO 520 - Survey of Christian Doctrine I
- THEO 524 - Survey of Christian Doctrine II
- One course in ethics
- One course in systematics
- Five graduate-level theology electives.

Some students may substitute a thesis for two of their elective courses. This must be discussed and agreed to with an advisor prior to completion of the first 12 hours of graduate coursework. The thesis will be read by its director and two additional readers, and it must be defended in a final oral examination. Students who do not write a thesis will be required to submit a research paper demonstrating their mastery of research skills and their ability to synthesize key themes from their coursework into a coherent theological position. Students will be examined on this paper by a faculty committee.

The MA program in Theology invites applications from students with a bachelor's degree and a solid academic record. Admission decisions are based on factors such as past academic performance, standardized test score, and other information submitted.

Further information and application materials may be obtained from the Office of Graduate Services, 312 Elet Hall, 513 745-3360.

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SPECIAL COLLEGE OF ARTS AND SCIENCES PROGRAMS

BACHELOR OF LIBERAL ARTS DEGREE

The Bachelor of Liberal Arts is designed for adult transfer students who are interested in taking courses in new disciplines. The general electives and upper division studies requirements allow for efficient transferability of credits and give students the opportunity to design degrees to meet their needs. This degree is offered by the College of Arts and Sciences through the Center for Adult and Part-time Students (CAPS). It is available to any student who has completed a minimum of 60 semester hours with approval of their dean, the dean of the College of Arts and Sciences, and the dean of the Center for Adults and Part-Time Students and to all students who have graduated from high school not less than four years prior to the date of acceptance into the program.

The Liberal Arts degree is available through full or part-time study, days and/or evenings, or through the special accelerated Weekend Degree Program.

Requirements for the Bachelor of Liberal Arts

Core Curriculum Requirements (see page 94): 64 hours

Upper Division Studies Requirement:

- 38 hours of upper division work, with no more than 21 hours from one subject area.
- It is recommended that these 38 hours be distributed across two academic areas.
- Concentrations and minors are available through the Bachelor of Liberal Arts program.
- No more than 30 hours in business courses and no more than 12 hours in any one business subject area may be applied to the degree.
- A minimum of 120 credit hours is required for the degree.

ASSOCIATE OF ARTS DEGREE IN LIBERAL ARTS

This 60 hour program is designed for adult students who are interested in taking courses in several disciplines. The upper division studies requirement allows students to design their degrees through flexibility in course selection. This degree is offered by the College of Arts and Sciences through the Center for Adult and Part-time Students (CAPS) and is available to students who have graduated from high school not less than four years prior to the date of acceptance into the program.

Requirements for the Associate of Arts in Liberal Arts

- Core Curriculum Requirements (see page 96): 31 hours.
- Upper Division Studies Requirement: 20 hours of upper division coursework.
- General electives: 9 hours.
- A minimum of 60 credit hours is required for the degree.

COLLEGE OF SOCIAL SCIENCES

Degrees, Programs and Block Schedules

The College of Social Sciences has degree programs in eight departments: Criminal Justice, Education, Health Services Administration, Nursing, Occupational Therapy, Political Science and Sociology, Psychology, and Social Work. In addition a Bachelor of Arts in Economics is offered through the College. Brochures showing required courses and suggested sequences of courses for each major are available in departmental offices.

DEPARTMENTAL INDEX

| | |
|---|-----|
| Criminal Justice (including Corrections and Criminalistics) | 160 |
| B.A. Economics | 163 |
| Education (including Community Counseling, Athletic Training, Early Childhood Education, Human Resource Development, Middle Childhood Education, Montessori Education, Physical Education, Professional Education, School Counseling, Special Education, Sport Administration, Sport Management/Sport Marketing, Teacher Licensure, Teaching Life Sciences, Teaching Life Sciences & Chemistry, Teaching Life Sciences & Physics, Teaching Physical Sciences) | 165 |
| Health Services Administration | 194 |
| Nursing | 197 |
| Occupational Therapy | 205 |
| Political Science & Sociology (including International Affairs, Political Science and Sociology) | 213 |
| Psychology | 219 |
| Social Work | 226 |

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THE DEPARTMENT OF CRIMINAL JUSTICE

The Department of Criminal Justice offers these degrees and programs:

- The Bachelor of Science in Criminal Justice (with option of Criminalistics concentration)
- The Criminal Justice minor
- The Corrections minor
- The Associate degree in Criminal Justice
- The Associate degree in Corrections
- The Certificate in Criminal Justice
- The Certificate in Corrections
- The Master of Science in Criminal Justice

For information on the associate degree, contact the Center for Adult and Part-time Students (CAPS) or the department.

FACULTY

Faculty: DR. J. RICHARDSON, Chair; DR. ENDRES, Graduate Advisor DR. HURST
Adjunct Faculty: DR. BYWATER, MS. LAMPKIN-SMITHMEYER, MR. SPRINGMAN

BACHELOR OF SCIENCE DEGREE IN CRIMINAL JUSTICE

The curriculum for Criminal Justice majors who are preparing for careers is designed to provide concepts, skills, and attitudes necessary for functioning with competence and conscience. For non-career students, a wider knowledge of important issues required for involved and informed citizen participation in the criminal justice system and its operations is acquired, along with ethical considerations related to concepts of justice in contemporary society.

Requirements for the Criminal Justice Major

Undergraduate core curriculum requirements (see page 94): 64 hours, including

- MATH 116, Elementary Statistics, is recommended.

Major Requirements

- 30 hours of criminal justice courses: CJUS 101, 102, 210, 230, 260, 321, 381, 391, and 6 hours of CJUS electives. CJUS 391, Practicum in Criminal Justice, consists of supervised placement in criminal justice agencies, and CJUS 381, Methods of Criminal Justice Research, provides exposure to applied research in the subject area.
- A 2.000 cumulative average must be attained in the criminal justice major.

Criminalistics Concentration

- As part of major, these 15 hours of criminal justice courses must be completed: CJUS 101, 102, 239, 439 and 449.
- This concentration is an option, and it must be declared by the student to the department.

The department advisor consults individually with each student in course selections.

B.S. Criminal Justice

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|---|-----------|
| History I Elective | 3 | History II Elective | 3 |
| THEO 111, Theological Foundations | 3 | CJUS 101, Intro to Criminal Justice | 3 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| Science Elective | 3 | Science Elective | 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| Total | 15 | Total | 15 |

B.S. Criminal Justice, continued

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Sophomore Year

| | | | |
|--|-----------|-------------------------------------|-----------|
| CJUS 260, Current Issues in Crim Justice ... | 3 | General Elective | 3 |
| Theology Scrip/Hist or Christ Sys Elective | 3 | PHIL 290, Theory of Knowledge | 3 |
| CJUS 102, Intro to Law Enforcement | 3 | Social Science Elective | 3 |
| Mathematics Elective | 3 | Mathematics Elective | 3 |
| Literature Elective | 3 | Fine Arts Elective | 3 |
| Cultural Diversity Elective | 1 | | |
| Total | 16 | Total | 15 |

Junior Year

| | | | |
|--|-----------|---|-----------|
| Theology Ethics or Rel/Cult Elective | 3 | Criminal Justice Elective | 3 |
| CJUS 210, Basic Constitutional Law & American Justice I | 3 | CJUS 230, Basic Constitutional Law & American Justice II | 3 |
| CJUS 321, Juv Justice in a Changing Soc | 3 | General Elective | 3 |
| Social Science Elective | 3 | ENGL/CLAS 205, Lit & the Moral Imag | 3 |
| General Elective | 3 | Science Elective | 3 |
| Total | 15 | Total | 15 |

Senior Year

| | | | |
|--|-----------|--|-----------|
| CJUS 381, Methods of Res in Crim Justice | 3 | CJUS 391, Criminal Justice Practicum | 3 |
| Philosophy Elective | 3 | Criminal Justice Elective | 3 |
| General Electives | 6 | General Electives | 8 |
| E/RS Focus Elective | 3 | | |
| Total | 15 | Total | 14 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE CRIMINAL JUSTICE MINOR

- 15 hours of criminal justice courses: CJUS 101, 102 or 103, 210, 321, and 381.
- A 2.000 cumulative average must be attained in these courses.

REQUIREMENTS FOR THE CORRECTIONS MINOR

- 18 hours of corrections courses: CJUS 101, 103 or 364, 230, 243, 321, and 336.
- A 2.000 cumulative average must be attained in these courses.

**REQUIREMENTS FOR THE
ASSOCIATE OF SCIENCE DEGREE IN CRIMINAL JUSTICE**

Undergraduate core curriculum Requirements (see page 96): 28 hours

Concentration Requirements

- 15 hours of criminal justice courses: CJUS 101, 210, 260, 321, and 3 hours of electives chosen from CJUS 102, 243, 332 and 364.
- A 2.000 cumulative average must be attained in the criminal justice courses.

REQUIREMENTS FOR THE ASSOCIATE OF SCIENCE DEGREE IN CORRECTIONS

Undergraduate core curriculum Requirements (see page 96): 28 hours

Concentration Requirements

- 18 hours of corrections courses: CJUS 101, 103 or 364, 230, 243, 321, and 336.
- A 2.000 cumulative average must be attained in the corrections courses.

REQUIREMENTS FOR THE CERTIFICATE IN CRIMINAL JUSTICE

Certificate Requirements

- 18 hours of criminal justice courses: CJUS 101, 102, 210, 260, 321, and 364.

REQUIREMENTS FOR THE CERTIFICATE IN CORRECTIONS

Certificate Requirements

- 18 hours of corrections courses: CJUS 101, 103 or 364, 230, 243, 321, and 336.

MASTER OF SCIENCE DEGREE IN CRIMINAL JUSTICE

The Master of Science in Criminal Justice program is multi-disciplinary and designed for those persons who wish to search for new answers and address new questions, be part of an ever-developing knowledge base, adjust attitudes, or sharpen the skills required to address the complex issues in the criminal justice system in a free society.

The degree of Master of Science in Criminal Justice will be awarded only to candidates who have successfully completed 30 credit hours, passed an extensive written examination on the general field of criminal justice as covered by the required courses, and successfully completed internship and research requirements (CJUS 792 and CJUS 784 respectively).

The 30 credit hours are distributed as follows:

BASIC REQUIRED COURSES: 24 hours

- CJUS 606 Criminology (3)
- CJUS 611 Law and Justice in America (3)
- CJUS 620 Sociology of Crime and Delinquency (3)
- CJUS 621 Juvenile Justice in a Changing Society (3)
- CJUS 642 Criminal Justice Administration (3)
- CJUS 683 Research and Planning in Criminal Justice (3)
- CJUS 784 Research Essay: Seminar (3)
- CJUS 792 Internship (3).

ELECTIVES: 6 hours

- CJUS 610 Basic Constitutional Law and American Justice I (3) is a prerequisite to CJUS 611 and is acceptable for an elective course.

Students will be guided by their advisor in appropriate selection of criminal justice or other approved courses to bring the total number of hours for the degree to 30.

The MS program in Criminal Justice invites applications from students with a bachelor's degree and a solid academic record. Admission decisions are based on factors such as past academic performance, standardized test score, and other information submitted.

Further information and application materials may be obtained from the Office of Graduate Services, 312 Elet Hall, 513 745-3360 and/or 513 745-3518.

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BACHELOR OF ARTS DEGREE IN ECONOMICS

The Department of Economics and Human Resources offers the Bachelor of Arts degree in Economics and a minor in Economics. The BA in Economics combines a liberal arts background with a thorough understanding of economic activity, and is an appropriate background for a career in business or government. It also provides an excellent basis for graduate study in law and in business as well as in economics itself.

Economics majors gain a knowledge of the operation of the economy and experience with the methods of economic analysis. Specifically, students analyze such topics as inflation, unemployment, managerial decision-making, international trade, and governmental economic activity.

FACULTY

Faculty: DR. ABU-RASHED, chair; DR. BERTAUX, DR. BLACKWELL, DR. CICHELLO, DR. COBB, DR. MARMO, DR. QUENEAU, DR. SEN, DR. WEINBERG, DR. ZIMMERMAN
Senior Fellow: DR. DONNELLY

Requirements for the Economics Major

Undergraduate core curriculum requirements (see page 94): 64 hours, including

- Mathematics: MATH 150 and 156.
- Social science requirement included within the major.

Major Requirements

- 33 hours: ECON 200, 201, 305, 306, STAT 200, 18 hours of electives which must include 6 hours of ECON courses at the 400 level. Up to 6 hours of human resources courses at 300 level or above other than HRES 330, and 499 may be substituted for up to 6 hours of 300 level economics courses.
- A 2.000 cumulative average must be attained in the above courses.
- Computer competency required. Tutorials are available for students who are deficient in basic computing skills.

B.A. Economics

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | |
|---|---|
| THEO 111, Theological Foundations 3 | PHIL 100, Ethics as Intro to Philosophy 3 |
| MATH 150, Elements of Calculus I 3 | MATH 156, General Statistics 3 |
| Foreign Language Elective 3 | Foreign Language Elective 3 |
| History I Elective 3 | History II Elective 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. 3 | ECON 200, Microeconomic Principles 3 |
| Total 15 | Total 15 |

Sophomore Year

| | |
|--|---|
| ECON 201, Macroeconomic Principles 3 | STAT 200, Intermediate Business Stats 3 |
| INFO 200, Managing Info Technology 3 | PHIL 290, Theory of Knowledge 3 |
| Theology Scrip/Hist or Christ Sys Elective . 3 | ENGL/CLAS 205, Lit & the Moral Imag 3 |
| Literature Elective 3 | Science Elective 3 |
| Science Elective 3 | Theology Ethics or Rel/Cult Elective 3 |
| Cultural Diversity Elective 1 | |
| Total 16 | Total 15 |

B.A. Economics, continued

First Semester *Credit Hours* *Second Semester* *Credit Hours*

Junior Year

| | | | |
|--|-----------|--|--------------|
| ECON 305, Microeconomic Analysis | 3 | ECON 306, Macroeconomic Analysis | 3 |
| Science Elective | 3 | Philosophy Elective | 3 |
| Fine Arts Elective | 3 | Economics Elective* | 3 |
| Economics Elective* | 3 | General Electives | 5-6 |
| General Elective | 3 | | |
| Total | 15 | Total | 14-15 |

Senior Year

| | | | |
|----------------------------|-----------|----------------------------|-----------|
| Economics Electives* | 6 | Economics Electives* | 6 |
| General Electives | 9 | General Electives | 6 |
| | | E/RS Focus Elective | 3 |
| Total | 15 | Total | 15 |

* At least six hours of economics electives must be in the 400 - level courses.

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE ECONOMICS MINOR

- 15 hours of economics: ECON 200, 201, 305 or 306, and two upper division (300-499) courses.
- Students in the Williams College of Business may not count ECON 300 in the minor.
- A 2.000 cumulative average must be attained in the courses of the minor.

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THE DEPARTMENT OF EDUCATION

The Department of Education offers teacher licensure programs approved by the Ohio State Board of Education as listed under Teacher Licensure below, and awards the Bachelor of Science degree in the following areas:

- Early Childhood Education
- Middle Childhood Education
- Special Education
- Physical Education
- Athletic Training
- Sport Management
- Sport Marketing
- Teaching Sciences
- Montessori Education

Minors are offered in Professional Education and Montessori Education. An Associate of Science degree in Early Childhood Education is also offered. Contact the Center for Adult and Part-time Students (CAPS) for more information on this degree.

The Master of Education degree is available in many concentrations. See the MEd section beginning on page 187 for the list of options. Also offered are the Executive MEd in Human Resource Development, the MEd in Sport Administration, and a Master of Arts in Community Counseling.

Students who do not meet acceptable performance standards in field experiences may be excluded from specific programs.

FACULTY

Faculty and Staff: DR. J. BOOTHE, *chair*; DR. BRADLEY, MR. BRANDT, MS. BRONSIL, DR. BURNS, DR. DAVLIN, DR. FLICK, DR. GARDNER, DR. GEER, DR. GOINGS, DR. HAMILL, DR. HESS, MS. HEWAN, MR. HUTTON, DR. KESSINGER, DR. KORTH, DR. KRINER, MS. KUCHEY, DR. LARISON, MR. MASSIE, DR. MCKENZIE, DR. MERRILL, DR. O'CONNELL, DR. OLBERDING, DR. PROSAK-BERES, DR. R. QUINN, DR. B. RICHARDSON, DR. RIORDAN, DR. SHUPE, MS. TORRENCE, DR. TOWNSEND, DR. VAUGHAN, MS. VERTUCA

Adjunct Faculty: MR. ALEXANDER, MR. AMODIO, MR. ARMSTRONG, DR. ANDERSON, DR. BERES, MR. BREEN, MR. BRONSIL, MR. BROWN, MS. BUNTE, MR. BYRD, MS. CAMPBELL, MR. COMODECA, MR. CONCANNON, DR. COOKE, MR. COOPER, MR. COTTER, MS. CROSBY, MR. CURTIS, DR. DURGANS, MR. EFFRON, MR. FRIESEN, MR. GAMBLE, MR. GORDON, MR. GOULET, MS. GRAY, DR. HENDERSON, MS. HOOKS-GRAY, MS. JENIKE, MS. KISSEL, MS. KRAPP, MR. KRAUSE, MS. KUGLER-ACKELY, MS. LOFQUIST, MS. MacDONALD, MS. MEYERS, DR. MORRISON, MS. OMELTSCHENKO, MS. ONDASH, MS. PARTONS, DR. PHELPS, MS. PIERRATT, MS. PINCIOTTI, MS. PREZIOSI, MR. PROFITT, MS. QUARANTA, MR. RAY, MS. RICHARDSON, MR. RICHBURG, MS. ROBINSON, MS. ROUFF, MS. RYAN, DR. SALZMANN, MS. SCHMIDT, MR. SCHUMACHER, MR. SEARS, MR. SETA, DR. STARK, MR. TAYLOR, DR. TOBERTGE, MS. TUCK, MR. ULRICH, MR. WADELL, MS. WAMPLER, MS. WOODS

TEACHER LICENSURE

The department offers teacher licensure programs, approved by the Ohio State Board of Education, for early childhood, middle childhood, multi-age, adolescent to young adult (secondary), intervention specialist (mild/moderate, moderate/intensive, gifted [graduate program only], and early childhood intervention specialist) teaching, as well as American Montessori Society certification in Montessori pre-primary and primary teaching. In addition, students can acquire a license at the graduate level for reading, counseling, administration and special education.

The following pages outline the requirements for these licenses. Specific brochures on these programs are available and give suggested sequences of courses and rules for admission to the

program. Please note that courses required for licensure which are more than 10 years old may need to be repeated. In adolescent to young adult (grades 7 - 12) and pre-K - 12 teaching, students take a major in their area field and complete licensure requirements in professional education courses.

Adolescent to young adults (grades 7 - 12) teaching licenses can be attained in the following subject fields:

Integrated Language Arts, Integrated Mathematics, Integrated Social Sciences, Life Sciences, Life/Chemistry, Life/Physics and Physical Sciences (Chemistry/Physics).

Multi-age (grades Pre-K - 12) teaching licenses can be attained in the following subject fields:

Foreign Language (French, German, Greek, Latin or Spanish), Music, Physical Education, and Visual Arts.

Intervention Specialist for grades K - 12 are available in mild/moderate educational needs and moderate/intensive educational needs. These are undergraduate or graduate programs. A licensure program (K - 12) at the graduate level only is also offered. Intervention Specialist (Early Childhood) licensure can be fulfilled at the undergraduate and graduate levels.

BACHELOR OF SCIENCE

DEGREE IN EARLY CHILDHOOD EDUCATION (PRE-K - 3)

Early Childhood Education will license a teacher to work with children ages 3 through 8, or preschool through grade three. The course of study has child development at the core of pedagogical decisions. The approach is holistic, with a strong emphasis on an integrated learning approach. Practices based in child development and intense reading instruction are integral to the program. Field experience and student teaching occur at both the preschool and primary level.

Core Curriculum Requirements (see page 94) 64 hours, including:

- Science requirement must be met with physical (CHEM or PHYS) and biological (BIOL) sciences.
- English composition grade must be "B" or better.
- Three credit hours of literature in addition to EDCH 324 taken in the major.
- Mathematics grades must be "C" or better.
- Social Sciences requirement is included in the major requirements.
- 3 hours: COMM 101, Oral Communication.
- The E/RS Focus Elective that meets another core requirement should be chosen.
- A 2.500 cumulative overall GPA is required for admission to the program and must be maintained for the Bachelor of Science degree.

Major Requirements:

- 72 hours of courses: EDFD 100, 110, 251, 260; EDSP 205; EDEC 210, 230, 325, 330, 335, 340, 450, 451; EDME 359; ARTS 222; EDRE 269, 312, 471, 478; EDCH 324.
- A 2.75 cumulative average must be maintained in all major courses.

B.S. Early Childhood Education

This block serves as a guideline only. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------------------|---------------------|
| Freshman Year | | | |
| Core Courses | 15 | Core Courses | 15 |
| | | EDFD 100, Intro to Education | 3 |
| Total | 15 | Total | 18 |

B.S. Early Childhood Education, continued

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Sophomore Year

| | |
|--|---|
| Core Courses 9 | Core Courses 6 |
| EDFD 110, Human Dev & Learning 3 | EDEC 210, Early Childhood Development . 3 |
| EDFD 251, Instructional Technology 3 | EDRE 269, Phonics & Found of Literacy ... 3 |
| EDFD 260, Cultural Diversity in Ed 3 | EDRE 312, Read Meth for Early Child 3 |
| | EDCH 324, Children's Lit for Early Child .. 3 |
| Total 18 | Total 18 |

Junior Year

| | |
|--|---|
| Core Courses 3 | Core Courses 3 |
| EDME 359, Full Day Child Care 3 | EDEC 230, Play in Early Child Ed 3 |
| EDEC 325, Methods of Observation/Coll 3 | EDEC 335, Lang Arts/Soc St Early Ch Ed .. 6 |
| EDEC 330, Math/Science Early Child Ed 6 | EDEC 340, Integrated Curr Early Child 3 |
| ARTS 222, Art in Early Child Ed 3 | EDSP 205, Found in Early Child Sp Ed 3 |
| Total 18 | Total 18 |

Senior Year

| | |
|--|---|
| EDEC 450, Student Teach Early Child 11 | Core Courses 12 |
| EDEC 451, SEM:Cur Iss Early Child Ed 1 | EDRE 478, Diagnosis/Correct of Read Dis . 3 |
| | EDRE 471, Content Area Literacy 3 |
| Total 12 | Total 18 |

Scheduling Notes:

- Course sequence shown above is realistic only for the student who declares the Early Childhood major as a freshman.
- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- The E/RS Focus Elective that meets another core requirement should be chosen.
- A minimum of 130 credit hours is required for the degree.
- The sequence of courses in the program is subject to change.
- Students should consult with advisor to plan fall student teaching in the senior year.

BACHELOR OF SCIENCE

DEGREE IN MIDDLE CHILDHOOD EDUCATION (GRADES 4 - 9)

Middle Childhood Education will license a teacher for ages 9 through 14, or grades 4 through 9, for teaching in two fields of concentration. The teacher candidate will choose two fields from the areas of Social Studies, Mathematics, Science, and Reading/Language Arts. All students will have at least 12 hours in reading instruction. Students choosing Middle Childhood will be required to take 21-24 hours in both of the content areas that they choose for licensure. Students will experience interdisciplinary learning, a hallmark of middle childhood education, as part of their learning experience at Xavier. The middle school teaching concept is unique, and our students will be prepared for curriculum, pedagogy, philosophy and organization of the middle school. Field experience and student teaching will occur in both subject areas and at two age levels.

Core Curriculum Requirements (see page 94) 64 hours, including:

- Science requirement must be met with physical (PHYS or CHEM) and biological (BIOL) sciences.
- English composition grade must be "B" or better.
- Mathematics grades must be "C" or better.
- Social Sciences requirement is included in the major requirements.

- Literature area fulfilled in major with EDCH 326.
- Students with concentration fields other than mathematics (where course requirements are specific) satisfy mathematics core with six hours above the MATH 110 level.
- Math courses numbered 110 and below will count as general electives only.
- The E/RS Focus Elective that meets another core requirement should be chosen.
- A 2.500 cumulative overall GPA is required for admission to program and must be maintained for the Bachelor of Science degree.

Major Requirements:

- 60 hours of education courses: EDFD 100, 110, 251, 260; EDSP 200; EDMC 212, 325, 340, 345; EDRE 269, 314, 471, 478; EDCH 326; EDMC 455, 456; and two courses from EDMC 351-354.
- A 2.750 GPA must be attained in the education courses.

B.S. Middle Childhood Education

This block serves as a guideline only. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|--|---------------------|---|---------------------|
| Freshman Year | | | |
| Core Courses | 15 | Core Courses | 15 |
| | | EDFD 100, Intro to Education | 3 |
| Total | 15 | Total | 18 |
| Sophomore Year | | | |
| Core/Concentration Courses | 9 | Core/Concentration Courses | 9 |
| EDFD 110, Human Dev & Learning | 3 | EDMC 212, Nature & Need of Adolescents 3 | 3 |
| EDFD 251, Instructional Technology | 3 | EDSP 200, Sp Ed: Id & Issues | 3 |
| EDFD 260, Cultural Diversity in Ed Setting 3 | 3 | EDCH 326, Children's Lit for Middle Gr | 3 |
| Total | 18 | Total | 18 |
| Junior Year | | | |
| Core/Concentration Courses | 9 | Core/Concentration Courses | 6 |
| EDRE 269, Phonics & Found of Literacy | 3 | EDMC 345, Mid Sc Coll & Class Mgmt | 3 |
| EDRE 314, Read Meth for Middle Grades .. | 3 | EDMC 325, Arts in Middle Child | 3 |
| EDMC 340, Middle Sc Phil & Sch Org | 3 | EDMC 351-354, Middle Schoor Curr | 6 |
| Total | 18 | Total | 18 |
| Senior Year | | | |
| EDMC 455, Stu Teach: Middle School | 11 | Core/Concentration Courses | 15 |
| EDMC 456, SEM: Curr In Middle Sch Ed ... | 1 | EDRE 478, Diag & Corr of Read Dis | 3 |
| EDRE 471, Content Area Literacy | 3 | | |
| Total | 15 | Total | 18 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- The E/RS Focus Elective is required, but an acceptable core requirement should be chosen to fulfill the requirement.
- A minimum of 139 credit hours is required for the degree.
- The sequence of courses in the program is subject to change.
- Due to the concentrations required in this program, students will need at least ten additional hours of content area courses. Advanced placement credit and summer course work may be applied to core or concentration requirements.

**BACHELOR OF SCIENCE
DEGREE IN SPECIAL EDUCATION
Mild/Moderate Intervention Specialist
Moderate/Intensive Intervention Specialist**

The Special Education undergraduate teacher preparation programs are theory based with continual field application experiences. Students complete the degree with a foundation in liberal arts and in child centered learning/development intervention competencies.

Core Curriculum Requirements (see page 94) 64 hours including:

- Science requirements must be met with physical (PHYS or CHEM) and biological (BIOL) sciences.
- English composition grade must be "B" or better.
- Mathematics grades must be "C" or better.
- Social Sciences requirements is included in the major requirements.
- Literature area fulfilled per the major, with EDCH 320, 324 or 326.
- A 2.500 cumulative average must be attained in the core curriculum for recommendation to teacher licensure program.

Major Requirements:

- 32 hours of education courses: EDFD 110, 251, 260; EDRE 269; EDSP 200, 201, 203, 204, 205, 367, 368.
- 40 hours additional hours of education courses to fulfill concentration area (see block schedules that follow).
- A 2.750 cumulative average must be attained in the education courses for recommendation for teacher licensure.

**B.S. Programs in Special Education
Undergraduate Four Year Programs in Special Education
Mild/Moderate Intervention Specialist Four Year Guideline**

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|--|---------------------|---|---------------------|
| Freshman Year | | | |
| ENGL 101 or 115, Engl Comp or Rhetoric .. 3 | | EDFD 110, Human Dev & Learning | 3 |
| Mathematics Elective | 3 | Mathematics Elective | 3 |
| History I Elective | 3 | History II Elective | 3 |
| THEO 111, Theological Foundations | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| EDSP 200, Sp Ed: Identification & Issues ... 3 | | Biology Elective | 3 |
| Total | 15 | Total | 15 |
| Sophomore Year | | | |
| Theology Scrip/Hist or Christ Sys Elective . 3 | | EDSP 201, Intro to Emotionally Disturbed . 3 | |
| EDFD 260, Cultural Diversity in Ed | 3 | Physical Science Elective | 3 |
| EDSP 363, Sp Ed: Assess & Eval | 3 | EDRE 269, Phonics/Foundations-Lit | 3 |
| EDSP 360, M/M Charact & Strategies | 3 | EDFD 251, Instructional Technology | 3 |
| EDSP 205, Foundations in ECSPED | 3 | EDSP 203, Sp Ed Comm & Collab | 3 |
| Total | 15 | Total | 15 |

B.S. Programs in Special Education, Mild/Moderate, continued

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Junior Year

| | | | |
|---|-----------|--|-----------|
| Fine Arts Elective | 3 | EDCH 320/324/326, Children's Lit | 3 |
| EDCH 320, Multi-Cultural Lit for Children | 3 | Foreign Language Elective | 3 |
| PHIL 290, Theory of Knowledge | 3 | EDSP 380, Classroom Management | 3 |
| EDRE 471, Content Area Literacy | 3 | EDSP 365, Curr Practices:Mild Disabilities | 3 |
| EDSP 364, DAP Instructional Materials | 3 | EDSP 204, Read Assessment & Strategy | 3 |
| Science Elective | 3 | Philosophy Elective | 3 |
| Total | 18 | Total | 18 |

Senior Year

| | | | |
|---|-----------|--------------------------------------|-----------|
| Theology Ethics or Rel/Cult Elective | 3 | EDSP 400, M/M Student Teaching | 10 |
| EDSP 374, M/I Inst Meth & Accomod | 3 | EDSP 401, Teaching Seminar | 2 |
| Foreign Language Elective | 3 | | |
| EDSP 367, Sp Ed: Behav & Social Skills | 3 | | |
| EDSP 362, M/M Support Services | 3 | | |
| ENGL/CLAS 205, Lit and the Moral Imag .. | 3 | | |
| Total | 18 | Total | 12 |

Scheduling Notes:

- The E/RS Focus Elective is required, but one of the other core requirements may be selected to fulfill the requirement.
- A minimum of 126 credit hours is required for the degree.
- The sequence of courses in the program are subject to change.

**B.S. Programs in Special Education
Undergraduate Four Year Programs in Special Education
Moderate/Intensive Intervention Specialist Four Year Guideline**

This block serves as a guideline for progress toward a degree. See your academic advisor.

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|--|-----------|
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | EDSP 200, Sp Ed Identification & Issues | 3 |
| Mathematics Elective | 3 | Mathematics Elective | 3 |
| History I Elective | 3 | History II Elective | 3 |
| THEO 111, Theological Foundations | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| EDFD 110, Human Devel & Learning | 3 | Biology Elective | 3 |
| Total | 15 | Total | 15 |

Sophomore Year

| | | | |
|---|-----------|--|-----------|
| EDSP 205, Foundations in ECSPED | 3 | EDRE 312, Reading Methods for EC | 3 |
| EDFD 260, Cultural Diversity in Ed | 3 | EDFD 251, Instructional Technology | 3 |
| Physical Science Elective | 3 | EDSP 203, Sp Ed: Comm & Collab | 3 |
| EDSP 370, M/I Charact & Strategies | 3 | Theology Scrip/Hist or Christ Sys Elective . | 3 |
| EDRE 269, Phonics Found & Literacy | 3 | EDSP 373, M/I Assess & Evaluation | 3 |
| EDSP 201, Intro to Emotionally Dist Child . | 3 | | |
| Total | 18 | Total | 15 |

B.S. Programs in Special Education, Moderate/Intensive, continued

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Junior Year

| | | | |
|--|-----------|---|-----------|
| PHIL 290, Theory of Knowledge | 3 | EDSP 204, Read Assessment & Strategy | 3 |
| Fine Arts Elective | 3 | EDSP 380, Classroom Management | 3 |
| EDRE 471, Content Area Literacy | 3 | EDSP 374, Curr Prac:Moderate Disabilities | 3 |
| Science Elective | 3 | EDSP 372, Comm Strategy & Tech | 3 |
| EDCH 320, Multi-Cultural Lit for Child OR | | Philosophy Elective | 3 |
| EDCH 324, Child Lit for Early Child OR | | Foreign Language Elective | 3 |
| EDCH 326, Child Lit for Middle Child | 3 | | |
| Total | 15 | Total | 18 |

Senior Year

| | | | |
|---|-----------|--------------------------------------|-----------|
| Theology Ethics or Rel/Cult Elective | 3 | EDSP 402, M/I Student Teaching | 10 |
| EDSP 389,Prgm Prac:Sev/Intens Disab | 3 | EDSP 401, Teaching Seminar | 2 |
| Foreign Language Elective | 3 | | |
| EDSP 367, Sp Ed: Behav & Social Skills | 3 | | |
| EDSP 376, M/I Support Services | 3 | | |
| ENGL/CLAS 205, Lit and the Moral Imag .. | 3 | | |
| Total | 18 | Total | 12 |

Scheduling Notes:

- The E/RS Focus Elective is required, but one of the other core requirements may be selected to fulfill the requirement.
- A minimum of 126 credit hours is required for the degree.
- The sequence of courses in the program are subject to change.

PROFESSIONAL EDUCATION MINOR

A Professional Education minor is normally declared by an undergraduate who intends to achieve state licensure to teach at the pre-K - 12 or 7 -12 grade levels. The student must meet with a secondary education advisor for licensure requirements. The student retains his/her major area advisor for guidance in the major, University core and for all other purposes. This minor requires the completion of 31 to 35 semester hours of education course work, including student teaching, and a minimum GPA of 2.700 must be achieved. State licensure also requires the completion of prescribed courses in the teaching subject area. In order to complete the licensure sequence at the end of his/her bachelor's program, the undergraduate should begin the licensure sequence no later than the first semester of the sophomore year. Contact the Education Department for further information.

All areas of concentration must take these foundation courses: 16 hours required from EDFD 110; EDMS 131, 411; EDRE 371; EDSP 200 and 380

Concentrations: 15-19 hours required (complete 1 of the following 5 options)

1. Secondary Ed (7-12): 15 hours required, take one course from: EDMS 330, 331, 332, 333; and take EDMS 350 and 470.
2. Physical Education (pre-K - 12): 19 hours required, take EDPE 342, 385, and 460; and take EDMS 350 and 471.
3. Languages (pre-K - 12): 15 hours required, take EDMS325 or 335; and take EDMS 350 and 471.
4. Music (pre-K - 12): 18 hours required, take MUSC 221, 320, 321; and take EDMS 350 and 471.
5. Visual Art (pre-K - 12): 18 hours required, take ARTS 221, 223; and take EDMS 350 and 471.

CAUTION: Please consult with the Director of Secondary Education for exact program details and specific State of Ohio teaching licensure requirements.

BACHELOR OF SCIENCE DEGREE IN PHYSICAL EDUCATION

Requirements for the Physical Education Major

Undergraduate core curriculum requirements* (see page 94): 64 hours, including

- Science requirement includes BIOL 140, 141, 142, 143.
- Philosophy (PHIL 329) and E/RS Focus Elective.
- Social science requirement included within the major.

Major Requirements:

- 28 hours of education courses: EDMS 131, 411; EDRE471; EDFD 110; EDSP 200, EDSP 380; EDME 350, EDME 471.
- 52 hours of physical education courses.
- A total of 150 hours of clinical observation is required prior to student teaching.
- A 2.700 cumulative average must be attained in the major.

B.S. Physical Education

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | |
|---|--|
| BIOL 140, Human Anatomy & Ph I 3 | BIOL 142, Human Anatomy & Phy II 3 |
| BIOL 141, Human Anatomy & Phy I Lab ... 1 | BIOL 143, Human Anatomy & Phy II Lab . 1 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. 3 | PHIL 100, Ethics as Intro to Philosophy 3 |
| EDFD 110, Human Dev & Learning 3 | Foreign Language Elective 3 |
| Foreign Language Elective 3 | EDMS 131, Professional Ed & Field Exp ... 3 |
| THEO 111, Theological Foundations 3 | EDPE 193, Hist & Phil or Sport & PE 2 |
| | Cultural Diversity Elective 1 |
| Total 16 | Total 16 |

Sophomore Year

| | |
|---|--|
| History I Elective 3 | History II Elective 3 |
| Mathematics Elective 3 | Theology Scrip/Hist or Christ Sys Elective . 3 |
| PHIL 290, Theory of Knowledge 3 | MATH 116, Elementary Statistics 3 |
| EDSM 370, Basic Aquatics & Pool Mgmt... 2 | EDPE 276, Theory & Prin of Coaching 2 |
| EDHE 168, First aid, Safety & CPR 3 | EDPE 313, Individual Fitness 2 |
| EDSP 200, Sp Ed: Ident & Issues 3 | Literature Elective 3 |
| Total 17 | Total 16 |

Junior Year

| | |
|---|---|
| PHIL 329, Bioethics* 3 | EDPE 342, Methods in Sec PE 3 |
| EDSP 380, Classroom Mgmt 2 | EDPE 389, Adaptive Motor Development .. 3 |
| EDPE 385, Met: Early & Middle Child PE .. 3 | EDPE 392, Sensory Integ & Motor Learn ... 3 |
| EDPE 381, Measure & Eval in H & PE 3 | EDPE 267, Physiology of Exercise 3 |
| EDPE 386, Kinesiology 2 | Theology Elective 3 |
| EDPE 387, Kinesiology Lab 1 | |
| Fine Arts Elective 3 | |
| Total 17 | Total 15 |

B.S. Physical Education, continued

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|---|---------------------|--|---------------------|
| Senior Year | | | |
| EDMS 411, Clinical Experiences | 1 | EDRE 371, Content Area Reading | 3 |
| EDPE 377, Org & Adm of H, PE & AT | 3 | EDHE 375, Nutrition | 2 |
| EDPE 460, Curriculum in PE | 2 | EDMS 471, Student Teaching & Sem | 9 |
| EDPE 240, Gym. Rhythmics & Games | 2 | | |
| EDSM 410, Cur Iss:Sports, Phy Activity | 3 | | |
| EDSP 204, Intro to Emotionally Disturbed Child | 2 | | |
| ENGL/CLAS 205, Lit & the Moral Imag | 3 | | |
| Total | 16 | Total | 14 |

* PHIL 329, Bioethics, is recommended to fulfill the E/RS Focus Elective.

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 127 credit hours is required for the degree.

BACHELOR OF SCIENCE DEGREE IN ATHLETIC TRAINING

Athletic training is an allied health profession within the American Medical Association. Its mission is to enhance the quality of health care for the physically active through prevention, evaluation, management, and rehabilitation of athletic injuries. The Xavier University athletic training program fulfills the curricular guidelines established by the American Medical Association's - sponsored Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the National Athletic Trainers' Association (NATA). Completing a degree in our NATA approved entry-level undergraduate program fulfills the eligibility requirements of the NATA certification exam.

Students are encouraged to pursue teaching licensure with the athletic training degree. This, however, may require additional semesters because of the athletic training degree and teaching licensure requirements of 1,000 clinical field hours, and student teaching respectively. Applicants to the program are cautioned about the strict entrance requirements and intense clinical demands in the athletic training program. The clinical experiences will require participation every weekday afternoon and some weekends during the academic year. They may also require early morning and late evening commitments during both the academic year and semester breaks.

Program Admission Requirements

Students may make application to the program during the second semester of their freshman year and must meet the following criteria to be considered for program admission:

- Minimum cumulative grade point average of 2.750 (4.000 scale) for all transcribed college courses.
- Complete at least 30 hours of core curriculum requirements.
- Minimum grade of "B" in EDAT 143, Introduction to Athletic Training.
- Health history and required yearly physical examination form.
- 2 MMR immunizations, Hepatitis B vaccine series, and TB vaccine.
- Minimum 100 documented athletic training clinical observation hours.
- Adult CPR and First Aid certification (American Red Cross).
- National Athletic Trainers Association student membership.
- A successful writing sample and interview conducted by the Coordinator of Athletic Training.
- Liability insurance (\$1,000,000/\$5,000,000), purchased through Xavier Univer-

sity, will be billed to each student's account while enrolled in EDAT 150, 250, 350, 450, 492, and 495.

- Program application packet and supplemental documents submitted. These must be received by March 15 for admission the following fall and will not be reviewed until all supplemental materials have been submitted. Application packets are available in the Sport Studies Department.

Completion of the above items does not guarantee admission to the program. Students are responsible for expenses of the above, a required uniform (available through the Sport Studies Department), and transportation to and from all clinical agencies.

Requirements for the Athletic Training Degree

Undergraduate core curriculum requirements (see page 94): 64 hours including

- Science requirements included within the major requirements.
- Social sciences requirement: PSYC 101, PSYC 261 or SOCI 101.
- Mathematics requirements: MATH 116 and one elective chosen from MATH 120-170.

Major requirements:

- Minimum 50 hours of education courses: EDAT 143, 150, 250, 323, 343, 344, 345, 346, 347, 350, 450, 492, 495; EDHE 168, 288, 375, 387; EDPE 267, 313, 377, 381.
- A 2.000 cumulative GPA must be attained in these education major courses.
- 14 hours of science courses: BIOL 140, 141, 142, 143, 340; EDAT 386, 387.
- Three hours of psychology courses: PSYC 477.
- Three hours of information systems courses: INFO 200.
- 1,000 clinical hours under the supervision of a certified athletic trainer.
- A minimum of a 2.500 cumulative GPA and a minimum 2.000 in all biology, and professional courses must be maintained to remain in the program.
- A code of ethical behavior and conduct has been developed to ensure professional behavior of all students enrolled in the Athletic Training program. The Athletic Training Advisory Committee will review cumulative code infractions at the end of each academic semester. A student who exceeds the maximum cumulative infraction points will be deemed unprofessional and will not be permitted to continue in the program.
- If a student earns lower than a grade of "C" in any athletic training course, it may be repeated once and must be taken at Xavier University.

B.S. Athletic Training

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|---|---------------------|---|---------------------|
| Freshman Year | | | |
| EDAT 143, Intro to Athletic Training | 3 | EDAT 323, Rec & Eval of Ath Injuries | 3 |
| EDHE 168, First Aid | 3 | BIOL 142, Human Anatomy & Phy II | 3 |
| EDHE 288, Personal & Comm Health | 2 | BIOL 143, Human Anatomy & Phy II Lab . | 1 |
| BIOL 140, Human Anatomy & Phy I | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| BIOL 141, Human Anatomy & Phy I Lab ... | 1 | THEO 111, Theological Foundations | 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | EDHE 375, Nutrition | 2 |
| EDAT 150, Athletic Training Practicum I ... | 1 | | |
| Total | 16 | Total | 15 |

B.S. Athletic Training, continued

First Semester *Credit Hours* *Second Semester* *Credit Hours*

Sophomore Year

| | |
|--|--|
| EDAT 343, Therapeutic Modalities 3 | EDAT 344, Therapeutic Exercise 3 |
| EDAT 386, Advanced Kinesiology 2 | EDAT 345, Orthopedic Injuries I 3 |
| EDAT 387, Advanced Kinesiology Lab 1 | EDAT 250, Athletic Training Practicum II . 1 |
| MATH 120-170 (or placement selection) 3 | MATH 116, Elementary Statistics 3 |
| PHIL 290, Theory of Knowledge 3 | Foreign Language Elective 3 |
| Foreign Language Elective 3 | INFO 200, Managing Info Technology 3 |
| Cultural Diversity Elective 1 | |
| Total 16 | Total 16 |

Junior Year

| | |
|---|---|
| EDAT 346, Orthopedic Injuries II 3 | EDAT 347, Orthopedic Injuries III 3 |
| EDPE 377, Org Adm of Health, PE & AT ... 3 | EDPE 267, Physiology of Exerices 3 |
| EDAT 350, Athletic Training Practicum III 1 | History II Elective 3 |
| History I Elective 3 | BIOL 340, Advanced Physiology 3 |
| Theology Scrip/Hist or Christ Sys Elective .3 | Literature Elective 3 |
| EDPE 381, Assessment & Evaluation 3 | Social Science Elective 3 |
| Total 16 | Total 18 |

Senior Year

| | |
|--|---|
| EDAT 492, Senior Seminar 3 | EDAT 495, Internship 1-9 |
| Theology Ethics or Rel/Cult Elective 3 | EDAT 450, Athletic Training Practicum IV 1 |
| Fine Arts Elective 3 | EDPE 313, Strength & Cond Prgm Dev 3 |
| ENGL/CLAS 205, Lit and the Moral Imag ..3 | E/R/S Focus Elective 3 |
| PSYC 101, General Psychology 3 | EDHE 387, Current Issues & Ethics in HE . 2 |
| | PSYC 477, Sports Psychology 3 |
| Total 15 | Total 13-21 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the catalog.
- A minimum of 125 credit hours is required for the degree.

BACHELOR OF SCIENCE DEGREE IN SPORT MANAGEMENT

Requirements for the Sport Management or Sport Marketing Major

Undergraduate core curriculum requirements (see page 94): 64 hours, including

- Social Sciences requirement included within the major.
- Philosophy 321 is recommended as the philosophy elective.
- Mathematics requirements: MATH 116 required, 113 recommended as the other required course.
- Science requirements fulfilled by the BIOL 140-143 sequence; or EDPE 386-387 is an option with 6 hours of a different science.

Major Requirements: 71 hours, distributed as follows:

- Area 1 12 hours management courses required: EDSM 110 and 322, MGMT 300, INFO 200.
- Area 2 Eight hours social ethics required: EDPE 193, EDSM 132, EDSM 410.
- Area 3 Six hours legal aspects required: EDSM 348, BLAW 300.
- Area 4 12 hours communication arts required: COMM 101, COMM 207 and six elective hours (COMM 209-479).
- Area 5 Six hours of marketing required: MKTG 300 and EDSM 310. Students wishing to concentrate in sport marketing must take an additional six

- Area 6 elective hours, with advisor's permission.
- Area 7 Three hours of accounting required: ACCT 200.
- Area 8 Six hours of economics required: ECON 200 and 201.
- Area 9 Nine hours of sport management electives required with advisor's permission.
- Area 9 Nine hours of field experience required, including EDSM 495 (6). Each three hour block in EDSM 495 equals 200 clock hours for a total of 400 clock hours.

B.S. Sport Management or Sport Marketing

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|--|---------------------|---|---------------------|
| Freshman Year | | | |
| ENGL 101 or 115, Engl Comp or Rhetoric ..3 | | EDSM 110, Intro to Sport Management 3 | |
| THEO 111, Theological Foundations3 | | Mathematics Elective3 | |
| PHIL 100, Ethics as Intro to Philosophy3 | | COMM 101, Oral Communication3 | |
| History I Elective3 | | History II Elective3 | |
| Foreign Language Elective3 | | Foreign Language Elective3 | |
| EDPE 193, History & Phil of Sport2 | | Sport Management Elective3 | |
| Total17 | | Total 18 | |
| Sophomore Year | | | |
| Science Elective3 | | Science Elective 3 | |
| Theology Scrip/Hist or Christ Sys Elective .3 | | PHIL 290, Theory of Knowledge 3 | |
| COMM 207, Interpersonal Communication 3 | | Field Experience Elective3 | |
| ECON 200, Microeconomic Principles3 | | ECON 201, Macroeconomic Principles 3 | |
| Cultural Diversity Elective1 | | Communication Arts Elective3 | |
| ENGL/CLAS 205, Lit & the Moral Imag3 | | MATH 116, Elementary Statistics 3 | |
| Total 16 | | Total 18 | |
| Junior Year | | | |
| Theology Ethics or Rel/Cult Elective3 | | Philosophy Elective *3 | |
| EDSM 132, Sociology of Sport3 | | EDSM 322, Facility & Event Mgmt 3 | |
| INFO 200, Managing Info Technology3 | | BLAW 300, Legal Environment 3 | |
| Literature Elective3 | | ACCT 200, Intro Financial Accounting 3 | |
| MKTG 300, Principles of Marketing3 | | Communication Arts Elective3 | |
| Sport Mgmt Elective3 | | | |
| Total 18 | | Total 15 | |
| Senior Year | | | |
| Fine Arts Elective3 | | EDSM 348, Legal & Ethical Iss is Sport 3 | |
| EDSM 310, Intro to Sport Marketing3 | | EDSM 495, Sport Mgmt/Mktg Intership 6 | |
| MGMT 300, Managerial Behavior3 | | Sport Management Elective3 | |
| EDSM 410, Sport Ethics3 | | | |
| Total 12 | | Total 12 | |

* PHIL 321, Ethical Business Decisions is strongly recommended.

Scheduling Notes:

- PHIL 321, Ethical Business Decisions, satisfies the Philosophy elective and the E/RS Focus elective.

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree, with the program typically composed of 125-131 credit hours.

BACHELOR OF SCIENCE DEGREE IN TEACHING LIFE SCIENCES

Requirements for the Teaching Life Sciences Major

Undergraduate core curriculum requirements* (see page 94): 64 hours, including

- Mathematics: MATH 150 and 156.
- Social sciences requirement completed within the professional courses.
- Science requirement included within the major.

Major Requirements:

- 31 hours of education courses: EDMS 131, 332, 350, 411, 470; EDRE 371; EDFD 110; EDSP 200, 380.
- 32 hours of biology courses: BIOL 160, 161, 162, 163, 210, 211, 230, 250, 251, 410, 411, 450, 451, and four hours of biology electives (BIOL 222, 240, 244, 360) .
- Eight hours of chemistry courses: CHEM 160, 161, 162, 163.
- Seven hours of physics courses: PHYS 116, 117, 160, 161.
- A 2.700 overall cumulative average must be attained; a 2.500 GPA must also be attained in education courses and in each area of certification.

The program meets the State of Ohio licensure requirements for Grades 7-12.

- * The University core curriculum must be fulfilled to meet State of Ohio regulations in general education for teacher licensure.

B.S. Teaching Life Sciences

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|--|-----------|
| BIOL 160, General Biology I | 3 | BIOL 162, General Biology II | 2 |
| BIOL 161 General Biology I Lab | 2 | BIOL 163, General Biology II Lab | 2 |
| CHEM 160, General Chemistry I | 3 | CHEM 162, General Chemistry II | 3 |
| CHEM 161, General Chemistry I Lab | 1 | CHEM 163, General Chemistry II Lab | 1 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | Foreign Language Elective | 3 |
| Foreign Language Elective | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| EDMS 131, Professional Education | 3 | THEO 111, Theological Foundations | 3 |
| Total | 18 | Total | 17 |

Sophomore Year

| | | | |
|--|-----------|--|-----------|
| BIOL 210, General Botany | 2 | BIOL 250/251, Ecology & Lab | 4 |
| BIOL 211, General Botany Lab | 2 | EDSP 200, Sp Ed Ident & Issues | 3 |
| PHYS 160, College Physics I | 3 | Literature Elective | 3 |
| PHYS 161, Intro Physics I Lab | 1 | MATH 156, General Statistics | 3 |
| MATH 150, Elements of Calculus I | 3 | ENGL/CLAS 205, Lit & The Moral Imag .. | 3 |
| EDFD 110, Human Dev & Learning | 2 | | |
| Cultural Diversity Elective | 1 | | |
| PHIL 290, Theory of Knowledge | 3 | | |
| Total | 17 | Total | 16 |

B.S. Degree in Teaching Life Sciences, continued

| First Semester | Credit Hours | Second Semester | Credit Hours |
|--|--------------|--|--------------|
| Junior Year | | | |
| Biology Program Elective | 4 | EDMS 350, Tech & Topics for Teachers | 3 |
| BIOL 410, Vertebrate Physiology | 2 | BIOL 230, Genetics | 3 |
| BIOL 411, Vertebrate Phys Lab | 2 | History II Elective | 3 |
| EDMS 332, Meth/Curr/Asmt in Science | 3 | Theology Scrip/Hist or Christ Sys Elective . | 3 |
| History I Elective | 3 | PHYS 116, Our Universe: The Earth | 2 |
| EDRE 371, Content Area Literacy | 3 | PHYS 117, Our Universe: The Earth Lab ... | 1 |
| | | Fine Arts Elective | 3 |
| Total | 17 | Total | 18 |
| Senior Year | | | |
| Theology Ethics or Rel/Cult Elective | 3 | EDMS 470, Student Teaching | 9 |
| Philosophy Elective | 3 | EDSP 380, Classroom Management | 3 |
| E/RS Focus Elective * | 3 | | |
| Theology Ethics or Rel/Cult Elective | 3 | | |
| BIOL 450, Bacteriology | 2 | | |
| BIOL 451, Bacteriology Lab | 2 | | |
| EDMS 411, Clinical Experiences: Sec | 1 | | |
| Total | 17 | Total | 12 |

Biology 24 hours, Chemistry eight hours, Physics seven hours, Math six hours. E/RS Focus courses: One elective required in addition to PHIL 100, THEO 111, and ENGL/CLAS 205. See list in current class schedule. (Elective course may be used to satisfy another core requirement.) Required: 2.700 overall GPA; 2.500 GPA in education courses; 2.500 GPA in sciences. This program meets the State of Ohio licensure requirements for grades 7 through 12.

- * The E/RS Focus Elective is required, but may be fulfilled by one of the other Core requirements.

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- A minimum of 130 credit hours is required for this degree.

BACHELOR OF SCIENCE DEGREE IN TEACHING LIFE SCIENCES AND CHEMISTRY

Requirements for the Teaching Life Sciences and Chemistry Major

Undergraduate core curriculum requirements* (see page 94): 64 hours, including

- Mathematics: MATH 170 and 171.
- Social science requirement completed within the professional courses.
- Sciences requirement included within the major.

Major Requirements:

- 31 hours of education courses: EDMS 131, 332, 350, 441, 470; EDRE 371; EDFD 110; EDSP 200, 380.
- 24 hours of chemistry courses: CHEM 160, 161, 162, 163, 240, 241, 242, 243, 440; and five semester hours from CHEM 220, 221, 300, 340, 341, 411.
- 24 hours of biology courses: BIOL 160, 161, 162, 163, 210, 211, 230, 250, 251, and four semester hours from BIOL 410, 411, 450, 451.
- 10 hours of physics courses: PHYS 116, 117, 160, 161, 162, and 163.
- A 2.700 cumulative average must be attained; a 2.500 GPA must also be attained in education courses and in each area of licensure.

This program meets the State of Ohio licensure requirements for Grades 7-12.

* The undergraduate core curriculum must be fulfilled to meet State of Ohio regulations in general education for teacher licensure.

B.S. Teaching Life Sciences & Chemistry

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|--|-----------|
| BIOL 160, General Biology I | 3 | BIOL 162, General Biology II | 2 |
| BIOL 161, General Biology I Lab | 2 | BIOL 163, General Biology II Lab | 2 |
| CHEM 160, General Chemistry I | 3 | CHEM 162, General Chemistry II | 3 |
| CHEM 161, General Chemistry I Lab | 1 | CHEM 163, General Chemistry II Lab | 2 |
| MATH 150, Elements of Calculus I | 3 | MATH 156, General Statistics | 3 |
| PHIL 100, Ethics as Intro to Philosophy | 3 | THEO 111, Theological Foundations | 3 |
| EDMS 131, Professional Education | 3 | Literature Elective | 3 |
| Total | 18 | Total | 18 |

Sophomore Year

| | | | |
|---|-----------|--|-----------|
| CHEM 240, Organic Chemistry I | 3 | CHEM 242, Organic Chemistry II | 3 |
| CHEM 241, Organic Chemistry I Lab | 1 | CHEM 243, Organic Chemistry II Lab | 1 |
| PHYS 160, College Physics I | 3 | PHYS 162, College Physics II | 3 |
| PHYS 161, Intro Physics I Lab | 1 | EDSP 200, Sp Ed Indent & Issues | 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | History II Elective | 3 |
| EDFD 110, Human Dev & Learning | 3 | Biology Elective | 2 |
| History I Elective | 3 | Theology Scrip/Hist or Christ Sys Elective . | 3 |
| Cultural Diversity Elective | 1 | | |
| Total | 18 | Total | 18 |

Junior Year

| | | | |
|---|-----------|---|-----------|
| EDRE 371, Content Area Reading | 3 | BIOL 250, Ecology | 3 |
| CHEM 440, Biochemistry | 3 | BIOL 251, Ecology Lab | 1 |
| PHYS 116, Our Universe: Earth | 2 | EDMS 350, Tech & Topics for Teachers | 3 |
| PHYS 117, Our Universe: Earth Lab | 1 | Fine Arts Elective | 3 |
| BIOL 210, General Botany | 2 | ENGL/CLAS 205, Lit & the Moral Imag | 3 |
| BIOL 211, General Botany Lab | 2 | PHIL 290, Theory of Knowledge | 3 |
| EDMS 332, Meth/Curr/Asmt in Science | 3 | Foreign Language Elective | 3 |
| Biology Elective | 2 | | |
| Total | 18 | Total | 19 |

Senior Year

| | | | |
|---|-----------|--------------------------------------|-----------|
| Chemistry Elective (300 level) | 5 | EDMS 470, Student Teaching | 9 |
| Philosophy Elective | 3 | EDSP 380, Classroom Management | 3 |
| BIOL 230, Genetics | 3 | | |
| E/RS Focus Elective | 3 | | |
| Foreign Language Elective | 3 | | |
| BIOL 230, Genetics | 3 | | |
| EDMS 411, Clinical Experiences: Sec | 1 | | |
| Total | 21 | Total | 12 |

Chemistry 24 hours, Biology 24 hours, Physics 10 hours, Math six hours. Required: 2.700 overall GPA; 2.500 GPA in education courses; 2.500 GPA in sciences. This program meets the State of Ohio licensure requirements for grades 7 through 12.

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- The E/RS Focus Elective is required, but one of the other ore requirements may be selected to fulfill the requirement.
- A minimum of 140 credit hours is required for the degree.

BACHELOR OF SCIENCE DEGREE IN TEACHING LIFE SCIENCES AND PHYSICS

Requirements for the Teaching Life Sciences and Physics Major

Undergraduate core curriculum requirements* (see page 94): 64 hours, including

- Mathematics: MATH 170 and 171.
- Social sciences requirement completed within the professional courses.
- Science requirement included within the major.

Major Requirements:

- 31 hours of education courses: EDMS 131, 332, 350, 411, 470; EDRE 371; EDFD 110; EDSP 200, 380.
- 24 hours of biology courses: BIOL 160, 161, 162, 163, 210, 211, 230, 250, 251, and four hours of biology electives: BIOL 410 and 411 or 450 and 451 .
- Seven hours of chemistry courses: CHEM 160, 161, 162.
- 27 hours of physics courses: PHYS 116, 117, 161, 163, 170, 172, 242, 243, 330, 331, 350, and six hours of physics electives (selected).
- A 2.700 overall cumulative average must be attained; a 2.500 GPA must also be attained in education courses and in each area of licensure.

The program meets the State of Ohio licensure requirements for Grades 7-12.

- * The university core curriculum must be fulfilled to meet State of Ohio regulations in general education for teacher licensure.

B.S. Teaching Life Sciences & Physics

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | |
|---|--|
| BIOL 160, General Biology I 3 | BIOL 162, General Biology II 2 |
| BIOL 161, General Biology I Lab 2 | BIOL 163, General Biology II Lab 2 |
| CHEM 160, General Chemistry I 3 | CHEM 162, General Chemistry II 3 |
| CHEM 161, General Chemistry I Lab 1 | Cultural Diversity Elective 1 |
| EDMS 131, Professional Education 3 | Foreign Language Elective 3 |
| Foreign Language Elective 3 | PHIL 100, Ethics as Intro to Philosophy 3 |
| History I Elective 3 | THEO 111, Theological Foundations 3 |
| Total 18 | Total 17 |

Sophomore Year

| | |
|---|--|
| BIOL 210, General Botany 2 | BIOL 250, Ecology 3 |
| BIOL 211, General Botany Lab 2 | BIOL 251, Ecology Lab 1 |
| PHYS 170, University Physics I 3 | PHYS 172, University Physics II 3 |
| PHYS 161, General Physics I Lab 1 | PHYS 173, General Physics II Lab 1 |
| MATH 170, Calculus I 4 | MATH 171, Calculus II 4 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. 3 | BIOL 244, Animal Behavior 2 |
| EDFD 110, Human Dev & Learning 3 | EDSP 200, Sp Ed: Ident & Issues 3 |
| Total 18 | Total 17 |

B.S. Degree in Teaching Life Sciences & Physics, continued

First Semester *Credit Hours* *Second Semester* *Credit Hours*

Junior Year

| | | | |
|---|-----------|--|-----------|
| Fine Arts Elective | 3 | BIOL 230, Genetics | 3 |
| PHYS 242, Electronics I | 2 | History II Elective | 3 |
| PHYS 243, Electronics I Lab | 1 | PHIL 290, Theory of Knowledge | 3 |
| EDMS 332, Meth/Curr/Asmt in Science | 3 | PHYS 116, Our Universe: The Earth | 2 |
| PHYS 350, Mechanics | 3 | PHYS 117, Our Universe: The Earth Lab ... | 1 |
| PHYS 330, Atomic Physics | 3 | Theology Scrip/Hist or Christ Sys Elective . | 3 |
| PHYS 331, Atomic Physics Lab | 1 | EDMS 350, Tech & Topics for Teachers | 3 |
| BIOL 240, Evolution | 2 | ENGL/CLAS 205, Lit & The Moral Imag .. | 3 |
| Total | 18 | Total | 21 |

Senior Year

| | | | |
|--|-----------|--------------------------------------|-----------|
| EDRE 371, Content Area Reading | 3 | EDMS 470, Student Teaching | 9 |
| Philosophy Elective | 3 | EDSP 380, Classroom Management | 3 |
| Literature Elective | 3 | | |
| Physics Electives | 6 | | |
| Theology Ethics or Rel/Cult Elective | 3 | | |
| EDMS 411, Clinical Experiences: Sec | 1 | | |
| Total | 19 | Total | 12 |

NOTE: E/RS Focus Elective required (see advisor). Four additional semester hours of biology electives (BIOL 410 & 411 or BIOL 450 & 451) are needed (see advisor).

Scheduling Notes:

- Consult the undergraduate core curriculum description on page 94 of the Catalog.
- A minimum of 144 credit hours is required for this degree.

BACHELOR OF SCIENCE DEGREE IN TEACHING PHYSICAL SCIENCES (CHEMISTRY AND PHYSICS)

Requirements for the Teaching Physical Sciences Major

Undergraduate core curriculum requirements* (see page 94): 64 hours, including

- Mathematics: MATH 170 and 171.
- Social sciences requirement completed within the professional courses.
- Science requirement included within the major.

Major Requirements:

- 31 hours of education courses: EDMS 131, 332, 350, 411, 470; EDRE 371; EDFD 110; EDSP 200, 380.
- 24 hours of chemistry courses: CHEM 160, 161, 162, 163, 240, 241, 242, 243, 320 and five elective chemistry courses (see advisor).
- Nine hours of biology courses: BIOL 160, 161, 162, 163.
- 24 hours of physics courses: PHYS 161, 163, 170, 172, 242, 243, 330, 331, 350, and six selected physics electives (see advisor). In addition, PHYS 116 and 117 are required.
- A 2.700 overall cumulative average must be attained; a 2.500 GPA must also be attained in education courses and in each area of licensure.

The program meets the State of Ohio licensure requirements for Grades 7-12.

* The University core curriculum must be fulfilled to meet State of Ohio regulations in general education for teacher licensure.

UNDERGRADUATE PROGRAMS IN MONTESSORI EDUCATION

The philosophy of education taught in the Montessori program was researched by Dr. Maria Montessori, the first Italian woman to graduate from medical school in Rome in 1896. Dr. Montessori's philosophy supports the fundamental tenet that a child learns best within a social environment which supports each individual's unique development. Multi-age grouping in each class promotes peer group learning. The children work in a prepared learning environment that is child-centered and beautifully arranged with learning materials to aid the child in exploration of new ideas. The Montessori teacher learns to be a scientific observer and facilitator, providing an environment for children that is developmentally appropriate to help the child grow in all areas: social, cognitive, emotional, and physical.

An undergraduate degree will prepare you to practice your profession in the following ways:

1. Public schools. You will be prepared to teach in Montessori public schools, traditional public school early childhood programs and traditional public school classrooms for kindergarten through third grade.
2. Private schools. Our graduates teach in private Montessori schools all over the world. They are also teachers in traditional private schools.
3. Hospitals. Hospitals hire our graduates for special children's programs.
4. Child care centers. Our graduates are hired as administrators of child care centers.
5. State and city child care licensing organization. Our graduates are hired as inspectors for these organizations.

The Xavier University Montessori Teacher Education Program is accredited by the MACTE Commission and grants American Montessori Credential for Early Childhood and Elementary I students who complete all requirements also receive a State of Ohio Early Childhood License for Pre-K and K-3.

BACHELOR OF SCIENCE MONTESSORI EDUCATION

Early Childhood Education

Ohio License for Pre-K and K-3

American Montessori Society Credential for Ages 2 1/2 to 6 Years

American Montessori Credential for Elementary I

Requirements for the Early Childhood/Montessori Education Major

Undergraduate core curriculum requirements (see page 94): 64 hours, including

- English Composition/Rhetoric grade must be a "B" or above.
- Mathematics grade must be a "C" or above.
- EDFD 260 fulfills the cultural diversity requirement.
- A 2.500 overall GPA must be achieved.
- A 2.700 grade point average must be achieved in education courses.
- All Montessori education courses must have a grade of "B" or above.
- A questionnaire form must be in the file by the end of freshman year.
- Three letters of recommendation must be in student's file during the sophomore year.
- A moral character form must be in the file by sophomore year.
- A signed copy of the handbook signature page must in the file by sophomore year.
- Application for student teaching must be turned in by spring of junior year.
- Application and fees for American Montessori Credential must be turned in the summer before senior year.
- PRAXIS exams must be taken the first semester of senior year.

B.S. Montessori Education

This block serves as a guideline for progress toward a degree. See your academic advisor.

EARLY CHILDHOOD PROGRAM

State of Ohio License Pre-K and K-3

American Montessori Credential Early Childhood Ages 2 1/2 to 6

| First Semester | Credit Hours | Second Semester | Credit Hours |
|--|--------------|---|--------------|
| Freshman Year | | | |
| ENGL 101 or 115, Engl Comp or Rhetoric .. 3 | | EDFD 100, Intro to Education 3 | |
| Foreign Language Elective 3 | | Foreign Language Elective 3 | |
| Mathematics Elective 3 | | Mathematics Elective 3 | |
| History I Elective 3 | | History II Elective 3 | |
| THEO 111, Theological Foundations 3 | | PHIL 100, Ethics as Intro to Philosophy 3 | |
| Total | 15 | Total | 15 |
| Sophomore Year | | | |
| EDFD 110, Human Dev & Learning 3 | | Science Elective 3 | |
| Science Elective 3 | | EDEC 210, Early Child Development OR | |
| PHIL 290, Theory of Knowledge 3 | | EDME 363, Early Cognitive Dev 3 | |
| EDME 351, Montessori Ed: Phil Approach . 3 | | Theology Scrip/Hist or Christ Sys Elective . 3 | |
| COMM 101, Oral Communication 3 | | EDSP 202, Found of Early Child: Sp Ed 3 | |
| EDME 364, Early Child Met/Montessori 3 | | EDME 376, Phonics Skills 3 | |
| | | EDRE 312, Read Methods for Early Child.. 3 | |
| Total | 18 | Total | 18 |
| Junior Year | | | |
| Science Elective 3 | | EDFD 251, Instructional Technology 3 | |
| ENGL/CLAS 205, Lit & the Moral Imag ... 3 | | EDCH 324, Child Lit for Early Child 3 | |
| EDME 354, Mont Lang Arts & Read Meth . 3 | | EDME 377, Early Child/Math & Science ... 3 | |
| Reading Methods Elective 3 | | EDEC 330, Play in Early Childhood 3 | |
| Fine Arts Elective 3 | | EDFD 260, Cultural Diversity in Ed 3 | |
| Theology Ethics or Rel/Cult Elective 3 | | Philosophy Elective 3 | |
| Total | 18 | Total | 18 |
| Senior Year | | | |
| E/RS Focus Elective 3 | | EDME 367, Mont Curr Des&Te Strat:EC II 3 | |
| EDME 366, Mont Curr Des&Te Strat:EC I . 3 | | EDME 350, Methods of Observation 3 | |
| EDME 473, Mont Early Child Pract I 6 | | EDME 474, Mont Early Child Pract II 6 | |
| EDME 359, Full Day Child Care 3 | | | |
| Total | 15 | Total | 12 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the Core or the major.
- A minimum of 126 credit hours is required for the degree.

B.S. Montessori Education

This block serves as a guideline for progress toward a degree. See your academic advisor.

EARLY CHILDHOOD PROGRAM State of Ohio License Pre-K and K-3 American Montessori Credential Elementary I

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|---|-----------|
| ENGL 101 or 115, Engl Comp or Rhetoric .. 3 | | EDFD 100, Intro to Education | 3 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| Mathematics Elective | 3 | Mathematics Elective | 3 |
| History I Elective | 3 | History II Elective | 3 |
| THEO 111, Theological Foundations | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| Total | 15 | Total | 15 |

Sophomore Year

| | | | |
|---|-----------|---|-----------|
| EDFD 110, Human Dev & Learning | 3 | EDEP 210, Early Childhood Dev OR | |
| COMM 101, Oral Communication | 3 | EDME 363, Early Cognitive Dev | 3 |
| Science Elective | 3 | Science Elective | 3 |
| PHIL 290, Theory of Knowledge | 3 | Theology Scrip/Hist or Christ Sys Elective .. | 3 |
| EDME 353, Mont Math & Geometry | 3 | EDME 376, Phonics Skills | 3 |
| EDME 351, Mont. Ed: Phil Approach | 3 | EDRE 312, Read Methods for Early Child .. | 3 |
| Total | 18 | EDSP 202, Found of Early Child: Sp Ed | 3 |
| | | Total | 18 |

Junior Year

| | | | |
|--|-----------|--|-----------|
| Science Elective | 3 | EDFD 251, Instructional Technology | 3 |
| ENGL/CLAS 205, Lit & the Moral Imag | 3 | EDCH 324, Children's Lit Early Child | 3 |
| EDME 354, Mont Lang Arts & Read Meth .. | 3 | EDME 355, Montessori Cultural Subjects .. | 3 |
| Reading Methods Elective | 3 | EDEC 230, Play in Early Childhood | 3 |
| Fine Arts Elective | 3 | EDFD 260, Cultural Div in Ed | 3 |
| Theology Ethics or Rel/Cult Elective | 3 | Philosophy Elective | 3 |
| Total | 18 | Total | 18 |

Senior Year

| | | | |
|---|-----------|--|-----------|
| E/RS Focus Elective | 3 | EDME 350, Methods of Observation | 3 |
| EDME 352, Mont Curr Des & Te St: Prim .. | 3 | EDME 356, Mont Integ Curr: Primary | 3 |
| EDME 470, Montessori Primary Prac I | 6 | EDME 471, Montessori Primary Prac II | 6 |
| EDME 359, Full Day Child Care | 3 | Total | 12 |
| Total | 15 | | |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 126 credit hours is required for the degree.

MINOR IN MONTESSORI EDUCATION

The Montessori Education minor has twelve (12) courses available to all Xavier undergraduates and compatible with any major. The program is designed to provide each student with academic and practicum experiences in the field of teaching young children.

The student will receive an American Montessori Credential. This credential will allow the student to teach in **private** Montessori schools in the United States and other countries.

Further information about this program can be obtained by calling 513 745-3424.

ASSOCIATE OF SCIENCE DEGREE IN EARLY CHILDHOOD EDUCATION

**State of Ohio Associate License for Pre-K
American Montessori Credential for Early Childhood**

Requirements for the Associate Degree in Early Childhood Education

Undergraduate core curriculum requirements (see page 96): 31 hours

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|--|---------------------|--|---------------------|
| Freshman Year | | | |
| ENGL 101 or 115, Engl Comp or Rhetoric ... 3 | | COMM 101, Oral Communications 3 | |
| THEO 111, Theological Foundations 3 | | PHIL 100, Ethics as Intro to Philosophy 3 | |
| History I Elective 3 | | Literature Elective 3 | |
| EDME 359, Full Day Child Care 3 | | EDME 351, Montessori Ed: Phil Approach 3 | |
| Fine Arts Elective 3 | | | |
| Total | 15 | Total | 12 |
| Second Year | | | |
| EDME 364, Early Child/Montessori Meth ... 3 | | EDME 363, Early Cognitaive Dev OR | |
| EDSP 205, Found of Early Child: Sp Ed 3 | | EDFD 110, Human Dev & Learn 3 | |
| <i>(this also counts for Social Science credits)</i> | | <i>(this also counts for Social Science credits)</i> | |
| Fine Arts Elective 3 | | EDME 377, Early Child/Math & Science ... 3 | |
| Cultural Diversity Elective 1 | | PHIL 290, Theory of Knowledge 3 | |
| Science Elective 3 | | EDME 376, Phonics Skills 3 | |
| Total | 13 | Total | 12 |
| Student Teaching Year | | | |
| EDME 366, Mont Curr Des & Te St I:EC ... 3 | | EDME 367, Mont Curr Des & Te St II:EC . 3 | |
| EDME 473, Mont Early Child Prac I 6 | | EDME 474, Mont Early Child Prac II 6 | |
| | | EDME 350, Methods of Observation 3 | |
| Total | 9 | Total | 12 |

This program may be applied to a four year degree program.

MASTER OF EDUCATION DEGREE

The Master of Education, a professional degree, is designed to meet the needs of professional educators. This degree is awarded to the candidate who has demonstrated a capacity for improving the quality of teaching within the particular sphere of his or her influence by satisfactorily completing a program of graduate work designed to give these characteristics:

1. Broad knowledge of the principles and techniques of education in modern society.
2. Specific knowledge of one major area of the field of education.
3. Essential understanding and skills necessary for intelligent consumption of educational research.

To ensure comprehensiveness in their programs for the Master of Education degree, candidates should include in their programs 12 hours of general survey courses (**or alternate courses as indicated by specific program**) designed to provide integrated coverage of the broad field of education. These courses are:

| | |
|----------|---------------------------------------|
| EDFD 501 | Philosophy of Education (3) OR |
| EDFD 502 | History of American Education |
| EDFD 503 | Advanced Educational Psychology (3) |
| EDFD 505 | Educational Administration (3). |
| EDFD 507 | Educational Research (2) and |
| EDFD 508 | Educational Research Paper (1). |

To ensure their mastery of a particular area of education, candidates must include a concentration of at least 12 credit hours in one of the following areas:

| | |
|----------------------|---------------------------------------|
| Administration | Montessori Education |
| Art | Multicultural Literature for Children |
| Biology | Music |
| Business Education | Philosophy |
| Chemistry | Physical Education |
| Classics | Psychology |
| Elementary Education | Reading |
| English | School Counseling |
| French | Secondary Education |
| German | Spanish |
| History | Special Education |
| Political Science | Theology |
| Mathematics | |

Those interested in the MEd program should obtain fact sheets covering specifics of concentrations from the Office of Graduate Services.

The Master of Education program invites applications from students with a bachelor's degree and a solid academic record. Admission decisions are based on factors such as past academic performance, standardized test score, and other information submitted.

Further information and application materials may be obtained from the Office of Graduate Services, 312 Elet Hall, 513 745-3360.

A minimum of thirty hours is normally required for the degree of Master of Education. These shall be distributed as follows:

1. General surveys in education, 12 credit hours.
2. Concentration, 12 credit hours.*
3. Pertinent electives, 6 credit hours.

* Certain concentrations may require more than 12 semester hours, particularly where state certification requirements are involved.

The Master of Education degree will be awarded only to candidates who have passed an extensive written examination covering their particular field of concentration (e.g., administration) or covering the four general survey courses in education if they have concentrated in a subject matter field or in elementary or secondary education. The comprehensive exam is not required for the MEd in Human Resource Development, Sport Administration, School Counseling or the MA in Community Counseling.

Should the student fail the comprehensive examination, it may be repeated only once.
 Note: The University is not obliged to recommend licensure of any type on the basis of the completion of a Master of Education degree or specific course work in education. Students must also meet leadership, communication, and character requirements and pass the PRAXIS NTE of the State Department of Education for each specific license.

**Master of Education in Counseling
 Master of Arts in Community Counseling**

The MEd in Counseling is a professional degree designed to meet the educational requirements for certification as a school counselor. Persons wishing to complete the additional coursework necessary for Ohio's School Licensure requirements must complete an additional 12 semester hour sequence. The MA in Community Counseling is a professional degree designed to meet part of the educational requirements for becoming licensed as an Ohio Professional Counselor (PC).

The requirements for these two degrees differ from others. The MEd in Counseling requires a minimum of 36 hours, while the MA in Community Counseling requires a minimum of 60 hours. Students who already possess a Master's degree and who wish to earn an MEd in Counseling or a MA in Community Counseling MAY be permitted to do so in less than the required 36/60 hours. Such students MUST, however, complete a minimum of 30 hours at Xavier University. See the program director for specific degree requirements.

**Master of Education Degree in Montessori Education
 Ohio Early Childhood License Pre-K and K-3**

Other Requirments:

- Undergraduate transcripts must be evaluated for reading methods courses and other courses.
- English undergraduate composition/rhetoric grade must be a "B" or above.
- All Montessori education courses must have a grade of "B" or above.
- A signed copy of the handbook signature page must be in the file during the first semester of program.
- Three letters of recommendation must be student's file before practicum.
- A questionnaire form must in the file before practicum.
- A moral character form must be in the file before practicum.
- Application for student teaching must be turned in by spring before practicum.
- Application and fees for American Montessori Credential must be turned in the summer before your practicum.
- PRAXIS exams must be taken the first semester of practicum year.

American Montessori Early Childhood Credential

| Course Requirements | Semester Hours |
|--|-----------------------|
| EDFD 503, 505, 507, 508 | 9 |
| EDME 550** Methods of Observation | 3 |
| EDME 551** Montessori Ed: Philosophical Approach | 3 |
| EDME 552** Montessori Curriculum Design & Teach Strat: Primary | 3 |
| EDME 554 Montessori Language Arts and Reading | 3 |
| EDME 556** Montessori Integration of Curriculum: Primary | 3 |
| EDME 559 Full Day Child Care | 3 |
| EDME 563 Early Cognitive Development | 3 |
| EDME 564* Early Childhood/Montessori Methods | 3 |
| EDME 576* Phonics Skills | 3 |
| EDME 577* Early Childhood/Math and Science | 3 |
| EDME 670** Montessori Practicum I: Primary | 3 |
| EDME 671** Montessori Practicum II: Primary | <u>3</u> |

* Must be completed before beginning your practicum.

** Courses taken during practicum.

American Montessori Elementary I Credential

| Course Requirements | Semester Hours |
|---|----------------|
| EDFD 503, 505, 507, 508 | 9 |
| EDME 550 ** Methods of Observation | 3 |
| EDME 551 * Montessori Education: Philosophical Approach | 3 |
| EDME 552 ** Mont Curr Design & Teaching Strategies: Primary | 3 |
| EDME 553 * Montessori Math and Geometry | 3 |
| EDME 554 * Montessori Language Arts and Reading | 3 |
| EDME 555 * Montessori Cultural Subjects | 3 |
| EDME 556 ** Montessori Integration of Curriculum: Primary | 3 |
| EDME 576 * Phonics Skills | 3 |
| EDME 559 Full Day Child Care | 3 |
| EDME 563 Early Cognitive Development | 3 |
| EDME 670 ** Montessori Practicum I: Primary | 3 |
| EDME 671 ** Montessori Practicum II: Primary | 3 |
| | 45 |

* Must be completed before beginning your practicum.

** Courses taken during practicum.

NOTE: to add an AMS 9-12 credential to 6-9 credential you must take an additional 14 semester hours.

Master of Education Degree in Montessori Education 30 hour program with no Ohio State License No Montessori Credential

| Course Requirements | Semester Hours |
|---|----------------|
| EDFD 503, 505, 507, 508 | 9 |
| EDME 551 Montessori Education: Philosophical Approach | 3 |
| EDME 563 Early Cognitive Development | 3 |
| EDME 550 Methods of Observation | 3 |
| | 18 |

The other twelve (12) hours can be taken from the following courses:

EDME 559, 564, 576 and 577

OR

EDME 553, 554, 555, and 576

Other Requirements:

- All Montessori education courses must have a grade of "B" or above.
- Three letters of recommendation must be in student's file.
- A questionnaire form must be in the file.
- A moral character form must be in the file.
- A signed copy of the handbook signature page must be in the file during the first semester of program.

MASTER OF EDUCATION DEGREE IN HUMAN RESOURCE DEVELOPMENT, EXECUTIVE PROGRAM

The weekend executive MEd in Human Resource Development (HRD) is designed to meet the needs of individuals who wish to advance in, or enter, the expanding HRD field. This degree is awarded to the candidate who has developed a capacity to implement the integrated use of training, organization and career development efforts in improving individual, group, and organizational effectiveness. Typical HRD practices include executive and supervisory/management development, professional skills training, organization development, consultation, and technical/job instruction and coaching, among others.

Twelve course interdisciplinary program covers key competencies in developing the adult learner, applying and designing HRD research, behaving in organizations, consulting for organizational effectiveness, advising for career development, assessing and evaluating HRD programs, designing and developing HRD programs, facilitating learning in HRD programs, trends & issues in HRD, technology in HRD and managing the HRD function.

The Executive HRD Program is a 21-month program. Students attend classes on the Xavier campus 24 weekends (Friday night, all day Saturday, and Sunday mornings) during that time. A unique feature of this program is that it employs an executive approach to graduate study: students enter with a group of students with whom they remain throughout their program of study. Due to the comprehensive and consecutive sequence of courses, no transfer credits will be accepted from other programs. There is no final thesis or comprehensive exam required for the program. Students will be admitted once per year in the early spring for a cohort class which will begin in the following fall. Early application to the program is recommended. Please review the program fact sheet for specific admissions information.

MASTER OF EDUCATION DEGREE IN READING EDUCATION

The degree of Master of Education with a concentration in reading is a professional degree designed to meet the needs of licensed teaching professionals desiring to enhance their knowledge of the reading process with current theory and research as well as classroom application. This program provides training for classroom teachers, media specialists, special teachers of reading, reading consultants, and reading supervisors.

Accordingly this degree is awarded to the candidate who has demonstrated a capacity for professional performance by satisfactorily completing the course of study designed to develop the following characteristics:

1. The ability to work directly or indirectly with pupils who have either failed to benefit from regular classroom instruction in reading or those pupils who could benefit from advanced training in reading skills.
2. The ability to work with teachers, administrators, and other professionals to improve and coordinate the total reading program of the school.

This program is designed to meet the specifications of the International Reading Association and State of Ohio course requirements for Reading Teacher, K-12. It also meets reading specialist licensure requirements in many states.

The following coursework is required for the Master degree in Reading and meets the State of Ohio standards for Reading Endorsement.

| Concentration Requirements | | Semester Hours |
|-----------------------------------|--|-----------------------|
| EDRE 569 | Phonics and the Foundations of Literacy | 3 |
| EDRE 671 | Content Area Literacy | 3 |
| EDRE 672 | Theories of Reading | 3 |
| EDRE 678 | Diagnosis and Correction of Reading Disabilities | 3 |
| EDRE 679 | Practicum in Reading | 3 |

Choose two (2) from the following Children's Literature courses:

| | | |
|----------|---|---------|
| EDCH 501 | Advanced Children's Literature | 3 |
| EDCH 505 | Storytelling As a Cultural Craft | 3 |
| EDCH 520 | Multicultural Literature for Children | 3 |
| | | 21 hrs. |

| MEd Core Requirements | | Semester Hours |
|------------------------------|---------------------------------------|-----------------------|
| EDFD 501 | Philosophy of Education | 3 |
| EDFD 503 | Advanced Educational Psychology | 3 |
| EDFD 505 | Educational Administration | 3 |
| EDFD 507 | Educational Research | 2 |
| EDFD 508 | Educational Research Paper | 1 |
| | | 12 hrs. |

MASTER OF EDUCATION DEGREE IN MULTICULTURAL LITERATURE FOR CHILDREN

The degree of Master of Education with a concentration in multicultural literature for children is a professional degree designed to meet the needs of licensed teaching professionals desiring to enhance their knowledge of appropriate literature for children in the classroom. The purpose of this degree is to provide information that will enable teachers to make careful, informed and sensitive choices from among the increasing numbers of books being published as multicultural literature as well as incorporating this knowledge into a holistic, global classroom. Multicultural literature is one of the most powerful components of a multicultural education curriculum, the underlying purpose of which is to help to make our society a more equitable one.

The following coursework is required for the Master degree in Multicultural Literature for Children.

| Concentration Requirements | | Semester Hours |
|-----------------------------------|---|-----------------------|
| EDCH 501 | Advanced Children's Literature | 3 |
| EDCH 505 | Storytelling as a Cultural Craft | 3 |
| EDCH 510 | Writing and Publishing for Children | 3 |
| EDCH 515 | Adolescent Literature | 3 |
| EDCH 520 | Multicultural Literature for Children | 3 |
| EDCH 525 | Analysis of Literature | 3 |
| | | 18 hrs. |

| MED Core Requirements | | Semester Hours |
|------------------------------|---------------------------------------|-----------------------|
| EDFD 501 | Philosophy of Education | 3 |
| EDFD 503 | Advanced Educational Psychology | 3 |
| EDFD 505 | Educational Administration | 3 |
| EDFD 507 | Educational Research | 2 |
| EDFD 508 | Educational Research Paper | 1 |
| | | 12 hrs. |

MASTER OF EDUCATION DEGREE IN SPECIAL EDUCATION

The Special Education graduate teacher preparation programs are theory based with continual field application experiences. Students complete the degree or licensure program with competencies in student centered learning/development interventions.

Students must possess a bachelor's degree and must meet the Department of Education requirements for admission. Master of Education in Special Education degree programs meet the State of Ohio standards for licensure for Intervention Specialist. Prerequisites are required. Student must consult with the Director of Special Education for program advising:

The licensure programs are:

MILD/MODERATE INTERVENTION SPECIALIST

| Concentration Requirements | | Semester Hours |
|-----------------------------------|---|-----------------------|
| EDSP 560 | M/M Characteristics & Strategies | 3 |
| EDSP 562 | M/M Support Services | 3 |
| EDSP 563 | Sp Ed: Assessment & Evaluation | 3 |
| EDSP 564 | DAP Instructional Materials | 3 |
| EDSP 565 | Curr Practices: Mild Disabilities | 3 |
| EDSP 567 | Sp Ed: Behav & Social Skills Mgmt | 3 |
| EDSP 574 | Curr Practices: Moderate Disabilities | 3 |
| EDSP 603 | M/M Teaching Practicum | 3 |
| EDSP 601 | Teaching Seminar | 2 |
| | | 26 |

MODERATE/INTENSIVE INTERVENTION SPECIALIST

| Concentration Requirements | Semester Hours |
|--|----------------|
| EDSP 572 Comm Strategies & Technologies | 3 |
| EDSP 570 M/I Characteristics & Strategies | 3 |
| EDSP 573 M/I Assessment & Evaluation | 3 |
| EDSP 574 Curr Practices: Moderate Disabilities | 3 |
| EDSP 576 M/I Support Services | 3 |
| EDSP 567 Sp Ed: Behav & Social Skills Mgmt | 3 |
| EDSP 589 Prog Prac: Severe/Intensive Disabilities | 3 |
| EDSP 604 M/I Teaching Practicum | 3 |
| EDSP 601 Teaching Seminar | 2 |
| | 26 |

EARLY CHILDHOOD INTERVENTION SPECIALIST

| Concentration Requirements | Semester Hours |
|--|----------------|
| EDSP 504 Speech & Language Classroom Strategies | 3 |
| EDSP 565 Curr Practices: Mild Disabilities | 3 |
| EDSP 567 Sp Ed: Behavior & Social Skills Mgmt | 3 |
| EDSP 576 M/I Support Services | 3 |
| EDSP 591 ECSPED Learning Theories | 3 |
| EDSP 592 ECSPED: Observ & Assessment | 3 |
| EDSP 593 ECSPED: Curr Practices | 3 |
| EDSP 606 ECSPED: Teaching Practicum | 3 |
| EDSP 601 Teaching Seminar | 2 |
| | 26 |

GIFTED/TALENTED SPECIALIST

| Concentration Requirements | Semester Hours |
|---|----------------|
| EDSP 563 Sp Ed: Assessment & Evaluation | 3 |
| EDSP 567 Sp Ed: Behav & Social Skills Mgmt | 3 |
| EDSP 582 Gifted/Talented Characteristics & Strategies | 3 |
| EDSP 583 Resource Material & Technology: Gifted/Talented | 3 |
| EDSP 584 Gifted/Talented Assessment & Instruction | 3 |
| EDSP 585 Gifted/Talented Program Design & Practices I | 3 |
| EDSP 586 Gifted/Talented Program Design & Practices II | 3 |
| EDSP 601 Teaching Seminar | 2 |
| EDSP 606 Gifted/Talented Teaching Practicum | 3 |
| | 26 |

| MEd Core Requirements | Semester Hours |
|---|----------------|
| EDFD 502 History of American Education | 3 |
| EDFD 503 Advanced Educational Psychology OR | |
| EDFD 510 Adv Human Dev & Learning | 3 |
| EDFD 505 Educational Administration | 3 |
| EDFD 507 Educational Research | 2 |
| EDFD 508 Educational Research Paper | 1 |
| | 12 |

Student must complete the licensure requirements and all Master of Education requirements for completion of degree.

MASTER OF EDUCATION DEGREE IN SPORT ADMINISTRATION

The degree of Master of Education with a concentration in Sport Administration is designed to prepare an individual for a career within the expanding sport industry. The sport administration program involves a minimum of 30 semester hours, which are fulfilled through 18 hours of required courses, 6-9 hours of electives and 3-6 hours of an internship or research project. The program was designed utilizing the guidelines recommended by the North American Society for Sport Management (NASSM) and is currently listed on the NASSM Registry for Accreditation.

The 18 hour required core curriculum includes the following courses: Principles of Management in Sport Administration; Sport Research and Statistics; Sport Administration Seminar; Sport Administration: Marketing; Sport Administration: Finance; and Legal and Ethical Issues in Sport.

Additional courses are chosen from a wide range of electives, including courses such as Personnel Issues in Sport Management; NCAA: Rules, Regulations, and Policies; Women and Sport; Public Relations and Communication in Sport; and Administration of Fitness and Wellness Programs.

A three semester hour internship, six semester hour internship, or a research project is required, depending on each student's individual background and career goals. The internship may be taken after a student has successfully completed 15 semester hours. Internships are planned and supervised learning activities which take place in a sport administration related environment. The student will be supervised by a sport management practitioner. There is no comprehensive exam.

The program is designed to be accessible to full-time or part-time students. Classes are held in the evenings. Students may be admitted to the program in any semester. Contact the Office of Graduate Services, 312 Elet Hall at 513 745-3360 for further information or an application packet.

* * * * *

THE DEPARTMENT OF HEALTH SERVICES ADMINISTRATION

email address is XUMHSA@XU.EDU

The Department of Health Services Administration offers a Master of Health Services Administration (MHA) degree.

FACULTY

Faculty: DR. I. SCHICK, *chair*; DR. GUO, DR. HANKINS, DR. MacDOWELL, DR. MATUS, DR. REAMY, DR. WYANT

Adjunct Faculty: MR. BAYOWSKI, MR. FREEDMAN, MS. HARPSTER, MR. WELLINGHOFF, DR. T. WILSON

MASTER OF HEALTH SERVICES ADMINISTRATION DEGREE

The Graduate Program in Health Services Administration is committed to meeting the need for effective leadership of the rapidly changing health care system. Academic work and field experiences are designed to provide students with the necessary cutting-edge conceptual, analytical, and interpersonal skills, particularly in the areas of team development, systems improvement, quantitative analysis, information systems, strategic planning, financial strategization, and ethical decision-making. The Graduate Program is accredited by the Accrediting Commission on Education for Health Services Administration (ACEHSA).

Upon graduation, students obtain managerial leadership positions in a variety of health care organizations, including academic medical centers, community hospitals, managed care organizations, medical group practices, insurance companies, long-term care facilities, public health agencies, consulting firms, and governmental policy-making and regulatory agencies. The 1,500+ members of the Graduate Program's Alumni Association are located throughout the United States and in nine foreign countries and provide a broad range of services to graduates throughout their careers.

Admission Requirements

A bachelor's degree from an accredited school is required of all applicants. Students are admitted to the Graduate Program if they are considered academically qualified and are able to demonstrate potential in the development of analytical, creative problem solving, communication, interpersonal, and leadership skills. Applicants are generally considered academically qualified for acceptance into the Graduate Program if the total of their (undergraduate GPA x 200) + (GMAT equivalent total score) > 1100. Two letters of recommendation, a resume, and a statement of intent must be included with the application. Applicants who are considered qualified for admission are required to have a formal interview before they are accepted for admittance. Prior to matriculation, students should have a basic understanding of accounting, economics, and statistics.

The Graduate Program places a strong emphasis on the potential to contribute to and succeed in the field of health services administration. The admissions committee looks for more than academic qualifications. Interpersonal, communication and creative problem solving skills, work experience, community involvement, and personal commitment are considered essential in the assessment of an applicant for admission.

Prerequisites

Prior to matriculation into the Program, incoming students are required to have completed a basic undergraduate or graduate accounting course with a passing grade, no lower than "C." Students are strongly encouraged to have a basic understanding of microeconomics and statistics and to be competent with word processing and spreadsheet computer software. Students who have not taken appropriate undergraduate or graduate coursework in these areas may be required to take additional work in the program.

Program Options

The MHSA degree may be obtained through one of two options. The first option is the full-time program, which involves four consecutive semesters, including the summer semester, of full-time academic study on the Xavier campus, followed by an eight to twelve month administrative residency in a health care facility. The second option is the evening program for the working professional. Under this option, students complete nine consecutive semesters, including the summer semesters, of didactic work on campus, while simultaneously pursuing an administrative practicum in their places of employment. Under both options, students are required to complete an integrative master's project during their administrative residencies/practica.

Curriculum

A total of 60 credit hours must be completed to fulfill the requirements of the MHSA degree: 50 credit hours of didactic coursework and 10 credit hours of administrative residency/practicum and master's project. A sample matrix follows:

Graduate Program in Health Services Administration MHSA Degree Option Full-Time Program

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|--|---------------------|--|---------------------|
| Fall I | | Spring I | |
| HESA 601, Professional Development I 0 | | HESA 602, Professional Development II 0 | |
| HESA 511, Manag Concepts in HC Org 3 | | HESA 569, Manag Epid & Med Care Anal. 2 | |
| HESA 571, HC Svcs in the US 3 | | HESA 523, Continuous Qual Improv Tech | |
| HESA 561, Clinical Processes for HC Adm 2 | | in HC Mgmt 3 | |
| HESA 521, Quantitative Met for HC Mgmt 3 | | HESA 519, Strat Mgmt & Mktg Strat | |
| HESA 565, Descriptive Epidemiology 1 | | for HC Orgs 3 | |
| HESA 551, Mgmt Acct for HC 3 | | HESA 575, Health Economics 3 | |
| Total 15 | | HESA 555, Corporate Finc for HC Orgs 3 | |
| | | Total 14 | |
| Summer I | | Fall II | |
| HESA 603, Professional Development III ... 0 | | HESA 604, Professional Development IV .. 0 | |
| HESA 529, Info Systems for HC 2 | | HESA 581, Health Care Legal Aspects 3 | |
| HESA 515, HC Work Force Strategies 2 | | HESA 599, Integrative Sem in HC Admin .. 2 | |
| HESA 559, Finc Mgmt of HC Orgs 3 | | HESA 579, HC Policy & Policy Analysis ... 2 | |
| Health Services Admin Elective 2 | | HESA 583, Ethical Issues in HC 2 | |
| Total 9 | | Health Services Admin Elective 3 | |
| | | Total 12 | |
| Spring II | | Summer II | |
| HESA 720, Institutional & Community | | HESA 730, Practicum in Executive | |
| Analysis (Residency) 2 | | Development (Residency) 2 | |
| HESA 750, Master's Project I 3 | | HESA 751, Master's Project II 3 | |
| Total 5 | | Total 5 | |

Elective coursework may be taken in the Graduate Program, in other departments within Xavier University, and through the Greater Cincinnati Consortium of Colleges and Universities with the chair's approval.

Administrative Residency

The administrative residency provides an eight to twelve month “real world” experience in an organizational setting of the student’s own choosing under the preceptorship of senior management. During the residency, students apply the knowledge and skills mastered in the classroom to an administrative work environment. The administrative residency serves as an opportunity not only to learn the actual practice of management, but also for creating mentor relationships.

Master’s Project

Each student is required to complete a master’s project as a condition for graduation. The project usually reflects an aspect of health systems management of interest to both the student and preceptor, with a final approval from the faculty advisor.

Academic Standing

Students with less than a 3.000 undergraduate grade point average (on a 4.000 scale) will be admitted to the Graduate Program in Health Services Administration on a conditional basis. Conditionally-admitted students who do not achieve a 3.000 graduate grade point average in their first semester are subject to dismissal at the end of that semester.

Students who have a cumulative grade point average of less than 3.000 at the end of any semester will be placed on academic warning. Students on academic warning who do not achieve a 3.000 cumulative grade point average in the following semester are subject to dismissal from the MHSA degree program. Students on academic warning will not be able to pursue a residency placement.

Students with two unacceptable grades (“D” or “F”) in any semester are subject to dismissal from the MHSA program.

A cumulative graduate grade point average of 3.000 is required for graduation.

Long-Term Care Administration

Students may pursue a concentration in long-term care administration, which is recognized by the Ohio State Board of Examiners of Nursing Home Administrators as fulfilling the prerequisites for taking the licensure examination.

The concentration requires 64 graduate credit hours, including the required core of didactic coursework plus nine credit hours of long-term care coursework:

HESA 651 Aging in Our Society

HESA 655 Administration of Agencies Serving the Aged

HESA 659 Administration of Institutions Serving the Aged

Each student is required to complete a minimum eight month administrative residency/practicum in a long-term care facility and a master’s project as a condition for graduation.

Dual Degree Program

Students have the option of obtaining dual master’s degrees in Health Services Administration and Business Administration (MHSA/MBA). Normally, one additional semester of study is required provided the student has the appropriate undergraduate business administration coursework. The program of study requires 80 graduate credit hours: 40 credit hours of MHSA coursework, 30 credit hours of MBA coursework plus necessary prerequisites, and 10 credit hours of administrative residency/practicum. Candidates must apply and be accepted to both programs. Upon completion, the student receives two separate degrees.

Additional Information

Additional information about the full-time or evening program, including tuition and fees, is available upon request from the Graduate Program in Health Services Administration office by calling 513 745-3687 or visiting our web site www.xavier.edu/depts/mhsa.

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THE DEPARTMENT OF NURSING

The Department of Nursing offers a Bachelor of Science in Nursing degree that includes an upper division option for registered nurses. The department also offers the Master of Science in Nursing degree, a dual degree MSN/MBA and a dual degree MSN/MEd.

FACULTY

Faculty: DR. SCHMIDT, *chair*; DR. AUGSPURGER, DR. M. KING, MS. LANIG, DR. McKOY, DR. MOORE, MS. NAMEI, DR. RIEG, DR. SCHMID, MS. WALSH, DR. YIN

All students must present evidence of the following **prior to entrance in all clinical courses:**

1. Liability insurance (\$2,000,000/\$4,000,000), purchased through the University and billed to student's account.
2. Current CPR certification
3. Health history and required physical examination form
4. MMR immunization
5. Yearly tuberculosis skin test (two-step)
6. Hepatitis B series
7. Proof of current health care coverage
8. Verification of history of varicella (chicken pox)
9. RN licensure in the United States and in the state in which the student will participate in clinical rotations (for BSN-RN option, RN-MSN and graduate students only)

Students are responsible for these expenses as well as for uniforms and transportation costs to, from, and while in cooperative teaching units. Students must provide their own transportation between campus and clinical agencies.

BACHELOR OF SCIENCE IN NURSING DEGREE

The Bachelor of Science in Nursing program is designed for the student who is interested in becoming a professional nurse. The graduate is prepared to meet the health care needs of diverse populations in an ever-changing, highly technical health care environment. The program is focused on an innovative holistic health and wellness model and educates nurses in the skills of communication, coordination and cooperation with other health care professionals, in a variety of community settings. Students are able to complete a program of study leading to the degree of Bachelor of Science in Nursing (BSN) in four years. Registered nurses can complete the upper division nursing courses on a part-time schedule for the RN option in four semesters, once the prerequisite and corequisite courses are completed. Prelicensure students will be qualified to sit for the Registered Nurse Licensure examination following their successful completion of the program. All BSN students are eligible to sit for the American Holistic Nurses' Certification examination.

The four-year prelicensure program requires 132 credits for graduation. The University's core curriculum requirements complement the nursing curriculum. This approach to education enables students to develop critical thinking and communication skills essential in today's complex health care environments. The prescribed sequence of courses can be found on the departmental advising sheets available in the Department of Nursing Office.

Requirements for the Nursing Major (Four Year Program)

Undergraduate core curriculum requirements (see page 94); 64 hours, including:

- Cultural Diversity fulfilled by NURS 132 within the major.
- Mathematics: MATH 116.
- Science: BIOL 140, 141, 142, 143, 200, 201 and CHEM 150, 151.
- Social Sciences: PSYC 101, SOCI 101.

Major Requirements

- 62 hours of nursing courses: NURS 130, 132, 224, 225, 230, 231, 360, 361, 364, 370, 372, 373, 470, 471, 472, 473, and 498; and a nursing elective.

- A 2.500 cumulative average must be attained to enter sophomore year and to remain in the nursing program.

Nursing courses begin in the first year. Courses in the major must generally be taken in a predetermined sequence. A cumulative GPA of 2.500 is required to enter the second year nursing courses and to progress in the four year prelicensure program. The progression of learning opportunities is based on the foundation of knowledge in prior course work.

Students seeking transfer admission to Xavier are required to have a minimum cumulative grade point average of 2.500. Applicants from another nursing program will be individually reviewed by department of nursing faculty. These students will be asked to supply additional documentation, such as; course syllabi from completed nursing course work as well as a letter from the chair validating the student is leaving the current nursing program in good standing. Faculty reserve the right to request additional documentation from the student as deemed necessary.

NURS 130, Ways of Knowing, is available during the summer to enable the transfer student to begin sophomore nursing courses.

B.S. in Nursing

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|--|-----------|
| BIOL 140, Human Anatomy & Phy I * | 3 | BIOL 142, Human Anatomy & Phy II * | 3 |
| BIOL 141, Human Anatomy & Phy Lab I * | 1 | BIOL 143, Human Anatomy & Phy Lab II * | 1 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | Mathematics Elective * | 3 |
| SOCI 101, Introduction to Sociology * | 3 | PSYC 101, General Psychology * | 3 |
| NURS 130, Ways of Knowing | 3 | NURS 132, Health and Culture + | 3 |
| Total | 16 | Total | 16 |

Sophomore Year

| | | | |
|---|-----------|--|-----------|
| CHEM 150, Physiological Chemistry * | 3 | NURS 364, Pathophysiology | 3 |
| CHEM 151, Physiological Chemistry Lab * | 1 | BIOL 200, Microbiology * | 3 |
| PHIL 100, Ethics as Intro to Philosophy | 3 | BIOL 201, Microbiology Lab * | 1 |
| THEO 111, Theological Foundations | 3 | PHIL 290, Theory of Knowledge | 3 |
| NURS 224, Nursing Therapeutics I | 4 | NURS 230, Nursing Therapeutics II | 4 |
| NURS 225, Nursing Therapeutics I Pract | 2 | NURS 231, Nursing Therapeutics II Pract .. | 2 |
| Total | 16 | Total | 16 |

Junior Year

| | | | |
|--|-----------|--|-----------|
| History I Elective | 3 | History II Elective | 3 |
| MATH 116, Elementary Statistics * | 3 | ENGL/CLAS 205, Lit & the Moral Imag | 3 |
| Literature Elective | 3 | NURS 370, Nursing Research | 3 |
| NURS 360, Adult Transitions | 4 | NURS 372, Families in Transitions | 4 |
| NURS 361, Adult Transitions Practicum | 4 | NURS 373, Families in Transitions Pract | 4 |
| Total | 17 | Total | 17 |

Senior Year

| | | | |
|--|-----------|--|-----------|
| Philosophy Elective | 3 | Theology Ethics or Rel/Cult Elective | 3 |
| Fine Arts Elective | 3 | NURS 470, Community Health Nursing | 4 |
| Theology Scrip/Hist or Christ Sys Elective . | 3 | NURS 471, Comm Hlth Nurs Practicum | 4 |
| NURS 472, Care of the Complex Client | 4 | NURS 498, Senior Nursing Seminar | 3 |
| NURS 473, Care of the Complex Client Practicum | 4 | Nursing Elective | 3 |
| Total | 17 | Total | 17 |

*These core courses must be taken in the semester indicated.

+This course also fulfills the Cultural Diversity Elective.

Note: E/RS Focus Elective requirement may be fulfilled by a variety of courses - consult the E/RS Focus Elective list on page 94 of this catalog.

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- The nursing elective may also be taken any time after the completion of all 200 level nursing courses.
- The E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 132 credit hours is required for the degree.

BACHELOR OF SCIENCE IN NURSING DEGREE

(Registered Nurse Track)

This accredited upper division option is for **registered nurses** who are graduates of associate degree or diploma programs in nursing and currently licensed to practice in the United States. The program requires a liberal arts and science core curriculum, as well as designated natural and behavioral science courses as prerequisites. The curriculum focuses on meeting the specific learning needs of each student and on preparing professional nurses to practice nursing as generalists.

Registered nurses enter as transfer students and receive assistance from faculty advisors in developing a personalized, individual schedule of study, either on a full- or part-time basis. Contact the director of nursing student services for information 513 745-4392.

Requirements for the Nursing Major

1. Meet Xavier University's requirement of 120 credit hours for graduation. Twenty-five credits of 300 and 400 level nursing courses: NURS 320, 325, 333, 370, 390, 442, 443, 496 and a nursing elective.
2. Achieve an overall grade point average of 2.500 for entrance to the 300 and 400 level nursing courses and a grade of "C" or better in the natural sciences and nursing courses.

Prerequisite Courses* 43 hours

Natural Sciences/Mathematics

| | |
|---------------------------|---|
| Anatomy and Physiology ** | 8 |
| Microbiology ** | 4 |
| Chemistry ** | 4 |
| Elementary Statistics+ | 3 |

Social/Behavior Sciences

| | |
|------------------------------|---|
| General Psychology ** | 3 |
| Introduction to Sociology ** | 3 |
| Developmental Psychology ** | 3 |
| History ** | 3 |

Liberal Arts

| | |
|---|---|
| THEO 111, Theological Found | 3 |
| PHIL 100, Ethics as Intro to Phil | 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric ** | 3 |
| ENGL/CLAS 205, Lit & the Moral Imagination | 3 |

BSN Courses 58 hours

Nursing Courses

| | |
|----------------------------------|----|
| Entry level baccalaureate credit | 33 |
| 300 & 400 level nursing courses | 25 |

Upper Division Courses 19 hours

| | |
|---|---|
| Theology Elective | 3 |
| PHIL 329, Bioethics | 3 |
| Fine Arts Elective | 3 |
| Upper Division Elective (approved by advisor) | 3 |
| General Elective | 7 |

+ Prerequisite course for NURS 370.

* All courses must be completed prior to entry in 300 and 400 level nursing courses.

** May be waived by establishment of credit through challenge examinations.

BS Nursing (RN track)

Once prerequisite and core courses have been met, the student can complete the upper division nursing courses in the following sequence.

| | | | |
|---|---|---|---|
| NURS 320, Professional Development | 3 | NURS 442, Nursing & Community Health . | 3 |
| NURS 325, Health & Culture II | 3 | NURS 443, Nursing Practice & App Prac ... | 2 |
| NURS 370, Intro to Nursing Research | 3 | (Practicum course is 6 clock hours) | |
| NURS 333, Health Assessment | 2 | NURS 496, Professional Dev II | 3 |
| NURS 390, Leadership & Managing Care ... | 3 | Nursing Elective | 3 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- The E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

RN TO MSN PROGRAM

The RN to Masters curriculum at Xavier University is designed for experienced registered nurses who seek a high quality program that efficiently meets their need to obtain a MSN degree in a timely manner. Students in this program are registered nurses without a baccalaureate degree in any field, but have a minimum of two years of full-time nursing practice as registered nurses. Applicants must demonstrate leadership potential, motivation, specific career goals and an excellent academic record. It is expected applicants will already have completed foundational courses in their basic training prior to entering the program. These courses would include content in the following areas: anatomy and physiology, microbiology, chemistry, sociology, general psychology, developmental psychology, English composition and health assessment skills. Foundational content will be validated through the portfolio.

Students enrolled in the RN to MSN program complete 23 semester hours of prerequisite courses. These prerequisite courses build upon previous education and are required as preparation for the graduate program. Once prerequisites are met, students may matriculate into the graduate program. Admission to the graduate courses is contingent upon completion of all prerequisite courses and a minimum 3.000 cumulative grade point average in courses completed at Xavier.

The Master of Science in Nursing curriculum consists of a minimum of 36 semester hours. Students enter graduate courses in the fall semester as a cohort group.

Nursing Core (11 semester hours)

| | | |
|----------|---|---|
| NURS 501 | Theoretical Bases for Nursing Practice | 3 |
| NURS 502 | Nursing Research | 3 |
| NURS 503 | Epidemiologic Methods in Health Care Services | 3 |
| NURS 505 | Health Care Informatics | 2 |

Graduate Support (9 semester hours)

| | | |
|----------|---|---|
| NURS 500 | Health Care Ethics for Nursing Leaders | 3 |
| NURS 507 | Resource Management for Nursing Leaders | 2 |
| NURS 600 | Health Care Economics for Nursing Leaders | 2 |
| NURS 690 | Health Care Policy for Nursing Leaders | 2 |

Synthesis & Application (6 semester hours)

| | | |
|----------|-------------------------------------|--------------------|
| NURS 703 | Graduate Nursing Practicum I | 2 (6 contact hrs.) |
| NURS 705 | Graduate Nursing Practicum II | 2 (6 contact hrs.) |
| NURS 797 | Scholarly Project | 2 |

Concentration (minimum of 10 semester hours) In addition to core nursing courses, graduate students pursue specialized course work in their selected area of concentration.

GRADUATE NURSING PROGRAMS

Xavier University offers the following graduate nursing programs:

- Master of Science in Nursing with concentrations in administration, education, forensics, health care law or school health nurse
- MSN/MBA dual degree with the Williams College of Business
- MSN/MEd dual degree with the Department of Education

Master of Science in Nursing

The Master of Science in Nursing (MSN) program at Xavier University provides nurses with the opportunity to obtain advanced level preparation in nursing science. Graduates of the program are prepared to assume professional leadership roles that encompass educational, consultative, and managerial functions. They are prepared to design and establish delivery services in response to current health care policy changes.

A minimum of 36 semester hours is required to complete the Master of Science in Nursing. Students may choose to specialize their masters in an area of concentrated study. Regardless, if a concentration is selected, all students complete nursing core, graduate support and synthesis/application courses as listed below.

Nursing Core (11 semester hours)

| | | |
|----------|---|---|
| NURS 501 | Theoretical Bases for Nursing Practice | 3 |
| NURS 502 | Nursing Research | 3 |
| NURS 503 | Epidemiologic Methods in Health Care Services | 3 |
| NURS 505 | Health Care Informatics | 2 |

Graduate Support (9 semester hours)

| | | |
|----------|---|---|
| NURS 500 | Health Care Ethics for Nursing Leaders | 3 |
| NURS 507 | Resource Management for Nursing Leaders | 2 |
| NURS 600 | Economic Issues for Nursing Leaders | 2 |
| NURS 690 | Health Care Policy for Nursing Leaders | 2 |

Synthesis & Application (6 semester hours)

| | | |
|----------|-------------------------------------|--------------------|
| NURS 703 | Graduate Nursing Practicum I | 2 (6 contact hrs.) |
| NURS 705 | Graduate Nursing Practicum II | 2 (6 contact hrs.) |
| NURS 797 | Scholarly Project | 2 |

Concentration (Minimum of 10 semester hours)

See Department of Nursing for specific credit hour requirements for each concentration. Concentration choices are Administration, Education, Forensics, Health Care Law and School Health Nurse.

(Currently awaiting approval from the Ohio Department of Education to offer school nurse licensure.)

DUAL DEGREE MSN/MBA

Xavier University's College of Social Science and Williams College of Business offer an outstanding opportunity for nursing leaders to receive a dual degree in a creative, integrated program that unites these two nationally recognized colleges. More and more nurse administrators are finding the health care industry has become a business that requires both the application of professional nursing and business theories. This program is a 54-56 semester hour curriculum.

Students may be required to take foundational business courses or demonstrate knowledge of the following courses by previous academics, professional credentials or through examination. These courses are in addition to the minimum 56 semester hours required for the MSN/MBA and are listed below.

Foundation Courses

| | | |
|--|--------------------------|---|
| ECON 801 | Macroeconomic | 2 |
| ECON 802 | Microeconomic | 2 |
| FINC 801 | Corporate Finance | 3 |
| <i>Although ACCT 803 (Accounting Analysis) is not listed as a foundation course, it is a prerequisite to FINC 801.</i> | | |
| MKTG 801 | Marketing Concepts | 2 |

Within the dual degree, students are given the opportunity to select elective courses tailored to their area of interest. A total of eight elective credit hours are required to meet the dual degree requirements. Four of these credits are selected from two MBA elective courses. The theory learned in these didactic courses will then be applied to two nursing practicum courses worth two credits each. The combined total of these four MSN/MBA courses will fulfill the eight hour elective requirement.

Two capstone courses measure the accomplishment of each program's objectives.

Nursing Core/Graduate Support (16 semester hours)

| | | |
|----------|---|---|
| NURS 500 | Health Care Ethics for Nursing Leaders | 3 |
| NURS 501 | Theoretical Bases for Nursing Practice | 3 |
| NURS 502 | Nursing Research | 3 |
| NURS 503 | Epidemiologic Methods in Health Care Services | 3 |
| NURS 505 | Health Care Informatics | 2 |
| NURS 690 | Health Care Policy for Nursing Leaders | 2 |

MBA Core (21 semester hours)

| | | |
|----------|--|---|
| ACCT 803 | Accounting Analysis | 3 |
| ACCT 901 | Accounting Analysis for Management Decisions | 3 |
| BUAD 901 | Legal, Ethical & Regulatory Environment | 2 |
| ECON 901 | Global Economic Environment | 3 |
| FINC 901 | Managerial Finance | 3 |
| HRES 901 | Introduction to Human Resources | 2 |
| MGMT 903 | Operations Management | 2 |
| MKTG 901 | Marketing Strategy | 3 |

Electives (minimum 4 semester hours)

| | |
|--------------------|---|
| MBA Elective | 4 |
|--------------------|---|

Concentration (4-6 semester hours)

| | | |
|---|---|---|
| NURS 630 | Organizational Behavior for Nursing Leaders OR ... | 3 |
| MGMT 901 | Managing Organizational Systems | 2 |
| <i>(If MGMT 901, 1 general elective credit may be required)</i> | | |
| NURS 632 | Management Process for Nursing Leaders OR | 3 |
| MGMT 902 | Interpersonal Skills | 2 |

(If MGMT 902, 1 general elective credit may be required)

Synthesis & Application (4 semester hours)

| | | |
|----------|-------------------------------------|--------------------|
| NURS 703 | Graduate Nursing Practicum I | 2 (6 contact hrs.) |
| NURS 705 | Graduate Nursing Practicum II | 2 (6 contact hrs.) |

Capstone Courses (5 semester hours)

| | | |
|----------|---------------------------------------|---|
| BUAD 904 | Global Strategic Thinking (MBA) | 3 |
| NURS 797 | Scholarly Project (MSN) | 2 |

DUAL DEGREE MSN/MED

The MSN/MED program at Xavier University is an innovative, integrated program consisting of 47 semester credit hours. The student will receive two separate degrees, the Master of Science in Nursing and the Master of Science in Education. This program was developed in response to a community need for nurse educators. The MSN/MED prepares the graduate to administer and teach in educational settings (i.e., CE providerships, in-service educators and nurse educators).

Nursing/Graduate Core courses (20 semester hours)

| | | |
|----------|--|---|
| NURS 500 | Health Care Ethics for Nursing Leaders | 3 |
| NURS 501 | Theoretical Bases for Nursing Practice | 3 |
| NURS 502 | Nursing Research | 3 |
| NURS 503 | Epidemiologic Methods in Health Care Service | 3 |
| NURS 505 | Health Care Informatics | 2 |
| NURS 507 | Resource Management for Nursing Leaders | 2 |
| NURS 600 | Economic Issues for Nursing Leaders | 2 |
| NURS 690 | Health Care Policy for Nursing Leaders | 2 |

Concentration (21 semester hours)

MEd Courses required (9 semester hours)

| | | |
|----------|---|---|
| EDFD 501 | Philosophy of Education OR | 3 |
| EDFD 502 | History of Americal Education | 3 |
| EDFD 503 | Advanced Educational Psychology OR | 3 |
| EDFD 510 | Advanced Human Development & Learning | 3 |
| EDAD 660 | Curriculum Design & Teaching Strategies | 3 |

Select 12 credit hours from courses listed below (at least 9 of the 12 must be education courses):

| | | |
|----------|--|---|
| EDAD 543 | Supervision of Instruction | 2 |
| EDAD 561 | Administration of Pupil Personnel Services | 2 |
| | <i>(required for School Health Nurse concentration)</i> | |
| EDAD 562 | Political Structure & Public Relation | 3 |
| EDAD 564 | Administration of Staff Personnel | 3 |
| EDAD 565 | School Law I | 3 |
| EDAD 570 | Planning, Evaluation & Assessment | 3 |
| EDAD 572 | Educational Technology | 3 |
| EDCO 531 | Developmental Psychology | 3 |
| EDCO 533 | Counseling Principles and Techniques | 3 |
| EDCO 536 | Group Process | 3 |
| EDCO 579 | Psychological & Achievement Tests | 3 |
| | <i>(required for School Health Nurse concentration)</i> | |
| EDCO 636 | Career Development & Information Services | 3 |
| EDFD 500 | Social, Historical, Philosophical Foundations of Americal Education | 3 |
| EDFD 502 | Psychology for Learning & Technology | 3 |
| EDFD 504 | Psychological and Learning Theory & Practice | 3 |
| EDFD 505 | Educational Administration | 3 |
| EDFD 576 | Ethics for Educators | 2 |
| EDSP 500 | Special Education Identification & Issues | 3 |
| | <i>(required for School Health Nurse concentration)</i> | |
| NURS 520 | School Health Nurse | 3 |
| | <i>(required for School Health Nurse concentration)</i> | |
| NURS 660 | Adult Learner in Health Care Organizations | 3 |
| | <i>(required for Education concentration)</i> | |

Synthesis & Application (6 semester hours)

| | | |
|----------|-------------------------------------|--------------------|
| NURS 703 | Graduate Nursing Practicum I | 2 (6 contact hrs.) |
| NURS 705 | Graduate Nursing Practicum II | 2 (6 contact hrs.) |
| NURS 797 | Scholarly Project | 2 |

GRADUATE NURSING ADMISSION REQUIREMENTS

Prerequisites:

1. Applicants must be licensed registered nurses in the United States.
2. Applicants must be licensed in the state in which they will participate in clinical experiences.
3. Applicants must complete an undergraduate course in statistics prior to entering the graduate program.

Applicants who do not have a BSN but who have a baccalaureate degree in another discipline are eligible to enter the RN to MSN Educational Mobility Option (see below).

Admission Requirements:

The following items are required for application:

- Graduate nursing application
- \$35 application fee
- One official transcript from each college/university attended
- Official copy of GRE or GMAT. (The GMAT is required for the MSN/MBA dual degree program.)
- Three reference forms
- A one-page to two-page writing sample in the form of a professional goal statement. In addition to providing information regarding your career goals, this document will also be reviewed to establish the applicant's professional writing ability.
- A personal interview or phone call with the program coordinator is required prior to enrolling in the first course.
- International students must submit additional documents for admission as required by the University. Contact the Office of Graduate Services at 513 745-3360 for further information.

Students eligible for the RN to MSN program must also submit a portfolio outlining professional experiences and are required to have a personal interview with the program coordinator.

An application packet may be obtained by contacting the Director of Nursing Student Services at 513 745-4392. Completed materials should be returned to the Director of Nursing Student Services.

The Department of Nursing admits graduate students for the fall semester of each academic year. A minimum of ten students are accepted for each cohort group. The cohort approach is a unique opportunity for students to attend classes together in a collaborative learning environment.

RN TO MSN EDUCATIONAL MOBILITY OPTION

An Educational Mobility option is available for RN's who have a bachelor's degree in a non-nursing field. The mobility option was developed to recognize the knowledge base of experienced registered nurses without a baccalaureate degree in nursing, who are otherwise well-qualified for admission to the Master of Science in Nursing Program. Students who fit this criteria must present a portfolio including a resume documenting professional experiences and have a pre-admission interview with a faculty member. Students must also submit the graduate nursing application form and other documents required for application to the Coordinator of Nursing Student Services.

* * * * *

THE DEPARTMENT OF OCCUPATIONAL THERAPY

The Department of Occupational Therapy currently offers the Bachelor of Science degree in Occupational Therapy (OT) and a Post-Baccalaureate Certificate in Occupational Therapy in partial fulfillment of a Master of Education Degree.

Effective January 1, 2007, all Occupational Therapy education programs in the United States must be accredited at the Master's degree level. Xavier University is in the process of seeking approval for a Master's degree program from the Ohio Board of Regents.

The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, Inc. (AOTA) through 2009. ACOTE is located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda MD 20824-1220. AOTA's phone number is 301 652-AOTA.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification of Occupational Therapists (NBCOT). Successful completion of this exam (and the meeting of NBCOT application requirements) credentials an individual as an Occupational Therapist, Registered (OTR). NBCOT is located at 800 S. Frederick Ave., Suite 200, Gaithersburg, MD 20877-4150. NBCOT's phone number is 301 990-7979.

Most states have specific additional credentialing requirements (e.g., licensure, registration) in order to legally practice in that state. All state credentialing bodies require a passing score on the NBCOT exam.

FACULTY

Faculty & Staff: DR. SCHEERER, *chair*; MS. ESTES, MS. GALLEW, MS. MILLER, MS. MORRESS

OCCUPATIONAL THERAPY

Occupational therapy, or "OT" as it is often called, is a health-care profession that uses occupation, or purposeful activity, to help those individuals whose abilities to cope with the tasks of daily living are impaired by developmental delays, physical injury or traumas, medical or psychiatric illness, behavioral problems, or psychological disability. "Occupation" refers to all activities in which people (children, adults, or the elderly) engage in productively occupying their time and interest, including self-care, home management, social, work-related, or community and leisure activities.

Occupational therapists evaluate function through an analysis of human performance, relationships, and situations. They engage a person in experiential learning and problem solving activities. Through occupational therapy, people are guided in the acquisition of adaptive skills which may help them to increase independence, or enable them to resume a more productive and satisfying role in society.

Occupational therapists need to be both people- and science- oriented. They must be creative, innovative, and well trained in the functions of mind and body. They work in hospitals, schools, nursing homes, and home health programs as employees of public or private institutions or as private practitioners. Specialties within the field include gerontology, pediatrics, developmental disabilities, mental health, prosthetics training, spinal cord rehabilitation, school-based practice, hand therapy, and work hardening. Most graduates serve primarily as clinicians, but could complete additional education and serve as occupational therapy educators, administrators, or researchers.

DEPARTMENTAL ADMISSION REQUIREMENTS

Students must meet the following minimum criteria to be considered for admission to the Occupational Therapy program. Please note these are minimum criteria used for screening purposes, completion of which do not guarantee admission to the program. Admission is competitive.

Bachelor's Degree Students

- Have a cumulative grade point average of 2.800 or better on a 4.000 grading scale for completed college work.
- Complete at least 30 credit hours of basic liberal arts courses, including the specific prerequisites before entering the program.
- Have been accepted for admission to Xavier University (see catalog for general university international admission requirements).
- Submit standardized admissions test scores (SAT/ACT).

Post-Baccalaureate Certificate/Master's in Education Students

- Have a bachelor's degree from an accredited college. Official transcript(s) of this work must be submitted.
- Have a minimum cumulative grade point average of 3.000 or better on a 4.000 grading scale for all previous college work.
- Apply for admission to the University (see catalog for graduate admissions requirements).
- Submit standardized admissions test scores (GRE).

All Students

- Completion of the following prerequisite course work. A student may receive a grade of "C" in no more than two of these prerequisite courses. All remaining grades in these prerequisite courses must be "A" or "B". These courses must be completed or in process prior to the OT program application deadline of February 1st.

English composition or rhetoric

General psychology

College math or pre-calculus (NOTE: MATH 150 is recommended because it is prerequisite for MATH 156.)

Anatomy and physiology – two courses, with lab.

- Submission of an "Application for Admission to the Occupational Therapy Program" form to the Department of Occupational Therapy. The form must be received by February 1 for admission in the following fall semester, and will not be reviewed until the student has been accepted by the University and the above materials have been received.
- Submission of documented exposure to the field of occupational therapy, which would be accomplished through volunteer or paid work experience in an occupational therapy clinic or work setting. A minimum of 40 hours of supervised experience (20 hours minimum at two different facilities) will be required prior to program application deadline. Documentation must be on the Recommendation and Verification of Volunteer/Work Experience in Occupational Therapy Clinic or Work Setting forms, which are included in the OT Admission Packet. Two, and only two, forms are required; sending one form will invalidate the application, and additional forms sent above the required two will be returned to sender and not used for consideration. This form must be completed by a licensed occupational therapist who supervises the student, and must be submitted on the original form. The supervisor may not be a relative, personal friend or acquaintance of the student. No photocopies of the form will be accepted. Additional letters of recommendation will not be accepted or used for consideration.
- Successful completion of an on-site writing sample and an interview(s) conducted by the Occupational Therapy Department Admissions Committee. Additional standardized testing may also be required on-site.
- Applicants who are certified occupational therapist assistants must be in good standing with the state occupational therapy licensing board.
- Applicants who are currently enrolled in an Occupational Therapy Assistant Program are required to submit a letter from the program director stating that the applicant is currently in "good standing."

Upon acceptance into the program

- Students are required to join the American Occupational Therapy Association, Inc.

(AOTA) and sustain active membership throughout the program. The mission of the AOTA is to support a professional community for members and to develop and preserve the viability and relevance of the profession. The organization serves the interests of its members, represents the profession to the public, and promotes access to occupational therapy services. (*The American Journal of Occupational Therapy*, May 1998, page 314).

DIRECT ADMISSION FROM HIGH SCHOOL

Xavier University's Occupational Therapy (OT) Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Effective January 1, 2007, all OT education programs in the United States must be accredited at the Master's degree level. Xavier University is in process of converting the Bachelor of Science in Occupational Therapy (BSOT) program to the Masters level as well as petitioning the Ohio Board of Regents (OBR) for program authorization.

Xavier University's proposed Master's in OT (MOT) Program consists of a combined pre-professional Bachelor of Liberal Arts (BLA) with concentration in Human Occupation Studies degree after which students progress to the professional portion of studies which leads to the MOT degree.

Upon acceptance to the University, students interested in pursuing a BLA/MOT degree should declare as their major BLA with Concentration in Human Occupational Studies.

Students who successfully complete requirements for the pre-professional BLA degree and also meet progression criteria will be guaranteed a position in the MOT program.

BACHELOR OF SCIENCE IN OCCUPATIONAL THERAPY DEGREE

Requirements for the Occupational Therapy Degree

Undergraduate core curriculum requirements (see page 94): 64 hours, including

Sciences:

- 8 hours of anatomy and physiology with lab (BIOL 140, 141, 142, 143)
- 3 hours of physics and lab (Physics 140 and 161)

Mathematics:

- 3 hours of mathematics (recommend MATH 150 or equivalent as this is prerequisite to MATH 156)
- 3 hours of general statistics (MATH 156)

Social sciences:

- 3 hours of general psychology (PSYC 101)
- 3 hours of social sciences elective

Major Requirements

- 67.5 hours of occupational therapy courses with a 2.800 cumulative GPA required: OTH 101, 143, 201, 302, 303, 304, 305, 306, 307, 308, 311, 312, 315, 325, 391, 401, 402, 403, 404, 406, 407, 408, 410, 417, 418, 435, 492, 494.
- 6 hours related coursework in kinesiology and neuroscience: EDAT 386 and 387; BIOL 204.

Transfer students who are Certified Occupational Therapy Assistants may be waived from some of the above courses with permission of the department chair. (Agreement with certified Occupational Therapy Assistant program.)

Students may be admitted to the occupational therapy bachelor's program in their sophomore year, after completing the prerequisite 30 hours of undergraduate study listed above. In their sophomore year they would take OTH 101, 143, 201, 311 and 312. The following courses must also be completed before taking additional 300 or 400 level courses in the OT major:

- Kinesiology
- Neuroscience
- General statistics

Occupational therapy major courses must generally be taken in the sequence listed, although some would normally be taken concurrently, as the progression of learning experiences is based on foundation knowledge in prior course work.

B.S. Occupational Therapy

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|---|---------------------|--|---------------------|
| Freshman Year, Pre-OT | | | |
| ENGL 101 or 115, Engl Comp or Rhetoric *3 | | BIOL 142 Anatomy & Phys. II * | 3 |
| BIOL 140, Anatomy & Phys. I * | 3 | BIOL 143 Anatomy & Phys. II Lab * | 1 |
| BIOL 141, Anatomy & Phys. I Lab * | 1 | THEO 111, Theological Foundations | 3 |
| PSYC 101, General Psychology * | 3 | History II Elective | 3 |
| History I Elective | 3 | Foreign Language Elective | 3 |
| Foreign Language Elective | 3 | MATH 150, Calculus or equivalent * | 3 |
| Total | 16 | Total | 16 |

Year Total: 32 hours

***Program prerequisites must be completed or in process prior to OT program application deadline of February 1.**

Sophomore Year

| | | | |
|---|-----------|--|-----------|
| OCTH 101, Concepts and Practice* | 3 | PHIL 290, Theory of Knowledge | 3 |
| OCTH 143, Developmental Process: | 3 | OCTH 201, Human Occupation | 3 |
| PHIL 100, Ethics as Intro to Philosophy | 3 | Literature Elective | 3 |
| MATH 156, General Statistics | 3 | BIOL 204, Neuroscience | 3 |
| PHYS 161, College Physics I Lab | 1 | OCTH 312, Therapeutic Occupations: | |
| Cultural Diversity Elective | 1 | Group Process | 3 |
| PHYS 140, Technical Physics | 2 | OCTH 311, Therapeutic Occupations: | 3 |
| | | Creative/Industrial | |
| Total | 16 | Total | 18 |

Year Total: 34 hours

* Pre-OT or undecided students may register for OCTH 101 (but no other OCTH course) as space permits.

Junior Year

| | | | |
|---|-------------|--|-----------|
| Theology Scrip/Hist or Christ Sys Elective .3 | | OCTH 302, Measurement Application | 3 |
| ENGL/CLAS 205, Lit & the Moral Imag | 3 | EDAT 386/387, Kinesiology & Lab | 3 |
| OCTH 303, Disabling Conditions I: | 3 | OCTH 325, Level I Field Work | 1 |
| Biochemical/Psychosocial | | OCTH 307, Disabling Conditions II: | 3 |
| OCTH 304, OT Theory & Practice I: | 3 | Neurodevelopmental/Neurological | |
| Biochemical/Psychosocial | | OCTH 308, OT Theory & Practice II: | 3 |
| OCTH 391, Practice Lab I - Biochem/Physc .1 | | OCTH 492, Pract. Lab II: Neurodev Neuro. 1 | |
| OCTH 305, Intro to Clinical Practice | 2.5 | Neurodevelopmental/Neurological | |
| OCTH 315, Level I Field Work | 1 | Fine Arts Elective | 3 |
| OCTH 410, Special Topics * | 1 | OCTH 410, Special Topics * | 1 |
| Total | 17.5 | Total | 18 |

Year Total: 35.5 hours

B.S. Occupational Therapy, continued

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Senior Year

| | |
|---|---|
| OCTH 306, Contemporary Tech. Lab 3 | OCTH 403, Professional Issues Seminar 2 |
| OCTH 401, Disabling Conditions III: 3 Biomechanical/Rehabilitative | Theology Ethics or Rel/Cult Elective 3 |
| OCTH 402, OT Theory & Practice III: 3 Biomechanical/Rehabilitative | OCTH 418, Research Application Lab 1 |
| OCTH 494, Pract. Lab III: Biomech/Rehab . 1 | E/RS Focus Elective ** 3 |
| OCTH 435, Level I Field Work 1 | OCTH 406, Management of OT Services 4 |
| OCTH 404, Research Method 3 | OCTH 410, Special Topics * 1 |
| OCTH 417, Research Application Lab 1 | Social Science Elective 3 |
| PHIL 329, Bioethics ** 3 | |
| Total 18 | Total 17 |

Year Total: 35 hours

* Special Topics in OT: Three Occupational Therapy electives of one credit hour each are required and may be taken in first, second or third year of the core curriculum.

** PHIL 329, Bioethics, is recommended to fulfill the E/RS Focus Elective and fulfills the Philosophy elective.

Level II fieldwork assignments will be assigned using a lottery system. Successful completion of all coursework is required along with a minimum 2.800 GPA in core occupational therapy courses, before starting Level II fieldwork.

| | |
|---|---|
| OCTH 407, Level II Fieldwork: first 3 month internship | 3 |
| OCTH 408, Level II Fieldwork: second 3 month internship | 3 |
| OCTH 409, Level II Fieldwork: optional, elective third internship | 3 |

Total credits = 139.5 credit hours for Bachelor of Science (+ * optional OT electives)

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- The E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 137.5 credit hours is required for the degree.

POST-BACCALAUREATE CERTIFICATE PROGRAM

Requirements for the Occupational Therapy Certificate

Prerequisite or Concurrent Courses Outside the Department

Science requirement: 11 hours

- Biology: Human anatomy and physiology with labs, (BIOL 140-143)*, Neuroscience (BIOL 204)

Social Sciences requirement: 3 hours

- General psychology (PSYC 101) *

Mathematics requirement: 6 hours

- Mathematics (MATH 150 or equivalent) *
- General Statistics (MATH 156) or Advanced Statistics I & II (PSYC 511 & 512)

Other Requirements: 9 hours

- Philosophy (PHIL 329, Bioethics)
- English composition or rhetoric (ENGL 101 or 115)*
- Advanced Kinesiology (EDAT 586)

* These courses, or equivalent transfer credit, are prerequisites for admission to the Occupational Therapy program. The other requirements listed above can be taken after admission.

Major Requirements

- 65.5 hours of occupational therapy courses: OCTH 414, 415, 425, 433, 434, 440, 441, 442, 443, 444, 446, 447, 448, 451, 452, 461, 462, 463, 464, 466, 467, 468, 470, 477, 478, 480, 491, 493, 495.

Transfer students who are Certified Occupational Therapy Assistants may be waived from several of the above courses with permission of the department chair. (Agreement with Certified Occupational Therapy Assisting Program).

Occupational therapy courses usually must be taken in numerical sequence, with some taken concurrently, as the progression of learning experiences is based on foundation knowledge in prior course work.

All students must present evidence of the following items to the fieldwork coordinator prior to the entrance to clinical field work:

1. Liability insurance (\$2,000,000/\$4,000,000), purchased through the University and billed to student's account
2. Current CPR certification (necessary for Level II Fieldwork)
3. Health history and required physical examination form (for Level II Fieldwork)
4. MMR immunization (for all Level II and some Level I)
5. Yearly tuberculosis skin test (two-step)
6. Hepatitis B series or waiver
7. Proof of personal health insurance prior to Level II Fieldwork

Students are responsible for these expenses as well as for uniforms and transportation cost to, from, and while in clinical sites. Students must provide their own transportation between campus and clinical agencies. Students must be able to relocate out of the Cincinnati area for 3-6 months during the Level Two Fieldwork experiences due to limited clinical sites locally. Also, students should be advised that some sites may require a drug screening test. Level II fieldwork must be completed within 12 months of the academic coursework on campus.

The University will make every effort to accommodate qualified students with disabilities and will not enter into a contractual agreement with any fieldwork agency which discriminates on the basis of disability or is unable to make reasonable accommodations. Despite this commitment, the University cannot guarantee the availability of fieldwork to otherwise qualified disabled applicants.

Prospective students who have been (or become) convicted of a felony should contact the National Board for the Certification of Occupational Therapists (NBCOT) to determine the potential impact on their ability to obtain licensure. The address and telephone number of NBCOT are available from the Department of Occupational Therapy.

Requirements for retention within the Occupational Therapy Bachelor of Science and Certificate Programs

1. Academic standing: a 2.800 cumulative average must be attained in all occupational therapy required courses. A student must obtain a grade of "C" or higher in each professional course or support prerequisite course (such as kinesiology, neuroscience, bioethics or statistics) for that course to be counted as credit for the program or as a prerequisite for another professional course. A student who earns a grade of less than "C" in a professional class must repeat that class and achieve a grade of "C" or higher. Students can repeat only one required pre-professional or departmental course, and that course only once, to attain a grade of "C" or better.
2. Professional and ethical behavior: the student must manifest emotional and behavioral characteristics which, in the judgement of the department faculty, will not jeopardize his/her professional competence, or the ethical standards of occupational therapy. The department may refuse to permit a student to continue in the curriculum if at any time it is deemed by the faculty that the student will not be able to perform at a professional level.

**COMBINED MASTER OF EDUCATION
DEGREE AND POST-BACCALAUREATE CERTIFICATE
PROGRAM IN OCCUPATIONAL THERAPY**

Prerequisites for core professional curriculum.

| | | | |
|---|-----------|---|----------|
| *BIOL 140, Human Anat. & Phys. I | 3 | *BIOL 142, Human Anat. & Phys. II | 3 |
| *BIOL 141, Human Anat. & Phys I Lab | 1 | *BIOL 143, Human Anat. & Phys. II Lab ... | 1 |
| *College Math | 3 | *PSYC 101, General Psychology | 3 |
| *ENGL 101, English Composition | 3 | | |
| TOTAL | 10 | TOTAL | 7 |

*Program prerequisites must be completed or in process prior to OT application deadline of February 1.

First Year - Core Professional Curriculum

| | | | |
|--|--------------|--|--------------|
| *OCTH 433, OT Concepts & Practice | 3 | OCTH 441, Human Occup Over Lifespan .. | 3 |
| OCTH 434, Dev Process: Phy & Psyc | 3 | OCTH 451, Therapeutic Occupations I | 3 |
| **PHIL 329, Bioethics | 3 | OCTH 452, Therapeutic Occupations II | 3 |
| ***PSYC 511, Advanced Statistics I | 2 | ***PSYC 512, Advanced Statistics II | 2 |
| #EDFD 501, Philosophy of Education | 3 | BIOL 204, Functional Neuroscience | 3 |
| | | #EDFD 503, Adv Educational Psyc | 3 |
| Total | 11-14 | Total | 14-17 |

Year Total: 25-31 hours

MED foundation course.

* Pre-OT or undecided students may register for OCTH 433 (but no other OCTH course) as space permits.

** May be taken at any time, *but* before OCTH 463, Professional Issues & Ethics, which is taken during second semester of the third year of study.

***Must be taken before OCTH 442, which is taken during second semester of second year of study. NOTE: PBC students not enrolled in MEd program may opt to take MATH 156 (3 cr. hrs.) in place of PSYC 511 and PSYC 512.

Second Year - Core Professional Curriculum

| | | | |
|--|------------------|--|-----------|
| OCTH 414, Intro. to Clinical Practice | 2.5 | OCTH 425, Level I Field Work B | 1 |
| OCTH 415, Level I Field Work A | 1 | OCTH 442, Measurement Application | 3 |
| OCTH 443, Disabl Cond I:Biochem/Psyc ... | 3 | OCTH 447, Disab Cond II:Neurodev/Neur . | 3 |
| OCTH 444, Theory & Prac I:Biochem/Psyc | 3 | OCTH 448, Theory & Practice II: Neurodev/Neur | 3 |
| *OCTH 470, Special Topics | 1 | *OCTH 470, Special Topics | 1 |
| OCTH 491, Theory & Practice Lab I: Biochem/Psyc | 1 | OCTH 493, Theory & Practice Lab II: Neurodev/Neur | 1 |
| #EDFD 505, Educational Admin | 3 | EDAT 586, Advanced Kinesiology | 3 |
| Total | 11.5-14.5 | Total | 15 |

Year Total: 26.5-29.5 hours

MED foundation course.

*Special Topics in OT: 3 one-credit hour occupational therapy electives are required any may be taken in either the first, second or third year of the occupational therapy core curriculum.

MEd & Post-Baccalaureate Certificate Program in OT, continued

Third Year - Core Professional Curriculum

| | |
|--|---|
| OCTH 440, Level I Fieldwork C 1 | OCTH 463, Professional Issues & Ethics 2 |
| OCTH 466, Contemporary Technology Lab 3 | OCTH 466, Management of OT Services 4 |
| OCTH 461, Disab Cond III:Biomec/Rehab .3 | *OCTH 470, Special Topics 1 |
| OCTH 462, Theory & Practice III: Biomec/Rehab 3 | OCTH 478, Research Application Lab II 1 |
| OCTH 464, Research Methods 3 | #EDFD 507, Educational Research 2 |
| OCTH 477, Research Application Lab I 1 | #EDFD 508, Educational Research Paper ... 1 |
| OCTH 495, Theory & Practice Lab III: Biomec/Rehab 1 | |
| Total 15 | Total 8-11 |

Year Total: 23+ hours

MEd foundation course.

* Special Topics in OT: 3 one-credit hour occupational therapy electives are required and may be taken in the first, second or third year of the core curriculum.

Completed after academic coursework — Off-Site Block Field Placements: 6 months

| | |
|--|--------|
| OCTH 467, Level II Fieldwork: first 3 month placement | 3 crs. |
| OCTH 468, Level II Fieldwork: second 3 month placement | 3 crs. |
| OCTH 469, Level II Fieldwork: elective third placement | 3 crs. |

Completion of Post-Baccalaureate Certificate program only: 79.5 total credits.

Completion of combined Post-Baccalaureate Certificate program/Master of Education degree: 80.5 total credits plus 12 credit hours education foundation courses.

* * * * *

THE DEPARTMENT OF POLITICAL SCIENCE AND SOCIOLOGY

The Department of Political Science and Sociology offers these degrees and programs:

- The Bachelor of Arts in Political Science
- The Bachelor of Arts in International Affairs
- The Bachelor of Arts in Sociology
- The Minor in Political Science
- The Minor in International Affairs
- The Associate degree in Political Science
- The Associate degree in Sociology

For information on the associate degrees, contact the Center for Adult and Part-time Students (CAPS).

FACULTY

Faculty: DR. STINSON, *chair*; DR. HEIGHBERGER, FR. McCANN, DR. MOULTON, DR. RAY, DR. WEISSBUCH, DR. WHITE

Adjunct Faculty: DR. BEAUPRE, DR. SCHLINKERT

BACHELOR OF ARTS DEGREE IN POLITICAL SCIENCE

Political science plays an important part in the student’s liberal arts education, as well as in preparing the student for employment and/or graduate study. Political science is an excellent major for students preparing for careers in law, public service, foreign service, teaching, international management, public administration, and business.

Requirements for the Political Science Major

Undergraduate core curriculum requirements (see page 94): 64 hours, including

- Social Sciences: ECON 200 and ECON 201.
- Mathematics: MATH 116 or 156, plus 3 hours MATH elective.

Major Requirements:

- 30 hours of political science courses: POLI 120, 140, 277, 301, either 390 or 391, and 15 hours of political science electives (POLI 200-499).
- A 2.000 cumulative average must be attained in the political science courses.

In addition to formal course work, students are encouraged to include experiential learning in their personal program if they feel it will contribute to their learning goals and objectives. To accomplish this, the department facilitates intern programs in Washington, D.C. and Cincinnati. The Political Science major provides breadth which ensures that the student is well grounded in the discipline and at the same time permits flexibility for concentration in a sub-field.

B.A. Political Science

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|---|---------------------|---|---------------------|
| Freshman Year | | | |
| History I Elective | 3 | History II Elective | 3 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| PHIL 100, Ethics as Intro to Philosophy | 3 | THEO 111, Theological Foundations | 3 |
| Science Elective | 3 | Science Elective | 3 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | Literature Elective | 3 |
| Total | 15 | Total | 15 |

B.A. Political Science, continued

First Semester *Credit Hours* *Second Semester* *Credit Hours*

Sophomore Year

| | | | |
|--|-----------|--|-----------|
| Science Elective | 3 | General Elective | 3 |
| ENGL/CLAS 205, Lit & the Moral Imag | 3 | Fine Arts Elective | 3 |
| ECON 200, Microeconomic Principles | 3 | ECON 201, Macroeconomic Principles | 3 |
| Theology Scrip/Hist or Christ Sys Elective | 3 | PHIL 290, Theory of Knowledge | 3 |
| POLI 120, Comparative Gov Politics | 3 | POLI 140, American Government | 3 |
| Cultural Diversity Elective | 1 | | |
| Total | 16 | Total | 15 |

Junior Year

| | | | |
|--|-----------|--------------------------------------|-----------|
| MATH 156, General Statistics or MATH 116, Elementary Statistics | 3 | POLI 301, Political Philsopphy | 3 |
| Theology Ethics or Rel/Cult Elective | 3 | Philosophy Elective | 3 |
| General Elective | 3 | E/RS Focus Elective | 3 |
| Political Science Elective | 3 | Political Science Elective | 3 |
| POLI 277, International Relations | 3 | Mathematics Elective | 3 |
| Total | 15 | Total | 15 |

Senior Year

| | | | |
|--|-----------|----------------------------------|-----------|
| POLI 391, Seminar in American Gov or POLI 390, Seminar in Int'l Relations | 3 | Political Science Elective | 3 |
| Political Science Elective | 6 | General Elective | 11 |
| General Elective | 6 | | |
| Total | 15 | Total | 14 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- The E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE POLITICAL SCIENCE MINOR

- 15 hours of political science courses: POLI 120, 140, 277, 301 or 350, and an elective (POLI 200-499, but not 277, 301 or 350).
- A 2.000 cumulative average must be attained in the political science courses.

**REQUIREMENTS FOR THE ASSOCIATE OF ARTS
DEGREE IN POLITICAL SCIENCE**

Undergraduate core curriculum requirements (see page 96): 28 hours

Concentration Requirements:

- 15 hours of political science courses: POLI 120, 140, 277, 301 or 350, and a POLI elective (POLI 200-499, but not 277, 301 or 350).
- A 2.000 cumulative average must be attained in the political science courses.

BACHELOR OF ARTS DEGREE IN INTERNATIONAL AFFAIRS

Field of Concentration Business, Modern Europe, or Third World

The program in International Affairs is designed to equip students with a fundamental orientation in the field of international relations, to introduce the basic methods of studying international relations, and to provide training which will enable the student to make intelligent observations about international affairs. Employment opportunities are to be found in business, government and education. Graduates in the program have the necessary prerequisites for graduate study in business, law, and foreign affairs, including diplomacy.

Internship: In addition to formal course work, students are encouraged to include experiential learning in their personal program if they feel it will contribute to their learning goals and objectives. To accomplish this, the department facilitates intern programs in Washington, D.C.; Tokyo, Japan; and Oxford, England. Students are also encouraged to seek such internships for themselves. Application to participate in an internship should be made to the program director. The student intern must be accepted by the corporation or agency.

All students should consult the program director when entering the program.

Requirements for the International Affairs Major

Undergraduate core curriculum requirements (see page 94): 64 hours, including

- Social Sciences: ECON 200 and ECON 201.
- Mathematics: MATH 116 or 156, plus 3 hours MATH elective.
- Foreign Language: intermediate level proficiency (202 level).

Major Requirements:

- 18 hours of political science courses: POLI 140, 277, 374, 376, 378, 379.
- 18 hours of courses in chosen concentration: Business, Modern Europe, or Third World.
- A 2.000 cumulative average must be attained in the political science and concentration courses.

B.A. International Affairs

This block serves as a guideline for progress toward a degree. See your academic advisor.

(Field of Concentration — Business)

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|---|---------------------|---|---------------------|
| Freshman Year | | | |
| ENGL 101 or 115, Engl Comp or Rhetoric ..3 | | Literature Elective | 3 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| History I Elective | 3 | History II Elective | 3 |
| THEO 111, Theological Foundations | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| Mathematics Elective | 3 | MATH 116, Elementary Statistics OR | |
| | | MATH 156, General Statistics | 3 |
| Total | 15 | Total | 15 |
| Sophomore Year | | | |
| POLI 277, International Relations | 3 | POLI 140, American Gov & Politics | 3 |
| ECON 200, Microeconomic Principles | 3 | ECON 201, Macroeconomic Principles | 3 |
| Theology Scrip/Hist or Christ Sys Elective .3 | | PHIL 290, Theory of Knowledge | 3 |
| Fine Arts Elective | 3 | MKTG 300, Principles of Marketing | 3 |
| Foreign Language Elective OR | | Foreign Language Elective OR | |
| General Elective | 3 | General Elective | 3 |
| | | Cultural Diversity | 1 |
| Total | 15 | Total | 16 |

B.A. International Affairs, continued

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Junior Year

| | | | |
|---|-----------|--|-----------|
| ECON 300, Int'l Trade & Bus Envir | 3 | POLI 376, International Law | 3 |
| ACCT 200, Introductory Financial Acct | 3 | POLI 374, U.S. Foreign Policy | 3 |
| Theology Ethics or Rel/Cult Elective | 3 | INFO 200, Managing Info Technology | 3 |
| Science Elective | 3 | Science Elective | 3 |
| General Elective | 3 | General Elective | 3 |
| Total | 15 | Total | 15 |

Senior Year

| | | | |
|---|-----------|-------------------------------------|-----------|
| POLI 378, International Organizations | 3 | POLI 379, Revolution & Change | 3 |
| FINC 300, Business Finance | 3 | Business Elective | 3 |
| Philosophy Elective | 3 | Science Elective | 3 |
| ENGL/CLAS 205, Lit & the Moral Imag | 3 | General Elective | 6 |
| General Elective | 3 | | |
| Total | 15 | Total | 15 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- The E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 121 credit hours is required for the degree.

B.A. International Affairs

This block serves as a guideline for progress toward a degree. See your academic advisor.
(Field of Concentration — Modern Europe or Third World)

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|---|-----------|
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | Literature Elective | 3 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| History I Elective | 3 | History II Elective | 3 |
| THEO 111, Theological Foundations | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| Mathematics Elective | 3 | MATH 116, Elementary Statistics OR MATH 156, General Statistics | 3 |
| Total | 15 | Total | 15 |

Sophomore Year

| | | | |
|---|-----------|---|-----------|
| POLI 277, International Relations | 3 | POLI 140, American Gov & Politics | 3 |
| ECON 200, Microeconomic Principles | 3 | ECON 201, Macroeconomic Principles | 3 |
| Theology Scrip/Hist or Christ Sys Elective .. | 3 | PHIL 290, Theory of Knowledge | 3 |
| Field of Concentration | 3 | Field of Concentration | 3 |
| Foreign Language Elective OR General Elective | 3 | Foreign Language Elective OR General Elective | 3 |
| Cultural Diversity Elective | 1 | | |
| Total | 16 | Total | 15 |

B.A. International Affairs, continued

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Junior Year

| | |
|--|---------------------------------------|
| POLI 379, Revolution & Change 3 | POLI 376, International Law 3 |
| Field of Concentration 3 | Field of Concentration 3 |
| Theology Ethics or Rel/Cult Elective 3 | POLI 374, U.S. Foreign Policy 3 |
| Science Elective 3 | Science Elective 3 |
| Fine Arts Elective 3 | General Elective 3 |
| Total 15 | Total 15 |

Senior Year

| | |
|---|--|
| POLI 378, International Organizations 3 | Field of Concentration 3 |
| Field of Concentration 3 | Science Elective 3 |
| Philosophy Elective 3 | ENGL/CLAS 205, Lit & the Moral Imag 3 |
| General Elective 3 | General Electives 5 |
| E/RS Focus Elective 3 | |
| Total 15 | Total 14 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- The E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- Concentrations in Modern Europe or Third World contain 18 credit hours (typically HIST and POLI courses). Contact the department for details.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE INTERNATIONAL AFFAIRS MINOR

- 18 hours of political science courses: POLI 140, 277, 374, 376, 378, and 379.
- A 2.000 cumulative average must be attained in the political science courses.
- Also see page 90 for the International Studies Minor.

BACHELOR OF ARTS DEGREE IN SOCIOLOGY

Sociology, the study of human behavior in the group context, seeks to discover regularities and order in social behavior and to express these patterns as theoretical generalizations applying to the wide range of such behavior. General and specialized areas of study are covered, and requirements are kept to a minimum in order to allow students flexibility in the design of their programs. The department encourages experiential learning.

Along with the significant contribution sociology makes to a liberal arts education, the program of the department is designed to prepare the Sociology major for the following fields of endeavor: (1) graduate study for teaching sociology; (2) service and graduate study in the professions; (3) careers in the fields of pure and applied research; (4) careers in applied sociology, such as administration and consultant positions in business, government, and community work.

In order to demonstrate competency in sociology during the senior year, a senior research project must be successfully completed. That research is directed during the Applied Research Methodology (SOCI 353) course.

Requirements for the Sociology Major

Core Curriculum Requirements (see page 94): 64 hours, including

- Mathematics: MATH 116 or 156.
- Social Sciences requirement included within the major requirements.

Major Requirements:

- 30 hours of sociology courses: SOCI 101, 180, 300, 352, 353, 365 or 366, and 12 hours of upper-division electives (SOCI 167, 200-499).
- A 2.000 cumulative average must be attained in the sociology courses.

B.A. Sociology

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|---|---------------------|---|---------------------|
| <hr/> Freshman Year <hr/> | | | |
| ENGL 101 or 115, Engl Comp or Rhetoric .. | 3 | Literature Elective | 3 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| History I Elective | 3 | History II Elective | 3 |
| THEO 111, Theological Foundations | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| Science Elective | 3 | Science Elective | 3 |
| Total | 15 | Total | 15 |
| <hr/> Sophomore Year <hr/> | | | |
| SOCI 101, Introduction to Sociology | 3 | SOCI 180, Human Species | 3 |
| Mathematics Elective | 3 | MATH 116, Elementary Statistics OR | 3 |
| Fine Arts Elective | 3 | MATH 156, General Statistics | 3 |
| Theology Scrip/Hist or Christ Sys Elective .. | 3 | ENGL/CLAS 205, Lit & the Moral Imag | 3 |
| Science Elective | 3 | PHIL 290, Theory of Knowledge | 3 |
| Cultural Diversity Elective | 1 | General Elective | 3 |
| Total | 16 | Total | 15 |
| <hr/> Junior Year <hr/> | | | |
| SOCI 352, Principles of Research | 3 | SOCI 300, Sociological Theories | 3 |
| Theology Ethics or Rel/Cult Elective | 3 | Philosophy Elective | 3 |
| Sociology Elective | 3 | SOCI 365, Class & Class Conflict OR | 3 |
| General Elective | 6 | SOCI 366, Utopian Communities | 3 |
| | | E/RS Focus Elective | 3 |
| | | General Elective | 3 |
| Total | 15 | Total | 15 |
| <hr/> Senior Year <hr/> | | | |
| SOCI 353, Applied Research Methodology .. | 3 | Sociology Elective | 6 |
| Sociology Elective | 3 | General Elective | 8 |
| General Elective | 9 | | |
| Total | 15 | Total | 14 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- The E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE ASSOCIATE OF ARTS DEGREE IN SOCIOLOGY

Undergraduate core curriculum requirements (see page 96): 28 hours

Concentration Requirements:

- 15 hours of sociology courses: SOCI 101, 180, 300, 352, and an elective (SOCI 200-499).
- A 2.000 cumulative average must be attained in the sociology courses.

* * * * *

THE DEPARTMENT OF PSYCHOLOGY

The Department of Psychology offers the Bachelor of Science, the Associate of Science, and the Master of Arts in Psychology as well as the Doctor of Psychology in Clinical Psychology. Also offered is a minor in Psychology. For more information on the associate degree, contact the Center for Adult and Part-time Students (CAPS).

FACULTY

Faculty: DR. DACEY, *chair*; DR. BARRETT, DR. BARRY, DR. BERG, DR. CROWN, DR. DULANEY, DR. EBERLEIN, DR. HART, DR. HELLKAMP, DR. KAPP, DR. KENFORD, DR. MULLINS, DR. NAGY, DR. NELSON, DR. NORMAN, DR. SCHULTZ, DR. STUKENBERG

Adjunct Faculty: DR. BIELIAUSKAS, DR. CASH, DR. CREW, DR. CROSBY, DR. FERGUSON, SR. FLEMING, DR. FRITSCH, DR. GRANT, DR. HOCK, DR. HOFFMAN, MS. JACKSON, DR. MERRY-STEPHENSON, DR. MUNTEL, DR. O'DONNELL, DR. QUATMAN, MS. ROWEKAMP, DR. SCHROEDER, MS. TOEPKER, DR. WETTERAU

BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY

The Department of Psychology endeavors to acquaint students thoroughly with the content and methods of scientific psychology. While emphasizing the scientific approach to the understanding of human behavior and human personality, the psychology courses aim to show the student that this branch of science is complementary to and compatible with a sound philosophy of human nature. In addition to the program leading to the Bachelor of Science, the department provides service courses to majors of other departments. The Bachelor of Science program in Psychology aims to provide a general background for career and/or advanced studies in fields which presuppose understanding of human psychology, such as clinical psychology, industrial/organizational psychology, vocational and educational guidance, medicine, education, and social work.

Requirements for the Psychology Major

Undergraduate core curriculum requirements (see page 94): 64 hours, including:

- Mathematics: MATH 120 and 150; or MATH 150 and 151; or MATH 170 and 171.
- Science: BIOL 140, 141, 142, 143; and PSYC 221/223 and 222/224 included in the major.
- Philosophy: additional elective of 3 credit hours beyond core requirements.

Major Requirements:

- 36 total hours. Twenty-seven hours of required psychology courses: PSYC 101, 210, 221/223, 222/224, 231, 261, 277, 301, 499 and nine hours of psychology electives which the student should discuss with a faculty advisor.
 - a. Students planning graduate study are encouraged to take courses such as PSYC 321, 379, 426, 427 and 464.
 - b. Other students are encouraged to elect appropriate courses to fit their goals, e.g., PSYC 321 if entering business.
- A 2.000 cumulative average must be attained in the psychology courses.
- Students must maintain contact with a departmental faculty advisor each semester to aid in course selection, planning, and scheduling.

B.S. Psychology

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | |
|---|---|
| BIOL 140, Human Anatomy & Phy I 3 | BIOL 142, Human Anatomy & Phy II 3 |
| BIOL 141, Human Anatomy & Phy I Lab ... 1 | BIOL 143, Human Anatomy & Phy II Lab . 1 |
| ENGL 101 or 115, Engl Comp or Rhetoric .. 3 | MATH 150, Elements of Calculus I OR |
| MATH 120, Elementary Functions OR | MATH 151, Elements of Calculus II OR |
| MATH 150, Elements of Calculus I OR | MATH 171, Calculus II * 3 |
| MATH 170, Calculus I * 3 | PHIL 100, Ethics as Intro to Philosophy 3 |
| PSYC 101, General Psychology 3 | PSYC 277, Abnormal Psychology 3 |
| Foreign Language Elective 3 | Foreign Language Elective 3 |
| Total 16 | Total 16 |

Sophomore Year

| | |
|---|--|
| History I Elective 3 | History II Elective 3 |
| THEO 111, Theological Foundations 3 | ENGL/CLAS 205, Lit & the Moral Imag 3 |
| Literature Elective 3 | PSYC 231, Developmental Psychology 3 |
| PSYC 210, Statistical Techniques 3 | PHIL 290, Theory of Knowledge 3 |
| Psychology Elective 3 | PSYC 221, Experimental Psyc I (Lecture) .. 2 |
| Cultural Diversity Elective 1 | PSYC 223, Experimental Psyc I (Lab) 1 |
| Total 16 | Total 15 |

Junior Year

| | |
|--|---------------------------------|
| Fine Arts Elective 3 | Psychology Elective 3 |
| PSYC 222, Experimental Psyc II (Lecture) 2 | Social Science Elective 3 |
| PSYC 224, Experimental Psyc II (Lab) 1 | Philosophy Elective 3 |
| PSYC 261, Social Psychology 3 | General Elective 6 |
| Theology Scrip/Hist or Christ Sys Elective . 3 | |
| General Elective 3 | |
| Total 15 | Total 15 |

Senior Year

| | |
|--|---------------------------------|
| Psychology Elective 3 | Philosophy Elective 3 |
| General Elective 3 | Social Science Elective 3 |
| PSYC 301, History & Systems 3 | General Elective 3 |
| PSYC 499, Senior Comprehensive Review . 3 | E/RS Focus Elective 3 |
| Theology Ethics or Rel/Cult Elective 3 | |
| Total 15 | Total 12 |

* See section "Requirements for the Psychology Major."

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- The E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE PSYCHOLOGY MINOR

- 18 total hours. Fifteen hours of required courses: PSYC 101, 210, 221/223, 231 or 277, 261, and three elective hours which student should discuss with a faculty advisor.
- A 2.000 cumulative average must be attained in the psychology courses.

REQUIREMENTS FOR THE ASSOCIATE OF SCIENCE DEGREE IN PSYCHOLOGY

Undergraduate core curriculum requirements (see page 96): 31 hours

Concentration Requirements:

- 15 hours total. PSYC 101 required and 12 hours of electives from PSYC 210, 221/223, 231 or 232 or 233 or 367, 261 or 366, 277, 301, 321, 379.
- A 2.000 cumulative average must be attained in the psychology courses.

MASTER OF ARTS DEGREE IN PSYCHOLOGY

The degree of Master of Arts in Psychology is designed to prepare students for employment in a related field and/or to continue their graduate studies at the doctoral level.

Program of Studies

1. To ensure comprehensiveness in the program, all candidates must include each of the following courses designed, in their whole, to provide integrated coverage of the graduate field of psychology. These courses are:
 - PSYC 511 and 512, Advanced Statistics I and II (4)
 - PSYC 520 and 521, Computer Statistical Language I and II (2)
 - PSYC 504, Theories of Personality (3)
 - PSYC 506, Advanced Social Psychology (3)
 - PSYC 609, Learning and Cognition (3)
 - PSYC 621, Res. Design & Analysis (3)
2. Student must include a concentration in one of the two areas, industrial/organizational or general experimental psychology, which must be approved by the program director or his/her designate. Each area of concentration requires either a three or six hour practicum.
3. Each student must complete PSYC 699, Master's Thesis (6). The student will prepare an acceptable thesis which will be defended during the student's final oral examination.
4. Grading Policy. Grades are based on students' performance meeting the standards established and communicated in writing by the professor of the course.

A semester grade point average of 3.000 or higher is required for a student to remain in good standing. Any student whose semester (Fall, Spring, Summer) GPA falls below 3.000 or who earns a grade of "C" or "F" in any course will be placed on "WARNING" by the Dean of the College of Social Sciences. Although a student may have a cumulative GPA above 3.000, this does not alter any WARNING/DISMISSAL decision. Once on warning, any student whose semester (Fall, Spring, Summer) GPA falls below a 3.000 may be dismissed. In addition, once on warning, any student who earns a grade of "C" or "F" in any course is subject to dismissal.

The following interpretation of letter grades is used by the department A=excellent, B=good, C=minimal, and F=failure. Faculty may use a +/- system in grading. Students receiving a "C" in a course may be required to retake the course or do additional work to satisfy specific deficiencies. This will be determined by the professor of the course and will be discussed with the student and his/her advisor. Students receiving an "F" in a course are required to retake the course. A cumulative GPA of 3.000 or higher is required for all classes since enrollment into the specific graduate program (MA or PsyD) for graduation.

5. The degree of Master of Arts in Psychology will be awarded only to candidates who have completed all coursework and attained a GPA of 3.000 or higher, and demonstrated a reading knowledge of a foreign language or demonstrated a proficiency in a computer language (PSYC 520 and 521) and, in the final oral examination, have both successfully defended their thesis and demonstrated their knowledge of the general field of psychology. There is a 6-year time limit to complete all program requirements.

Industrial/Organizational Psychology (A two-year, full-time concentration requiring 43 credit hours)

The concentration: Personnel Psychology (3), Organizational Psychology (3), Assessment Techniques in Industrial/Organizational Psychology (4), Seminar in Industrial/Organizational Psychology (3), and a selected psychology elective or a course from another department (3). Other courses may be taken by permission of the program director.

General-Experimental Psychology (a two-year, full-time concentration requiring 45 credit hours)

A minimum of sixteen credit hours selected from the following courses: Assessment I: Intelligence (3), History and Philosophical issues in Psychology (3), Professional Problems and Ethics in Psychology (3), Personnel Psychology (3), Organizational Psychology (3), Assessment Techniques in Industrial/Organizational Psychology (4), Early Cognitive Development (3), Biological Bases of Behavior (3), and Advanced Developmental Psychology (3). Other courses may be taken by permission of department chair.

Admission Requirements

To be eligible for admission, applicants should submit the following items before the deadline date of **March 1st** of each year:

1. A completed application form.
2. Non-refundable \$35.00 application fee.
3. One copy of all official transcripts from all previous colleges and universities attended. A 2.800 overall undergraduate grade point average (on a 4.0 scale) and a 3.000 average in all Psychology courses.
4. Three letters of recommendation.
5. A written personal statement as to reasons for pursuing a graduate degree, and plans after completion of studies.
6. GRE scores: General Knowledge (verbal, quantitative and analytical) area is required. Psychology Subject Test required for those without psychology as their undergraduate major or minor.
7. A completed Application for Financial Assistance form for possible financial aid, if interested.
8. Any other information that might aid in the selection process.

A minimum of 18 undergraduate hours in psychology which must include general psychology, introductory statistics, experimental psychology with laboratory, and psychological and achievement testing. Courses in developmental psychology are helpful. Courses in biological science and college mathematics are also recommended as a preparation for graduate studies. An undergraduate course in industrial/organizational psychology is necessary for students pursuing the Industrial/Organizational concentration. Personality and character traits which are in agreement with ethical standards of psychology are necessary.

At times, a personal interview may be required by the Admissions Committee of the Department of Psychology. The prospective student will be notified by the Department and arrangements will be made at that time. Any other questions regarding the program should be directed to the Department of Psychology Program Coordinator at 513 745-1053.

DOCTOR OF PSYCHOLOGY DEGREE

The Doctor of Psychology (PsyD) program builds upon Xavier's strong commitment to the Jesuit tradition of "service within the context of scholarship." The program provides students with the knowledge and range of skills necessary to provide psychological services in today's changing professional climate. The five-year program includes four academic years and one internship year. The practitioner-scientist orientation emphasizes the importance of a scientific foundation in

psychology. Although the PsyD program is designed to prepare students for the general practice of clinical psychology, it also addresses the service of individuals in today's society--children, older adults, and the severely mentally disabled. Within the curriculum, students have the opportunity to pursue these areas of interest by taking specialized courses, gaining experience in practicum placements, and conducting applied research.

Program of Studies

Students are accepted into the program on a full-time basis and are required to take 114 credit hours to graduate. The curriculum of the first four years is divided into two major types of learning experiences: 1) knowledge/academic based, and 2) skills/clinical based. Ninety credit hours consist of courses that are primarily "academic" in nature. These courses are designed to develop content and methodologies in specific areas identified by the American Psychological Association as essential for clinical training--biological, cognitive and affective, social and cultural aspects of behavior, individual differences in behavior, history and systems in psychology, psychological measurement and assessment, human development, psychopathology, professional standards of ethics, research and evaluation, and professional interpersonal conduct. Twenty-four credit hours include courses such as professional development and practicum, clinical practicum, and internship that provides supervised experience and training in a range of clinical areas.

A unique feature of the program is the opportunity for students to develop an "Area of Interest" in clinical child psychology, applied geropsychology, or the psychology of the severely mentally disabled. Prior to applying for internship fall of fourth year, students integrate their experiences in the Clinical Competency Examination patterned after the examination given by the American Board of Professional Psychology.

1. To ensure comprehensiveness in the program, all students must include each of the following courses designed to provide integrative education in the graduate field of psychology. Although the curriculum may change to match the field of professional psychology, the current curricular requirements are listed below in the present order of completion.

Year One

PSYC 504, Theories of Personality
PSYC 506, Advanced Social Psychology
PSYC 508, Diversity
PSYC 511/512, Advanced Statistics I & II
PSYC 520/521, Computer Statistics I & II
PSYC 580, Clinical Psychopathology
PSYC 582, Assessment I: Intelligence
PSYC 585, Assessment II: Personality

Summer

PSYC 502, History and Philosophical Issues
PSYC 505, Professional Problems and Ethics in Psychology

Year Two

PSYC 609, Learning and Cognition
PSYC 610, Biological Bases of Behavior
PSYC 621, Advanced Research Design and Analysis
PSYC 623, Research Practicum
PSYC 629, Intervention Techniques: Behavior Therapy
PSYC 650/651, Professional Development and Practicum I & II
PSYC 685, Assessment III: Personality

Summer

PSYC 607, Advanced Developmental Psychology
Elective

Year Three

PSYC 730, Intervention Techniques: Consulting

PSYC 731, Intervention Techniques: Psychodynamics

PSYC 760/761, Clinical Practicum III & IV

PSYC 787/788, Major Research I & II

Electives

Clinical Competency Examination must be defended prior to applying for internship.

Year Four

Internship applications are completed during the fall semester of the fourth year.

Dissertation proposal must be approved prior to applying for the internship.

PSYC 789, Major Research III

PSYC 850/851, Clinical Practicum V & VI

Electives

Year Five

PSYC 999, Internship (one year)

2. The PsyD degree will be awarded upon successful completion of coursework, Clinical Competency Examination, Doctoral Dissertation and an internship. There is an eight year time limit to complete all program requirements.

Grading Policy. Grades are based on a student's performance meeting the standards established and communicated in writing by the professor of the course. A semester grade point average of 3.000 or higher is required for a student to remain in good standing. Any student whose semester (Fall, Spring, Summer) GPA falls below 3.000 or who earns a grade of "C" or "F" in any course will be placed on "WARNING" by the Dean of the College of Social Sciences. Although a student may have a cumulative GPA above 3.000, this does not alter any WARNING/DISMISSAL decision. Once on warning, any student whose semester (Fall, Spring, Summer) GPA falls below a 3.0 may be dismissed. In addition, once on warning, any student who earns a grade of "C" or "F" in any course is subject to dismissal. The following interpretation of letter grades is used by the department A= excellent, B=good, C=minimal, and F=failure. Faculty may use a +/- system in grading. Students receiving a "C" in a course may be required to retake the course or do additional work to satisfy specific deficiencies. This will be determined by the professor of the course and will be discussed with the student and his/her advisor. Students receiving an "F" in a course are required to retake the course. A cumulative GPA of 3.000 or higher is required for all classes since enrollment into the specific graduate program (MA or PsyD) for graduation.

3. All students are required to take eight elective courses, four of which are specified as the student's "Area of Interest"--clinical child psychology, applied geropsychology, or the psychology of the severely mentally disabled. The other four electives are chosen by students in consultation with their advisor. Another unique feature of the program is that students may opt to use their additional electives to work toward a "Certificate in Organizational Concepts and Management" or a "Certificate in the Foundations of Health Services Administration." In cooperation with the Williams College of Business and the Health Services Administration Department, doctoral students may elect to take courses which offer a foundation in business or in the health services disciplines while providing a basis for understanding the dynamics involved in the delivery of health care services in today's changing professional climate.

Admission Requirements

To be eligible for admission, applicants should submit the following items before the deadline date of **January 15th** each year:

1. A completed application form.
2. Non-refundable \$35 application fee.
3. One official transcript from each college or university attended. A 2.800 overall undergraduate grade point average (in a 4.000 scale) and a 3.000 average in all psychology courses is recommended.
4. Three letters of recommendation.
5. A written personal statement of reasons for pursuing a graduate degree, and plans after completion of studies.
6. GRE scores: General Knowledge (verbal, quantitative and analytical) area is required. Psychology Subject Test is required for those without psychology as their undergraduate major or minor.
7. A completed Application for Financial Assistance form for possible financial aid if interested.
8. Any other information that might aid in the selection process.

Students must have a minimum of 18 undergraduate hours in psychology, including general psychology, introductory statistics, experimental psychology with laboratory, and psychological and achievement testing. Courses in developmental and abnormal psychology are helpful. Courses in biological science and college mathematics are also recommended as a preparation for graduate studies.

Students accepted with advanced standing in a field akin to the doctoral degree in psychology may expect a portion of their previous graduate work (if the student has earned a grade of "B" or higher) to be credited toward the fulfillment of the requirements for the doctoral degree. All decisions regarding acceptance of graduate credit will be made by the Department Chair in conjunction with the student's advisor by the end of the first year. In all cases, a minimum of 75 of the 114 hours required coursework for the PsyD degree must be completed at Xavier.

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THE DEPARTMENT OF SOCIAL WORK

The Department of Social Work offers the Bachelor of Science in Social Work.

FACULTY

Faculty: DR. LONG, *chair*; DR. HEYDT, DR. JENKINS, MS. LARKIN

BACHELOR OF SCIENCE IN SOCIAL WORK DEGREE

The Social Work Program at Xavier University is accredited by the Council on Social Work Education. The Department provides a program of instruction which contains a meaningful reservoir of traditional and contemporary social work knowledge to stimulate and challenge the intellectual capacity of the serious student.

The goals of the program are (a) to graduate students who have a beginning level of competency for generalist social work practice; (b) to inculcate students with a professional value base and an appreciation for diverse social, cultural, and ethnic patterns; (c) to prepare students to be informed, participating citizens aware of social issues and problems who are active participants in working toward resolving them; and (d) to prepare students for entry into graduate social work programs. While all of the objectives are important, the development of competency for beginning level generalist practice is the most significant.

Requirements for the Social Work Major

Undergraduate core curriculum requirements (see page 94): 64 hours, including:

- Mathematics: MATH 116 or 156.
- Science: BIOL 112, 120, 125, 127; and 3 hours of another science area.
- Social Sciences requirement: PSYC 101 and SOCI 101.

Major Requirements:

- 49 hours of social work courses: SOCW 167, 204, 208, 299, 300, 315, 316, 318, 320, 325, 352, 415, 416, 417, 418, 419, 420, 424.
- Minimum of nine hours in related divisional work as specified in the support core (or other courses approved by the department chair).
- A grade of "C" or above must be attained in each course required for the social work major, excluding the nine hours of support core course work. Exceptions to this requirement may be granted following petition to the department.
- Other policies for Social Work majors are located in the departmental student handbook.
- To enter field placement, students must have received full acceptance into the social work major and be in academic good standing.

Support Core for Social Work

| | | | |
|----------|--------------------------------------|----------|-------------------------------|
| CJUS 101 | Introduction to Criminal Justice | PSYC 223 | Experimental Psychology I Lab |
| CJUS 260 | Current Issues in Criminal Justice | PSYC 261 | Social Psychology |
| CJUS 321 | Juv Justice in a Changing Soc | PSYC 277 | Abnormal Psychology |
| CJUS 364 | Overview of Contemporary Corrections | SOCI 316 | Complex Organizations |
| | | SOCW 310 | Family & Society |
| COMM 101 | Oral Communication | SOCW 402 | Child Abuse |
| COMM 209 | Group Dynamics | SOCW 412 | Dynamics of Older Adults |
| POLI 140 | American Government & Politics | SOCW 432 | Research & Clinical Issues: |
| POLI 301 | Political Philosophy | | SMD Population |
| PSYC 221 | Experimental Psychology I and | SOCW 444 | Addictive Behaviors |

B.S. Social Work

This block serves as a guideline for progress toward a degree. See your academic advisor.

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | |
|--|--|
| ENGL 101 or 115, Engl Comp or Rhetoric ...3 | Literature Elective 3 |
| PHIL 100, Ethics as Intro to Philosophy3 | THEO 111, Theological Foundations3 |
| Foreign Language Elective3 | Foreign Language Elective 3 |
| SOCI 101, Introduction to Sociology3 | PSYC 101, General Psychology 3 |
| BIOL 112, Life: Genetics & Evolution2 | BIOL 120, Life: Ecology 2 |
| BIOL 125, Life Lab Investigation1 | BIOL 127, Life Lab Investigation1 |
| Total | Total |

Sophomore Year

| | |
|--|--|
| SOCW 299, Child Welfare & Dev3 | Philosophy Elective 3 |
| Theology Scrp/Hist or Christ Sys Elective .3 | Theology Ethics or Rel/Cult Elective 3 |
| PHIL 290, Theory of Knowledge3 | ENGL/CLAS 205, Lit & the Moral Imag 3 |
| SOCW 167, Introduction to Social Work3 | SOCW 204, Contemp Social Problems 3 |
| SOCW 208, Economics of Society3 | SOCW 300, Hum Life Cyc II: Adol-Adult . 3 |
| Total | Total |

Junior Year

| | |
|--|--|
| Mathematics Elective3 | SOCW 316, Soc Pol & Contemp Issues 3 |
| SOCW 352, Research Methodology3 | SOCW 325, Women/Men: Myth & Reality 3 |
| SOCW 315, Social Institutions as Systems ..3 | SOCW 415, Theory & Met of SW Pract I ... 3 |
| SOCW 318, Trends in Mod Soc: Race Rel *3 | History II Elective 3 |
| Science Elective3 | MATH 116, Elementary Statistics OR |
| History I Elective3 | MATH 156, General Statistics 3 |
| | SOCW 320, Pre-Placement Seminar 2 |
| Total | Total |

Senior Year

| | |
|--|---|
| SOCW 416, Theory & Met of SW Pract II ..3 | Fine Arts Elective 3 |
| SOCW 417, Social Work Field Instruction .4 | SOCW 418, Social Work Field Instruction . 4 |
| SOCW 419, Social Work Seminar/Lab 1 | SOCW 420, Social Work Seminar/Lab 1 |
| SOCW 424, Research Paper 1 | Support Core 3 |
| Support Core3 | Support Core 3 |
| E/RS Focus Elective +3 | |
| Total | Total |

* SOCW 318 fulfills the Cultural Diversity Elective

+ BIOL 120, Life: Ecology fulfills this requirement for Social Work majors.

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- The E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

* * * * *

Picture # 3

WILLIAMS COLLEGE OF BUSINESS

Degrees, Programs and Block Schedules

The mission of the Williams College of Business is to educate students within an Ignatian framework to become manager-leaders who fully utilize their skills and presence to continuously improve their organizations and the global society in which they live.

Staff: Dr. Michael Webb, Dean; Dr. James Brodzinski, Associate Dean of Graduate and Executive Programs; Ms. Jennifer Bush, Director of MBA Enrollment Services; Ms. Cynthia Stockwell, Director of the Undergraduate Program and International Field Experiences; Ms. Dawn Crooks, Coordinator of the G.E. MBA Program; Ms. Jill Gietzen, Coordinator of the Executive MBA Program.

DEPARTMENTAL INDEX

| | |
|---|-----|
| BSBA | 230 |
| Business Scholars, University Scholars Program | 231 |
| Business Minor | 233 |
| International Business | 233 |
| Associate of Business Administration | 233 |
| Certificate in Pre-MBA Studies | 234 |
| Cooperative Education Program | 234 |
| MBA | 234 |
| Executive MBA | 236 |
| Dual Degree Programs | 237 |
| Weekend MBA Program | 237 |
| On-Site MBA Program | 238 |
| Accountancy | 239 |
| Economics and Human Resources | 243 |
| Finance | 247 |
| Information Systems | 249 |
| Management and Entrepreneurship (including Entrepreneurial Studies, General Business, and Management) | 252 |
| Marketing | 258 |
| Williams College of Business Centers (Center for Business Ethics & Social Responsibility, Xavier Entrepreneurial Center) | 260 |

THE BUSINESS PROFESSION

The Business Profession is a non-credit program for business students at Xavier. The program provides students with career education and professional training to help them more smoothly transition into their business career. The program is required for all business students and supplements their academic studies.

Business students will attend workshops and events each semester on topics such as career assessment and selection, resume writing, interviewing, time management, professional etiquette, networking and others. Students will also have the opportunity to meet with business executives to discuss their career goals.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE (B.S.B.A.)

The Bachelor of Science in Business Administration (BSBA) is offered in the following majors: Accounting, Economics, Entrepreneurial Studies, Finance, General Business, Human Resources, a minor in Human Resources, Information Systems, International Business, Management, and Marketing.

Also offered are a minor in Business, a minor in International Business, a minor in Economics, a minor in Human Resources, a minor in Information Technology, an Associate of Business Administration degree, a Certificate in Pre-MBA Studies, a Master of Business Administration degree, and an Executive MBA program. Students in the Williams College of Business also have the opportunity to participate in a Cooperative Education Program and/or study abroad.

The BSBA provides the student with broad preparation in the field of business administration together with an intensive study in the chosen major. Additionally, the degree integrates the concept of a liberal education, since the student in the Williams College of Business also fulfills the University core curriculum. At least half of the business courses required for a BSBA must be taken at Xavier. The BSBA consists of:

Undergraduate core curriculum (see page 94), 63-66 hours, including

- Mathematics: MATH 150, Calculus, and MATH 156, General Statistics
- Social sciences: ECON 200, Microeconomic Principles, and ECON 201, Macroeconomic Principles

Business Core Requirements: 35 hours. A 2.000 grade point average must be attained in the business core and ECON 200 and 201.

| Course No. | Subject | Credit Hours |
|------------|--|--------------|
| ACCT 200 | Introductory Financial Accounting | 3 |
| ACCT 201 | Introductory Managerial Accounting | 3 |
| BLAW 300 | Legal Environment | 3 |
| ECON 300 | International Trade & Business Environment | 3 |
| FINC 300 | Business Finance | 3 |
| HRES 200 | Human Resources in a Diverse Society | 3 |
| | (Fulfills Cultural Diversity requirement) | |
| INFO 200 | Managing Information Technology | 3 |
| MGMT 201 | Quality and Productivity in Operations | 3 |
| MGMT 300 | Managerial Behavior | 3 |
| MGMT 301 | Managerial Communication | 2 |
| MKTG 300 | Principles of Marketing | 3 |
| STAT 200 | Intermediate Business Statistics | 3 |

Major Requirements:

- 18 hours, except accounting, which is 21 hours. See following pages for specific major requirements.
- Complete Business Profession seminars: BUAD 101/102, 201/202, 301/302, 401/402.

Electives:

- 3 hours of business courses.
- 3 hours general electives (except for Accounting majors).

NOTE: Business course credit received ten or more years ago will not be accepted as transfer credit or readmit credit toward current requirements.

BUSINESS SCHOLARS/UNIVERSITY SCHOLARS PROGRAM

Business students in the University Scholars program may also elect to participate in the Business Scholars Program. The program provides advanced coursework in economics, finance, management and business law.

Like the University Scholars program, students take specific classes - designated as "honors" sections-in the business curriculum. The classes fulfill classes required of all business majors. Honors courses are smaller in size and focus more attention on in-depth analysis, critical thinking, discussion and writing.

Business scholars follow the same curriculum guidelines as all other University Scholars. Beyond that, business scholars must take four business courses at honors level. Many of the business honors sections will also serve as Honors Seminars, another requirement in the University Scholars program.

Requirements for Business Scholars Program

Students must complete all University Scholars requirements, plus:

1. Micro- or Macroeconomic Principles (ECON 200 and/or ECON 201) at honors level.
2. Managerial Behavior (MGMT 300) at honors level (seminar course).
3. Business Finance (FINC 300) at honors level (seminar course).
4. Legal Environment (BLAW 300) at honors level (seminar course and E/RS Focus Elective).

Williams College of Business Business Scholars/University Scholars Program

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|---|---------------------|--|---------------------|
| Freshman Year | | | |
| MATH 150, Calculus-Honors | 3 | MATH 156, General Statistics * | 3 |
| History I Elective * | 3 | History II Elective * | 3 |
| ENGL 115, Rehtoric-Honors | 3 | ECON 200, Microeconomic Principles * | 3 |
| Foreign Language I ** | 3 | Foreign Language II ** | 3 |
| INFO 200, Mgmt of Info Systems | 3 | THEO 111, Theo Foundations-Honors | 3 |
| Total | 15 | Total | 15 |
| Sophomore Year | | | |
| ECON 201, Macroeconomic Principles * | 3 | HRES 200, HR in a Diverse Society ^{EPU} | 3 |
| ACCT 200, Financial Accounting | 3 | ACCT 201, Managerial Accounting | 3 |
| MKTG 300, Principles of Marketing | 3 | STAT 200, Intermediate Bus Stats | 3 |
| PHIL 100, Ethics ad Intro to Phil-Honors | 3 | Literature Elective ^{SEM} | 3 |
| Science Elective-Honors (major level) | 3 | Theo Scrip/Hist or Christ Sys Elect ^{SEM} | 3 |
| Total | 15 | Total | 15 |
| Junior Year | | | |
| MAJOR | 3 | MAJOR | 3 |
| MGMT 201, Quality & Prod In Operations .3 | 3 | ECON 300, Int'l Trade & Bus Environment .3 | 3 |
| FINC 300, Busines Finance-Honors | 3 | MGMT 300, Org Behavior-Honors | 3 |
| PHIL 290, Theory of Knowledge | 3 | ENGL 204, Lit & Moral Imag-Honors | 3 |
| Fine Arts Elective ** | 3 | Science Elective I | 4 |
| MGMT 301, Managerial Communications .2 | 2 | | |
| Total | 17 | Total | 16 |

Business Scholars/University Scholars Program, continued

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|---|---------------------|---|---------------------|
| Senior Year | | | |
| MAJOR | 3 | MAJOR | 3 |
| MAJOR | 3 | MAJOR | 3 |
| Bus Elective-Honors or Cooperative Ed | 3 | BLAW 300, Legal Environ-Honors ^{SEM} | 3 |
| Theology Ethics or Rel/Cult Elective ^{SEM} | 3 | Philosophy Elective ^{SEM} | 3 |
| Gen Elect(or ACCT Elect for ACCT majors)3 | | E/RS Focus Elective (or free elective) | 3 |
| Total | 15 | Total | 15 |

Scheduling Notes:

- * Scholars must take one history course at honors level. Scholars must also take either ECON 200 or ECON 201 at honors level. Beyond THEO 111 and PHIL 100, scholars must also take one course in either area at honors level. Student must take either MATH 156 or second science elective at honors or major level.
- ** Students must demonstrate intermediate foreign/second language proficiency (202 level or above). Students must complete a studio or performance course for the fine arts elective.
- ^{EPU} HRES 200 fulfills the Cultural Diversity Elective. Business scholars need not take an additional E Pluribus Unum course.
- ^{SEM} Possible Seminar Elective. Students must complete a minimum of three seminars. BLAW 300 at honors level also fulfills E/RS Focus Elective.

**Williams College of Business
International Business Major**

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|--------------------------------------|---------------------|--|---------------------|
| Freshman Year | | | |
| MATH 150, Calculus-Honors | 3 | MATH 156, General Statistics | 3 |
| History I Elective | 3 | History II Elective | 3 |
| ENGL 101, English Composition | 3 | ECON 200, Microeconomic Principles | 3 |
| Foreign Language I | 3 | Foreign Language II | 3 |
| INFO 200, Mgmt of Info Systems | 3 | MKTG 300, Principles of Marketing | 3 |
| Total | 15 | Total | 15 |

Sophomore Year

| | | | |
|--|-----------|---|-----------|
| ECON 201, Macroeconomic Principles | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| THEO 111, Theological Foundations | 3 | STAT 200, Intermediate Bus Stats | 3 |
| Literature Elective | 3 | MGMT 300, Managerial Behavior | 3 |
| HRES 200, HR in a Diverse Society ^{EPU} | 3 | Science Elective I | 3 |
| ACCT 200, Financial Accounting | 3 | ACCT 201, Managerial Accounting | 3 |
| | | MGMT 301, Managerial Communications . | 2 |
| Total | 15 | Total | 17 |

Junior Year

| | | | |
|--|-----------|--|-----------|
| MKTG 320, Int'l Marketing (fall or spring) . | 3 | Int'l Business Elective I | |
| ECON 300, Int'l Trade & Bus Environment | 3 | (HRES 325 or MGMT 325, spring only) ... | 3 |
| FINC 300, Busines Finance | 3 | Cultural Elective I | 3 |
| PHIL 290, Theory of Knowledge | 3 | Theology Scrip/Hist or Christ Sys Elective . | 3 |
| Business Language | 3 | MGMT 201, Quality & Prod in Operations . | 3 |
| Fine Arts Elective | 3 | Science Elective II | 3 |
| Total | 18 | Total | 15 |

| | | |
|----------|--|---|
| MKTG 300 | Principles of Marketing | 3 |
| MGMT 201 | Quality and Productivity in Operations | 3 |
| MGMT 300 | Managerial Behavior | 3 |
| MGMT 301 | Managerial Communication | 2 |

- A 2.000 cumulative average must be attained in the business courses.

COOPERATIVE EDUCATION (CO-OP) PROGRAM

The Williams College of Business offers Cooperative Education (Co-op) opportunities to qualified students. Cooperative Education is a structured educational program which integrates classroom learning and practical experience. Work experiences relate to students' majors and allow them to develop their professional as well as academic skills. Co-op opportunities are employer paid and involve faculty participation and evaluation. Students registered for any Co-op class will be considered full-time status.

Interested students should contact the Co-op director, WCB Office, 3800 Victory Parkway, Cincinnati, Ohio 45207-3230, 513 745-4869, for further details or to apply for the program.

Co-op eligibility requirements:

- Students must be considered full-time.
- Students must have completed 55 credit hours, with at least 15 credit hours completed at Xavier.
- Students must have a cumulative grade point average of 2.750 or better.
- Students must have completed MGMT 301, Managerial Communications.

CERTIFICATE IN PRE-MBA STUDIES

This certificate program satisfies the foundation courses required for admittance into Xavier's MBA program. Students applying for the MBA program must have completed all certificate courses within the previous 7 years and attained a "C" or above in each course, with the exception of FINC 300 (5 years, "B").

Requirements for Certificate in Pre-MBA Studies

Certificate is 21 hours. Required courses include ACCT 200, ACCT 201, ECON 200, ECON 201, STAT 200, FINC 300, MKTG 300.

A 2.000 cumulative average must be attained in these courses.

MASTER OF BUSINESS ADMINISTRATION DEGREE (MBA)

The Master of Business Administration Program at Xavier University is designed to meet the needs of potential and practicing executives. Xavier's MBA program offers a realistic approach to education, utilizing a balanced presentation of relevant theory combined with practical case study. A Xavier MBA is a study in participative learning: case analyses, lectures, group projects, and technology inclusive assignments and simulations. Faculty expertise, cutting edge curriculum, and contemporary methods of instruction enable Xavier MBA students to acquire the basic disciplines and skills of business. Students develop problem-solving and decision-making abilities and the capacity for continued learning.

MBA program applicants must take the Graduate Management Admission Test (GMAT) prior to admission. Test information may be obtained from Xavier's MBA Office or by writing directly to Educational Testing Service, Box 966, Princeton, NJ 08541 or on-line at www.gmat.org. Persons holding the PhD, MD, or JD degrees may be exempt from the GMAT.

Information regarding the MBA program may be obtained from the MBA Office at 513 745-3525 or email XUMBA@XU.EDU.

It is the responsibility of the graduate student to become informed concerning all required regulations and procedures. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that information was not given by an advisor or other authority. MBA students must abide by any additional regulations contained in the MBA Program Bulletin.

Xavier participates in a unique partnership with a number of other accredited universities' MBA programs. Most are located in major metropolitan areas. Under the terms of the partnership, each institution accepts all coursework completed toward an MBA degree at another participating institution, provided that coursework is comparable to the coursework required by the receiving institution. Each course transferring must carry a grade of "B" or better. The MBA is awarded by the institution where more than half of the core degree requirements were completed.

From all other institutions, a maximum of six hours of transfer credit for upper level and elective courses may be accepted toward the MBA degree. All transferred coursework must be approved by the Director of MBA Enrollment Services or the Associate Dean and carry a grade of "B" or better. Graduate courses already applied towards a degree may not be used again for credit toward MBA degree. The grade and quality points for credits transferred from another institution are not included in a student's point average.

Participating institutions include the following:

- Boston College, Boston MA
- Canisius College, Buffalo, NY
- Creighton University, Omaha NE
- Fairfield University, Fairfield CT
- Fordham University, New York, NY
- Gonzaga University, Spokane, WA
- John Carroll University, Cleveland OH
- Loyola College in Maryland, Baltimore MD
- Loyola Marymount Univ., Los Angeles CA
- Loyola University Chicago, Chicago IL
- Loyola Univ. New Orleans, New Orleans LA
- Marquette University, Milwaukee WI
- Santa Clara University, Santa Clara CA
- Seattle University, Seattle WA
- St. Joseph University, Philadelphia PA
- St. Louis University, St. Louis MO
- University of Dayton, Dayton OH
- University of Detroit Mercy, Detroit MI
- University of Portland, Portland OR
- University of San Diego, San Diego CA
- Univ. of San Francisco, San Francisco CA
- University of Scranton, Scranton PA

MBA Requirements

| <i>Courses</i> | <i>Credit Hours</i> | <i>Courses</i> | <i>Credit Hours</i> |
|--|---------------------|---------------------------------------|---------------------|
| Foundation Skills: | | | |
| ACCT 803, Accounting Analysis | 3 | STAT 801, Managerial Statistics | 3 |
| FINC 801, Corporate Finance | 3 | ECON 801, Macroeconomic Analysis | 2 |
| MKTG 801, Marketing Concepts | 2 | ECON 802, Microeconomic Analysis | 2 |
| All of these courses may be waived depending upon the student's previous academic and professional credentials. These courses must be completed before beginning the Business and Systems Skills and the Integrated Functions. | | | |
| Business and Systems Skills: | | | |
| MGMT 901, Managing Organ Systems | 2 | ECON 901, Global Economic Envir | 3 |
| MGMT 902, Interpersonal Skills | 2 | BUAD 901, Legal, Ethical & Regulatory | |
| MGMT 903, Operations Management | 2 | Environment | 2 |

These courses begin the building program by introducing business systems models, the language of global business and total quality management principles, as well as providing interpersonal, written and presentation skills development.

Integrated Functions:

| | | | |
|--|---|--|---|
| ACCT 901, Acct Anal for Mgmt Dec | 3 | HRES 901, Intro to Human Resources .. | 2 |
| FINC 901, Managerial Finance | 3 | INFO 903, Sys of Operations & Tech ... | 3 |
| MKTG 901, Marketing Strategy | 3 | | |

These specific topics emphasize the integration of skills applied to complex business decisions. These courses may be taken with the Business and Systems Skills.

Matrix Course:

BUAD 904, Global Strategic Thinking 3

Real-world situations and a computer-based simulation will provide the student an opportunity to apply knowledge of organizational systems to arrive at effective solutions to multi-faceted business challenges.

NOTE: All other courses except electives must be completed before taking this course.

Elective Areas of Concentration and minimum credit hours required

| | | | |
|------------------------------------|----|--------------------------------|----|
| Accounting (beyond ACCT 902) | 9 | Marketing | 12 |
| Finance | 12 | Entrepreneurship | 12 |
| Human Resources | 9 | Business Administration | 8 |
| International Business | 9 | Mgmt Information Systems | 12 |
| E-Business | 12 | | |

Students may tailor electives in the area(s) of concentration of their choice to provide a broader understanding of the business world or to specialize their degree.

A student with an MBA from any accredited school may participate in the add-on concentration program earning a certificate in any of the above areas of concentration (8 credit hours minimum). The Master of Business Administration requires a minimum of 36 credit hours with a GPA of at least 3.000. Foundation Skills (800-level) courses do not count toward the 36 hour minimum.

EXECUTIVE MBA PROGRAM

The Executive MBA Program provides the opportunity for experienced managers and executives to sharpen their managerial skills and broaden their perspectives while maintaining their current positions in their organizations. The ultimate objective of the program is to prepare participants for increasing responsibilities in general management and executive positions. This is accomplished through a learning process which expands their awareness of modern analytical, administrative and decision making methods. This 48 credit hour program is designed to deepen their conceptual understanding of behavioral, technological, and environmental forces which will impact their work and organizations in the years ahead.

The Executive MBA Program differs from more traditional programs in that it:

- has a faster-paced, more condensed format,
- relies heavily on teamwork and collaborative learning,
- uses the limited class size and special events to promote deeper learning experiences and networking opportunities,
- focuses on global as well as local business, and
- emphasizes the immediate applicability of material being discussed.

A program run separately from Xavier's traditional MBA Program, the Executive MBA Program commences once a year in late October and runs for 19 months. Classes are concentrated into one day per week, alternating between Fridays and Saturdays. Admission is based on undergraduate records, GMAT scores, business experience, and evidence of strong organizational support.

Information regarding the Executive MBA Program may be obtained from the Associate Dean at 513 745-3412.

WEEKEND MBA PROGRAM

The Weekend MBA is designed to meet the needs of working professionals who cannot easily attend classes on weekday evenings. The program begins once a year in the fall semester. Morning and afternoon classes are offered on Saturday. Students follow an established curriculum of 14 courses that are offered for six sequential semesters (including summers). The program format makes it possible for students to finish their MBA in two years.

The Weekend MBA offers the 36 hours of the core curriculum program. It provides students with an MBA degree with a general business concentration. Morning classes meet from 8:30 a.m. - 11:00 a.m. (3 credit hours) or 8:00 a.m. - 11:35 a.m. (2 credit hours). Afternoon classes meet from 11:30 a.m. - 2:00 p.m. (3 credit hours) or 12:30 p.m. - 3:35 p.m. (2 credit hours).

Admission is competitive. Approximately 30 students are admitted into the program. Students participate in a cohort-like program yet only meet for class once a week. All Foundation Skill courses (800 level courses) must be completed to be eligible for admission.

The following is a typical schedule for the Weekend MBA program.

| | |
|---|---------------------|
| <u>Fall Semester Year 1</u> | <u>Credit Hours</u> |
| BUAD 901, Legal, Ethical, & Regulatory Environment 2 (First 7 weeks) | |
| MGMT 901, Managing Organizational Systems 2 (First 7 weeks) | |
| MGMT 902, Interpersonal Skills 2 (Second 7 weeks) | |
| <u>Spring Semester Year 1</u> | <u>Credit Hours</u> |
| ECON 901, Global Economic Environment 3 | |
| ACCT 901, Accounting Analysis for Management Decisions 3 | |
| <u>Summer Session Year 1</u> | <u>Credit Hours</u> |
| MGMT 903, Operations Management 2 (First 6 weeks) | |
| HRES 901, Human Resources 2 (Second 6 weeks) | |
| Elective 2 (Second 6 weeks) | |
| <u>Fall Semester Year 2</u> | <u>Credit Hours</u> |
| FINC 901, Managerial Finance 3 | |
| MKTG 901, Marketing Strategy 3 | |
| <u>Spring Semester Year 2</u> | <u>Credit Hours</u> |
| INFO 903, Systems of Operation & Technology 3 | |
| Elective 3 | |
| <u>Summer Session Year 2</u> | <u>Credit Hours</u> |
| Elective 3 | |
| BUAD 904, Global Strategic Thinking 3 | |

DUAL DEGREE PROGRAMS

The MBA offers two dual degree programs at Xavier University

- 1) MBA/Master of Health Services Administration (MHSA)

In addition to a MBA, a MHSA can be earned as either attending day and evening classes, or as part-time evening students. The course of study is 80 credit hours, plus any required foundation level MBA courses. Students interested in the MBA/MHSA dual degree must apply separately to both programs.

For further information on the MHSA degree in conjunction with the MBA, contact the MHSA department at 513 745-1912.

- 2) MBA/Master of Science in Nursing (MSN)

The MBA/MSN dual degree option allows students to receive both degrees by attending courses in the evening. Students interested in this option should contact the Department of Nursing at 513 745-4392.

THE ON-SITE PROGRAM

The On-Site MBA program offers local and regional organizations an opportunity to sponsor members of their professional and managerial staff in the achievement of the Master of Business Administration degree in a convenient two-year process. Classes are presented by Xavier MBA faculty at a corporate facility or other convenient locale, thereby minimizing travel of program participants while maximizing the efficiency of time allotted for MBA attainment. Opportunities for customization of coursework to the specific needs of sponsoring organizations are available. In addition, the program ensures a consistent teaching approach and learning experience for all participants, a feature which contributes to internal team-building and shared vision among an organization's key management and professional personnel.

Information regarding the On-Site program may be obtained from the Associate Dean at 513 745-3525.

* * * * *

THE DEPARTMENT OF ACCOUNTANCY

The Department of Accountancy offers the Bachelor of Science in Business Administration degree in Accounting. Also, it offers a Professional Accountancy Program to meet the law that is in effect in most states, including Ohio, that requires candidates to complete 150 semester credit hours of college coursework prior to sitting for the CPA examination.

FACULTY

Faculty: PROF. VANDERBECK, *chair*; PROF. ALLEN, DR. DEVINE, PROF. FIORELLI, DR. O'CLOCK, DR. O'REILLY, DR. PAYNE, DR. SURDICK

Senior Fellows: PROF. R. SCHUTZMAN, PROF. SMITH

Adjunct Faculty: MR. CHATFIELD, DR. COZ, MR. DENICOLA, MS. HOPEWELL, MR. KELLY, MR. MILLER, MS. MITCHELL, MR. RESNICK, MS. ROGERS, MR. SCHISSLER, MR. T. SCHUTZMAN, MS. TRACEY, MS. VERST

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE IN ACCOUNTING

The BSBA in Accounting is a four-year program that may be a terminal degree for students not interested in pursuing the CPA certificate, as well as a step toward fulfilling the 150-hour requirement for CPA candidates. An elective Co-op experience is available to either category of student.

Requirements for the BSBA Accounting Major

Undergraduate core curriculum requirements (see page 94): 64 hours, including

- Mathematics: MATH 150, Calculus, and MATH 156, General Statistics
- Social science: ECON 200, Microeconomic Principles, and ECON 201, Macroeconomic Principles

Business core requirements (see page 230): 35 hours

Major Requirements

- 21 hours of accounting courses above the business core: ACCT 300, 301, 311, 321, 421, 431, 495. Ethical issues and professional responsibilities of accountants are integrated throughout these courses.
- A 2.000 average must be attained in the accounting courses.
- Any courses taken at another institution must be approved by the department.

Electives:

- 3 hours of business electives.
- See block schedule page 240.

THE PROFESSIONAL ACCOUNTANCY PROGRAM

This is a five-year program that enables a student to earn a BSBA in Accounting and an MBA with a concentration in Accounting/Taxation while satisfying the 150-hour requirement for the CPA exam. Students are allowed to seek admission to the MBA program at the end of their junior year. Those accepted may use three credit hours of undergraduate electives for MBA courses and obtain a waiver for ACCT 901 provided ACCT 321 was completed with at least a "B." (NOTE: The 150 hour requirement may also be satisfied by a double undergraduate major; such as, Accounting and Information Systems, or Accounting and Finance. This approach requires a student to take an additional three credit hour Accounting elective to meet the 30 credit hours of Accounting courses required under the new law in the State of Ohio.)

Requirements:

- Same as above requirements for BSBA in Accounting except for three hours of undergraduate electives that may be used for MBA business skills courses.
- Same as requirements for all MBA students except for waiver of ACCT 901.
- Nine credit hours of graduate electives in accounting/taxation, beyond ACCT 902.
- See block schedule page 241.

B.S.B.A. Accounting

This block serves as a guideline for progress toward a degree. See your academic advisor.

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | |
|---|--|
| MATH 150, Calculus 3 | MATH 156, General Statistics 3 |
| History I Elective 3 | History II Elective 3 |
| ENGL 101 or 115, Eng Comp or Rhetoric ... 3 | ECON 200, Microeconomic Principles 3 |
| Foreign Language Elective 3 | Foreign Language Elective 3 |
| INFO 200, Managing Info Technology 3 | MKTG 300, Principles of Marketing 3 |
| Total 15 | Total 15 |

Sophomore Year

| | |
|---|--|
| ECON 201, Macroeconomic Principles 3 | Literature Elective 3 |
| ACCT 200, Financial Accounting 3 | ACCT 201, Managerial Accounting 3 |
| THEO 111, Theological Foundations 3 | PHIL 100, Ethics as Intro to Philosophy 3 |
| HRES 200, HR in a Diverse Society * 3 | MGMT 300, Managerial Behavior 3 |
| Science Elective 3 | FINC 300, Business Finance 3 |
| Total 15 | Total 15 |

Junior Year

| | |
|---|--|
| Theology Scrip/Hist or Christ Sys Elective .3 | PHIL 290, Theory of Knowledge 3 |
| STAT 200, Intermediate Business Stats 3 | Science Elective 3 |
| Science Elective 3 | ACCT 301, Intermediate Financial Acct. II. 3 |
| ACCT 300, Intermediate Financial Acct. I .. 3 | ACCT 321, Cost Accounting 3 |
| MGMT 301, Managerial Communications .. 2 | MGMT 201, Quality & Prod in Operations . 3 |
| ACCT 311, Introduction to Taxation 3 | Fine Arts Elective 3 |
| Total 17 | Total 18 |

Senior Year

| | |
|--|---|
| Theology Ethics or Rel/Cult Elective 3 | Philosophy Elective 3 |
| BLAW 300, Legal Environment 3 | ACCT 495, Analysis of Acct. Systems 3 |
| ACCT 421, Auditing 3 | ECON 300, Int'l Trade & Business 3 |
| ACCT 431, Advanced Financial Acct. 3 | E/RS Focus Elective ** 3 |
| ENGL/CLAS 205, Lit & the Moral Imag 3 | Business Elective 3 |
| Total 15 | Total 15 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.

| | |
|----------------|-----------|
| Freshman Year | 30 |
| Sophomore Year | 30 |
| Junior Year | 35 |
| Senior Year | <u>30</u> |
| Total Hours | **125 |

* HRES 200 fulfills the Cultural Diversity Elective.

**If E/RS Focus Elective satisfies another element of the core, program is 122 credit hours.

**B.S.B.A. Accounting and MBA
with Accounting/Taxation Concentration**

This block serves as a guideline for progress toward a degree. See your academic advisor.

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | |
|---|--|
| MATH 150, Calculus 3 | MATH 156, General Statistics 3 |
| History I Elective 3 | History II Elective 3 |
| ENGL 101 or 115, Eng Comp or Rhetoric ... 3 | ECON 200, Microeconomic Principles 3 |
| Foreign Language Elective 3 | Foreign Language Elective 3 |
| INFO 200, Managing Info Technology 3 | MKTG 300, Principles of Marketing 3 |
| Total 15 | Total 15 |

Sophomore Year

| | |
|---|--|
| ECON 201, Macroeconomic Principles 3 | Literature Elective 3 |
| ACCT 200, Financial Accounting 3 | ACCT 201, Managerial Accounting 3 |
| THEO 111, Theological Foundations 3 | PHIL 100, Ethics as Intro to Philosophy 3 |
| HRES 200, HR in a Diverse Society * 3 | MGMT 300, Managerial Behavior 3 |
| Science Elective 3 | FINC 300, Business Finance 3 |
| Total 15 | Total 15 |

Junior Year

| | |
|--|--|
| Theology Scrip/Hist or Christ Sys Elective . 3 | PHIL 290, Theory of Knowledge 3 |
| STAT 200, Intermediate Business Stats 3 | Science Elective 3 |
| Science Elective 3 | ACCT 301, Intermediate Financial Acct. II. 3 |
| ACCT 300, Intermediate Financial Acct. I .. 3 | ACCT 321, Cost Accounting 3 |
| MGMT 301, Managerial Communications .. 2 | MGMT 201, Quality & Prod in Operations . 3 |
| ACCT 311, Introduction to Taxation 3 | E/RS Focus Elective** 3 |
| Total 17 | Total 18 |

Senior Year

| | |
|--|---|
| Theology Ethics or Rel/Cult Elective 3 | Philosophy Elective 3 |
| BLAW 300, Legal Environment 3 | ACCT 495, Analysis of Acct. Systems 3 |
| ACCT 421, Auditing 3 | ECON 300, Int'l Trade & Business 3 |
| ACCT 431, Advanced Financial Acct. 3 | ECON 901, Global Econ Environment 3 |
| ENGL/CLAS 205, Lit & the Moral Imag ... 3 | Fine Arts Elective 3 |
| MGMT 901, Managing Org Systems 2 | Business Elective** 3 |
| Total 17 | Total 18 |

Fifth Year

| | |
|--|---|
| MGMT 902, Interpersonal Skills 2 | HRES 901, Intro to Human Resources 2 |
| MGMT 903, Operations Management 2 | BUAD 904, Global & Strategic Thinking ... 3 |
| MKTG 901, Marketing Strategy 3 | BUAD 901, Legal, Ethical & Reg Envir 2 |
| INFO 903, Sys of Operations & Tech 3 | Accounting/Taxation Elective 3 |
| Accounting/Taxation Electives 6 | FINC 901, Managerial Finance 3 |
| Total 16 | Total 13 |

| | |
|----------------|-----------|
| Freshman Year | 30 |
| Sophomore Year | 30 |
| Junior Year | 35 |
| Senior Year | 35 |
| Fifth Year | <u>29</u> |
| Total Hours | **159 |

* HRES 200 fulfills the Cultural Diversity Elective.

**If E/RS Focus Elective is double counted and three hours of undergraduate electives are used for MBA business skills courses, the program is 153 credit hours.

* * * * *

THE DEPARTMENT OF ECONOMICS AND HUMAN RESOURCES

The Department of Economics and Human Resources offers the Bachelor of Science in Business Administration degree in Economics and in Human Resources as well as a minor in Economics and a minor in Human Resources. The Department also offers a Bachelor of Arts in Economics degree through the College of Social Sciences (see page 163).

FACULTY

Faculty: DR. ABU-RASHED, *chair*; DR. BERTAUX, DR. BLACKWELL, DR. CICHELO, DR. COBB, MS. GUNNARSSON, DR. MARMO, DR. QUENEAU, DR. SEN, DR. WEINBERG, DR. ZIMMERMAN

Senior Fellow: DR. DONNELLY

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE IN ECONOMICS

The Bachelor of Science in Business Administration in Economics provides the student with an understanding of economic issues pertaining to individual firms, industries, and the overall economy. The study of economics emphasizes both analytic reasoning and a thorough knowledge of economic institutions. Economics majors, supported by the knowledge of functional tools acquired in the business core, analyze such topics as inflation, unemployment, international trade, financial markets, and governmental economic activity.

The program has proven useful to people who have moved into positions in many of the functional areas of business. It is also excellent training for graduate study in business, in law, and in economics itself.

Requirements for the Economics Major

Undergraduate core curriculum requirements (see page 94): 64 hours, including

- Mathematics: MATH 150, Calculus, and MATH 156, General Statistics
- Social sciences: ECON 200, Microeconomic Principles, and ECON 201, Macroeconomic Principles

Business core requirements (see page 230): 35 hours.

Major Requirements: 18 hours

- 18 hours of economics courses above the business core: ECON 305, 306, 495, 9 hours of economics electives, at least 3 hours of which must be at the 400-level.
- One human resources course other than HRES 330 or 499 may be substituted for one 300 level economics elective, with written permission from the chair.
- A 2.000 cumulative average must be attained in the economics courses.

Electives:

- 3 hours of business electives.
- 3 hours of general electives.

B.S.B.A. Economics

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|--|-----------|
| MATH 150, Calculus | 3 | MATH 156, General Statistics | 3 |
| History I Elective | 3 | History II Elective | 3 |
| ENGL 101 or 115, Eng Comp or Rhetoric ... | 3 | ECON 200, Microeconomic Principles | 3 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| INFO 200, Managing Info Technology | 3 | MKTG 300, Principles of Marketing | 3 |
| Total | 15 | Total | 15 |

B.S.B.A. Economics, continued

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Sophomore Year

| | |
|---|--|
| ECON 201, Macroeconomic Principles 3 | Literature Elective 3 |
| ACCT 200, Financial Accounting 3 | ACCT 201, Managerial Accounting 3 |
| THEO 111, Theological Foundations 3 | PHIL 100, Ethics as Intro to Philosophy 3 |
| HRES 200, HR in a Diverse Society * 3 | MGMT 300, Managerial Behavior 3 |
| Science Elective 3 | ECON 300, Int'l Trade & Business 3 |
| Total 15 | Total 15 |

Junior Year

| | |
|--|--|
| Theology Scrip/Hist or Christ Sys Elective . 3 | PHIL 290, Theory of Knowledge 3 |
| STAT 200, Intermediate Business Stats 3 | Science Elective 3 |
| Science Elective 3 | ECON 306, Macroeconomic Analysis 3 |
| ECON 305, Microeconomic Analysis 3 | BLAW 300, Legal Environment 3 |
| MGMT 301, Managerial Communications .. 2 | MGMT 201, Quality & Prod in Operations . 3 |
| ENGL/CLAS 205, Lit & the Moral Imag 3 | Fine Arts Elective 3 |
| Total 17 | Total 18 |

Senior Year

| | |
|--|--|
| Theology Ethics or Rel/Cult Elective 3 | Philosophy Elective 3 |
| FINC 300, Business Finance 3 | Economics Elective (400 level) 3 |
| Economics Electives 6 | ECON 495, Managerial Economics 3 |
| Business Elective 3 | E/RS Focus Elective ** 3 |
| | General Elective 3 |
| Total 15 | Total 15 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.

| | |
|----------------|-----------|
| Freshman Year | 30 |
| Sophomore Year | 30 |
| Junior Year | 35 |
| Senior Year | <u>30</u> |
| Total Hours | **125 |

* HRES 200 fulfills the Cultural Diversity Elective.

**If E/RS focus elective is double counted, program is 122 credit hours.

REQUIREMENTS FOR THE ECONOMICS MINOR

- 15 hours of economics: ECON 200, 201, 305 or 306, and two upper division (300 or 400) courses.
- Students in the Williams College of Business may not count ECON 300 in the minor.
- A 2.000 cumulative average must be attained in the courses of the minor.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE IN HUMAN RESOURCES

In today's increasingly complex business world, there is a need for human resources leaders with well-rounded professional training. Although the primary goal of the program is to provide the professional training necessary for graduates to obtain human resources jobs, the major should be especially appealing to students with broad interests. Reflecting this broad approach, the field of human resources is studied from economic, political, psychological, and legal perspectives. For example, some courses, such as Industrial Psychology, are approached from a psychological perspective, while others, such as Human Resources Law, are approached from legal and political perspectives. In still other courses, such as Labor Relations, Personnel Administration and Current Human Resources Issues, economic, psychological and legal perspectives are combined into a single course.

In sum, the major is sufficiently broad to appeal to students with wide interests, yet specific enough to provide the necessary professional skills that are attractive to prospective employers. The Human Resources major prepares graduates for professional positions in human resources, industrial relations, and government work. It also serves as excellent preparation for graduate programs in human resources management or industrial relations, as well as for law school.

Requirements for the Human Resources Major

Undergraduate core curriculum requirements (see page 94): 64 hours, including

- Mathematics: MATH 150, Calculus, and MATH 156, General Statistics
- Social science: ECON 200, Microeconomic Principles, and ECON 201, Macroeconomic Principles

Business Core Requirements (see page 230): 35 hours

Major Requirements

- 18 hours of human resources courses: HRES 495, and fifteen hours of electives. HRES 302 is strongly recommended. One non-business core economics course may be substituted for an HRES elective, with written permission of the chair.
- A 2.000 cumulative average must be attained in the human resources courses.

Electives:

- 3 hours of business electives, MGMT 320 is strongly suggested as the business elective.
- 3 hours general electives.

B.S.B.A. Human Resources

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|---|---------------------|---|---------------------|
| Freshman Year | | | |
| MATH 150, Calculus | 3 | MATH 156, General Statistics | 3 |
| History I Elective | 3 | History II Elective | 3 |
| ENGL 101 or 115, Eng Comp or Rhetoric ... | 3 | ECON 200, Microeconomic Principles | 3 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| INFO 200, Managing Info Technology | 3 | MKTG 300, Principles of Marketing | 3 |
| Total | 15 | Total | 15 |
| Sophomore Year | | | |
| ECON 201, Macroeconomic Principles | 3 | Literature Elective | 3 |
| ACCT 200, Financial Accounting | 3 | ACCT 201, Managerial Accounting | 3 |
| THEO 111, Theological Foundations | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| HRES 200, HR in a Diverse Society * | 3 | MGMT 300, Managerial Behavior | 3 |
| Science Elective | 3 | ECON 300, Int'l Trade & Business | 3 |
| Total | 15 | Total | 15 |

B.S.B.A. Human Resources, continued

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Junior Year

| | |
|---|--|
| Theology Scrip/Hist or Christ Sys Elective .3 | PHIL 290, Theory of Knowledge 3 |
| STAT 200, Intermediate Business Stats3 | Science Elective 3 |
| Science Elective3 | Human Resources Elective 3 |
| Human Resources Elective3 | ENGL/CLAS 205, Lit & the Moral Imag 3 |
| MGMT 301, Managerial Communications ..2 | MGMT 201, Quality & Prod in Operations . 3 |
| BLAW 300, Legal Environment3 | Fine Arts Elective 3 |
| Total 17 | Total 18 |

Senior Year

| | |
|---|--|
| Theology Ethics or Rel/Cult Elective3 | Philosophy Elective 3 |
| FINC 300, Business Finance3 | Human Resources Elective 3 |
| Human Resources Electives6 | HRES 495, Current Human Res. Problem ... 3 |
| Business Elective3 | E/RS Focus Elective ** 3 |
| | General Elective 3 |
| Total 15 | Total 15 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.

| | |
|----------------|-----------|
| Freshman Year | 30 |
| Sophomore Year | 30 |
| Junior Year | 35 |
| Senior Year | <u>30</u> |
| Total Hours | **125 |

* HRES 200 fulfills the Cultural Diversity Elective.

**If E/RS Focus Elective is double counted, program is 122 credit hours.

REQUIREMENTS FOR THE HUMAN RESOURCES MINOR

- 15 hours of human resource HRES 200, 495 or 303, and three upper division human resource courses.
- A 2.000 cumulative average must be attained in the courses of the minor.

* * * * *

THE DEPARTMENT OF FINANCE

The Department of Finance offers the Bachelor of Science in Business Administration in Finance.

FACULTY

Faculty: DR. PAWLUKIEWICZ *chair*; DR. CAGLE, DR. GLASGO, MS. HOLMES, DR. S. JOHNSON, DR. S. WEBB

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE IN FINANCE

The Bachelor of Science in Business Administration in Finance develops an appreciation of financial management and financial operation. Everyone majoring in Finance must take courses designed to acquaint him or her with the various financial records of the firm, the character and appraisal of corporate securities, and the financial techniques applicable to the various phases of the discipline. In addition, the student may choose elective subjects.

Requirements for the Finance Major

Undergraduate core curriculum requirements (see page 94): 64 hours, including

- Mathematics: MATH 150, Calculus, and MATH 156, General Statistics
- Social Science: ECON 200, Microeconomic Principles, and ECON 201, Macroeconomic Principles

Business Core Requirements (see page 230): 35 hours

Major Requirements

- 18 hours of finance and accounting courses: FINC 365, 401, 485, 495, one finance elective, and ACCT 301 or 350.
- A 2.000 average must be attained in the major requirement courses.

Electives:

- 3 hours of business electives.
- 3 hours of general electives.

B.S.B.A. Finance

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|--|-----------|
| MATH 150, Calculus | 3 | MATH 156, General Statistics | 3 |
| History I Elective | 3 | History II Elective | 3 |
| ENGL 101 or 115, Eng Comp or Rhetoric ... | 3 | ECON 200, Microeconomic Principles | 3 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| INFO 200, Managing Info Technology | 3 | MKTG 300, Principles of Marketing | 3 |
| Total | 15 | Total | 15 |

Sophomore Year

| | | | |
|--|-----------|--|-----------|
| ECON 201, Macroeconomic Principles | 3 | STAT 200, Intermediate Business Stats | 3 |
| ACCT 200, Financial Accounting | 3 | ACCT 201, Managerial Accounting | 3 |
| THEO 111, Theological Foundations | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| MGMT 300, Managerial Behavior | 3 | Literature Elective | 3 |
| Science Elective | 3 | FINC 300, Business Finance | 3 |
| Total | 15 | Total | 15 |

B.S.B.A. Finance, continued

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Junior Year

| | |
|---|--|
| Theology Scrip/Hist or Christ Sys Elective .3 | PHIL 290, Theory of Knowledge 3 |
| HRES 200, HR in a Diverse Society * 3 | Science Elective 3 |
| Science Elective 3 | ECON 300, Int'l Trade & Business 3 |
| FINC 365, Investments 3 | BLAW 300, Legal Environment 3 |
| MGMT 301, Managerial Communications ..2 | MGMT 201, Quality & Prod in Operations . 3 |
| ENGL/CLAS 205, Lit & the Moral Imag3 | Fine Arts Elective 3 |
| Total 17 | Total 18 |

Senior Year

| | |
|--|---|
| Theology Ethics or Rel/Cult Elective 3 | Philosophy Elective 3 |
| FINC 485, Computer App in Finance 3 | FINC 495, Cases and Problems in Finance . 3 |
| FINC 401, Financial Management 3 | General Elective 3 |
| Business Elective 3 | Finance Elective 3 |
| ACCT 350 or 301, Financial Analysis or Intermediate Acct II 3 | E/RS Focus Elective ** 3 |
| Total 15 | Total 15 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.

| | |
|----------------|-----------|
| Freshman Year | 30 |
| Sophomore Year | 30 |
| Junior Year | 35 |
| Senior Year | <u>30</u> |
| Total Hours | **125 |

* HRES 200 fulfills the Cultural Diversity Elective.

**If E/RS Focus Elective is double counted, program is 122 credit hours.

* * * * *

THE DEPARTMENT OF INFORMATION SYSTEMS

The Department of Information Systems offers the Bachelor of Science in Business Administration degree in Information Systems, a minor in Information Technology, and a certificate in Information Technology.

FACULTY

Faculty: DR CRABLE, *chair*; DR. BRAUN, DR. SENA, DR. TESCH

Adjunct Faculty: DR. ABATE, MR. BAUMGARDNER, MR. BRAUN, MR. CABERA, DR. CAMPBELL, MR. HALE, MR. HOCTOR, MR. JABLONSKI, MR. KREITEL, MR. KROGER, MR. McBREEN, MR. MOSER, MR. THOMPSON, MS. VEERA, MR. WENTZ

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE IN INFORMATION SYSTEMS

The objectives of the Information Systems program are to facilitate good management by:

1. Providing specialized professional training in information systems principles and techniques.
2. Stimulating the application of sound information systems to the wide range of business activities.
3. Aiding in the development of the student's intellect, communication skills, and analytic ability to prepare for the dynamic field of computer-information systems.

This degree is designed for individuals who aspire to a career as programmer/analyst, systems analyst, or information systems manager. The major is conducive to a double major or as a minor to another major in the University.

Requirements for the Information Systems Major

Undergraduate core curriculum requirements (see page 94): 64 hours, including

- Mathematics: MATH 150, Calculus, and MATH 156, General Statistics
- Social science: ECON 200, Microeconomic Principles, and ECON 201, Macroeconomic Principles

Business Core Requirements (see page 230): 35 hours

Major Requirements:

- 18 hours of information systems courses: INFO 250, 358, 362, 450, 495 and 3 hours of electives.
- A 2.000 average must be attained in the information systems courses.

Electives:

- 3 hours of business electives.
- 3 hours of general electives.

B.S.B.A. Information Systems

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|---|---------------------|--|---------------------|
| Freshman Year | | | |
| MATH 150, Calculus | 3 | MATH 156, General Statistics | 3 |
| History I Elective | 3 | History II Elective | 3 |
| ENGL 101 or 115, Eng Comp or Rhetoric ... | 3 | ECON 200, Microeconomic Principles | 3 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| INFO 200, Managing Info Technology | 3 | MKTG 300, Principles of Marketing | 3 |
| Total | 15 | Total | 15 |

REQUIREMENTS FOR CERTIFICATE IN INFORMATION TECHNOLOGY (IT)

- A certificate in Information Technology is designed for students who are not pursuing a degree, but wish to continue their education in information systems.
- Requirements are identical to those of the IT Minor: 15 credit hours, including INFO 200 or its equivalent, INFO 328 or 358, INFO 359 and 6 hours of information systems electives. A 2.000 cumulative average must be attained in these courses.

* * * * *

THE DEPARTMENT OF MANAGEMENT AND ENTREPRENEURSHIP

The Department of Management and Entrepreneurship offers the Bachelor of Science in Business Administration in three areas: Management, General Business, and Entrepreneurial Studies.

FACULTY

Faculty: DR. BYCIO, *chair*; DR. BAUCUS, DR. BRODZINSKI, DR. CLARK, DR. CUNNINGHAM, DR. HUMAN, DR. KILBOURNE, DR. KLOPPENBORG, DR. KRISHNAN, DR. PARK, DR. SHRIBERG

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE IN MANAGEMENT

Students gain an appreciation for the planning, organizing, leading, controlling, and improving of the business process required to meet the demands contemporary customers place on businesses. Our majors:

1. Learn the language of Management and Entrepreneurship used in the business world.
2. Are given an understanding for the significance of variation in human behavior in organizations.
3. Develop self-awareness, along with capabilities in problem solving, decision making, creativity, and communication.
4. Receive preparation for a wide variety of roles, including leader, entrepreneur, intrapreneur, project manager, and functional manager.
5. Are encouraged to approach business problems in an ethical, socially responsible manner.

This degree is designed for individuals who have career aspirations as management trainees, personnel trainees, in business education, or who plan to attend law school.

Students interested in teaching certification in business should consult with the chair of the Education Department for certification requirements.

Requirements for a Major in Management

Undergraduate core curriculum requirements (see page 94), 64 hours, including

- Mathematics: MATH 150, Calculus, and MATH 156, General Statistics
- Social science: ECON 200, Microeconomic Principles, and ECON 201, Macroeconomic Principles

Business core requirements (see page 230): 35 hours

Major Requirements:

- 18 hours in management courses: MGMT 309, 310, 495, and 9 hours of electives.
- A 2.000 cumulative average must be attained in the courses of the major.

Electives:

- 3 hours of business electives, with suggested courses of ACCT 350, HRES 313, 321, 345 and MGMT 303 or 403.
- 3 hours of general electives.

B.S.B.A. Management

This block serves as a guideline for progress toward a degree. See your academic advisor.

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | |
|---|--|
| MATH 150, Calculus 3 | MATH 156, General Statistics 3 |
| History I Elective 3 | History II Elective 3 |
| ENGL 101 or 115, Eng Comp or Rhetoric ... 3 | ECON 200, Microeconomic Principles 3 |
| Foreign Language Elective 3 | Foreign Language Elective 3 |
| INFO 200, Managing Info Technology 3 | MKTG 300, Principles of Marketing 3 |
| Total 15 | Total 15s |

Sophomore Year

| | |
|--|--|
| ECON 201, Macroeconomic Principles 3 | HRES 200, HR in a Diverse Society * 3 |
| ACCT 200, Financial Accounting 3 | ACCT 201, Managerial Accounting 3 |
| THEO 111, Theological Foundations 3 | PHIL 100, Ethics as Intro to Philosophy 3 |
| MGMT 300, Managerial Behavior 3 | Literature Elective 3 |
| Science Elective 3 | STAT 200, Intermediate Business Stats 3 |
| Total 15 | Total 15 |

Junior Year

| | |
|---|--|
| Theology Scrip/Hist or Christ Sys Elective .3 | PHIL 290, Theory of Knowledge 3 |
| MGMT 201, Quality & Prod. in Operations 3 | Science Elective 3 |
| Science Elective 3 | MGMT 310, Teamwork and Team Building 3 |
| MGMT 309, Organization Des & Dev 3 | BLAW 300, Legal Environment 3 |
| MGMT 301, Managerial Communications ..2 | FINC 300, Business Finance 3 |
| ENGL/CLAS 205, Lit & the Moral Imag3 | Fine Arts Elective 3 |
| Total 17 | Total 18 |

Senior Year

| | |
|--|--|
| Theology Ethics or Rel/Cult Elective 3 | Philosophy Elective 3 |
| ECON 300, Int'l Trade & Business 3 | Management Elective 3 |
| Management Electives 6 | MGMT 495, Strategy Formulation and Imp 3 |
| Business Elective 3 | E/RS Focus Elective ** 3 |
| | General Elective 3 |
| Total 15 | Total 15 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.

| | |
|----------------|-----------|
| Freshman Year | 30 |
| Sophomore Year | 30 |
| Junior Year | 35 |
| Senior Year | <u>30</u> |
| Total Hours | **125 |

* HRES 200 fulfills the Cultural Diversity Elective.

**If E/RS Focus Elective is double counted, program is 122 credit hours.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE IN GENERAL BUSINESS

- 18 credit hours over and above the Williams College of Business core curriculum requirements. 15 hours must be selected from the following list; one course is to be selected from each of the 5 areas. The last course required is the integrative course MGMT 495.

| Course No. | Subject | Credit Hours |
|-------------|---|--------------|
| 1. ACCT 300 | Intermediate Financial Accounting I | 3 |
| ACCT 311 | Introduction to Taxation | |
| ACCT 321 | Cost Accounting | |
| 2. FINC 365 | Investments | 3 |
| FINC 370 | Financial Institutions | |
| FINC 401 | Financial Management | |
| 3. ECON 301 | Money and Banking | 3 |
| ECON 330 | Comparative Economic Systems | |
| HRES 313 | Human Resource Law | |
| HRES 321 | Workforce Diversity | |
| HRES 345 | Compensation Theory and Practice | |
| 4. MKTG 320 | International Marketing | 3 |
| MKTG 355 | New Product Development | |
| MKTG 370 | Consumer Behavior | |
| 5. ENTR 311 | Entrepreneurship | 3 |
| MGMT 309 | Organization Design and Development | |
| MGMT 314 | Leadership | |

- A 2.000 cumulative average must be attained in the courses of the major.

B.S.B.A. General Business

This block serves as a guideline for progress toward a degree. See your academic advisor.

| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | | | |
|---|-----------|--|-----------|
| MATH 150, Calculus | 3 | MATH 156, General Statistics | 3 |
| History I Elective | 3 | History II Elective | 3 |
| ENGL 101 or 115, Eng Comp or Rhetoric ... | 3 | ECON 200, Microeconomic Principles | 3 |
| Foreign Language Elective | 3 | Foreign Language Elective | 3 |
| MKTG 300, Principles of Marketing | 3 | INFO 200, Managing Info Technology | 3 |
| Total | 15 | Total | 15 |

Sophomore Year

| | | | |
|--|-----------|---|-----------|
| ECON 201, Macroeconomic Principles | 3 | HRES 200, HR in a Diverse Society * | 3 |
| ACCT 200, Financial Accounting | 3 | ACCT 201, Managerial Accounting | 3 |
| THEO 111, Theological Foundations | 3 | PHIL 100, Ethics as Intro to Philosophy | 3 |
| Literature Elective | 3 | MGMT 300, Managerial Behavior | 3 |
| Science Elective | 3 | FINC 300, Business Finance | 3 |
| Total | 15 | Total | 15 |

B.S.B.A. General Business, continued

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Junior Year

| | |
|--|--|
| Theology Scrip/Hist or Christ Sys Elective ..3 | PHIL 290, Theory of Knowledge 3 |
| STAT 200, Intermediate Business Stats3 | Science Elective 3 |
| Science Elective3 | General Business Elective (ACCT) 3 |
| General Business Elective (ENTR/MGMT) 3 | BLAW 300, Legal Environment 3 |
| MGMT 301, Managerial Communications ..2 | MGMT 201, Quality & Prod in Operations . 3 |
| ENGL/CLAS 205, Lit & the Moral Imag3 | Fine Arts Elective 3 |
| Total 17 | Total 18 |

Senior Year

| | |
|---|--|
| Theology Ethics or Rel/Cult Elective3 | Philosophy Elective 3 |
| ECON 300, Int'l Trade & Business3 | General Business Elective (MKTG) 3 |
| General Business Elective (FINC)3 | MGMT 495, Strategy Formulation and Imp.3 |
| General Business Elective (ECON/HRES) ..3 | E/RS Focus Elective ** 3 |
| Business Elective3 | General Elective 3 |
| Total 15 | Total 15 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.

| | |
|----------------|-----------|
| Freshman Year | 30 |
| Sophomore Year | 30 |
| Junior Year | 35 |
| Senior Year | <u>30</u> |
| Total Hours | **125 |

* HRES 200 fulfills the Cultural Diversity Elective.

**If E/RS Focus Elective is double counted, program is 122 credit hours.

BACHELOR OF OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE IN ENTREPRENEURIAL STUDIES

Xavier's undergraduate major in Entrepreneurial Studies is designed to help prepare students to:

1. Provide progressive leadership for existing family businesses,
2. Start their own businesses, and/or
3. Pursue corporate careers in creating and managing innovation.

The strength of our free enterprise economy depends heavily on entrepreneurs: individuals who identify new product or service opportunities, who develop workable plans for capitalizing on those opportunities, and who assume personal risk and take the initiative in creating and then managing the new or expanded enterprises which those plans make possible.

Requirements for a Major in Entrepreneurial Studies

BSBA in Entrepreneurial Studies

- Since successful entrepreneurs need to be generalists rather than specialists in only one business function, the Entrepreneurial Studies major is interdisciplinary in nature, providing advanced coursework in management, finance and marketing, as well as a real world senior year capstone project, for a total of 18 hours of upper level work as follows (all courses listed are 3 semester hours):

A. REQUIRED (9 hours):

- ENTR 311 Entrepreneurship
- ENTR 341 Managing the Entrepreneurial Venture
- ENTR 495 Small Business Consulting

B. MARKETING ELECTIVE (3 hours, choose 1 of the following):

- MKTG 302 Marketing Research
- MKTG 350 Promotion and Advertising
- MKTG 361 Promotion and Selling

C. ELECTIVES (6 hours, choose any 2 of the following)

- ACCT 350 Financial Analysis for Managers
- ENTR 303 Co-op
- ENTR 360 Creativity & Innovation
- ENTR 403 Co-op
- FINC 475 Real Estate Finance
- MGMT 314 Leadership
- MKTG 302 Marketing Research
- MKTG 325 Marketing Services
- MKTG 355 New Product Development
- MKTG 361 Promotion and Selling

- A cumulative 2.000 average must be attained in the courses of the major.

All students declaring a major in Entrepreneurial Studies must consult the Director of the Xavier Entrepreneurial Center at the time they declare.

B.S.B.A. Entrepreneurial Studies

This block serves as a guideline for progress toward a degree. See your academic advisor.

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | |
|---|--|
| MATH 150, Calculus 3 | MATH 156, General Statistics 3 |
| History I Elective 3 | History II Elective 3 |
| ENGL 101 or 115, Eng Comp or Rhetoric ... 3 | ECON 200, Microeconomic Principles 3 |
| Foreign Language Elective 3 | Foreign Language Elective 3 |
| MKTG 300, Principles of Marketing 3 | INFO 200, Managing Info Technology 3 |
| Total 15 | Total 15 |

Sophomore Year

| | |
|--|--|
| ECON 201, Macroeconomic Principles 3 | HRES 200, HR in a Diverse Society * 3 |
| ACCT 200, Financial Accounting 3 | ACCT 201, Managerial Accounting 3 |
| THEO 111, Theological Foundations 3 | PHIL 100, Ethics as Intro to Philosophy 3 |
| MGMT 300, Managerial Behavior 3 | Literature Elective 3 |
| Science Elective 3 | FINC 300, Business Finance 3 |
| Total 15 | Total 15 |

Junior Year

| | |
|--|--|
| Theology Scrip/Hist or Christ Sys Elective . 3 | PHIL 290, Theory of Knowledge 3 |
| STAT 200, Intermediate Business Stats 3 | Science Elective 3 |
| Science Elective 3 | Marketing Elective 3 |
| ENTR 311, Entrepreneurship 3 | BLAW 300, Legal Environment 3 |
| MGMT 301, Managerial Communications .. 2 | MGMT 201, Quality & Prod in Operations . 3 |
| ENGL/CLAS 205, Lit & the Moral Imag 3 | Fine Arts Elective 3 |
| Total 17 | Total 18 |

Senior Year

| | |
|--|---|
| Theology Ethics or Rel/Cult Elective 3 | Philosophy Elective 3 |
| ECON 300, Int'l Trade & Business 3 | Entrepreneurial Elective 3 |
| Entrepreneurial Elective 3 | ENTR 495, Small Business Consulting 3 |
| ENTR 341, Managing the Entr. Venture 3 | E/RS Focus Elective ** 3 |
| Business Elective 3 | General Elective 3 |
| Total 15 | Total 15 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.

| | |
|----------------|-----------|
| Freshman Year | 30 |
| Sophomore Year | 30 |
| Junior Year | 35 |
| Senior Year | <u>30</u> |
| Total Hours | **125 |

* HRES 200 fulfills the Cultural Diversity Elective.

**If E/RS Focus Elective is double counted, program is 122 credit hours.

* * * * *

THE DEPARTMENT OF MARKETING

The Department of Marketing offers the degree of Bachelor of Science in Business Administration in Marketing.

FACULTY

Faculty: DR. TADEPALLI, *chair*; DR. AHUJA, DR. HAYES, MR. HEATH, DR. MANOLIS, DR. NULSEN, DR. SCHERTZER, DR. SCHUSTER-PASSLER, DR. M. WALKER

Adjunct Faculty: MR. DUFEK (Executive in Residence)

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE IN MARKETING

Marketing is the dynamic process by which individuals and organizations strive to anticipate and satisfy consumers' needs and wants. In a free enterprise, freedom of choice society, this is accomplished through marketing research, product planning and pricing, promotion (advertising and selling), and distribution.

The Marketing major develops an understanding of the concepts, functions and institutions of marketing, an appreciation of consumer orientation, and the ability to analyze marketing problems and formulate marketing policies.

This program is particularly relevant to the student planning a career in sales, advertising, consumer relations, merchandising, brand management, marketing management, marketing research, retailing services, purchasing, business logistics, small business operations, executive management, consulting, business education or work in certain government agencies.

Requirements for the Marketing Major

Undergraduate core curriculum requirements (see page 94): 64 hours, including

- Mathematics: MATH 150, Calculus and MATH 156, General Statistics
- Social science: ECON 200, Microeconomic Principles and ECON 201, Macroeconomic Principles

Business core requirements (see page 230): 35 hours

Major Requirements

- 18 hours of marketing courses and a minimum GPA of 2.000.
- Foundations (9 hours required): MKTG 302, 400 and 495.

Electives:

- Take at least 3 hours from MKTG 310, 325 or 370.
- Take at least 3 hours from MKTG 301, 325 or 370.
- Take 3 hours from MKTG 304-499 (except MKTG 400, 403, 495).
- Complete one of the two following options:
 1. Co-op Program: Take 3 hours from MKTG 303 or 403.
 2. Another elective: Take 3 hours from MKTG 304-499 (except MKTG 400, 403 and 495).
- Students must earn a grade of "C" or better in MKTG 300 to advance to upper level marketing courses.
- MKTG 400: Students must complete 6 hours (including at least 3 hours of MKTG 310, 325 or 370) before taking MKTG 400. They must have completed ACCT 200 and FINC 300.
- MKTG 495: MKTG 400 is a prerequisite for MKTG 495. Students must earn a "C" or better in MKTG 400 before they can take MKTG 495.

NOTE: Beginning in the Fall of 2004 - MKTG 400 will only be offered in the Fall semester, and MKTG 495 will only be offered in the Spring semester.

B.S.B.A. Marketing

This block serves as a guideline for progress toward a degree. See your academic advisor.

| | | | |
|-----------------------|---------------------|------------------------|---------------------|
| <i>First Semester</i> | <i>Credit Hours</i> | <i>Second Semester</i> | <i>Credit Hours</i> |
|-----------------------|---------------------|------------------------|---------------------|

Freshman Year

| | |
|---|--|
| MATH 150, Calculus 3 | MATH 156, General Statistics 3 |
| History I Elective 3 | History II Elective 3 |
| ENGL 101 or 115, Eng Comp or Rhetoric ... 3 | ECON 200, Microeconomic Principles 3 |
| Foreign Language Elective 3 | Foreign Language Elective 3 |
| INFO 200, Managing Info Technology 3 | MKTG 300, Principles of Marketing 3 |
| Total 15 | Total 15 |

Sophomore Year

| | |
|--|--|
| ECON 201, Macroeconomic Principles 3 | HRES 200, HR in a Diverse Society * 3 |
| ACCT 200, Financial Accounting 3 | ACCT 201, Managerial Accounting 3 |
| THEO 111, Theological Foundations 3 | PHIL 100, Ethics as Intro to Philosophy 3 |
| Literature Elective 3 | MGMT 300, Managerial Behavior 3 |
| Science Elective 3 | STAT 200, Intermediate Business Stats 3 |
| Total 15 | Total 15 |

Junior Year

| | |
|---|---------------------------------------|
| Theology Scrip/Hist or Christ Sys Elective .3 | PHIL 290, Theory of Knowledge 3 |
| MGMT 201, Quality & Prod. in Operations 3 | Science Elective 3 |
| Science Elective 3 | MKTG 302, Marketing Research 3 |
| Marketing Elective 3 | BLAW 300, Legal Environment 3 |
| MGMT 301, Managerial Communications ..2 | FINC 300, Business Finance 3 |
| ENGL/CLAS 205, Lit & the Moral Imag3 | Fine Arts Elective 3 |
| Total 17 | Total 18 |

Senior Year

| | |
|--|--|
| Theology Ethics or Rel/Cult Elective 3 | Philosophy Elective 3 |
| ECON 300, Int'l Trade & Business 3 | Marketing Elective 3 |
| MKTG 400, Marketing Management 3 | MKTG 495, Mktg Planning & Analysis 3 |
| Marketing Elective 3 | E/RS Focus Elective ** 3 |
| Business Elective 3 | General Elective 3 |
| Total 15 | Total 15 |

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.

| | |
|----------------|-----------|
| Freshman Year | 30 |
| Sophomore Year | 30 |
| Junior Year | 35 |
| Senior Year | <u>30</u> |
| Total Hours | **125 |

* HRES 200 fulfills the Cultural Diversity Elective.

**If E/RS Focus Elective is double counted, program is 122 credit hours.

* * * * *

WILLIAMS COLLEGE OF BUSINESS CENTERS

Center for Business Ethics & Social Responsibility

The Xavier Center for Business Ethics and Social Responsibility was established in October 2001 for the purpose of increasing the exposure, awareness and appreciation of ethical issues among students, faculty and the local business community. The Center assists faculty in the Williams College of Business in integrating social issues from within and outside businesses into their courses and is a catalyst for addressing ethical issues within the regional business community.

STAFF

Director: PROF. FIORELLI

Faculty: Members of the Xavier University faculty and resource personnel from local, national and international sources.

* * * * *

Xavier Entrepreneurial Center

The Xavier Entrepreneurial Center offers educational programming for business start-ups and direct counseling assistance to students, alumni, and community entrepreneurs.

STAFF

Director: MR. VONDERBRINK

Faculty: Members of the Xavier University faculty and various resource personnel from the local business community.

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COURSE DESCRIPTIONS

| | | | |
|------------------------------------|-----|--------------------------------------|-----|
| Accounting | 262 | Entrepreneurial Studies | 331 |
| American Sign Language | 268 | Finance | 334 |
| Arts | 263 | French | 336 |
| Biology | 269 | German | 337 |
| Business Administration | 272 | Greek | 340 |
| Business Law | 271 | Health Services Administration | 341 |
| Chemistry | 273 | History | 344 |
| Classics | 280 | Human Resources | 349 |
| Communication Arts | 281 | Humanities | 351 |
| Computer Science | 288 | Information Systems | 351 |
| Criminal Justice | 275 | Italian | 353 |
| Economics | 289 | Japanese | 354 |
| Education | | Latin | 354 |
| Administration | 292 | Management | 358 |
| Athletic Training | 293 | Marketing | 362 |
| Children's Literature | 295 | Mathematics | 355 |
| Counseling | 296 | Medical Technology | 357 |
| Early Childhood Education | 299 | Military Science | 361 |
| Elementary Education | 300 | Music | 365 |
| Foundations | 301 | Nepali | 370 |
| Health Education | 302 | Nursing | 370 |
| Human Resource Development ... | 302 | Occupational Therapy | 374 |
| Middle Childhood Education | 303 | Philosophy | 377 |
| Montessori Education | 304 | Physics | 379 |
| Multi-Age/Secondary Education . | 306 | Political Science | 381 |
| Physical Education | 308 | Psychology | 384 |
| Reading Education | 311 | Radiologic Technology | 391 |
| Special Education | 314 | Social Work | 394 |
| Sport Management | 313 | Sociology | 393 |
| Workshop | 323 | Spanish | 397 |
| English | 326 | Statistics | 400 |
| English as a Second Language | 332 | Theology | 400 |
| | | University Studies | 408 |

(ACCT) Accounting

Undergraduate Courses

- ACCT 200 **INTRODUCTORY FINANCIAL ACCT** (3) A foundation course which provides an introduction to fundamental concepts and to the financial statements.
- ACCT 201 **INTRODUCTORY MANAGERIAL ACCT** (3) Management's use of accounting data in planning, operations, controlling activities, and decision making. Pre-requisite: ACCT 200
- ACCT 300 **INTERMEDIATE FINANCIAL ACCT I** (3) Study of financial accounting theory and principles applicable to the accumulation, analysis, measurement, reporting, and interpretation of selected economic events. The first of a two course sequence. Pre-requisite: ACCT 200-minimum grade of "C", ACCT 201-minimum grade of "C"
- ACCT 301 **INTERMEDIATE FINANCIAL ACCT II** (3) This course is the second of a two course sequence focusing on the study of financial accounting theory and principles. Pre-requisite: ACCT 300-minimum grade of "C"
- ACCT 303 **CO-OP EDUCATION/ACCOUNTING: JR** (3) An elective cooperative experience where students earn academic credit while performing approved accounting-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.75 GPA, Department approval required
- ACCT 311 **INTRODUCTION TO TAXATION** (3) This is an introduction to the tax concepts of income and expense for C-corporations, partnerships, S-corporations, and individuals, with emphasis on both planning and compliance. Pre-requisite: ACCT 200-minimum grade of "C"
- ACCT 312 **VOLUNTEER INCOME TAX ASSISTANCE** (3) A service learning course that includes additional study of federal and state income tax topics, marketing and administration of tax preparation services, and preparation of federal and state income tax returns for low income and elderly taxpayers. Pre-requisite: ACCT 311 or equivalent with grade of C or better
- ACCT 321 **COST ACCOUNTING** (3) The study of the process of measuring, interpreting, and communicating information that assists managers in achieving organizational goals. Pre-requisite: ACCT 200-minimum grade of "C", ACCT 201-minimum grade of "C"
- ACCT 350 **FINANCIAL ANALYSIS FOR MANAGERS** (3) This is an overview of corporate financial reporting, emphasizing the areas of financial statement presentation, disclosure, and analysis. Pre-requisite: ACCT 201
- ACCT 403 **CO-OP EDUCATION/ACCOUNTING: SR** (3) An elective cooperative experience where students earn academic credit while performing approved accounting-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.75 GPA
- ACCT 421 **AUDITING** (3) This course is an introduction to auditing concepts, standards and procedures related to the planning and execution of financial and operational audits. The course also includes topics of internal controls and professional ethics. Pre-requisite: ACCT 301-minimum grade of "C"
- ACCT 431 **ADVANCED FINANCIAL ACCOUNTING** (3) Study of the theory and practice of accounting with application to business and non-business enterprises. Topics include: mergers and acquisitions, consolidated financial statements, foreign currency transactions, partnership accounting, and fund accounting for governmental and nonprofit entities. Pre-requisite: ACCT 301-minimum grade of "C"
- ACCT 495 **ANALYSIS OF ACCOUNTING SYSTEMS** (3) Examines manual and computerized accounting information systems and the tools needed to design these systems. The database approach to accounting systems is explored specifically the REA model of accounting. This course integrates the upper division courses of the accounting major. Pre-requisite: ACCT 421-minimum grade of "C" Co-requisite: ACCT 431

Graduate Courses

- ACCT 701 **FINANCIAL ACCOUNTING** (3) The focus of this course is on the concepts of collection, analysis, processing and reporting of accounting data. Students will be able to read, comprehend and use published financial statements in a variety of decision-making contexts. Pre-requisite: Admission to the Executive MBA program
- ACCT 703 **MANAGERIAL ACCOUNTING** (3) Integration of accounting into the management decision process is the central theme of this course. Consideration is given to behavioral as well as the technical implications of management control systems. The three types of management accounting constructions - Full cost, differential and responsibility - and their uses are covered. Pre-requisite: ACCT 701 Admission to the Executive MBA program
- ACCT 803 **ACCOUNTING CONCEPTS & ANALYSIS** (3) This is a foundation course that emphasizes the preparation, analysis, and interpretation of accounting statements.
- ACCT 901 **ACCT ANALYSIS FOR MGMT DECISIONS** (3) This course focuses on the development of accounting information to support planning, evaluation, and control. Applications to both routine and strategic decision making contexts are discussed. Pre-requisite: Completion of the foundation and business skills courses
- ACCT 902 **SURVEY OF TAXATION** (3) This is an introductory course which includes an examination of the fundamental concepts of the federal income tax structure and how these concepts affect tax reporting entities such as C-corporations, partnerships, S-corporations, and individuals. Pre-requisite: ACCT 803
- ACCT 945 **SPECIAL TOPICS IN FED TAXATION** (3) Study of sole proprietorships, partnerships, and corporations, with emphasis on the tax issues associated with formation, operations, liquidation, and the role of taxation in the business decision making process. Pre-requisite: ACCT 902 or equivalent
- ACCT 947 **TAX RESEARCH & PRACTICE** (3) Tax research concerning regulations governing CPA's attorneys, statutes of limitations, rules of evidence, etc. Pre-requisite: ACCT 902
- ACCT 948 **TAXATION: GIFTS, ESTATES, TRUSTS** (3) Tax laws of the Federal Gift Tax, Federal Death Tax, valuation of gifts, estates and trusts, family tax planning, and income planning of trusts and estates. Pre-requisite: ACCT 902
- ACCT 955 **ADVANCED MANAGERIAL ACCOUNTING** (3) A study of Management planning and control systems and the decision making processes in different organizational structures. Pre-requisite: ACCT 901, FINC 901
- ACCT 958 **ADVANCED AUDITING** (3) An extension of the auditing course which focuses on the application of auditing techniques. The course will address methods and technologies used in conducting an audit. Pre-requisite: ACCT 421 or equivalent

(ARTS) Art

Studio Courses

The following listings are studio courses in which two hours laboratory activities per week are required for each hour of credit. Provision is made for advanced study in all of these areas, so that students may enroll for a course repeatedly until the maximum number of hours is reached. Experiences for advanced students are developed according to capacities to comprehend problems and solutions; credit hours may be doubled with the permission of the specific instructor during a given semester.

- ARTS 100 **SEMINAR: FRESHMAN ART MAJORS** (1) The role of art in human life and society is examined through the investigation of historical and contemporary artists' writings and work with an emphasis on the students' own creative initiative, artistic growth and commitment. For art majors. Co-requisite: ARTS 101
- ARTS 101 **TWO-DIMENSIONAL DESIGN** (3) Fundamental aspects of two-dimensional design: object rendering, nature rendering, studies in perspective, black/white

- composition principles, material studies and introduction to color theory. For Art majors and minors only.
- ARTS 102 **DRAWING** (3) A development of the fundamentals - concepts and skills - of drawing through a broad range of aesthetic expressions and multisensory exercises.
- ARTS 103 **PAINTING** (3) An experience in totality through the language of form and color with the exploration of the material as primary concern using one of the following: oils, acrylics, watercolors and/or mixed media.
- ARTS 104 **PRINTMAKING** (3) (ARTS 204, ARTS 304, ARTS 404) An introduction to print media in one of the following areas: relief (i.e., collograph, woodcut, linoleum cut), lithography (stone and plate), intaglio, or monotype. Emphasis is on technical mastery alongside content/image development, edition printing, print suites, conceptual awareness, shop etiquette, and personal growth.
- ARTS 105 **THREE-DIMENSIONAL DESIGN** (3) In this studio course, students will learn about the elements and principles of three dimensional design, which will serve as an introduction to the study of three dimensional art. Students will be introduced to the basic design elements of form, space, volume, mass, weight, planes and surfaces, line texture, light and color, as well as the design concepts of proportion, scale, balance, movement, rhythm/repetition, emphasis/dominance. Students will gain a working knowledge of structural patterns of form, linear and planar analysis of form, analysis of implied form, and of manipulative devices applied to form. For Art majors and minors only.
- ARTS 106 **FIBER ARTS** (3) This course offers an introduction to a variety of fiber techniques during the Fall and Spring semesters. The emphasis is on woven structures while stressing design concepts and aesthetic values. Off-loom fiber experiences include, but are not limited to: exploration of natural materials, coiling, Batik, handmade papermaking, feltmaking, painting/designing on textiles, stamping, stenciling, printing from nature, discharge dyeing, quilting and rugmaking. On-loom fiber experiences include, but are not limited to: pattern weaving, tapestry, double weave techniques, painted warp and weft weaving, spinning and dyeing.
- ARTS 107 **SCULPTURE I** (3) Introduction to basic sculptural processes and materials. Basic wood and metal fabrication, modeling, mold making, and non-ferrous casting. Introduction to power tools and power equipment as well as introductory oxy-acetylene welding. Pre-requisite: ARTS 105
- ARTS 109 **CERAMICS** (3) Combining both theory and practice, an in-depth investigation of ceramic art, emphasizing handbuilding techniques, with a brief introduction to the potter's wheel. Clay and glaze mixing, and various kiln firing procedures are also explored, along with a historical overview.
- ARTS 111 **THE ART EXPERIENCE** (3) An especially designed course to fulfill the university core fine art requirement which gives insight into the visual art experience. For non-art majors only.
- ARTS 112 **THE AESTHETIC EXPERIENCE** (3) An especially designed course to fulfill the university core fine art requirement which gives insight into the aesthetic experience. For non-art majors only.
- ARTS 142 **GRAPHIC DESIGN** (3) An introduction to visual communication graphics and design with an emphasis on printed matter. Illustrative graphics, symbol/logo design, typography, lettering, layout principles/grid systems, camera-ready art and an introduction to computer technology are highlights of the course. For art majors and minors only. Pre-requisite: ARTS 101
- ARTS 202 **ADVANCED DRAWING I** (3) (ARTS302, ARTS402) Anatomy. Primary focus is on compositional structures, real or invented, of the human skeleton, the figure (model is provided), and other natural images to establish an integrated personal vision at a level qualitatively beyond previous involvement in the field of drawing.
- ARTS 203 **ADVANCED PAINTING I** (3) (ARTS303, ARTS403) Advanced studies in one of the following: oils, acrylics, watercolors and/or mixed media. Choice of medium may be different from ARTS 103. Appropriate experimentation with different structures and techniques is the primary concern. Student is expected to establish

- an integrated personal vision at a level qualitatively beyond previous involvement in the field of painting.
- ARTS 204 **ADVANCED PRINTMAKING I** (3) (ARTS104, ARTS304, ARTS404) The continuing investigation of an area begun in ARTS 104 with the potential to explore new print media. Students will achieve further technical experience (multi-color printing) while increasing their range of content, scale, and productivity. Student studio maintenance and materials preparation are stressed.
- ARTS 205 **FIGURE MODELING** (3) Modeling in clay from the nude model. Developing observational skills, eye-hand coordination in modeling a complex three dimensional form. Strong life drawing component desirable. Study of the human body and anatomy. Mold making and casting in non ferrous materials may be done with selected projects. Required for sculpture concentration. Pre-requisite: ARTS 107 or permission of instructor
- ARTS 206 **ADVANCED FIBER ARTS I** (3) (ARTS106, ARTS306, ARTS406) Students completing one introductory semester may register for this class to further explore fiber techniques. A student who has completed the off-loom semester may register for the on-loom fiber experience. A student who has completed the on-loom semester may register for the off-loom fiber experience. Pre-requisite: ARTS 106 or permission of instructor
- ARTS 207 **SCULPTURE II** (3) Advanced wood and metal fabrication, rubber mold making and casting. Use of oxy-acetylene and MIG welder, plasma cutter and other metal working equipment as well as all power tools. Wood lamination, construction, carving, and the use of all power tools and equipment involved in these processes. Pre-requisite: ARTS 107
- ARTS 209 **ADVANCED CERAMICS I** (3) (ARTS309, ARTS409) A thorough investigation of the potter's wheel (throwing) as a clay forming process. Issues of form and function and their interrelationship are explored. Various kiln-firing methods are included. Pre-requisite: ARTS 109
- ARTS 242 **ADVANCED GRAPHIC DESIGN I** (3) (ARTS542) Solve visual communication problems while learning three electronic (computer) techniques (object oriented drawing, bitmapped painting and electronic page assembly). Pre-requisite: ARTS 142
- ARTS 302 **ADVANCED DRAWING II** (3) (ARTS202, ARTS402) Media Exploration. Primary focus is on color and layering through a controlled medium, an uncontrolled medium, and mixed media in order to nurture an integrated personal vision at a level qualitatively beyond previous involvement in the field of drawing.
- ARTS 303 **ADVANCED PAINTING II** (3) (ARTS203, ARTS403) Advanced studies in the medium of choice from ARTS 103 or ARTS 203. Student is expected to nurture an integrated personal vision at a level qualitatively beyond previous involvement in the field of painting.
- ARTS 304 **ADVANCED PRINTMAKING II** (3) (ARTS104, ARTS204, ARTS404) The continuing investigation of previous print media including any area not yet experienced. Students are expected to initiate individual direction for their work with particular emphasis on serially developing their ideas. Students are encouraged to utilize mixed print media as well as other media - experimentation is stressed.
- ARTS 305 **EXPERIMENTAL SCULPTURE I** (3) (ARTS405) (Assemblage, Conceptual and Process Art) Exploring the visual and expressive qualities of Assemblage, Found object, Conceptual and Process art. Projects will explore concept and idea within these forms. Students may choose diverse materials, mediums and processes employed in their projects. Requirement for sculpture concentration BFA students. Pre-requisite: ARTS 107 or permission of instructor
- ARTS 306 **ADVANCED FIBER ARTS II** (3) (ARTS106, ARTS206, ARTS406) This course is a continuing exploration of structure and technique including two and three dimensional forms. The primary emphasis is on the development of a personal vision in fibers. Students will build on introductory fiber techniques and experiences, focusing on a particular fiber medium or a mixed-media approach to fibers. Prerequisite: ARTS 106 and 206 or permission of instructor

- ARTS 307 **EXPERIMENTAL SCULPTURE II** (3) (Performance/Installation Art) Performance art as a visual art concept and mixed media. Installation art either as a result/residue of Performance or as an art form on its own, will be subject of this course. Any medium (including electronic), object, or process may be employed (in both Performance and Installation). Students from other disciplines and departments are welcome. Can count as a non-art major art requirement. Requirement for sculpture concentration BFA students. Pre-requisite: ARTS 305 or permission of instructor
- ARTS 309 **ADVANCED CERAMICS II** (3) (ARTS209, ARTS409) After one semester of handbuilding (ARTS 109) and one semester of throwing on the potter's wheel (ARTS 209), students in ARTS 309 can choose which process they plan to investigate further. Emphasis is on the union of aesthetics and good craftsmanship. Involvement in all areas of studio operations is required. Pre-requisites: ARTS 109, ARTS 209
- ARTS 342 **ADVANCED GRAPHIC DESIGN II** (3) (ARTS 442) Critically solve practical design problems while expanding electronic techniques emphasizing 1-, 2-, and 4-color production methods. Basic web page design and production are explored. Pre-requisite: ARTS 242
- ARTS 402 **ADVANCED DRAWING III** (3) (ARTS202, ARTS302) (Thematic Series) Primary focus in on developing a body of work which challenges the artist's imagination, sustains a high level of ambition, and sets a new standard of excellence for the creator and others.
- ARTS 403 **ADVANCED PAINTING III** (3) (ARTS203, ARTS303) Advanced studies in the same medium of choice as in ARTS 303 to establish a mastery of said medium. Student is expected to produce a thematic body of work.
- ARTS 404 **ADVANCED PRINTMAKING III** (3) (ARTS104, ARTS204, ARTS304) The continuing investigation of previous print media including any area not yet experienced. Advanced skills are emphasized in the student's print media of choice. Understanding and control of procedures of drawing, processing and printing continue to be stressed. Students originate and produce a series (suite) of prints expressive of a certain theme or idea.
- ARTS 405 **ADVANCED SCULPTURE I** (3) (ARTS305) Exploration and search for personal style and direction. Materials, processes and conceptual issues will be explored in depth. Pre-requisite: ARTS 207, ARTS 307 or permission of instructor
- ARTS 406 **ADVANCED FIBER ARTS III** (3) (ARTS106, ARTS206, ARTS306) This course is an advanced study of fiber art techniques, encouraging the student's investigation and exploration of their personal artistic statement. The emphasis is on individual exploration and growth in fiber art, promoting creative thinking and self-evaluation. Pre-requisite: ARTS 306 or permission of instructor
- ARTS 407 **ADVANCED SCULPTURE II** (3) Continuation and development of issues and problems dealt with in Advanced Sculpture I. Finalizing the exploration and search for personal style and direction. Pre-requisite: ARTS 405 or permission of instructor
- ARTS 409 **ADVANCED CERAMICS III** (3) (ARTS209, ARTS309) A deeper investigation of either throwing or handbuilding, working on a larger scale, along with exploring various production techniques. Becoming responsible for all aspects of studio management is required. Pre-requisites: ARTS 109, ARTS 209, and ARTS 309
- ARTS 442 **ADVANCED GRAPHIC DESIGN III** (3) (ARTS 342) Elaborate design products (the annual report, the expanded corporate identity) are conceived and executed using electronic techniques with emphasis on product as well as practical production. Pre-requisite: ARTS 342
- ARTS 491 **INDEPENDENT STUDY** (1 to 3) Problems related to department fields, although not specifically included in the catalog, may be requested by the student and elected with the approval of the instructor and permission of the chair.
- ARTS 492 **TUTORIAL** (3) Taken when a particular class is not being offered in a given semester but is needed by the student for graduation. May be requested by the student and elected with the approval of the instructor and permission of the chair.
- ARTS 591 **INDEPENDENT STUDY** (1 to 3) Problems related to department fields, although

not specifically included in the catalog, may be requested by the student and elected with the approval of the instructor and permission of the chair.

Lecture Courses

The following listings are lecture courses supplemented with slides, films, tours and related experiences. They do not require studio activities.

- ARTS 161 **HUMANITIES I** (3) Art, music, and literature from Prehistoric times to the Middle Ages, using feature-length films to dramatize cultural patterns.
- ARTS 162 **HUMANITIES II** (3) Art, music, and literature from the Renaissance to the 20th century, using feature-length films to dramatize cultural patterns.
- ARTS 208 **TOPICS IN CONTEMPORARY ART** (3) A seminar course investigating the driving forces and trends in the art scene from the seventies to the present in Europe and North America. Special emphasis on criticism and postmodern issues. Counts as an art history requirement for art majors and minors. Pre-requisite: ARTS 271 or permission from instructor
- ARTS 213 **INCARNATING TOTEM & TABOO** (3) A study which frames ethical questions concerning pragmatic issues in the making, collecting, curating, and viewing of visual art, and fulfilling the E/R&S Focus elective. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- ARTS 261 **HUMANITIES III** (3) Selected topics in art, music, and literature from Prehistoric times to the Middle Ages using slide-illustrated lecture-discussions and museum visits.
- ARTS 262 **HUMANITIES IV** (3) Selected topics in art, music, and literature from the Renaissance to the 20th century using slide-illustrated lecture-discussions and museum visits.
- ARTS 270 **HISTORY OF ART I** (3) A survey of art and architecture from its prehistoric beginnings through the Middle Ages.
- ARTS 271 **HISTORY OF ART II** (3) A survey of western art and architecture from the Renaissance to the present.
- ARTS 372 **ART OF THE 20TH CENTURY** (3) A study of European and American art and architecture from about 1900 to the present.
- ARTS 373 **HISTORY OF AMERICAN ART** (3) A study of art and architecture in America from the colonial period to the present with emphasis on significant styles originating in the 20th century.
- ARTS 374 **WOMEN, ART & SOCIETY** (3) A historical survey of women artists from pre-history to the twentieth century. Socio-political, psychological, economic issues, and themes affecting women's participation in the visual arts are examined. A multi-cultural and multi-media perspective, giving full attention to the diversity of women's ways of creating art is utilized.

Professional Courses

The following courses are professional courses for students seeking a specific career. They combine lecture, studio work and practice in their respective fields.

- ARTS 221 **EARLY & MIDDLE CHILDHOOD ART** (3) (ARTS222, ARTS521) A comprehensive introduction to art education at the elementary school level employing both theory and practice. The creative and mental stages of development are emphasized. Course not open to Freshmen.
- ARTS 222 **ART IN EARLY CHILDHOOD EDUCATION** (3) (ARTS221, ARTS522) Art production techniques, art appreciation, history and aesthetics. Active emphasis on age appropriate (3-8) art activities as well as the student's own artistic development. For non-Art majors only.
- ARTS 223 **SECONDARY SCHOOL ART** (3) (ARTS523) A thorough investigation of the instructional techniques, resources and philosophies necessary in teaching art at the secondary level.

- ARTS 493 **INTERNSHIP** (1 to 3) Practical experiences of art in the real world, for the purpose of developing the ability to function in the professional arena.

Required Senior Courses

The following listings are required of senior art majors and designed especially for them.

- ARTS 441 **SENIOR SEMINAR** (3) A study of the practical aspects and concerns of aspiring artists in the contemporary art scene, including its trends, patterns and venues. Provides graduating students with essential skills and knowledge to function as a practicing artist outside of the college environment. Art majors only, usually in senior year.
- ARTS 490 **SENIOR CONCENTRATION** (3 to 6) An intense in-depth study of selected studio field. Students pursuing the art education or the history of art concentration may submit a written thesis. Specific faculty approval necessary.

Graduate Level

Graduate courses are independently developed. Definition of direction and choice of media is determined by each student and approved by professor.

- ARTS 502 **ADVANCED DRAWING** (3)
- ARTS 503 **ADVANCED PAINTING** (3)
- ARTS 504 **ADVANCED PRINTMAKING** (3)
- ARTS 505 **ADVANCED SCULPTURE** (3)
- ARTS 506 **ADVANCED FIBER ARTS** (3)
- ARTS 507 **ADVANCED SCULPTURE** (3)
- ARTS 509 **ADVANCED CERAMICS** (3)
- ARTS 542 **ADVANCED GRAPHIC DESIGN** (3) (ARTS242)
- ARTS 521 **EARLY & MIDDLE CHILDHOOD ART** (3) (ARTS221) A comprehensive introduction to art education at the elementary school level employing both theory and practice. The creative and mental stages of development are emphasized.
- ARTS 522 **ART IN EARLY CHILDHOOD EDUCATION** (3) (ARTS222) Art production techniques, art appreciation, history and aesthetics. Active emphasis on age appropriate (3-8) art activities as well as the student's own artistic development.
- ARTS 523 **SECONDARY SCHOOL ART** (3) (ARTS223) A thorough investigation of the instructional techniques, resources and philosophies necessary in teaching art at the secondary level.

(ASLN) American Sign Language

It may not be possible to fulfill the language requirement by taking American Sign Language as the courses have limited availability.

Lower Division Courses

- ASLN 101 **ELEM AMERICAN SIGN LANGUAGE I** (3) An introduction to basic signing through emphasizing the acquisition of high-frequency vocabulary, facial expression, and the development of cultural awareness.
- ASLN 102 **ELEM AMERICAN SIGN LANGUAGE II** (3) The second semester elementary course which is a continuation of ASLN 101. Pre-requisite: ASLN 101 (unless waived)
- ASLN 201 **INTERM AMERICAN SIGN LANGUAGE I** (3) The first semester intermediate course which is a continuation of ASLN 102 with a particular emphasis on the development of a more creative use of the language. Pre-requisite: ASLN 102 (unless waived)

ASLN 202 **INTERM AMERICAN SIGN LANGUAGE II** (3) A communicative-oriented course emphasizing receptive and expressive skills through the study of authentic materials dealing with the Deaf world. This course includes a comprehensive grammar review. Pre-requisite: ASLN 201 (unless waived)

(BIOL) Biology

- BIOL 102 **LIFE: HUMAN BIOLOGY** (2) Each course (102-120) emphasizes a different aspect of biology and its impact on human society.
- BIOL 104 **LIFE: BIOLOGY OF WELLNESS** (2) Each course (102-120) emphasizes a different aspect of biology and its impact on human society.
- BIOL 112 **LIFE: GROWING & EVOLVING** (2) Each course (102-120) emphasizes a different aspect of biology and its impact on human society.
- BIOL 116 **LIFE: MICROBES & HUMANS** (2) Each course (102-120) emphasizes a different aspect of biology and its impact on human society.
- BIOL 118 **LIFE: THE WORLD OF PLANTS** (2) Each course (102-120) represents a different aspect of biology and its impact on human society.
- BIOL 119 **LIFE: CURRENT TOPICS** (2) Is designed to introduce non-majors to some of the most important concepts in the field of Biology, but also to provide information on new advances, controversial areas and exciting breakthroughs in the field. Interactive learning with discussion in groups is part of the course, as are group projects and some library research. Student input will be of importance in the choice of some of the topics to be discussed. Videos, slides, and other class demonstrations are planned as part of the learning process.
- BIOL 120 **LIFE: ECOLOGY & PEOPLE** (2) Each course (102-120) emphasizes a different aspect of biology and its impact on human society. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- BIOL 125 **LIFE LAB: INVESTIGATION I** (1) Exercises, experiments, dissections, and field trips to accompany BIOL 102-120, 130.
- BIOL 127 **LIFE LAB: INVESTIGATION II** (1) Exercises, experiments, dissections, and field trips to accompany BIOL 102-120.
- BIOL 130 **INTRO TO LIFE SCIENCES** (3) Cells, heredity, ecology, evolution, plant and animal morphology, and physiology. For Education majors only. Requires BIOL 125.
- BIOL 140 **HUMAN ANATOMY AND PHYSIOLOGY I** (3) The major human systems emphasizing the skeletal, muscular, and nervous systems.
- BIOL 141 **HUM ANATOMY & PHYSIOLOGY I LAB** (1) This course deals with human skeletal material and dissection of a representative mammal. Histology of tissues and organs with physiological exercises and demonstrations.
- BIOL 142 **HUMAN ANATOMY AND PHYSIOLOGY II** (3) This is a continuation of BIOL 140 stressing the circulatory, immune, excretory, digestive, endocrine, and reproductive systems. Pre-requisite: BIOL 140-passing grade
- BIOL 143 **HUMAN ANATOMY & PHYSIOLOGY II LAB** (1) Continuation of anatomical approach of BIOL 141 with related physiological studies and demonstrations.
- BIOL 160 **GENERAL BIOLOGY I** (3) Principles of molecular, cellular, and organismal biology, emphasizing the physiology of vertebrates. Preparation for most 200 level courses.
- BIOL 161 **GENERAL BIOLOGY I LAB** (2) Laboratory exercises demonstrating the principles of cellular biology, genetics, and vertebrate systems.
- BIOL 162 **GENERAL BIOLOGY II** (3) Topics in taxonomy, evolution, animal behavior, and ecology. Preparation for most 200 level courses. Pre-requisite: BIOL 160 or permission of department chair
- BIOL 163 **GENERAL BIOLOGY II LAB** (2) A study of the eucaryotic kingdoms with emphasis on Animalia, using living and preserved specimens and field trips. Pre-requisite: BIOL 161 or permission of department chair

- BIOL 200 **MICROBIOLOGY** (3) Basic study of microbes and their activities, control, role in disease and host immune responses. Intended for Nursing and Pre-pharmacy students.
- BIOL 201 **MICROBIOLOGY LAB** (1) Microscopic examination of the diversity of microbes, including monerans, fungi, and protistans. Students learn basic culture, isolation, and identification techniques in bacteriology.
- BIOL 204 **FUNCTIONAL NEUROSCIENCE** (3) The structure, function, and pathology of the nervous system. Intended for Occupational Therapy students.
- BIOL 210 **GENERAL BOTANY** (2) The morphology, physiology, and reproduction of representatives of each plant division are studied with emphasis on the seed plants. Pre-requisite: BIOL 160-163 or permission of the instructor
- BIOL 211 **GENERAL BOTANY LAB** (2) Observations of living and preserved plants, experimentation, and field trips to illustrate structure and life processes in various plant groups.
- BIOL 222 **IMMUNOLOGY** (2) An introduction to the specific mechanisms by which the human body reacts to foreign biological materials.
- BIOL 230 **GENETICS** (3) Principles of heredity, the genetic control of development, molecular genetics, and population genetics. Pre-requisite: BIOL 160-163 or permission of instructor
- BIOL 231 **GENETICS LABORATORY** (1) Laboratory exercises to provide students with experience in modern molecular genetics and methods of manipulating and studying nucleic acids.
- BIOL 240 **EVOLUTION** (2) Evidence for and the mechanisms of evolutionary processes. Pre-requisite: BIOL 160-163 or permission of instructor
- BIOL 244 **ANIMAL BEHAVIOR** (2) Study of the innate, learned, aggressive, social and sexual behavior of animals as evolutionary products. Pre-requisite: BIOL 160-163 or permission of instructor
- BIOL 250 **ECOLOGY** (3) The relationships between organisms and their living and non-living environments. Pre-requisite: BIOL 102-127 or 160-163 or permission of instructor
- BIOL 251 **ECOLOGY LAB** (1) Laboratory and field exercises to illustrate ecological principles. Local aquatic and terrestrial habitats are investigated.
- BIOL 280 **TOPICS IN BIOLOGY** (1 to 3) Short-term courses designed to explore biological phenomena of current interest. Pre-requisite: BIOL 160-163 and Permission of Chair
- BIOL 290 **SPECIAL PROBLEMS IN BIOLOGY** (1 to 4) Independent study in some specialized area of biology. Pre-requisite: Permission of Chair
- BIOL 301 **ZOOS ARE CLASSROOMS** (1) (EDWS345, EDWS544) Demonstrates how zoos may be used to teach biological principles.
- BIOL 304 **PLANTS IN THE CLASSROOM** (2) (EDWS390) Lectures, lab activities and field trips to demonstrate how plant material may be used in the classroom.
- BIOL 330 **MEDICAL GENETICS: IMPLICATIONS** (3) The principles of human genetics, risks, screening, diagnosis, applications of genetic ethics to problems. Pre-requisites: BIOL 160-163, BIOL 230
- BIOL 340 **ADVANCED PHYSIOLOGY** (3) Functional processes of the human body, interrelationships of the systems, and some homeostatic and immunological applications. For nursing curriculum. Permission of Chair required to apply as elective requirement for all departmental majors. Pre-requisite: BIOL 140-143
- BIOL 354 **VERTEBRATE ANATOMY** (2) Description of the development of selected vertebrates, followed by comparative adult anatomy, emphasizing the evolutionary connections among vertebrates that are demonstrated in their development. Pre-requisite: BIOL 160-163
- BIOL 355 **VERTEBRATE ANATOMY LAB** (2) Exercises which demonstrate major principles to accompany BIOL 354.
- BIOL 360 **CELL BIOLOGY** (2) A contemporary view of cell structure and function. Pre-requisite: BIOL 160-163 or permission of instructor

- BIOL 398 **SEM: ENVIRONMENTAL STUDIES (3)** (ECON398) A practicum which provides experience in measuring environmental damage and performing cost-benefit analysis of alternative solutions. A local environmental issue is selected and each student is responsible for investigating a facet of the problem. The seminar format provides a mechanism for sharing ideas for proper procedure in investigating the problem, analyzing and interpreting data, and exploring the economic, ecological, and ethical consequences of alternative problem resolutions. Pre-requisite: BIOL 250/251, ECON 320
- BIOL 410 **VERTEBRATE PHYSIOLOGY (2)** Contraction, perception, metabolism, circulation, respiration, coordination, and excretion in vertebrates, emphasizing humans. Pre-requisite: BIOL 160-163 or permission of instructor
- BIOL 411 **VERTEBRATE PHYSIOLOGY LAB (2)** Exercises which demonstrate major principles to accompany BIOL 410 utilizing living specimens and computer based instrumentation.
- BIOL 420 **GENERAL HISTOLOGY (2)** Structure and function of animal tissues as revealed by light microscopy, electron microscopy, and histochemistry. Pre-requisite: BIOL 160-163 or permission of instructor
- BIOL 421 **GENERAL HISTOLOGY LAB (2)** A microscopic study of fixed materials employing routine and histochemical techniques to demonstrate cell, tissue, and organ morphology.
- BIOL 440 **BIOCHEMISTRY (3)** (CHEM440) A lecture course treating the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids.
- BIOL 450 **BACTERIOLOGY (2)** The morphology, physiology, and genetics of bacteria including the impact of these organisms on humans. Pre-requisite: BIOL 160-163 or permission of instructor
- BIOL 451 **BACTERIOLOGY LAB (2)** The techniques for isolation, identification, culturing, and physiological study of bacteria.
- BIOL 460 **DEVELOPMENTAL BIOLOGY (3)** The major events in development that will be covered include gametogenesis, fertilization, cleavage divisions, embryonic polarization, germ layer formation, and morphogenesis. The underlying cellular, molecular, and genetic mechanisms that control these events will be studied by the analysis of experiments in lecture. Pre-requisite: BIOL 230/231
- BIOL 461 **DEVELOPMENTAL BIOLOGY LAB (1)** Exercises that demonstrate gametogenesis, fertilization, cleavage divisions, embryonic polarization, germ layer formation, and morphogenesis.
- BIOL 495 **DIRECTED STUDY (1 to 4)** A variety of independent studies, including an internship program with the Cincinnati Zoo, and undergraduate research beginning in the sophomore and junior years.
- BIOL 498 **METHODS OF BIOL RESEARCH I (1 to 2)** The gathering and interpreting of experimental data from living organisms. Projects vary depending on faculty advisor. Pre-requisite: Senior standing or approval of Chair
- BIOL 499 **METHODS OF BIOL RESEARCH II (1 to 2)** A continuation of BIOL 498 emphasizing experimental design and controls together with the written and oral presentation of scientific reports.

(BLAW) Business Law

Undergraduate Courses

- BLAW 300 **LEGAL ENVIRONMENT (3)** Provides a background in the legal environment of business. Topics include contracts, business torts, product liability, business entities, and employment discrimination. Pre-requisite: Junior status

Graduate Courses

- BLAW 734 **MANAGEMENT & LEGAL ENVIRONMENT (4)** This course investigates legal concepts and their impact on business. Topics include: contracts, business

torts, product liability, white-collar crimes, worker's privacy, employment discrimination, professional malpractice and business ethics.

(BUAD) Business Administration

Business Profession Courses

- BUAD 101/102 **THE BUSINESS PROFESSION I: INTRODUCTION TO BUSINESS (0)** Provides an introduction to business careers and ethics. Students will identify their skills, interests and values and how they relate to careers and work environments. Required for all business freshmen.
- BUAD 201/202 **THE BUSINESS PROFESSION II: PREPARING FOR BUSINESS LIFE (0)** Focuses on career and market exploration, job search skills, resume design and writing, business practices and cooperative education opportunities. Required for all business sophomores.
- BUAD 301/302 **THE BUSINESS PROFESSION III: PLANNING YOUR CAREER SEARCH (0)** Centers on job search resources and professional associations, interviewing and networking. Required for all business juniors.
- BUAD 401/402 **THE BUSINESS PROFESSION IV: BEGINNING YOUR CAREER (0)** Explores job placement opportunities, evaluating a job offer, professional associates and community service. Required for all business seniors.

Graduate Courses

- BUAD 704 **GLOBAL STRATEGIC THINKING (3) (BUAD904)** This course creates a process which allows students to develop the ability to integrate information from the business function courses using the skills developed in the business and systems skills and foundation skills courses. Organizations are examined holistically, globally, and strategically. Pre-requisite: Admission to Executive MBA Program and all core courses
- BUAD 779 **INTERNATIONAL BUSINESS (4)** The course is designed to help students understand the complex world in which multinational corporations, national and international agencies and individuals interact. It touches on the economic, cultural, financial and political environments of international trade. Economic analysis, marketing and financial strategies used to operate in this environment are particularly developed. Pre-requisite: Admission to the Executive MBA program
- BUAD 780 **DOING BUSINESS IN ASIA (3)** Gain a basic familiarity with Asian management strategies, techniques and philosophies that may differ from those practiced in the United States. Develop a better appreciation for cultural differences and how they impact business conduct. Pre-requisite: Admission to the Executive MBA program
- BUAD 781 **DOING BUSINESS IN EUROPE (3)** Gain a basic familiarity with European management strategies, techniques and philosophies that may differ from those practiced in the United States. Develop a better appreciation for cultural differences and how they impact business conduct. Pre-requisite: Admission to the Executive MBA program
- BUAD 784 **DOING BUSINESS IN SOUTH AMERICA (3)** Gain a basic familiarity with Latin American management strategies, techniques, and philosophies that may differ from those practiced in the United States. Develop a better appreciation for cultural differences and how they impact business conduct. Pre-requisite: Admission to the Executive MBA program
- BUAD 901 **LEGAL, ETHICAL & REG ENVIRONMENT (2)** Examines antitrust, administrative law, liabilities and other legal, regulatory or ethical issues confronting business.
- BUAD 904 **GLOBAL STRATEGIC THINKING (3) (BUAD704)** This course creates a process which allows students to develop the ability to integrate information from the business function courses using the skills developed in the business and systems skills and foundation skills courses. Organizations are examined holistically,

- globally, and strategically. Pre-requisite: All Integrated Functions, business and system skills, and foundation skills courses
- BUAD 913 **EXECUTIVE LEADERSHIP (2)** Investigate the style, skills, characteristics, and challenges of leadership at the executive level of organizations. Executives as the top of organizations must face the challenge of defining a strategic direction and implementing activities that are focused to move the organization in that direction.
- BUAD 921 **FIRST YEAR INTEGRATION PROJECT/PAPER (2)** A year-long integrative course that builds upon the first year of the on-site MBA curriculum. Students develop a project that demonstrates their facility in using the concepts, tools and skills learned throughout the first year of their MBA program. Pre-requisite: Admission to the on-site MBA program
- BUAD 925 **SERVICE LEARNING PRACTICUM (3)** Student teams serve as consultants to not-for-profit organizations or companies that are committed to serving their community. The course will include lectures and readings, development and execution of a consulting plan, teaming in all aspects of the course, and reflection on experience. Pre-requisite: All Integrated Functions courses
- BUAD 941 **SECOND YEAR INTEGRATION PROJECT/PAPER (3)** A year-long integrative course that builds upon the MBA core curriculum. Students develop a project that demonstrates their facility in using the concepts, tools and skills learned throughout the MBA program. Pre-requisite: Admission to the on-site MBA program and completion of the first year coursework
- BUAD 980 **DOING BUSINESS IN ASIA (3)** Assess the elements of quality manufacturing and service used by companies doing business in Japan, Singapore, and other Asian countries. Explore the procedures used to adapt to cultural diversity.
- BUAD 981 **DOING BUSINESS IN EUROPE (3)** Assess the strategies of niche manufacturing and marketing used by business to successfully penetrate the European market, and procedures used to adapt to cultural diversity.
- BUAD 984 **DOING BUSINESS IN SOUTH AMERICA (3)** Gain a basic familiarity with management strategies, techniques, and philosophies that may differ from those practiced in the United States. Develop a better appreciation for cultural differences and how they impact business conduct.

(CHEM) Chemistry

Lower Division Courses

- CHEM 102 **CHEMISTRY IN SOCIETY I (2)** A course for the non-science major. The relationship between chemistry and contemporary society.
- CHEM 103 **CHEMISTRY IN SOCIETY I LAB (1)** Chemical experimentation which illustrates the concepts described in CHEM102.
- CHEM 104 **CHEMISTRY IN SOCIETY II (2)** A course for the non-science major. The impact of basic chemical discoveries and of certain organic and biochemical compounds on society. Fulfills the E/RS Focus elective when taken with CHEM 105. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- CHEM 105 **CHEMISTRY IN SOCIETY II LAB (1)** Chemical experimentation which illustrates the concepts described in CHEM 104. Fulfills the E/RS Focus elective when taken with CHEM 104. Pre-requisite: CHEM 103 Pre-requisite or Co-requisite: PHIL 100, THEO 111
- CHEM 106 **CHEM & PHYSICS OF PHOTO I (2)** A course for the non-science majors. Chemical and physical principles underlying photography are presented.
- CHEM 107 **CHEM & PHYSICS OF PHOTO I LAB (1)** Exemplification of principles taught in CHEM 106.
- CHEM 108 **CHEM & PHYSICS OF PHOTO II (2)** A continuation of CHEM 106 applying the principles to black and white photographic processes.
- CHEM 109 **CHEM & PHYSICS OF PHOTO II LAB (1)** A continuation of CHEM 107.

- CHEM 150 **PHYSIOLOGICAL CHEMISTRY** (3) A basic understanding of the composition, structure, and chemical reactions of substances in living systems.
- CHEM 151 **PHYSIOLOGICAL CHEMISTRY LAB** (1) Chemical experimentation which illustrates the concepts described in CHEM 150.
- CHEM 160 **GENERAL CHEMISTRY I** (3) Atomic and molecular structure, states of matter, stoichiometry, and chemistry of representative main group elements. A pre-professional course.
- CHEM 161 **GENERAL CHEMISTRY I LAB** (1) Practice in the basic operations of chemical laboratory work. Co-requisite: CHEM 160
- CHEM 162 **GENERAL CHEMISTRY II** (3) A continuation of CHEM 160. Subjects include thermodynamics, equilibrium, acids and bases, kinetics, redox processes, and transition metal chemistry. Pre-requisite: CHEM 160
- CHEM 163 **GENERAL CHEMISTRY II LAB** (2) A continuation of CHEM 161. The laboratory work includes qualitative and quantitative inorganic analysis. Pre-requisite: CHEM 161 Co-requisite: CHEM 162
- CHEM 165 **GENERAL CHEMISTRY II LAB** (1) Laboratory to accompany CHEM 162 emphasizing quantitative measurements. Pre-requisite: CHEM 161 Co-requisite: CHEM 162

Upper Division Courses

- CHEM 220 **PRINCIPLES OF PHYSICAL CHEMISTRY** (3) For students in the life science and BS Chemical Science programs. Aspects of physical chemistry most relevant to living systems. Pre-requisite: CHEM 162
- CHEM 221 **ANALYTICAL CHEMISTRY** (1) Lecture and Laboratory course. Application of wet and instrumental analytical methods to substances of clinical interest. Pre-requisite: CHEM 163
- CHEM 226 **QUANTITATIVE ANALYSIS** (3) An introductory course in analytical chemistry covering gravimetric and titrimetric methods of analysis. Statistical analysis of data is performed. Pre-requisite: CHEM 162, CHEM 163
- CHEM 227 **QUANTITATIVE ANALYSIS LAB** (1) Laboratory experiments to demonstrate the concepts discussed in CHEM 226. Pre-requisite: CHEM 163 Co-requisite: CHEM 226
- CHEM 240 **ORGANIC CHEMISTRY I** (3) Introductory course treating the structure, preparation, reactions, and properties of organic compounds. Pre-requisite: CHEM 162
- CHEM 241 **ORGANIC CHEMISTRY I LAB** (1) The practice of fundamental operations involved in the synthesis, separation, purification, and identification of organic compounds. Pre-requisite: CHEM 163 or CHEM 165
- CHEM 242 **ORGANIC CHEMISTRY II** (3) A continuation of CHEM 240 which extends the treatment of fundamental organic chemistry Pre-requisite: CHEM 240
- CHEM 243 **ORGANIC CHEMISTRY II LAB** (1) Continuation of the laboratory work of CHEM 241 with increased emphasis on the reactions and synthesis of organic systems. Pre-requisite: CHEM 241 Co-requisite: CHEM 242
- CHEM 300 **CHEMICAL LITERATURE** (1) An introduction to the nature and use of the chemical literature, general research procedures, technical report writing, and computerized literature searches. Pre-requisite: Junior standing
- CHEM 320 **PHYSICAL CHEMISTRY I** (3) An introduction to theoretical chemistry with emphasis on thermodynamics and chemical equilibrium. Pre-requisite: CHEM 162
- CHEM 322 **PHYSICAL CHEMISTRY II** (2) A continuation of CHEM 320. Chief emphasis on chemical kinetics and kinetic molecular theory. Pre-requisite: CHEM 320
- CHEM 325 **PHYSICAL CHEMISTRY LABORATORY** (1) A laboratory course to demonstrate basic principles of physical chemistry. Pre-requisite: CHEM 320 Co-requisite: CHEM 322, CHEM 330
- CHEM 330 **QUANTUM CHEMISTRY** (2) An introduction to quantum chemistry and molecular structure. Pre-requisite: CHEM 162
- CHEM 340 **INSTRUMENTAL ANALYSIS** (3) Discussion of modern analytical chemistry with emphasis on instrumentation and measurement techniques. Pre-requisite: CHEM 320 or CHEM 220

- CHEM 341 **INSTRUMENTAL ANALYSIS LABORATORY** (1) Practice in the use of chemical instrumentation as available. Pre-requisite: CHEM 340
- CHEM 400 **RESEARCH/SEMINAR** (1) Capstone course for the chemistry and chemical science major. Undergraduate research performed under the direction of a faculty member. Students share the results of their research and interact with outside speakers during weekly seminar sessions. A written thesis is the final product of these activities.
- CHEM 411 **ORGANIC SYNTHESIS & ANALYSIS** (3) This course deals with synthesis and analysis of organic compounds. Emphasis chromatographic and spectroscopic methods of identification and estimation. Pre-requisite: CHEM 242 CHEM 243
- CHEM 420 **INORGANIC CHEMISTRY** (3) Modern theories of bonding and structure, spectroscopy, redox chemistry, and reaction mechanisms. Coordination compounds, organometallic clusters, and catalysis. Pre-requisite: CHEM 330
- CHEM 421 **INORGANIC CHEMISTRY LAB** (1) Laboratory techniques and practice in synthetic inorganic chemistry. Pre-requisite: CHEM 420
- CHEM 430 **RADIOCHEMISTRY** (2) Lecture on basic principles of radiochemistry and the methodology of instrumental techniques.
- CHEM 431 **RADIOCHEMISTRY LAB** (1) Laboratory to accompany CHEM 430.
- CHEM 435 **MEDICINAL CHEMISTRY** (3) The science and economics of medicinal chemistry. The discovery, structure activity relationships, synthesis and mechanism of action of several classes of drugs are discussed. Pre-requisite: CHEM 240, CHEM 241, CHEM 242, CHEM 243
- CHEM 440 **BIOCHEMISTRY** (3) (BIOL440) A lecture course treating the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. Pre-requisite: CHEM 242
- CHEM 450 **TOPICS IN ORGANIC CHEMISTRY** (2) An extension of fundamental organic chemistry to include more specialized topics not previously considered or extensively treated. Pre-requisite: CHEM 242
- CHEM 460 **TOPICS IN BIOORGANIC CHEMISTRY** (2) A course devoted to the synthesis, reactions, and structure of organic molecules involved in biological processes. Pre-requisite: CHEM 242
- CHEM 495 **DIRECTED STUDY** (1 to 3) Study of a specific topic of interest under the direction of a faculty member.

(CJUS) Criminal Justice

Undergraduate Courses

- CJUS 101 **INTRODUCTION TO CRIMINAL JUSTICE** (3) (SOCW101) An overview of the history and legal basis of the criminal justice system, its structures, its functions, and interface with the individual elements.
- CJUS 102 **INTRO TO LAW ENFORCEMENT** (3) Overview of policing problems and procedures; legal and philosophical issues in law enforcement; organization and administration of police agencies.
- CJUS 103 **INTRO TO CORR: PRAC & PROCEDURES** (3) Explores both institutional and non-institutional corrections in contemporary society. The operations of prisons and jails and their internal procedures, including safety, security, supervision, classification and programming are explored, along with alternatives to incarceration, probation, and parole. All of these are reviewed in relation to contemporary social and political realities, along with their ethical dimension.
- CJUS 167 **INTRODUCTION TO SOCIAL WORK** (3) (SOC1167, SOCW167) The social welfare institution and social work. The three major purposes of social work: (A) enhancement of problem solving; (B) knowledge of systems that provide people with resources and services; and (C) the successful linkage of people with these systems.

- CJUS 210 **BASIC CONST LAW & AMER JUSTICE I** (3) (CJUS610) Examines the principles, structures and functions of the courts. Special emphasis is given to rights and obligations of various role players in the criminal justice system, including especially those who work within the correctional facilities.
- CJUS 230 **BASIC CONST LAW & AMER JUSTICE II** (3) (CJUS630) Emphasizes application to issues of jurisdiction, processes and constitutional principles affecting them. Special focus is given to management and procedural issues, and this course, in combination with the previously listed CJUS 210, presents a very strong treatment of all legal and ethical issues.
- CJUS 233 **HUMAN DIGNITY IN THE HELPING PROF** (2 to 3) This is an overview of humanistic approaches to the helping professions and their application to corrections. Effective communication, emotional involvement, and development of professional interpersonal relationships are studied in detail. This elective course complements the required course, CJUS 243 Correctional Counseling and Communication.
- CJUS 239 **CRIMINALISTICS I** (3) Study of legal scientific physical evidence: e.g. fingerprinting, DNA analysis and famous crime scene investigations.
- CJUS 240 **CRIMINAL LAW** (3) An overview of law in society, and especially the development, substance and application of the criminal law. This elective course complements the two courses in constitutional law and adds a strong legal and ethical component.
- CJUS 243 **CORRECTIONAL COUNSELING & COMM** (3) (CJUS643) Is required and deals directly with necessary verbal, nonverbal and writing skills. It also emphasizes cross-cultural communications and presents practical skills exercises relating to all of the above.
- CJUS 245 **PRIVATE SECURITY** (3) (CJUS645) This course provides a rigorous introductory foundation to the field of Private Security, including its development, philosophies, responsibilities and functions, plus its principles, legal authority, and effects on society.
- CJUS 246 **RISK MANAGEMENT** (3) (CJUS646) This course presents a rigorous introduction to the theoretical concepts of Risk Management, through various analytical concepts, survey techniques, insurance requirements, program development and operational activities, from a security practitioner's perspective.
- CJUS 260 **CURRENT ISSUES IN CRIMINAL JUSTICE** (3) (CJUS660) A required course which complements CJUS 101 Introduction to Criminal Justice, Police Courts and Corrections, CJUS 103 Introduction to Corrections: Practice and Procedures, CJUS 621/631 Juvenile Justice in a Changing Society. The course relates numerous current political and social issues to adult and juvenile corrections.
- CJUS 265 **CLASS AND CLASS CONFLICT** (3) (SOCI365) This course deals with class, status, and power in social life. Systems of inequality examined within a cross-cultural perspective.
- CJUS 266 **CRIME & PERSONALITY** (3) (CJUS566, EDCO566, PSYC366) An elective course which complements the required CJUS 366 Understanding Juvenile and Adult Offender Behavior. This course deals with the root causes of crime in the individual and in the culture. Consideration of personality dynamics and treatment approaches are major elements of this course.
- CJUS 276 **PSYCHOLOGY OF DELINQUENCY** (2) (CJUS676, PSYC276) An elective course dealing with types and causes of juvenile delinquency together with brief case history analysis.
- CJUS 321 **JUVENILE JUSTICE IN A CHANGING SOCIETY** (3) (CJUS621) A required course emphasizing juvenile court philosophy and practices, prevailing case law, applicable federal and state legislation, current trends and development of standards, alternatives to incarceration, comparison of the treatment of the juvenile offender in the juvenile justice system as opposed to the adult system, and a historical overview.
- CJUS 332 **CAPITAL PUNISHMENT: OTHER ISSUES** (3) Presents very thoroughly the debate on the effectiveness, desirability, and especially the ethics of capital punish-

- ment. While this is an elective course, it is a very strong course and the morality of the death penalty is a major component.
- CJUS 336 **UNDERSTANDING JUV/ADULT OFFEND BEHAVIOR** (3) (CJUS636) This required course explores types of offenders, including special issues of women and offenders with special needs, the origins of criminal behavior, and subcultures.
- CJUS 350 **TREATING SEX OFFENDERS & VICTIMS** (1) (EDWS440, PSYC267, SOCW350) This workshop will explore treatment issues and approaches for working with sex offenders, victims, and other family members.
- CJUS 364 **OVERVIEW OF CONTEMP CORRECTIONS** (3) (CJUS664) Compares historical and contemporary methodologies, presents and critiques jail and prison programs, applies court decisions to current practices, and generally analyzes institutional and non-institutional corrections in relation to today's social and political realities. Staff and inmate rights and responsibilities are presented within the context of ethical and legal requirements.
- CJUS 381 **METHODS OF RESEARCH IN CJUS** (3) Acquaints the student with research methodology in general, and explores the value and ethics of particular research areas such as evaluative research etc.
- CJUS 391 **PRACTICUM IN CRIMINAL JUSTICE** (3) A required, non-classroom, on-the-job experience which provides the student the opportunity to observe correctional, law enforcement, or court settings; relate to professionals in the field; and obtain "hands-on" experience which cannot be obtained as effectively any other way. This required course strongly complements CJUS 103 Introduction to Corrections: Practice and Procedures; CJUS 260 Current Issues in Criminal Justice; CJUS 264 Overview of Contemporary Corrections; and CJUS 321 Juvenile Justice in a Changing Society, by providing actual experience in these areas. This practicum requiring 300 clock hours is one of the very major ingredients and one of the best experiences provided to the student in the entire program. The opportunity presented for them to integrate the theory and concepts presented in the classroom with day to day reality and actual practice of the profession is invaluable.
- CJUS 392 **CRIMINAL JUSTICE PRACTICUM II** (3) An elective, non-classroom, on-the-job experience which provides the student additional opportunity to integrate the theory and concepts presented in the classroom with day to day reality and actual practice of the profession. This practicum requires 300 clock hours. See CJUS 391 for more information about the types of activities that might be included.
- CJUS 430 **INTRO TO RATIONAL BEHAVIOR THERAPY** (2) (EDCO434) An elective course which gives the student the opportunity to learn specific modes of relating in a therapeutic context and, as such, enhances CJUS 243 Correctional Counseling and Communications and adds an additional dimension.
- CJUS 434 **THE DISRUPTIVE CHILD** (3) (CJUS634) A view of children's behavior-disruptive vs. delinquent. Diagnosis, treatment, and other diversionary practices are studied.
- CJUS 439 **CRIMINALISTICS II** (3) Reviews the more intricate areas of anthropology, questioned documents, DNA processes, legalities of homicide scenes, and scientific applications of homicide.
- CJUS 441 **RATIONAL-EMOTIVE BEHAVIOR THERAPY II** (1) The course is designed to assist the graduate and undergraduate student in the intricacies of REBT theory, concepts, comprehension, and application.
- CJUS 444 **ADDICTIVE BEHAVIORS** (3) (SOCW444) Examination of addiction theory and process through comparison of variety of substance and process addictions. Prerequisite: PSYC 101, SOCI 101, SOCW 167 or permission of instructor
- CJUS 449 **CRIMINALISTICS III** (3) This course is designed to familiarize the undergraduate and graduate student in specific areas of forensic science. The areas included in this course are forensic psychology, drug analysis, hostage negotiation techniques, legal considerations in crime scene investigations and forensic anthropology issues.
- CJUS 463 **COUNSELING CHALLENGING YOUTH** (1) (EDWS563, PSYC380, SOCW463) Workshop participants will learn a number of practical strategies for

building and maintaining therapeutic relationships with challenging youth and families. The strategies will be formatted around six guiding principles common to most human services professionals who successfully engage this population. Participants will be challenged to assess their own attitudes, beliefs, and behaviors related to challenging youth via lecture, demonstration, small group activities, and role plays.

- CJUS 499 **SPECIAL READINGS IN CJUS** (0 to 3) A selective number of texts, periodicals, research papers, etc., related directly to areas of criminal justice are reviewed and student reports critiqued.

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- CJUS 566 **CRIME & PERSONALITY** (3) (CJUS266, EDCO566, PSYC366) An elective course which complements the required CJUS 366 Understanding Juvenile and Adult Offender Behavior. This course deals with the root causes of crime in the individual and the culture. Consideration of personality dynamics and treatment approaches are major elements of the course.
- CJUS 599 **SPECIAL READINGS IN CORRECTIONS** (0 to 3) Reviews the current criminal justice literature in areas of research, treatment, management, law, and forensic science within the criminal justice arena.
- CJUS 606 **CRIMINOLOGY** (3) Presents and analyzes multiple theories in the etiology of crime; both internal and external theories of causality are explored; presents and contrasts several societal reactions to the crime complex; and critically evaluates numerous contemporary methodologies. Learning Theories, Subcultural Theories, Theories of Limited Opportunity Structure, etc., are examined to enhance student's understanding of typologies of offender behavior and offense types. Offenders with special needs, cultural diversity, women's issues and chemical dependency are all presented in relation to the crime complex in America today.
- CJUS 608 **COMMUNITY-BASED CORRECTIONS** (3) Theory and practice in non-institutional model.
- CJUS 610 **BASIC CONST LAW & AMER JUSTICE I** (3) (CJUS210) Examines the principles, structures, and functions of the courts. Special emphasis is given to rights and obligations of various role players in the criminal justice system, including especially those who work within the correctional facilities.
- CJUS 611 **LAW & JUSTICE IN AMERICA** (3) Presents legal issues in all three segments of the American criminal justice system. Constitutional and statutory rights and obligations are considered along with policy considerations. Major emphasis in the course is placed on student initiative in learning. Therefore, it is strongly recommended that CJUS 610, Basic Constitutional Law & American Justice or its equivalent be completed before enrolling in this course.
- CJUS 620 **SOCIOLOGY OF CRIME & DELINQUENCY** (3) Social foundations of the criminal justice system are examined, along with the social causation of crime and societal response. The understanding of crime within the social context is presented along with in-depth exploration of cross-cultural, subcultural and other demographic expositions.
- CJUS 621 **JUVENILE JUSTICE IN A CHANGING SOCIETY** (3) (CJUS321) Critiques the development of social control of child behavior in the U.S. from its historical roots to contemporary times. Presents and analyzes legal trends in juvenile court and correctional operations and evaluates contemporary practice and methodology in the juvenile justice system and in the adult system. Landmark legal cases from *Kent v. U.S.* through *Shall v. Martin* and other currently prevailing decisions are related to their impact on current practice. Concepts such as waiver, status offenders, and violence in contemporary society are given special attention in relation to their ethical and legal dimensions.
- CJUS 630 **BASIC CONST LAW & AMERICAN JUSTICE II** (3) (CJUS230) Emphasizes application to issues of jurisdiction, processes, and constitutional principles affect-

- ing them. Special focus is given to management and procedural issues, and this course, in combination with the previously listed CJUS 210, presents a very strong treatment of all legal and ethical issues.
- CJUS 634 **THE DISRUPTIVE CHILD** (3) (CJUS434) A view of children's behavior-disruptive vs. delinquent. Diagnosis, treatment, and other diversionary practices are studied.
- CJUS 636 **UNDERSTAND JUV/ADULT OFFEND BEHV** (3) (CJUS336) This required course explores types of offenders, including special issues of women, and offenders with special needs, the origins of criminal behavior and subcultures.
- CJUS 642 **CRIMINAL JUSTICE ADMINISTRATION** (3) Presents organizational and management theories and practices within criminal justice settings. Management styles, management by objectives, total quality management etc., are all related to issues of contemporary practice in prisons, probation, and parole and juvenile justice. Legal and ethical considerations are related to actual practice situations.
- CJUS 643 **CORRECTIONAL COUNSELING & COMM** (3) (CJUS243) Deals directly with the necessary verbal, nonverbal, and writing skills. It also emphasizes cross-cultural communication and presents practical skill exercises relating to all of the above.
- CJUS 645 **PRIVATE SECURITY** (3) (CJUS245) This course provides a rigorous introductory foundation to the field of Private Security, including its development, philosophies, responsibilities and functions, plus its principles, legal authority, and effects on society to the present state.
- CJUS 646 **RISK MANAGEMENT** (3) (CJUS246) This course presents a rigorous introduction to the theoretical concepts of Risk Management, through various analytical concepts, survey techniques, insurance requirements, program development and operational activities, from a security practitioner's standpoint.
- CJUS 660 **CURRENT ISSUES IN CRIM JUSTICE** (3) (CJUS260) A required course which complements CJUS 101 Introduction to Criminal Justice: Police, Courts and Corrections, CJUS 103 Introduction to Corrections: Practice and Procedures, and CJUS 621/321 Juvenile Justice in a Changing Society. It relates numerous current political and social issues to adult and juvenile corrections.
- CJUS 664 **OVERVIEW OF CONTEMPORARY CORRECT** (3) (CJUS364) Compares historical and contemporary methodologies; presents and critiques jail and prison programs and practices including issues of security, classification, etc., applies pertinent court decisions to current practices and generally analyzes institutional and non-institutional corrections in relation to today's social and political realities. Staff and inmate rights and responsibilities are presented with both their legal and ethical dimensions.
- CJUS 676 **PSYCHOLOGY OF DELINQUENCY** (2) (CJUS276, PSYC276) An elective course dealing with types and causes of juvenile delinquency together with brief case history analysis.
- CJUS 683 **RESEARCH & PLANNING IN CJUS** (3) Social and policy science research designs applied to policy formulation, implementation and evaluation. Models are presented and analyzed and the link of research to practice is clearly established.
- CJUS 784 **RESEARCH ESSAY: SEMINAR** (3) Completion of an acceptable research paper. Individual research designs are directed and executed in the classroom setting.
- CJUS 792 **INTERNSHIP** (3) Non-classroom program of 300 clock hours in correctional, law enforcement, or court setting under academic supervision gives student opportunity to actually apply criminal justice theory, knowledge and intervention skills in the "real world" of law enforcement, court or correctional practice. Opportunity is presented to acquire understanding of the criminal justice complex and the service delivery system in the community. This "hands-on" experience enables students to begin to appreciate the need for functional professional relationships, differing organizational needs within the institutional or non-institutional setting, and especially to evaluate their own response to the demands

and challenges of actual work in a correctional setting. This is an essential part of the student's program and is absolutely required and can never be waived for graduation from the program.

(CLAS) Classics

Undergraduate Courses

- CLAS 101 **ANCIENT MEDITERRANEAN CIV I: GREECE** (3) An introduction to the methodologies of ancient historical study and an account of the growth and development of ancient Greek civilization from the prehistoric to the Roman era.
- CLAS 102 **ANCIENT MEDITERRANEAN CIV II: ROME** (3) An introduction to the methodologies of ancient historical study and an account of the growth and development of ancient Roman civilization from its archeological and legendary beginnings through the Roman republic into the time of the emperors.
- CLAS 130 **STUDIES IN THE EPIC** (3) (ENGL130) An inquiry into the epic genre, the epic hero, and epic values through a careful reading of several ancient and medieval poems.
- CLAS 142 **CLASSICAL TRAGEDY** (3) (ENGL142) A study of the tragic form, its poetry, and its use of myth through a careful reading of several plays of Aeschylus, Sophocles, Euripides, and Seneca.
- CLAS 146 **CLASSICAL COMEDY & SATIRE** (3) (ENGL146) A study of ancient classical writings, comedies, which were presented on the stage, and satirical poems.
- CLAS 205 **CLASSICAL LIT & MORAL IMAGINATION** (3) An examination of ethical and social issues drawn from the Greco-Roman past which illuminate contemporary society. Fulfills E/RS Focus Literature and the Moral Imagination requirement. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- CLAS 217 **INTRO TO THE CHURCH FATHERS** (3) (THEO217) The first centuries of Christianity as reflected in the patristic writers. The chief Fathers. The evolution of doctrine. The unfolding of revelation. The consciousness of the indwelling spirit.
- CLAS 240 **WORLD MYTHOLOGY** (3) The western tradition will be examined through in-depth comparative studies of classical mythology with the mythologies of the world (myths from but not limited to Asia, Central, South, and North America, Africa, the Near East and Polynesia). This course emphasizes understanding mythologies as symbolic cultural systems expressing societal values.
- CLAS 241 **CLASSICAL MYTHOLOGY: ART** (3) A study of ancient classical myths, primarily through artifacts and works of art, highlighting the meaning and influence of its myths.
- CLAS 242 **CLASSICAL MYTHOLOGY: LITERATURE** (3) A study of the ancient classical myths, primarily through its surviving literature, highlighting the meaning and influence of its myths.
- CLAS 251 **NEAR EASTERN MYTHOLOGY: ART** (3) The major monuments of Greek antiquity explored as a backdrop to the art history and literature of ancient Greece.
- CLAS 252 **NEAR EASTERN MYTHOLOGY: LIT** (3) The major monuments of Roman antiquity explored as a backdrop to the art, history, and literature of ancient Rome.
- CLAS 261 **GREEK ARCHAEOLOGY** (3) The major monuments of Greek antiquity explored as a backdrop to the art, history, and literature of ancient Greece.
- CLAS 262 **ROMAN ARCHAEOLOGY** (3) The major monuments of Roman antiquity explored as a backdrop to the art, history, and literature of ancient Rome.
- CLAS 371 **ART/ARCH/ECON/SOC-LATE ANTIQUITY** (3) A study of the coexistence of several religious and ethical systems, highlighting symbiosis and cross-fertilization. Fulfills the E/RS Focus elective. Pre-requisite or Co-requisite: THEO 111, PHIL 100
- CLAS 372 **WOMEN IN ANTIQUITY** (3) A multi-media study of the lives of Greek and Roman women and minorities organized around topics and issues of contemporary

interest. Fulfills the E/RS Focus Elective. Pre-requisite or Co-requisite: PHIL 100 THEO 111

CLAS 397 **DIRECTED STUDY** (1 to 3) Credit and content of course by advance agreement between the professor and student.

CLAS 399 **HAB CAPSTONE THESIS** (1 to 3) Senior thesis/pre-seminar course.

(COMM) Communication Arts

General Courses

COMM 100 **SURVEY OF COMMUNICATION STUDIES** (3) Surveys the development of major areas of study in communication. Fulfills Cultural Diversity Elective.

COMM 101 **ORAL COMMUNICATION** (3) Speech fundamentals as applied to public speaking and listening skills.

COMM 103 **HUMAN COMMUNICATION** (3) Speech fundamentals as applied to public speaking, interpersonal communication, and group dynamics. NOTE: not available to Communication Arts majors

COMM 106 **EFFECTIVE WRITING** (3) This course offers creative solutions to writing problems in a variety of practical and theoretical situations.

COMM 110 **ART OF THE FILM** (3) Film as a modern art form, treating motion, sound, editing, light, acting, director's style, and film analysis.

COMM 111 **FILM HISTORY AND DIRECTORS** (3) Motion picture history with a focus on certain great directors.

COMM 112 **MEDIA AESTHETICS** (3) Principles of visual and aural aesthetics especially as applied to television and motion pictures.

COMM 113 **NON-FICTION FILM** (3) Development of the nonfiction film from Flaherty to "cinema of truth." Current documentaries on controversial topics will be stressed.

COMM 114 **FILM CRITICISM** (3) Cultivating criteria for judging films from viewing and analysis. Leading theories studied.

COMM 197 **A SOCIAL & CULTURAL HIST OF AMER MOVIES** (2) (HIST285) Hollywood has always taken historical themes for some of its most ambitious projects, a trend that has become even more pronounced in the past decade. What has not always been understood is that Hollywood and the development of the American movie industry has been a central element in the social and cultural history of 20th century America. Thus, this workshop has two purposes: to critically examine various film images of American history and equally important, to place Hollywood and its products in the larger context of 20th century American history.

COMM 199 **SPECIAL STUDY** (1 to 3) An in-depth study of a specific topic or area in communication. Pre-requisite: Permission of advisor

COMM 202 **PERFORMANCE STUDIES: PERFORMING TEXTS** (3) The study, through analysis and individual performance, of a variety of aesthetic texts: interpersonal, literary and cultural.

COMM 203 **PERFORMANCE STUDIES: STAGING TEXTS** (3) Theory and practice of staging aesthetic text for group performance with emphasis on adapting, compiling and directing. Texts may include literature, ethnographic material, music, recorded conversations and mediated images.

COMM 207 **INTERPERSONAL COMMUNICATION** (3) Understanding of and classroom practice in effective communication between persons.

COMM 209 **GROUP DYNAMICS** (3) Dynamic and participative strategies in group process skills. Learn by participating and doing.

COMM 216 **PHOTOGRAPHY I** (3) The camera-structure and use. Composition, pictorial arrangement, techniques in shooting. Optics and exposure, emulsions, filters, and lighting. Techniques of laboratory developing.

COMM 217 **ACTING I** (3) An introduction to and familiarization with the basic principles of acting as they deal with the creation and interpretation of a role in a specific play.

COMM 218 **INTRODUCTION TO THE THEATER** (3) Designed to acquaint students with the operation and administration of professional theater.

- COMM 222 **COMMUNICATION THEORY** (3) Nature, purpose, scope, and process of communication. Models, learning, language, and certain theories.
- COMM 223 **SURVEY OF MASS MEDIA** (3) Models and processes of mass communication, including electronic media, advertising, film, records, etc.
- COMM 224 **INTERCULTURAL COMMUNICATION** (3) This course looks at the variety of ways cultures can influence the way we use and interpret formal and informal communication, and what that means to us as citizens of the world.
- COMM 280 **ALFRED HITCHCOCK IN HOLLYWOOD** (2) (EDWS284, HIST280) This course is designed for undergraduates and serves as both an in-depth investigation of a major artist and an exploration of American attitudes and institutions during World War II, the Cold War, and the upheavals of the 1960s and early 70s. Students are required to do a significant amount of reading and writing.
- COMM 288 **UN-“HAPPY DAYS”: FEAR IN 1950s** (2) (EDWS288, HIST288) This course is designed for undergraduates and serves to introduce students to the study of mass media as well as a crucial decade in American history. It also explores the use and misuse of history, calling into question the tendency to serve up history in ten year units (i.e., the opening lecture is “The Fifties: 1935-1992”). Students are required to do a significant amount of reading (two books and a handful of reviews) and writing (five short reaction papers and a longer analytical paper).
- COMM 289 **MOVIES AND CITIES** (2) (HIST289, SOCI289) The course is designed for undergraduates and serves as an introduction to both American urban history and the history of movies. It also acquaints students with interdisciplinary methods. Students are required to do a significant amount of reading and writing.
- COMM 297 **AMERICA THROUGH THE LENS** (2) (EDWS286, HIST286) Films and television programs will be analyzed in order to both identify the cultural and historical messages they contain. The formulas and conventions of Hollywood genres will be examined. This understanding of genre will serve as a primary analytical tool as we de-construct the films and television programs studied in class.
- COMM 299 **SPECIAL STUDY** (1 to 3) An in-depth study of a specific topic or area in communication. Pre-requisite: Permission of advisor.
- COMM 301 **PRESENTATIONAL SPEAKING** (3) Preparation and delivery of oral presentations for business and professions with emphasis on persuasion, evidence, organize sequences, and uses of multimedia aids. Pre-requisite: COMM 101
- COMM 310 **THE HORROR FILM** (3) An analysis and history of the horror film, with attention to the myths behind the subject matter.
- COMM 311 **THE WESTERN FILM** (3) An analysis and history of western film with attention to the reality and myths behind the subject matter.
- COMM 312 **HISTORY OF THE DETECTIVE FILM** (3) A look at the mythic dimensions behind this particularly endemic American film genre.
- COMM 316 **PHOTOGRAPHY II** (3) Lecture-lab experience to improve skills in creating and developing quality photographs. Pre-requisite: COMM 216 or approval of instructor
- COMM 317 **ACTING II** (3) Intensive study of acting theory and practice. Pre-requisite: COMM 217 or approval of instructor
- COMM 318 **DIRECTING FOR THE STAGE** (3) A practical course exploring the artistry and technique of the stage director. Work required on main stage productions. Pre-requisite: COMM 217 or approval of instructor
- COMM 327 **INTERPERSONAL CONFLICT MGMT** (3) An examination of the process nature of conflict and an evaluation of various conflict styles.
- COMM 329 **COMMUNICATION RESEARCH TECHNIQUE** (3) Studies the major techniques for conducting research for communication; primary and secondary research.
- COMM 364 **SPECIAL EVENTS PLANNING** (3) This course is designed to introduce students to the process involved in planning, organizing, and executing major events. Pre-requisite: COMM 230 or COMM 240 or COMM 260 or COMM 270
- COMM 399 **SPECIAL STUDY** (1 to 3) An in-depth study of a specific topic or idea in communication. Pre-requisite: Permission of advisor

- COMM 403 **ARGUMENTATION AND DEBATE** (3) Practice in the skill of reasoned argumentation, research and analysis through the debate activity. Pre-requisite: COMM 101 or approval of instructor
- COMM 406 **TECHNICAL WRITING** (3) An examination of those particular writing skills used in the development of training manuals.
- COMM 410 **WAR & PEACE IN LITERATURE & FILM** (3) (POLI410) Overview of political issues related to war and peace illustrated with examples from literature and film. Treatment of war and peace in the media from Civil War to Vietnam War.
- COMM 411 **SHORT STORY/SHORT FILM** (3) A detailed study of the film versions of some famous short stories. Comparisons and contrasts will illuminate the author's point of view behind the changes involved.
- COMM 423 **GENDER AND COMMUNICATION** (3) An examination of gender differences in communication and how they impact our daily lives.
- COMM 424 **NON VERBAL COMMUNICATION** (3) The study of the various components of nonverbal communication and how they greatly influence our lives in many arenas, including the family, politics, and the workplace.
- COMM 499 **SPECIAL STUDY** (1 to 3) An in-depth study of a specific topic or area in communication. Pre-requisite: Permission of advisor

COMMUNICATION ARTS: ADVERTISING

The goal of the advertising area is to prepare students for a career in the field of advertising. This program offers a comprehensive study of advertising including the principles of advertising, copywriting, media planning, research, and management. Students work closely with the faculty and their academic advisors in planning their course of study and career options.

- COMM 230 **INTRODUCTION TO ADVERTISING** (3) A comprehensive examination of the advertising process and the principles involved in its preparation and production. Focus is on the three major components of advertising: the audience, the message, and the channels.
- COMM 231 **ADV PRODUCTION TECHNIQUES** (3) The objective of this course is to familiarize the advertising major with the fundamentals of producing advertisements for print and the electronic media.
- COMM 232 **DESKTOP PUBLISHING IN ADV** (3) Teaches the student the skills required to produce advertising layouts, newsletters, and presentation materials, using computers and desktop publishing software programs in Xavier University's computer laboratories.
- COMM 235 **DESKTOP IMAGING** (3) Students will be given a basic knowledge of and hands-on training in the use of Adobe Photoshop software.
- COMM 330 **CREATIVE CONCEPTS IN ADVERTISING** (3) This course analyzes the creative, research, and business principles involved in the preparation of the advertising message. It focuses on the copywriting and design process, and the development of the advertising campaign. Pre-requisite: COMM 230
- COMM 332 **MEDIA PLANNING** (3) A study of the characteristics of the various communication media and the methodologies employed in measuring their relative efficiencies in delivering the advertising message to the target audiences. Pre-requisite: COMM 230
- COMM 334 **ADVERTISING IN MODERN SOCIETY** (3) This course examines the complex role that advertising plays in our society, from its economic importance to its social effects.
- COMM 338 **INTERNSHIP IN ADVERTISING I** (3) Practical experience in a real world situation.
- COMM 430 **ADVERTISING CAMPAIGNS** (3) Case histories of recent brand advertising campaigns conducted by US companies and practical experience in developing campaigns for real brands using real background data.

- COMM 432 **DIRECT RESPONSE ADVERTISING** (3) Examines the structure and organization of direct response advertising. Focus will be on creative methods and research procedures for preparing and evaluating direct advertising campaigns.
- COMM438 **INTERNSHIP: ADVERTISING II** (3) Practical experience in a real world situation.
- COMM 439 **SEM: ADVERTISING PRACTICE & MGMT** (3) This course examines how advertising is applied and managed in order to achieve an organization's marketing objectives. Utilizes materials taught in other advertising courses. Pre-requisite: COMM 330, COMM 332

COMMUNICATION ARTS: ELECTRONIC MEDIA

The Electronic Media major will prepare students for entry-level positions in radio, television, cable, and corporate video. The program emphasizes those skills which are necessary for work in both the commercial and noncommercial broadcast areas, as well as corporate uses of the electronic media.

- COMM 240 **FUNDAMENTALS: ELECTRONIC MEDIA** (3) History and current developments. Basic technical matters which dictate the shape and form of the electronic media.
- COMM 250 **VIDEO PRODUCTION & TECH** (3) Operation of video equipment including cameras, switcher, audio, character generator, VTRs and lighting. Basic video production techniques (studio and field) including 3/4" editing.
- COMM 251 **RE-THINKING THE MEDIA** (3) This "think-tank" experience combines ethical considerations with social awareness and media literacy to address this question: What could television be like if it served the authentic and higher needs, wants, interests and aspirations of the public?
- COMM 254 **TELEVISION PROGRAM DEVELOPMENT** (3) The design, development, and scripting of professional-level programming. Stresses critical thinking, organization, imagination, and communication strategies.
- COMM 340 **AUDIO PRODUCTION & TECHNOLOGY** (3) This course deals with the technical and theoretical basis, including techniques of tape editing, special effects, commercial production, and documentary production. Lab.
- COMM 341 **RADIO LAB** (3) Advanced experience in production and public radio operations-WVXU. Pre-requisite: COMM 340 or permission of advisor
- COMM 343 **RADIO/TV/CABLE PROGRAMMING** (3) The practical and theoretical world of programming for the electronic media. Pre-requisite: COMM 240
- COMM 344 **BROADCAST ANNOUNCING** (3) Principles, preparation, and delivery of announcements, newscasts, and other projects. Pre-requisite: COMM 340
- COMM 345 **INTRO TO BROADCAST JOURNALISM** (3) Survey of writing styles used in the broadcast industry, including advertising, journalism, and script writing. Pre-requisite: COMM 240
- COMM 346 **INTRO TO BROADCAST WRITING** (3) Survey of writing styles used in the broadcast industry, including advertising, journalism, and script writing. Pre-requisite: COMM 240
- COMM 347 **BROADCAST SALES** (3) Giving the potential sales representative the proper background to make sales calls, understand the media business from a sales standpoint, and overcome common obstacles. Pre-requisite: COMM 240
- COMM 348 **INTERNSHIP IN ELEC MEDIA RADIO I** (3) Practical experience in a real-world situation.
- COMM 350 **TELEVISION LAB** (3) Experience in TV production or research. Pre-requisite: COMM 250
- COMM 352 **TELEVISION NEWS PRODUCTION** (3) Introduction to the process of assembling and producing local television news programs.
- COMM 353 **TELEVISION ON CAMERA PERFORMANCE** (3) Basic skills, techniques, and procedures for on-air talent to develop a professional level of performance for news, public affairs, talk shows and commercials.

- COMM 355 **TELEVISION SCRIPT WRITING** (3) Introduction to the writing skills and mechanics of creating scripts for television.
- COMM 357 **TELEVISION SPORTS REPORTING** (3) What is covered, how it is covered, and why it is covered. Production, reporting, writing, videography, editing, on-the-air presentation, programming, play-by-play, and promotion.
- COMM 358 **INTERNSHIP: ELECTRONIC MEDIA/TV I** (3) Practical experience in a real world situation.
- COMM 440 **ADVANCED AUDIO PRODUCTION** (3) Continuation of COMM 340 for students interested in professional audio engineering. Pre-requisite: COMM 340 or approval of advisor
- COMM 444 **RADIO REPORTING & PERFORMANCE** (3) Gathering and reading of news, in-person and telephone interviews. News delivery styles. "Air-check" tape. Lab.
- COMM 446 **RADIO/TV NEWSWRITING** (3) Styles and formats of broadcast newswriting.
- COMM 447 **BROADCAST MANAGEMENT** (3) Study of station management, organization, and operational techniques. Pre-requisite: COMM 240
- COMM 448 **INTERNSHIP: ELECTRONIC MEDIA/RADIO II** (3) Practical experience in a real-world situation.
- COMM 450 **LIGHTING FOR TELEVISION & FILM** (3) Opportunities to address a wide variety of lighting challenges. Students work in the studio and in the field on specific advanced lighting techniques. Pre-requisite: COMM 250
- COMM 451 **INTRODUCTION TO VIDEO GRAPHICS** (3) Creative elements of conceptualizing, generation, and 2D animation within a high resolution paint system. Integration of paint system with live/video and character generation.
- COMM 452 **VIDEO POST-PRODUCTION** (3) Operation of advanced post-production system. A/B Time Code Editing, switcher effects, electronic graphics and video paint system operation. Pre-requisite: COMM 250 or approval of instructor
- COMM 453 **AESTHETICS IN VIDEO POST-PRODUCTION** (3) Provides an understanding of and practice in the aesthetic principles and techniques of the video post-production process. Pre-requisite: COMM 452
- COMM 454 **INTRO TO NON-LINEAR VIDEO EDITING** (3) Teaches students how to use the AVID, non-linear editing system; also covers aesthetics and editor-client interaction. Pre-requisite: COMM 250
- COMM 455 **LIFESTYLES/WORKPLACES: TV & FILM** (3) Production and marketing approaches for the visual media as demonstrated by professionals in the field. Pre-requisite: COMM 250
- COMM 456 **ADVANCED TV PRODUCTION** (3) Students produce a scripted program. Focus on production values contributing to a professional quality program. Pre-requisite: COMM 250
- COMM 457 **CAMERAWORK IN TV & FILM** (3) Intensive focus on camera technique and operation for film and television. Pre-requisite: COMM 250
- COMM 458 **INTERNSHIP: ELECTRONIC MEDIA/TV II** (3) Practical experience in a real world situation.
- COMM 459 **TELEVISION DIRECTING** (3) Focus on developing creativity in context of directing in front of and behind the camera and from the control room. Pre-requisite: COMM 250

COMMUNICATION ARTS: ORGANIZATIONAL COMMUNICATION

The Organizational Communication area will provide students with the knowledge and skills necessary for successful communication within organizations in both the public and private sectors. This major emphasizes the close relationship between effective communication and the successful operation of all organizations. Course content focuses on organization and communication theory, the development of personal and group oral and written communication skills, and on instilling the sense of social and ethical responsibility necessary for all members of an organization.

Students are encouraged to prepare themselves for a broad range of employment possibilities, which may include internal and external written communication, training, instructional development, special events planning and coordination, sales, marketing, speech writing, and promotions.

- COMM 260 **ORGANIZATIONAL COMMUNICATION** (3) Organization theories and key concepts provide the framework for addressing contemporary communication issues and how these issues affect individual, group, and organization performance and effectiveness.
- COMM 264 **PERSUASION** (3) The focus of this course is on teaching consumers of information how to analyze, respond to, and generate persuasive messages. A variety of organizational contexts will be examined, including politics, business, religion, and advertising.
- COMM 360 **ORGANIZATIONAL COMM THEORY** (3) Examines the theories which guide communication processes in organizations and how they influence coordination, motivation, leadership and productivity.
- COMM 363 **WRITTEN COMM IN ORGANIZATIONS** (3) This course deals with concepts which guide the writing of organizational communication professionals and practical application of those concepts. Standards of correctness are expected.
- COMM 366 **COMPUTER APPL IN ORGANIZATIONAL COMM** (3) This is a survey of how technology is used in organizational contexts.
- COMM 368 **INTERN IN ORGANIZATIONAL COMM I** (3) Practical experience in an organizational setting. Consult with your advisor for qualifications and requirements.
- COMM 460 **ADVANCED ORGANIZATIONAL COMM** (3) Critical case study analysis of communication processes and practices. Along with the analysis, students will be expected to construct proposals for interventions.
- COMM 462 **PRINCIPLES & PRACTICE OF INTERVIEWING** (3) This course teaches students the concepts behind and the skills to conduct the different kinds of interviews necessary for success in the organization, including employment, research and appraisal interviews.
- COMM 467 **CURRENT ISSUES IN ORGANIZATIONAL COMM** (3) An in-depth look at the most important communication problems and challenges facing organizations today.
- COMM 468 **INTERN IN ORGANIZATIONAL COMM II** (3) Practical experience in an organizational setting. Consult with your advisor for qualifications and requirements.
- COMM 469 **SENIOR SEM: ORGANIZATIONAL COMM** (3) The capstone course of the organizational communication major, this course asks students to use and reflect on the theories and skills they have learned throughout the major. Pre-requisite: Senior standing

COMMUNICATION ARTS: PUBLIC RELATIONS

The Public Relations major combines comprehensive theory and specific practical skills, in the context of a humanistic liberal education, to prepare students for public relations careers in the corporate, private nonprofit, and public sectors; or for a broad range of other careers that benefit from careful thinking and clear communication.

- COMM 270 **PRINCIPLES OF PUBLIC RELATIONS** (3) Presents an overview of the theories and practices of public relations, its function in organizations, its history and development, and its role in society.
- COMM 271 **PUBLIC RELATIONS WRITING** (3) Develops skills in public relations writing, primarily for print media, including both public media and controlled media; laboratory approach includes writing with a computer. Pre-requisite: ENGL 101 or ENGL 115
- COMM 272 **PR PUBLICATION TECHNIQUES** (3) Develops skills in desktop publishing, as well as familiarity with traditional production techniques, to produce newsletters,

- brochures, flyers and other printed material used in public relations. Pre-requisite: ENGL 101 or ENGL 115
- COMM 275 **NEWSWRITING** (3) Develops skills used in writing for the printed public news media, as well as a journalistic perspective. Pre-requisite: ENGL 101 or ENGL 115
- COMM 276 **COPYEDITING** (3) Develops skills used in proofreading, rewriting, revising, and editing copy to effect a readable, contemporary style for print media. Pre-requisite: ENGL 101 or ENGL 115
- COMM 277 **NEWS REPORTING** (3) Develops skills used in the public news media to cover events, speeches and other news under deadline pressures; includes research and interviewing techniques. Pre-requisite: ENGL 101 or ENGL 115
- COMM 278 **BASICS OF PUBLISHING** (3) Presents the processes employed in publishing both public and controlled print media; includes both traditional and desktop publishing techniques.
- COMM 370 **MEDIA AND PUBLIC RELATIONS** (3) Presents the advanced practice of public relations, giving particular attention to the design and management of publicity and programs that deal effectively with the news media. Pre-requisite: COMM 270, COMM 271
- COMM 371 **ADVANCED PR WRITING** (3) Develops advanced writing skills for public relations programs; gives particular attention to backgrounds, brochures, handbooks, annual and quarterly reports, and scripts for broadcast, AV and film. Pre-requisite: COMM 271 or approval of coordinator
- COMM 374 **MEDIA ETHICS** (3) An examination of ethical problems within the mass media. Fulfills the E/RS Focus Elective. Pre-requisite: PHIL 100, THEO 111, ENGL 205 or CLAS 205
- COMM 375 **FEATURE WRITING FOR PUBLICATION** (3) Develops skill in writing feature articles for print media. Pre-requisite: ENGL 101 or ENGL 115 plus at least one additional college writing course
- COMM 376 **PR & FUNDRAISING: NONPROFIT ORGANIZATIONS** (3) Presents the principles and practices of public relations and fundraising as applied in the nonprofit sector, including such fields as human services, education, health care, the arts and culture, social action, and religion. Pre-requisite: Junior status
- COMM 377 **PR IN BUSINESS & INDUSTRY** (3) Presents the principles and practices of public relations as applied in the business and industrial sector; gives particular attention to such areas as employee relations and unionization, investor relations, marketing communications, and regulatory and governmental affairs. Pre-requisite: Junior status
- COMM 378 **INTERN: PUBLIC RELATIONS I** (3) Provides students with hands-on experience in a real public relations setting, under the direct supervision of a professional public relations practitioner. Pre-requisite: 15 hours of Communication Arts, including: COMM 270 and COMM 271, Junior status, approval of the coordinator of the public relations major
- COMM 470 **GOVERNMENT PR & PUBLIC AFFAIRS** (3) Presents the principles and practices of public relations as applied in government and politics, and as applied by the private sector in dealing with government.
- COMM 471 **WRITING FOR CORPORATE COMM** (3) Develops skills in writing position papers, executive speeches and other top-level corporate communications. Pre-requisite: COMM 271 or COMM 275
- COMM 474 **LAW & ETHICS IN MASS COMM** (3) Presents important ethical and legal issues which affect contemporary mass communication.
- COMM 477 **SENIOR SEMINAR: PUBLIC RELATIONS MGMT** (3) Presents management theories and techniques as applied to public relations activities and functions; workshop approach provides students skills for developing public relations campaigns. Pre-requisite: 15 hours of Communication Arts including COMM 270, COMM 271, Senior status
- COMM 478 **INTERN: PUBLIC RELATIONS II** (3) Provides students with advanced hands-on experience in a real public relations setting, under the direct supervision of a

professional public relations practitioner. Pre-requisite: 21 hours of Communication Arts including: COMM 378, Senior status, approval of the coordinator of the public relations major

COMM 479 **PUBL RELATIONS ETHICS IN SOCIETY** (3) A comprehensive Senior-year seminar that examines the major ethical and legal principles that guide the responsible practice of professional communications in American society. Pre-requisite: Senior status

(CSCI) Computer Science

Lower Division Courses

- CSCI 115 **COMPUTER LITERACY FOR RADIOGRAPHY** (1) This course presents computer terminology and concepts with emphasis on applications in Radiologic Technology.
- CSCI 170 **COMPUTER SCIENCE I** (3) This course is an overview of computer science. Topics include problem solving and algorithms, machine architecture, operating systems, assembly language, higher level programming languages, compilers, limits of computation, networking, applications, and social/ethical issues. For CSCI majors/minors.
- CSCI 174 **PROGRAMMING IN "C"** (1) Introduction to the basic syntax of C through a series of weekly two-hour laboratory exercises and programming projects. Pre-requisite: CSCI 170 CSCI 180 or consent of instructor
- CSCI 175 **C/C ++** (3) Structured programming and problem solving. Data manipulation, functions, arrays, structures, pointers, and files. Fundamental algorithms. Pre-requisite: Proficiency in a structured computer language such as PASCAL
- CSCI 180 **COMPUTER SCIENCE II** (3) Program design: advanced syntax of a programming language; dynamic memory; recursion; sorting; searching; stacks; queues; social and ethical issues related to software design and reliability. Pre-requisite: CSCI 170
- CSCI 181 **COMPUTER SCIENCE LAB** (1) Introduction to the syntax of a programming language and to program design techniques. Co-requisite: CSCI 180
- CSCI 210 **MACHINE ORGAN & ASSEMBLY LANG** (3) Machine level representation of data, assembly level machine organization, memory system organization and architecture, number representation and errors, assembly language. Pre-requisite: CSCI 170
- CSCI 220 **DATA STRUCTURES & ALGORITHMS** (3) Trees, hashing, advanced sorts, numerical algorithms, algorithm analysis, algorithm design and problem solving strategies. Pre-requisite: CSCI 180 MATH 180
- CSCI 250 **LANGUAGES & AUTOMATA** (3) This course deals with finite-state-automata and regular expressions, context-free grammars, pushdown automata. Turing machines, computability and undecidability, complexity classes. Pre-requisite: MATH 180, CSCI 170, CSCI 180 recommended
- CSCI 260 **SOFTWARE ENGINEERING** (3) Presents software development process; software requirements and specifications; software design and implementation; verification and validation. Pre-requisite: CSCI 220
- CSCI 300 **PROGRAMMING LANGUAGES** (3) History of programming languages; virtual machines; sequence control; data control; scoping; parameter passing; sharing and type checking; run-time storage management; programming language semantics; programming paradigms. Includes a brief introduction to several different languages as examples of paradigms. Pre-requisite: CSCI 220, CSCI 250
- CSCI 310 **COMPILER CONSTRUCTION** (3) Study of grammars, syntax, semantics, interpreters, and compilers. Including the construction of a simple language and a compiler/interpreter. Pre-requisite: CSCI 220, CSCI 250, CSCI 260 is recommended

- CSCI 320 **OPERATING SYSTEMS** (3) Operating system software and hardware design and implementation; tasks and processes; process coordination, synchronization, and scheduling; physical and virtual memory organization; file systems and naming; security and protection. Pre-requisite: CSCI 210, CSCI 220, CSCI 260 is recommended
- CSCI 321 **NUMERICAL ANALYSIS** (3) (MATH321) Deals with accuracy; function evaluation and approximation; systems of linear equations; nonlinear equations; numerical differentiation and integration; solutions to differential equations. Pre-requisite: CSCI 180, MATH 171
- CSCI 330 **ADVANCED/APPLIED SYSTEMS** (3) Databases design, relational database, model, human-user interfaces, computer graphics, networking, device management, distributed and real-time systems. Pre-requisite: CSCI 320, CSCI 210, MATH 210 is recommended
- CSCI 350 **ADVANCED ALGORITHMS & THEORY** (3) Advanced algorithm design and analysis of algorithms; NP-Completeness, parallel algorithms; heuristic techniques for intractable problems. Pre-requisite: CSCI 220, CSCI 250 is recommended
- CSCI 370 **ARTIFICIAL INTELLIGENCE** (3) Methods of problem solving in artificial intelligence. Heuristics, evaluation functions, search strategies, and a survey of AI projects. Introduction to LISP or other language used for AI programming. Pre-requisite: CSCI 220
- CSCI 380 **TOPICS IN COMPUTER SCIENCE** (1 to 3) Advanced computer science topics, specified by instructor.
- CSCI 390 **SENIOR SEMINAR & PROJECT** (2 to 3) Design, implementation, documentation, and presentation of a significant computer science project. Pre-requisite: Senior Computer Science major
- CSCI 395 **CO-OP EDUCATION IN COMP SCI** (3) Integrates professional work experience with classroom training by providing students with advanced hands on work experience in a real software engineering environment under the direct supervision of a professional software developer. Pre-requisite: CSCI 170, CSCI 180, CSCI 181, CSCI 210, CSCI 220, CSCI 260, COMM 207; Students must meet Co-Op program requirements and have the approval of their departmental advisor
- CSCI 397 **SPECIAL READING IN COMP SCIENCE** (3) Credit by arrangement with instructor.

(ECON) Economics

Undergraduate Courses

- ECON 200 **MICROECONOMIC PRINCIPLES** (3) Principles governing the efficient allocation of the nation's scarce resources. Economic behavior of consumers, producers, and resource owners.
- ECON 201 **MACROECONOMIC PRINCIPLES** (3) This is a study of the economic activity of the economy as a whole. The role of public policy in relation to issues of full employment, price stability, economic growth, government finance, and international trade. Pre-requisite: ECON 200
- ECON 209 **ECONOMICS AND PUBLIC ISSUES** (3) Analysis of a series of public issues from economic and ethical perspectives. ECON 209 does not count as either an economics elective or a business elective, but does count as an E/RS Focus elective. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- ECON 300 **INTERNATIONAL TRADE & BUSINESS ENVIRONMENT** (3) An analysis of International Trade and Finance, the behavior of the multinational enterprise, and the impact of the global economy on traditional business strategies. Pre-requisite: ECON 201
- ECON 303 **CO-OP EDUCATION/ECONOMICS: JR** (3 to 6) An elective cooperative experience where students earn academic credit while performing approved eco-

- conomic-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.750 GPA, departmental approval
- ECON 305 **MICROECONOMIC ANALYSIS (3)** An in-depth study of consumer behavior, production costs, the firm, market structure, factor markets, and general equilibrium analysis. Pre-requisite: ECON 201
- ECON 306 **MACROECONOMIC ANALYSIS (3)** Theoretical foundations of understanding GDP, inflation, unemployment, and economic growth. Controversies in modern macro theory. Pre-requisite: ECON 201
- ECON 315 **HISTORY OF ECONOMIC THOUGHT (3)** Ideas and theories of major contributors to economic thought, including, Smith, Mill, Marx, and Keynes. Primary sources will be used. Fulfills the E/RS focus elective. Pre-requisite: ECON 201, PHIL 100, THEO 111
- ECON 320 **NATURAL RESOURCE ECONOMICS (3)** Economic analysis of managing the environment and allocating natural resources. Historical roots and ethical consequences of existing problems and policies are explored. Fulfills the E/RS Focus elective. Pre-requisite: ECON 200 Pre-requisite or Co-requisite: PHIL 100 , THEO 111
- ECON 323 **INTRO TO MATHEMATICAL ECONOMICS (3)** Synthesis of mathematical techniques and economic theory. A mathematical review of economic models, static equilibrium, comparative statics, optimization, dynamic analysis, and mathematical programming. Pre-requisite: ECON 201, MATH 150
- ECON 330 **COMPARATIVE ECON SYSTEMS (3)** Study of systemic properties of alternative capitalist, socialist, traditional, and utopian economies. Pre-requisite: ECON 201
- ECON 340 **U.S. ECONOMIC HISTORY (3) (HIST320)** Study of the economic evolution of the U.S. from colonial times to the present. Pre-requisite: ECON 201
- ECON 341 **ECON OF DEVELOPING COUNTRIES (3)** Analysis of the main problems of developing countries, methods of generating growth and development, and consideration of the international distribution of wealth. Pre-requisite: ECON 201
- ECON 390 **TOPICS IN ECONOMICS (3)** Selected problems. Examples include: energy, natural resource, environmental and urban economics. May be taken for credit more than once. Pre-requisite: ECON 201
- ECON 398 **SEM: ENVIRONMENTAL STUDIES (3) (BIOL398)** A practicum which provides experience in measuring environmental damage and performing cost benefit analysis of alternative solutions. A local environment issue is selected and each student is responsible for investigating a facet of the problem, analyzing and interpreting data, and exploring the economic, ecological and ethical consequences of alternative problem resolutions. Pre-requisite: BIOL 250, ECON 320
- ECON 403 **CO-OP EDUCATION/ECONOMICS: SR (3 to 6)** An elective cooperative experience where students earn academic credit while performing approved economic-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.75 GPA, departmental approval required
- ECON 406 **ADVANCED MACROECONOMICS (3)** Detailed study of varying topics in macroeconomic analysis. Pre-requisite: ECON 306
- ECON 410 **APPLIED ECONOMETRICS (3)** The construction and testing of economic models. Emphasis given to linear regression techniques, special problems in estimating economic relationships, and interpretation of results. Pre-requisite: ECON 305 or ECON 306, STAT 200
- ECON 430 **INDUSTRIAL ORGANIZATION (3)** Basic conditions, market structures, conduct and performance of American industry. Public policy related to the problems of monopoly and business conduct. Pre-requisite: ECON 305
- ECON 440 **PUBLIC FINANCE (3)** Role of government in the economy. An analysis of the principles of government expenditure and taxation. Pre-requisite: ECON 305
- ECON 450 **INTERNATIONAL ECONOMICS (3)** Basis for trade between nations. Barriers to trade. Balance of payments. Exchange rate determination. Monetary and fiscal

policies in an open economy. Pre-requisite: ECON 305 Pre-requisite or Co-requisite: ECON 306

- ECON 460 **LABOR ECONOMICS** (3) Analysis of labor market behavior. Issues of compensation, human capital investment, unionization, discrimination, and the influence of the labor market on the macro economy. Pre-requisite: ECON 305
- ECON 495 **MANAGERIAL ECONOMICS** (3) Applied microeconomic analysis for decision-making within the business firm. Emphasis on forecasting, demand and cost estimation, pricing techniques, project and risk evaluation. Pre-requisite: ECON 305, STAT 200
- ECON 499 **TUTORIAL COURSE** (2 to 3) Special reading and study for advanced students. Approval of department chair and dean required.

Graduate Courses

- ECON 705 **APPLIED ECONOMIC ANALYSIS** (4) Students analyze the economic behavior of the consumer and producer and combine economic theory and applications in order to understand and evaluate the national and international environment. Classical and contemporary economic models provide the framework for analysis and real world application. Current economic issues and the impact of monetary and fiscal policies are considered. Pre-requisite: Admission to the Executive MBA program
- ECON 801 **MACROECONOMIC ANALYSIS** (2) Introduction to the economic way of thinking: scarcity, choice, opportunity cost, comparative advantage, and supply and demand analysis. Basic macroeconomic terminology. The aggregate demand explanation of economic fluctuations. Introduction to monetary and fiscal policy.
- ECON 802 **MICROECONOMIC ANALYSIS** (2) Study of the implications of rational decision-making for consumer and business behavior. Allocation of resources in market economies; concepts of economic efficiency and market failure. Impact of market structure on performance and behavior of firms. Pre-requisite: ECON 801 or equivalent
- ECON 901 **GLOBAL ECONOMIC ENVIRONMENT** (3) Description and analysis of macroeconomics policies in a global environment, with emphasis on how international trade and capital flows affect the impact of monetary, fiscal, and supply-side policies on traditional macroeconomic variables. Pre-requisite: ECON 801, ECON 802 or equivalent
- ECON 902 **MANAGERIAL ECONOMICS** (3) Economic analysis as applied to practical business operations. Topics include demand analysis, forecasting, cost analysis, and pricing techniques. Pre-requisite: ECON 901
- ECON 927 **INTERNATIONAL ECON & BUSINESS** (3) Study of the growth and direction of trade, internationalization of business, and role of governments. Mechanics of financing foreign trade and investment. Pre-requisite: ECON 801
- ECON 932 **BUSINESS FORECASTING** (3) Development and application of statistical techniques used in short-term forecasting. Pre-requisite: STAT 801, ECON 901
- ECON 935 **BUSINESS & PUBLIC POLICY** (3) Analysis of the role and impact of public policy in a market environment including an analysis of the causes and consequences of market failure, antitrust legislation and enforcement issues, and social regulation such as consumer and environmental protection legislation. Pre-requisite: ECON 901
- ECON 990 **SEM: CURRENT ECON PROBLEMS** (3) Topics selected from current significant theory and policy issues. Pre-requisite: ECON 901
- ECON 995 **INDIVIDUAL READINGS & RESEARCH** (2 to 3) Open to especially qualified students with the consent of the department chair and dean.

Education (ED_ _)

(EDAD) EDUCATION: ADMINISTRATION

Graduate Courses

- EDAD 543 **SUPERVISION OF INSTRUCTION** (3) Study of formative and summative supervision processes with emphasis on accountability and utilizing supervision for individual professional growth. Includes practical application of state mandated instructional policies and processes.
- EDAD 547 **CONTEMPORARY PROBLEMS OF ED** (1 to 3) Study of current problems that are proving perplexing within the multiple context of administration and leadership: finance, law, curriculum, philosophy, political, and research.
- EDAD 548 **THE PRINCIPAL** (3) This course is designed to incorporate both administrative theory and practice, especially as it relates to the role of the principal. There is a special emphasis on the changes in the role of the principal as a result of demographic changes in society, state and local regulations, and in schools. Students will be exposed to information that is viewed as relevant and unique to the administration of schools. The information is based in part on legal and regulatory requirements that have been identified as essential for beginning administrators. The Conceptual Framework will be based on The Interstate Standards (ISLLC) and will be consistent with NCATE Standards.
- EDAD 560 **PUPIL PERSONNEL: ACCTNG & RECORDS MGMT** (3) Designed to prepare Kentucky school personnel for Director of Pupil Personnel.
- EDAD 561 **ADMIN OF PUPIL PERSONNEL SERVICE** (2 to 3) Duties and functions involved in administering pupil personnel services and in pupil accounting. Responsibilities of the director of pupil personnel. Systemized record management.
- EDAD 562 **POLITICAL STRUCTURE & PUBLIC RELATIONS** (3) A study of the relations of school and community. Effective use of public relations media- press, radio, television. The political system, structures, and schools.
- EDAD 563 **SCHOOL BUSINESS AFFAIRS & PHYS FACIL** (3) Budgetary control, purchasing, food, supplies, equipment and machinery, school insurance, plant records, maintenance and repair, pupil transportation, utilization of facilities. In addition, the school construction process is reviewed and analyzed.
- EDAD 564 **ADMIN OF STAFF PERSONNEL** (3) Staff personnel program, hiring, fringe benefits, salary schedules, staff development and evaluation. Employer-employee relations, collective bargaining and contract management.
- EDAD 565 **SCHOOL LAW I** (3) Legal framework within which schools operate. Federal and state precedents. State code. Legal provisions for school finance.
- EDAD 566 **SCHOOL FINANCE & ECONOMICS** (3) Current issues, financing American elementary and secondary education, revenue sources and expenditures. Ohio school financing. Economic system and cycles. The economy and its influence on the schools.
- EDAD 570 **POLICY PLANNING & EVALUATION** (3) Strategic planning, assessment and evaluation of educational programs and student achievement.
- EDAD 572 **EDUCATIONAL TECHNOLOGY** (3) Presents computer technology for school management within the administrative functions of pupil personnel, staff personnel, financial management, and non-instructional services.
- EDAD 660 **CURRICULUM DESIGN & TEACHING STRATEGIES** (3) Theory and practice of curriculum design, development, implementation and evaluation. Correlates curriculum and teaching strategies. Includes formative and summative supervisory functions.
- EDAD 710 **SUPERINTENDENT SEMINAR** (3) The superintendent in today's school district. Superintendent relations with the school board, central office, building administrators, community leaders and agency leaders. Students will work in teams and complete simulation and projects in the field.
- EDAD 778 **ADVANCED ADMINISTRATIVE PRACTICE** (3) A 100 field experience in organizational, strategic, instructional, and community and political leadership.

Class activities include administrative theory, resume writing, and in interview skills.

INTERNSHIPS

All internships shall contain the following characteristics and components:

1. The length of the internships will be a full academic year, consisting of two semesters. The Internships will equal a total of six semester hours of credit.
2. The internships will be mutually planned and supervised by Xavier University personnel and administrators from allied schools and organizations.
3. School and other outside organizational personnel will also serve as mentors for the graduate students enrolled in the internships.
4. The internships will be further implemented through a social systems approach; meaning that the student must have experiences with agencies and people outside the school structure. Examples would be social service agencies that assist the schools or are directly involved in services to children who are enrolled in schools. However, the internship will not be limited to agencies and people who have natural connections with the schools. Any experiences that will train the future administrator to successfully communicate with the community will be included.
5. The internships will include at least one significant experience in each of the following four leadership areas:
 - a) Organizational leadership
 - b) Strategic leadership
 - c) Curriculum, instructional, staff development leadership
 - d) Community, political leadership

EDAD 780 **INTERNSHIP: PRINCIPAL** (6)

EDAD 782 **INTERNSHIP: RESEARCH** (6)

EDAD 783 **INTERNSHIP: STAFF PERSONNEL** (6)

EDAD 784 **INTERNSHIP: CURRICULUM, INSTRUCTION AND PROFESSIONAL DEVELOPMENT** (6)

EDAD 785 **INTERNSHIP: PUPIL SERVICES** (6)

EDAD 786 **INTERNSHIP: SCHOOL/COMMUNITY RELATIONS** (6)

EDAD 787 **INTERNSHIP: VACATIONAL EDUCATION** (6)

EDAD 790 **INTERNSHIP: SUPERINTENDENCY** (6) Application in a work place environment of strategic, instructional, organizational and contextual leadership principles applicable to the superintendency. School board relations. Building a learning community through networking with the various stakeholders of the community.

(EDAT) EDUCATION: ATHLETIC TRAINING

Undergraduate Courses

EDAT 143 **INTRO TO ATHLETIC TRAINING** (3) Overview course including basic components of a comprehensive athletic training career outlining the prevention, recognition and evaluation of athletic injuries. History, philosophy and career opportunities of the profession; emergency procedures; tissue healing; taping procedures; ethical and legal considerations; and the organization and administration of athletic training programs.

EDAT 150 **ATHLETIC TRAINING PRACTICUM I** (1) A practicum for students preparing to become athletic trainers. Includes observation, field work, and hands on experience in university and high school training rooms and sports medicine clinics under the direct supervision of a certified athletic trainer. Emphasis on introductory skills, techniques, and training room management. Pre-requisite: EDAT 143, EDAT 323, EDHE 168, admission to the program

EDAT 250 **ATHLETIC TRAINING PRACTICUM II** (1) A practicum for students preparing to become athletic trainers. Includes observation, field work, and hands on experience in university and high school training rooms and sports medicine clinics

- under the direct supervision of a certified athletic trainer. Emphasis on rehabilitation techniques and use of modalities for the treatment of athletic injuries. Pre-requisite: EDAT 150, documented 100 cumulative hours of athletic training clinical experience
- EDAT 323 **RECOGNITION & EVALUATION OF ATHLETIC INJURIES (3)** (EDAT523) A comprehensive study of the screening of internal injuries in athletic participation. Emphasis on prevention, recognition, and treatment of life-threatening injuries. Pre-requisite: EDAT 143
- EDAT 343 **THERAPEUTIC MODALITIES (3)** A comprehensive use of therapeutic agents for the treatment of athletic injuries. Emphasis on the indications, contraindications, precautions, and physiological effects of muscle stimulation, ultrasound, cryokinetics, and pharmacology.
- EDAT 344 **THERAPEUTIC EXERCISE (3)** A comprehensive study of the application of manual therapy, neuromuscular re-education, movement and exercise as each relates to the varied and detailed goals of rehabilitation and re-conditioning for injured physically active individuals. Emphasis on pathologies and their relationships to therapeutic exercise. Pre-requisite: EDAT 343
- EDAT 345 **ORTHOPEDIC INJURIES I (3)** (EDAT545) A comprehensive study of the lower extremity including foot, ankle, knee, thigh, hip, and pelvis with attention to prevention, recognition, and rehabilitation of related injuries.
- EDAT 346 **ORTHOPEDIC INJURIES II (3)** (EDAT546) A comprehensive study of the upper extremity including fingers, hand, wrist, arm and shoulder complex with special attention to prevention, recognition and rehabilitation of related injuries.
- EDAT 347 **ORTHOPEDIC INJURIES III (3)** (EDAT547) A comprehensive study of the head, neck, and spine with special attention to prevention, recognition, and rehabilitation of related injuries.
- EDAT 350 **ATHLETIC TRAINING PRACTICUM III (1)** A practicum for students preparing to become athletic trainers. Includes observation, field work, and hands on experience in university and high school training rooms and sports medicine clinics under the direct supervision of a certified athletic trainer. Emphasis on basic injury assessment techniques.
- EDAT 386 **ADVANCED KINESIOLOGY (2)** (EDAT586) In-depth study designed for Athletic Training majors. Study of human movement including analysis of muscular physiology, biomechanics, principles of physics as applied to joint movement through individual muscular contractions. Emphasis on biomechanical analysis for the prevention and treatment of athletic injuries. Pre-requisite: BIOL 140-143, PHYS 160-161, MATH 160
- EDAT 387 **ADVANCED KINESIOLOGY LAB (1)** Laboratory course covering concepts in EDAT 386. Co-requisite: EDAT 386
- EDAT 450 **ATHLETIC TRAINING PRACTICUM IV (1)** A practicum for students preparing to become athletic trainers. Includes observation, field work, and hands on experience in university and high school training rooms and sports medicine clinics under the direct supervision of a certified athletic trainer. Emphasis on advanced injury assessment techniques. Pre-requisite: EDAT 350, documented 550 cumulative hours of athletic training clinical experience
- EDAT 470 **INDEPENDENT STUDY (1 to 3)** Investigate an area of interest within the area of sports medicine. Pre-requisite: Advisor's approval
- EDAT 492 **ATHLETIC TRAINING: SENIOR SEMINAR (3)** (EDAT592) A culminating experience which presents an extensive overview of the entire professional preparation in Athletic Training. Resume writing, job interviewing skills, and graduate school selection are included. Pre-requisite: EDAT 450, documented 800 cumulative hours of athletic training clinical experience.
- EDAT 495 **INTERNSHIP IN ATHLETIC TRAINING (1 to 9)** (EDAT595) The student athletic trainer will assist in the total operation of a training room all sports teams, and day-to-day management during his/her final semester. Pre-requisite: EDAT 492, documented 1100 cumulative hours of athletic training clinical experience

Graduate Courses

- EDAT 523 **ADV RECOGNITION & EVAL OF INTERNAL INJURIES** (3) (EDAT323) A comprehensive study of the screening of internal injuries in athletic participation. Emphasis on prevention, recognition, and treatment of life-threatening injuries. Prerequisite: EDAT 543
- EDAT 543 **ADVANCED ATHLETIC TRAINING** (3) Overview course including basic components of a comprehensive athletic training career outlining the prevention, recognition and evaluation of athletic injuries. History, philosophy and career opportunities of the profession; emergency procedures; tissue healing; taping procedures; ethical and legal considerations; and the organization and administration of athletic training programs.
- EDAT 545 **ADV ORTHOPEDIC INJURIES I** (3) (EDAT345) A comprehensive study of the lower extremity including the foot, ankle, knee, thigh, hip, and pelvis with attention to prevention, recognition and rehabilitation of related injuries.
- EDAT 546 **ADV ORTHOPEDIC INJURIES II** (3) (EDAT346) A comprehensive study of the upper extremity including the fingers, hand, wrist, arm, and shoulder complex with attention to prevention, recognition, and rehabilitation of related injuries.
- EDAT 547 **ADV ORTHOPEDIC INJURIES III** (3) (EDAT347) A comprehensive study of the head, neck, and spine with attention to prevention, recognition, and rehabilitation of related injuries.
- EDAT 586 **ADVANCED KINESIOLOGY** (3) (EDAT386) In-depth study designed for Athletic Training majors. Study of human movement including analysis of muscular physiology, biomechanics, and principles of physics as applied to joint movement through individual muscle contractions. Emphasis on biomechanical analysis for the prevention and treatment of athletic injuries. Pre-requisite: BIOL 140-143, PHYS 160/161, MATH 165
- EDAT 592 **ADV SEMINAR/EXAM PREP** (3) (EDAT492) A cumulating experience which presents an extensive overview of the entire professional preparation in Athletic Training. Resume writing, job interviewing skills, and graduate school selection are included. Pre-requisite: EDAT 450, documented 800 cumulative hours of athletic training clinical experience
- EDAT 595 **ADV INTERNSHIP IN ATHLETIC TRAIN** (1 to 9) (EDAT495) The student athletic trainer will assist in the total operation of a training room, all sports teams, and day-to-day management during their final semester. Pre-requisite: EDAT 592, documented 1100 cumulative hours of athletic training clinical experience

(EDCH) EDUCATION: CHILDREN'S LITERATURE

Undergraduate Courses

- EDCH 305 **STORYTELLING AS A CULTURAL CRAFT** (3) (EDCH505) Study and practice in the art of storytelling. Emphasis on both classroom application and formal program presentation.
- EDCH 310 **WRITING & PUBLISHING FOR CHILDREN** (3) (EDCH510) Detailed guidance for all aspects of teaching, using and developing writing for children, from workshop methods to pre-writing and revising, to issues of grammar and evaluation, to publication of various genre of writing.
- EDCH 315 **ADOLESCENT LITERATURE** (3) (EDCH515) Focused study of the literature available for classroom use of the adolescent. Current and classic authors and illustrators of both fiction and nonfiction studies.
- EDCH 320 **MULTI-CULTURAL LIT FOR CHILDREN** (3) (EDCH520) Multiculturalism and the politics of Children's Literature. Study of literature by and about African Americans, Native Americans, Hispanics, and other racially and ethnically diverse peoples. Strategies for classroom use and selection.
- EDCH 324 **CHILDREN'S LIT FOR EARLY CHILD** (3) (EDCH524) Children's literature for early childhood licensure. Study of literary genre to include picture books, poetry, traditional literature, fiction and nonfiction appropriate for language development and curriculum of the emergent reader.

- EDCH 326 **CHILDREN'S LIT FOR MIDDLE CHILD** (3) (EDCH526) Children's literature for the middle school licensure. Study of literary genre from picture books to non-fiction as it applies across the content curriculum of the middle school.

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDCH 501 **ADVANCED CHILDREN'S LITERATURE** (3) Survey of the history and content of Children's literature through the study of various genre: picture books, traditional literature, poetry, fiction, nonfiction and informational books. Focus will be on current literature and classroom application.
- EDCH 505 **STORYTELLING AS A CULTURAL CRAFT** (3) (EDCH305) Study and practice in the art of storytelling. Emphasis on both classroom application and formal program presentation.
- EDCH 510 **WRITING & PUBLISHING FOR CHILDREN** (3) (EDCH310) Detailed guidance for all aspects of teaching, using and developing writing for children, from workshop methods to pre-writing and revising, to issues of grammar and evaluation, to publication of various genre of writing.
- EDCH 515 **ADOLESCENT LITERATURE** (3) (EDCH315) Focused study of literature available for classroom use of the adolescent. Current and classic authors and illustrators of both fiction and nonfiction studies.
- EDCH 520 **MULTI-CULTURAL LIT FOR CHILDREN** (3) (EDCH320) Multiculturalism and the politics of Children's Literature. Study of literature by and about African Americans, Native Americans, Hispanics, and other racially and ethnically diverse peoples. Strategies for classroom use and selection.
- EDCH 524 **CHILDREN'S LIT FOR EARLY CHILD** (3) (EDCH324) Children's literature for early childhood licensure. Study of literacy genre to include picture books, poetry, traditional literature, fiction and non-fiction appropriate for language development and curriculum of the emergent reader.
- EDCH 525 **ANALYSIS OF CHILD LIT IN GLOBAL SOCIETY** (3) Study of major works by several contemporary children's authors explored. Analysis of style, character development, theme, plot, and setting discussed. Literacy style of both male and female authors researched and compared.
- EDCH 526 **CHILDREN'S LIT FOR MIDDLE CHILD** (3) (EDCH326) Children's literature for the middle school licensure. Study of literary genre from picture books to non-fiction as it applies across the content curriculum of the middle school.

(EDCO) EDUCATION: COUNSELING

Undergraduate Courses

- EDCO 141 **CAREER AND LIFE PLANNING** (2) Course is designed to provide knowledge and skill in personal career and life planning, particularly for those who are undecided about their college major and/or future career plans. Emphasis is placed on identifying strengths, clarifying values, exploring career options and developing effective decision-making skills.
- EDCO 419 **COPING WITH DEATH & DYING** (2) (EDCO519) Awareness of the grief process. Counseling techniques to assist those experiencing loss.
- EDCO 434 **INTRO TO RATIONAL BEHAVIOR THERAPY** (2) (CJUS430) Overview of a cognitive behavioral counseling approaches.
- EDCO 435 **REALITY THERAPY** (2) (EDCO436) Basics of Control Theory and reality therapy.
- EDCO 436 **ADVANCED REALITY THERAPY** (2) (EDCO435) Knowledge and skills of control theory. Pre-requisite: EDCO 435
- EDCO 437 **REALITY THERAPY CERTIFICATION** (2) In-depth discussion of choice Theory and Reality Therapy. Student will demonstrate advanced knowledge of theory and practice with clients.

EDCO 439 **DRUG COUNSELING** (2 to 3) (EDCO639) Concepts of drug and alcohol counseling. Various models of chemical dependency are explored.

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDCO 509 **COUNSELING RESEARCH METHODS** (3) Investigation into counseling research. Review of literature, planning research, and methods of conducting research.
- EDCO 519 **COPING WITH DEATH & DYING** (2) (EDCO419) Awareness of the grief process. Counseling techniques to assist those experiencing loss.
- EDCO 533 **COUNSELING THEORIES & TECHNIQUES** (3) Theory of counseling, case method, relationships to testing and to other sources of data, interviewing, place and value of records, clinical procedures.
- EDCO 534 **ELEMENTARY SCHOOL GUIDANCE** (2) (CJUS430, EDCO430) Principles, philosophy, administration, and organization of guidance services in the elementary school setting. Role and function of the counselor.
- EDCO 536 **GROUP PROCESS** (3) Laboratory course with required participation in a growth group. Individual roles in the group. Interpersonal relations. For counseling, teaching, and persons involved in personnel work.
- EDCO 537 **ORGANIZATION & ADMIN OF COUNSELING SERVICES** (3) Administrative operations related to school counseling services, personnel and staffing, budget, and public relations.
- EDCO 566 **CRIME & PERSONALITY** (3) (CJUS266, CJUS566, PSYC366) An elective course which complements the required CJUS 366 Understanding Juvenile and Adult Offender Behavior. This course deals with the root causes of crime in the individual and the culture. Consideration of personality dynamics and treatment approaches are major elements of the course.
- EDCO 579 **PSYCHOLOGICAL & ACHIEVEMENT TESTING** (2) Group tests. Testing procedures. Rationale of intelligence, aptitude, achievement, interest, and personality tests. Selection and evaluation of group tests.
- EDCO 620 **ALCOHOL EDUCATION** (2) Role of alcohol in society. Alcohol abuse and dependency stages. Techniques to create awareness in children and adults.
- EDCO 630 **HISTORY & SYSTEMS IN COMMUNITY COUNSELING** (2) Historical developments and current practice in various counseling settings.
- EDCO 631 **COUNSELING ETHICS AND ISSUES** (2) Discussion of the ethical responsibilities of the counselor and counseling as a profession.
- EDCO 632 **INTRODUCTION TO REALITY THERAPY** (2 to 3) Theory, practice, strength, dynamics of failure, success identity.
- EDCO 634 **BRIEF COUNSELING INTERVENTIONS** (2) This course is an introductory seminar to brief solution-oriented counseling principles and techniques. Examination of underlying values and assumptions of brief counseling with particular emphasis on the theory and practice of intervention strategies and techniques.
- EDCO 635 **GUIDANCE AND DISCIPLINE** (2) Approaches to discipline. Discipline and punishment. Current theories concerning discipline are reviewed that are helpful to teachers, counselors, and administrators.
- EDCO 636 **CAREER COUNSELING** (3) A study of career choice theories. Sources of occupational information and career assessment. Models related to career development programs in various settings.
- EDCO 637 **COUNSELING IN GRIEF, BEREAVEMENT, MOURNING** (2) A review of cultural influences on the grieving process. Strategies for assisting clients facing these issues.
- EDCO 638 **CROSS-CULTURAL COUNSELING** (2) Impact of culture on the counseling process as well as an understanding of cultural differences (e.g., race, gender, ethnicity).

- EDCO 639 **DRUG COUNSELING** (2 to 3) (EDCO439) Concepts of drug and alcohol counseling. Various models of chemical dependency are explored.
- EDCO 640 **FAMILY RELATIONS** (2) Issues related to the family and various theories of family counseling.
- EDCO 642 **COUNSELING AND SUPERVISION** (3) A general framework for understanding and practicing consultation and supervision. Historical development of consultation and models of consultation. Application of theoretical material to case presentations. Supervision techniques, strategies, and ethical responsibilities of supervisors in a counseling setting.
- EDCO 662 **SPECIAL STUDY: COUNSELING** (1 to 3) Individualized in-depth study of specialized counseling topic.
- EDCO 663 **SEM: PROFESSIONAL REVIEW** (2) A review of the content areas covered by the Ohio Counselor Licensure Examination.
- EDCO 669 **COUNSELING PRACTICUM I** (3) Practicum experience involves completing audio-taped interviews with bona fide clients and producing case history write-ups. Students in EDCO 669 must carry liability insurance purchased through the university.
- EDCO 670 **SCHOOL COUNSELING INTERNSHIP** (2 to 6) This field course comes at the end of the Counseling Program and serves in lieu of a comprehensive exam. A minimum of 200 clock hours for each two semester hours of credit of supervised counseling experiences in a School Counseling Program is required. Normally students are expected to find their own placement. However, please consult program faculty for assistance if needed. Students in EDCO 670 must carry liability insurance purchased through the University.
- EDCO 671 **COUNSELING INTERNSHIP** (1 to 6) An experiential integrative field placement in counseling under the direction of an approved supervisor. The experience requires a minimum of 600 hours, of which 240 hours are in direct services which include the diagnosis and treatment of mental and emotional disorders and conditions. Pre-requisite: EDCO 533, EDCO 536
- EDCO 717 **COGNITIVE BEHAVIOR TREATMENT PROC-CHILD & ADOLES** (1) A study of contemporary cognitive-behavioral approaches and their application to diverse client concerns.
- EDCO 760 **PERSONALITY & ABNORMAL BEHAVIOR** (3) A study of the dynamics of the disturbed personality; symptoms, causes, treatment of psychoneuroses, psychoses, deviant personalities. Emphasis is placed on psychopathological conditions related to children, adolescents, young and middle-life adults, and the aged.
- EDCO 761 **APPL OF PERSONALITY THEORY TO CLIN POP** (3) Description, evaluation, and application of specific personality theories in the context of mental health work with children, adolescents, young and middle-life adults, and the aged.
- EDCO 762 **INTEL & PERSONALITY ASSESSMENT** (4) Emphasis is placed on methods of administering and interpreting individual and group standardized tests. Evaluation techniques of mental and emotional status, including use of assessment procedures and diagnosis and treatment planning are reviewed.
- EDCO 763 **DIAGNOSIS OF PSYCHOPATHOLOGY** (3) A conceptual overview of the foundations of psychodiagnostics. Exposure to both psychodynamic concepts and theory as well as behavioral, descriptive diagnosis as advocated by the DSM IV-R. This includes the development of a framework for identifying the signs and symptoms of psychosis, personality disorders, and neuroses in children, adolescents, young, and middle-life adults, and the aged.
- EDCO 764 **COUNSELING AND PSYCHOTHERAPY** (3) Theoretical and applied understandings of the psychotherapeutic process including the study of the psychological methods of intervention such as person-centered, psychoanalytic, hypnotherapy, and psychotherapy. Also covered are educational intervention methods such as rational-emotive therapy, reality therapy, and psychosocial rehabilitation.
- EDCO 765 **CRISIS COUNSELING** (2) An examination of issues and skills involved in assisting clients to deal with crisis situations. The progression and symptomatology

of crisis functioning are presented with models and techniques for appropriate psychological, educational, and specialized intervention techniques for use with clients.

- EDCO 766 **INTERVENTION SKILLS FOR SMD** (3) Specific interventions and treatment strategies with severely mentally disabled individuals in both individual and group settings including developing and implementing a treatment plan, reporting and assessing progress of treatment, appropriate psychological, educational, and specialized intervention techniques for use with clients.
- EDCO 773 **COUNSELING PRACTICUM II** (2) A supervised training experience providing individual or group counseling to bona fide clients seeking services from counselors.
- EDCO 776 **ADVANCED PRACTICUM: COUNSELING** (1) An intensive practicum experience for the advanced graduate student. Supervised group and/or individual counseling services are provided to clients seeking services from counselors.

(EDEC) EDUCATION: EARLY CHILDHOOD EDUCATION

Undergraduate Courses

- EDEC 210 **EARLY CHILDHOOD DEVELOPMENT** (3) Specific study of children ages three to eight, developmental differences in young children, growth and health, developmentally appropriate practice in educational settings, assessment practices with young children. Pre-requisite: EDFD 110
- EDEC 230 **PLAY IN EARLY CHILDHOOD EDUC** (3) Theory and practice concerning development aspects of play, creativity, imagination, and their relationship to music, movement, and creative drama. Teacher's role in preparation of the play environment, including issues of special needs children. Pre-requisite: EDFD 100, EDFD 110, EDEC 210
- EDEC 325 **METHODS OF OBSERVATION/COLLABORATION** (3) Observation techniques, classroom management, assessment, parent and staff communication, and field practice in observation. Consultation/collaboration skills with child service professionals. Pre-requisite: EDFD 100, EDFD 110, EDEC 210
- EDEC 330 **MATH/SCIENCE BLOCK-EARLY CHILD ED** (6) Math and science instructional strategies, skills and content integrated with field experience in early childhood settings. Formal and informal assessment strategies. Ohio Model Competency-Based Math and Science Programs reviewed. Adaptations and modifications for diverse learners. Field experiences. Pre-requisite: EDFD 100, EDFD 110, EDEC 210
- EDEC 335 **LANG ARTS/SOCIAL STUDIES-EARLY CHILD ED** (6) Instructional strategies. Oral and written language skills. Reading and children's literature for the integrated curriculum. Integrated language arts and social studies. Formal and informal assessment strategies. Ohio Model Competency-Based Language Arts and Social Studies Programs reviewed. Adaptations for diverse learners. Pre-requisite: EDFD 100, EDEC 210, EDRE 312, EDCH 324, Field experiences
- EDEC 340 **INTEGRATED CURRICULUM-EARLY CHILD ED**(3) Planning of integrated curriculum for preschool through primary grades. Developmentally appropriate practice. Ohio and local curriculum models. Formal and informal assessment strategies. Diverse populations of children in urban and suburban settings. Pre-requisite: EDFD 100, EDFD 110, EDEC 210
- EDEC 450 **STUDENT TEACHING-EARLY CHILD ED** (1) Fourteen weeks of supervised full day student teaching under a master teacher. Reflective practice and team teaching. Weekly seminar. Pre-requisite: EDFD 100, 200, and 300 level courses; EDEC 200 and 300 level courses Co-requisite: EDEC 451
- EDEC 451 **SEMINAR: CURRENT ISSUES/EARLY CHILD ED** (1) This seminar will address pertinent issues to teacher certification, professional development, and career preparation for the early childhood teacher. Pre-requisite: EDFD 100, 200 and 300 level courses; EDEC 200 and 300 level courses Co-requisite: EDEC 450

(EDEL) EDUCATION: ELEMENTARY EDUCATION

Undergraduate Courses

- EDEL 201 **ARTS AND LITERACY** (2) An overview of the fine arts and an examination of the relationship of the arts to literacy and application to elementary classroom arts integration. Field experiences. Pre-requisite: ARTS 221, MUSC 120 or MUSC 221
- EDEL 311 **TEACHING SCIENCE** (2) (EDEL511) Curriculum integrated course in teaching science methods.
- EDEL 312 **TEACHING SOCIAL STUDIES** (2) (EDEL512) Emphasis on social science curriculum, multicultural implications and instructional strategies.
- EDEL 313 **LANGUAGE ARTS BLOCK** (9) Major course that combines children's literature, reading and language arts methods with field experience in an elementary classroom. Field and clinical experiences required.
- EDEL 314 **TEACHING READING** (3) (EDEL514) Developmental process of reading, reading in the content areas, determining needs of children.
- EDEL 315 **TEACHING MATHEMATICS** (3) (EDEL515) Mathematics in the elementary school. Materials, methods, and content.
- EDEL 316 **MATH AND SCIENCE BLOCK** (6) Math and science teaching strategies, skills, and content integrated with field experience in an elementary classroom. Field and clinical experiences required.
- EDEL 317 **TEACHING LANGUAGE ARTS** (3) (EDEL517) Curriculum, oral and written language, spelling, mechanics of writing, linguistics.
- EDEL 318 **SOCIAL STUDIES/MULTICULTURAL BLOCK** (5) (EDEL518) Methods for teaching the social sciences with a multicultural perspective. Field work highlights cultural diversity. Field and clinical experiences required.
- EDEL 326 **CHILDREN'S LITERATURE** (3) (EDEL526) This is a survey of literature available for elementary age children and how to use literature in the classroom.
- EDEL 327 **ADOLESCENT LITERATURE** (3) (EDCH515) Survey of literature available for adolescents; how to use literature in the classroom.
- EDEL 370 **JUNIOR FIELD EXPERIENCE** (2) Observation, teaching and evaluation; major subject areas: reading, language arts, mathematics, social studies, and science. Pre-requisite: All methods courses, EDEL 370 not taken when block courses are taken
- EDEL 471 **ELEM STUDENT TEACHING & SEMINAR** (9) (EDEL474, EDEL477) Classroom teaching, five days a week for 15 weeks.
- EDEL 472 **CURRICULUM DESIGN & TEACHING STRATEGIES** (3) Final preparation course for entry into the profession. Integrates the diverse learnings of classroom and field work.
- EDEL 474 **ELEM STUDENT TEACHING & SEM: SPEC ED DH** (9) (EDEL471, EDEL477) Classroom teaching, five days a week for 15 weeks.
- EDEL 477 **ELEM STUDENT TEACHING & SEM: SPEC ED SLD** (9) (EDEL471, EDEL474) Classroom teaching, five days a week for 15 weeks.
- EDEL 498 **INDEPENDENT STUDY** (1 to 3) Readings and assignments under direction of professor.

Graduate Courses

- EDEL 500 **CLASSROOM CULTURE** (3) Required course for graduates seeking initial certification in elementary education. Course examines the historical basis of American education, curriculum, and instruction. Emphasis on suitability for teaching. Field experiences required.
- EDEL 511 **TEACHING SCIENCE** (2) (EDEL311) Curriculum integrated course in science.
- EDEL 512 **TEACHING SOCIAL STUDIES** (2) (EDEL312) Curriculum, multicultural applications.
- EDEL 514 **TEACHING READING** (3) (EDEL314) Developmental process of reading, reading in the content areas, determining needs of children.
- EDEL 515 **TEACHING MATHEMATICS** (3) (EDEL315) The modern mathematics curriculum in the elementary school. Materials, methods, and content.
- EDEL 517 **TEACHING LANGUAGE ARTS** (3) (EDEL317) Curriculum, oral, and written language, spelling, mechanics of writing, linguistics. Multicultural implications.

- EDEL 518 **SOCIAL STUDIES/MULTICULTURAL BLOCK** (5) (EDEL318) Methods for teaching the social sciences with a multicultural perspective. Field work highlights cultural diversity. Field and clinical experiences required.
- EDEL 526 **CHILDREN'S LITERATURE** (3) (EDEL326) A survey of literature available for elementary age children and how to use literature in the classroom.
- EDEL 527 **ADOLESCENT LITERATURE** (3) Survey of literature available for adolescents; how to use literature in the classroom.

(EDFD) EDUCATION: FOUNDATIONS

Undergraduate Courses

- EDFD 100 **INTRODUCTION TO EDUCATION** (3) This course provides an introduction to the foundation, philosophy, and organizational patterns of U.S. early childhood education. Topics will include the review of history, philosophy, societal impact, and school culture. Required field experience - 40 hours.
- EDFD 110 **HUMAN DEVELOPMENT & LEARNING** (3) Theories and application to life long learning- birth through adulthood. Social/emotional, cognition and physical domains, nature/nurture, family, cultural, environmental issues and effects on development. observational skills and practices. Educational report writing. Required field experience - 5 hours.
- EDFD 251 **INSTRUCTIONAL TECHNOLOGY** (3) This is a study of the methods and management for integrating educational technologies into the instructional design process and curricula. Applications will include but not be limited to word processing, spreadsheet databases, CD-ROMs, multimedia presentation software, educational software, Internet and other technological hardware resources and media. Assistive technologies for children with disabilities.
- EDFD 260 **CULTURAL DIVERSITY IN EDUCATION** (3) Issues of ethnicity, class, poverty, gender, religion, and schooling. Multicultural perspective in teaching/learning. Field experiences.
- EDFD 499 **SPECIAL STUDY:** (1 to 3) Permission of department chair required.

Graduate Courses

- EDFD 500 **SOCIAL, HIST, PHIL FOUND OF AMER ED** (3) The major philosophical, historical, and social influences affecting education in American society. Incorporates professional ethics and values for administrators.
- EDFD 501 **PHILOSOPHY OF EDUCATION** (3) The historic development of educational philosophy and theories. Evaluation of major current philosophies. Societal differences.
- EDFD 502 **HISTORY OF AMERICAN EDUCATION** (3) Colonial period, the early national period, educational developments of the 19th century, the 20th century, the political, social, economic scene. Multicultural society. Educational ideas.
- EDFD 503 **ADVANCED EDUCATIONAL PSYCHOLOGY** (3) Major aspects of child, adolescent and adult growth and development. The learning process and factors influencing learning.
- EDFD 504 **PSYCH & LEARNING THEORY & PRACTICE** (3) Curricular and instructional decisions on research applied theory, informed practice, and recommendations of learned societies with regard to cognitive development, human development, learning styles, contemporary methodologies, and content priorities. Students needs based on gender, ethnicity, culture, social class, and exceptionalities.
- EDFD 505 **EDUCATIONAL ADMINISTRATION** (3) This course deals with relationships of the federal, the state, and the local government to public and private education. Administrative functions as operable in the elementary, middle and secondary school. Multicultural implications.
- EDFD 507 **EDUCATIONAL RESEARCH** (2) This is a study of the methodology of educational research. Statistics in research. Locating educational research. Co-requisite: EDFD 508

- EDFD 508 **EDUCATIONAL RESEARCH PAPER** (1) This course is taken in conjunction with EDFD 507 and requires a research project and paper. Co-requisite: EDFD 507
- EDFD 510 **ADV HUMAN DEVELOPMENT & LEARNING** (3) Theories and application to life long learning, birth through adulthood. Social/emotional, cognition and physical domains, nature/nurture, family, cultural, environmental issues and effects on development. Observational skills and practices. Educational report writing. Field experience required - 5 hours.
- EDFD 576 **ETHICS FOR EDUCATORS** (2) This workshop offers a means of professional and personal development appropriate for educators as they face ethical difficulties, moral dilemmas, value conflicts and challenges. Lecture, discussion, problem-solving, role-playing, field based experiences, video, journal, essays, and short fiction.

(EDHE) EDUCATION: HEALTH EDUCATION

Undergraduate Courses

- EDHE 168 **FIRST AID, SAFETY & CPR**(3) Course certifies students through the American Red Cross in both First Aid and Community CPR in the course titled Responding to Emergencies. Stresses assessment and treatment of musculoskeletal injuries; effective rescue moves; positive healthy life-style behavior; blood-borne pathogen transmission prevention.
- EDHE 288 **PERSONAL & COMMUNITY HEALTH** (2) Skills needed to meet challenges to health and optimize over-all well-being. Areas of health that emphasize self-empowerment, prevention, and an understanding of the health impact of human diversity and the importance of thinking critically. Developing healthful habits. Active managers of individual health care. Techniques to change behavior. The latest and most accurate health information. Apply critical thinking skills to health information.
- EDHE 375 **NUTRITION** (2) (EDPE644) Nutrition and its role in human performance. The classes of nutrients, their physiological functions, and their role in sports and fitness. nutritional supplements and ergogenic doping will also be addressed.
- EDHE 387 **CURRENT ISSUES & ETHICS IN H.E.** (2) Health aspects of human sexuality specific to sexually transmitted diseases, HIV infection, AIDS, and on death, dying, and the bereavement process. Pollution and health. Threatening technological advances to human life. Biomes of the world, and ecological and environmental issues.
- EDHE 461 **ENVIRONMENTAL HEALTH** (2) Various types of pollution, technological advances and their effect on an individual's health and environment.
- EDHE 470 **INDEPENDENT STUDY** (1 to 3) Investigate an area of interest within the area of health education. Pre-requisite: Advisor's approval

(EDHR) EDUCATION: HUMAN RESOURCE DEVELOPMENT

Graduate Courses

- EDHR 605 **DEVELOPING THE ADULT LEARNER** (3) Understanding how adults acquire knowledge, skills, and attitudes. Understanding how individual and cultural differences in values, needs, interests, styles, and competencies affect others and the learning process.
- EDHR 606 **BEHAVING IN ORGANIZATIONS** (3) Understanding organizations as dynamic political, economic, and social systems that have multiple goals. Understanding organizational culture and the motivation for behavior.
- EDHR 607 **CONSULTING FOR ORGANIZATIONAL EFFECTIVENESS** (3) Influencing and supporting changes in organizational behavior through planned, systematic, long-range efforts focused on the organization's culture and its human and social processes. Establishing collaborative client-consultant relationships, clarifying roles, and developing contracts.

- EDHR 608 **ADVISING FOR CAREER DEVELOPMENT** (2) Identifying a personal plan for self-growth. Helping others identify career plans that are aligned with organizational career-management processes.
- EDHR 609 **ASSESSING & EVALUATING HRD PROGRAMS** (3) Identifying ideal and actual performance and performance conditions and diagnosing causes of discrepancies. Determining the impact of interventions on individual or organizational effectiveness.
- EDHR 610 **DESIGNING HRD PROGRAMS** (3) Preparing learning goals and objectives, and defining program content. Determining instructional methods, and scope and sequence of learning activities for lessons, courses, and curricula.
- EDHR 611 **DEVELOPING HRD PROGRAMS** (1) Preparing course material, job aids, and instructor guides. Includes exposure to print, computer, audio, and video-based technology.
- EDHR 612 **FACILITATING LEARNING IN HRD PROGRAMS** (3) Creating a collaborative learning environment, presenting information, directing structured learning experiences, and managing group discussions and group process so that the intended purpose is achieved.
- EDHR 613 **MANAGING HRD PROGRAMS** (3) Leading and supporting an HRD organization and developing strategies and policies to align with the mission of the total organization. Includes business and budget perspectives related to marketing and administering HRD programs.
- EDHR 614 **APPLYING/DESIGNING HRD RESEARCH** (3) Reading, understanding, interpreting, applying and designing HRD research. Translating the information into implications for improved individual or organizational performance.
- EDHR 615 **TRENDS & ISSUES IN HRD** (2) Will explore trends and issues related to the HRD field and the implications for HRD professionals. Topics will be selected from current issues affecting training and development, organization development and career development.
- EDHR 644 **MOTIVATION & BEHAVIOR IN ORGANIZATIONS** (3) (MGMT944, PSYC644) To help students gain knowledge of various concepts and controversies relating to attempts to explain the motivation and behavior of people in organizations.

(EDMC) EDUCATION: MIDDLE CHILDHOOD EDUCATION

Undergraduate Courses

- EDMC 212 **NATURE & NEEDS OF ADOLESCENTS** (3) Development of young adolescents in family and society. Health and safety. Risk behaviors. Pre-requisite: EDFD 100, EDFD 110
- EDMC 325 **ARTS IN ED: MIDDLE CHILDHOOD** (3) Art, music, and drama integrated into the middle school curriculum.
- EDMC 340 **MIDDLE SCHOOL PHIL & SCHOOL ORG** (3) The varied roles of the middle school teacher in the school community. Goals, philosophy and mission of middle childhood education. Pre-requisite: EDFD 100 and 200 level courses
- EDMC 345 **INTRO TO EDMC COLLABORATION/CLASS MGMT** (3) A study of the collaborative nature of middle school structure and teaching. Interdisciplinary teaming. Effective teaching and management strategies. Field experiences. Pre-requisite: EDFD 100 and 200 level courses
- EDMC 351 **EDMC LANG ART CURR/PED & ASSESSMENT** (3) Integrated study of the theory and research related to the language arts curriculum in the middle school. Appropriate classroom strategies and clinical analysis pertinent to the content curriculum will be incorporated for the pre-service teacher. Field experiences. Pre-requisite: EDFD 100 and 200 level courses
- EDMC 352 **EDMC MATH CURR/PED & ASSESSMENT** (3) A study of mathematics in the Middle School. Teaching strategies, management techniques, methods, model curricula, assessment, and integration with other subject fields. Classroom, clinical, and field settings. Pre-requisite: EDFD 100 and 200 level courses

- EDMC 353 **EDMC SCIENCE CURR/PED & ASSESSMENT** (3) Theory and research will provide a foundation for science teaching. Hands on active teaching strategies; integration of science content; the nature of science; use of electronic educational technology; science and society issues; assessment for student outcomes; classroom management and safety for the science classroom. Pre-requisite: EDFD 100 and 200 level courses
- EDMC 354 **EDMC SOC STUDIES CURR/PED & ASSESSMENT** (3) Content of social studies disciplines integrated into a comprehensive plan of instruction. Age appropriate methods, curricula, and assessment for the middle school learner. Classroom, clinical, and field settings. Pre-requisite: EDFD 100 and 200 level courses
- EDMC 455 **STUDENT TEACHING: MIDDLE SCHOOL** (1) Fourteen-week student teaching at two grade levels. Both concentration fields will be taught at each grade level. Focus on knowledge and skills expected for entry year teachers in the State of Ohio. Student teaching is supervised by master teachers and university supervisors. Reflection and analysis emphasized. Pre-requisite: EDFD 100, EDFD 200, 300 level EDMC course Co-requisite: EDMC 456
- EDMC 456 **SEM: CURRENT ISSUES IN EDMC** (1) This seminar will address pertinent issues to teacher certification, professional development and career preparation for the middle childhood teacher. Pre-requisite: EDFD 100, 200, 300 level courses EDMC 100, 200, 300 level courses Co-requisite: EDMC 455

(EDME) EDUCATION: MONTESSORI

Undergraduate Courses

- EDME 305 **KINDERGARTEN METHODS & MATERIALS I** (3) Research child development and classroom practice. Communicate knowledge of child development to parents. Understand how affective development is enhanced by creative arts, and how the arts enrich the curriculum. Literacy development, and language practices in young children. The history of kindergarten, and issues in practice today.
- EDME 350 **METHODS OF OBSERVATION OF CHILD** (3) (EDME550) The student will learn to observe the normal development of children from ages 2 1/2 to twelve years of age.
- EDME 351 **MONTESSORI ED: PHIL APPROACH** (3) (EDME551) Introductory course explaining the main principles of Dr. Montessori.
- EDME 352 **MONT CURR DESIGN & TCHING STRATEGY I:PRIM** (3) (EDME552) This course is taken with the first semester practicum. This course supports the student teacher in preparing appropriate materials for children. The student must keep a journal on a child with special needs. They study drama, art and music and how to integrate these subjects into the early childhood curriculum.
- EDME 353 **MONT MATH & GEOMETRY METHODS** (3) (EDME553) A study of math instructional strategies for ages three to eight years of age. Emphasis will include: process, concrete materials, children's thinking process, exploration, correct terminology, and the foundation for math that is appropriate for all children.
- EDME 354 **MONT LANGUAGE ARTS & READ METHODS** (3) (EDME554) Provides instructional strategies for the development of social studies and science skills.
- EDME 355 **MONT CULTURAL SUBJECTS METHODS** (3) (EDME555) Provides instructional strategies for the development of oral and written language skills.
- EDME 356 **MONT INTEGRATION OF CURR: PRIM** (3) (EDME556) Planning integrated curriculum for young children. Topics that will be covered are: plant science, animal science, physical science, social studies, child abuse, special needs children, and African American studies.
- EDME 359 **FULL DAY CHILD CARE** (3) (EDME559) Research supported theories and issues concerning developmentally appropriate practices for early childhood centers, birth to eight years of age. Topics include: Day Care Licensing, transitions, administration, use of community resources, children's home experiences, child abuse, program planning, making adaptations for the special needs child, and parent

- involvement. Students will participate in field experiences in classrooms with children from births to eight years of age.
- EDME 363 **EARLY COGNITIVE DEVELOPMENT** (3) (EDME563, PSYC715) Introduces the student to all aspects of child development from birth through adolescence.
- EDME 364 **EARLY CHILDHOOD/MONTESSORI METH** (3) (EDME564) Instructional strategies for the development of the senses, gross motor, fine motor, independent living activities, art and music.
- EDME 366 **MONT CURR DESIGN & TCHING STRATEGY I: EARLY CHILD** (3) (EDME566) Planning of integrated curriculum for early childhood programs. Demonstrate how these strategies may change in diverse settings and with special needs children.
- EDME 367 **MONT CURR DESIGN & TCHING STRATEGY II: EARLY CHILD** (3) (EDME567) Planning of integrated curriculum for early childhood programs. Demonstrate how these strategies may change in diverse settings and with special needs children.
- EDME 376 **PHONICS SKILLS FOR EARLY CHILDHOOD** (3) (EDME576) Introductory course examining the child's development of language from birth nine years of age. Instruction in how to teach phonics is the main emphasis in this course. Phonics will be integrated into the exploration of reading and writing skills.
- EDME 377 **EARLY CHILDHOOD MATH & SCIENCE** (3) (EDME577) Instructional strategies for teaching math and to children from ages three to eight years of age.
- EDME 470 **MONT PRIMARY PRACTICUM I** (6) (EDME670) Student teaching for fifteen weeks. The student must be in the classroom from 8:30a.m. until 3:30p.m. five days a week.
- EDME 471 **MONT PRIMARY PRACTICUM II** (6) (EDME671) This course is the second semester of a two semester practicum.
- EDME 473 **MONT EARLY CHILDHOOD PRACT I** (6) (EDME673) This course is the first semester of a two semester practicum the student will work in both urban and suburban settings.
- EDME 474 **MONT EARLY CHILDHOOD PRACT II** (6) (EDME674) This course is the second semester of a two semester practicum.

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDME 550 **METHODS OF OBSERVATION OF CHILD** (3) (EDME350) The student will learn to observe the normal development of children from ages 2 1/2 to twelve years of age.
- EDME 551 **MONTESSORI ED: PHIL APPROACH** (3) (EDME351) Introductory course examining the main principles of Dr. Montessori.
- EDME 552 **MONT CURR DESIGN & TCHING STRATEGY I: PRIM** (3) (EDME352) This course supports the student teacher in preparing appropriate materials for children. They study drama, art, and music; and how to integrate these subjects into the early childhood curriculum.
- EDME 553 **MONT MATH & GEOMETRY METHODS** (3) (EDME353) A study of math instructional strategies for ages three to eight years of age. Emphasis will include: process, concrete materials, children's thinking process, exploration, correct terminology, and the foundation for math that is appropriate for all children.
- EDME 554 **MONT LANGUAGE ARTS & READ METHODS** (3) (EDME354) Provides instructional strategies for the development of oral and written language skills.
- EDME 555 **MONT CULTURAL SUBJECT METHODS** (3) (EDME355) Instructional strategies for the development of social studies and science skills.
- EDME 556 **MONT INTEGRATION OF CURR: PRIM** (3) (EDME356) Planning integrated curriculum for young children. Topics that will be covered are: plant science, animal science, physical science, social studies, child abuse, special needs children, and African American studies.

- EDME 559 **FULL DAY CHILD CARE METHODS** (3) (EDME359) Research supported theories and issues concerning developmentally appropriate practices for early childhood centers, birth to eight years of age.
- EDME 563 **EARLY COGNITIVE DEVELOPMENT** (3) (EDME363, PSYC715) Study of early childhood development. The course will include basic development theories and recent research in development.
- EDME 564 **EARLY CHILDHOOD/MONTESSORI METHODS** (3) (EDME364) Instructional strategies for the development of the senses, gross motor, fine motor, independent living activities, art, and music.
- EDME 566 **MONT CURR DESIGN & TCHING STRATEGY I: EARLY CHILD** (3) (EDME366) Planning of integrated curriculum for early childhood programs. Demonstrate how these strategies may change in diverse settings and with special needs children.
- EDME 567 **MONT CURR DESIGN & TCHING STRATEGY II: EARLY CHILD** (3) (EDME367) Planning of integrated curriculum for early childhood programs.
- EDME 570 **MONT 9-12 MATH CURR** (4) This course will introduce the student to the following: decanomial, square root, divisibility, cross multiplication, fractions, decimals, percentage, ratio, integers, algebra, cubing and cube root.
- EDME 571 **MONT 9-12 GEOMETRY CURR** (2) The student will study advanced geometry that include such topics as polygons, area, Pythagorean theorem, and the study of volume.
- EDME 572 **MONT 9-12 GEOGRAPHY & HIST CURR** (2) Research all aspects of geography and history. To learn the relationships between geography and history.
- EDME 573 **MONT 9-12 BOTANY & ZOOLOGY CURR** (2) An advanced study of plants and animals will be introduced in this course. The role that plants and animals have in the universe.
- EDME 574 **MONT 9-12 PHYSICAL SCIENCE CURR** (2) Experiments will help a child understand the mysteries of the universe. The student will study chemistry, geology, meteorology, and physics.
- EDME 575 **MONT 9-12 LANG & CHILDREN'S LIT** (2) The class will mirror the integration of language in the classroom. A rich literature-based program will be introduced into the child's environment.
- EDME 576 **PHONICS SKILLS FOR EARLY CHILDHD** (3) (EDME376) Introductory course examining the child's development of language from birth to nine years of age. Instruction in how to teach phonics is the main emphasis in this course. Phonics will be integrated into the exploration of reading and writing skills.
- EDME 577 **EARLY CHILDHOOD MATH & SCIENCE** (3) (EDME377) Instructional strategies for teaching math to children from ages three to eight years of age.
- EDME 670 **MONT PRIMARY PRACTICUM I** (3) (EDME470) Student teaching for fifteen weeks. The student must be in the classroom from 8:30 until 3:30 five days a week.
- EDME 671 **MONT PRIMARY PRACTICUM II** (3) (EDME471) Second semester of student teaching. The students will be in the classroom from 8:30 until 3:30 five days a week.
- EDME 673 **MONT EARLY CHILDHOOD PRACT I** (3) (EDME473) This course is the first semester of a two semester practicum. The student will work in both urban and suburban settings.
- EDME 674 **MONT EARLY CHILDHOOD PRACT II** (3) (EDME474) This course is the second semester of a two semester practicum.
- EDME 911 **OBSERVATION: KEY TO CLASSROOM BEHAVIOR** (1) Independent course that helps the student to observe in his/her classroom. Reflective journaling, timed observation and assessment tools are part of the curriculum.

(EDMS) EDUCATION: MULTI-AGE/SECONDARY EDUCATION

Undergraduate Courses

- EDMS 100 **FIELD EXPERIENCE** (1) This course will provide structural field experiences in the middle or secondary school setting under the direction of and supervision of

faculty. Weekly seminars are held on campus. Pre-requisite: Permission of Director of Secondary Education

- EDMS 131 **PROFESSIONAL EDUCATION (3)** This course provides an introduction to the teaching profession through a philosophical, historical and multicultural approach. The student will examine beliefs, motives, values and behaviors as they relate to the teaching professions. Field experiences are required. Pre-requisite: Permission of Director of Secondary Education
- EDMS 207 **WORLD & CULTURAL GEOGRAPHY (3)** This course will provide students an understanding of the realms and regions of the world, including specific facts of the structure, location and issues. Specifically, the student will study (1)twelve cultural and physical world realms and their component regions; (2)National geographic standards (18) applied to regional analysis; (3)issue analysis, problem-solving and research processes in geography useful in regional analysis; and (4)current information sources (newspapers, Internet web sites, listservs) useful in geographic analysis
- EDMS 325 **METH/CURR/ASSESSMENT IN FOREIGN LANG (3) (EDMS525)** This course provides an introduction to curriculum content teaching methodologies, and assessment techniques as they pertain to candidates preparing for initial licensure in the teaching of Foreign Languages. Emphasis is placed on the creation and implementation of contextualized, proficiency-oriented tasks as well as the incorporation of national and state foreign language standards. Field experiences and micro-teaching lessons are included in course objectives. Taught in English.
- EDMS 330 **METH/CURR/ASSESSMENT IN MATHEMATICS (3) (EDMS530)** A study of teaching methodologies, curricular issues and development, and assessment techniques. Field experiences.
- EDMS 331 **METH/CURR/ASSESSMENT IN ENGLISH LANG (3) (EDMS531)** A study of teaching methodologies, curricular issues and development techniques. Field experiences.
- EDMS 332 **METH/CURR/ASSESSMENT IN SCIENCES (3) (EDMS532)** A study of teaching methodologies, curricular issues and development, and assessment. Safety issues. Field experiences.
- EDMS 333 **METH/CURR/ASSESSMENT IN SOCIAL STUDIES (3) (EDMS533)** A study of teaching methodologies, curricular issues, and development, and assessment. Field experiences.
- EDMS 335 **METH/CURR/ASSESSMENT IN ANCIENT LANG (3) (EDMS535)** This course provides an introduction to the teaching methodologies, assessment techniques, and curricular issues as they pertain to candidates preparing for initial licensure in the teaching of Ancient Languages. Field experiences.
- EDMS 350 **TECHNOLGY & TOPICS FOR EDUCATORS (3) (EDMS550)** Discussion of technology in education and teaching. School law and teacher liability. Classroom management and discipline. Instructional planning. Field experiences.
- EDMS 411 **CLINICAL EXPERIENCES: SECONDARY (1)** Clinical experiences in the preschool school, among childhood and middle school learners, and adolescent to young adult learners. Diagnosis of learning problems. Remediation. Assessment techniques. A weekly seminar.
- EDMS 470 **STUDENT TEACHING: SECONDARY (9)** Daily laboratory experience in secondary school teaching. Weekly on-campus seminar. A semester under a master teacher. Permission of the Director of Secondary Education is required.
- EDMS 471 **STUDENT TEACHING: MULTI-AGE (9)** Daily laboratory experience in pre-K-12 teaching. Weekly on-campus seminar. A semester under a master teacher. Permission of the Director of Secondary Education.

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDMS 525 **METH/CURR/ASSESSMENT IN FOREIGN LANG (3) (EDMS325)** This course provides an introduction to curriculum content teaching methodologies, and

assessment techniques as they pertain to candidates preparing for initial licensure in the teaching of Foreign Languages. Emphasis is placed on the creation and implementation of contextualized, proficiency-oriented tasks as well as the incorporation of national and state foreign language standards. Field experiences and micro-teaching lessons are included in course objectives. Taught in English.

- EDMS 530 **METH/CURR/ASSESSMENT IN MATHEMATICS** (3) (EDMS330) A study of teaching methodologies, curricular issues and development, and assessment techniques. Field experiences.
- EDMS 531 **METH/CURR/ASSESSMENT IN ENGLISH LANG** (3) (EDMS331) A study of teaching methodologies, curricular issues and development, and assessment. Field experiences.
- EDMS 532 **METH/CURR/ASSESSMENT IN SCIENCES** (3) (EDMS332) A study of teaching methodologies, curricular issues and development, and assessment. Safety issues. Field experiences.
- EDMS 533 **METH/CURR/ASSESSMENT IN SOCIAL STUDIES** (3) (EDMS333) A study of teaching methodologies, curricular issues and development, and assessment. Field experiences.
- EDMS 535 **METH/CURR/ASSESSMENT IN ANCIENT LANG** (3) (EDMS335) This course provides an introduction to the teaching methodologies, assessment techniques, and curricular issues as they pertain to candidates preparing for initial licensure in the teaching of Ancient Languages. Field experiences.
- EDMS 550 **TECHNOLOGY & TOPICS FOR TEACHERS** (3) (EDMS350) Discussion of technology in education and teaching. School law and teacher liability. Classroom management and discipline. Instructional planning. Field experiences.

(EDPE) EDUCATION: PHYSICAL EDUCATION

Undergraduate Courses

- EDPE 193 **HISTORY & PHIL OF SPORT & PE** (2) History, philosophies, principles, curriculum, management, and trends in modern physical education and sport in Western civilization. The course will emphasize the philosophical comprehension of views in sport and PE.
- EDPE 214 **AEROBIC YOGA** (2) A beginners course in Hatha Yoga with an introduction to the philosophy of Yoga and an asana practice (postures). The asana practice will use a Vinyasa style Yoga (flowing postures together) with emphasis on postures that work the cardiovascular system and that build strength, flexibility, balance and alignment.
- EDPE 238 **ACTIVE GAMES & CONTESTS** (2) A wide range of elementary physical education games and contests for the gymnasium, playground, field and classroom. Activities are analyzed with regard to age appropriateness and game structure.
- EDPE 240 **ELEMENTARY GYMNASTICS & RHYTHMICS** (2) The techniques and methods are designed and organized the student a logical system for presenting educational gymnastics, rhythmic, tumbling skills. Class demonstrations and presentations illustrate that logical relationships are evident between tumbling skills and skills performed on the apparatus. Activities to develop the student's sense of rhythm in dance, music, and sport.
- EDPE 267 **PHYSIOLOGY OF EXERCISE** (3) (EDPE667) Human physiology as it relates to exercise and physical activities. Bioenergetics, muscle physiology, cardiovascular physiology, environmental physiology, ergogenics, special populations, and health and fitness.
- EDPE 269 **COACHING GOLF** (2) (EDPE569) Playing golf. Golf course operations. Putting, short game, iron play, wood play, and course management. Rules of golf and proper golf etiquette. History of the game, golf and the workplace, coaching, equipment, and organization of outings.
- EDPE 271 **INTERMEDIATE & ADV GYMNASTICS** (2) (EDPE571) A logical system for presenting gymnastics and tumbling skills performed on the apparatus. Physics or

- mechanics of physical action. A logical basis for analyzing success or failure of the learner.
- EDPE 272 **COACHING FOOTBALL** (2) (EDPE572) A study of the theories, skills, strategies and methods related to coaching football.
- EDPE 273 **COACHING BASKETBALL** (2) (EDPE573) Develop basic basketball coaching skills for youth, junior and high school levels.
- EDPE 274 **COACHING BASEBALL** (2) (EDPE574) Introduce students to the fundamentals of baseball and coaching. The students will be able to identify these skills and teach them to their players. In addition to the fundamentals of baseball and coaching, the students will also be introduced to strategies employed during the game and in the building of a team and a program.
- EDPE 275 **COACHING TRACK & FIELD** (2) (EDPE575) Study history of track and field and examine philosophies and trends in coaching. To develop knowledge of the various events and the proper organization of track meets.
- EDPE 276 **THEORY & PRINCIPLES OF COACHING** (2) (EDPE576) Coaching in general. The role of a coach in various aspects. Basic knowledge on developing a positive coaching philosophy, applying coaching principles, and using sport management skills in coaching practices effectively.
- EDPE 277 **COACHING VOLLEYBALL** (2) Introduce students to the game of volleyball in terms of both individual knowledge and techniques of the game and coaching skills at a beginning level.
- EDPE 278 **COACHING SOCCER** (2) (EDPE578) An overview of the game of soccer from a coaching perspective. The course will focus on player development, practice organization, match analysis, team preparation, and soccer organizations.
- EDPE 279 **TEACHING RACQUET SPORTS** (2) Introduce students to the fundamentals of racquet sports (tennis, badminton, squash and racquetball).
- EDPE 313 **STRENGTH & CONDITIONING PROG DEV** (3) A study of the organization and administration of individual and sport-specific strength and conditioning programs and weight management.
- EDPE 342 **METH IN SECONDARY PHYS ED** (3) (EDPE542) Instructional strategies and competencies in teaching secondary physical education. Efficient and effective methods through a variety of class activities.
- EDPE 377 **ORG & ADM OF HEALTH, PE & ATH TR** (3) The administrative and managerial duties of the physical education teacher, athletic trainer, sport administrator, and coach. Leadership and supervision, organizational structure and climate, human relations communication, sport law, equipment purchasing, budget management, pre-participation physical examinations, drug testing, and facility and event management.
- EDPE 381 **ASSESSMENT AND EVALUATION** (3) (EDPE581) The fundamental concepts and techniques of tests and measurements that are applied to studies in sport and physical education. The basic statistical tools to treat collected data for the analysis and interpretation of test results.
- EDPE 384 **ELEM SCH HLTH/PE FOR CLASS TEACH** (3) (EDPE596) Background information, skills, and activities teachers need to implement comprehensive school health and physical education at various grade levels. The basic information to develop and present a variety of lessons and activities in health and physical education.
- EDPE 385 **PHYSICALED IN THE ELEM SCHOOL** (2) (EDPE585) A survey of the current trends in elementary and middle school physical education. Past trends, meeting children's needs through games and play, curriculum development, youth sports, and the relationship between physical activity and intellectual growth.
- EDPE 386 **KINESIOLOGY** (2) (EDPE654) Fundamentals of human motion as it relates to physical education activities and skill performance. Fundamental principles of muscle action, muscle control, and biomechanics pertaining to movement. Co-requisite: EDPE 387

- EDPE 387 **KINESIOLOGY LAB** (1) Study of fundamentals of human motion as they relate to physical education activities and skill performance. Fundamental principles of muscle action pertaining to movement. Co-requisite: EDPE 386
- EDPE 388 **BIOMECHANICS** (3) (EDPE653) An analysis, evaluation and application of mechanical factors influencing a wide range of motor skill movements.
- EDPE 389 **PROG PRAC:SEVERE/INTENSIVE DISAB** (3) (EDPE589) Understanding adapted physical education. Focus on meeting individuals' needs and assuring some type of success in the school, home and community environment. Service delivery system identifying ameliorating problems within the psychomotor domain.
- EDPE 392 **SENSORY INTEGRATION & MOV ED** (3) (EDPE642) The physical education teacher and coach recognizing and identifying sensory, motor development, motor learning, and performance processes. Practical application of skill acquisition, use of feedback, and preparations and strategies for designing practice.
- EDPE 460 **CURRICULUM IN PHYSICAL ED** (2) (EDPE560) Development and understanding of curriculum development. Focus on the social and psychological factors in curriculum development, and on the systematic planning, developing, implementing, evaluating, and improving of curriculum.
- EDPE 470 **INDEPENDENT STUDY** (1 to 3) Investigate an area of interest within the area of sport studies. Pre-requisite: Advisor's approval
- EDPE 472 **STU TEACH: PHYS ED K-12 & SEM** (9) Daily laboratory experience in pre-K-12 teaching. Weekly on-campus seminar. A semester under a master teacher. Permission of the Director of Secondary Education is required.

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDPE 542 **METHODS IN SECONDARY PHYS ED** (3) (EDPE342) Instructional strategies and competencies in teaching secondary physical education with efficient and effective methods through a variety of class activities.
- EDPE 560 **CURRICULUM IN PHYSICAL ED** (3) (EDPE460) The understanding and development of curriculum. Focus on the social and psychological factors to be considered in curriculum development, and on the systematic planning, developing, implementing, evaluating, and improving of curriculum.
- EDPE 569 **COACHING GOLF** (3) (EDPE269) Playing golf and how a golf course operates. Putting, short game, iron play, wood play, and course management. The rules of golf and proper golf etiquette. The history of the game; golf and the workplace; coaching; equipment; and organization of outings.
- EDPE 571 **ADV GYMNASTICS & TUMBLING** (3) (EDPE271) Techniques and methods are designed and organized for a logical system for presenting gymnastics and tumbling skills performed on the apparatus. Basic physics or mechanics and physical action. Further understanding is required to provide a logical basis for analyzing success or failure of the learner.
- EDPE 572 **COACHING FOOTBALL** (3) (EDPE272) A study of the theories, skills, strategies and methods related to coaching football.
- EDPE 573 **COACHING BASKETBALL** (3) (EDPE273) Develop basic basketball coaching skills for youth, junior and high school levels.
- EDPE 574 **COACHING BASEBALL** (3) (EDPE274) Introduce students to the fundamentals of baseball and coaching. The students will be able to identify these skills and teach them to their players. In addition to the fundamentals of baseball and coaching, the students will also be introduced to strategies employed during the game and in the building of a team and a program.
- EDPE 575 **COACHING TRACK & FIELD** (3) (EDPE275) Study history of track and field and examine philosophies and trends in coaching. To develop knowledge of the various events and the proper organization of track meets.
- EDPE 576 **THEORY & PRINCIPLES OF COACHING** (3) (EDPE276) The profession of coaching. The roles of a coach in various aspects. The basic knowledge on

- developing a positive coaching philosophy, applying coaching principles, and using sport management skills in coaching practices effectively.
- EDPE 578 **COACHING SOCCER** (3) (EDPE278) An overview of the game of soccer from a coaching perspective. The course will focus on player development, practice organization, match analysis, team preparation, and soccer organizations.
- EDPE 581 **TEST & EVALUATION IN SPORT/PE** (3) (EDPE381) The fundamental concepts and techniques of test and measurement. The basic statistical tools to treat collected data for the analysis and interpretation of test results.
- EDPE 585 **TRENDS: PHYS ED IN ELEM SCHOOL** (3) (EDPE385) Physical education with an emphasis on past trends, meeting children's needs through games and play, curriculum development, youth sports, and the relationship between physical activity and intellectual growth.
- EDPE 596 **ELEM SCH HLTH/PE FOR CLASS TEACH** (3) (EDPE384) Background information, skills, and activities teachers need to implement comprehensive school health and physical education. The basic information to develop and present a variety of lessons and activities in health and physical education.
- EDPE 640 **ADMIN OF SCH ATHLETIC & PHYS ED** (3) The administrative and managerial duties of the physical education teacher, athletic trainer, sport administrator, and coach. Such topics as leadership and supervision, organizational structure and climate, human relations communication, sport law, equipment purchasing, budget management, pre-participation physical examinations, drug testing, and facility and event management will be addressed.
- EDPE 642 **SENSORY INTEGRATION & MOV ED** (3) (EDPE392) Recognizing and identifying sensory, motor learning, and performance processes. Practical application of skill acquisition, use of feedback, preparations, and strategies for designing practice.
- EDPE 644 **NUTRITION** (3) (EDHE375) Nutrition and its role in human performance. Classes of nutrients, their physiological functions, and their role in sports and fitness. nutritional supplements and ergogenic doping.
- EDPE 652 **LEADERSHIP IN OUTDOOR ED** (3) Techniques for outdoor education programs.
- EDPE 653 **BIOMECHANICS** (3) (EDPE388) An analysis, evaluation and application of mechanical factors influencing a wide range of motor skill movements.
- EDPE 654 **KINESIOLOGY** (3) (EDPE386) Fundamentals of human motion as they relate to physical education activities and skill performance. Fundamental principles of muscle action, muscle control, and biomechanics pertaining to movement.
- EDPE 667 **PHYSIOLOGY OF EXERCISE** (3) (EDPE267) Human physiology as it relates to exercise and physical activity. Bioenergetics, muscle physiology, cardiovascular physiology, environmental physiology, ergogenics, special populations, and health and fitness.

(EDRE) EDUCATION: READING EDUCATION

Undergraduate Course

- EDRE 269 **PHONICS & FOUNDATION OF LITERACY** (3) (EDRE569) History of the English language, linguistics, and the use of phonetics as it relates to the reading process. Phonics as a major strategy in comprehension for emergent readers. Holistic philosophy and teaching.
- EDRE 296 **ADULT AND FAMILY LITERACY** (3) The literature and key figures working in the area of literacy; the Literacy Volunteers of America certified training in Basic Reading Tutor Training. Research into the problem of illiteracy. Weekly in-service practice in a neighborhood literacy center. EDRE 296 is offered as part of the reading program and as an E/R&S Focus elective course. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- EDRE 312 **READING METHODS FOR EARLY CHILD** (3) (EDRE512) Development process of reading for emergent readers in early childhood. Holistic philosophy as

it relates to phonics, structural analysis, spelling, comprehension, and children's literature. Integration of speaking, listening, reading, and writing strategies across the curriculum.

- EDRE 314 **READING METHODS FOR MIDDLE CHILD** (3) (EDRE514) Developmental process of reading for the middle school child. Holistic philosophy as it relates to content reading material and determining the needs of children in the content classroom. Skills and strategies for higher level thinking, creative and informational writing, study skills and the use of children's literature.
- EDRE 471 **CONTENT AREA LITERACY** (3) (EDRE671) The teaching of reading across the curriculum. Skill development, diagnostic techniques, prescriptive teaching, readability formulas and strategies, and materials for early childhood through secondary teaching.
- EDRE 472 **THEORIES OF READING** (2) (EDRE672) An historic study and comprehensive analysis of the reading process from definition to application. Cyclical changes, current research, and classroom application demonstration.
- EDRE 478 **DIAGNOSIS/CORRECT OF READING DISAB** (3) (EDRE678) Formal and informal testing for reading related disabilities surveyed. Factors associated with reading problems. Miscue analysis, portfolio assessment emphasized. Assessment portfolio for classroom use developed.
- EDRE 479 **PRACTICUM IN READING** (3) (EDRE679) Application of reading strategies and philosophical understandings of the reading process in a clinical setting. Holistic lesson planning and tutoring based upon portfolio assessment in EDRE478.

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDRE 512 **READING METHODS FOR EARLY CHILD** (3) (EDRE312) Development process of reading for emergent readers in early childhood. Holistic philosophy as it relates to phonics, structural analysis, spelling, comprehension, and children's literature. Integration of speaking, listening, reading, and writing strategies across the curriculum.
- EDRE 514 **READING METHODS FOR MIDDLE CHILD** (3) (EDRE314) Developmental process of reading for the middle school child. Holistic philosophy as it relates to content reading material and determining the needs of children in the content classroom. Skills and strategies for higher level thinking, creative and informational writing, study skills and the use of children's literature.
- EDRE 569 **PHONICS & FOUNDATION OF LITERACY** (3) (EDRE269) History of the English language, linguistics, and the use phonics as it relates to the reading process. Phonics as a major strategy in comprehension for emergent readers. Holistic philosophy and reaching.
- EDRE 671 **CONTENT AREA LITERACY** (3) (EDRE471) The teaching of reading across the curriculum. Skill development, diagnostic techniques, prescriptive teaching, readability formulas and strategies, and materials for early childhood through secondary teaching.
- EDRE 672 **THEORIES OF READING** (3) (EDRE472) An historic study and comprehensive analysis of the reading process from definition to application. Cyclical changes, current research and classroom application demonstration.
- EDRE 678 **DIAGNOSIS/CORRECT OF READING DISAB** (3) (EDRE478) Formal and informal testing for reading related disabilities. Factors associated with reading problems. Miscue analysis, portfolio assessment emphasized. Assessment portfolio for classroom use developed.
- EDRE 679 **PRACTICUM IN READING** (3) (EDRE479) Application of reading strategies and philosophical understandings of the reading process in a clinical setting. Holistic lesson planning and tutoring based upon portfolio assessment in EDRE 678.

(EDSM) EDUCATION: SPORT MANAGEMENT

Undergraduate Courses

- EDSM 110 **INTRO TO SPORT MANAGEMENT** (3) Management of programs in physical activities. Intercollegiate and interscholastic athletics. Professional sports. Recreational sports. Corporate fitness. Health clubs, country clubs and other activity centers.
- EDSM 132 **SOCIOLOGY OF SPORT** (3) (SOCI232) Impact of sport on society. The social structures. The integration of sport with other social institutions.
- EDSM 141 **ISSUES AFFECTING STUDENT-ATHLETE** (1) Personal and social issues such as time management, note and test taking, goal setting, alcohol/drug awareness. Knowledge and discussion of NCAA and Xavier Athletic Department regulations, Sports Nutrition, Title IX and gender equity.
- EDSM 310 **INTRO TO SPORT MARKETING** (3) Career opportunities in the sports industry. The evolution of the field and its place in our economy. Marketing plan, current trends. Marketing mix: sponsorships, special event fundraising, public relations, promotions, television, sports products.
- EDSM 322 **FACILITY & EVENT MGMT** (3) Planning and managing athletic, physical education, recreation and other sport facilities. Basic concerns in developing and organizing events in sports areas.
- EDSM 348 **LEGAL & ETHICAL ISSUES IN SPORT** (3) (EDSM598) Basic legal principles affecting the management of physical activity and sports programs. Liability, negligence and risk assessment.
- EDSM 370 **BASIC AQUATICS & POOL MGMT** (2) Basic aquatic skills and pool management.
- EDSM 377 **SPORT PSYCHOLOGY** (3) Sport situations and of the science of psychology. The mental side of sports.
- EDSM 410 **SPORT ETHICS** (3) This course is designed to provide an examination and discussion of ethical, managerial and moral issues related to individuals who work and participate in the area of sport and physical activity.
- EDSM 495 **INTERNSHIP IN SPORT MGMT** (3 to 9) (EDSM695) Field experience within an area of interest. A total of 600 clock hours are required, which may be divided into three blocks of 200 hours. Culminating experience which may begin during the summer of a student's senior year. Internship site selection is a cooperative effort between the student and the advisor. Comprehensive portfolio is required.

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDSM 521 **PRIN OF MGMT IN SPORT ADMIN** (3) Past, current and future trends in the field of sport management. Administrative theory, function, and application within the field of sport management.
- EDSM 522 **RESEARCH & STATISTICS** (3) Fundamental statistics and research methods. Current journals in sport administration. Representative samples. Historical, descriptive, experimental and philosophical research.
- EDSM 523 **SPORTS ADMINISTRATION SEMINAR** (3) Current issues. Topics by guest practitioners. The diversity of the sport industry. Careers, position demands, and trends.
- EDSM 595 **SPORTS ADMINISTRATION: MKTG** (3) The evolution of the field, its place in our economy, a marketing plan, current trends, case histories. Proposals offered by promoters. Career in sport marketing.
- EDSM 596 **SPORTS ADMINISTRATION: FINANCE** (3) Sport and athletic/not-for-profit budgets-program based, project based, and line-item based. Formulating budgets. Budgeting cycles, political ramifications imposed and utilized in the federal cycle, fiscal year, and reserves. Financial markets, cash management, and municipal underwriting of recreation and parks facilities. Scale sheets, bond issues, BAN,

- VKX, sinking fund, etc. Grant-writing. Sources of funding, and endowment foundations.
- EDSM 598 **LEGAL & ETHICAL ISSUES IN SPORT & PE** (3) (EDSM348) Legal and ethical issues with regard to youth, school, college, amateur and professional sports.
- EDSM 622 **PERSONNEL ISSUES IN SPORT MGMT** (3) Personnel functions. Job analysis, job description, recruitment, employee selection and retention, EEOC and affirmative action, staff morale and development, leadership and organizational culture, job performance/evaluation and mentoring.
- EDSM 625 **HIGH SCHOOL ATHLETIC ADMIN** (3) Current issues facing today's high school athletic director such as: student-athletes, faculty, staff development, administration, budget, and community relations in the operation and management of a high school athletic department.
- EDSM 632 **SPORT EVENT MGMT & PROMOTION** (3) Operating special events with an emphasis on sports events. Administrative procedures, operational techniques, hospitality, public relations and marketing, and technical services. Practical application on scheduled events.
- EDSM 642 **SPORT FUND-RAISING** (3) Fundraising as it relates to sports.
- EDSM 652 **NCAA: RULE, REGULATION, POLICIES** (3) The development of collegiate sport and the NCAA from 1906-present. Critical issues facing collegiate sport today. The NCAA constitution, by-laws, and administrative structure. Comprehensive knowledge of the operating by-laws and operational differences between Division I, II, III.
- EDSM 654 **WOMEN IN SPORT** (3) Cultural, social-psychological, and physiological issues related to gender that influence the nature and extent of involvement.
- EDSM 662 **PR & COMMUNICATION IN SPORT** (3) The relationship between public relations practitioners and the media. The art of writing a press release. Coordination of a press conference. Advertising/marketing campaigns. Organization of special events. Management of a public relations crisis. Career opportunities.
- EDSM 664 **FACILITY DESIGN & PLANNING** (3) Planning and managing athletic, physical education, recreation, and other sport facilities.
- EDSM 666 **FITNESS MANAGEMENT** (3) Planning, organizing, and effectively managing the administration of health related fitness programs. Leadership characteristics, organizational strategies, proven business techniques. Diverse and multiple perspectives of contemporary administrative management for fitness.
- EDSM 668 **ADMIN OF FITNESS & WELLNESS PROGRAMS** (3) Development and administration of current fitness and wellness principles.
- EDSM 670 **INDEPENDENT STUDY** (1 to 3) Investigate an area of student interest within the sport industry. Advisor's approval.
- EDSM 692 **SPORT ADMIN RESEARCH PROJECT** (3) Research project. Guidance from a faculty member.
- EDSM 695 **INTERNSHIP IN SPORT ADMIN** (3 to 9) (EDSM495) The internship may be taken after successfully completing 15 semester hours. Will select either a three credit (200 clock hours) or six credit (400 clock hours) internship experience. Internships are planned and supervised learning activities. Take place in a sport industry.

(EDSP) EDUCATION: SPECIAL EDUCATION

Undergraduate Courses

- EDSP 200 **SP ED: IDENTIFICATION & ISSUES** (3) (EDSP500) Etiology, assessment, classification, needs, issues of individuals and families with exceptional needs in educational and community settings. Practices, national and state policies; services and rights of these children and their parents based on laws and legal procedures (informed consent and confidentiality). Teaming procedures for IEP process, including assessment procedures, notification, time lines, team writing and documentation of IEP goals and objectives, IEP annual review process and due process procedures. Required 10 hours of field experience.

- EDSP 201 **INTRO TO EMOTIONALLY DISTURBED CHILD** (3) (EDSP501, PSYC271) Symptoms of maladaptive behavior in youngsters; psychological and medical factors affecting development; social, emotional, family aspects- adaptive behaviors, social imperceptiveness, social competence, social isolation, learned helplessness, juvenile delinquency; cultural/family systems; evaluation of etiological factors. Medications and social/emotional behaviors. Personality disorders, services, facilities and agencies for treatment.
- EDSP 202 **SPEECH & LANGUAGE DEVELOPMENT** (2) (EDSP502) Acquisition, development, and problems of speech and language classroom practices, assessment, remediations, and supplement with student's speech and language needs and issues in learning settings.
- EDSP 203 **SP ED: COMM & COLLABORATION** (3) (EDSP503) Self-assessment and development of interpersonal skills needed for teaming and collaboration in educational settings with parents, teachers, administrators, paraprofessionals, and other specialists covering all exceptionalities. Interview, observe, investigate, and discuss various communication and small group strategies, techniques, methods used in IEP training, collaboration, and process. Family systems, ethics, moral and confidentiality rights and responsibilities. Role playing, video taping, practice teaming and collaboration roles. Required 5 hours of field experience.
- EDSP 204 **READING ASSESSMENT & STRAT-LANG PROC PR** (3) (EDSP504) Diagnostic assessment of developmental language processing problems related to literacy skills of reading, writing, listening and speaking; implementation of classroom reading strategies and practices focusing on identified individual needs and learning process; reading remediation strategies including technology; speech and language acquisition and learning theories (first and second language); supervision of reading/language instruction across the curriculum P-12 in diverse school settings; effective reading assessment and instructional methods/strategies sensitive to cultural diversity and individual learner needs, styles, and problems. Review Ohio curriculum for foreign instruction and Ohio Model Competency-Based Language Arts. Required field experiences in diverse setting.
- EDSP 205 **FOUNDATIONS IN EARLY CHILD SPED** (3) (EDSP505) Research supported theories and issues concerning early childhood special education practices and methods; identification and at-risk needs awareness, IFSP and IEP procedures and issues; legal, medical, moral and family issues; developmental appropriate practices; biological and environmental learning and development factors. Medical aspects and implications for learning and prevention. Medical and health care issues, responsibilities, and training for educational settings. Required 5 hours of field experience.
- EDSP 348 **PHYSICAL/MENTAL/MED DISABILITIES** (3) This course will expose students to the different types and causes of disabilities they are likely to find in their employment; learning about many of the different therapies, both pharmacological and other forms that have been proposed and presented to treat these disabilities; gaining of the knowledge and skills to help individuals and families with disabilities sort out the helpful from the hopeless therapies and treatments.
- EDSP 360 **M/M CHARACTERISTICS & STRATEGIES** (3) (EDSP560) Terminologies, definitions related to mild and moderate; identification criteria; labeling issues; laws, rules and regulations; social/emotional aspects of individuals with disabilities such as mental retardation and learning disabilities; adaptive behavior; visual and auditory processing problems; communication/language problems; learning theories and learner needs; IEP procedures and issues.
- EDSP 361 **FIELD EXPERIENCE** (1) (EDSP561) Field experiences related to area of licensure: observation, interviewing and participating in diverse learning settings. IEP procedures and ethics. Professional organizations and development addressed. Seminar discussion group. Meets every other week for 2 hours. Dates listed in "Schedule of Classes."

- EDSP 362 **M/M SUPPORT SERVICES** (3) (EDSP562) This course explores and discusses: issues, resources, strategies and techniques used to integrate students requiring mild/moderate services into diverse educational, social and community settings; sources for mild/moderate support services, networks and organizations including: technology, career vocational, health/medical and safety issues; intervention and prevention services; medical and health care issues; documentation and record keeping; service delivery needs and issues for families; first aid and CPR training; implementation and evaluation of mild/moderate program resources; confidentiality and privacy issues; community based activities; methods and techniques for continuum of alternative program placement and transitions; curriculum development of life long career prep
- EDSP 363 **SPED: ASSESSMENT & EVALUATION** (3) (EDSP563) Formal and informal testing and assessment tools, practices, procedures, recording and disseminating results the classroom application for individuals with mild and moderate needs across the disabilities (P-12). Ethics/legal issues and procedures, record keeping, portfolio, curriculum based assessment, informal and standardized testing. Field practice and experience.
- EDSP 364 **DAP INSTRUCTIONAL MATERIALS** (3) (EDSP564) Classroom/instructional modifications, learning/instructional adaptations and modifications to specific learning and behavior problems including all the exceptionalities (P-12). Sources of specialized materials for students with differing degrees and kinds of disabilities. Selecting, developing and implementing DAP instructional materials and technologies that respond to cultural, linguistic, and gender differences. Prepare/organize instructional materials. Test making/test taking. Required lab time.
- EDSP 365 **CURR PRACTICES: MILD DISABILITIES** (3) (EDSP565) Primary (grades P-6) curriculum theories adaptations and modification research supported instructional strategies and practices related to individual mild and moderate learner needs with variety of disabilities. Designing learning environments and instructional programs for active learner participation with incorporates application of assessment, program evaluation, planning, implementing and management procedure for individual learners with mild and moderate cognitive, affective/social/emotional needs across the curriculum. Required field experiences in diverse settings - 30 hrs.
- EDSP 366 **M/M ADAPT & MOD IN CURR PRAC II** (3) (EDSP566) Middle school and secondary grades (grades 7-12) curriculum theories adaptations and modification practices related to individual mild and moderate learner needs. Designing learning environments and instructional programs for active learner participation which incorporates application of assessments, program evaluation, planning, implementing, and management procedures for individual learners with mild and moderate cognitive and affective/social/cultural needs across the curriculum. Required field experiences in diverse settings - 30 hrs.
- EDSP 367 **SPED: BEHAVIOR & SOCIAL SKILLS MGMT** (3) (EDSP567) Continuum of alternative strategies, supports and methods for specific social and behavioral management problems in educational (P-12) and family settings; adaptive behavior assessment; family/cultural/environment effects on behavior; family teaming, collaboration and consultation; social/behavioral problem solving intervention and prevention strategies of behavior management. Impact of social/behavior management with families, paraprofessionals, teachers. Impact of multiple disabilities on behavior. Self-enhancing behavior methods and techniques. Required field experiences in diverse settings - 20 hrs.
- EDSP 368 **SP ED: CURRENT ISSUES** (2) (EDSP568) Seminar course addressing current professional issues across all the exceptionalities, practices, and trends in Special Education. Professional development/goal setting, organization involvement/commitment, ethical practices with peers, families, agencies and community. Demonstrate proficiency in oral/written communication. Speakers, individual readings, research and discussions.

- EDSP 370 **M/I CHARACTERISTICS & STRATEGY** (3) (EDSP570) Terminologies, definitions related to moderate and intensive modification criteria; labeling complications and implications for learning; psychological characteristics; social/emotional aspects; legal issues; IEP procedures and issues; social, functional, behavioral, learning methods and techniques.
- EDSP 372 **COMMUNICATION STRATEGIES & TECH** (3) (EDSP572) Understanding and implementation of everyday functional communication methods and techniques through various theories, systems and technologies for individual students with moderate and intensive needs. Classroom strategies and techniques in learning environment. Selection/implementation of augmentation of alternative communication devices/systems. Adaptations/assistive technology. Medical care and methods with technology/family support and resources. Field lab time required.
- EDSP 373 **M/I ASSESSMENT & EVALUATION** (3) (EDSP573) Formal/informal testing and assessment tools, practices, procedures, recording and disseminating results with program/classroom applications and implementation for individuals with moderate and intensive needs across the disabilities (P-12). Ethics/legal issues and procedures, record keeping, adaptive behavior assessment; functional/ecological inventories; developmental screening for individuals with moderate and intensive needs.
- EDSP 374 **CURR PRAC: MODERATE DISABILITIES** (3) (EDSP574) Primary (grades P - 6) curriculum theories, methods and practices related to individuals with developmental disabilities and multi-handicapped. Designing learning environments and instructional programs for active learner participation identified moderate and intensive which incorporates evaluation, planning, implementing and management procedures that are age appropriate for individual learners. Addressing adaptive, functional, social, community, and vocational needs across the curriculum. Required 30 hours of field experience.
- EDSP 375 **M/I INSTRUCTIONAL METH & ACOM II** (3) (EDSP575) Middle school and secondary (grades 7 - 12) theories, methods, and practices related to individuals with developmental disabilities and multi-handicapped. Designing learning environments and instructional programs for active learner participation identified moderate and intensive which incorporates evaluation, planning, implementing, and management procedures that are age appropriate for individual learners. Addressing adaptive, functional, social community, and vocational needs access the curriculum. Required 30 hours of field experience.
- EDSP 376 **M/I SUPPORT SERVICES** (3) (EDSP576) Local and state support delivery services for individuals with moderate and intensive physical, mental and medical disabilities (P-12). Networks, organizations, resources, strategies and techniques used to integrate students requiring moderate/intensive services into diverse educational, social, community settings including assistive technology/personal and family issues. Legal, confidential, privacy issues. Medical/health intervention/prevention training, record keeping and documentation. Model programming for community based transitions, moderate/intensive service needs. Required field experiences in diverse setting - 15 hrs.
- EDSP 380 **CLASSROOM MANAGEMENT** (3) (EDSP580) Seminar course for teacher preparation (P - 12) on establishing and maintaining positive classroom management; effective teaching/learning conditions necessary for a healthy learning environment; useful and practical organizational procedures; problem solving/decision-making techniques and strategies; interactional and communicational skills for responsible classroom management; management practices concerning diverse classroom population, individualized learning, cooperative learning, mastery learning, accommodations and inclusion.
- EDSP 389 **PROG PRAC: SEVERE/INTENSIVE DISAB** (3) (EDSP589) Understanding adapted physical education. Focus on meeting individuals' needs and assuring some type of success in the school, home and community environment. Service delivery system-identifying and ameliorating problems within the psychomotor domain.

- EDSP 391 **ECSPED LEARNING THEORIES** (3) (EDSP591) Investigate and observe learning theory models as a foundation for early childhood intervention - identify specific disabilities and describe implications for development and learning. Demonstrate interactive collaborative and consultation skills. Monitor, summarize, evaluate acquisition of child/family outcomes as outlined on IEP/IFSP. Develop/design stimuli rich indoor/outdoor environment including materials, media, and adaptive/assistive technology for early childhood special education learning needs.
- EDSP 392 **ECSPED: OBSERVATION & ASSESSMENT** (3) (EDSP592) Early childhood intervention assessment, evaluation, research techniques and report writing. Select, adapt, administer assessment for specific sensory/motor, cognitive, social disabilities. Data collection, summarization, information integrating and team collaboration- various settings (homes, public/private centers, schools, community agencies). Staff and program assessment and evaluation. Consultation service practice. Field experiences required in diverse settings - 20 hrs.
- EDSP 393 **ECSPED: CURRICULUM PRACTICES** (3) (EDSP593) Curriculum practices of selection, designing and developing ECSPED interventive classrooms methods/materials. Implement developmentally appropriate individual/family activities: play, environmental routines, parent-mediated activities, cooperative learning, inquiry experiences, systematic instruction. ECSPED curriculum due-process safeguards. Observation and participation with interdisciplinary, interagency and intra-agency teams. Design/plan/implement process and strategies for transitions. Field experiences required in diverse setting - 30 hrs.
- EDSP 395 **INDEPENDENT STUDY & RESEARCH** (3) Special topics examined through independent research. Prerequisite: Must be approved by instructor
- EDSP 400 **M/M STUDENT TEACHING** (10) Fifteen weeks of field experience in a mild/moderate educational learning setting that is planned, supervised, and evaluated. Full teaching and instructional responsibilities with emphasis on reflective practices.
- EDSP 401 **TEACHING SEMINAR** (2) (EDSP601) Articulation of professional and personal philosophies of special education, including ethics and standards, objective judgments and reflective practices of teaching/learning. Meets every other week for 2 hours. Dates listed in "Schedule of Classes." Pre-requisite: Permission of Director of Special Education
- EDSP 402 **M/I STUDENT TEACHING** (10) Fifteen weeks of field experience in a moderate/intensive educational learning setting that is planned, supervised, and evaluated. Full teaching and instructional responsibilities with emphasis on reflective practices.
- EDSP 403 **ECSPED STUDENT TEACHING** (10) Fifteen weeks of field experience involving two (2) separate age groups in an early childhood special educational diverse learning setting that is planned, supervised and evaluated. Full teaching and instructional responsibilities with emphasis on reflective practices.
- EDSP 448 **SERVICE PROVIDERS: INTERNSHIP** (9) Participation in two (2) separate field placements, each eight (8) weeks in duration. From pre-internship experiences, these placements will be planned, supervised and evaluated through collaboratively developed goals and objectives. Student will assume duties of the placement role which will be guided by the job description of the agency or institution.

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDSP 500 **SP ED: IDENTIFICATION & ISSUES** (3) (EDSP200) Etiology, assessments, classification needs, issues of individuals and families with exceptional needs in educational and community settings. Practices, national and state policies; services and rights of these children and their parents based on laws and legal procedures (informed consent and confidentiality). Teaming procedures for IEP process, including assessment procedures, notification, time lines, team writing and docu-

- mentation of IEP goals and objectives, IEP annual review process and due process procedures. Required 10 hours of field experience.
- EDSP 501 **INTRO TO EMOTIONALLY DISTURBED CHILD** (2 to 3) (EDSP201, PSYC271) Symptoms of maladaptive behavior in youngsters; psychological factors affecting development; social/emotional aspects - adaptive behaviors, social imperceptiveness, social competence, social isolation, learned helplessness, juvenile delinquency; evaluation of etiological factors. Medications and social/emotional behaviors. Personality disorders, services, facilities, and agencies for treatment.
- EDSP 502 **SPEECH & LANGUAGE DEVELOPMENT** (2) (EDSP202) Acquisition, development, and problems of speech and language classroom practices, assessment, remediations, and supplement with student's speech and language needs and issues in learning settings.
- EDSP 503 **SP ED: COMM & COLLABORATION** (3) (EDSP203) Self-assessment and development of interpersonal skills needed for teaming and collaboration in educational settings with parents, teachers, administrators, paraprofessionals, and other specialists covering all exceptionalities. Interview, observe, investigate and discuss various communication and small group strategies, techniques, methods used in IEP training, collaboration and process. Family systems, ethics, moral and confidentiality rights and responsibilities. Role playing, video taping, practicing teaming and collaboration roles. Required 5 hours of field experience.
- EDSP 504 **READING ASSESSMENT & STRAT-LANG PROC PR** (3) (EDSP204) Speech and language acquisition and learning theories; development problems related to literacy skills of reading, writing, listening, and speaking; classroom practices, technology, assessment and remediation in language instruction across the curriculum K - 12; effective speech and language instructional methods and strategies sensitive to cultural diversity and individual learner needs and styles. Problems. Required 10 hours of field experience.
- EDSP 505 **FOUNDATIONS IN ECSPED** (3) (EDSP205) Research supported theories and issues concerning early childhood special education practices and methods; identification and at-risk needs awareness, IFSP and IEP procedures and issues; legal, medical, moral, and family issues; developmental appropriate practices; biological and environmental learning and development factors. Medical aspects and implications for learning and prevention. Medical and health care issues, responsibilities, and training for educational settings. Required 5 hours of field experience.
- EDSP 560 **M/M CHARACTERISTICS & STRATEGIES** (3) (EDSP360) Mild/Moderate terminologies, definitions; identification criteria; labeling issues; social characteristics; visual and auditory processing problems; communication/language problems; learning theories and learner needs; IEP procedures and issues.
- EDSP 561 **FIELD EXPERIENCE** (1) (EDSP361) Field experiences related to area of licensure: observation, interviewing and participating in various M/M learning settings focus on IEP procedures and ethics. Professional organizations and development addressed. Seminar discussion group. Required 10 hours of field experience.
- EDSP 562 **M/M SUPPORT SERVICES** (3) (EDSP362) Methods and techniques for continuum of alternative program placement and transitions. Curriculum development of life long career preparation through school, community and agencies involvement and collaboration. Sources of career/vocational support services, networks and organization for individuals with mild/moderate disabilities. Legal aspects, issues and follow-up services.
- EDSP 563 **SP ED: ASSESSMENT & EVALUATION** (3) (EDSP363) Formal and informal testing and assessment selection and practices, procedures, adaptations and modifications, grading recording and disseminating results for individuals with varying degrees and types of disabilities. Portfolio assessment, ecological inventories, functional assessment and future based assessment. Field practice and experience. Classroom application and implementation. Required 20 hours of field experience.

- EDSP 564 **DAP INSTRUCTIONAL MATERIALS** (3) (EDSP364) Classroom/instructional modifications, learning/instructional adaptations and modifications to specific learning and behavior problems including all the exceptionalities. Sources of specialized materials for students with differing degrees and kinds of disabilities. Selecting, developing and implementing DAP instructional materials and technologies that respond to cultural, linguistic, and gender differences. Prepare/organize instructional materials. Test making/test taking. Required lab time.
- EDSP 565 **M/M ADAPT & MOD IN CURR PRAC I** (3) (EDSP365) Primary (grades P - 6) curriculum theories adaptations and modification practices related to individual mild and moderate learner needs. Designing learning environments and instructional programs for active learner participation which incorporates application of assessments, program evaluation, planning, implementing and management procedures for M/M individual learner cognitive and affective needs across curriculum. Required 30 hours of field experience.
- EDSP 566 **M/M ADAPT & MOD IN CURR PRAC II** (3) (EDSP366) Middle school and secondary (grades 7 - 12) curriculum theories adaptations and modification practices related to individual mild and moderate learner needs. Designing learning environments and instructional programs for active learner participation which incorporates application of assessment, program evaluation, planning, implementing, and management procedures for M/M individual learner cognitive and affective needs across curriculum. Required 30 hours of field experience.
- EDSP 567 **SPED: BEHAVIOR & SOCIAL SKILLS MGMT** (3) (EDSP367) Continuum of alternative placement and programs for specific social and behavioral management problems in educational learning settings; adaptive behavior assessment; cultural/environment effects on behavior; parent teaming and collaboration; social/behavioral problem solving/decision making; intervention and prevention strategies of behavior management. Impact of multiple disabilities on behavior. Preparing students to exhibit self-enhancing behavior. Required 10 hours of field experience.
- EDSP 568 **SP ED: CURRENT ISSUES** (2) (EDSP368) Seminar course addressing current professional issues, practices, and trends in Special Education. Professional development/goal setting, organization involvement/commitment, ethical practices with peers, families, agencies, and community. Demonstrate proficiency in oral/written communication. Speakers, individual readings, research and discussions.
- EDSP 570 **M/I CHARACTERISTICS & STRATEGY** (3) (EDSP370) Terminologies, definitions related to moderate and intensive identification criteria; labeling issues; placement and service issues; causes and theories of intellectual disabilities; complications and implications for learning; psychological characteristics; social/emotional aspects; legal issues; IEP procedures and issues; social, functional, behavioral, learning methods and techniques.
- EDSP 572 **COMMUNICATION STRATEGIES & TECH** (3) (EDSP372) Understanding and implementation of everyday functional communication methods and techniques through various theories, systems and technologies for individual student needs. Classroom strategies and techniques in the learning environment. Selection/implementation of augmentative or alternative communication devices/systems. Adaptations/assistive technology. Field lab time required.
- EDSP 573 **M/I ASSESSMENT & EVALUATION** (3) (EDSP373) Formal/informal testing and assessment tools, practices, procedures, recording and disseminating results with program/classroom applications and implementation for individuals with moderate and intensive disabilities. Ethics/legal issues and procedures. Record keeping. Adaptive behavior assessment. Functional/ecological inventories. Developmental screening. Required 20 hours of field experience.
- EDSP 574 **CURR PRAC:MODERATE DISABILITIES** (3) (EDSP374) Primary (grades P - 6) curriculum theories, methods and practices related to individuals with developmental disabilities and multi-handicapped. Designing learning environments and instructional programs for active learner participation identified moderate and intensive which incorporates evaluation, planning, implementing and management

- procedures that are age appropriate for individual learners. Addressing adaptive, functional, social, community, and vocational needs across the curriculum. Required 30 hours of field experience.
- EDSP 575 **M/I INSTRUCTIONAL METH & ACOM II (3)** (EDSP375) Middle school and secondary (grades 7 - 12) theories, methods, and practices related to individuals with developmental disabilities and multi-handicapped. Designing learning environments and instructional programs for active learner participation identified moderate and intensive which incorporates evaluation, planning, implementing, and management procedures that are age appropriate for individual learners. Addressing adaptive, functional, social community, and vocational needs access the curriculum. Required 30 hours of field experience.
- EDSP 576 **M/I SUPPORT SERVICES (3)** (EDSP376) Methods and techniques for instructional program that is culturally responsive functional life skills relevant to independence in the community, personal living, and employment. Occupational training, placement, and transitions. Community and agencies support systems and involvement/collaboration. Educational programming P - 12, IEP and legal issues with follow-up support services.
- EDSP 579 **AUTISM AND PDD (3)** Autism and PDD problems, needs and issues. Informal classroom assessment, management, instructional planning, implementing IEP goals and objectives into instructional methods and techniques. Family, cultural issues. Curriculum designing, development, implementation, adaptation/modification. Communication/technology issues. Social/relationship problems. Required 5 hours of field experience.
- EDSP 580 **CLASSROOM MANAGEMENT (3)** (EDSP380) Seminar course for teacher preparation for P - 12 and secondary level on establishing and maintaining positive classroom management; effective teaching and learning conditions necessary for a healthy learning environment; useful and practical organizational procedures; problem solving/decision making techniques and strategies; interactional and communicational skills for responsible classroom management; management practices concerning diverse classroom population, individualized learning, cooperative learning, mastery learning, accommodations and inclusion. Required 10 hours of field experience.
- EDSP 581 **PLAY & ITS ROLE IN DEVELOPMENT & LEARNING (3)** Focus on value, role and importance of play on learning and development. Play based skills and techniques, assessment, planning, facilitating, interacting, safety, management and procedures. Family planning, designing and program implementation, and modeling. Transitions. Required 5 hours of field experience.
- EDSP 582 **GIFTED/TALENTED CHARACTERISTICS & STRAT (3)** Historical foundations and practices. Current definitions. Identification of gifted/talented, theories of intelligence and creativity, comparisons of tools and strategies, characteristics and needs of gifted/talented. Policies and issues with gifted/talented. Placement issues of cultural identity or economic, social, social/emotional, academic, physical development for gifted/talented. Impact of multiple disabilities - twice exceptional special population.
- EDSP 583 **RESOURCE MATERIALS & TECH: GIFT/TALENT (3)** Selection criteria, instructional strategies, special resource materials and technologies. Material development and implementation for enrichment, acceleration for individuals with multiple disabilities. Lab time required.
- EDSP 584 **G/T ASSESSMENT & INSTRUCTION (3)** Assessment and instructional relationship for gifted/talented. Terminology, state/federal legal provisions, regulations and guidelines for assessment, referral, placement and instruction. Cultural, family, social and community effects on assessment and instruction for gifted/talented. Required field and lab time of ten hours.
- EDSP 585 **G/T PROGRAM DESIGN & PRACTICES I (3)** Research curriculum design, development, coordination and implementation based on various teaching/learning theories and program models with gifted/talented. Program assessment needs,

- documentation, issued, design, development, coordination and implementation across the curriculum for the primary grade levels. Required 30 hours of field experience.
- EDSP 586 **G/T PROGRAM DESIGN & PRACTICES II** (3) Research curriculum design, development, coordination and implementation based on various teaching/learning theories and program models with gifted/talented. Program assessment needs, documentation, issues, design, development, coordination and implementation across the curriculum for the middle and high school levels. Required 30 hours of field experience.
- EDSP 589 **PROG PRAC:SEVERE/INTENSIVE DISAB** (3) (EDSP389) Understanding adapted physical education. Focus on meeting individuals' needs and assuring some type of success in the school, home and community environment. Service delivery system-identifying and ameliorating problems within the psychomotor domain.
- EDSP 591 **ECSPED LEARNING THEORIES** (3) (EDSP391) Investigate learning literacy theory models for early intervention - identify specific disabilities and describe implications for development and learning in the first years of life. Design developmental intervention curriculum. Demonstrate interactive collaborative skills. Monitor, summarize, evaluate acquisition of child family outcomes as outlined in IEP. Develop/design stimuli rich indoor/outdoor environment including materials, media, technology. Adaptive/assistive technology for ECSPED learning needs.
- EDSP 592 **ECSPED: OBSERVATION & ASSESSMENT** (3) (EDSP392) Early childhood intervention assessment, evaluation, research techniques. Select, adapt, administer assessment for specific sensory/motor disabilities. Data collection, summarization, information integration and team collaboration - various settings (homes, public/private centers, schools, community agencies). Consultation service practice. Required 20 hours of field experience.
- EDSP 593 **ECSPED: CURRICULUM PRACTICES** (3) (EDSP393) Curriculum practices of selection, designing and developing ECSPED interventive classrooms methods/materials. Implement developmentally and functionally individual/family activities: play, environmental routines, parent-mediated activities, cooperative learning, inquiry experiences, systematic instruction. ECSPED curriculum due process safeguards. Working with interdisciplinary, interagency and intra-agency teams. Design/plan/implement process and strategies for transitions. Required 30 hours of field experience.
- EDSP 601 **TEACHING SEMINAR** (2) (EDSP401) Articulation of professional and personal philosophies of special education, including ethics and standards, objective judgments and reflective practices of teaching/learning. Pre-requisite: Permission of Director of Special Education
- EDSP 603 **M/M TEACHING PRACTICUM** (3) Fifteen weeks for initial (licensure) field experience or ten week field experience in a mild/moderate educational learning setting that is planned, supervised, and evaluated. Full teaching and instructional responsibilities with emphasis on reflective practices.
- EDSP 604 **M/I TEACHING PRACTICUM** (3) Fifteen weeks for initial (licensure) field experience or ten week field experience in a moderate/intensive educational learning setting that is planned, supervised, and evaluated. Full teaching and instructional responsibilities with emphasis on reflective practices.
- EDSP 605 **G/T TEACHING PRACTICUM** (3) Ten weeks field experience in a gifted/talented educational learning setting that is planned, supervised, and evaluated. Full teaching and instructional responsibilities with emphasis on reflective practices.
- EDSP 606 **ECSPED TEACHING PRACTICUM** (3) Ten weeks of field experience in an early childhood special education educational learning setting that is planned, supervised, and evaluated. Full teaching and instructional responsibilities with emphasis on reflective practices.
- EDSP 695 **IND READING & RESEARCH** (1 to 6) Special topics examined through independent research. Must be approved by instructor.

(EDWS) EDUCATION: WORKSHOP

Undergraduate Courses

- EDWS 284 **ALFRED HITCHCOCK IN HOLLYWOOD** (2) (COMM280, HIST280) This course is designed for undergraduates and serves as both an in-depth investigation of a major artist and an exploration of American attitudes and institutions during World War II, the Cold War, and the upheavals of the 1960s and early 70s. Students are required to do significant amount of reading and writing.
- EDWS 286 **AMERICA THROUGH THE LENS** (2) (COMM297, HIST286) Films and television programs will be analyzed in order to both identify the cultural and historical messages they contain. The formulas and conventions of Hollywood genres will be examined. This understanding of genre will serve as a primary analytical tool as we de-construct the films and television programs studied in class.
- EDWS 288 **UN-”HAPPY DAYS”: FEAR IN 1950’S** (2) (COMM288, HIST288) This course is designed for undergraduates and serves to introduce students to the study of mass media as well as a crucial decade in American history. It also explores the use and misuse of history, calling into question the tendency to serve up history in ten year units (i.e., the opening lecture is “The Fifties: 1935-1992”). Students are required to do a significant amount of reading (two books and a handful of reviews) and writing (five short reaction papers and a longer analytical paper).
- EDWS 310 **ADDICTION: AN EPIDEMIC** (1) (PSYC407, SOCW407) Various forms of addiction are becoming the leading social problems of this century. An overview of addiction will be imparted as well as specific manifestations such as sex, gambling, eating disorders, and drugs. The impact of addiction on the individual, family, and society will be discussed.
- EDWS 339 **SEXISM & RACISM IN SOCIETY** (1) (PSYC340, SOCW340) This course will explore the causes and effects of racial and gender stereotyping, prejudice, and discrimination on the individual, institutional, and cultural level. Emphasis will be on education, the workplace, interpersonal relations, and communication.
- EDWS 345 **ZOOS ARE CLASSROOMS** (1) (BIOL301, EDWS544) Demonstrate how zoos may be used as an educational facility. Animal behavior, ecology, evolution, conservation, adaptations, classification, and other zoo-related topics will be examined.
- EDWS 355 **MAKING SIMPLE MUSICAL INSTRUMENTS: K-8** (2) (EDWS535, MUSC380) Hands-on workshop building and playing simple musical instruments. No musical or technical skills are required. Designed for the general kindergarten to 8th grade classroom teacher. Along with musical activities creative ways of teaching math, science, history, the visual arts, and multi-cultural awareness will be explored.
- EDWS 360 **FAMILY AND SOCIETY** (2) (SOCW310) A study of marriage preparation, partner selection, marital adjustment, family structure and functions, and marital dissolution. Current problems facing the family will be explored with an emphasis on macro and micro intervention strategies which may be employed for problem resolution.
- EDWS 370 **INTERVENTION WITH ABUSED CHILD** (1) (SOCW348) This course is designed to acquaint the student with the different types of child abuse, family dynamics, and profiles of victims and offenders. Knowledge of various intervention strategies will be imparted.
- EDWS 386 **GEOGRAPHY ACROSS THE CURRICULUM** (2) (EDWS586) Integrate geography by using a whole language approach through reading, creative writing, research, grammar, and other areas such as art, music, and the sciences. The goal is to teach an appreciation of world cultures.
- EDWS 390 **PLANTS IN THE CLASSROOM** (2) (BIOL304) Lectures, lab activities and field trips to demonstrate how plant material may be used in the classroom.
- EDWS 414 **MOTIVATING FOR ACHIEVEMENT** (2) (EDWS714) Concept of motivation as it applies to achievement will be defined, analyzed and discussed in depth.

Internal and external motivation, the role of self, the environment, communication, goal setting and reward systems, concept of empowerment will be explored.

EDWS 440 **TREATING SEX OFFENDERS & VICTIMS (1)** (CJUS350, PSYC267, SOCW350) This workshop will explore treatment issues and approaches for working with sex offenders, victims, and other family members.

EDWS 441 **PHONICS MERGED WITH WHOLE LANGUAGE (2)** (EDWS641) Course will offer a brief theoretical overview, then demonstrate a sequenced language program for children between the ages of 4 and 8. Emphasis will be on developing a systematic phonics program that incorporates the principles of whole language. Students will demonstrate their understanding of the integration by creating language materials that can be used by children in different stages of skill acquisition. The workshop will engage students in activities that demonstrate the integrated curriculum in all areas of language acquisition: reading, writing, spelling, listening, and talking.

Graduate Courses

EDWS 501 **ADAPT TEACH TECH TO LEARNING STYLES (2)** Topics will include: learning style elements, construction of content area materials, analyzing participants teaching styles as well as learning styles, multi-sensory memorization, interpretation of student profiles, applications to homework, teaching global students, characteristics of the gifted, approaches for tactile, kinesthetic children, juggling varied learning styles, time management, understanding of nine-view of learning style research, sharing successful programs and implications for critical thinking.

EDWS 511 **CATHOLIC SCHOOL LEADERSHIP: FPS (2)** Focuses on the knowledge and skills needed to foster exciting and challenging visions of Catholic school leadership as we move into the new millennium. Looks at the latest research and thinking about leadership, and particularly as the literature distinguishes it from management or administration.

EDWS 512 **CATHOLIC SCHOOL LEADERSHIP: PPT (2)** Professional development workshop which addresses the practical aspects of administrative leadership in a Catholic school. Focuses on the many problem solving challenges that administrators and teachers face on a daily basis.

EDWS 513 **LEADING A CATHOLIC SCHOOL: FMD (2)** A professional development workshop that applies the skills and dynamics of effective leadership to the successful administration of a Catholic school. Addresses the essential requirements and implications of what it means to be the educational and spiritual leader of a Catholic school.

EDWS 520 **GESTALT THERAPY (1)** (PSYC615, SOCW484) Introduction to theoretical foundations and therapeutic techniques of Gestalt therapy with particular emphasis on experimental learning.

EDWS 535 **MAKING SIMPLE MUSICAL INSTRUMENTS: K-8 (2)** (EDWS355, MUSC380) Hands-on workshop building and playing simple musical instruments. No musical or technical skills are required. Designed for the general kindergarten to 8th grade classroom teacher. Along with musical activities creative ways of teaching math, science, history, the visual arts, and multi-cultural awareness will be explored.

EDWS 544 **ZOOS ARE CLASSROOMS (1)** (BIOL301, EDWS345) Demonstrate how zoos may be used as an educational facility. Animal behavior, ecology, evolution, conservation, adaptations, classification, and other zoo-related topics will be examined.

EDWS 563 **COUNSELING CHALLENGING YOUTH (1)** (CJUS463, PSYC380, SOCW463) Workshop participants will learn a number of practical strategies for building and maintaining therapeutic relationships with challenging youth and families. The strategies will be formatted around six guiding principles common to most human services professionals who successfully engage this population. Participants will be

- challenged to assess their own attitudes, beliefs, and behaviors related to challenging youth via lecture, demonstrations, small group activities, and role plays. The workshop is applicable for graduate students, school counselors, agency counselors, and other professionals who regularly experience such youngsters.
- EDWS 580 **MARITAL & FAMILY THERAPY (2)** (PSYC627, SOCW472) Provides an overall introduction into marital and family therapy in teaching a range of psychological disorders. Acquaints the student with the latest advances in assessment and therapeutic intervention procedures from a marital and family therapeutic perspective.
- EDWS 586 **GEOGRAPHY ACROSS THE CURRICULUM (2)** (EDWS386) Integrate geography by using a whole language approach through reading, creative writing, research, grammar, and other areas such as art, music, and the sciences. The goal is to teach an appreciation of world cultures.
- EDWS 641 **PHONICS MERGED WITH WHOLE LANGUAGE (2)** (EDWS441) Course will offer a brief theoretical overview, then demonstrate a sequenced language program for children between the ages of 4 and 8. Emphasis will be on developing a systematic phonics program that incorporates the principles of whole language. Students will demonstrate their understanding of the integration by creating language materials that can be used by children in different stages of skill acquisition. The workshop will engage students in activities that demonstrate the integrated curriculum in all areas of language acquisition: reading, writing, spelling, listening, and talking.
- EDWS 649 **HARDWARE & SOFTWARE OVERVIEW (3)** (INFO949) Analysis of the architecture of microcomputers, workstations, and small to mid-range computers, with emphasis on applications for the small computer environment. Pre-requisite: INFO 904 or equivalent
- EDWS 667 **INTEGRATING SCIENCE & LITERATURE (2)** This course develops concepts and vocabulary related to themes in children's literature by using simple, easily-understood experiments. Topics which will be addressed include ecology, health, physical science, plants and animals. Science concepts have been selected from the National Science Educational Standards. Examples are: balance, inquiry, cycles and systems.
- EDWS 714 **MOTIVATING FOR ACHIEVEMENT (2)** (EDWS414) Concept of motivation as it applies to achievement will be defined, analyzed and discussed in depth. Internal and external motivation, the role of self, the environment, communication, goal setting and reward systems, concept of empowerment will be explored.
- EDWS 718 **THE DYNAMICS OF CULTS (1)** This workshop focuses on the recent proliferation of cult activity and the issues that are raised by a study of this phenomenon. Practical strategies and suggestions for understanding this topic will be offered. Issues to be examined include: commonly held myths, the vulnerability of individuals to deceptive manipulation, the techniques of attitude change and personality conversion, how conversion states are maintained, the importance of critical thinking, the processes involved in leaving cultic groups and the rehabilitation needs of ex-members.
- EDWS 719 **CHILDHOOD PSYCHOPATHOLOGY (1 to 2)** (PSYC716, SOCW483) Identification, assessment and treatment procedures useful in working therapeutically with a range of psychological disorders experienced by children and adolescents.

(ENGL) English

Lower Division Courses

- ENGL 101 **ENGLISH COMPOSITION** (3) Guidance in writing more clearly, thoughtfully, and creatively. Focus on the writing process including heuristics, revision, organization, editing.
- ENGL 115 **RHETORIC** (3) Intensive theoretical and practical study of discourse. For students who have acquired basic writing skills. Required of English majors.

The following lower division courses are introductory literature courses for non-majors.

Prerequisite: ENGL 101 or ENGL 115.

- ENGL 121 **STUDIES IN POETRY** (3) Introduction to the genre of poetry, including study of poetic form, figures of speech, styles, and major periods and authors in the British and American traditions.
- ENGL 122 **STUDIES IN DRAMA** (3) Introduction to drama as literary text and performance. Includes study of major plays from the Classical period through the present.
- ENGL 124 **STUDIES IN FICTION** (3) Introduction to the genre of prose narrative, including both the short story and the novel. Study of the styles and formal elements of fiction in texts from a wide variety of cultures, periods and authors.
- ENGL 127 **INTRO TO LITERATURE** (3) Introduces non-major students to a wide range of poetry, fiction and drama in a survey format.
- ENGL 128 **STUDIES IN BLACK LITERATURE** (3) Introduction to the literature of Black cultures in Africa and the African diaspora, including the United States and Caribbean.
- ENGL 130 **STUDIES IN THE EPIC** (3) (CLAS130) An inquiry into the epic genre, the epic hero, and epic values through a careful reading of several ancient and medieval poems.
- ENGL 132 **STUDIES IN WOMEN'S LITERATURE** (3) Introduction to the writing of women of various time periods and nationalities, with an emphasis on gender-related issues.
- ENGL 142 **CLASSICAL TRAGEDY** (3) (CLAS142) A study of the tragic form, its poetry, and its use of myth through a careful reading of several plays of Aeschylus, Sophocles, Euripides, and Seneca.
- ENGL 146 **CLASSICAL COMEDY & SATIRE** (3) (CLAS146) A study of ancient classical writings, comedies which were presented on the stage, and satirical poems.

Sophomore Courses

Prerequisite: ENGL 101 or ENGL 115

- ENGL 205 **LITERATURE & MORAL IMAGINATION** (3) Personal and social ethical issues in literature. Honors section required of English majors. Fulfills E/RS Focus Literature and the Moral Imagination requirement. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- ENGL 221 **POETRY** (3) An intensive critical and historical study of British and American poetry. Required of English majors.

Upper Division Courses

- ENGL 301 **EXPOS/RESEARCH WRITING** (3) This course is designed to aid majors and non-majors in the composition of non-fiction essays, reports and research papers.
- ENGL 302 **MODERN LITERARY THEORY** (3) Study of contemporary literary theory and its application to selected texts. Required of English majors.
- ENGL 303 **HISTORY OF LITERARY CRITICISM** (3) From Aristotle through the modern period. Recommended for students planning to go to graduate school in English.
- ENGL 304 **TEACHING & RESEARCH IN WRITING** (3) (ENGL504) Current theories on the teaching of writing in secondary school. Instruction and practice in expository writing.

- ENGL 308 **CREATIVE WRITING** (3) Introduction to creative writing, including practice in poetry, drama, and fiction.
- ENGL 309 **CREATIVE WRITING: POETRY** (3) Instruction and intensive practice in writing poetry.
- ENGL 310 **CREATIVE WRITING: FICTION** (3) Instruction and intensive practice in writing fiction.
- ENGL 311 **POPULAR WRITING** (3) Critical study of popular culture forms and instruction in writing them.
- ENGL 312 **TECHNICAL WRITING** (3) An introduction to the various modes of technical writing, including manuals, reports and critical analyses.
- ENGL 314 **WRITING JOURNALS & AUTOBIOGRAPHY** (3) (ENGL514) A course designed to assist the student in connecting to the inner self.
- ENGL 315 **COMPOSITION TUTORING** (3) (ENGL515) Training in the theory and practice of composition tutoring. Required of all prospective Writing Center tutors.
- ENGL 320 **TOPICS IN LINGUISTICS** (3) The socio-synchronic study of language theory and practice. Language systems (words, sentence patterns, sounds and their meaning) and language diversity (class, race, gender, ethnicity, region, and institution).
- ENGL 321 **HISTORY OF THE ENGLISH LANGUAGE** (3) The socio-historical story of English. Origins, variation, change, legitimization, maintenance and spread of a world language.
- ENGL 322 **ETHNOLINGUISTICS** (3) A socio-anthropological study of language, culture, and communication. Conversational and discourse analysis. No linguistics background necessary.
- ENGL 340 **WORLD DRAMA** (3) This course will direct students through a broad survey of international plays. We will focus our studies on plays on non-American (including non-Western) origin. course requirements will include an oral presentation and a research paper. Readings will be drawn from some of the following playwrights: Sophocles and Euripides (Greek), Shakespeare and Churchill (English), Ibsen (Norwegian), Brecht (German), Beckett and Friel (Irish), Soyinka (Nigerian), Fugard (South African), Makoto (Japanese), Gambaro (Argentinian), Wertebaker (Australian), Cesaire (West Indian).
- ENGL 344 **MAJOR BLACK WRITERS OF WORLD** (3) Study of black authors from around the world with emphasis on African, Caribbean, and British Commonwealth writers.
- ENGL 350 **MODERN JEWISH FICTION** (3) The narrative tradition of European and American Jewish writers from the late nineteenth century to the present.
- ENGL 352 **AFRICAN LITERATURE** (3) This course explores modern African fiction from a number of writers from different countries, including Soyinka and Achebe.
- ENGL 355 **MODERN CATHOLIC NOVELISTS** (3) In the modern world a commitment to Catholicism is rare among fiction writers. The question pursued in this course is how Catholicism affects a writer's imagination, his/her conception of character, moral conflict, and spiritual presence. Writers studied in this course are Willa Cather, Mauriac, Graham Greene, Caroline Gordon, Flannery O'Connor, Walker Percy, Robert Stone and W.C. Sebald. Students will write one long comparative paper and several shorter response papers. Pre-requisite: ENGL 205
- ENGL 358 **BLACK AMERICA SINCE 1865** (3) (HIST325) Examination of historical and literary texts by black Americans from 1865 through the mid-1960s.
- ENGL 359 **WOMEN & MINORITIES: IMAG IN FILM** (2) Primarily taught as a workshop, this course examines the way women and ethnic minorities are portrayed in popular cinema.
- ENGL 360 **MAJOR WOMEN AUTHORS** (3) Study of women authors of selected genres and periods.
- ENGL 361 **16TH/17TH CENTURY WOMEN'S LITERACY** (3) A study of the literacy and literature of ordinary and celebrated women in England and America.

- ENGL 362 **TECHNOLOGIES OF GENDER** (3) (SOCI362) Examination of the ways in which women's bodies are both constructed and deconstructed in postmodern culture and the ethical, social, and political implications of these processes for the well-being of women. We will focus on technologies of gender, i.e., those sets of cultural practices that make the body gendered. Fulfills E/RS Focus elective. Pre-requisite or Co-requisite: PHIL 100 THEO 111
- ENGL 363 **WOMEN WRITERS OF THE 90'S** (3) Study of literature by British and American women of the 1790s, 1890s, and 1990s in its social, historical, and cultural contexts.
- ENGL 366 **FEMINISM AND LITERATURE** (3) This course will focus on making connections between feminist theory and literature, in particular utopian/dystopian writing by women from the 17th through 20th centuries.
- ENGL 370 **WRITINGS BY SEXUAL MINORITIES** (3) This course focuses on the literature produced by gay and lesbian writers.
- ENGL 371 **WAR & PEACE IN WORLD LITERATURE** (3) The representation and interpretation of war and peace primarily in European and American literature. Fulfills the E/RS Focus elective. Pre-requisite or Co-requisite: THEO 111, PHIL 100
- ENGL 372 **WAR & PEACE IN LIT & FILM** (3) This course examines the debates and arguments concerning war and pacifism in a variety of literary texts and popular films.
- ENGL 374 **MARXISM AND LITERATURE** (3) This course offers a critical reading of literary texts through the lens of various modes of Marxist critical methodology.
- ENGL 375 **MODERN IRISH WRITERS** (3) This course focuses on 20th century Irish writers like James Joyce, Flann O'Brien and William Butler Yeats.
- ENGL 376 **MODERN ANGLO-IRISH LITERATURE** (3) Poetry, drama, and fiction by a variety of authors including Yeats, O'Casey, and Joyce.
- ENGL 384 **POP CULTURE IN AMERICA** (3) This course examines the impact popular culture - especially as film and music - has had on American life and values in general.
- ENGL 385 **SCIENCE FICTION** (3) This course examines the work of a literary genre often underestimated in terms of its impact on ideas about the future, ethics and politics.
- ENGL 390 **SEM: MODERN JEWISH FICTION** (3) A seminar for majors, minors and honor students, focusing on contemporary Jewish fiction - Philip Roth and Cynthia Ozick, for example.
- ENGL 391 **SEM: MAJOR WOMEN AUTHORS** (3) A seminar for majors, minors and honor students, focusing on women writers across the centuries, from Charlotte Bronte to Alice Walker.
- ENGL 397 **SEM: ELECTRONIC LITERACY** (3) This course is an introduction to computer use and facility. Primarily for the novice unfamiliar with the Internet and its potential.
- ENGL 408 **DANTE AND THE MODERN READER** (3) Close reading of Dante's "Vita Nuova" and the canticles of the "Commedia."
- ENGL 410 **CHAUCEER: THE CANTERBURY TALES** (3) A close reading of the major Tales in Middle English. This course emphasizes the cultural, historical, and philosophical elements in the texts with a special consideration of Chaucer's response to the anti-feminist tradition of the Middle Ages.
- ENGL 415 **EARLY ENGLISH LITERATURE** (3) Critical and cultural study of classic texts from Beowulf through Spenser.
- ENGL 425 **SHAKESPEARE** (3) Major plays in the genres of tragedy, comedy, tragicomedy, and history.
- ENGL 429 **RENAISSANCE DRAMA** (3) Non-Shakespearean drama of the Elizabethan and Jacobian periods: Marlowe, Jonson, Webster, and others.
- ENGL 430 **17TH CENTURY LITERATURE** (3) The poetry and prose of the 17th century from Donne to Milton.
- ENGL 435 **MILTON** (3) This course focuses on the major works of poet/critic John Milton.

- ENGL 441 **18TH CENTURY LITERATURE** (3) British poetry, drama, and fiction including works by Dryden, Behn, Pope, Swift, Defoe, Sterne, and Wollstonecraft.
- ENGL 450 **BRITISH ROMANTIC LITERATURE** (3) Poetry and selected nonfiction prose from 1780 to 1830.
- ENGL 462 **VICTORIAN WRITING** (3) This course focuses on the aesthetics of the Victorian authors.
- ENGL 463 **VICTORIAN POETRY AND POETICS** (3) This course is a study of Victorian poetry and Victorian theories of Arnold, Dante and Christina Rossetti, Elizabeth Barrett Browning, William Morris, and Gerald Manley Hopkins. Attention is also given to recent scholarship and criticism of Victorian poetry.
- ENGL 464 **ENGLISH NOVEL: DICKENS TO CONRAD** (3) A close reading of the major novels of the mid and late nineteenth century. Attention will be given to three long (700-900) page novels as well as two shorter novels. Emphasis will be on the treatment of significant themes such as gender relations, class relations, imperialism, sexuality, social and historical change, and moral conflict and ambiguity. The nineteenth century is the great age of the novel in England and this course will attempt to introduce students to the range, depth, and complexity of this form.
- ENGL 470 **MODERN BRITISH LITERATURE** (3) Twentieth-century British poetry, fiction, and drama. Student should have some background in the analysis of poetry.
- ENGL 472 **MODERN DRAMA** (3) British, American, and European drama from Ibsen to the present.
- ENGL 480 **AMERICAN RENAISSANCE: 1830-1865** (3) Textual and cultural study of Transcendentalism, the American romance, and other writing of this period.
- ENGL 481 **AMERICAN REALISM: 1865-1915** (3) Textual and cultural study of various genres from the Civil War to the eve of Modernism.
- ENGL 482 **MODERN AMERICAN FICTION** (3) Textual and cultural study of American short stories and novels from 1915 to 1945.
- ENGL 483 **MODERN AMERICAN POETRY** (3) Textual and cultural study of poets such as Pound, Eliot, Williams, and Stevens.
- ENGL 484 **AFRO-AMERICAN LITERATURE** (3) Textual and cultural study of Afro-American writing from the 18th century to the present.
- ENGL 485 **AMERICAN GOTHIC LITERATURE** (3) Texts of terror and horror in American literature of the 19th and 20th centuries.
- ENGL 486 **CONTEMPORARY AMERICAN FICTION** (3) Study of American fiction from the 50s through the present, with emphasis on the novel. Authors recently studied include Morrison, DeLillo, Pynchon, and Auster.
- ENGL 487 **CONTEMPORARY AMERICAN POETRY** (3) This course explores American poetry written after the 1940s and concerns a variety of poetic movements after Modernism.
- ENGL 488 **HUMOR IN AMERICAN LITERATURE** (3) This course is organized historically to trace a variety of important forms of humor in American literature from the eighteenth century (such authors as Ben Franklin and Royall Tyler) through the nineteenth century (including humor of the Old Southwest, Herman Melville, Mark Twain, and Charles Chesnut), the earlier twentieth century (e.g., William Faulkner and James Thurber), and the past fifty years with its rich range of humor from Flannery O'Connor and Joseph Heller to Woody Allen and Garrison Keillor. Making connections across these periods, the course will ask what, if anything, might be distinctive about American humor and attempt to place our readings and discussion in theoretical as well as historical contexts. Although the focus of the course will be on literature, students will be invited to make connections between the readings and humor they experience on television and in films. Pre-requisite: ENGL 205
- ENGL 490 **SEM: CONTEMPORARY AMERICAN POETRY** (3) Intensive study of selected contemporary poets.
- ENGL 499 **SENIOR SEMINAR** (3) Topics vary. Required of senior English majors.

Graduate Courses

- ENGL 504 **TEACHING & RESEARCH IN WRITING** (3) (ENGL304) Current theories on the teaching of writing in secondary school. Instruction and practice in expository writing.
- ENGL 509 **ADVANCED CREATIVE WRITING** (3) For the serious student who has completed the introductory creative writing courses.
- ENGL 512 **LITERARY THEORY** (3) Current theory about the nature of literature and interpretation.
- ENGL 514 **WRITING JOURNALS & AUTOBIOGRAPHY** (3) (ENGL314) A course designed to assist the student in connecting to the inner self.
- ENGL 515 **COMPOSITION TUTORING** (3) (ENGL315) Training in the theory and practice of composition tutoring. Required of all prospective Writing Center tutors.
- ENGL 520 **LINGUISTICS** (3) The socio-synchronic study of language theory and practice. Language systems (words, sentence patterns, sounds and their meaning) and language diversity (class, race, gender, ethnicity, region, and institution).
- ENGL 521 **HISTORY OF THE ENGLISH LANGUAGE** (3) The socio-historical story of English. Origins, variation, change, legitimization, maintenance, and spread of a world language.
- ENGL 525 **SHAKESPEARE** (3) Study of selected plays and themes.
- ENGL 560 **STUDIES IN WOMEN'S LITERATURE** (3) Study of women's writing and theoretical approaches to women's literature.
- ENGL 566 **FEMINISM AND LITERATURE** (3) This course will focus on making connections between feminist theory and literature, in particular utopian/dystopian writing by women from the 17th through 20th centuries.
- ENGL 570 **WRITINGS BY SEXUAL MINORITIES** (3) Course focuses on writings by gay and lesbian writers.
- ENGL 601 **LANGUAGE OF THE HUMANITIES** (3) (HUMN511) Critical study of topic-, audience-, and author-directed discourse. Intensive practice in writing.
- ENGL 610 **CHAUCER-MAJOR WORKS** (3) Study of such texts as *The Canterbury Tales* and *Troilus and Criseyde*.
- ENGL 615 **EARLY ENGLISH LIT** (3) Examines the literature of medieval England.
- ENGL 630 **STUDIES IN 17TH CENTURY LITERATURE** (3) A survey course which examines the literature of 17th century Europe, including the Metaphysical Poets.
- ENGL 640 **STUDIES IN 18TH CENTURY LITERATURE** (3) A survey course which examines the literature of 18th century Europe, including the poetry of Alexander Pope.
- ENGL 650 **ENGLISH ROMANTIC POETS** (3) This course examines the work of Wordsworth, Keats, Shelley, Coleridge, Byron and Clare.
- ENGL 655 **STUDIES IN VICTORIAN AUTHORS** (3) A survey of major English writers of the late 19th century.
- ENGL 660 **STUDIES IN MODERN BRITISH LIT** (3) A survey of 20th century British writers up to the 1960s.
- ENGL 672 **MODERN DRAMA** (3) A survey of major dramatists and plays from around the world, focusing on the 20th and 21st century.
- ENGL 681 **AMERICAN REALISM: 1865-1915** (3) Focus on the realist writers - Dos Passos, Howell, Crane, etc. - of the late 19th and early 20th century.
- ENGL 682 **MODERN AMERICAN FICTION** (3) Focuses on early 20th century American fiction from Faulkner, Hemingway, Fitzgerald and others.
- ENGL 683 **MODERN AMERICAN POETRY** (3) Focuses on poetry from the early 20th century, including Stevens, Eliot, Pound and others.
- ENGL 686 **CONTEMPORARY AMERICAN FICTION** (3) Explores the wide range of styles exhibited by current American writers, from Toni Morrison and Philip Roth to Leslie Scalapino and Don DiLillo.
- ENGL 687 **CONTEMPORARY AMERICAN POETRY** (3) Explores the wide range of styles exhibited by current American writers, from Lucille Clifton, Philip Levine and Charles Bernstein to Nathaniel Mackey, Edward Hirsch and Susan Howe.

- ENGL 690 **SEMINAR: VICTORIAN AUTHORS** (3) Study of selected topics and authors from this period.
- ENGL 691 **SEMINAR: VICTORIAN POETRY & ART** (3) Study of the interaction between poetry and the visual arts during this period.
- ENGL 693 **SEMINAR: MODERN JEWISH FICTION** (3) Study of selected European and American Jewish writers of fiction from the late 19th century to the present.
- ENGL 694 **SEMINAR: CONTEMPORARY AMERICAN FICTION** (3) Study of selected American poets and poetic movements from the past few decades.
- ENGL 695 **SEM: CONTEMPORARY AMERICAN POETRY** (3) Study of selected American poets and poetic movements of the past few decades.
- ENGL 700 **MASTER'S THESIS** (6) Individual study leading to the completion of the M.A. thesis. Students may enroll for 3 or six hours. See department chair for further information.

(ENTR) Entrepreneurial Studies

The prefix ENTR (Entrepreneurial Studies) designates courses offered through the Management Department which are particularly relevant for students interested in entrepreneurship. Other relevant courses may be found in the departmental listings for Marketing, Finance, and Accounting.

Undergraduate Courses

- ENTR 303 **CO-OP EDUCATION/ENTREP ST: JR** (3) An elective cooperative experience where students earn academic credit while performing approved entrepreneurial-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.75 GPA, departmental approval
- ENTR 311 **ENTREPRENEURSHIP** (3) Identification and screening of business opportunities; analysis of personal, marketing, financial, and operational factors for start-ups/franchises/buyouts; writing a business plan; family business issues. Co-requisite: MGMT 300
- ENTR 341 **MANAGING THE ENTR VENTURE** (3) Financial, legal, marketing, interpersonal, and organizational issues in owning/operating a small and growing business. Co-requisite: ENTR 311
- ENTR 360 **CREATIVITY & INNOVATION** (3) (MGMT360, MKTG360) Covers the framing processes and techniques individuals, groups, and organizations can use to enhance creativity and innovation. Pre-requisite: ENTR 311 or MGMT 300
- ENTR 403 **CO-OP EDUCATION/ENTREP ST: SR** (3) An elective cooperative experience where students earn academic credit while performing approved entrepreneurial-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.75 GPA, departmental approval
- ENTR 495 **SMALL BUSINESS CONSULTING** (3) An individual project contributing to the growth of a new or existing small business. Pre-requisites: ENTR 311, ENTR 341; Open to non-ENTR majors only with permission of the instructor

Graduate Courses

- ENTR 711 **ENTREPRENEURSHIP** (3) Students learn how to identify and evaluate a potential business venture opportunity, how to develop a business plan to take advantage of a promising opportunity, and how to gather the financial and human resources necessary to start a business. Case analyses and a business plan project are required. Pre-requisite: Admission to the Executive MBA program
- ENTR 911 **NEW VENTURE CREATION** (3) Generating, recognizing, and evaluating new venture opportunities. Developing an entry strategy, writing a business plan, and obtaining start-up financing. Entrepreneurial self-assessment. Prerequisite/ Co-requisite: ACCT 901, FINC 901, MKTG 901
- ENTR 921 **ENTREPRENEURIAL MARKETING** (2) (MKTG921) Understand the challenges and acquire the skills and information needed to maximize marketing results with minimal marketing resources.

- ENTR 931 **CORPORATE INTRAPRENEURSHIP** (2) Managing innovation and creativity in large organizations. New venture development teams. Joint venture, acquisition, and licensing strategies. Pre-requisite: MGMT 901
- ENTR 940 **PURCHASE/SALE/VALUE OF CLOSELY HELD FIRM** (3) (FINC940) Techniques for valuing closely held firms and methods of structuring a purchase or sale. Pre-requisite: FINC 901
- ENTR 941 **MANAGING NEW & GROWING VENTURE** (2) (MGMT941) Develops understanding as to why some ventures (new and/or existing) achieve their goals, grow, and attract resources while others stagnate or go bankrupt. Business simulations, interactive multimedia programs, guest speakers, and field trips will be used to accomplish course objectives. Pre-requisite: ACCT 901, FINC 901, MKTG 901
- ENTR 943 **VENTURE CAPITAL** (1) Analysis of the venture capital industry. How to find and work with professional investors. Principles and examples of creative deal making. Pre-requisite: ACCT 901, FINC 901
- ENTR 946 **HARVESTING ENTREPRENEURIAL VENTURES** (1) Founding new enterprise, elements of a successful IPO, the transition from entrepreneurial to professional management.
- ENTR 947 **FRANCHISING** (1) Analysis and evaluation of franchising opportunities. Developing franchise systems. Developing effective franchiser-franchisee relationships.
- ENTR 951 **FAMILY BUSINESS ISSUES** (2) Resolving personal and interpersonal issues, ownership succession issues, and strategic planning issues in family-owned businesses.
- ENTR 995 **INDIVIDUAL READING & RESEARCH** (1 to 3) Open to especially qualified students with the consent of the chair of the department and the dean.
- ENTR 998 **SMALL BUSINESS CONSULTING** (3) Student teams serve as consultants to small business enterprises. Site visits, problem analysis, and recommended solutions. Pre-requisite: ACCT 901, FINC 901, MKTG 901

(ESLG) English as a Second Language

Core Courses

Grammar

All ESLG grammar courses provide instruction in form, meaning and use of grammatical structures of American English, and oral and written review and practice of these structures.

- ESLG 111 **BEGINNING GRAMMAR** (0) The form, meaning and use of basic English grammar is reviewed.
- ESLG 121 **INTERMEDIATE GRAMMAR** (1 to 2) This course covers the form, meaning and use of selected intermediate-level grammatical structures. Pre-requisite: ESLG 111 or equivalent proficiency
- ESLG 127 **HIGH INTERMEDIATE GRAMMAR** (1 to 2) The course covers the form, meaning and use of selected high intermediate-level grammatical structures. Pre-requisite: ESLG 121 or equivalent proficiency
- ESLG 131 **ADVANCED GRAMMAR** (1 to 2) This course covers the form, meaning and use of the selected advanced-level grammatical structures. Pre-requisite: ESLG 127 or equivalent proficiency

Listening and Discussion

- ESLG 113 **BEGINNING LISTENING/SPEAKING** (0) Covers the basics of listening for content, with emphasis on understanding main ideas. Note-taking is introduced. Speaking practice reinforces simple grammatical structures.
- ESLG 122 **INTERMEDIATE LISTENING/DISCUSSION** (0.50 to 1) Listening to academic lectures for main ideas and supporting details, note-taking and test-taking strategies are covered. Informal listening and speaking includes group discussion,

basic presentation skills and role-play. Pre-requisite: ESLG 113 or equivalent proficiency

- ESLG 129 **HIGH INTERMEDIATE LISTENING/DISCUSSION** (0.50 to 1) Course includes listening for advanced-level content, taking notes, and recalling information. Functional speaking tasks, group work, and formal and informal presentation skills are practiced. Pre-requisite: ESLG 122 or equivalent proficiency
- ESLG 133 **ADVANCED LISTENING/DISCUSSION** (1) Course includes listening for advanced-level content, taking notes, and recalling information. Functional speaking tasks, group work, and formal and informal presentation skills are practiced. Pre-requisite: ESLG 122 or equivalent proficiency

Reading and Writing

- ESLG 110 **BEGINNING READING/WRITING** (0) Writing objectives for students include development of basic sentence structure, punctuation, and paragraph skills. Focus in reading is on comprehending main ideas; vocabulary study supports both reading and writing.
- ESLG 120 **INTERMEDIATE READING/WRITING** (1 to 2) Simple academic-style texts form the major reading component. Students work to improve comprehension of main ideas and supporting details. Writing is done primarily at the paragraph level, with emphasis on organization, development, and improving grammar. Pre-requisite: ESLG 110 or equivalent proficiency
- ESLG 125 **HIGH INTERMEDIATE READING/WRITING** (1 to 2) College reading skills are practiced and applied to academic texts and fiction. In writing, students learn to self-edit for typical grammar and word-choice errors. Common rhetorical styles are practiced, with more emphasis on essay-length papers. Pre-requisite: ESLG 120 or equivalent proficiency
- ESLG 130 **ADVANCED READING/WRITING** (1 to 2) College reading skills are practiced and applied to academic textbooks, current news periodicals and journals. (Fiction and literature are not emphasized.) Students work to expand vocabulary and refine editing skills. Longer academic writing tasks are covered, including argumentation, summarizing and paraphrasing, synthesis, and a documented "mini" research paper. Pre-requisite: ESLG 125 or equivalent proficiency

Elective Courses

Elective courses are offered on a rotating basis. Contact the Center for ESL for the courses being offered each semester.

- ESLG 100 **PRONUNCIATION** (0) Open to students at all levels. Students learn and practice basic pronunciation skills, with additional emphasis on stress, intonation, and rhythm.
- ESLG 115 **CONV ENGLISH THROUGH VIDEO I** (0) Open to students of all levels; suggested for beginning and intermediate levels. With a story-based video series, students improve listening comprehension and learn and practice American English vocabulary, culture, and speech conventions.
- ESLG 138 **TOEFL PREPARATION** (0.50 to 1) Review and practice of the language skills needed for the Test of English as a Foreign Language. Must be at high intermediate or advanced level to enroll.
- ESLG 139 **CAREER ENGLISH** (0) Functional business speaking and writing tasks are practiced, with emphasis on American cultural values in the workplace. Students apply concepts from class in a semester-long project requiring interviews and a presentation. Must be at the high intermediate or advanced level to enroll.
- ESLG 140 **ORAL FLUENCY** (0) A course designed to improve students' ability to speak in groups and make presentations. Cultural notions of appropriate participatory style and behavior are emphasized. Must be at high intermediate or advanced level to enroll.

(FINC) Finance

Undergraduate Courses

- FINC 300 **BUSINESS FINANCE** (3) The basic principles and techniques used in the financial management of a business with special emphasis on the corporation. Pre-requisite: ACCT 200
- FINC 303 **CO-OP EDUCATION/FINANCE: JR** (3 to 6) An elective cooperative experience where students earn academic credit while performing approved finance-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.75 GPA, departmental approval
- FINC 305 **PERSONAL INVESTING** (3) Introductory course in investments designed to introduce students to the world of investing. Topics include the stock and bond markets, mutual funds, retirement planning, home mortgages and insurance. This course is open to all students. Pre-requisite: FINC 300 or consent of Department Chair
- FINC 365 **INVESTMENTS** (3) Evaluation, selection and management of securities and portfolios including a study of theory using analytical approaches. Pre-requisite: FINC 300
- FINC 370 **FINANCIAL INSTITUTIONS** (3) A study of the operations and management of the major financial institutions in the U.S. and the regulatory environment in which they operate. Pre-requisite: FINC 300
- FINC 401 **FINANCIAL MANAGEMENT** (3) Financial theory and its applications to corporation finance. Pre-requisite: FINC 300
- FINC 403 **CO-OP EDUCATION/FINANCE: SR** (3 to 6) An elective cooperative experience where students earn academic credit while performing approved finance-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.75 GPA, departmental approval
- FINC 460 **SECURITY ANALYSIS** (3) Review of fundamental analysis, intrinsic security analysis and technical timing tools. Pre-requisite: FINC 365
- FINC 465 **OPTIONS & FUTURES MARKETS** (3) Options and futures strategies, the valuation of options and futures, and the theory of hedging. Pre-requisite: FINC 365
- FINC 475 **REAL ESTATE FINANCE** (3) Properties and principles of institutions, instruments, and methods used to finance commercial, industrial and residential real estate. Pre-requisite: FINC 300
- FINC 476 **INTERNATIONAL FINANCE** (3) International monetary system, international money and capital markets, and financing of international business. Pre-requisite: FINC 300
- FINC 477 **ANALYTICAL METHODS OF FINANCE** (3) Mathematical and quantitative techniques used in finance. Pre-requisite: FINC 300
- FINC 480 **RISK MANAGEMENT & INSURANCE** (3) Types of non-speculative risk facing individuals and businesses will be explored. The methods available to handle risks will then be examined. The insurance industry, its regulatory environment, and insurance contracts provided by commercial insurers and federal and state governments and including those for the risk of: premature death, health, disability, automobile ownership, home ownership, and business ownership will be examined. Pre-requisite: FINC 300
- FINC 485 **COMPUTER APPLICATIONS IN FINANCE** (3) The course is designed to develop the students' ability to integrate an electronic spreadsheet into the identification, analysis and solution stages of financial problems. Through this course, students will gain a conceptual as well as a practical understanding of spreadsheets and will be equipped with the spreadsheet skills needed to engage in economic financial modeling. Pre-requisite: FINC 300, INFO 200; Consent of instructor required for non-finance majors
- FINC 495 **CASES & PROBLEMS IN FINANCE** (3) Integrates the subjects of the core finance courses. Consists of case studies involving financial analysis, capital

budgeting, capital structure, and related areas. Pre-requisite: ACCT 350 or ACCT 301 Pre-requisite or Co-requisite: FINC 401 and FINC 365 (one as pre-requisite/one as co-requisite)

- FINC 497 **READINGS IN FINANCE** (3) Advanced reading and research in finance open only to seniors. Projects must have the approval of the department chair and dean.
- FINC 499 **TUTORIAL IN FINANCE** (3) Independent study in finance. Participating student works individually with an instructor to develop an understanding of advanced topics. Independent studies must be approved by the Department Chair.

Graduate Courses

- FINC 701 **MANAGERIAL FINANCE** (4 to 5) The central theme is developing a managerial perspective for key financial decisions while creating shareholder value. Topics include: financial analysis, working capital management, time value of money, capital budgeting, cost of capital, capital structure, dividend policy, financial ethics and valuation of debt and equity securities. Pre-requisite: Admission to the Executive MBA program
- FINC 801 **CORPORATE FINANCE** (3) The basic principles and techniques used in the financial management of a business with special emphasis on the corporation. Pre-requisite: ACCT 803 or equivalent, ECON 802, STAT 801 or equivalent are recommended
- FINC 901 **MANAGERIAL FINANCE** (3) In-depth study of corporate finance. Topics include capital budgeting, capital structure, financial analysis, and related corporate theory. Lectures, cases, readings. Pre-requisite: All Business Skills and required Foundation Skills courses
- FINC 902 **INVESTMENT MANAGEMENT** (3) Evaluation, selection, and management of securities and portfolios. Includes a study of theory using analytical approaches. Pre-requisite: FINC 901
- FINC 921 **OPTIONS & FUTURES MARKETS** (3) Options and futures strategies: the valuation of options and futures, the theory of hedging. Pre-requisite: FINC 901
- FINC 923 **CONTEMPORARY FINANCIAL INSTITUTIONS** (3) Trends affecting financial institutions and the financial system: deregulation, competition, overlap of functions between depository and non-depository financial institutions. Pre-requisite: FINC 801 or equivalent
- FINC 932 **INTERNATIONAL FINANCE & INVESTMENT** (3) Background, techniques, and concepts necessary to invest in the global security market: overview of international economic environment, foreign exchange markets, international finance, investment portfolios, equity, bond market and foreign currency futures and options, gold and gold-linked investments. Pre-requisite: FINC 901
- FINC 940 **PURCHASE/SALE/VALUE OF CLOSELY HELD FIRM** (3) (ENTR940) Techniques for valuing closely held firms and methods of structuring a purchase or sale. Pre-requisite: FINC 901
- FINC 951 **MONEY AND CAPITAL MARKETS** (3) Financial institutions and markets, the theory of interest rate determination, monetary policy, and fiscal policy. Pre-requisite: FINC 801 or equivalent
- FINC 953 **PROBLEMS & CASES IN FINANCE** (3) Case studies involving financial analysis, capital budgeting, capital structure, and related areas. Pre-requisite: FINC 901
- FINC 960 **SECURITY ANALYSIS** (3) Review of fundamental analysis, intrinsic security analysis and technical timing tools. Pre-requisite: FINC 901
- FINC 963 **FIXED INCOME & DEBT MANAGEMENT** (3) Evaluation, selection, and management of fixed income securities and debt positions. Pre-requisite: FINC 901
- FINC 975 **REAL ESTATE FINANCE** (3) Analyze investments in real estate with emphasis on financial considerations while also giving explicit attention to the social political, marketing, legal and physical factors affecting investment decisions and performance. Pre-requisite: FINC 901
- FINC 980 **RISK MANAGEMENT** (3) Introduces a management approach for the handling of non-speculative risks confronting individuals and organizations. Emphasis is

placed on the tactics, techniques, and strategies for risk managers in a corporate atmosphere and to insurance as a technique used to handle risk. Examination of employee benefit plans including group life, health, and retirement benefits. Current issues confronting risk managers, such as new insurance products, tort reform, environmental liability, risk retention groups, insurance cycles and crisis etc., will also be explored. Pre-requisite: FINC 801

- FINC 983 **APPLICATION IN CORPORATE FINANCE** (3) Gives advanced treatment to questions raised in FINC 901. Topics include the application of option pricing in capital budgeting, managing liabilities with interest-rate and foreign-currency swaps, and the analysis of mergers and acquisitions, among others. Pre-requisite: FINC 901; FINC 902 suggested
- FINC 985 **FINANCIAL THEORY** (3) Examines the concepts and foundations of financial theories. Pre-requisite: FINC 902
- FINC 995 **INDIVIDUAL READING & RESEARCH** (2 to 3) Open to especially qualified students with the consent of the chairman of the appropriate department and dean.

(FREN) French

Lower Division Courses

- FREN 101 **ELEMENTARY FRENCH I** (3) An introduction to basic language skills through emphasizing the acquisition of high-frequency vocabulary and the development of cultural awareness.
- FREN 102 **ELEMENTARY FRENCH II** (3) The second semester elementary course which is a continuation of FREN 101. Pre-requisite: FREN 101 unless waived
- FREN 201 **INTERMEDIATE FRENCH I** (3) The first semester intermediate course which is a continuation of FREN 102 with a particular emphasis on the development of more creative use of the language. Pre-requisite: FREN 102 unless waived
- FREN 202 **INTERMEDIATE FRENCH II** (3) A communicative-oriented course emphasizing reading and writing skills through the study of authentic materials dealing with francophone culture. This course includes a comprehensive grammar review. Pre-requisite: FREN 201 unless waived
- FREN 203 **INTRO TO BUSINESS FRENCH** (3) Development of four skills in the context of the contemporary francophone business world by means of readings, discussions and written practice. Emphasis on the terminology of commercial French. May be taken as an alternative to FREN 202.

Upper Division Courses

Pre-requisite: FREN 202/203 or the equivalent. Students **MUST** take at least one of the following courses before enrolling in other upper divisions courses: FREN 300-351.

- FREN 300 **ADVANCED FRENCH I** (3) An upper-division course which is a continuation of FREN 202.
- FREN 301 **ADVANCED FRENCH II** (3) An upper-division course which offers advanced grammar study through authentic texts.
- FREN 302 **FRENCH CONVERSATION** (3) An upper-division course designed for the development of speaking and listening skills through active participation by students. Discussions and activities are based on contemporary issues.
- FREN 303 **FRENCH COMPOSITION** (3) An upper-division course designed for the development of both formal and informal writing skills. Types of writing include journal, letter, summary, and analytical.
- FREN 315 **BUSINESS FRENCH I** (3) A continuation of FREN 203 as preparation for the Paris Chamber of Commerce examination, the certificat pratique.
- FREN 350 **FRENCH CULTURE/CIVILIZATION I** (3) Representative history and civilization of France.

- FREN 351 **FRENCH CULTURE/CIVILIZATION II** (3) Representative history and civilization of the francophone world.
- FREN 399 **SENIOR PROJECT** (1) Research for senior project.
- FREN 420 **SURVEY OF FRENCH LITERATURE I** (3) A chronological study of French literature and civilization in the seventeenth and eighteenth centuries.
- FREN 421 **SURVEY OF FRENCH LITERATURE II** (3) A chronological study of French literature and civilization in the nineteenth and twentieth centuries.
- FREN 430 **THE MIDDLE AGES & RENAISSANCE** (3) A chronological study of French literature and civilization in the Middle Ages and the sixteenth century.
- FREN 432 **THE SIXTEENTH CENTURY** (3) An in-depth study of representative authors from the French Renaissance, such as Ronsard, Du Bellay, and Montaigne.
- FREN 434 **THE SEVENTEENTH CENTURY** (3) An in-depth study of representative authors of the French baroque and classical periods, such as Corneille, Descartes, Pascal, La Fontaine, Moliere, Racine.
- FREN 436 **THE EIGHTEENTH CENTURY** (3) An in-depth study of representative authors of the Age of Enlightenment, such as Diderot, Voltaire, Rousseau.
- FREN 438 **THE NINETEENTH CENTURY** (3) An in-depth study of representative authors of French Romanticism and Realism, such as Chateaubriand, Hugo, Balzac, Flaubert.
- FREN 439 **FRENCH THEATRE** (3) A chronological study of the development of the French theater from the Middle Ages to the present.
- FREN 440 **THE TWENTIETH CENTURY** (3) An in-depth study of representative authors of the twentieth century, such as Proust, Gide, Sartre, Camus.
- FREN 450 **CLASSICAL FRENCH THEATRE: MYTH/MORALS** (3) An in-depth study of the French classical playwrights, Corneille, Moliere and Racine. Taught in English; does not count toward major, minor or language certification. Fulfills the E/RS Focus elective. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- FREN 451 **CONTEMPORARY FRENCH THEATRE** (3) A study of twentieth-century French theater's major movements and representative dramatic works.
- FREN 452 **FRENCH COMEDY** (3) A chronological study of the development of French comedy from the medieval farce to the present.
- FREN 453 **FRENCH TRAGEDY** (3) A chronological study of the development of French tragedy, melodrama, and tragi-comedy from the medieval Passion plays to the present.
- FREN 461 **FRENCH WOMEN WRITERS** (3) A chronological study of representative French women writers from the Middle Ages to the present.
- FREN 495 **DIRECTED STUDY: LANGUAGE** (1 to 3) Independent study.
- FREN 496 **DIRECTED STUDY: CULTURE/CIVILIZATION** (1 to 3) Independent study.
- FREN 497 **DIRECTED STUDY: LITERATURE** (1 to 3) Independent study.

Graduate Course

- FREN 700 **GRADUATE RESEARCH: FRENCH** (3) Research for M.A. Degree.

(GERM) German

Lower Division Courses

- GERM 101 **ELEMENTARY GERMAN I** (3) An introduction to basic language skills through the acquisition of high-frequency vocabulary and the development of cultural awareness.
- GERM 102 **ELEMENTARY GERMAN II** (3) The second semester elementary course with added emphasis on reading and speaking in the target language. Pre-requisite: GERM 101 (or by placement test)
- GERM 201 **INTERMEDIATE GERMAN I** (3) The first semester intermediate course with emphasis on the development of more creative, independent use of the target language. Pre-requisite: GERM 102 (or by placement test)

- GERM 202 **INTERMEDIATE GERMAN II** (3) A communicative-oriented course emphasizing reading and writing skills through the study of authentic materials dealing with the culture of the German speaking world. Pre-requisite: GERM 201 (or by placement test)

Upper Division Courses

All upper division courses are taught entirely in German! Pre-requisite: GERM 202 or by placement test.

- GERM 300 **ADVANCED GERMAN I** (3) The course offers advanced grammar study through active reading and discussion of authentic, everyday German texts.
- GERM 301 **ADVANCED GERMAN II** (3) A communicative-oriented course with particular emphasis on the fine details of “educated German.” Authentic texts from *Der Spiegel* and other news-magazines and newspapers and authentic German newscasts are examined in preparation for the international German proficiency exam administered by the Goethe Institute, the “Zertifikat Deutsch als Fremdsprache.”
- GERM 302 **GERMAN CONVERSATION** (3) A course designed for the development of speaking and listening skills through active participation by students. Discussions and activities are based on contemporary issues.
- GERM 303 **GERMAN COMPOSITION** (3) The goal of this course is the development of both formal and informal writing skills within a cultural or literary framework. Types of writing include journal, letter, summary and analytical.
- GERM 315 **BUSINESS GERMAN** (3) German business etiquette and business practice as well as the language of German business magazines are practiced through discussions of texts from German business magazines and authentic business letters as well as recreations of real life business situations. This course is a preparation for the international German Business Exam.
- GERM 316 **ADVANCED BUSINESS GERMAN** (3) (GERM616) Advanced Business German is a continuation of GERM 315: Business German. The emphasis is on intercultural conduct in business situations, the vocabulary of German business and economics, advanced grammar review, and ultimately the preparation for the international Business German examination “Prüfung Wirtschaftsdeutsch” (PWD) which is usually administered in April of each year. The course offers an in-depth exposure to the spoken and written language of the German-speaking business world: formalities and conventions of business correspondence, ‘Lebenslauf,’ business in the media, conference terms and codes of behavior, abbreviation usage in the corporate world, documents relating to forms of enterprises and their financing, taxes, reports on the economics of German-speaking countries, and simulations of business situations.
- GERM 320 **STYLISTICS & ADVANCED READING** (3) To sharpen both the grammar and the written/oral communication skills of the participants through reading and discussing diverse German texts from *Spiegel*, *FAZ*, *Profil* is the goal. Particular emphasis will be given to written analysis.
- GERM 340 **GERMAN HISTORY & CIVILIZATION** (3) (GERM640) This overview of the history and culture of the German speaking world offers an introduction to the socio-political, economic and philosophical issues from 800A.D. to the present. This content based advanced German course is intended to sharpen the oral and written communication skills of the student as well as deepen their knowledge of Central European history and thought. This course is taught entirely in German.
- GERM 350 **GERMAN CULTURE I** (3) The historical, cultural, socioeconomic, political and philosophical background of the German speaking world are explored to help understand events leading up to 1933. German contributions to world culture in literature, art, music, science, and other fields are analyzed.
- GERM 351 **GERMAN CULTURE II** (3) The tremendous changes that the German speaking countries underwent since 1933 are examined through the medium of contemporary political rhetoric (and propaganda), documentaries, editorials, cartoons, cabaret songs.

- GERM 399 **SENIOR PROJECT** (1) Research for senior project.
- GERM 410 **THE GERMAN FAIRY TALE** (3) An in-depth study of the concerns and impact of Grimm's Fairy Tales on the contemporary and the present-day reader that also presents modernized versions as well as a comparison to the American versions of the Grimm Tales.
- GERM 420 **INTRO TO GERMAN LITERATURE I** (3) A chronological survey of Germanic literature from its Medieval beginnings (Hildebrandslied) to the highlights of the Romantic period (Taugenichts). Presentation based on genres and movements.
- GERM 421 **INTRO TO GERMAN LITERATURE II** (3) A chronological study of Germanic literature from the highlights of the Classical period (Goethe, Schiller) to the present.
- GERM 430 **THE GERMAN SHORT STORY** (3) Social, political, cultural, and economic issues of contemporary Germany are discussed as presented in the postwar short stories of Borchert, Boll, Kaschnitz, Langasser, Siegfried Lenz, Bichsel.
- GERM 435 **THE CLASSICAL PERIOD** (3) An introduction to the "greats" of German literature (Goethe, Schiller, Kleist) and their contemporaries in other Germanic countries with particular emphasis on the socio-political issues reflected in their works.
- GERM 440 **CONTEMPORARY GERMAN LITERATURE** (3) Various forms of literature from poetry to the radio and television play are used to explore commonalities/differences in the works of Grass, Boll, Johnson, Eich, Walser, Bernhard, Hildesheimer, Seghers and Frisch.
- GERM 441 **GERMAN WOMEN WRITERS OF THE 20th CENTURY** (3) A chronological study of representative Germanic women writers from the Middle Ages to the present with special emphasis on the literature of the former GDR women writers vs. those of the former FRG ("The Third Way").
- GERM 442 **MAENNERLITERATUR-FRAUENLITERATUR** (3) The literature of men and women writers is traced through the ages as their literary styles and modes are compared.
- GERM 444 **GERMAN SPEAKING WORLD AS SHOWN IN THE LITERATURE 1945-1995** (3) The breathtaking events of the last fifty years are explored through historical texts, newspaper and magazine articles as well as contemporary prose, drama, poetry, and radio play.
- GERM 454 **EAST GERMAN WRITERS** (3) Novels, stories, poems and songs of "East German Writers" reflecting the "East German" reality are used to examine the clash of "socialist realism" with communist reality and censorship.
- GERM 460 **GERMAN LITERATURE IN FILM** (3) Introduces a series of contemporary German films, all of which are based on German literary masterpieces, and seeks to compare and contrast the literary works and their film adaptations. Taught in German.
- GERM 465 **CULTURE AS REFLECTED IN DRAMA** (3) On the basis of discussing German dramas, the periods they reflect are discussed.
- GERM 468 **CULTURAL REFLECTIONS IN LITERATURE** (3) Poems, novellas, novels, and short stories are examined as genres and how they deal with the sociopolitical issues of their time.
- GERM 470 **THE ROMANTIC PERIOD** (3) An in-depth study of the cultural, historical, political, and economic background of this period, which was romantic in name only, is provided as a basis for understanding the literature of the only literary period to originate on German soil.
- GERM 494 **SELECTED READINGS** (3) A course created specifically for the special needs of a particular student.
- GERM 495 **DIRECTED STUDY: LANGUAGE** (1 to 3) Independent study.
- GERM 496 **DIRECTED STUDY: CULTURE/CIVILIZATION** (1 to 3) Independent study.
- GERM 497 **DIRECTED STUDY: LITERATURE** (1 to 3) Independent study.

Graduate Course

- GERM 616 **ADVANCED BUSINESS GERMAN** (3) (GERM316) Advanced Business German is a continuation of GERM 315: Business German. The emphasis is on intercultural conduct in business situations, the vocabulary of German business and economics, advanced grammar review, and ultimately the preparation for the international Business German examination "Prüfung Wirtschaftsdeutsch" (PWD) which is usually administered in April of each year. The course offers an in-depth exposure to the spoken and written language of the German-speaking business world: formalities and conventions of business correspondence, "Lebenslauf" business in the media, conference terms and codes of behavior, abbreviation usage in the corporate world, documents relating to forms of enterprises and their financing, taxes, reports on the economics of German-speaking countries, and simulations of business situations.
- GERM 640 **GERMAN HISTORY & CIVILIZATION** (3) (GERM340) This overview of the history and culture of the German speaking world offers an introduction to the socio-political, economic, and philosophical issues from 800 A.D. to the present. This content based advanced German course is intended to sharpen the oral and written communication skills of the student as well as deepen their knowledge of Central European history and thought. This course is taught entirely in German.
- GERM 700 **GRADUATE RESEARCH: GERMAN** (3) Research for the M.A. Degree.

(GREK) Greek

Lower Division Courses

- GREK 101 **ELEMENTARY GREEK I** (3) One semester. The ancient Greek language. Syntax, vocabulary, and morphology. The skills necessary to read ancient Greek.
- GREK 102 **ELEMENTARY GREEK II** (3) One semester. A continuation of GREK 101.
- GREK 201 **ATTIC PROSE** (3) For students who have had six hours of college level Greek or its equivalent. Selected readings from various Greek authors and genres.
- GREK 202 **ATTIC TRAGEDY** (3) Selected readings from various authors and genres.
- GREK 203 **PLATO: SELECTED READINGS** (3) The Apology and other selections.
- GREK 241 **KOINE GREEK I** (3) (THEO241) Readings from the New Testament and Septuagint. Pre-requisite: GREK 101 GREK 102 or the equivalent
- GREK 242 **KOINE GREEK II** (3) A continuation of GREK 241. Readings may also include non-scriptural writings.
- GREK 311 **HISTORY OF ANCIENT GREECE** (3) An intensive introduction to the history of Greece from the prehistoric period to the Hellenistic Age, relying upon a reading of primary sources.
- GREK 321 **HOMER ILIAD** (3) A study of the epic.
- GREK 322 **HOMER ODYSSEY** (3) A study of the epic.
- GREK 331 **PLATO: THE REPUBLIC** (3) A critical reading of selections from the Republic.
- GREK 341 **THUCYDIDES** (3) A critical reading of selections from the Histories.
- GREK 351 **AESCHYLUS** (3) A study of the epic.
- GREK 361 **HISTORY OF GREEK LITERATURE** (3) A final Greek course meant to be a summation and synthesis of the achievement of Greek literature.
- GREK 397 **SPECIAL STUDY: PROSE** (3) Credit and content by arrangement
- GREK 398 **SPECIAL STUDY: POETRY** (3) Credit and content by arrangement
- GREK 399 **HAB CAPSTONE THESIS** (1 to 3) Credit and content by arrangement.

(HESA) Health Services Administration

Graduate Courses

- HESA 511 **MANAGERIAL CONCEPTS IN HC ORGANIZATIONS** (3) Discusses behavioral theory and its underlying principles as applied to the development of managerial and team work skills for health services administrators.
- HESA 515 **HEALTH CARE WORKFORCE STRATEGY** (2) Introduces students to fundamental human resource functions: recruitment and selection, performance management, compensation and benefits, training and development, employee labor relations as they are implemented in health care organizations. The course will explore the unique strategic imperatives and challenges of workforce development in a health care organization. Pre-requisite: HESA 511
- HESA 519 **STRATEGIC MANAGEMENT & MARKETING** (3) Applies organizational theories to the understanding and management of the processes by which leaders and their top management teams formulate organizational mission, assess external environments and align internal resources in the implementation of organizational strategies designed to maximize strengths and opportunities and to eliminate weaknesses and threats. Pre-requisite: HESA 511
- HESA 521 **QUANT METHODS FOR HC MGMT** (3) Discusses the nature and application of various quantitative methods for analyzing and improving organizational systems and processes within the health care field.
- HESA 523 **CONTINUOUS QUALITY IMPROVEMENT TECH IN HC** (3) Introduces the theoretical application of statistical quality management in health care as well as the practical application of quality improvement methods in health care settings. Pre-requisite: HESA 511, HESA 521
- HESA 529 **INFO SYSTEMS FOR HEALTH SERVICES** (2) This course introduces students to theory, technology, and practical application of information systems. Emphasis is placed on preparing managers to interact with multidisciplinary personnel to design, acquire and maintain information systems for integrated health care delivery. Pre-requisite: HESA 551
- HESA 551 **MANAGEMENT ACCOUNTING FOR HC** (3) Examines basic concepts of the structure and use of information to support managers' decision models. Introduces activity-based techniques for costing sales of health services, delivery activities and alternative organization structures. Covers accounting techniques to support the control of operations. Focuses on the relationship of costs to revenues in competitive, integrated care delivery systems. Pre-requisite: Basic accounting course
- HESA 555 **CORPORATE FINANCE FOR HC ORGANIZATIONS** (3) Examines basic principles and techniques used in the financial management of a health care facility, with special emphasis on the capital acquisition problems within the health care industry and their relationship to external pressures on the industry's structure. Pre-requisite: HESA 551
- HESA 559 **FINANCIAL MANAGEMENT OF HC ORGANIZATIONS** (3) Examines special financial management topics in the health care industry, such as leasing, refunding debt, risk analysis, outsourcing, and merging. Places special focus on the management implications of revenue flows under various payment systems within integrated delivery systems and the effects of regulation. Pre-requisite: HESA 551, HESA 555; or for dual degree students ACCT 901, FINC 901
- HESA 561 **CLINICAL PROC FOR HLTHCARE ADMIN** (2) Prepares students to become conversant with clinicians by introducing them to basic concepts, terminology, disease processes and clinical issues and by exposing them to clinical experiences in the classroom and in patient care environments.
- HESA 565 **DESCRIPTIVE EPIDEMIOLOGY** (1) Introduces students to the concepts, skills, and data sources involved in epidemiology and to the application of descriptive epidemiology to population health management and health services. This course presents concepts which are more fully applied in HESA 569.

- HESA 569 **MANAGERIAL EPIDEM & MED CRE ANAL** (2) Students are introduced to the application of epidemiologic literature in health services management through an applied project using a health status analysis. Methods to determine risk factors for health problems are discussed and examined in this project. Pre-requisite: HESA 521, HESA 565
- HESA 571 **HEALTHCARE SERVICES IN THE U.S.** (3) Provides a historical perspective on the development of health care services in the United States, a description of the key factors and issues which influence the development of the current health care delivery systems and a description of the current health care delivery systems.
- HESA 575 **HEALTH ECONOMICS** (3) Examines the application of economic principles to the allocation of scarce resources in health care; the use of economic theory to understand problems of organization, delivery, and financing of health services; and the choices available to society regarding these issues.
- HESA 579 **HEALTH POLICY & POLICY ANALYSIS** (2) Provides an overview of health policy in the United States and introduces both qualitative and quantitative methods for analyzing health policy with attention given to the political and economic perspectives on health policy questions. Pre-requisite: HESA 571, HESA 575
- HESA 581 **HEALTH CARE LEGAL ASPECTS** (3) Describes the legal climate within which the health care institution operates with an emphasis on the legal concepts that influence the activities of health care administrators. Pre-requisite: HESA 571
- HESA 585 **INTRO TO HEALTH CARE ETHICS** (1) Provides an overview of the key ethical theories and principles of biomedical ethics as well as an introduction to the key ethical issues in health care.
- HESA 587 **KEY ISSUES IN BIOMEDICAL ETHICS** (1) Presents the key issues in biomedical ethics from patient/family, clinical, and managerial perspectives. Pre-requisite: Undergraduate ethics course or HESA 585 and HESA 571
- HESA 589 **ETHICAL ISSUES IN HEALTHCARE MGMT** (1) Considers the key ethical issues in health care management which exist in operations, policy, contracting and partnering in its various forms. Pre-requisite: Undergraduate ethics course or HESA 585 and HESA 571
- HESA 599 **INTEGRATIVE SEM ON HLTH SVCS ADMIN** (2) Integrates the specialized discipline and knowledge learned from previous HSA courses through the use of case analysis. Students are challenged to formulate strategies that address complex problem situations faced by managers of health services organizations. Pre-requisite: HESA 511, HESA 519, HESA 521, HESA 523, HESA 559, HESA 565, HESA 569, HESA 571, HESA 575 and two of the following three courses: HESA 585, HESA 587 or HESA 589
- HESA 601 **PROFESSIONAL DEVELOPMENT I** (0) Introduces students to professional organizations, trade organizations and accrediting agencies that serve and support the health care industry. Invited executive speakers discuss their respective organizations' missions, philosophies and functions.
- HESA 602 **PROFESSIONAL DEVELOPMENT II** (0) Focuses on preparing students for administrative residency search. Students prepare resumes and letters and undertake mock interviews as preparatory measures. Residency search begins at the end of the spring semester and continues through summer and fall semester for MHA students. Dual degree students begin their active residency and/or fellowship searches generally in the fall semester of their second year. Pre-requisite: HESA 601
- HESA 603 **PROFESSIONAL DEVELOPMENT III** (0) Brings to campus regional and national executives who have exhibited leadership in health care management. These executives discuss issues and topics of interest. Students also assist in preparing for the annual Fall Leadership Conference. Pre-requisite: HESA 602
- HESA 604 **PROFESSIONAL DEVELOPMENT IV** (0) Prepares students for administrative residency. Preceptors and current administrative residents visit campus to share their expectations and experiences. Local and regional CEOs, senior managers and other professionals also address pertinent health care topics in a seminar format. Pre-requisite: HESA 603

- HESA 634 **ADV QUALITY IMPROVEMENT METHODS** (3) Applies quality improvement practices including total quality management and quality function deployment to service organizations at an advanced level. Pre-requisite: HESA 523
- HESA 646 **MARKETING IN A MANAGED CARE ENVIRONMENT** (2) Examines the use of marketing concepts, functions and policies as well as the role of marketing within the current managed health care environment. Data sources on the Internet and software/databases related to health care marketing are utilized in class experiences and in a project. Pre-requisite: HESA 571
- HESA 651 **AGING IN OUR SOCIETY** (3) Examines the areas of biology, sociology, and psychology of aging with an emphasis on the application of research methodologies to the field of aging.
- HESA 655 **ADMIN OF AGENCIES SERVING AGED** (3) Examines and evaluates the range and relationship of community services, both existing and proposed, for chronically ill patients and an aging population. Pre-requisite: HESA 651
- HESA 659 **ADM OF INSTITUTIONS SERVING AGED** (3) Examines the role of the administrator in developing and administering policies and programs to meet the needs of chronically ill patients and an aging population. Pre-requisite: HESA 651
- HESA 662 **MEDICAL GROUP MANAGEMENT** (3) Expands and applies knowledge of teamwork, statistical analysis, financial management, organizational theory, strategic management and interpersonal skills to enhance the student's ability to engage physicians in the development, governance and management of medical groups. Pre-requisite: HESA 571
- HESA 672 **HEALTHINS SYSTEMS & CONCEPTS** (2) Covers the fundamental knowledge and skills necessary for interacting with or operating managed care insurance organizations in the current health care environment. Projects will be completed using problems related to managed care insurance and management of health care utilization risk. Pre-requisite: HESA 551, HESA 565, HESA 569, HESA 571
- HESA 686 **CORPORATE ETHICAL ISSUES IN HC** (3) Develops systematic methods of analyzing the ethical implications of corporate policies, practices and strategic decisions as they relate to internal and external stakeholders as well as to society itself. Pre-requisite: HESA 589
- HESA 710 **IND STUDY IN HEALTH ADMIN I** (1 to 3) Permits the student to individually investigate current issues related to the management of health care organizations under the guidance of a faculty member.
- HESA 711 **IND STUDY IN HEALTH ADMIN II** (1 to 3) Continuation of HESA 710
- Administrative Residency/Practicum**
- HESA 720 **INSTITUTION & COMMUNITY ANALYSIS** (2) Provides the student with firsthand, in-depth skills in analyzing the internal operations of a health care institution, including governance, departmental structure, planning and financial management, and human resources development, as well as the external environments impacting the organization.
- HESA 730 **PRACTICUM IN EXECUTIVE DEVELOPMENT I** (2) Provides students with the opportunity to observe executive role models and to assess and develop their own management philosophies.
- HESA 750 **MASTER'S PROJECT I** (3) Requires students to conduct an individual integrative project that addresses an aspect important to both the student and the preceptor through either hypothesis testing, management studies, competency demonstrations, or case studies analyzing organizational policy or program implementation processes.
- HESA 751 **MASTER'S PROJECT II** (3) Continuation of HESA 750.

(HIST) History

Lower Division Courses

- HIST 105 **WORLD HISTORY I** (3) A survey of pre-1500 world societies with an emphasis on non-western cultures.
- HIST 106 **WORLD HISTORY II** (3) A survey of world societies since 1500 with an emphasis on non-western cultures.
- HIST 123 **AFRICAN HISTORY I** (3) A survey of African societies from human evolution and hunter-gathering societies to the mighty states of West Africa in the medieval era. Attention is paid as well to historiography and historical sources in early African history.
- HIST 124 **AFRICAN HISTORY II** (3) A survey of African societies from 1500 on. Examines both internal political and economic developments as well as the trans-Atlantic slave trade and the era of colonialism that result from European contact. Pre-requisite: HIST 123
- HIST 133 **EUROPEAN HISTORY I** (3) A topical survey of Western Civilization from Greece to the Reformation emphasizing aspects of political, social and cultural history.
- HIST 134 **EUROPEAN HISTORY II** (3) A topical survey of European history from the 16th century to the 20th century emphasizing aspects of political, social, and economic and intellectual history. Pre-requisite: HIST 133
- HIST 143 **U.S. HISTORY I** (3) Study of the United States from its colonial beginnings through the Civil War, with particular emphasis on the American Revolution, the formative years of the new nation, and the coming of the Civil War.
- HIST 144 **U.S. HISTORY II** (3) Study of the United States from the aftermath of the Civil War to the present, with particular emphasis on Reconstruction, impact of industrialization and urbanization, foreign policies, and post-World War II American culture. Pre-requisite: HIST 143
- HIST 151 **LATIN AMERICAN HISTORY I** (3) This course will survey major developments in Latin American history and civilization from pre-conquest times through the Independence era of the nineteenth century. Our particular emphasis will be on understanding the unique ethnic and cultural interaction that resulted from the diverse encounters among indigenous peoples, Europeans, and Africans in the Americas.
- HIST 152 **LATIN AMERICAN HISTORY II** (3) This course will survey major developments in Latin American history from approximately 1810 to the present. Through lectures, a variety of readings, in-class discussions, and films, this course will explore the political, economic, and social processes that have shaped modern Latin America. Pre-requisite: HIST 151
- HIST 154 **WAR & PEACE IN MODERN WORLD** (3) Survey of Europe and America since the 18th century with special emphasis on political, cultural, economic and strategic issues related to war and peace. Pre-requisite: HIST 105, HIST 133 or HIST 143 Pre-requisite or Co-requisite: PHIL 100, THEO 111
- HIST 161 **ASIAN HISTORY I** (3) This course introduces students to the history and cultures of India, China and Japan. It will explore the major historical events and traditions, ideas, values and social systems of these regions as they came into existence in the past and continue today to shape the lives of people in these regions.
- HIST 162 **ASIAN HISTORY II** (3) Pre-requisite: HIST 161

Upper Division Courses

- HIST 210 **AMER DEMOCRACY: HISTORY & PRACTICE** (3) An historical and practical investigation of American democracy.
- HIST 245 **CINCINNATI HISTORY & POLITICS** (3) (POLI211) A political history of Cincinnati with an analysis of contemporary urban politics.
- HIST 280 **ALFRED HITCHCOCK IN HOLLYWOOD** (2) (COMM280, EDWS284) This course is designed for undergraduates and serves as both an in-depth investigation

- of a major artist and an exploration of American attitudes and institutions during World War II, the Cold War, and the upheavals of the 1960s and early 70s. Students are required to do a significant amount of reading and writing.
- HIST 285 **HOLLYWOOD: A SOCIAL & CULTURAL HISTORY** (2 to 3) (COMM197) Hollywood had always taken historical themes for some of its most ambitious projects, a trend that has become even more pronounced in the past decade. What has not always been understood is that Hollywood and the development of the American movie industry has been a central element in the social and cultural history of 20th century America. Thus, this workshop has two purposes: to critically examine various film images of American history and equally important, to place Hollywood and its products in the larger context of 20th century American history.
- HIST 286 **AMERICA THROUGH THE LENS** (2) (COMM297, EDWS286) Films and television programs will be analyzed in order to both identify the cultural and historical messages they contain. The formulas and conventions of Hollywood genres will be examined. This understanding of genre will serve as a primary analytical tool as we de-construct the films and television programs studied in class.
- HIST 287 **BASEBALL & AMERICAN CULTURE** (2) Commentators have long argued that baseball is a key to understanding American culture and the American character. Over the past two decades historians of the sport have unearthed an enormous amount of material that not only verifies this insight but allows us to be more precise about the connection between baseball and the development of American culture.
- HIST 288 **UN-“HAPPY DAYS”: FEAR IN 1950s** (2) (COMM288, EDWS288) This course is designed for undergraduates and serves to introduce students to the study of mass media as well as a crucial decade in American history. It also explores the use and misuse of history, calling into question the tendency to serve up history in ten year units (i.e. the opening lecture is “The Fifties: 1935-1992”). Students are required to do a significant amount of reading (two books and a handful of reviews) and writing (five short reaction papers and a longer analytical paper).
- HIST 289 **MOVIES AND CITIES** (2) (COMM289, SOCI289) The course is designed for undergraduates and serves as an introduction to both American urban history and the history of movies. It also acquaints students with interdisciplinary methods. Students are required to do a significant amount of reading and writing.
- HIST 301 **COLONIAL AMERICA** (3) Examines the establishment and evolution of Anglo-American colonial societies to 1754, emphasizing their social, economic, cultural, and political development.
- HIST 302 **FORMATIVE YEARS OF REP 1763-1789** (3) Thirteen colonies become a national state. Emphasis on the causes of the American Revolution and the writing of the Constitution of 1789.
- HIST 303 **THE NEW NATION 1785-1825** (3) The U.S. Constitution and the ideas and issues which conceived and influenced the shaping of the new nation.
- HIST 304 **THE AGE OF JACKSON** (3) Probes the origins of the market revolution in America and its impact upon social, cultural and political institutions.
- HIST 306 **CIVIL WAR & RECONSTRUCTION** (3) Examines the causes and consequences as well as the experience of civil war, focusing on 1848 to 1877.
- HIST 309 **AGE OF BIG BUSINESS: 1885-1920** (3) A survey of the period emphasizing political, social, and economic topics.
- HIST 313 **UNITED STATES SINCE 1932** (3) Beginning with an analysis of the Great Depression and the federal response in the New Deal, this course traces the development of domestic and foreign policy in terms of New Deal liberalism and its challengers.
- HIST 317 **RELIGION IN AMERICAN LIFE** (3) Surveys American religious life from Puritanism to Televangelism, exploring such topics as revivalism as a distinctly American mode of religious expression and the relationship between religion and society.
- HIST 320 **U.S. ECONOMIC HISTORY** (3) (ECON340) A brief overview of the historical development of the American economy, examines in depth such topics as industri-

alization and its discontents, the rise and demise of slave labor, and the economic history of women.

- HIST 321 **NATIVE AMERICAN HISTORY** (3) This course provides an overview of Native American history from the peopling of the Americas to the present. It challenges students to consider the ways in which the history of Indian peoples is intertwined with the larger narrative of American history. Topics covered include the development of agriculture in North America, Native American cultural diversity, the encounter with European and African peoples, the ongoing struggle for sovereignty. Emphasis is placed upon the ways Native American peoples coped with the colonization of their continent and continue to perpetuate their cultural identities in the midst of a non-Native American population.
- HIST 323 **AFRICAN-AMERICAN HISTORY 1600-1865** (3) This course examines the African and African-American experience in British North America and the United States. It stresses that the institution of chattel slavery varied according to time and location. Special emphasis is placed upon the resistance of the enslaved, cultural continuities and discontinuities with Africa, the development of free black communities, African-American religion, and family life under slavery.
- HIST 325 **BLACK AMERICA SINCE 1865** (3) (ENGL358) Beginning with a discussion of the transition from slavery to freedom after the Civil War, this course examines the urbanization of black America, the development of black institutions and political power, the civil rights and black power movements, and the role of race in the contemporary world.
- HIST 327 **HISPANIC MINORITY IN US HISTORY** (3) Covers the story of Hispanics in the U.S.A. from the days of the "Spanish Borderlands" through Guadalupe/Hidalgo (1848) to the Cubans, Puerto Ricans and Chicanos of the 1990s.
- HIST 329 **URBAN AMERICA** (3) Focused on the period from the Civil War to the end of the New Deal this course examines urban industrialization and its impact on American society, politics, and culture.
- HIST 330 **POLITICS OF CENTRAL/EASTERN EUROPE** (3) (POLI330) This course will concentrate on post, present, and future political developments in those eight East European countries where communist parties once ruled. Our goal is to understand the region's diversity and analyze common and diverging points of the communist and post-communist experiences.
- HIST 332 **BEER, BASEBALL & POP CULTURE** (3) Examines popular culture in industrializing America as a means of exploring social change and cultural conflict. The course links such topics as temperance and prohibition, the rise of sports, and the emergence of mass culture as phenomena which both reflected and shaped the distribution and uses of political power.
- HIST 334 **SOCIAL UNREST IN RECENT AMERICA** (3) Social unrest in the United States from the 1960s to the present.
- HIST 340 **HISTORY OF MEXICO** (3) An overview of the history of Mexico from prehistoric times to the present - stressing the years from Independence to the 1990s.
- HIST 341 **ARGENTINA, BRAZIL, CHILE, URUGUAY** (3) Covers the history of the Southern Cone countries - with an emphasis on the late 19th and 20th centuries.
- HIST 342 **THE CARIBBEAN & CENTRAL AMERICA** (3) Provides an historical overview from the days of the Caribes and Arawacs and Mayas- through the age of the "Banana Republics" to the present.
- HIST 343 **GRAN COLUMBIA** (3) Traces the 19th and 20th century history of those countries that remain of the great dream of South American unity of Simon Bolivar- Columbia, Venezuela, Ecuador.
- HIST 344 **CONTEMPORARY LATIN AMERICA** (3) Emphasizes late 19th and 20th century realities in Latin American history - Dependency Economics, dictatorships, debts, and the role of the U.S.A.
- HIST 346 **JAPAN SINCE 1868** (3) Includes the fall of the Tokugawas, the Meiji period, and the Post World War II boom era.

- HIST 347 **MODERN CHINA** (3) Includes the decline of the Manchus, the nationalist period, and the Communist era.
- HIST 351 **ZIONISM & MODERN ISRAEL** (3) This course traces the growth of the Zionist movement at the end of the 19th century, first in Russia and then in Western Europe and the U.S., and its role in the creation of modern Israel coupled with an examination of Israel's history since 1948. There are two major goals in this course: to trace the development of modern Jewish nationalism as a response to 19th century anti-Semitism and understand its relationship to the creation of Israel; and second, to examine how new interpretations of Israel's history published in the past decade challenge the myths and presuppositions underlying the creation and development of the state.
- HIST 358 **RENAISSANCE EUROPE** (3) Examination of social, economic, political and intellectual issues in Europe (1300-1555): family structure, the transition from feudalism to capitalism, republican and courtly ideals, the rise of civic humanism in Italy and the dispersion of humanism north of the Alps.
- HIST 359 **REFORMATION EUROPE** (3) A study of the interaction between religious, social, and political reforms with an emphasis on the ideas of Luther, Zwingli, Calvin, and the peasants.
- HIST 360 **EUROPE 1648-1815** (3) Social, political, and intellectual developments in the period from absolutism to enlightened monarchy. Emphasis will be placed on the evolution of state institutions and bureaucracies.
- HIST 366 **TUDOR ENGLAND** (3) A survey of the political, intellectual, social, and economic history of England from 1485 - 1603.
- HIST 367 **STUART ENGLAND** (3) A survey of the political, intellectual, social and economic history of England from 1608 - 1688.
- HIST 368 **THE ENGLISH REFORMATION** (3) (THEO248) An examination of the historiography of the English Reformation and of the political, social, and religious backgrounds course of the reformation in England from the late middle ages through the reign of Elizabeth I.
- HIST 370 **THE BRITISH EMPIRE** (3) An examination of issues of the 19th and 20th century British Empire.
- HIST 372 **VICTORIAN & EDWARDIAN ENGLAND** (3) Survey of English history 1830s - World War One.
- HIST 373 **ENGLAND SINCE 1914** (3) Survey of English history and England's role in world affairs with major emphasis on 1914-1945.
- HIST 375 **MODERN IRELAND** (3) Survey of Irish history with major emphasis on the period after 1840; includes the history of Northern Ireland.
- HIST 377 **MODERN FRANCE** (3) Survey of French history and culture since 1789.
- HIST 378 **FRANCE: REVOLUTION** (3) French history 1789-1815.
- HIST 383 **NAZI GERMANY** (3) German history, 1920s - 1945.
- HIST 386 **RUSSIA 1801-1917** (3) A general survey of the late imperial period from the reign of Alexander I to the 1917 Revolution.
- HIST 387 **SOVIET & POST-SOVIET POLITICS** (3) (POLI387) A survey of the Soviet period emphasizing the 1917 Revolution and the Stalin era to better understand contemporary events.
- HIST 389 **WOMEN IN EUROPEAN HISTORY** (3) This course examines the central experiences of European women from the French revolution to the Present. We will focus on women's involvement in social and political movements (progressive and reactionary), women's work, the changing relationship to the state (suffrage, welfare, legislation), the family, the emergence of modern feminism, women and war, and consumer culture. The course will also explore the evolution of the nature and meanings of masculinity and femininity.
- HIST 392 **TERRORISM IN THE WESTERN WORLD** (3) Historical analysis of terrorism, especially in Europe and the United States, with emphasis on the period from the mid-19th century to the present.

- HIST 395 **HISTORY OF SOUTH AFRICA** (3) South Africa is one of the wealthiest nations on the African continent and yet for the last three hundred years its riches have been in the hands of the white minority. The history of South Africa cannot be understood only within the context of European/African relations. For Dutch (Afrikaaner) and British settlers often have not shared economic and political interests. Moreover, Africans, such as Khoi, Xhosa, and Zulu have also been in conflict. The history of South Africa then, provides the opportunity to study a racially complex society in which interracial relations, and sometimes intraracial relations, were (and still are) troublesome.
- HIST 402 **SEM: RELIGION IN AMERICAN LIFE** (3) Examines the relationship between religion and culture in a specific era of American life (e.g. Colonial America, Jacksonian America, the Gilded Age). Fulfills the E/RS Focus elective. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- HIST 404 **SEM: HISTORICAL ARCHAEOLOGY** (3) This course is designed to provide students with an opportunity to practice the discipline of archaeology while engaging them in historical research. They will gain experience in archival, field excavation, and laboratory techniques.
- HIST 405 **SEM: AMERICAN REVOLUTION** (3) A study of the causes and issues which contributed to the coming and character of the American Revolution.
- HIST 410 **SEM: URBAN AMERICA** (3) Examines the impact of urbanization on American thought, culture, and society between the Civil War and the Great Depression.
- HIST 412 **SEM: SHAPING THE AMERICAN CHARACTER** (3) By focusing on cultural, social, and intellectual matters, this course studies various interpretations of American character.
- HIST 414 **SEM: TOPICS IN NATIVE AMERICAN HISTORY** (3) This course will introduce students to the history of Native American peoples and to the particular methodological problems involved in studying peoples who have left limited documentation.
- HIST 415 **SEM: PUBLIC HISTORY** (3) This course will provide students with basic preparation for work in cultural resource management, historic preservation, and museum fields.
- HIST 428 **SEM: LATIN AMERICA** (3) Directed research on selected topics in Latin American History - Seminar approach (emphasis on computer research techniques).
- HIST 431 **SEM: MEDIEVAL SEX & FAMILY** (3) An examination of the elements leading to the development of a Christian theology of the family and of Christian sexual morality and how that morality changed within the social, intellectual, and political milieu of the middle ages.
- HIST 432 **SEM: EUROPEAN HISTORY/HISTORIANS** (3) Analysis of the methods, practices, and theoretical assumptions employed by contemporary historians of Europe.
- HIST 441 **SEM: TUDOR ENGLAND** (3) An examination of selected topics in English history 1485 - 1603.
- HIST 450 **SEM: AFRICAN WOMEN** (3) This course seeks to place the role of women in African societies in an historical context exploring how their roles and lives have changed (and stayed the same) under the influence of their own societies and cultures, economic development, colonial rule, Islam, and Christianity. The primary goal is to seek to understand African women from their own perspective. Thus, we begin the course by exploring the differences between Western ideas of feminism and gender and African constructions of the same.
- HIST 451 **SEM: AFRICAN CHRISTIANITY** (3) This seminar will explore the diverse ways Africans appropriated Christianity and interpreted it within their own cultural constructs to produce a distinctive African Christianity. The goal of the course is to look at evangelization and conversion within a particular historical context.
- HIST 455 **SEM: POLITICS & VIOLENCE IN IRELAND** (3) Reading and research, 20th century Ireland.
- HIST 465 **SEM: MODERN RUSSIA** (3) Selected topics in the history of late Imperial Russia.

- HIST 466 **SEM: THE STALIN ERA** (3) Selected topics in the era of Josef Stalin from the pre-revolution to his death.
- HIST 468 **SEM: EUROPEAN SOCIAL HISTORY** (3) Reading and research on 19th and 20th century European social and family issues.
- HIST 470 **SEM: WAR, CULTURE & SOCIETY: 20TH CEN** (3) Reading and research in the nonmilitary aspects of war. Fulfills the E/RS Focus elective. Pre-requisite or Co-requisite PHIL 100, THEO 111
- HIST 480 **SEM: HISTORY WITHOUT DOCUMENTS** (3) This seminar is an introduction to sources and techniques used by historians for reconstructing the histories of pre-literate societies, including those of groups embedded within larger literate ones. The goal will be to understand different kinds of archaeological, linguistic, oral, and ethnographic data available, some of the ways these are interpreted by archaeologists, anthropologists, and historians, and how we as historians interpret and employ their data and interpretations for our own purposes.
- HIST 498 **READING AND RESEARCH** (3) Special topics examined through independent research.

(HRES) Human Resources

Undergraduate Courses

- HRES 301 **HUMAN RESOURCES** (3) A survey of workforce issues including labor force trends, diversity, compensation, income distribution, productivity, labor unions and human resources law/public policy.
- HRES 302 **LABOR RELATIONS** (3) Evaluation of collective bargaining as a method for dealing with issues and problems involved in union-management relations. Focus on relationships and contract negotiations. Mock negotiations used.
- HRES 303 **CO-OP EDUCATION/HUMAN RES: JR** (3 to 6) An elective cooperative experience where students earn academic credit while performing approved human resources-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.75 GPA departmental approval
- HRES 305 **DISPUTE SETTLEMENT** (3) Analysis of the settlement of disputes in business; emphasis on contract administration and the arbitration process. Casework.
- HRES 310 **CURRENT HUMAN RESOURCES ISSUES** (3) Analysis of current human resource issues facing workers and their managers. Topics will vary to keep course up to date.
- HRES 313 **HUMAN RESOURCES LAW** (3) Analysis of the law governing the relationship between workers and their employer; emphasis on laws treating labor-management relations, working conditions, discrimination, and individual employee rights.
- HRES 321 **WORKFORCE DIVERSITY** (3) Impact of demographic diversity on organizations. Examination of the problem of discrimination in U.S. labor markets, with primary attention to race and sex discrimination.
- HRES 325 **INTERNATIONAL HUMAN RESOURCES** (3) Compare and contrast labor markets in Asia, Europe, and the U.S. Compare and contrast human resource decisions and practices in different countries (Canada, Great Britain, Germany, France, Sweden, Japan, China, and Mexico). Analyze human resource issues and practices that today's multinational firms are facing. Topics include: international recruitment and selection, repatriation, training and development performance management, compensation, and labor relations.
- HRES 330 **INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY** (3) (MGMT321, PSYC321) Application of psychological principles and procedures to a variety of organizations. Research, measurement and human behavior are emphasized.
- HRES 340 **WORKFORCE DEVELOPMENT PROGRAMS & POLICIES** (3) Analysis of programs and policies aimed at fully employing the workforce, especially the economically disadvantaged, minorities, women, and dislocated workers; including remediation, job training, and government employment programs.

- HRES 345 **COMPENSATION THEORY & PRACTICE** (3) An examination of the logic and practices involved in current programs for compensating employees.
- HRES 401 **MORALITY & EMPLOYMENT ISSUES** (3) Uses leading philosophic concepts and normative principles to apply analytic and descriptive tools to critical workplace issues. Fulfill E/RS Focus elective. Pre-requisite or Co-requisite: PHIL 100, THEO 111 (One must be prerequisite and the other pre-requisite or co-requisite)
- HRES 403 **CO-OP EDUCATION/HUMAN RES: SR** (3 to 6) An elective cooperative experience where students earn academic credit while performing approved human resources-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.75 GPA, departmental approval
- HRES 495 **CURRENT HUMAN RESOURCES PROBLEMS** (3) Analysis of current human resource issues facing workers and their managers. Topics will vary to keep course current.
- HRES 499 **TUTORIAL IN HRES** (2 to 3) Content to be determined according to the needs of the student. Pre-requisite: Approval of program director and dean

Graduate Course

- HRES 701 **HUMAN RESOURCES** (3) The focus is on emerging issues in human resources development and description of the continuous analytical comprehensive process of strategic human resource management. Topics include: traditional versus strategic human resources management, measurement of human resources effectiveness, the role of human resources in continuous improvement processes, international human resource management and diversity initiatives. Pre-requisite: Admission to the Executive MBA program
- HRES 901 **INTRO TO HUMAN RESOURCES** (2) Key processes of human resource management including selection, employee development, performance management, reward systems, and employee relations. Pre-requisite: All Business Skills and Foundation Skills courses
- HRES 903 **WORKFORCE DIVERSITY ISSUES** (3) Examines issues of demographic diversity in the work force, such as employment discrimination, work/family, affirmative action, sexual harassment, "glass ceilings" and immigration/globalization. Evaluates the impact of diversity on organizations and their employees.
- HRES 911 **DISPUTE RESOLUTION & ARBITRATION** (3) Analyzes the settlement of disputes in business without resorting to the legal system. Emphasis on employer/employee disputes in both union and nonunion contexts. Case work.
- HRES 912 **COLLECTIVE BARGAINING SEMINAR** (3) An examination of contract negotiations as a tool for handling problems and issues in labor-management relations; alternatives to adversarial bargaining. Casework involved.
- HRES 913 **HUMAN RESOURCES LAW** (3) Analysis of current law dealing with individual employee rights; health and safety; labor-management relations; and discrimination based on race, sex, age, and handicap. Casework.
- HRES 915 **PERSONNEL PSYCHOLOGY** (3) (PSYC522) Psychological dimensions of human resource functions in organizations. Job analysis, personnel selection, orientation and placement, performance evaluations, training and development, employment legislation and related topics, with emphasis upon current research and literature.
- HRES 917 **PERSONNEL TRAINING & DEVELOPMENT** (3) An examination of the field of training and developing the workforce as it occurs in industry and government.
- HRES 918 **EMPLOYMENT & TRAINING POLICY ISSUES** (3) Case studies in employment and training policies directed at full employment of the U.S. labor force. Emphasis on job training, equal employment opportunity, and government employment programs aimed at minorities, women, dislocated workers, and economically disadvantaged.
- HRES 919 **COMPENSATION ISSUES** (3) An examination of contemporary problems and issues involved in programs for compensating employees.
- HRES 995 **INDIVIDUAL READING & RESEARCH** (2 to 3) Open to especially qualified students with the consent of the program director and dean.

(HUMN) Humanities

Graduate Courses

- HUMN 501 **WESTERN INTELLECTUAL TRAD I** (3) An exploration of the changing character of the hero in history, literature, and art from Homeric Greece to the modern era.
- HUMN 502 **WESTERN INTELLECTUAL TRAD II** (3) The hero in history, literature, and art in the 19th and 20th centuries.
- HUMN 503 **WESTERN INTELLECTUAL TRAD III** (3) An exploration of utopias and related visions of the ideal from the 16th to the 20th century.
- HUMN 504 **WESTERN INTELLECTUAL TRAD IV** (3) A history of the future: visions (utopian and dystopian) and projections of the future in the 19th and 20th centuries.
- HUMN 505 **WESTERN INTELLECTUAL TRAD V** (3) Memory, representation, and contested views of the past: an exploration of American cultural, historical, and political issues.
- HUMN 506 **WESTERN INTELLECTUAL TRAD VI** (3) Memory, representation, and contested views of the past: an exploration of modern European cultural, historical, and political issues.
- HUMN 507 **WESTERN INTELLECTUAL TRAD VII** (3) Reading and research on war and culture (nonmilitary topics, European and American).
- HUMN 511 **LANGUAGE OF THE HUMANITIES** (3) (ENGL601) Critical study of topic-directed, audience-directed, and author-directed discourse. Intensive practice in writing.
- HUMN 598 **INDEPENDENT STUDY** (3) Special topics explored through independent research.
- HUMN 599 **INDEPENDENT STUDY** (1 to 3) Open to qualified students with the consent of the department chair.

(INFO) Information Systems

Undergraduate Courses

- INFO 200 **MANAGING INFORMATION TECHNOLOGY** (3) Introduction to computer-based information systems with an emphasis on the management of modern information technologies used to support different organizational operations. This course also introduces basic spreadsheet and database software. Pre-requisite: Basic computer skills
- INFO 250 **INTRO TO STRUCTURED PROGRAMMING** (3) Introduction to programming logic using Visual Basic with further introductions to structured programming techniques. Pre-requisite: INFO 200 or equivalent
- INFO 303 **CO-OP EDUCATION/INFO SYS: JR** (3 to 6) An elective cooperative experience where students earn academic credit while performing approved information systems-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.75 GPA, departmental approval
- INFO 328 **DATABASE MANAGEMENT** (3) This is an introductory survey course in database concepts, history, evolving trends, design and implementation. There will be a conceptual portion and a "hands-on" development portion of the course. This course is designed to be a fundamentals course. Pre-requisite: INFO 200 or equivalent
- INFO 357 **DATA COMMUNICATIONS & NETWORKING** (3) Data communication fundamentals for networking and distributed processing, communication protocols, and local area networks. Pre-requisite: INFO 200 or equivalent
- INFO 358 **DATA MODELING AND MANAGEMENT** (3) The study of the theory of modeling enterprise activities in terms of their data. Data bases are implemented emphasizing the relational model. Pre-requisite: INFO 200 or equivalent

- INFO 359 **HARDWARE & SOFTWARE OVERVIEW** (3) Analysis of the architecture of micro computers, workstations, and small mid-range computers, with emphasis on comparative operating systems and environments. Pre-requisite: INFO 200 or equivalent
- INFO 362 **PROGRAMMING FOR MODERN BUSINESS APPLICATIONS** (3) Introduce students who have a basic understanding of computer concepts to programming languages currently being used by the business community. Contact the department for information on specific languages currently covered. Pre-requisite: INFO 250 or equivalent
- INFO 374 **WORLD WIDE WEB FUNDAMENTALS** (3) Tools and techniques for designing and developing quality Web pages with a concentration on the implementation of efficient and effective Web sites for personal use, small businesses, corporate offices, and entrepreneurial ventures. Pre-requisite: INFO 200 or equivalent
- INFO 378 **E-BUSINESS** (3) Electronic commerce is an essential element for most modern businesses. This course will study all aspects of electronic commerce including the structure, organization, and use of the Internet as a means of conducting business. An emphasis will be placed on evaluating, organizing, and developing efficient models of electronic transactions. Pre-requisite: INFO 374 or equivalent
- INFO 403 **CO-OP EDUCATION/INFO SYS: SR** (3 to 6) An elective cooperative experience where students earn academic credit while performing approved information systems-related work experience. Pre-requisite: MGMT 301 or equivalent, 55 credit hours completed, 2.75 GPA, departmental approval
- INFO 450 **SYSTEMS ANALYSIS AND DESIGN** (3) Structured tools and techniques for the development of computerized information systems with emphasis on the process involved in the analysis and design of the development process using a structured life cycle approach. Special emphasis will be placed on team development and on quality control for the development of effective and efficient information systems. Pre-requisite: FINC 300, MGMT 300, MKTG 300 or equivalent, or permission of instructor Co-requisite: INFO 358
- INFO 490 **CONTEMPORARY ISSUES IN INFO SYS** (3) Current issues, developments and future trends in the advancement of information systems in business. Pre-requisite: Junior/Senior status or permission of instructor
- INFO 495 **SYSTEM DEVELOPMENT PROJECT** (3) This capstone course is a direct follow-up to INFO 450 in which student teams will apply skills and techniques from other INFO and business courses for the purpose of implementing and delivering a computerized business information system. Pre-requisite: INFO 450 or equivalent
- INFO 499 **TUTORIAL COURSE** (2 to 3) Research in scholarly journals on information systems. May also be used for a Senior Project. Open to students only with the consent of the department chair and dean.

Graduate Courses

- INFO 700 **MANAGEMENT OF TECHNOLOGY** (2) This course examines the systems and technology involved in the production of goods and the delivery of services. The focus is on the use of information and technology to influence the design, operation and control of productive systems to enhance competitive advantages. Topics covered include analysis of current information and assessment of an organization's value discipline, strategic use of information and operations systems, and trends in information technology development. Pre-requisite: Admission to the Executive MBA program
- INFO 903 **SYSTEMS OF OPERATIONS & TECHNOLOGY** (3) Study of the issues, methods, information, and technology involved in the creation of goods and services. The focus is on the manager's influence on the design, operation, and control of productive systems. Current organizational operations' systems and technology are evaluated. Case studies are used extensively as the context for individual and team activities. Pre-requisite: All business skills and foundation skills courses

- INFO 904 **CONCEPTS OF MANAGERIAL COMP TECH** (3) Basic introduction to computer-based information system technologies. This is a foundation course required for some INFO electives.
- INFO 924 **VIRTUAL WORKPLACE MANAGEMENT** (3) (MGMT924) Examination of virtual office management. Provides a study of the movement toward virtual office environments. Participants will gain an understanding of virtual office implementation strategies and management issues using class discussion, cases, and team exercises.
- INFO 928 **DIGITAL ENTERPRISE** (3) Goals of the course are to understand the impact that E-Business has on business today, the role of IS/IT in creating and changing organizational structures along with management techniques for E-Business, to develop skills for competitive advantage in this changing environment.
- INFO 940 **ANALYSIS & DESIGN OF MIS** (3) Analysis and design of information systems for management with emphasis on current MIS environments. Pre-requisite: INFO 904 or equivalent
- INFO 943 **INFO TECHNOLOGY & PROCESS IMPROVEMENT** (3) Addresses quality and productivity as they relate to the Information Systems function. Quality and productivity are treated from a corporate, technological and IS management perspective.
- INFO 949 **HARDWARE & SOFTWARE OVERVIEW** (3) (EDWS649) Analysis of the architecture of microcomputers, workstations, and small to mid-range computers. Pre-requisite: INFO 904 or equivalent
- INFO 960 **DEVELOPMENT TECHNOLOGIES FOR WEB** (3) Tools and techniques for designing and developing quality Web pages with a concentration on the implementation of efficient and effective Web sites for personal use, small business, corporate offices, and entrepreneurial ventures. Pre-requisite: INFO 904 or equivalent
- INFO 970 **DATA COMMUNICATION & NETWORKING** (3) Digital transmission, software, error control, data link control, network architecture, LAN, distributed systems, and network design considerations are discussed. Pre-requisite: INFO 904 or equivalent
- INFO 974 **DATABASE MANAGEMENT** (3) A practitioner approach to the modeling and implementation of databases as models of enterprise activities which are implemented as self-describing integrated files. PC relational data base software will be used to implement a database model of the student's choice. Pre-requisite: INFO 904 or equivalent
- INFO 995 **TOPICS IN MIS INDIVIDUAL READING** (1 to 3) New trends, concepts and issues of MIS are examined and related to business environments.

(ITAL) Italian

- ITAL 101 **ELEMENTARY ITALIAN I** (3) An introduction to basic Italian language skills through emphasizing the acquisition of high frequency vocabulary and development of cultural awareness.
- ITAL 102 **ELEMENTARY ITALIAN II** (3) A continuation of ITAL 101. Pre-requisite: ITAL 101 or equivalent
- ITAL 201 **INTERMEDIATE ITALIAN I** (3) A continuation of ITAL 102 with a particular emphasis on the development of more creative use of the language. Pre-requisite: ITAL 102 or equivalent
- ITAL 202 **INTERMEDIATE ITALIAN II** (3) This course emphasizes a communicative, culture-based approach for intermediate students of Italian continuing from Italian 201. This approach is unique as it not only teaches and assesses the four skills of reading, writing, speaking, and listening, but should help to develop a fifth skill of cultural competency. This course consists of several components and enables the learner to function in everyday situations using authentic language and culturally appropriate behavior. Pre-requisite: ITAL 201 or equivalent

(JAPN) Japanese

- JAPN 101 **ELEMENTARY JAPANESE I** (3) An introduction to basic language skills such as reading and writing hiragana, katakana, and about 30 kanjii. Emphasizes the acquisition of high-frequency vocabulary and practical conversation.
- JAPN 102 **ELEMENTARY JAPANESE II** (3) The second semester elementary course which is a continuation of JAPN 101. Emphasizes listening and situational conversation. Pre-requisite: JAPN 101 or equivalent
- JAPN 201 **INTERMEDIATE JAPANESE I** (3) The first semester intermediate course which is a continuation of JAPN 102 with a particular emphasis on the development of more creative use of the language and culture. Pre-requisite: JAPN 102 or equivalent
- JAPN 202 **INTERMEDIATE JAPANESE II** (3) A communicative-oriented course integrating the skills of reading, writing, listening, and speaking situational, functional Japanese through the study of authentic materials. The course includes a comprehensive grammar review. Pre-requisite: JAPN 201 or equivalent

(LATN) Latin

Lower Division Courses

- LATN 101 **ELEMENTARY LATIN I** (3) The ancient Latin language. Syntax, vocabulary, and morphology. The skills necessary to read Latin.
- LATN 102 **ELEMENTARY LATIN II** (3) A continuation of LATN 101 with readings from simpler Latin texts.

Upper Division Courses

- LATN 111 **INTENSIVE ELEMENTARY LATIN I** (3) An accelerated introduction and review of the ancient Latin language syntax, vocabulary, and morphology. The skills necessary to read Latin.
- LATN 112 **INTENSIVE ELEMENTARY LATIN II** (3) For students who have had six hours of college level Latin, or its equivalent. Selected, short readings from Vergil with an emphasis on intensive grammar review.
- LATN 201 **INTERMEDIATE LATIN I: PROSE** (3) For students who have had six hours of college level Latin, or its equivalent. Selected short readings from Vergil with an emphasis on intensive grammar review.
- LATN 202 **INTERMEDIATE LATIN II: POETRY** (3) For students who have had six hours of college level Latin or its equivalent. Short readings from various Latin prose authors and genres.
- LATN 211 **CICERO: ORATIONS** (3) A critical reading of selections from the Histories, the main source for the history of the Roman Republic.
- LATN 212 **VERGIL: AENEID** (3) A comprehensive, critical, and in depth reading of the Aeneid.
- LATN 231 **HORACE: ODES AND EPODES** (3) Reading and study of the majority of the shorter poems.
- LATN 232 **CATULLUS** (3) Examination and explication of his poems.
- LATN 241 **LATIN PROSE COMPOSITION** (3) Intensive grammar instruction through composition into Latin from English.
- LATN 253 **LIVY** (3) A critical reading of selections from the Histories, the main source for the history of the Roman Republic.
- LATN 263 **CAESAR** (3) Readings from the de Bello gallico and de Bello civili.
- LATN 273 **CICERO: LETTERS** (3) An examination of the society and history revealed through Cicero's private correspondence.
- LATN 283 **CICERO: ESSAYS** (3) A critical reading of the importance of Cicero's contribution to the history of philosophy through his essays.
- LATN 293 **HORACE: SATIRES AND EPISLTES** (3) Reading and study of Horace's longer poems, which wittily upbraid contemporary Roman society.

- LATN 311 **HISTORY OF ANCIENT ROME** (3) An intensive introduction to the history of Rome from the early Republican period to the rise of Christianity, relying upon a reading of primary sources.
- LATN 321 **ROMAN COMEDY** (3) Selections from Plautus and Terence with a view to their influence on Renaissance and modern comedy.
- LATN 331 **LUCRETIVS** (3) Reading and study of Horace's longer poems which wittily upbraid contemporary Roman society.
- LATN 341 **TACITUS** (3) A critical reading of selections from the *Annales*, the main source for the history of the early Roman Empire.
- LATN 351 **ROMAN SATIRE** (3) Translation and comparison of selections from the satirical works of Varro, Horace, Seneca, Persius, and Juvenal.
- LATN 361 **HISTORY OF LATIN LITERATURE** (3) A final Latin course meant to be a summation and synthesis of the achievement of Latin literature.
- LATN 397 **SPECIAL STUDY: PROSE** (3) Credit and content by arrangement.
- LATN 398 **SPECIAL STUDY: POETRY** (3) Credit and content by arrangement.
- LATN 399 **HAB CAPSTONE THESIS** (1 to 3) Credit and content by arrangement.

(MATH) Mathematics

The Xavier University admission requirement of two units of high school mathematics is assumed for all mathematics courses. Students deficient in arithmetic and basic algebra may require remedial work before taking any college mathematics courses.

Two courses of similar content cannot be elected to fulfill a requirement in mathematics.

Lower Division Courses

- MATH 105 **FUNDAMENTALS OF MATH** (3) Integers, rational numbers, exponents, order of operations. Functions in context, and their algebraic and graphical representation. Linear and quadratic equations. Introduction to the graphing calculator. This course does not count toward the core requirement in mathematics.
- MATH 110 **PRINCIPLES OF CONTEMPORARY MATH** (3) Patterns and problem solving in counting and calculating with integers. Operations with fractions, rationals, and irrationals. Probability and statistics. For Education majors only.
- MATH 111 **PRINCIPLES OF GEOMETRY** (3) Geometric figures and reasoning. Measurement and geometry with coordinates. Equations and inequalities, graphs of linear and nonlinear relations. Motions in geometry. For Education majors only.
- MATH 112 **SURVEY OF PROBLEM SOLVING** (3) Problem solving techniques applied to set theory, logic, numeration systems, number theory, functions, patterns, relations and matrices. History of selected mathematical ideas. Use of technology in problem solving. For Education majors only. Pre-requisite: MATH 112 or equivalent
- MATH 113 **MATHEMATICS OF FINANCE** (3) Simple and compound interest, discounting, annuities, amortization and sinking funds, stocks, bonds, insurance.
- MATH 114 **WOMEN IN MATHEMATICS** (3) MATH114 is a mathematical topics course focusing on work done by women mathematicians in areas like number theory, groups, sequences, pre-calculus concepts, and geometry. Other topics include quilting and the geometry of women in South Africa. Prerequisite: MATH 105 or equivalent.
- MATH 115 **TOPICS IN APPLIED MATHEMATICS** (3) Topics in the application of elementary mathematics to real world problems: management science, voting schemes, theory of games, population growth, other models.
- MATH 116 **ELEMENTARY STATISTICS** (3) Description of sample data. Simple probability, theoretical distributions, normal and binomial estimation. Tests of hypotheses, correlation, regression.
- MATH 120 **ELEMENTARY FUNCTIONS** (3) Graphs and properties of functions, including polynomial functions, exponential functions, logarithmic functions, inverse functions and composition of functions. Applications to real world situations using algebraic, numerical, and graphical methods.

- MATH 147 **CALCULUS FROM HISTORICAL PERSPECTIVE** (3) An overview of concepts from differential and integral calculus through excerpted readings in English translation of original texts which emphasizes connections with developments in science and philosophy.
- MATH 150 **ELEMENTS OF CALCULUS I** (3) Modeling data with polynomial functions, exponential functions, and logistic functions. Rates of change and the derivative. Application of the derivative including optimization and inflection points. The result of change and the definite integral. Pre-requisite: MATH 120 or equivalent
- MATH 151 **ELEMENTS OF CALCULUS II** (3) Modeling with trigonometric functions, functions of several variables, contour maps, partial derivatives, and optimization with and without constraints. Pre-requisite: MATH 150 or equivalent
- MATH 154 **MILESTONES IN MATHEMATICS** (3) Charts milestones in various branches of mathematics through the reading of original sources: number theory, infinity, Euclidean and non-Euclidean geometry, and algebra are all possible threads of development. Pre-requisite: MATH 120 or equivalent
- MATH 156 **GENERAL STATISTICS** (3) Descriptive statistics, probability distributions, confidence intervals, hypothesis testing, regression, correlation, Chi-square tests analysis of variance, and nonparametric tests.
- MATH 170 **CALCULUS I** (4) Limits and continuity. The derivative techniques of differentiation, and applications of the derivative. The definite integral, numerical integration, and applications of the definite integral.
- MATH 171 **CALCULUS II** (4) Transcendental functions. Techniques of integration. Elementary differential equations. Conics. Polar coordinates. Sequences and series. Pre-requisite: MATH 170
- MATH 180 **ELEMENTS OF DISCRETE MATHEMATICS** (3) Logic, set theory, relations, functions, also rhythmic thinking, mathematical induction, recursion, number systems.

Upper Division Courses

- MATH 200 **MATHEMATICAL LOGIC** (3) Axiomatic development of propositional calculus, functional complete sets of operators, axiomatic development of the first order function calculus, the existential operator, the algebra of logic.
- MATH 210 **ELEMENTARY LINEAR ALGEBRA** (3) Geometry of 2- and 3-dimensional space. Systems of linear equations. Matrices and matrix arithmetic. Determinants, linear transformations, eigenvalues and eigenvectors, quadratic forms. Pre-requisite: MATH 180
- MATH 220 **CALCULUS III** (4) Vectors, lines and planes. Functions of several variables, partial derivatives and applications, gradient and directional derivative. Multiple integrals, line integrals, Green's Theorem. Pre-requisite: MATH 171
- MATH 230 **DIFFERENTIAL EQUATIONS** (3) Ordinary differential equations: first order, second and higher order with constant coefficients. Numerical methods, series solutions, Laplace transforms, applications. Pre-requisite: MATH 220
- MATH 240 **LINEAR ALGEBRA** (3) Vector spaces, bases, linear transformations, change of basis. Eigenvalues and eigenvectors. Pre-requisite: MATH 210

Enrollment in the courses numbered 300 or above requires completion of MATH 210, 220, and 230 or departmental approval.

- MATH 300 **GREAT MOMENTS IN MATHEMATICS** (3) Some of the highlights in the historical development in mathematics with special attention given to the invention of non-Euclidean geometry and its importance for mathematics and Western thought.
- MATH 301 **SURVEY OF GEOMETRIES** (3) Axiom systems, models and finite geometries, convexity, transformations, Euclidean constructions, and the geometry of triangles and circles. Introduction to projective and non-Euclidean geometries.

- MATH 302 **THEORY OF NUMBERS** (3) Divisibility and primes, linear congruencies, quadratic residues and reciprocity. Diophantine equations, multiplicative functions, distribution of primes.
- MATH 310 **SURVEY OF STATISTICS** (3) Probability, central limit theorem, estimation, hypothesis testing, regression and correlation, nonparametric methods, goodness of fit, linear models.
- MATH 311 **MATHEMATICAL STATISTICS I** (3) Probability, probability distributions, characteristics of distributions, sampling, estimation.
- MATH 312 **MATHEMATICAL STATISTICS II** (3) Hypothesis testing, confidence intervals, regression, analysis of variance, nonparametric tests. Pre-requisite: MATH 311
- MATH 320 **INTRO TO OPERATIONS RESEARCH** (3) Deterministic and stochastic models, network analysis. Linear, nonlinear and integer programming. Classical optimization, inventory theory, queuing, Markov analysis.
- MATH 321 **NUMERICAL ANALYSIS** (3) (CSCI321) Measures accuracy, sources of error, function evaluation and approximation, systems of linear equations, nonlinear equations, numerical differentiation and integration, and solutions to differential equations. Pre-requisite: CSCI 170
- MATH 325 **MATHEMATICAL MODELING** (3) The synthesis, formulation and solution of various problems in applied mathematics and related fields.
- MATH 330 **GRAPH THEORY** (3) Graphs, subgraphs, trees, isomorphism, Eulerian and Hamiltonian paths, planarity, digraphs, connectivity, matrix representations, chromatic number, circularity.
- MATH 340 **ABSTRACT ALGEBRA I** (3) Groups, isomorphism, homomorphism, normal subgroups, rings, ideals, fields. Pre-requisite: MATH 240
- MATH 341 **ABSTRACT ALGEBRA II** (3) A continuation of MATH 340. Topics may include Boolean algebra, lattice theory, combinatorial group theory, coding theory, Galois theory, commutative rings. Pre-requisite: MATH 340
- MATH 360 **ELEMENTARY TOPOLOGY** (3) Metric spaces, topological spaces, continuity, convergence, compactness, connectedness, and separation axioms.
- MATH 370 **REAL ANALYSIS** (3) Rigorous development of calculus of functions of a single variable. The real number system, topology of the real line, continuity, uniform continuity, the derivative, the Riemann integral, sequences and series of real numbers, and uniform convergence.
- MATH 372 **APPLIED ANALYSIS** (3) Vector analysis, special functions, orthogonal sets of functions. Sturm-Liouville theory. Fourier series, integrals and transforms.
- MATH 380 **COMPLEX VARIABLES** (3) Complex numbers, analytic functions, complex integration, series representation of analytic functions, the calculus of residues.
- MATH 397 **SP READ & STUDY FOR ADV STUDENTS** (3) Cryptology - Writing and breaking of codes; monoalphabetic and polyalphabetic ciphers; enciphering matrices; public key cryptography with application to the RSA method. Codes will be placed in historical perspective by exploring the political and military contexts in which they were devised. Pre-requisite: MATH 340

(MEDT) Medical Technology

These are Clinical courses taken on-site at various NAACLS (National Accrediting Agency for Laboratory Sciences) approved hospitals.

- MEDT 100 **MED TECH CLINICAL PROGRAM SUMMER** (12) Clinical program consisting of lectures, laboratory experience and patient contact in a hospital laboratory. Students spend a total of twelve months gaining experience as student medical technologists studying the various clinical laboratory sciences.
- MEDT 200 **MED TECH CLINICAL PROGRAM FALL** (12) Clinical program consisting of lectures, laboratory experience, and patient contact in a hospital laboratory. Stu-

dents spend a total of twelve months gaining experience as student medical technologists studying the various clinical laboratory sciences.

- MEDT 300 **MED TECH CLINICAL PROGRAM SPRING** (12) Clinical program consisting of lectures, laboratory experience and patient contact in a hospital laboratory. Students spend a total of twelve months gaining experience as student medical technologists studying the various clinical laboratory sciences.
- MEDT 450 **INTRO MED LAB SCIENCE** (0)
- MEDT 451 **INTRO TO MED LAB SCIENCE-LAB** (0)
- MEDT 453 **URINALYSIS** (3)
- MEDT 455 **CLINICAL MICROSCOPY/URINALYSIS** (3)
- MEDT 457 **CLINICAL CHEMISTRY** (3)
- MEDT 461 **HEMATOLOGY & HEMOSTASIS** (3)
- MEDT 463 **HEMATOLOGY & COAGULATION** (3)
- MEDT 465 **HEMATOLOGY** (0)
- MEDT 471 **MEDICAL MICROBIOLOGY** (7)
- MEDT 473 **CLINICAL MICROBIOLOGY** (3)
- MEDT 475 **MEDICAL BACTERIOLOGY** (3)
- MEDT 481 **SEROLOGY** (0)
- MEDT 483 **TOXICOLOGY** (3)
- MEDT 484 **LABORATORY MANAGEMENT** (2)
- MEDT 485 **MEDICAL MYCOLOGY** (3)
- MEDT 486 **RENAL FUNCTION** (4)
- MEDT 487 **IMMUNOLOGY** (3)
- MEDT 489 **DIAGNOSTIC PARASITOLOGY** (3)
- MEDT 491 **MYCOLOGY & VIROLOGY** (3)
- MEDT 493 **CLINICAL PATHOLOGY** (3)
- MEDT 495 **IMMUNOHEMATOLOGY** (3)
- MEDT 499 **IND STUDY** (3)

(MGMT) Management

Undergraduate Courses

- MGMT 201 **QUALITY & PRODUCT IN OPERATIONS** (3) An introduction to quality and operations topics and management science techniques. Topics include goals of service and production operations, optimization, project scheduling, simple quality tools, inventory models, simulation, and waiting line models. continual improvement of operations is stressed. Pre-requisite: MATH 156, INFO 301
- MGMT 300 **MANAGERIAL BEHAVIOR** (3) Lectures, cases, and experiential exercises are used to introduce the management functions of planning, organizing, staffing, leading and controlling.
- MGMT 301 **MANAGERIAL COMMUNICATIONS** (2) Essentials of communicating effectively in business with accent on written and oral communication skills.
- MGMT 303 **CO-OP EDUCATION/MANAGEMENT: JR** (3) An elective cooperative experience where students earn academic credit while performing approved management-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.75 GPA, departmental approval
- MGMT 309 **ORGANIZATION DESIGN & DEVELOPMENT** (3) Theory and design of organizational systems, organizational performance, culture and development. Pre-requisite: MGMT 300
- MGMT 310 **TEAMWORK & TEAM BUILDING** (3) Analysis of forces controlling group formulation and development in business and organizational work situations. Techniques for analyzing and productively managing informal groups. Pre-requisite: MGMT 300
- MGMT 314 **LEADERSHIP** (3) An analysis of various theories and approaches to leadership emphasizing team building and situational leadership. The course includes skill

- development, experiential activities, theoretical constructs, and guest speakers who are leaders in a variety of settings. Pre-requisite: MGMT 300
- MGMT 321 **INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY** (3) (HRES330, PSYC321) Psychological bases for organizational decisions from employment to the maintenance of motivation and job satisfaction of people. Research, measurement and practical application are emphasized. Pre-requisite: MGMT 300
- MGMT 325 **INTERNATIONAL MANAGEMENT** (3) A framework for understanding human resource and cultural issues related to international management. Lectures and discussion group projects, and guest speaker visits. Pre-requisite: ECON 300, MGMT 300
- MGMT 360 **CREATIVITY & INNOVATION** (3) (ENTR360, MKTG360) Covers the framing processes and techniques individuals, groups, and organizations can use to enhance creativity and innovation. Pre-requisite: ENTR 311 or MGMT 300
- MGMT 385 **PROJECT MANAGEMENT** (3) The purpose of this course is to prepare students to plan, organize, lead, participate in, control, and improve projects. Pre-requisite: MGMT 201, MGMT 300
- MGMT 390 **CONTEMPORARY MANAGEMENT ISSUES** (3) Analysis of recent issues facing contemporary managers. Use of supplemental business sources to analyze and forecast trends that will affect managers in the 21st century. Pre-requisite: MGMT 300
- MGMT 403 **CO-OP EDUCATION/MANAGEMENT: SR** (3) An elective cooperative experience where students earn academic credit while performing approved management-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.75 GPA, departmental approval
- MGMT 410 **QUALITY PLANNING & IMPROVEMENT** (3) A comparison of modern approaches to quality. In quality planning, product and process are developed to satisfy customers. In quality improvement, both organization-wide and process improvements are studied. Quality function deployment and management planning tools are used. Pre-requisite: STAT 200, MGMT 201
- MGMT 495 **STRATEGY FORMULATION & IMPROVEMENT** (3) Provides an opportunity to integrate business core and major related knowledge through the use of selected cases. Pre-requisite: Senior status, FINC 300, MKTG 300, MGMT 300
- MGMT 499 **TUTORIAL COURSE: SENIOR LEVEL** (3) Research in scholarly journals on a management topic of current import. Open to students only with consent of instructor.

Graduate Courses

- MGMT 744 **MOTIVATION & BEHAVIOR IN ORGANIZATIONS** (4) The focus is on the analysis of individual and group behavior to ensure the effective development of human resources within an organization. The intent is to develop practical application of behavioral science theory for solving human problems. Topics include motivation to work, perception and expectation in organizations, behavior management, the change process, team building, group functioning and leadership. The first segment of the course is the Venture Out program conducted at Joyo Outdoor Education Center in Morrow, Ohio. This overnight, weekend experience allows students to analyze and develop leadership abilities and team participation skills. The concepts explored at Venture Out are integrated into the course. Pre-requisite: Admission to the Executive MBA program
- MGMT 901 **MANAGING ORGANIZATIONAL SYSTEMS** (2) Develops an understanding of organizations as dynamic evolving systems.
- MGMT 902 **INTERPERSONAL SKILLS** (2) Developing interpersonal skills, including self-assessment, listening, business writing, oral communications, interviewing, and small group meeting proficiency.
- MGMT 903 **OPERATIONS MANAGEMENT** (2) Understand the role and methods of process improvement and teamwork in organizations. Develop skills in team development, problem resolution, facilitation, data gathering and analysis, and decision making.

- MGMT 914 **PRINCIPLES OF LEADERSHIP** (3) An overview and analysis of a variety of theories and approaches to leadership emphasizing team building and leadership lecturers. Skill building and the development of a personal theory of leadership will be emphasized. Pre-requisite: MGMT 901, MGMT 902, MGMT 903
- MGMT 922 **EXECUTIVE PRACTICES** (3) Designed to have the student distill from experience and study a personal leadership style. This style is then practiced in teams that research and discuss cultural variables affecting management in various countries. Pre-requisite: MGMT 901, MGMT 902, MGMT 903
- MGMT 924 **VIRTUAL WORKPLACE MANAGEMENT** (3) (INFO924) Examination of virtual office management. Provides a study of the movement toward virtual office environments. Participants will gain an understanding of virtual office implementation strategies and management issues using class discussion, cases, and team exercises.
- MGMT 925 **MULTINATIONAL MANAGEMENT** (3) Planning international trade, sources of information, structuring multinational firms, personnel development, communication/motivation in cross-cultural perspective. Pre-requisite: MGMT 901, MGMT 902, MGMT 903
- MGMT 941 **MANAGING NEW & GROWING VENTURE** (2) (ENTR941) Develops understanding as to why some ventures (new and/or existing) achieve their goals, grow, and attract resources while others stagnate or go bankrupt. Business simulations, interactive multimedia programs, guest speakers, and field trips will be used to accomplish course objectives. Pre-requisite: ACCT 901, FINC 901, MKTG 901
- MGMT 944 **MOTIVATION & BEHAVIOR IN ORGANIZATIONS** (3) (EDHR644, PSYC644) Role of motivation in performance within organizations, various concepts of motivation, leadership, and group interaction are studied, with emphasis on research findings. Pre-requisite: MGMT 901, MGMT 902, MGMT 903
- MGMT 946 **PERFORMANCE ASSESSMENT** (3) Examines theory of performance assessment in organizations, purpose of assessment, formal and informal methods of data collection and measurement, creation of standards of performance, judgmental processes, rater goals and motivation, and measures of error and accuracy in assessment. Includes individual, group/team organizational levels of analysis, fit of measurement systems to organizational culture and societal context in which the organization operates. Perceptions of fairness and ethical/moral issues are also covered.
- MGMT 950 **STRATEGIC QUALITY MANAGEMENT** (3) This course provides a thorough introduction to the core concepts and principles of quality management from an upper level management perspective. The quality management philosophies of Edward Deming and Joseph M. Juran are emphasized. In addition, students will investigate the contributions of other prominent individuals and examples of current practices from successful organizations. Pre-requisite: MGMT 903
- MGMT 953 **QUALITY CERTIFICATION** (3) This course covers the requirements of the different types of quality certification (ISO 9000, etc.) and the process that an organization goes through to achieve this goal. Organizations that have recently achieved certification will be used as examples. Each student will prepare a feasibility study detailing what it would take for an organization of their choice to receive an appropriate kind of quality certification. Pre-requisite: Recommended MGMT 950
- MGMT 954 **PROJECT MANAGEMENT** (3) The purpose of this course is to prepare students to plan, organize, lead, participate in, control, and improve projects.
- MGMT 977 **MENTAL HEALTH ORGANIZATION SYSTEMS** (2) This course is designed to expose students to the responsibilities of management in directing the activities of mental health organizations. Its goal is to provide an understanding of the primary models and theories used in managing organizations and to assist students in preparing a response to an RFP for managed mental health services.
- MGMT 995 **INDIVIDUAL READING & RESEARCH** (1 to 3) Open to especially qualified students with the consent of the chair of the department and the dean.

(MILS) Military Science

Lower Division Courses

- MILS 101 **FOUNDATIONS OF OFFICERSHIP** (1) Detailed examination of the unique duties and responsibilities of the Commissioned Army Officer. Includes discussion of the organization and role of the Army, a review of basic life skills pertaining to fitness and communications and an analysis of Army values and expected ethical behavior and an introduction to leadership.
- MILS 102 **FRESHMAN LEADERSHIP LAB I** (1) Military courtesy, customs and traditions of the service, development of self-confidence, drill and ceremonies, physical training, rappelling, rifle marksmanship training, and other basic skills.
- MILS 103 **BASIC LEADERSHIP** (2) Presents fundamental leadership concepts and doctrine. Opportunities to practice basic skills that underlie effective problem solving and apply active listening and feedback skills. Examine the officer experience and those factors that influence leader and group effectiveness.
- MILS 104 **FRESHMAN LEADERSHIP LAB II** (1) Military courtesy, customs and traditions of the service, development of self-confidence, drill and ceremonies, physical training, rappelling, rifle marksmanship training, and other basic skills.
- MILS 201 **INDIVIDUAL LEADERSHIP STUDIES** (3) Develops knowledge of self, self-confidence and individual leadership skills. Develops problem solving and critical thinking skills. Opportunities to apply communication, feedback and conflict resolution skills.
- MILS 202 **SOPHOMORE LEADERSHIP LAB I** (1) Functions and responsibilities of junior Noncommissioned Officers with particular attention devoted to the continued development of leadership potential. Drill and ceremony, map reading, physical training, leadership reaction, and practical field experiences are stressed.
- MILS 203 **LEADERSHIP AND TEAMWORK** (3) Focuses on self-development guided by knowledge of self and group processes. Challenges current beliefs, knowledge and skills. Develops individual leadership skills through practice exercises.
- MILS 204 **SOPHOMORE LEADERSHIP LAB II** (1) Functions and responsibilities of junior Noncommissioned Officers with particular attention devoted to the continued development of leadership potential. Drill and ceremony, map reading, physical training, leadership reaction, and practical field experiences are stressed.
- MILS 299 **ROTC LEADERSHIP CAMP** (4) If eligible, students may apply to the chair. Six weeks of paid summer ROTC training at Fort Knox, Kentucky. Camp graduates are eligible to enter the ROTC advance course.

Upper Division Courses

- MILS 301 **LEADERSHIP AND PROBLEM SOLVING** (3) Examines basic skills that underlie effective problem solving. Analyze the role officers played in the transition of the Army from Vietnam to the 21st century. Review the features and execution of the Leadership Development Program. Analyze military missions and plan military operations. Execute squad battle drills and squad tactics.
- MILS 302 **JUNIOR LEADERSHIP LAB I** (1) Designed to develop leadership potential by participation in the planning and conducting of training, development of personnel management skills and by emphasizing the functions, duties, and responsibilities of Commissioned Officers and Noncommissioned Officers. Physical training and preparation for the summer advance camp are emphasized.
- MILS 303 **LEADERSHIP AND ETHICS** (3) Probes leader responsibilities that foster an ethical command climate. Develops cadet leadership competencies and prepares them for success at the National Advanced Leadership Camp. Recognize leader responsibilities to accommodate subordinate spiritual needs. Apply principles and techniques of effective written and oral communications.
- MILS 304 **JUNIOR LEADERSHIP LAB II** (1) Designed to develop leadership potential by participation in the planning and conducting of training, development of personnel

- management skills and by emphasizing the functions, duties and responsibilities of Commissioned Officers and Noncommissioned Officers. Physical training and preparation for the summer advance camp are emphasized.
- MILS 399 **ARMY ROTC ADVANCED CAMP** (4) This training is conducted at Fort Lewis, Washington and normally takes place in the summer following the junior year. This internship is five weeks in duration and oriented on the execution of Advanced Military Tactics, Cadet Leadership ability, and physical endurance.
- MILS 401 **LEADERSHIP AND MANAGEMENT** (2) Builds on National Advanced Leadership Camp experience to solve organizational and staff problems. Discuss staff organization, functions, and processes. Analyze counseling responsibilities and methods. Examine principles of subordinate motivation and organizational change. Apply leadership and problem solving principles to a complex case study.
- MILS 402 **SENIOR LEADERSHIP LAB I** (1) Emphasizes the functions, duties and responsibilities of junior Army Officers with special attention directed toward developing advanced leadership potential, personal communications (oral and written) skills and through active participation in the planning and conduct of training.
- MILS 403 **OFFICERSHIP** (2) Capstone course designed to explore topics relevant to second lieutenants entering the Army. Describe legal aspects of decision-making and leadership. Analyze Army organization for operations from tactical to strategic level. Assess administrative and logistics management functions. Discuss reporting and PCS process. Perform platoon leader actions. Examine leader responsibilities that foster an ethical command climate.
- MILS 404 **SENIOR LEADERSHIP LAB II** (1) Emphasizes the functions, duties, and responsibilities of junior Army Officers with special attention directed toward developing advanced leadership potential, personal communications (oral and written) skills and through active participation in the planning and conduct of training.
- MILS 499 **DIRECTED STUDY** (1 to 3) Open to especially qualified students with the consent of the department chair.

(MKTG) Marketing

Undergraduate Courses

- MKTG 300 **PRINCIPLES OF MARKETING** (3) Marketing concepts, functions, institutions, and policies. Marketing's role in society. This is a pre-requisite for upper division courses unless waived by department chair.
- MKTG 302 **MARKETING RESEARCH** (3) Marketing research, methodologies, and managerial utilization of research findings. Pre-requisite: STAT 200, MKTG 300 (Grade "C" or better)
- MKTG 303 **CO-OP EDUCATION/MARKETING: JR** (3 to 6) An elective cooperative experience where students earn academic credit while performing approved marketing-related work. Pre-requisite: MGMT 301, 55 credit hours completed, 2.75 GPA, departmental approval
- MKTG 310 **BUSINESS TO BUSINESS MARKETING** (3) Dynamics of marketing from a business to a business. Buyer behavior and market structure are analyzed in the context of the 4Ps. Pre-requisite: MKTG 300 (Grade "C" or better)
- MKTG 320 **INTERNATIONAL MARKETING** (3) Conditions peculiar to international marketing of goods and services and their effects on marketing strategy. Pre-requisite: MKTG 300 (Grade "C" or better)
- MKTG 325 **MARKETING SERVICES** (3) The marketing of services will be explored with special emphasis on how they differ from packaged and industrial goods. Pre-requisite: MKTG 300 (Grade "C" or better)
- MKTG 328 **DIRECT MARKETING** (3) Direct marketing as a tool, its strategies, techniques and measurement systems are studied. Pre-requisite: MKTG 300 (Grade "C" or better)

- MKTG 330 **RETAILING MARKETING** (3) Fundamental principles and policy considerations for the successful management of modern-day retailing organizations. Case study. Pre-requisite: MKTG 300 (Grade "C" or better)
- MKTG 350 **ADVERTISING** (3) Creative and institutional aspects of advertising and their relationship to market and product attributes. Effects of legal and social environment. Pre-requisite: MKTG 300 (Grade "C" or better)
- MKTG 351 **SALES PROMOTION** (3) The use of sales promotions as promotional tools are examined. The development, implementation and budgeting of sales promotions are studied. Pre-requisite: MKTG 300 (Grade "C" or better)
- MKTG 355 **PRODUCT DEVELOPMENT** (3) Focuses on new products as a major source of corporate growth. Included are such topics as: identification of new business opportunities; the stages of new product development; risk assessment and reduction. Pre-requisite: MKTG 300 (Grade "C" or better)
- MKTG 357 **INTERNET MARKETING** (3) This course will explore the basics of web design, online marketing and e-commerce. Students will apply the principles with web-based assignments. Pre-requisite: MKTG 300 (Grade "C" or better)
- MKTG 360 **CREATIVITY & INNOVATION** (3) (ENTR360, MGMT360) Covers the framing processes and techniques individuals, groups, and organizations can use to enhance creativity and innovation. Pre-requisite: ENTR 311 or MGMT 300 (Grade "C" or better)
- MKTG 361 **PROFESSIONAL SELLING** (3) Dynamics of selling and techniques of persuasive leadership. Explores selling as a profession through multiple channels. Relationship selling and customer relationship management. Pre-requisite: MKTG 300 (Grade "C" or better)
- MKTG 370 **CONSUMER BEHAVIOR** (3) Marketing strategy implications of consumer behavior. Anthropology, economics, psychology, sociology, and the consumer. Pre-requisite: MKTG 300 (Grade "C" or better)
- MKTG 390 **ETHICAL ISSUES IN MARKETING** (3) Current developments in consumerism and consumer protection. Ecology, social responsibility, and ethical issues. Governmental roles. Pre-requisite: MKTG 300 (Grade "C" or better)
- MKTG 399 **TUTORIAL IN MKTG: JUNIOR LEVEL** (2 to 3) Research, meeting, and attendance at scheduled lectures as determined by the advisor. Pre-requisite: Permission of the chair and dean
- MKTG 400 **MARKETING MANAGEMENT** (3) Marketing planning. The coordination of all aspects of marketing in a case-based format. Pre-requisite: ACCT 200, FINC 300, six hours of upper division marketing courses (including at least 3 hours of MKTG 310, 325 or 370)
- MKTG 403 **CO-OP EDUCATION/MARKETING: SR** (3 to 6) An elective cooperative experience where students earn academic credit while performing approved marketing-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.75 GPA, departmental approval
- MKTG 491 **MARKETING PRACTICUM** (3) Designed for undergraduate students participating in non-paid internships, the goals and objectives of these internships and course approval are the responsibility of the chair.
- MKTG 495 **MARKETING PLANNING & ANALYSIS** (3) Developing and applying marketing strategy in a simulated business environment. Pre-requisite: MKTG 400 (grade "C" or better)
- MKTG 499 **TUTORIAL IN MKTG: SENIOR LEVEL** (2 to 3) Research, meeting, and attendance at scheduled lectures as determined by the advisor. Pre-requisite: permission of the chair and dean

Graduate Courses

- MKTG 700 **MARKETING STRATEGY** (4) This course provides grounding in marketing, emphasizing marketing strategy formulation and implementation in light of the organization's objectives. There is an emphasis on using analytical approaches to make marketing decisions. Pre-requisite: Admission to the Executive MBA program

- MKTG 801 **MARKETING CONCEPTS** (2) Principles of marketing; concepts, functions, institutions, and policies.
- MKTG 901 **MARKETING STRATEGY** (3) The strategic planning process as it applies to marketing management, current literature and techniques. Pre-requisite: All business skills and required foundations skills courses
- MKTG 902 **MARKETING RESEARCH** (3) (PSYC 553) Methods and techniques of marketing research; its use as a tool of management; cases in marketing research. Pre-requisite: MKTG 901
- MKTG 921 **ENTREPRENEURIAL MARKETING** (2) (ENTR921) Understand the challenges and acquire the skills and information needed to maximize marketing results with minimal marketing resources.
- MKTG 926 **MULTINATIONAL MARKETING** (3) Product decisions, pricing decisions, and channel decisions in the world market environment. Stresses cultural differences. Pre-requisite: MKTG 901
- MKTG 928 **DIRECT MARKETING** (3) The use of direct marketing as a powerful business to business and consumer marketing tool is explored. Pre-requisite: MKTG 901
- MKTG 929 **INTEGRATED MARKETING CONCEPTS** (3) A study of integrated marketing communications planning, strategies and procedures and the current rules that govern the dynamics of marketing to today's business and consumer marketplaces. Emphasis is on the application of integrated direct marketing to increase sales by synchronizing advertising, direct mail, telemarketing and field sales. Pre-requisite: MKTG 801
- MKTG 930 **SERVICE MARKETING** (3) The principles, practice, and scope of service marketing are explored. Pre-requisite: MKTG 901
- MKTG 932 **E-COMMERCE** (3) The Internet offers new business opportunities as it changes the way a firm can interact with its employees, partners, and customers. The Internet is one of the most exciting and dynamic areas in business and society. Our task is to jointly investigate how these explosive new capabilities can be used in the primary area of business which communicates with customers - Marketing!
- MKTG 957 **ADV ISSUES TECH BASED MKTG** (3) This course will explore a wide range of Internet-related topics including strategic planning, technology trends, legal issues and the application of permission-based on-line marketing. Students will be asked to complete an on-line business project that applies these concepts. Pre-requisite: MKTG 901
- MKTG 960 **SELLING & SALES MANAGEMENT** (3) Explore dimensions of selling as a marketing function and the application of theories of management to the selling function within organizations. Pre-requisite: MKTG 901
- MKTG 961 **MARKETING MANAGEMENT** (3) Application of marketing concepts and theory to actual situations via case method. Individual reports and presentations. Pre-requisite: MKTG 901
- MKTG 963 **BUSINESS TO BUSINESS MARKETING** (3) Problems of marketing industrial products. Management of the marketing channels and pricing, selling, and distribution of the products. Pre-requisite: MKTG 901
- MKTG 964 **CONSUMER BEHAVIOR THEORY** (3) Evaluation of research findings from behavioral sciences and other disciplines. Relationship to marketing. Pre-requisite: MKTG 901
- MKTG 965 **ADVERTISING THEORY & PRACTICE** (3) The role of advertising in the marketing process. The advertising campaign, its creative and media components. The decision processes. Pre-requisite: MKTG 901
- MKTG 967 **INTERNATIONAL SALES & NEGOTIATIONS** (3) Examines the sales and negotiations processes in an international environment. Topics include networking, prospecting, communication skills, and other areas that influence strategic design. Pre-requisite: MKTG 901
- MKTG 968 **PRODUCT PLANNING & DEVELOPMENT** (3) The entire process of new product development from idea generation to commercialization is developed. Pre-requisite: MKTG 901

- MKTG 970 **ETHICAL ISSUES IN MARKETING** (3) Current developments in marketing as related to social issues: consumerism, social responsibility, ethical issues, and governmental roles. Pre-requisite: MKTG 901
- MKTG 995 **INDIVIDUAL READINGS & RESEARCH** (2 to 3) Open to especially qualified students with the consent of the chair of the appropriate department and dean.

(MUSC) Music

Lower Division Courses

- MUSC 100 **BASIC MUSIC THEORY** (2) Introduction to the rudiments of music theory for non-music majors including basic theoretical aspects of music such as notation of pitch, rhythm, scales, etc. Also emphasizes relationship between theoretical concepts and musical context. Credits may not be applied toward a music major.
- MUSC 101 **BASIC JAZZ PREPARATION** (2) The preliminary study of basic jazz theory and practices as well as the analysis, study and exercise of scales, chords, and harmonic usage.
- MUSC 110 **WORLD MUSIC** (3) Comparative study of music from four continents with emphasis on Africa, Latin America, South East Asia and Eastern Europe.
- MUSC 111 **MUSIC: THE ART OF LISTENING** (3) Music Appreciation course which provides information to enable the student to listen more perceptively and to better understand the various elements and aspects of music.
- MUSC 112 **MUSIC: NOW!** (3) Covers the wide variety of music experienced in today's world including the rich heritage of music from the past as well as music from the contemporary American musical scene.
- MUSC 113 **MUSIC & HUMAN EXPERIENCE** (3) Introduction to major works of Music Literature focusing on shared human experiences and their interpretation in music.
- MUSC 114 **JAZZ: AMERICAN CREATIVE MUSIC** (3) Study of the trends and styles, innovators and influential pioneers, and the evolution of the Jazz idiom in the 20th century.
- MUSC 115 **AFRICAN-AMERICAN MUSIC** (3) Survey of Black music styles from the 17th to 20th century; emphasis on African roots of this tradition and historical and sociocultural contexts that give birth to a Black music tradition.
- MUSC 116 **WOMEN IN MUSIC** (3) Historical survey of music by or involving women from medieval period to the present. Emphasis on women composers, but includes women as performers, teachers, patrons, and in the jazz and pop fields.
- MUSC 120 **FUNDAMENTALS OF SCHOOL MUSIC** (2) For classroom teachers. Basic methods and materials for early and middle childhood grades.
- MUSC 154 **DANCE AND MOVEMENT I** (1) Technical aspects of dance through medium of theatrical dance movement. Ideas and movement problems explored through rhythmic, stretching and body strengthening activities. Students with no dance exposure can participate to improve body coordination and natural aptitudes for dance.
- MUSC 155 **DANCE AND MOVEMENT II** (1) Technical aspects of dance through medium of theatrical dance movement. Ideas and movement problems explored through rhythmic, stretching and body strengthening activities. Students with no dance exposure can participate to improve body coordination and natural aptitudes for dance.
- MUSC 156 **ADVANCED DANCE AND MOVEMENT I** (1) Continuation of MUSC 154/155.
- MUSC 157 **ADVANCED DANCE AND MOVEMENT II** (1) Continuation of MUSC 154/155.
- MUSC 158 **BALLET I** (1) Ballet techniques presented and practiced. An introduction to the fundamentals of ballet technique and body mechanics that govern ballet's classical foundation. Designed to establish groundwork for developing proper working patterns, in placement, turnout, breathing and balance.

MUSC 159 **BALLET II** (1) This course is a continuation of Ballet I (MUSC 158). This discipline challenges the body and the mind. The execution of ballet technique provides exercises, improves posture and promotes grace and coordination. Learning the joy of movement and the appreciation of aesthetic beauty will be emphasized.

Upper Division Courses

MUSC 200 **THEORY I** (3) Study of elements of musical organization; four-part harmonization and analysis.

MUSC 201 **SIGHTSINGING & DICTATION I** (1) Course is designed to develop the ability to read at sight diatonic progressions, and to identify and notate intervals, scale degrees, tonal relationships and simple rhythms. The course utilizes computer assisted drills.

MUSC 202 **THEORY II** (3) Continuation of MUSC 200. Pre-requisite: MUSC 200 or permission of instructor

MUSC 203 **SIGHTSINGING & DICTATION II** (1) This course is a continuation of MUSC 201.

MUSC 204 **JAZZ THEORY I** (2) The advanced study of Jazz styles and techniques in both writing and improvisation with emphasis on analysis, form, history and repertoire. Pre-requisite: MUSC 101, MUSC 206, MUSC 306

MUSC 205 **JAZZ THEORY II** (2) Continuation of MUSC 204.

MUSC 206 **TECHNIQUES OF JAZZ IMPROVISATION** (2) The presentation, examination, practice and exercise of techniques and methods utilized and applied in the execution and performance of improvisational jazz. Includes a summary of theory, form and styles.

MUSC 210 **MUSIC HISTORY & LITERATURE I** (3) This course traces the path of Western music history and literature from antiquity through the end of the Renaissance period. The primary biographical facts for composers, a review of their works, aural identification of works and the social/historical circumstances of each era.

MUSC 211 **MUSIC HISTORY & LITERATURE II** (3) This course traces the path of Western music history from the Baroque through the beginning of the Romantic era with Beethoven's middle and late works. The primary biographical facts for composers, a review of their works, aural identification of works and the social/historical circumstances of each era.

MUSC 221 **MUSIC METHODS FOR EARLY & MIDDLE CH** (2) See music 121. For music majors or with permission of instructor.

MUSC 230 **LITURGICAL MUSIC IN AMERICAN CATHOLIC CULTURE** (3) This course will investigate the role of music from liturgical, theological and musical perspectives and the current influences of popular Catholic culture.

MUSC 252 **ADVANCED CLASS GUITAR** (1) Group instruction in guitar techniques for the more experienced guitar student.

MUSC 272 **OPERA WORKSHOP** (1) An introduction to operatic performance including body movement, vocal and dramatic projection, audition procedures, and the musical and dramatic preparation and performance of operatic repertoire. Pre-requisite: Permission of instructor

MUSC 279 **INDEPENDENT STUDY** (1) Areas of study related to the music field, although not specifically included in the catalog, may be requested by the student and elected with the approval of the instructor and permission of the chair.

MUSC 300 **THEORY III** (3) Continuation of MUSC 202; special emphasis on harmonic developments during the Romantic period (chromaticism, altered chords).

MUSC 301 **SIGHTSINGING & DICTATION III** (1) Advanced sightsinging and eartraining material including sightsinging examples from the standard literature, four part harmonic dictation, and more complex examples of melodic and rhythmic dictation.

MUSC 302 **THEORY IV** (3) Continuation of MUSC 300. Basic compositional techniques and analysis; twentieth-century harmonic vocabulary.

MUSC 303 **SIGHTSINGING & DICTATION IV** (1) Continuation of MUSC 301.

- MUSC 304 **PRODUCING ELECTRONIC MUSIC I** (3) (MUSC604) Introduction to hardware and software related to electronic music production, with a focus on music sequencing, digital recording and printing.
- MUSC 305 **PRODUCING ELECTRONIC MUSIC II** (3) (MUSC605) Continuation of MUSC 304. Advanced studies in computer based composition, orchestration and synchronization of studio hardware/software for commercial music applications. Additional skills will be developed in computer music engraving, digital mixing and editing and master recording production.
- MUSC 306 **TECH OF JAZZ WRITING & ARRANGING** (2) The presentation, examination, practice and exercise of techniques and methods applied in the organization and creation of jazz writing and arranging. Pre-requisite: MUSC 101 or equivalent
- MUSC 307 **JAZZ IMPROVISATION WORKSHOP** (2) An in-depth application of jazz improvisation styles to the live performance situation with an emphasis on accumulated repertoire. Pre-requisite: MUSC 101, MUSC 206 or equivalent
- MUSC 310 **MUSIC HISTORY & LITERATURE III** (3) This course traces the path of Western music history from the Romantic era (post Beethoven's works) to the end of the twentieth century. The primary biographical facts for composers, a review of their works, aural identification of works and the social/historical circumstances of each era.
- MUSC 311 **MUSIC HISTORY & LITERATURE IV** (3)
- MUSC 320 **METHODS FOR ADOLESCENTS & YOUNG ADULTS I** (3) Overview of role, and responsibility of music teacher. Vocal, instrumental, and general music education. (For music majors only)
- MUSC 321 **METHODS FOR ADOLESCENTS & YOUNG ADULTS II** (3) Emphasis on instrumental and choral methods and materials. Practical guide for the music educator. Pre-requisite: MUSC 320
- MUSC 322 **TEACHING MUSIC WITH TECHNOLOGY** (2) (MUSC522) Using the latest music writing computer programs and innovative technological advances in the development of music study and production.
- MUSC 328 **CHILDREN'S CHORAL & VOCAL WKSHOP** (1 to 2) (MUSC628) A workshop for directors of children's or youth choirs to aid in teaching children the basics of vocal and choral technique while working with the Greater Cincinnati Children's Choir and its director.
- MUSC 330 **MUSIC FOR THE LITURGY** (3) Survey of sacred music appropriate for liturgical celebrations throughout the church year.
- MUSC 331 **CHURCH SERVICE PLAYING** (1) A practical course in hymn playing and the accompaniment of psalmody and other liturgical songs.
- MUSC 332 **INTRO TO ORGAN IMPROVISATION** (1) Basic concepts and techniques of organ improvisation. Includes stylistic approaches from the Baroque to the present.
- MUSC 340 **OPERA WORKSHOP** (1 to 3) An introduction to operatic performance including body movement, vocal and dramatic projection, audition procedures, and the musical and dramatic preparation and performance of operatic repertoire. Pre-requisite: Permission of instructor
- MUSC 341 **OPERA WORKSHOP II** (1 to 3) Continuation of MUSC 340.
- MUSC 350 **FUNCTIONAL PIANO** (2) Development of basic skills needed for playing accompaniments and harmonizations at the keyboard. Designed for students who wish to teach school music. Pre-requisite: Permission of instructor
- MUSC 380 **MAKING SIMPLE MUSICAL INSTRUMENTS: K-8** (2) (EDWS355, EDWS535) Hands-on workshop building and playing simple musical instruments. No musical or technical skills are required. Designed for the general kindergarten to 8th grade classroom teacher. Along with musical activities creative ways of teaching math, science, history, the visual arts, and multi-cultural awareness will be explored.
- MUSC 399 **INDEPENDENT STUDY** (1 to 3) Areas of study related to the music field, although not specifically included in the catalog, may be requested by the student and elected with the approval of the instructor and permission of the chair.

- MUSC 400 **FORM AND ANALYSIS** (3) Intensive study of larger musical forms; works selected from representative works of instrumental and vocal music literature. Pre-requisite: MUSC 302
- MUSC 401 **ORCHESTRATION ARRANGING** (3) The technique of scoring for orchestra, band, and diverse instrumental ensembles. Pre-requisite: MUSC 302 or equivalent
- MUSC 402 **COMPOSITION** (3) Introduction to creative writing in simple musical forms. Pre-requisite: MUSC 400 or equivalent
- MUSC 403 **COUNTERPOINT** (3) Advanced course of contrapuntal writing in the style of eighteenth-century composers. Emphasis on chorale prelude and fugue.
- MUSC 410 **SONG LITERATURE** (3) Survey of vocal repertoire from the preclassical to the present; course also includes discussion of style and performance technique.
- MUSC 411 **STUDIES IN MUSIC LITERATURE** (3) Survey of development and repertoire of vocal, choral, or instrumental literature. Topics vary with need of curriculum design. Pre-requisite: MUSC 210, MUSC 211, MUSC 310
- MUSC 412 **STUDIES IN MUSIC HISTORY** (3) In-depth study of specific eras in the history of music or of major composers and their work. Pre-requisite: MUSC 210, MUSC 211, MUSC 310
- MUSC 420 **CONDUCTING I** (3) Fundamentals of conducting. Basic techniques, and study of shorter choral and instrumental works. Pre-requisite: MUSC 202 Co-requisite: MUSC 260
- MUSC 421 **CONDUCTING II** (3) Continuation of MUSC 420. Study of more complex examples from instrumental and choral literature. Co-requisite: MUSC 260
- MUSC 422 **ADVANCED CONDUCTING I** (3) A more advanced and in-depth study of MUSC 420.
- MUSC 423 **ADVANCED CONDUCTING II** (3) A more advanced and in-depth study of MUSC 421.
- MUSC 424 **PIANO PEDAGOGY** (2) Principles of teaching piano; survey of teaching materials.
- MUSC 425 **VOICE PEDAGOGY** (3) A concise dialogue and practicum concerning the teaching of singing, i.e. vocal technique and vocal styles.
- MUSC 426 **FOUNDATIONS OF MUSIC EDUCATION** (3) (MUSC626) A comprehensive study of Music Education: history, philosophy, theory, and practical application.
- MUSC 427 **CONTEMPORARY APPROACHES IN MUSIC ED** (3) (MUSC627) Introduction to Orff and Kodaly methodology; curricular innovations for all levels of school music, Pre-K - 12.
- MUSC 479 **INDEPENDENT STUDY** (1 to 3) Areas of study related to music field, although not specifically included in the catalog, may be requested by the students and elected with the approval of the instructor and permission of chair.

Graduate Courses

- MUSC 522 **TEACHING MUSIC WITH TECHNOLOGY** (2) (MUSC322) Using the latest music writing computer programs and innovative technological advances in the development of music study and production.
- MUSC 604 **PRODUCING ELECTRONIC MUSIC I** (3) (MUSC304) Introduction to hardware and software related to electronic music production, with a focus on music sequencing, digital recording and printing.
- MUSC 605 **PRODUCING ELECTRONIC MUSIC II** (3) (MUSC305) Continuation of MUSC 604. Advanced studies in computer based composition, orchestration, and synchronization of studio hardware/software for commercial music applications. Additional skills will be developed in computer music engraving, digital mixing and editing and master recording production.
- MUSC 626 **FOUNDATIONS OF MUSIC EDUCATION** (3) (MUSC426) A comprehensive study of Music Education: history, philosophy, theory, and practical application.
- MUSC 627 **CONTEMPORARY APPROACHES IN MUSIC ED** (3) (MUSC427) Introduction to Orff and Kodaly methodology; curricular innovations for all levels of school music, Pre-K - 12.

- MUSC 628 **CHILDREN'S CHORAL & VOCAL WORKSHOP** (1 to 2) (MUSC328) A workshop for directors of children's or youth choirs to aid in teaching children the basics of vocal and choral technique while working with the Greater Cincinnati Children's Choir and its director.

Instrumental Techniques

The following four courses provide an understanding of techniques and teaching strategies of the various families of instruments. Designed for those interested in teaching music, they will lead toward basic performance competence and pedagogy.

- MUSC 351 **STRING TECHNIQUES** (1) Provides an understanding of techniques and teaching strategies of string instruments. Designed for those interested in teaching music, it will lead toward basic performance competence and pedagogy.
- MUSC 352 **WOODWIND TECHNIQUES** (1) Provides an understanding of techniques and teaching strategies of woodwind instruments. Designed for those interested in teaching music, it will lead toward basic performance competence and pedagogy.
- MUSC 353 **BRASS TECHNIQUES** (1) Provides an understanding of techniques and teaching strategies of brass instruments. Designed for those interested in teaching music, it will lead toward basic performance competence and pedagogy.
- MUSC 354 **PERCUSSION TECHNIQUES** (1) Provides an understanding of techniques and teaching strategies of percussion instruments. Designed for those interested in teaching music, it will lead toward basic performance competence and pedagogy.

Applied Music

The Department of Music offers private instruction in the instruments or instrumental areas listed below.

PRIVATE LESSONS (1)

- MUSC 280 **PRIVATE LESSON: PIANO** (1)
- MUSC 281 **PRIVATE LESSON: ORGAN** (1)
- MUSC 282 **PRIVATE LESSON: VOICE** (1)
- MUSC 283 **PRIVATE LESSON: GUITAR** (1)
- MUSC 284 **PRIVATE LESSON: VIOLIN** (1)
- MUSC 285 **PRIVATE LESSON: VIOLA** (1)
- MUSC 286 **PRIVATE LESSON: CELLO** (1)
- MUSC 287 **PRIVATE LESSON: DOUBLE BASS** (1)
- MUSC 288 **PRIVATE LESSON: FLUTE** (1)
- MUSC 289 **PRIVATE LESSON: OBOE** (1)
- MUSC 290 **PRIVATE LESSON: CLARINET** (1)
- MUSC 291 **PRIVATE LESSON: SAXOPHONE** (1)
- MUSC 292 **PRIVATE LESSON: BASSOON** (1)
- MUSC 293 **PRIVATE LESSON: FRENCH HORN** (1)
- MUSC 294 **PRIVATE LESSON: TRUMPET** (1)
- MUSC 295 **PRIVATE LESSON: TROMBONE** (1)
- MUSC 296 **PRIVATE LESSON: TUBA** (1)
- MUSC 297 **PRIVATE LESSON: PERCUSSION** (1)
- MUSC 298 **PRIVATE LESSON: JAZZ VOICE/INST** (1)
- MUSC 299 **PRIVATE LESSON: HARP** (1)

GROUP INSTRUCTION

- MUSC 150 **CLASS PIANO** (1) Group instruction in basic piano techniques.
- MUSC 151 **CLASS VOICE** (1) Group instruction in the basic techniques of voice production.
- MUSC 152 **CLASS GUITAR** (1) Group instruction in the basic guitar techniques.

Ensembles

- MUSC 260 **CONCERT CHOIR** (1) Chorus of mixed voices. Performance of choral compositions from the Renaissance to the present. Participation with consent of director. Credit or noncredit.
- MUSC 261 **UNIVERSITY SINGERS** (1) Study and performance of choreographed choral repertoire for mixed voices, including selections from musical theater, popular standards and vocal jazz.
- MUSC 262 **GOSPEL CHOIR** (1) Study and performance of gospel “standards” and contemporary gospel compositions.
- MUSC 263 **VOCAL CHAMBER ENSEMBLE** (1) This ensemble is a select group of solo voices chosen from the Concert Choir who perform vocal chamber music ranging from the Renaissance to the 20th century.
- MUSC 265 **SYMPHONIC WIND ENSEMBLE** (1) The largest of the musical ensembles, this group studies and performs a variety of repertoire, including classical and popular music. Participation with consent of director.
- MUSC 266 **CONCERT WINDS** (1) A select ensemble consisting of wind, brass, and percussion. Through the study and performance of original works from the 15th to the late 20th century, students will learn ensemble and chamber music skills.
- MUSC 267 **PERCUSSION ENSEMBLE** (1) Study and performance of standard percussion literature. Participation with consent of director.
- MUSC 268 **GUITAR ENSEMBLE** (1) Study and performance of music for guitar ensemble from all style periods. Participation with consent of director.
- MUSC 269 **CHAMBER MUSIC ENSEMBLE** (1) Small ensembles of various instrumental combinations ranging from two to five players. Performance of standard chamber music literature. Participation with consent of instructor.
- MUSC 270 **CHAMBER ORCHESTRA** (1) Study and performance of standard chamber orchestra literature for strings and other instruments. Participation with consent of director.
- MUSC 271 **JAZZ ENSEMBLE** (1) Study and performance of original compositions and traditional Jazz repertoire from the pre-bop era to the present, including contemporary Jazz-Rock-Blues-Pop Fusion transcriptions and arrangements. Participation with consent of director.

(NEPL) Nepali

- NEPL 101 **ELEMENTARY NEPALI I** (3) An introduction to basic language skills through emphasizing the acquisition of high-frequency vocabulary and the development of cultural awareness. This course is **ONLY OFFERED** to participants in the Service Learning Program in Nepal and will only be offered in Nepal. Pre-requisite: Participation in the Service Learning Program in Nepal.
- NEPL 102 **ELEMENTARY NEPALI II** (3) The second semester elementary course with added emphasis on reading and speaking in the target language. This course is **ONLY OFFERED** to participants in the Service Learning Program in Nepal and will only be offered in Nepal. Pre-requisite: NEPL 101 or equivalent and participation in the Service Learning Program in Nepal.

(NURS) Nursing

Undergraduate B.S.N. Courses

- NURS 130 **WAYS OF KNOWING** (3) Introduces the student to nursing as a profession and discipline. Content includes discussion of the roles of the professional nurse, the scope of practice, nursing history, professional organizations, and ethical/legal rights and responsibilities. Curricular concepts introduced include transition, critical thinking, and communication.

- NURS 132 **HEALTH AND CULTURE I** (3) Focus on culture as it relates to the universal properties of transition and health. Exploration of the impact of culture on health will begin to develop self awareness and sensitivity. Issues related to diversity will be discussed. Fulfills the Culture Diversity elective requirement.
- NURS 224 **NURS THERAPEUTICS I: ASSESSMENT** (4) Introduction of theoretical framework for assessment of clients experiencing developmental transitions. Major components for holistic assessment including physical and psychological growth and development across the life span are discussed. Components of the therapeutic relationship as they relate to the holistic assessment process are introduced. Pre-requisite: All NURS 100 courses, 2.500 GPA Co-requisite: NURS 225
- NURS 225 **NURS THERAPEUTICS I: PRACTICUM** (2) Introduction of methods of health assessment for clients across the life span. Emphasis will be on physical assessment and communication skills. Laboratory and beginning field experiences will be provided. Six hours of clinical Practicum weekly. Pre-requisite: All NURS 100 level courses Co-requisite: NURS 224
- NURS 230 **NURS THERAPEUTICS II** (4) An analysis of nursing therapeutics used with individuals experiencing transitions. Promotive, preventive, and intervenience strategies including pharmacology and nutrition are introduced. The research and theoretical basis for the selection of therapeutics is emphasized. The importance of decision making in selecting appropriate therapeutics to achieve and manage outcomes is discussed. Pre-requisite: NURS 224, NURS 225 Co-requisite: NURS 231, BIOL 200/201
- NURS 231 **NURS THERAPEUTICS II PRACTICUM** (2) Application of promotive, preventative, and intervenience nursing therapeutics to be used with individuals experiencing transitions in primary, secondary, and tertiary health care settings. Laboratory and field experiences will be provided. Six hours of clinical practicum weekly. Pre-requisite: NURS 224, NURS 225 Co-requisite: NURS 230, NURS 364
- NURS 310 **INDEPENDENT STUDY IN NURSING** (1 to 3) Opportunity to pursue a topic or project of individual interest. Subject to approval of department chair.
- NURS 320 **PROFESSIONAL DEVELOPMENT I** (3) The study of professional nursing and its education and practice as related to the individual nurse. (R.N. option)
- NURS 325 **HEALTH & CULTURE II** (3) Focuses on identified cultural groups and how culture influences the values, attitudes, and practices of an individual, family, and group as related to health and caring. Fulfills the Cultural Diversity Elective requirement. (R.N. Option)
- NURS 333 **HEALTH ASSESSMENT** (2) Health assessment skills are presented and practiced. Variations for age and culture are included. Family and mental health status assessment tools are used. Six contact hours. Course is open to non-matriculated students. Pre-requisite: R.N. Status
- NURS 360 **ADULT TRANSITIONS** (4) Focus on facilitating health outcomes in adults experiencing health-illness transitions in primary, secondary, and tertiary health care settings. Focus on fostering skill in planning, implementing, and evaluating nursing therapeutics used to facilitate health outcomes for adults. Twelve hours of clinical practicum weekly. Pre-requisite: NURS 200-all courses, NURS 364 Co-requisite: NURS 361
- NURS 361 **ADULT TRANSITIONS PRACTICUM** (4) Application of promotive, preventive, and intervenience nursing therapeutics in adults experiencing health-illness transitions in primary, secondary, and tertiary health care settings. Focus on fostering skill in planning, implementing, and evaluating nursing therapeutics used to facilitate healthy outcomes for adults. Twelve hours of clinical practicum weekly. Co-requisite: NURS 360
- NURS 364 **PATHOPHYSIOLOGY** (3) The relationship of normal body functioning to physiological changes associated with dysfunction of an organ or organ system is discussed. General concepts of disease processes are addressed in order to provide rationale for diagnosis and health illness transitions. Pre-requisite: BIOL 140-143, CHEM 151

- NURS 370 **INTRO TO NURSING RESEARCH** (3) Focus is on the analysis and utilization of nursing research literature to facilitate nursing care of individuals, families, and communities. The use of the principles and methods of research as a means for developing critical reasoning vital to professional judgement is emphasized. Pre-requisite: MATH 156 or approved statistics course
- NURS 372 **FAMILIES IN TRANSITIONS** (4) Focus on facilitating healthy outcomes for families experiencing transitions. Family transitions, developmental and situational, through the life-cycle are explored. Issues surrounding health-illness transitions in the family are also discussed. Diversity of family life related to ethnicity/culture is emphasized. Twelve hours of clinical practicum weekly. Pre-requisite: NURS 200-all courses, NURS 364
- NURS 373 **FAMILIES IN TRANSITIONS PRACTICUM** (4) Application of promotive, preventive, and intervention nursing therapeutics to be used with families experiencing transitions. Experiences are provided with families in various stages of development. Skills in assessing, planning, implementing, and evaluating nursing therapeutics for individuals and families are emphasized. Twelve hours of clinical practicum weekly. Co-requisite: NURS 372
- NURS 390 **LEADERSHIP & MANAGING CARE** (3) Relates the concepts of management to the management of nursing care. Leadership roles of the nurse in health care delivery system are explored. Pre-requisite: NURS 320, NURS 325 (R.N. Option)
- NURS 410 **STUDENT NURSE INTERNSHIP** (3) The student nurse internship program is a collaborative agreement between Xavier University and cooperating hospitals. The program is designed to provide students with additional socialization into nursing opportunities and clinical practice in either medical-surgical, critical care, obstetrics, emergency care, perioperative care or pediatrics. Following an orientation period, the student will work along with a preceptor for a 36 - 40 hour week commitment for ten weeks. The student works the preceptor's schedule.
- NURS 442 **NURSING & COMMUNITY HEALTH** (3) Focus on nursing care within the context of community macro systems. Examples of major concepts included are health policy making; aggregated, vulnerable populations; resource accessibility; epidemiology; vital statistics; and world wide concerns. Pre-requisite: (R.N. Option)
- NURS 443 **NSG PRACTICE & APPLICATION II** (2) Health care management and various nursing roles within communities of increasing complexities. Nursing strategies aimed at disease prevention, promotion and restoration of health will be applied to the management of identified community health problems. Six hours of practicum weekly. Co-requisite: NURS 442 (R.N. Option)
- NURS 460 **WOMEN'S HEALTH ISSUES** (2 to 3) A discussion of the health issues affecting women as individuals and as a group. The influence of the existing health care and social structures on women's treatment and perception of illness will be examined. (Open to non-nursing students.) Elective course.
- NURS 465 **CARE OF THE OLDER ADULT** (2 to 3) Emphasis placed on the normal aging process and the continuing development of care of the older adult. Health promotion, prevention, diagnosis and treatment, maintenance, and restoration of individuals in their later years. (Open to non-nursing students.) Elective course.
- NURS 466 **EXPRESSIONS OF HOPE** (2 to 3) Examines expressions of hope and suffering through art, music, history, and the religious values, beliefs and mysteries that surround the needs of the human spirit. Examination of the relevance of issues of faith, hope and the ethical aspects of personal responsibility in sharing in the needs of others. (Open to non-nursing students.) Elective course.
- NURS 468 **FROM ACUPUNCTURE-ZINC: PAIN MGMT** (3) Explores traditional methods of pain management and comfort measures as well as complementary modalities that can be applied to bring about a sense of wellness and calm. (Open to non-nursing students.) Elective course.
- NURS 469 **DEATH: THE UNIVERSAL EXPERIENCE** (3) Examine current and past issues related to death and dying. Explore pertinent theories on death and dying, and

- bereavement care provided to clients and families. Applicable, historical and current perceptions and rituals will be discussed, as well as ethical and spiritual issues. (Open to non-nursing majors.) Elective course.
- NURS 470 **COMMUNITY HEALTH NURSING (4)** Focuses on communities experiencing common transitions. the community as a client is emphasized. Assessment, planning, intervention, and evaluation of nursing therapeutics appropriate to community outcomes are discussed. Pre-requisite: NURS 300-all courses within level. Co-requisite: NURS 471
- NURS 471 **COMMUNITY HEALTH NURSING PRACTICUM (4)** Application of promotive, preventive, and intervenience nursing therapeutics to be used with communities experiencing transitions. Practicum experience within community based organizations is provided. Community assessment skills, accessing community resources and evaluation of policy are emphasized. Twelve hours of practicum per week. Pre-requisite: NURS 300-all courses within level. Co-requisite: NURS 470
- NURS 472 **CARE OF THE COMPLEX CLIENT (4)** This course prepares the student to integrate knowledge from all previous courses in order to assess, plan, implement and evaluate care of the complex client. The various roles of the nurse as a participant within the health care system will be examined. Introduction to health care delivery systems, resource management, and quality improvement will be explored. Pre-requisite: NURS 300-all courses within level. Co-requisite: NURS 473
- NURS 473 **CARE OF COMPLEX CLIENT PRACTICUM (4)** This course provides experiences enabling the student to participate in the care of the complex client. Management and coordination of care in various health care settings is emphasized. Twelve hours of practicum weekly. Co-requisite: NURS 472
- NURS 496 **PROFESSIONAL DEVELOPMENT II (3)** The profession of nursing is examined from a framework of history and social and political change. Standards for professional behavior and the role of professional organizations are included. Career development is discussed. Pre-requisite: Should be taken in the last semester of study (R.N. Option)
- NURS 498 **SENIOR SEMINAR (3)** Taken in the final semester, this course focuses on the student's transition to entry-level practice. An inspection of personal transitions within the practice of nursing is examined. This capstone course allows the student to explore the educational transition of the program and to anticipate the professional transition into practice. Professional responsibilities and duties are emphasized. Students will write a scholarly paper. A seminar course to be taken in the last semester. Pre-requisite: NURS 300-all courses within level, NURS 472, NURS 473

Graduate Courses

- NURS 501 **THEORETICAL BASES FOR NURS PRACT (3)** Introduction to the role of theory in knowledge development and its relationship to nursing research, practice, and administration. Critical analysis of selected theoretical models within the discipline of nursing and of theories and concepts from other disciplines as used in nursing. Examination of the application of models, theories and concepts in nursing practice, administration, and research.
- NURS 502 **NURSING RESEARCH (3)** Exploration of modes of inquiry for systematic study of the application, use, and evaluation of nursing innovations in clinical practice. Emphasis is placed on the identification and solution of clinical problems through scientific inquiry. Pre-requisite: Course in statistics
- NURS 503 **EPIDEMIOLOGY (3)** Principles and statistical methods used in the study of the distribution and determinants of injury and disease in human populations are presented for use in the planning, delivery, and evaluation of health services. Resources for epidemiological and biostatistical methods of reasoning for determining predictions about the distribution and determinants of injury and disease found in selected studies related to student's concentration. Pre-requisite: NURS 502
- NURS 505 **HEALTH CARE INFORMATICS (2)** An introduction to the attitudes, knowledge, strategies, and processes needed to incorporate information technology within a successful career as a clinician, administrator, educator and researcher.

- NURS 507 **RESOURCES MANAGEMENT** (2) Overview of the roles and responsibilities of the nurse in effective and efficient management of human, financial, and material resources.
- NURS 630 **ORGANIZATIONAL BEHAVIOR FOR NURSING LEADERS** (3) Administrative theory from a macro perspective including organizational structure, culture, leadership, management functions, and power. Theories and research from nursing and related disciplines will be studied. Pre-requisite: permission of instructor
- NURS 632 **MANAGEMENT PROCESSES FOR NURSING LEADERS** (3) Position of the nurse administrator within the complex organizational structure of health care systems (a micro perspective) The role of the nurse administrator in planning, decision making, and change is explored. Pre-requisite: NURS 636
- NURS 636 **FINANCIAL MGMT FOR NURSING ADMIN** (3) Fiscal accountability: cost accounting, budgeting and cost benefit and effectiveness analysis.
- NURS 660 **ADULT LEARNER IN HEALTHCARE ORG** (3) This course provides theoretical foundations and learning activities for the purpose of understanding and teaching the adult learner. This information will provide a framework for facilitating learning within the adult population and creating and managing educational programs in the healthcare environment.
- NURS 690 **HEALTH CARE POLICY & ISSUES** (2) Processes of health care policy formation at the federal, state, and local levels and within the private sector. Ethical issues of health care policy formation and implementation. Pre-requisite: Permission of instructor
- NURS 695 **SPECIAL TOPICS** (1 to 3) Individual or group in depth study of a specific topic under faculty supervision. Contract with instructor required before registration. Pre-requisite: permission of instructor
- NURS 703 **GRADUATE NURSING PRACTICUM I** (2) This course is designed for application of theory and principles from all previous courses, with particular emphasis in the area of concentration. Individually modified course objectives, supervised experiences, periodic seminar discussions, and written practicum logs are methods used to facilitate the learning experience.
- NURS 705 **GRADUATE NURSING PRACTICUM II** (2) This course is designed for application of theory and principles from all previous courses, with particular emphasis in the area of concentration. Individually modified course objectives, supervised experiences, periodic seminar discussions, and written practicum logs are methods used to facilitate the learning experience.
- NURS 797 **SCHOLARLY PROJECT** (2) A capstone course. Further development of students' skills of critical thinking, systematic inquiry, and scholarly writing. A major paper prepared for publication is expected. To be taken during the last 6-12 hours in student's program.

(OCTH) Occupational Therapy

- OCTH 101/
433 **OCCU THERAPY CONCEPTS & PRACTICE** (3) Survey of the profession of Occupational Therapy, including history, philosophy, role delineation, and an introduction to the different settings and practice specialties of occupational therapy. If space is available, is also open to non-OCTH majors who may be interested in applying to the program in the future.
- OCTH 143/
434 **DEV PROCESS: PHYSICAL & PSYCH** (3) Human physical and psychological growth and development over the life span, including sensory, perceptual motor, cognitive, social, and psychological processes.
- OCTH 201/
441 **HUMAN OCCUPATION OVER LIFESPAN** (3) Introduction to the models of human occupation, a foundations course which examines integral concepts such as volition, roles, habit formation, temporal adaptation, and performance components of individuals in all age groups. Pre-requisite: OCTH 101 or OCTH 433

- OCTH 302/
442 **MEASUREMENT APPLICATION** (3) Measurement theory and concepts of standardization, reliability, validity, and standard error of measurement are used to assess routine occupational therapy methods of evaluating human occupation and functional performance. Pre-requisite: OCTH 101, OCTH 143, MATH 116
- OCTH 303/
443 **DISABLING COND I: BIOCHEM/PSYCH** (3) Common conditions seen by OT's in clients of all age groups with psychosocial and/or biochemical disorders. Etiology, symptoms, and course of each condition are reviewed and analysis of performance components affected by each. Pre-requisite: OCTH 143, OCTH 201
- OCTH 304/
444 **THEORY & PRACTICE I: BIOCHEM/PSYCH** (3) Theory and process used by occupational therapists in working with individuals with disabling conditions of a psychosocial or biochemical nature. Pre-requisite: OCTH 101, OCTH 143, OCTH 201 Co-requisite: OCTH 302, OCTH 303, OCTH 391
- OCTH 305/
414 **INTRO TO CLINICAL PRACTICE** (0.50 to 2.50) Professional behaviors, attitudes, and judgements are discussed as an orientation to field work. Issues of patient confidentiality, student role, and use of supervision are covered. Pre-requisite: OCTH 101, OCTH 201
- OCTH 306/
446 **CONTEMPORARY TECHNOLOGIES LAB** (3) Nontraditional media and contemporary rehabilitation technology are used in the occupational therapy process for evaluation and treatment activities (use of video recording, computers, environmental controls, driving simulations, etc.) Pre-requisite: OCTH 143, OCTH 201, OCTH 311
- OCTH 307/
447 **DISABLING COND II: NEURODEV/NEURO** (3) Etiology, symptoms, and course of conditions of a neurological or neurodevelopmental nature are reviewed and analysis of human performance components affected by each. Pre-requisite: OCTH 143, OCTH 201, OCTH 302, OCTH 303, OCTH 304
- OCTH 308/
448 **THEORY & PRACTICE II: NEURODEV/NEURO** (3) Theory and practice used by occupational therapists in working with individuals with disabling conditions of a neurological or neurodevelopmental nature. Includes three hours of lecture and three hours of lab to observe and practice clinical procedures. Pre-requisite: OCTH 143, OCTH 201, OCTH 302, OCTH 303, OCTH 304 Co-requisite: OCTH 307, OCTH 492 or OCTH 493
- OCTH 311/
451 **THERAPEUTIC OCCUPATIONS I** (3) Activity analysis, theory and process. Includes a combination of lecture and lab for a total of four hours of lab per week, emphasizing engagement in and adaptation of individual creative-expressive and industrial activities. Pre-requisite: OCTH 101, OCTH 201
- OCTH 312/
452 **THERAPEUTIC OCCUPATIONS II** (3) Continuation of Therapeutic Occupations I, with emphasis on activities of a large motor and verbal/social group nature. Includes one hour lecture and four hours of lab per week. Pre-requisite: OCTH 143, OCTH 201, OCTH 303, OCTH 304, OCTH 311
- OCTH 315/
415 **LEVEL I FIELD WORK A** (1) A block of three to four hours per week is spent in clinical site. Beginning practice skills in working with those with neurodevelopmental or neurological conditions are performed under close supervision. Permission of department chair required. Pre-requisite: OCTH 143, OCTH 201 Pre-requisite or Co-requisite: OCTH 302, OCTH 303, OCTH 304, OCTH 305, OCTH 311
- OCTH 325/
425 **LEVEL I FIELD WORK B** (1) A block of three to four hours per week is spent in clinical site. Beginning practice skills in working with those with neurodevelopmental or neurological conditions are performed under close supervision. Pass/fail grading only. Pre-requisite: OCTH 143, OCTH 201, OCTH 302, OCTH 303, OCTH 304, OCTH 305, OCTH 311, OCTH 315, Permission of department chair Co-requisite: OCTH 307, OCTH 308, OCTH 312
- OCTH 391/
491 **THEORY & PRACTICE LAB I: BIOCHEM/PSYCH** (1) Demonstrations and practice with interview skills, evaluation techniques, treatment methods, as used by occupational therapists working with clients with biochemical or psychosocial dysfunction. Pass/fail grading only. Co-requisite: OCTH 304 or OCTH 444

- OCTH 401/
461 **DISABLING COND III: BIOMECH/REHAB** (3) Etiology, symptoms, and course of disabling conditions of a biochemical nature, or those that require rehabilitation after trauma or the disease process. Analysis of human performance components affected by each. Pre-requisite: OCTH 143, OCTH 201, OCTH 302, OCTH 303, OCTH 304, OCTH 306, OCTH 307, OCTH 308, OCTH 325
- OCTH 402/
462 **THEORY & PRACTICE III: BIOCHEM/REHAB** (3) Theory and process used by occupational therapists in working with individuals with disabling conditions of a biochemical nature or those that require rehabilitation after trauma, or the disease process. Includes three hours of lecture and two hours of lab to observe and practice clinical procedures. Pre-requisite: OCTH 143, OCTH 201, OCTH 302, OCTH 303, OCTH 304, OCTH 306, OCTH 307, OCTH 308, OCTH 325 Co-requisite: OCTH 401, OCTH 435, OCTH 494 or OCTH 495
- OCTH 403/
463 **PROFESSIONAL ISSUES AND ETHICS** (2) An in-depth review of current professional issues in occupational therapy. Health care delivery, practice dilemmas, the role of professional associations in regulation, advocacy and political action. Pre-requisite: PHIL 329 or HESA 644, OCTH 143, OCTH 201, OCTH 302, OCTH 303, OCTH 304, OCTH 305, OCTH 306, OCTH 307, OCTH 308, OCTH 311, OCTH 312, OCTH 315, OCTH 325, OCTH 401, OCTH 402, OCTH 435 Co-requisite: OCTH 406 or OCTH 446
- OCTH 404/
464 **RESEARCH METHODS** (3) Research methodology used in the service of scientific inquiry. Critique of selected research literature in occupational therapy, analysis of methods used, finding, and interpretation of results. Pre-requisite: MATH 116, OCTH 143, OCTH 201, OCTH 302, OCTH 303, OCTH 304, OCTH 305, OCTH 306, OCTH 307, OCTH 308, OCTH 311, OCTH 312, OCTH 315, OCTH 325, OCTH 401, OCTH 402, OCTH 435 Co-requisite: OCTH 417
- OCTH 406/
466 **MGMT OF OT SERVICES** (4) Quality assurance, supervision, departmental operations (planning space, budgeting, scheduling, record keeping, safety, supply maintenance). Includes reimbursement issues and impact of current health policy. Pre-requisite or Co-requisite: OCTH 403, OCTH 404
- OCTH
407/467
408/468
409/469 **LEVEL II FIELD WORK** (3) Student Interns assigned full time to clinical facilities for two required 3-month rotations. The third rotation (OCTH 409) is optional and dependent upon availability of sufficient specialty fieldwork sites. Minimum requirement of 940 hours. Permission of Department Chair is necessary. Pre-requisite: All professional core course requirements in the three-year program sequence.
- OCTH 410/
470 **SPECIAL TOPICS** (1) Three one-credit hour special topic classes are required. Topics vary each term. Students choose a group elective or independent study in specialized area of practice in OT. Permission of Department Chair is necessary for independent study.
- OCTH 417/
477 **RESEARCH APPLICATION LAB I** (1) Participation in the research process with clinical preceptor and/or a faculty tutor. Pre-requisite: OCTH 143, OCTH 201, OCTH 302, OCTH 303, OCTH 304, OCTH 305, OCTH 311, OCTH 312, OCTH 315, OCTH 306, OCTH 307, OCTH 308, OCTH 325, OCTH 401, OCTH 402, OCTH 435 Co-requisite: OCTH 404
- OCTH 418/
478 **RESEARCH APPLICATION LAB II** (1) Continuation of OCTH 417/477 Lab I. Pre-requisite: OCTH 417 or OCTH 477
- OCTH 435/
440 **LEVEL I FIELD WORK C** (1) A block of three to four hours per week is spent in clinical site. Practicum experience for beginning skills in working with those with disabling conditions which require rehabilitation or those of a biomechanical nature. Pre-requisite: OCTH 143, OCTH 201, OCTH 302, OCTH 303, OCTH 304, OCTH 305, OCTH 306, OCTH 307, OCTH 308, OCTH 311, OCTH 312, OCTH 315, OCTH 325, Permission of department chair Co-requisite: OCTH 401, OCTH 402
- OCTH 492/
493 **THEORY & PRACTICE LAB II:NEURODEV/NEURO** (1) Demonstrations and practice with evaluation techniques and treatment methods used by occupational therapists working with clients with neurodevelopmental or neurological dysfunction. Pass/fail grading only. Co-requisite: OCTH 308 or OCTH 448

- OCTH 494/ **THEORY & PRACTICE LAB III:BIOMECH/REHAB** (1) Lab that correlates
495 with Occupational Therapy Theory and Practice III: Biomechanical/Rehabilitative. Students observe and practice evaluation and treatment techniques covered in theory course. Pass/Fail grading only. Co-requisite: OCTH 402 or OCTH 462

(PHIL) Philosophy

Lower Division Course

- PHIL 100 **ETHICS AS INTRO TO PHILOSOPHY** (3) The goals of human life; the first principles of morality; virtue, duty, law, responsibility. Special emphasis on justice, along with some discussion of the Deontological, Utilitarian and Natural Law/Right theories that are central to contemporary treatments of practical and professional ethics.

Upper Division Courses

- PHIL 290 **THEORY OF KNOWLEDGE** (3) The interplay between human knowledge and the world it knows, the possibility of objective knowledge, and the nature and developments of modern science as a theoretical and practical project.
- PHIL 300 **ORIGINS OF PHILOSOPHY** (3) A study of the revolution in thought which created philosophy and science in ancient Greece. Presocratic philosophers and Sophists.
- PHIL 301 **ANCIENT PHILOSOPHY** (3) A survey of Ancient Greek Philosophy, with emphasis on Plato and Aristotle.
- PHIL 302 **MEDIEVAL CHRISTIAN PHILOSOPHY** (3) A survey of the central medieval Christian philosophers from Augustine to Ockham. Pre-requisite: PHIL 100, PHIL 290
- PHIL 304 **EARLY MODERN PHILOSOPHY** (3) Seventeenth and eighteenth century philosophers; conflict of ancients and moderns; response of moderns to each other on system, nature, knowledge, method, morals.
- PHIL 305 **CONTEMPORARY PHILOSOPHY** (3) A treatment of philosophical movements and issues in the new millennium.
- PHIL 306 **20TH CENTURY CONTINENTAL PHILOS** (3) One or more of the important continental philosophical movements in the twentieth century, such as phenomenology, existentialism, Marxism, post-structuralism.
- PHIL 307 **20TH CENTURY ANALYTIC PHILOSOPHY** (3) An examination of the movements in analytic philosophy of the past century, including the rise of logical and linguistic analysis and logical positivism.
- PHIL 308 **LATE MODERN PHILOSOPHY** (3) Nineteenth century philosophers. A study of the primary sources from Hegel to Nietzsche, with emphasis on continental philosophy and the consequences of Kant's thought.
- PHIL 309 **MEDIEVAL ISLAMIC & JEWISH PHIL** (3) A survey of some of the central texts in Islamic and Jewish medieval philosophy. A major focus is the relationship between Greek philosophy (reason) and revelation (Islamic and Jewish) in the medieval period.
- PHIL 310 **EXISTENTIALISM** (3) A study of authors such as Kierkegaard, Dostoyevsky, Nietzsche, Unamundo, Jaspers, Heidegger, Sartre, Marcel, and Camus who have investigated what it means to be an existing individual.
- PHIL 311 **SYMBOLIC LOGIC** (3) The elements of propositional calculus and predicate calculus; the structure of deductive systems.
- PHIL 312 **PHILOSOPHICAL HERMENEUTICS** (3) Hermeneutics, originally a term for the art of interpreting the bible, came to mean, first the method of philology and of the human sciences (history, literature, philosophy) and finally, with Heidegger and Gadamer, the only understanding possible after metaphysics. This course examines Gadamer's Truth and Method and thinkers who contest Gadamer's theses, such as Emilio Betti, Quentin Skinner, and Leo Strauss. Pre-requisite: PHIL 100, PHIL 290

- PHIL 315 **PHILOSOPHY OF RELIGION** (3) An examination of the philosophical investigation of religion by reading classic philosophical texts on religion, particularly texts from the Enlightenment and post-Enlightenment periods.
- PHIL 317 **PHILOSOPHICAL ANTHROPOLOGY** (3) The principal philosophical topics relating to the nature of the human being, especially life, intellection, freedom, personhood, and community. Fulfills the E/RS Focus elective. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- PHIL 319 **REASON AND DESIRE** (3) A consideration of different conceptions of human desire in Classical and Modern philosophers. Among the questions to be addressed are the general relation between reason and desire, whether we can act from reason instead of from desire, and whether we can, or should, control what desires we have.
- PHIL 320 **PHILOSOPHY OF SCIENCE** (3) A study of philosophical problems arising out of the presuppositions, methods and results of the natural sciences, focusing particularly on the effectiveness of science as a means for obtaining knowledge.
- PHIL 321 **BUSINESS ETHICS** (3) Case studies of several critical issues in business, analyzed according to the contemporary context and ethical principles. Fulfills the E/RS Focus elective. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- PHIL 329 **BIOETHICS** (3) Moral issues arising in health care delivery, including social policy as well as clinical problems. Fulfills the E/RS focus elective. Pre-requisite: PHIL 100 and PHIL 290. Co-requisite: ENGL 205 and THEO 111.
- PHIL 331 **PHILOSOPHY & LITERATURE** (3) A consideration of the quarrel between philosophy and poetry, with an emphasis on the roles of reason and the passions in action.
- PHIL 333 **PHILOSOPHY OF ART & BEAUTY(AESTHETICS)** (3) Principal theories of beauty and contemplation, of art and creative intuition, of truth and symbolism of works of art.
- PHIL 334 **PHILOSOPHY OF WOMEN** (3) Application of philosophical method to a contemporary issue. Historical survey of philosophers' conceptions of woman.
- PHIL 336 **SPECULATIVE FEMINISM** (3) Applications of feminist theory to problems in metaphysics, epistemology, and philosophy of human nature.
- PHIL 340 **METAPHYSICS** (3) Metaphysics is the science that investigates what it means to be or exist. This course will examine the nature of metaphysics, and the role it has played in the history of philosophy. For majors and minors only.
- PHIL 342 **GERMAN IDEALISM** (3) This course studies the major late eighteenth and early nineteenth century German philosophers, including Fichte, Schelling, and Hegel. Kant will be presented as background to these thinkers. Major topics will include nature, freedom, and history.
- PHIL 351 **ITALIAN PHILOSOPHY** (3) The main conceptual currents in the history of Italian philosophy through representative texts. The epistemological role of the imagination as well as theories of history and politics, in such thinkers as Machiavelli, Vico, and Croce.
- PHIL 354 **PHILOSOPHY IN AMERICA** (3) A study of distinctive American philosophical movements of the Nineteenth and Twentieth Centuries.
- PHIL 362 **ANCIENT POLITICAL PHILOSOPHY** (3) A study of ancient political philosophy with emphasis on classic texts of Plato and Aristotle.
- PHIL 363 **MEDIEVAL POLITICAL PHILOSOPHY** (3) An examination of four of the principal political philosophers of the Middle Ages: namely Augustine, Thomas Aquinas, William of Ockham and Marsilius of Padua focusing on two central issues: the relation of church and state within the single entity "Christendom" and the problem of the relation of law and natural right. Pre-requisites: PHIL 100 and PHIL 290.
- PHIL 364 **MODERN POLITICAL PHILOSOPHY** (3) A study of the principal problems and texts of modern political philosophy starting from Machiavelli.
- PHIL 366 **ARISTOTLE** (3) Study of the main philosophical works of Aristotle.
- PHIL 367 **PLATO** (3) Study of the interpretation of selected dialogues of this great philosopher.

- PHIL 368 **THOMAS AQUINAS** (3) A study of Aquinas' principal philosophical texts, especially concerning the existence and nature of God, creation, the nature of the human being, and the purpose of human life.
- PHIL 371 **C. S. PEIRCE** (3) An investigation of some of Peirce's most important works in metaphysics, phenomenology, philosophy of science and theory of signs.
- PHIL 373 **WILLIAM JAMES** (3) A survey of William James' major writings including selections from his landmark work in psychology, philosophy of religion, and voluntarism. The course will conclude with an examination of his later Pragmatism and Radical Empiricism, as well as a discussion of his influence upon subsequent thought in America and Europe.
- PHIL 374 **HOBBS** (3) A study of major philosophical works of Thomas Hobbes
- PHIL 375 **KANT** (3) A study of the major philosophical works for Immanuel Kant.
- PHIL 376 **HEGEL** (3) Introduction to the philosophical system of Hegel and to post-Hegelian developments.
- PHIL 377 **SCHOPENHAUER** (3) An examination of the philosophical pessimism of Arthur Schopenhauer by reading his central work, "The World As Will and Representation," and a consideration of his powerful influence on late nineteenth and early twentieth century culture.
- PHIL 378 **VICO** (3) This course will examine several key texts in the development of Giambattista Vico's thought, culminating in the Science Nuova. Themes include Vico's method, his critique of Cartesianism, his theory of history, and his rethinking of natural law.
- PHIL 379 **NIETZSCHE** (3) An in-depth reading of several of Nietzsche's works, emphasizing his relation to the philosophical tradition as well as to the history of the twentieth century. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- PHIL 380 **HUSSERL** (3) A careful textual study of major works by Edmund Husserl.
- PHIL 381 **JOSIAH ROYCE** (3) A study and critique of the Problem of Christianity by this prophet of secular Christianity.
- PHIL 382 **JOHN STUART MILL** (3) A study of the philosophy of John Stuart Mill, the 19th century philosopher of utilitarian ethics and liberal political theory. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- PHIL 391 **HEIDEGGER** (3) Study of Heidegger's great work, Being and Time, and of his later thought.
- PHIL 395 **DIRECTED STUDY** (3) Independent study related to the field of philosophy.
- PHIL 399 **THESIS REVIEW** (0) A review of progress on the Senior Thesis, ongoing throughout the Spring term, for graduating senior majors.

(PHYS) Physics

Lower Division Courses

- PHYS 112 **OUR UNIVERSE: COLOR & IMAGES** (2) Fascinating introductory course on light color, mirrors, lenses, photographic film, lasers, and holograms. Co-requisite: PHYS 113
- PHYS 113 **OUR UNIVERSE: COLOR & IMAGES LAB** (1) Laboratory required to accompany PHYS 112.
- PHYS 114 **OUR UNIVERSE: PHYSICAL SCIENCE** (2) Survey of mechanics, heat, light, and atomic physics. Primarily for education majors. Satisfies science core requirement. Co-requisite: PHYS 115
- PHYS 115 **OUR UNIVERSE: PHYSICAL SCI LAB** (1) Laboratory required to accompany PHYS 114.
- PHYS 116 **OUR UNIVERSE: THE EARTH** (2) An introductory course in earth science. Co-requisite: PHYS 117
- PHYS 117 **OUR UNIVERSE: THE EARTH LAB** (1) Laboratory required to accompany PHYS 116.

- PHYS 118 **OUR UNIVERSE: THE SKY (2)** Introductory course in astronomy. Co-requisite: PHYS 119
- PHYS 119 **OUR UNIVERSE: THE SKY LAB (1)** Laboratory is required to accompany PHYS 118.
- PHYS 122 **OUR UNIVERSE: ENERGY SOURCE/USE (2)** An introductory course that surveys various forms of energy and studies practical economical applications. Co-requisite: PHYS 123
- PHYS 123 **OUR UNIVERSE: ENERGY LAB (1)** Laboratory to accompany PHYS 122.
- PHYS 124 **OUR UNIVERSE: COSMOLOGY (2)** This course will explore the historical progression of our beliefs regarding the origin and structure of the universe. Specifically, the course will present and critique cosmological models put forth by Greek philosophers, medieval theologians, and modern scientists (but with the greatest emphasis placed on modern Big Bang cosmology). One of the overall goals of the course will be to show how astronomical observations were used by each of these groups to build up their view of cosmology.
- PHYS 125 **COSMOLOGY LABORATORY (1)** (THEO426) The lab is designed to support concepts being explored in the lecture such as: motion, spectra, astronomical distances and cosmological time.
- PHYS 140 **TECHNICAL PHYSICS (2)** For occupational therapy and radiologic technology students. Motion, force laws, momentum, energy, work, power, heat, temperature, and waves.
- PHYS 141 **RADIOLOGIC PHYSICS (2)** Energy, the structure of matter, electricity, magnetism, radioactivity, and the nature and production of X-rays. Calculations in radiology. For radiologic technology students. Pre-requisite: MATH 105
- PHYS 160 **COLLEGE PHYSICS I (3)** For premedical, pre-dental, and others. Mechanics, heat, sound, electromagnetism, optics, and modern physics. Fulfills Occupational Therapy curriculum. Pre-requisite: Algebra Co-requisite: PHYS 161 laboratory
- PHYS 161 **INTRODUCTORY PHYSICS LAB I (1)** This laboratory accompanies PHYS 160 or PHYS 170 lectures.
- PHYS 162 **COLLEGE PHYSICS II (3)** For premedical, pre-dental, and others. Mechanics, heat, sound, electromagnetism, optics, and modern physics. Pre-requisite: PHYS 160 Co-requisite: PHYS 163 laboratory
- PHYS 163 **INTRODUCTORY PHYSICS LAB II (1)** This laboratory accompanies PHYS 162 or 172 lectures. Pre-requisite: PHYS 161
- PHYS 170 **UNIVERSITY PHYSICS I (3)** Calculus level course for chemistry, computer science, mathematics, applied physics, and physics majors. Mechanics, heat, sound. Co-requisite: PHYS 161
- PHYS 171 **EXPLORATIONS IN PHYSICS (1)** Laboratory for physics majors to be taken with PHYS 170.
- PHYS 172 **UNIVERSITY PHYSICS II (3)** Continuation of PHYS 170. Electromagnetism, optics, and modern physics. Co-requisite: PHYS 163

Upper Division Courses

- PHYS 206 **ADVANCED STUDY BASIC PHYSICS I (3)** The broad implications of the fundamental principles of general physics. Pre-requisite: General physics or equivalent
- PHYS 207 **ADVANCED STUDY BASIC PHYSICS II (3)** The broad implications of the fundamental principles of general physics. Pre-requisite: General physics or equivalent
- PHYS 242 **ELECTRONICS I (2)** A.C. and D.C. measuring instruments. Basic analog circuits including power supplies, filters, transistors, and integrated circuit amplifiers and waveform generators.
- PHYS 243 **ELECTRONICS I LAB (1)** Laboratory to accompany PHYS 242, PHYS 244 respectively.
- PHYS 244 **ELECTRONICS II (2)** Digital components and circuits, microcomputer architecture and machine language programming, interfacing circuits.

- PHYS 245 **ELECTRONICS II LAB** (1) Laboratory to accompany PHYS 242, PHYS 244 respectively.
- PHYS 330 **ATOMIC PHYSICS** (3) The atomic view of matter, electricity, and radiation; the atomic models of Rutherford and Bohr, relativity, x-rays, and introduction to quantum mechanics.
- PHYS 331 **ATOMIC PHYSICS LAB** (1) Photoelectric effect, e/m for electrons, black body radiation, vacuum techniques, ionization potentials, Bragg diffraction, atomic spectra, x-ray spectra.
- PHYS 340 **NUCLEAR PHYSICS** (3) Natural and artificial radioactivity, nuclear reactions, high-energy physics, and fundamental particles. Pre-requisite: PHYS 330
- PHYS 341 **NUCLEAR PHYSICS LAB** (1) Experiments in radioisotope techniques, nuclear particle counting, activation analysis, scattering, and reactor criticality.
- PHYS 350 **THEORETICAL MECHANICS I** (3) Statistics, equilibrium of rigid bodies, analysis of structure, friction, machines.
- PHYS 351 **THEORETICAL MECHANICS II** (3) Dynamics, kinematics of particles and rigid bodies, conservation of energy and momentum, inertial matrices.
- PHYS 360 **ELECTROMAGNETISM I** (3) Coulomb's law, Ampere's law, Faraday's law, Maxwell's electromagnetic equations in free space and material media. Course is given in vector notation.
- PHYS 361 **ELECTROMAGNETISM II** (3) Continuation of PHYS 360
- PHYS 364 **PHYSICAL OPTICS** (3) Electromagnetic wave theory is used to derive the laws of optics: reflection, refraction, diffraction, Fresnel integrals, and theory of dispersion.
- PHYS 365 **PHYSICAL OPTICS LAB** (1) Experiments in Physical Optics, including diffraction, Michelson's interferometer, multiple beam interference, polarization, fiber optics, and holography.
- PHYS 376 **QUANTUM MECHANICS I** (3) The mathematical formalism of quantum mechanics and its physical interpretation. Pre-requisite: PHYS 330
- PHYS 377 **QUANTUM MECHANICS II** (2) Continuation of PHYS 376
- PHYS 382 **THERMODYNAMICS** (3) Thermodynamic variables and processes, internal energy of a system, first and second laws of thermodynamics, Carnot cycle, entropy, and irreversibility.
- PHYS 388 **ASTROPHYSICS** (3) The applied fields of astronomy and astrophysics.
- PHYS 389 **SOLID STATE PHYSICS** (3) Topics include crystallography, specific heat, phonons, band theory, Fermi surfaces, superconductivity. Survey of structural, thermal, electrical, and magnetic properties of matter in solid state.
- PHYS 390 **SPECIAL STUDIES** (3) Area to be specified.
- PHYS 395 **PHYSICS RESEARCH** (1 to 3) Area to be specified.
- PHYS 397 **SPECIAL READINGS** (1 to 3) Area to be specified.
- PHYS 398 **PHYSICS THESIS** (1) Experimental or theoretical work completed with faculty advisor. Oral and written presentation required at conclusion.

(POLI) Political Science

Lower Division Courses

- POLI 120 **COMPARATIVE GOVT AND POLITICS** (3) Introduction to and comparison of political systems in several national settings.
- POLI 140 **AMERICAN GOVERNMENT AND POLITICS** (3) Introduction to the theory and practice of the American political system.

Upper Division Courses

- POLI 211 **CINCINNATI HISTORY & POLITICS** (3) (HIST245) A political history of Cincinnati with an analysis of contemporary urban politics.
- POLI 212 **URBAN ADMIN & PUBLIC POLICIES** (3) Overview of the administration issues involved in governing and managing cities, particularly as they pertain to the policy making process.

- POLI 215 **FRENCH POLITICS** (3) Examination of government, political processes and issues in contemporary France, including relations with the U.S.
- POLI 219 **IRISH GOVERNMENT AND POLITICS** (3) Examination of Irish politics, North and South, with emphasis on changes due to socioeconomic and cultural change.
- POLI 220 **GOVT & POLITICS OF S EAST ASIA** (3) A political and geographic survey of the varied and colorful countries of East Asia, in which the technological revolution is proceeding at a fast pace.
- POLI 224 **MIDDLE EAST POLITICS** (3) (HIST224) Examination of recent history, government, political processes and issues in the contemporary Middle East, including relations with the U.S.
- POLI 229 **POLITICS OF CENTRAL AMERICA: NICARAGUA** (3) Overview of contemporary history and politics of Central America focusing on theories of revolution, development, dependency, and democracy. Fulfills the E/RS Focus elective. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- POLI 232 **POLITICS OF JAPAN** (3) Examination of recent history, government, political processes and issues in contemporary China, including relations with the U.S.
- POLI 234 **GOVERNMENT & POLITICS OF CHINA** (3) Examination of recent history, government, political processes and issues in contemporary China, including relations with the U.S.
- POLI 240 **STATE & LOCAL GOVERNMENT** (3) The structure, organization, and activities of state and local government.
- POLI 241 **GOVERNING CINCINNATI** (3) Examination of the politics and government of Cincinnati, including local campaign politics, policy decision-making, and the influences of local media.
- POLI 242 **URBAN AMERICA** (3) Historical development and demographic patterns of the city and its environs. Sociocultural and ecological perspectives used to examine urban, suburban, and rural areas.
- POLI 246 **MASS MEDIA AND POLITICS** (3) Examination of the ways in which the mass media interact with and influence political processes, including campaign politics and policy-making.
- POLI 275 **POLITICS OF WAR AND PEACE** (3) Review of major approaches to the study of war and peace.
- POLI 277 **INTERNATIONAL RELATIONS** (3) The theory of international relations, nationalism, imperialism, disarmament and arms control, diplomacy, collective security.
- POLI 301 **POLITICAL PHILOSOPHY** (3) Survey of the major Western political philosophers, including Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx and Mill.
- POLI 302 **LIBERALISM AND ITS CRITICS** (3) In-depth examination of the theory, practice, and critiques of liberalism.
- POLI 315 **ROUSSEAU'S HUMAN VISION** (3) Detailed reading and examination of the writing of Rousseau.
- POLI 325 **NAZI GERMANY** (3) The rise and fall of Adolf Hitler, the Weimar Republic, origins of the NSDAP, the seizure of power, 1933, the "coordination" of Germany, the SS and Himmler, foreign policy, the persecution and murder of the Jews.
- POLI 326 **MODERN GERMANY** (3) Germany since 1945, the division of Germany, the economic recovery, political parties, interest groups, and parliament, the election system, executive branch, and federalism. The courts and legal system, foreign policy.
- POLI 327 **POLITICS OF GERMANY** (3) Examination of German politics from the Weimar Republic to the present, including the division of Germany, economic recovery, the political system, courts and legal system, foreign policy, unification and post-unification politics, and European Union issues.
- POLI 330 **POLITICS OF CENTRAL/EASTERN EUROPE** (3) (HIST330) This course will concentrate on post, present, and future political developments in those eight

- East European countries where communist parties once ruled. Our goal is to understand the region's diversity and analyze common and diverging points of the communist and post-communist experiences.
- POLI 336 **WAR & PEACE IN YUGOSLAVIA** (3) Examination of social and political conflict and change in Yugoslavia.
- POLI 340 **THE PRESIDENCY** (3) The nature and function of executive power in the American political system.
- POLI 344 **THE CHALLENGE OF PEACE** (3) (THEO345) In-depth exploration of the personal, political, practical, and spiritual aspects of peace.
- POLI 345 **PRESSURE GROUPS & CONGRESS** (3) A study of pressure groups and group theory as it applies to the United States. Special emphasis on the structure and operation of Congress.
- POLI 347 **CIVIL LIBERTIES & CIVIL RIGHTS** (3) Detailed reading of American constitutional law cases; emphasis will be on civil liberties & civil rights; the role of the Supreme Court in history & politics and alternative approaches to constitutional interpretation.
- POLI 350 **POLITICAL THEORY & AMERICAN REGIME** (3) Detailed reading of the writings of American statesmen from the founding to modern times with a view to understanding the United States as regime. Fulfills the E/RS Focus elective. Prerequisite or Co-requisite: PHIL 100, THEO 111
- POLI 352 **PRINCIPLES OF RESEARCH** (3) (SOC1352) In-depth study of the basic steps and processes in scientific inquiry.
- POLI 359 **CAMPAIGNS, ELECTIONS & PARTIES** (3) Examination of electoral politics, political parties, and campaign processes and issues in the U.S.
- POLI 363 **LINCOLN & CONDITIONS OF FREEDOM** (3) Closely examine the writings of Abraham Lincoln, particularly as they pertain to the conditions of freedom. The course will serve as an upper-level elective for Political Science majors and minors, and is likely to be of interest to History majors, as well as Education students seeking certification in the Social Sciences.
- POLI 373 **U.S. AND THE THIRD WORLD** (3) An examination of the historic estrangement between the U.S. and the Third World and attempts for contemporary cooperation.
- POLI 374 **U.S. FOREIGN POLICY** (3) A survey of American foreign policy since World War II with special emphasis on contemporary issues.
- POLI 376 **INTERNATIONAL LAW** (3) The nature and uses of international law, international legal persons, recognition, and succession. State territory. Jurisdiction. The law of treaties. Legal regulation of the use of force.
- POLI 378 **INTERNATIONAL ORGANIZATIONS** (3) The United Nations, modern society of sovereign nations, international law, diplomacy, and peacekeeping.
- POLI 379 **REVOLUTION AND CHANGE** (3) A survey of the major theoretical approaches to the processes of political and social change especially in developing countries.
- POLI 381 **POLITICS OF WESTERN EUROPE** (3) This course will explore the political history, institutions, actors, processes, policies, and political culture of Western Europe, with particular emphasis on Germany, France, and Great Britain. Investigation of the major issue of European integration, with focus on the changing definition, role, and significance of the European Union. Examining of current debates over the limits of a united Europe, a single European currency, and a wider EU membership. The course will also consider the political implications for Europe of the end of Communist systems in the East and the formation of new political alignments in Central and Eastern Europe, as well as Russia. Finally, we will study Europe's developing role in a new world of complex interdependence.
- POLI 387 **SOVIET & POST-SOVIET POLITICS** (3) (HIST387) A survey of the soviet period emphasizing the 1917 Revolution in Europe and the Stalin era to better understand contemporary events.
- POLI 390 **SEMINAR: INTERNATIONAL RELATIONS** (3) Senior comprehensive paper based on research methods and survey of the scholarly literature in the field.

- POLI 391 **SEMINAR: AMERICAN GOVERNMENT** (3) Senior comprehensive paper. Research methods.
- POLI 392 **INTERNSHIP: POLICY ANALYSIS** (6) Examination of the methods of policy analysis through hands-on experience in a relevant organization.
- POLI 394 **ADVANCED READING & RESEARCH** (3) In-depth analysis of a topic or project of individual interest. Open to exceptional students upon faculty recommendation and with approval of department chairperson.
- POLI 396 **INTERNATIONAL AFFAIRS INTERNSHIP** (3) Examination of processes and issues in the field of international affairs through hands-on experience in a relevant organization.
- POLI 398 **INTERNSHIP: CITY GOVERNMENT** (3) Examination of the processes and issues in local government through hands-on experience in a political office or related organization.
- POLI 401 **WASHINGTON DC INTERNSHIP** (3 to 9) See department for application materials.
- POLI 402 **WASHINGTON DC INTERN COURSE** (3) An elective course taken through the Washington Center for Internships and Academic seminars.
- POLI 410 **WAR & PEACE IN LITERATURE & FILM** (3) (COMM410) Overview of political issues related to war and peace illustrated with examples from literature and film. Treatment of war and peace in the media from Civil War to Vietnam War.
- POLI 490 **DIRECTED STUDY** (1 to 3) Opportunity to pursue a topic or project of individual interest. Subject to approval of department chairperson.

(PSYC) Psychology

Lower Division Courses

- PSYC 100 **EFFICIENT READING & STUDY SKILLS** (1) Critical reading comprehension, study skills, writing skills with emphasis on the integration of reading and writing, understanding what is read, and developing good study habits. Improve ability to interpret, analyze, and evaluate general reading material and specific course contents.
- PSYC 101 **GENERAL PSYCHOLOGY** (3) Basic psychological processes such as sensation, perception, motivation, learning, psychological measurements, personality development.
- PSYC 121 **GEN EXPERIMENTAL PSYCH I** (2) Introduction to the scientific method used in psychology, covering topics such as sensation, perception, learning, emotion, motivation. Fulfills science requirement for non-psychology majors. Co-requisite: PSYC 122
- PSYC 122 **GEN EXPERIMENTAL PSYCH I LAB** (1) Laboratory experiments demonstrating principles described in the lectures (PSYC 121). Co-requisite: PSYC 121
- PSYC 123 **GEN EXPERIMENTAL PSYCH II** (2) Introduction to the structure and function of the nervous system, which serves as the basis for the study of human behavior and psychopathology. Fulfills science requirement for non-psychology majors. Prerequisite: PSYC 121/122 Co-requisite: PSYC 124
- PSYC 124 **GEN EXPERIMENTAL PSYCH II LAB** (1) Experiments demonstrating principles described in the lectures (PSYC 123). Co-requisite: PSYC 123

Upper Division Courses

- PSYC 210 **STATISTICAL TECHNIQUES** (3) Basic statistics in psychology and education. Measures of central tendency and variability, correlational techniques, and experimental test of differences among groups.
- PSYC 221 **EXPERIMENTAL PSYCHOLOGY I** (2) Basic exploration of the scientific method as applied to psychology. Includes research design and appropriate statistical analyses. Required for psychology majors. Pre-requisite: PSYC 101, PSYC 210; non-psychology majors or minors need permission of chair to enroll. Co-requisite: PSYC 223

- PSYC 222 **EXPERIMENTAL PSYCHOLOGY II** (2) Advanced exploration of the scientific method as applied to psychology. Includes research design and appropriate statistical analyses. Required for psychology majors. Pre-requisite: PSYC 221; non-psychology majors need permission of chair to enroll. Co-requisite: PSYC 224
- PSYC 223 **EXPERIMENTAL PSYCHOLOGY I LAB** (1) Development of hypotheses, design and carry out psychological research, analyze data and interpret results. Required for psychology majors. Pre-requisite: Non-psychology majors or minors need permission of chair to enroll. Co-requisite: PSYC 221
- PSYC 224 **EXPERIMENTAL PSYCHOLOGY II LAB** (1) Development of hypotheses, design, and carry out psychological research, analyze data and interpret results. Required for psychology majors. Pre-requisite: Non-psychology majors need permission of chair to enroll. Co-requisite: PSYC 222
- PSYC 231 **DEVELOPMENTAL PSYCHOLOGY** (3) Factors influencing a person's life span. Application to stages of physiological maturation, developmental tasks, social learning, personality integration.
- PSYC 232 **CHILD PSYCHOLOGY** (3) The study of growth and development; heredity and environmental factors; early and later childhood to puberty.
- PSYC 233 **ADOLESCENT PSYCHOLOGY** (2 to 3) Interrelated physical, social, and moral development associated with youth and adolescence.
- PSYC 261 **SOCIAL PSYCHOLOGY** (3) (SOCW261) The individual's personality, attitudes, behavior in multi-individual situations.
- PSYC 267 **TREATING SEX OFFENDERS & VICTIMS** (1) (CJUS350, EDWS440, SOCW350) This workshop will explore treatment issues and approaches for working with sex offenders, victims, and other family members.
- PSYC 271 **INTRO TO EMOTIONALLY DISTURBED CHILD** (3) (EDSP201, EDSP501) Symptoms of maladaptive behavior in youngsters. Evaluation of etiological factors. Personality disorders, services, facilities and agencies for treatment.
- PSYC 276 **PSYCHOLOGY OF DELINQUENCY** (2) (CJUS276, CJUS676) Types and causes of juvenile delinquency together with brief case histories.
- PSYC 277 **ABNORMAL PSYCHOLOGY** (3) Dynamics of the disturbed personality; symptoms, causes, treatment of psychoneuroses, psychoses, deviant personalities.
- PSYC 285 **PSYCHOLOGY OF RELIGION** (3) The discipline which examines religiousness and the religious personality from a psychological perspective.
- PSYC 301 **HISTORY & SYSTEMS OF PSYCHOLOGY** (3) Modern scientific psychology including its various schools and their backgrounds.
- PSYC 310 **MARRIAGE AND THE FAMILY** (3) (SOCI310, THEO310) An interdisciplinary course taught simultaneously by a psychologist, sociologist, and theologian, each looking at marriage and family from his/her perspective. In addition, married couple specialists from law and medicine present as guest speakers.
- PSYC 321 **INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY** (3) (HRES330, MGMT321) Psychological bases for organizational decisions from employment to the maintenance of motivation and job satisfaction of people. Research, measurement and practical application are emphasized.
- PSYC 340 **SEXISM & RACISM IN SOCIETY** (1) (EDWS339, SOCW340) This workshop will explore the causes and effects of racial and gender stereotyping, prejudice, and discrimination on the individual, institutional, and cultural level. Emphasis will be on education, the workplace, interpersonal relations, and communication.
- PSYC 350 **PSYCHOLOGY AND THE LAW** (3) To demonstrate a fundamental bridge between psychology and the law. The student will be introduced to each discipline's basic methodologies, the roles of forensic psychologists in the legal system, and how psychology can contribute to various areas of the law.
- PSYC 365 **PSYCHOLOGY OF WOMEN** (3) Study of the biological, psychological, and social needs and issues of women.
- PSYC 366 **CRIME & PERSONALITY** (3) (CJUS266, CJUS566, EDCO566) Root causes of crime in the individual and in the culture. Consideration of personality dynamics and treatment approaches.

- PSYC 367 **PSYCHOLOGY OF AGING** (3) The interrelationship between biological-cognitive personality and social changes associated with aging.
- PSYC 368 **HEALTH PSYCHOLOGY** (3) A survey of the field of health psychology. Will examine a number of health issues by considering the interaction of biological, psychological, and social factors.
- PSYC 370 **HUMAN SEXUALITY** (3) A survey of the psychology of humans as sexual beings.
- PSYC 375 **THEORIES OF ADDICTIONS** (3) Material covered in this course includes historical and current perspectives on drug addiction. Basic pharmacology and neuroanatomy will be reviewed. Current empirical understanding of the nature and effects of cocaine, nicotine, caffeine, alcohol, depressants, opiates, marijuana, hallucinogens and psychiatric drugs will be covered. Additionally, students will be exposed to current controversies regarding drugs, drug regulation and drug prevention.
- PSYC 379 **PSYCHOLOGICAL & ACHIEVEMENT TESTING** (3) Principles of mental testing- norms, reliability, validity- along with a familiarization of various psychological tests and discussion of factors in mental testing, e.g., anxiety, maturation, ethics, sources, scoring techniques.
- PSYC 380 **COUNSELING CHALLENGING YOUTH** (1) (CJUS463, EDWS563, SOCW463) Workshop participants will learn a number of practical strategies for building and maintaining therapeutic relationships with challenging youth and families. The strategies will be formatted around six guiding principles common to most human services professionals who successfully engage this population. Participants will be challenged to assess their own attitudes, beliefs, and behaviors related to challenging youth via lecture, demonstration, small group activities, and role plays.
- PSYC 395 **DIRECTED STUDY** (1 to 3) Specific research or practicum related project in the field of psychology. Research or practicum related project in the field of psychology. Research paper and final exam required. Psychology majors only. Pre-requisite: Approval of department chair.
- PSYC 407 **ADDICTION: AN EPIDEMIC** (1) (EDWS310, SOCW407) Various forms of addiction are becoming the leading social problems of this century. An overview of addiction will be imparted as well as specific manifestations such as sex, gambling, eating disorders, and drugs. The impact of addiction on the individual, family, and society will be discussed.
- PSYC 409 **GROUP DYNAMICS** (3) (SOCW409) In depth consideration of basic dynamics and processes operating in groups and the various strategies used in the group approach as they relate to educational, business, social and personal interactions and problems.
- PSYC 426 **PHYSIOLOGICAL PSYCHOLOGY** (3) An overview of the structure and function of the human nervous system as it is involved in human processes such as memory, emotion, learning, and psychopathology. Pre-requisite: PSYC 221, PSYC 222
- PSYC 427 **COGNITIVE PSYCHOLOGY** (3) Examines the human information processing system. Topics include attention, perception, sensory memory, short-term memory, long-term memory, reasoning and problem solving.
- PSYC 429 **PSYCH OF SENSATION & PERCEPTION** (3) Examines how the senses gather information from the outside world and how that information is transformed and interpreted by the nervous system. Topics include visual and auditory processing, perceptual organization, illusions, movement and time perception, and perceptual development.
- PSYC 452 **INTRO TO CLINICAL PSYCHOLOGY** (3) Provides an understanding of the different types of activities typically engaged in by clinical psychologists.
- PSYC 464 **THEORIES OF PERSONALITY** (3) Description and evaluation of current personality theories.

- PSYC 477 **SPORTS PSYCHOLOGY** (3) The course will deal with behavior and sports emphasizing the areas of personality and sports, anxiety and arousal in sports motivation, aggression, group dynamics, socialization and exercise.
- PSYC 481 **READINGS IN PSYCHOLOGY** (1 to 3) Library research project assisted and supervised by staff member. Final oral exam. Required research paper. Psychology majors only. Pre-requisite: Approval of department chair
- PSYC 490 **PRACTICUM IN PSYCHOLOGY** (1 to 3) Interviewing, behavior observation, test administration, report writing, and group dynamics through on-the-job training. Psychology majors only. Pre-requisite: Approval of department chair
- PSYC 499 **SENIOR COMPREHENSIVE REVIEW** (3) Capstone course required of all majors. Review of fundamental areas of psychology. Pre-requisite: Senior standing

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- PSYC 502 **HISTORY & PHILOSOPHICAL ISSUES** (3) Review conceptual foundations of modern psychology. This review traces the roots of modern psychology, highlights the major figures of psychology as well as the often-overlooked contributions of women and ethnic minorities.
- PSYC 504 **THEORIES OF PERSONALITY** (3) Advanced study regarding the structure and functions of personality as well as an evaluation of current personality theories.
- PSYC 505 **PROFESSIONAL PROBLEMS & ETHICS IN PSYCH** (3) Professional issues in psychology including principles of ethics and their applications.
- PSYC 506 **ADVANCED SOCIAL PSYCHOLOGY** (3) This course provides an overview of social psychological theories. Applications of those theories and relevant research will be examined in terms of clinical themes, industrial/organization themes, and multicultural themes.
- PSYC 508 **DIVERSITY** (3) This is an applied course on cultural diversity. Study of various ethnic and cultural norms will be evaluated for their impact on clinical presentation. Appreciation and respect for cultural differences will be balanced with the importance of recognizing clinical needs within a variety of settings.
- PSYC 511 **ADVANCED STATISTICS I** (2) Multivariate analyses emphasizing correlational (multiple regression, discriminant analysis, factor analysis, etc.) and experimental (ANOVA, MANOVA, ANOCOVA, etc.) approaches to experimental design and analysis. Pre-requisite: PSYC 210 or its equivalent Co-requisite: PSYC 520
- PSYC 512 **ADVANCED STATISTICS II** (2) Continuation of PSYC 511. Pre-requisite: PSYC 511 or equivalent Co-requisite: PSYC 521
- PSYC 520 **COMPUTER STATISTICS LANGUAGE I** (1) Application and interpretation of statistical packages for use in psychological research. Co-requisite: PSYC 511
- PSYC 521 **COMPUTER STATISTICS LANGUAGE II** (1) Continuation of PSYC 520. Pre-requisite: PSYC 520 Co-requisite: PSYC 512
- PSYC 522 **PERSONNEL PSYCHOLOGY** (3) (HRES915) Psychological dimensions of human resource functions in organizations, primarily focusing on personnel selection, employee orientation and placement, employment legislation and related topics with a strong emphasis upon current research and literature.
- PSYC 530 **LEARNING & MOTIVATION** (3) Theories of learning and motivation mainly within the context of education. Three families of learning theory: mental discipline, stimulus-response conditioning, cognitive psychology. Particular emphasis upon the place of intrinsic motivation.
- PSYC 553 **MARKETING RESEARCH** (3) (MKTG 902) Methods and techniques of marketing research; its use as a tool of management; cases in marketing research.
- PSYC 580 **CLINICAL PSYCHOPATHOLOGY** (3) Study of descriptive and dynamic psychopathology via DSM-IV and psychodynamic theory. Clinical interviewing and diagnostic criteria.
- PSYC 582 **ASSESSMENT I: INTELLIGENCE** (3) Administration of individual tests of intelligence (WAIS-III, WISC-III) and cognitive functioning (WMS-III). Introduc-

tion to analysis of performance and report writing. Pre-requisite: Permission of department chair

- PSYC 585 **ASSESSMENT II: PERSONALITY** (3) The fundamental principles involved in the administration, scoring, analysis, and evaluation of the MMPI-2, MMPI-A, MCMI-3, Bender-Gestalt, H-T-P and other tests are covered in this course. Pre-requisite: Permission of department chair

Students in PSYC 590, 593, 650, 651, 760, 761 850 and 851 are required to carry liability insurance purchased through the University.

- PSYC 590 **INTERNSHIP: GEN EXPER PSYCHOLOGY** (3) Supervised experience in the student's area of interest/concentration. Pre-requisite: Permission of department chair
- PSYC 593 **INTERNSHIP IN I/O PSYCHOLOGY** (3) A 120-hour field experience within the general area of I/O psychology. In some instances, students design and carry out complete projects in the service of organizations. In other situations, students participate in on-going activities in ways to help serve organizational needs. Permission of the department chair or I/O program director is required.
- PSYC 607 **ADVANCED DEVELOPMENTAL PSYCH** (3) Introduction to core conceptual issues in Developmental Psychology, the history of the field, and current research in major topic areas, such as cognition, socialization, memory, perception. Format of the course will consist of lectures, discussion of empirical research articles and student presentations.
- PSYC 609 **LEARNING & COGNITION** (3) Analysis of the experimental literature and theories of learning and cognition, including conditioning, memory, attention, problem solving, and decision making.
- PSYC 610 **BIOLOGICAL BASES OF BEHAVIOR** (3) A survey of the biological underpinning of human behavior with an emphasis on structure and function of the human nervous system particularly as it pertains to processes such as learning, memory, emotions, and psychological disorders.
- PSYC 615 **GESTALT THERAPY** (1) (EDWS520, SOCW484) This workshop is an introduction to theoretical foundations and therapeutic techniques of Gestalt therapy with particular emphasis on experiential learning.
- PSYC 621 **ADV RESEARCH DESIGN & ANALYSIS** (3) Intensive survey of experimental procedures and advanced issues in experimental procedures and analysis; introduction to individual laboratory research with special focus on methodological issues in clinical research. Pre-requisite: PSYC 511/520 and 512/521
- PSYC 623 **RESEARCH PRACTICUM** (3) The research practicum will provide students with the opportunity to apply principles from statistics and research design courses to empirical research projects. Students will be assigned a research question at the beginning of the semester. Students will perform a brief review of relevant literature to the question and then design a program of studies to empirically test the question and generate and analyze data for the design. Students will be involved in ongoing discussion of strengths, weaknesses, challenges and ethical issues of each project.
- PSYC 627 **MARITAL & FAMILY THERAPY** (2) (EDWS580, SOCW472) This workshop provides an overall introduction into marital and family therapy in teaching a range of psychological disorders. Acquaints the student with the latest advances in assessment and therapeutic intervention procedures from a marital and family therapeutic perspective.
- PSYC 629 **INTERVENTION TECH: BEHAVIOR THERAPY** (3) Theoretical and empirical bases of behavior therapy coupled with applied aspects of the therapeutic process. Projects using behavioral therapeutic techniques in a variety of settings with various clinical problems required.
- PSYC 641 **ASSESSMENT TECH IN INDUSTRIAL/ORGANIZATIONAL PSYCH** (4) The role of assessment in I/O psychology. Skill development in conducting job analyses and writing job descriptions; constructions, evaluating and using employ-

- ment tests; developing and carrying out surveys; coverage of all phases of performance evaluation; and meeting other assessment needs within the field of I/O psychology.
- PSYC 643 **SEM: INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY** (3) Group discussions of current topics in I/O psychology, including both substantive issues (such as leadership) and professional matters. Students are expected to carry major responsibility in the presentation of topics at hand. Pre-requisite: Permission of the department chair or instructor
- PSYC 644 **ORGANIZATIONAL PSYCHOLOGY** (3) (EDHR644, MGMT944) Concepts and controversy related to attempt to explain the motivation and behavior of people in organizations. Job satisfaction, motivation to work, behavioral and cognitive approaches to management, employee involvement, turnover, absenteeism and related topics with emphasis upon current research and literature.
- PSYC 645 **TRAINING & DEVELOPMENT IN ORGANIZATIONS** (3) This course presents an overview of the important issues in training and development. Students will apply the concepts and knowledge learned to real world situations.
- PSYC 647 **CLINICAL STUDY OF EMOTIONALLY DISTURBED CHILD** (2) Introduces students to practical diagnostic and treatment procedures in their contact with the emotionally disturbed child.
- PSYC 650 **PROFESSIONAL DEVELOPMENT & PRACTICUM I** (3) This is a didactic and experiential class designed to socialize the students in a variety of applied areas within the area of clinical psychology. Students will become acquainted with information about practical aspects of psychological service provision, current professional and ethical issues relevant to that experience and the role of psychological organizations in one's development. Professional development addresses four general areas: clinical knowledge, clinical skills, self-knowledge, and research thinking.
- PSYC 651 **PROFESSIONAL DEVELOPMENT & PRACTICUM II** (3) Continuation of PSYC 650. Pre-requisite: PSYC 650
- PSYC 685 **ASSESSMENT III: PERSONALITY** (3) This course furthers training in the assessment of personality functioning by presenting the administration, scoring and interpretation of the Rorschach Test, based upon Exner's Comprehensive System. Pre-requisite: Permission of department chair
- PSYC 689 **RESEARCH IN PSYCHOLOGY** (3) Research project supervised by a faculty member. Pre-requisite: Approval of department chair
- PSYC 699 **MASTER'S THESIS** (3 to 6) Culminating scholarly activity requiring literature review, collection and analysis of data and discussion of results. A formal proposal and oral defense of the written thesis are required.
- PSYC 703 **PSYCHOPHARMACOLOGY** (3) Provide students with the knowledge, understanding, and appreciation of the pharmacological properties of drugs relative to origin, use, actions and effects. Discuss the methods of updating and keeping current with developments in the area, as well as providing students with the ethics and standard practice methods in the health-related profession.
- PSYC 704 **HEALTH ISSUES IN GEROPSYCHOLOGY** (3) This course focuses on the relationship between physical disease and psychological functioning. Theoretical issues and applied psychological interventions related to health promotion and wellness are presented. Offers a multi-disciplinary perspective through critique and analysis of current research literature and exposure to other allied health professionals.
- PSYC 705 **CLINICAL NEUROPSYCHOLOGY** (3) Study of brain-behavior relationships. This course will review classic neuropsychological presentations of frequently encountered neurologic disorders.
- PSYC 706 **ALCOHOL AND SUBSTANCE ABUSE** (3) This course examines the concept of addiction as it is understood by psychologists. It is designed to provide exposure to leading theories of drug initiation, abuse and dependence. Information about the physical and psychoactive effects of the major categories of abuse and dependence

producing drugs will be covered. Assessment strategies and treatment modalities will be discussed.

- PSYC 712 **FORENSIC PSYCHOLOGY** (3) Examines the bridge between psychology and the law, emphasizing the forensic psychologist's role in the legal system. Attention will be given to developing a foundation in forensic knowledge, skills, and attitude for professional psychologists. Forensic issues including assessment and intervention strategies, consultation, interdisciplinary forensic problem-solving, courtroom testimony, and ethics will be emphasized.
- PSYC 715 **EARLY COGNITIVE DEVELOPMENT** (3) (EDME363, EDME563) Review of theories of the nature and development of the human cognitive system and how it relates to developmental processes. Special attention is paid to Piaget's theory of cognitive development.
- PSYC 716 **CHILDHOOD PSYCHOPATHOLOGY** (1 to 2) (EDWS719, SOCW483) This workshop deals with identification, assessment and treatment procedures useful in working therapeutically with a range of psychological disorders experienced by children and adolescents.
- PSYC 718 **ASSESSMENT OF CHILD & ADOLESCENT** (3) Designed to teach a variety of clinical assessment strategies to assist in diagnosis, and clinical decision-making skills. The complexities of developing children and their social systems are examined in light of multi-model assessment. Interpreting assessment data with sensitivity to cultural and ethnic differences are also addressed. Pre-requisite: PSYC 720
- PSYC 720 **CHILD & ADOLESCENT PSYCHOPATHOLOGY** (3) Risk factors for and characteristics of psychopathology evidenced by persons under 18, with attention to the influence of genetics, biology, family, peers, diverse social contexts, and society as a child develops.
- PSYC 721 **THERAPY & PSYCHOPATHOLOGY IN GEROPSYCHOLOGY** (3) Focus of the course is twofold: assessment and treatment. When assessing and treating older adults psychologists must consider the relevant bio-psycho-social factors. Students will express their conceptualization of cases according to a biopsychosocial framework, DSM-IV diagnostic criteria, and the major models of psychotherapy; describe and defend their treatment plan for many common disorders in later life, incorporating empirically proven effective interventions; and identify the ethical principles operative in cases and describe how they will resolve ethical dilemmas according to APA ethical guidelines and principles.
- PSYC 730 **INTERVENTION TECH: CONSULTING** (3) Consultation is studied as a process service delivery role, especially as applied for the clinical psychologist. Both consulting as an individual and as part of a team will be studied as applied to a number of different areas; health care agencies; forensic agencies academic agencies; athletics and corporations. The emphasis on specific areas may change from time to time. Basics of grant writing, aspects of program evaluation, diversity issues, consulting vs. counseling and therapy, ethical issues related to consulting will be explored. Students will be expected to become familiar with consulting research and theory as well as fundamentals of consulting practice.
- PSYC 731 **INTERVENTION TECH: PSYCHODYNAMICS** (3) This course is presented to teach both a theoretical and applied understanding of the psychotherapeutic process, emphasizing psychoanalytic theory and technique. Pre-requisite: Permission of department chair
- PSYC 732 **INTERVENT TECH: CHILD & ADOLESCENT** (3) Theoretical framework regarding the psychological treatment of children and adolescents, current research data, and treatment methods presented in dealing with a range of childhood and adolescent disorders. Special emphasis is placed on empirically validated treatment interventions. Pre-requisite: PSYC 720, PSYC 718
- PSYC 740 **ASSESSMENT OF OLDER ADULTS** (3) Exposure to topics and special issues related to older adults through a critique of the current literature. Topics include: necessary adaptations to the assessment of the personality, psychopathology, affect,

- cognitive changes, competency, sensory deficits, and areas of instrumental and daily functioning. Includes development of basic proficiency in neuropsychological screening with elders and report writing. Ethical and legal principles relevant to the protection and treatment of older adults are included.
- PSYC 747 **INTERV TECH: MARITAL & FAMILY THERAPY** (3) Theoretical framework regarding marriage and the family, current research data on marital and family dysfunctions, diagnostic and the treatment methods presented along with practical training in marital and family therapy.
- PSYC 760 **CLINICAL PRACTICUM III** (3) Supervised experience in a clinical setting. Pre-requisite: Approval of department chair
- PSYC 761 **CLINICAL PRACTICUM IV** (3) Continuation of PSYC 760. Pre-requisite: PSYC 760
- PSYC 787 **RESEARCH I** (3) A culminating scholarly activity requiring a review of relevant literature, collection and analysis of data, and discussion of results. A formal proposal meeting and oral defense of the written dissertation are required.
- PSYC 788 **RESEARCH II** (3) Continuation of PSYC 787. Pre-requisite: PSYC 787
- PSYC 789 **RESEARCH III** (3) Continuation of PSYC 788. Pre-requisite: PSYC 788
- PSYC 790 **CONTINUOUS MAJOR RESEARCH** (3) Continuation of PSYC 789. Pre-requisite: PSYC 789
- PSYC 850 **CLINICAL PRACTICUM V** (3) Supervised experience in a clinical setting. Pre-requisite: Approval of the department chair
- PSYC 851 **CLINICAL PRACTICUM VI** (3) Continuation of PSYC 850. Pre-requisite: PSYC 850
- PSYC 896 **RESEARCH & CLINICAL ISSUES: SMDP** (3) A non-traditional, knowledge-based introduction to research and clinical issues involved in working with severely mentally ill persons and their families. The course takes a broad-based approach to the overview of the field and addresses theory and practice methods in this area along with current research findings on intervention and approaches to treatment. Students will also be acquainted with the social, political and professional context in which mental health practice and research take place.
- PSYC 897 **INTERVENT TECH: SMD POPULATION** (3) A knowledge based introduction to the theory, research and clinical issues involved in working with severely mentally ill persons and their families.
- PSYC 900 **TUTORIAL IN PSYCHOLOGY** (1 to 3) Content to be determined according to the needs of the student in regards to a particular skill/knowledge area. Approval of the department chair is required.
- PSYC 998 **INTERNSHIP PLANNING** (1) Continuation of doctoral student preparation for internship experience.
- PSYC 999 **INTERNSHIP** (2) Intensive, full-time supervised experience in a clinical setting approved by the department. Pre-requisite: Matriculation in psychology department doctoral program and approval of department chair

(RADT) Radiologic Technology

Undergraduate Courses

- RADT 150 **MEDICAL TERMINOLOGY** (1) Medical word roots, stems, prefixes and suffixes. Common medical abbreviations.
- RADT 152 **NURSING PROCEDURES** (1) Nursing concepts as applied to radiology. Basic patient care, communication skills, professional ethics, emergency procedures and isolation techniques.
- RADT 160 **RADIOGRAPHIC POSITIONING I** (2) Didactic and laboratory instruction in routine radiographic positioning of the chest, abdomen, upper extremities, bony thorax, esophagus, stomach, large intestines, biliary and urinary systems. Co-requisite: RADT 161

- RADT 161 **RADIOGRAPHIC PRACTICUM I** (1) Radiographic clinical competency training and evaluation, Tuesdays and Thursdays during the fall semester at an affiliate hospital (16 hours/week). Co-requisite: RADT 160
- RADT 162 **RADIOGRAPHIC POSITIONING II** (2) Didactic and laboratory instruction in routine radiographic positioning of the lower extremities, pelvis, cervical, thoracic, and lumbar spine, skull and facial bones. Pre-requisite: RADT 160 and 161 Co-requisite: RADT 163
- RADT 163 **RADIOGRAPHIC PRACTICUM II** (1) Radiographic clinical competency training and evaluation, Tuesdays and Thursdays during the spring semester at an affiliate hospital (16 hours/week). Pre-requisite: RADT 160 and 161 Co-requisite: RADT 162
- RADT 165 **RADIOGRAPHIC PRACTICUM III** (3) Radiographic clinical competency training and evaluation during the summer months. First summer session, Monday and Wednesday at an affiliate hospital (16 hours/week). Second summer session, Monday through Friday at an affiliate hospital (40 hours/week). Pre-requisite: RADT 162, RADT 163, RADT 172, RADT 180
- RADT 170 **PRIN OF RADIOGRAPHIC EXPOSI** (2) Basic concepts of radiation protection, the process of radiographic image production, and the specific equipment accessories used to produce high quality images. Co-requisite: RADT 161
- RADT 172 **PRIN OF RADIOGRAPHIC EXPOS II** (2) Controlling and influencing factors of radiographic quality. Pre-requisite: RADT 170 Co-requisite: RADT 161
- RADT 180 **RADIATION PROTECTION AND BIOLOGY** (2) How to use ionizing radiation in a safe and prudent manner, maximum permissible doses, effects of ionizing radiation on living tissue. Pre-requisite: RADT 161, RADT 170
- RADT 250 **GENERAL RADIOGRAPHY** (2) Specialized radiographic positioning procedures including radiographic anatomy. Pre-requisite: RADT 160-163 Co-requisite: RADT 261
- RADT 260 **SPECIAL PROCEDURES** (2) Special radiographic procedures including angiography. Contrast media. Pre-requisite: RADT 160-163 Co-requisite: RADT 261
- RADT 261 **RADIOGRAHIC PRACTICUM IV** (2) Advance radiographic clinical competency training and evaluation, fall semester on Mondays, Wednesdays and Fridays at an affiliate hospital (24 hours/week). Pre-requisite: RADT 165
- RADT 263 **RADIOGRAPHIC PRACTICUM V** (2) Advance radiographic clinical competency training and evaluation, spring semester on Mondays, Wednesdays and Fridays at an affiliate hospital (24 hours/week). Pre-requisite: RADT 261
- RADT 265 **RADIOGRAPHIC PRACTICUM VI** (3) Continuation of RADT 263, summer semester, Monday through Friday (2 months 40 hours/week). Pre-requisite: RADT 263, RADT 280, RADT 292
- RADT 270 **PRIN OF RADIOGRAPHIC EXPOS III** (2) Radiographic technique charts and designs. Exposure conversion problems. Anode cooling and tube rating. Pre-requisite: RADT 172 Co-requisite: RADT 261
- RADT 280 **PATHOLOGY** (2) Study of diseases and the radiographic evaluation of the disease processes. Pre-requisite: RADT 250, RADT 260
- RADT 292 **IMAGING EQUIPMENT & FILM PROCESS** (2) Defines the design, maintenance, and quality assurance of radiologic equipment and film processing equipment including the processing chemicals. Pre-requisite: RADT 270 Co-requisite: RADT 263
- RADT 294 **RADIOGRAPHIC SECTIONAL ANATOMY** (2) Gross sectional anatomy of the head, neck, thorax, abdomen, pelvis and vertebral column as they appear on diagrams, computed tomography and magnetic resonance scans. Pre-requisite: RADT 160, RADT 162, BIOL 140-143, or Registered Radiographers by the A.R.R.T. who have graduated from an accredited school of Radiologic Technology.

Full schedule available in the program brochure. Call (513) 745-3358.

(SOCI) Sociology

Lower Division Courses

- SOCI 101 **INTRODUCTION TO SOCIOLOGY** (3) Social behavior within the context of group structure, society, and culture. Basic sociological terminology and methodology.
- SOCI 167 **INTRODUCTION TO SOCIAL WORK** (3) (CJUS167, SOCW167) The social welfare institution and social work. The three major purposes of social work: (1) enhancement of problem solving; (2) knowledge of systems that provide people with resources and services; and (3) the successful linkage of people with these systems.
- SOCI 180 **CULTURE & SOCIETY** (3) Cross cultural study of human values, norms, and behavior. Contemporary American as well as remote and prehistoric cultures will be investigated from the anthropological perspective.

Upper Division Courses

- SOCI 216 **SOCIOLOGY OF RELIGION** (3) (THEO305) Examination of the major components of religion, the interdependence between religion and other societal institutions, and religion's role in social conflict and change. Fulfills the E/RS Focus elective.
- SOCI 232 **SOCIOLOGY OF SPORT** (3) (EDSM132) Organized sport as an important institutional component of American culture and society.
- SOCI 240 **POPULATION TRENDS & ANALYSIS** (3) Introduction to the basic methods and theories of demography.
- SOCI 245 **APPALACHIAN IN URBAN LIFE** (3) Subcultural contact with the urban community. Social and economic adjustment problems of this group.
- SOCI 250 **RACIAL ETHNIC MINORITIES** (3) Minority groups in contemporary United States. Social processes involved in dominant minority relations.
- SOCI 262 **WOMEN IN AMERICAN SOCIETY** (3) Women in social, economic, and structural (bureaucratic) settings. An examination of changing roles and status.
- SOCI 264 **SOCIAL CHANGE** (3) (SOCW264) Studying alterations in cultural patterns, social structure, and social behavior.
- SOCI 265 **COLLECTIVE BEHAVIOR** (3) Overview of theory and research on various forms of collective behavior, including fads, fashions, urban legends, crowds, riots, and social movements.
- SOCI 269 **POPULAR CULTURE** (3) Critical perspectives on the production, interpretation, and effects of popular culture.
- SOCI 285 **MAGIC & WITCHCRAFT** (3) Mysticism and the supernatural in social context. The meanings and functions of magic and witchcraft within various cultural contexts.
- SOCI 289 **MOVIES AND CITIES** (2) (COMM289, HIST289) The course is designed for undergraduates and serves as an introduction to both American urban history and the history of movies. It also acquaints students with interdisciplinary methods. Students are required to do a significant amount of reading and writing.
- SOCI 290 **CRIMINOLOGY AND PENOLOGY** (3) (CJUS290) Causative theories of crime. Crimes and criminals in the context of behavioral systems. Policies and programs of legal treatment.
- SOCI 292 **JUVENILE DELINQUENCY** (3) Multiple factors involved in delinquent behavior. Definition, extent, causation, and treatment.
- SOCI 300 **SOCIOLOGICAL THEORIES** (3) European and American theorists. Origin, growth, and change of social order and the individual's place in society.
- SOCI 310 **MARRIAGE AND THE FAMILY** (3) (PSYC310, THEO310) Sociological insights concerning marriage and family systems. Dating, love, sex roles, and parenting.
- SOCI 316 **COMPLEX ORGANIZATIONS** (3) A critical survey of formal organizations and the social processes and behaviors associated with them. Authority, control, motivation, socialization, and alienation are among the areas to be discussed.

- SOCI 325 **NATIVE AMERICAN CULTURES** (3) Anthropological perspectives on the social and cultural situations of diverse native American peoples. Language, economics, and relations with the dominant culture.
- SOCI 352 **PRINCIPLES OF RESEARCH** (3) (POLI352) In-depth study of the basic steps and processes in scientific inquiry.
- SOCI 353 **APPLIED RESEARCH METHODOLOGY** (3) Ethnographic research methods. Senior comprehensive research paper. Pre-requisite: SOCI 352
- SOCI 358 **URBAN AMERICA** (3) Historical development and demographic patterns of the city and its environs. Sociocultural and ecological perspectives used to examine urban, suburban, and rural areas.
- SOCI 362 **TECHNOLOGIES OF GENDER** (3) (ENGL362) Examination of the ways in which women's bodies are both constructed and deconstructed in post modern culture and the ethical, social, and political implications of these processes for the well-being of women. We will focus on technologies of gender, i.e., those sets of cultural practices that make the body gendered. Fulfills the E/RS Focus elective. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- SOCI 365 **CLASS AND CLASS CONFLICT** (3) (CJUS265) Class, status, and power in social life. Systems of social inequality examined within a cross-cultural perspective.
- SOCI 366 **UTOPIAN COMMUNITIES** (3) Course examines, in historical and contemporary settings, Utopian writings and actual attempts at establishing Utopian situations.
- SOCI 375 **SOCIOLOGY OF MEDICINE/HEALTHCARE** (3) Critical perspective on issues in the health status of populations and distribution of medical services in society.
- SOCI 382 **SOCIAL SYSTEMS IN THE LIFE CYCLE** (2) (SOCW382) The importance of organizations, communities, society, and global influences in assessing human behavior in the social environment.
- SOCI 398 **INTERNSHIP: SOCIAL SERVICE** (3) Examination of the processes and issues involved in social service programs through hands-on experience in a social service agency or organization.
- SOCI 412 **DYNAMICS OF OLDER ADULTS** (3) The process and experience of aging in social, political, and economic context.
- SOCI 495 **DIRECTED STUDY** (1 to 3) Opportunity to pursue a topic or project of individual interest. Subject to approval of department chairperson.

(SOCW) Social Work

Lower Division Courses

- SOCW 101 **INTRODUCTION TO CRIMINAL JUSTICE** (3) (CJUS101) An overview of the history and legal basis of the criminal justice system, its structures, its functions and interface with the individual elements.
- SOCW 167 **INTRODUCTION TO SOCIAL WORK** (3) (CJUS167, SOCI167) The social welfare institution and social work. The three major purposes of social work: (1) enhancement of problem solving; (2) knowledge of systems that provide people with resources and services; and (3) the successful linkage of people with these systems.

Upper Division Courses

- SOCW 204 **CONTEMPORARY SOCIAL PROBLEMS** (3) A systematic study of major social problems in modern society.
- SOCW 208 **ECONOMICS OF SOCIETY** (3) A study of basic principles essential to understanding economic problems from a social point of view and the policy alternatives society may utilize to contend with these problems.
- SOCW 211 **COMPUTER APPLICATIONS FOR SOCIAL SCIENCES** (1 to 3) Introduction to the fundamentals of the use of personal computers and main frames.

- Examines measurements, data collection, data processing, statistical packages (SPSSX) and application, and word processing issues. Emphasis on basic knowledge for computer-based decision making and social science applications in applied settings.
- SOCW 221 **JUVENILE JUSTICE IN A CHANGING SOCIETY** (3) A required course which emphasizes juvenile court philosophy and practices, prevailing case law, applicable federal and state legislation, current trends and development of standards, alternatives to incarceration, comparison of the treatment of the juvenile offender in the juvenile justice system as opposed to the adult system, and a historical overview.
- SOCW 260 **CURRENT ISSUES IN CRIMINAL JUSTICE** (3) A required course which complements CJUS 101 Introduction to Criminal Justice: Police, Courts and Corrections; CJUS 103 Introduction to Corrections: Practice and Procedures; CJUS 621/321 Juvenile Justice in a Changing Society; and relates numerous current political and social issues to adult and juvenile corrections.
- SOCW 261 **SOCIAL PSYCHOLOGY** (3) (PSYC261) The individual's personality, attitudes, and behavior in multi-individual situations.
- SOCW 264 **SOCIAL CHANGE** (3) (SOCI264) Studying alterations in cultural patterns, social structure, and social behavior.
- SOCW 265 **OVERVIEW OF CONTEMPORARY CORRECTIONS** (3) Compares historical and contemporary methodologies, presents and critiques jail and prison programs, applies court decisions to current practices, and generally analyzed institutional and non-institutional corrections in relation to today's social and political realities. Staff and inmate rights and responsibilities are presented within the context of ethical and legal requirements.
- SOCW 270 **FAMILIES IN POVERTY** (3) Analyzes the causes and consequences of poverty for families in America. Antipoverty policy responses are also considered.
- SOCW 299 **CHILD WELFARE AND DEVELOPMENT** (3) The course will offer the student knowledge and understanding of human development from pregnancy and birth through infancy, early childhood, and middle childhood. Materials will stress both normative and problematic aspects of human behavior. A core of theories, concepts, skills, and information is given to prepare the student with knowledge for viewing human transitions through social interaction from birth through childhood. Biological, psychological, and social aspects of growth and development are examined using a systems orientation (e.g. the influences of family, groups, organizations, communities and society). Pre-requisite or Co-requisite: PSYC 101, SOCI 101
- SOCW 300 **HUMAN LIFE CYCLE II: ADOLESCENT-ADULT** (3) Psychological, physiological, and social approaches to development and experience from adolescence to death. Interdisciplinary. Pre-requisite: SOCW 299
- SOCW 310 **FAMILY AND SOCIETY** (2 to 3) (EDWS360) A study of marriage preparation, partner selection, marital adjustment, family structure and functions, and marital dissolution. Current problems facing the family will be explored with an emphasis on macro and micro intervention strategies which may be employed for problem resolution.
- SOCW 313 **LIFESTYLES IN A CHANGING SOCIETY** (2 to 3) An in-depth study of American culture and the effects it has upon the relationship of the individual to the social order; a look at societal child-rearing practices, autonomy, and self-actualization.
- SOCW 315 **SOCIAL INSTITUTION AS A SYSTEM** (3) A critical analysis of society's response to social welfare needs and problems; society's attempt to meet these problems through purposeful programs and organizations based on prevailing social values and in relationship to other societal institutions. Pre-requisite: SOCW 167
- SOCW 316 **SOCIAL POLICY & CONTEMPORARY ISSUES** (3) Existing social welfare policy in light of current social issues, developing trends in social welfare policy and their impact on existing human needs.
- SOCW 318 **TRENDS IN MODERN SOCIETY: RACE RELATIONS** (3) Causes, effects, and forms of racial prejudice and stereotyping, social conditions and attitudes,

- individual and structural consequences are examined. Fulfills the Cultural Diversity Elective requirement.
- SOCW 320 **PRE-PLACEMENT SEMINAR** (2) Designed to assist the student in selecting and arranging field instruction. Topics examine preparation for field placement. Co-requisite: SOCW 415
- SOCW 325 **WOMEN/MEN: MYTH & REALITY** (3) Changing roles of men and women in American culture, sex roles, sex stereotyping, and socialization of the sexes. Social conditions and attitudes which affect the role and status of women and men in the institutions of society are explored.
- SOCW 330 **COMMUNITY ORGANIZING** (3) A study of the theories, principles, and techniques of community organization with an emphasis on practical research.
- SOCW 337 **ADOLESCENT CRISIS** (3) A study of the issues and problems of the adolescent.
- SOCW 340 **SEXISM & RACISM IN SOCIETY** (1) (EDWS339, PSYC340) This course will explore the causes and effects of racial and gender stereotyping, prejudice, and discrimination on the individual, institutional, and cultural level. Emphasis will be on education, the workplace, interpersonal relations, and communication.
- SOCW 348 **INTERVENTION WITH ABUSED CHILD** (1) (EDWS370) This course is designed to acquaint the student with the different types of child abuse, family dynamics, and profiles of victims and offenders. Knowledge of various intervention strategies will be imparted.
- SOCW 350 **TREATING SEX OFFENDERS & VICTIMS** (1) (CJUS350, EDWS440, PSYC267) This workshop will explore treatment issues and approaches for working with sex offenders, victims, and other family members.
- SOCW 352 **RESEARCH METHODOLOGY** (3) An in-depth study of the basic steps and processes in scientific inquiry.
- SOCW 382 **SOCIAL SYSTEMS IN THE LIFE CYCLE** (2) (SOC1382) The importance of organizations, communities, society, and global influences in assessing human behavior in the social environment.
- SOCW 395 **DIRECTED STUDY** (1 to 3) Individualized study in a area of faculty expertise.
- SOCW 402 **CHILD ABUSE** (3) Designed to acquaint the student with the various forms of child abuse and neglect. Family dynamics and characteristics of offenders and victims will be studied.
- SOCW 407 **ADDICTION: AN EPIDEMIC** (1) (EDWS310, PSYC407) Various forms of addiction are becoming the leading social problems of this century. An overview of addiction will be imparted as well as specific manifestations such as sex, gambling, eating disorders, and drugs. The impact of addiction on the individual, family, and society will be discussed.
- SOCW 409 **GROUP DYNAMICS** (3) (PSYC409) In depth consideration of basic dynamics and processes operating in groups and various strategies used in the group approach as they relate to educational, business, social and personal interactions and problems.
- SOCW 412 **DYNAMICS OF OLDER ADULTS** (3) A study of issues and problems relevant to older adults.
- SOCW 415 **THEORY & METHODS OF SOCW PRACTICE I** (3) Theories and bodies of knowledge as basis for social work intervention. Values and skills associated with the practice of social work. Emphasis is placed on individuals, families, and groups. Pre-requisite: SOCW 167, SOCW 300, SOCW 315, PSYC 232
- SOCW 416 **THEORY & METHODS OF SOCW PRACTICE II** (3) Knowledge and application of the fundamentals of social work practice, the problem-solving process, effective use of self as an agent of change. Emphasis is placed on organizations, communities, and society. Pre-requisite: SOCW 415
- SOCW 417 **SOCIAL WORK FIELD INSTRUCTION** (4) Students are provided with an opportunity to work directly with clients in an existing social service agency under the supervision of a skilled practitioner. Pre-requisite: SOCW 415 Co-requisite: SOCW 419, SOCW 420

- SOCW 418 **SOCIAL WORK FIELD INSTRUCTION** (4) Students are provided with an opportunity to work directly with clients in an existing social service agency under the supervision of a skilled practitioner. Pre-requisite: SOCW 415 Co-requisite: SOCW 419, SOCW 420
- SOCW 419 **SOCIAL WORK SEMINAR** (1) Designed to provide the student with an opportunity to integrate the knowledge and theory acquired in the classroom with the experiential learning gained from actual work experience. Pre-requisite: SOCW 320, SOCW 415 Co-requisite: SOCW 417, SOCW 418
- SOCW 420 **SOCIAL WORK SEMINAR** (1) Designed to provide the student with an opportunity to integrate the knowledge and theory acquired in the classroom with the experiential learning gained from actual work experience. Pre-requisite: SOCW 320, SOCW 415 Co-requisite: SOCW 417, SOCW 418
- SOCW 424 **RESEARCH PAPER** (1) A research paper is completed in a substantive area important to social work. Pre-requisite: SOCW 352
- SOCW 432 **RES & CL ISSUES: SMD POPULATION** (3) A survey of the chronic patients with severe emotional problems, etiology, diagnosis, and treatment issues.
- SOCW 444 **ADDICTIVE BEHAVIORS** (3) (CJUS444) Examination of addiction theory and process through comparison of variety of substance and process addictions. Pre-requisite: PSYC 101, SOCI 101, SOCW 167 or permission of instructor
- SOCW 463 **COUNSELING CHALLENGING YOUTH** (1) (CJUS463, EDWS563, PSYC380) Workshop participants will learn a number of practical strategies for building and maintaining therapeutic relationships with challenging youth and families. The strategies will be formatted around six guiding principles common to most human services professionals who successfully engage this population. Participants will be challenged to assess their own attitudes, beliefs, and behaviors related to challenging youth via lecture, demonstration, small group activities, and role plays.
- SOCW 472 **MARITAL & FAMILY THERAPY** (2) (EDWS580, PSYC627) Provides an overall introduction into marital and family therapy in teaching a range of psychological disorders. Acquaints the student with the latest advances in assessment and therapeutic intervention procedures from a marital and family therapeutic perspective.
- SOCW 483 **CHILDHOOD PSYCHOPATHOLOGY** (1 to 2) (EDWS719, PSYC716) Identification, assessment and treatment procedures useful in working therapeutically with a range of psychological disorders experienced by children and adolescents.
- SOCW 484 **GESTALT THERAPY** (1) (EDWS520, PSYC615) Introduction to theoretical foundations and therapeutic techniques of Gestalt therapy with particular emphasis on experimental learning.

(SPAN) Spanish

Lower Division Courses

- SPAN 101 **ELEMENTARY SPANISH I** (3) An introduction to basic language skills emphasizing the acquisition of high-frequency vocabulary and the development of cultural awareness.
- SPAN 102 **ELEMENTARY SPANISH II** (3) The second semester elementary course which is a continuation of SPAN 101. Pre-requisite: SPAN 101 (unless waived)
- SPAN 201 **INTERMEDIATE SPANISH I** (3) The first semester intermediate course which is a continuation of SPAN 102 with a particular emphasis on the development of more creative use of the language. Pre-requisite: SPAN 102 (unless waived)
- SPAN 202 **INTERMEDIATE SPANISH II** (3) The second semester intermediate course emphasizing reading and writing skills through the study of authentic materials dealing with the Hispanic world. Pre-requisite: SPAN 201 (unless waived)

Upper Division Courses

Prerequisite: SPAN 202 or its equivalent. Students MUST take at least two of the following before enrolling in other upper division courses: SPAN 300, 301, 302, 303, 304, 305, and 306.

- SPAN 300 **ADVANCED SPANISH I** (3) A language development course which emphasizes equally listening, speaking, reading, writing, and cultural aspects with an extensive grammar review.
- SPAN 301 **ADVANCED SPANISH II** (3) This course is a continuation of Advanced Spanish I. It offers advanced and comprehensive study of the structure of the Spanish language, emphasizing listening, writing, reading, and cultural aspects. Pre-requisite: SPAN 202 or equivalent
- SPAN 302 **SPANISH CONVERSATION** (3) Designed for the development of speaking and listening skills through active participation by students. Discussions and activities are based on contemporary issues.
- SPAN 303 **SPANISH COMPOSITION** (3) Designed for the development of both formal and informal writing skills. Types of writing include journal, letter, summary, and analytical.
- SPAN 304 **SPANISH VOCABULARY IN CONTEXT** (3) Study of technical and functional vocabulary in selected situations not found in traditional textbooks.
- SPAN 305 **READINGS IN SPANISH** (3) Readings from literary and nonliterary sources chosen to improve reading skills, with continued practice of listening, speaking and writing skills. Pre-requisite: SPAN 202 or equivalent
- SPAN 306 **BUSINESS SPANISH** (3) Development of the four skills in the context of the contemporary Hispanic business world by readings, discussions, and written practice. Emphasis on the terminology of commercial Spanish.
- SPAN 325 **HISTORY OF THE SPANISH LANGUAGE** (3) (SPAN625) Study of the evolution and development of the Spanish language from Latin to present day Spanish.
- SPAN 326 **SPANISH LANGUAGE FOR TEACHERS** (3) (SPAN626) Study of the Spanish language designed to increase knowledge and competence through discussion and practice of language usage.
- SPAN 327 **SPANISH VOCABULARY IN CONTEXT** (3) (SPAN627) Study of technical and functional vocabulary in situations of special interest to teachers and prospective teachers. Class projects include formation of vocabulary lists and lesson plans.
- SPAN 328 **PHONETICS AND DIALECTOLOGY** (3) (SPAN628) Study of the phonetic system of the Spanish language, including transcription and identification of dialectal features.
- SPAN 350 **SPANISH CIVILIZATION** (3) Representative culture and history of Spain.
- SPAN 351 **LATIN-AMERICAN CIVILIZATION** (3) Representative culture and history of Latin America.
- SPAN 352 **HISPANIC CULTURE** (3) (SPAN652) An intensive course focusing on contemporary cultural information about the Spanish speaking world and techniques for classroom implementation.
- SPAN 353 **INTRO TO LATIN AMERICAN STUDIES** (3) An introduction to Latin American Studies concentrating on historical, sociopolitical and cultural issues. Taught in English. Does not count towards major, minor, or language certification in Spanish. Fulfills the E/RS Focus elective. Pre-requisite or Corequisites PHIL 100 and THEO 111
- SPAN 399 **SENIOR PROJECT** (1) Research for senior project.
- SPAN 400 **INTRODUCTION TO HISPANIC LITERATURE** (3) An introduction to literature with a chronological study of genres and movements and analysis of excerpts from representative authors.
- SPAN 415 **HISPANIC LITERATURE IN THE CLASSROOM** (3) (SPAN615) Study of strategies for integrating literature with language and culture in the secondary Spanish classroom.

- SPAN 421 **SPANISH LITERATURE & CIVILIZATION I** (3) A chronological study of Spanish literature and civilization from medieval period through the 17th century.
- SPAN 422 **SPANISH LITERATURE & CIVILIZATION II** (3) A continuation of SPAN 421 covering the 18th and 19th centuries.
- SPAN 423 **SPANISH LITERATURE & CIVILIZATION III** (3) A continuation of SPAN 422 covering the 20th century.
- SPAN 427 **SPANISH-AMERICAN LIT & CIVILIZATION I** (3) A chronological study of Spanish-American literature and civilization from the colonial period through the 18th century.
- SPAN 428 **SPANISH-AMERICAN LIT & CIVILIZATION II** (3) A continuation of SPAN 427 covering the 19th and early 20th centuries.
- SPAN 429 **SPANISH-AMERICAN LIT & CIVILIZATION III** (3) A continuation of SPAN 428 covering the latter part of the 20th century.
- SPAN 433 **SPANISH LITERATURE OF THE GOLDEN AGE** (3) Representative author(s) and genre(s) of the 16th and 17th centuries.
- SPAN 436 **NINETEENTH CENTURY SPANISH LITERATURE** (3) Representative authors and works of romanticism, realism, and naturalism.
- SPAN 439 **TWENTIETH CENTURY SPANISH LITERATURE** (3) Representative authors and genres from the Generation of 1898 to the present day.
- SPAN 440 **HISPANIC POETRY** (3) Representative Spanish and Spanish-American poets.
- SPAN 444 **NINETEENTH CENTURY SPANISH-AMERICAN LITERATURE** (3) Representative author(s) and genre(s).
- SPAN 445 **TWENTIETH CENTURY SPANISH-AMERICAN LITERATURE** (3) Representative author(s) and genre(s).
- SPAN 450 **HISPANIC LITERATURE** (3) Analysis of excerpts from representative authors.
- SPAN 495 **DIRECTED STUDY: LANGUAGE** (1 to 3) Independent study.
- SPAN 496 **DIRECTED STUDY: CULTURE/CIVILIZATION** (1 to 6) Independent study.
- SPAN 497 **DIRECTED STUDY: LITERATURE** (1 to 3) Independent study.

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- SPAN 615 **HISPANIC LIT IN THE CLASSROOM** (3) (SPAN415) Study of strategies for integrating literature with language and culture in the secondary Spanish classroom.
- SPAN 625 **HISTORY OF THE SPANISH LANGUAGE** (3) (SPAN325) Study of the evolution and development of the Spanish language from Latin to present day Spanish.
- SPAN 626 **SPANISH LANGUAGE FOR TEACHERS** (3) (SPAN326) Study of the Spanish language designed to increase knowledge and competence through discussion and practice of language usage.
- SPAN 627 **SPANISH VOCABULARY IN CONTEXT** (3) (SPAN327) Study of technical and functional vocabulary in situations of special interest to teachers and prospective teachers. Class projects include formation of vocabulary lists and lesson plans.
- SPAN 628 **PHONETICS AND DIALECTOLOGY** (3) (SPAN328) Study of the phonetic system of the Spanish language, including transcription and identification of dialectal features.
- SPAN 652 **HISPANIC CULTURE** (3) (SPAN352) An intensive course focusing on contemporary cultural information about the Spanish speaking world and techniques for classroom implementation.
- SPAN 695 **DIRECTED STUDY: LANGUAGE** (1 to 3) Independent study.
- SPAN 696 **DIRECTED STUDY: CULTURE/CIVILIZATION** (1 to 3) Independent study.
- SPAN 697 **DIRECTED STUDY: LITERATURE** (1 to 3) Independent study.
- SPAN 700 **GRADUATE RESEARCH: SPANISH** (3) Research for the M.A.

(STAT) Statistics

Lower Division Courses

- STAT 200 **INTERMEDIATE BUSINESS STATISTICS** (3) Descriptive statistics, sampling and statistical inference within the context of business applications. Simple and multiple regression, including residual analysis and multicollinearity problems. Additional topics may include analysis of variance and time-series forecasting models. Pre-requisite: MATH 156, INFO 200

Graduate Courses

- STAT 721 **STATISTICS FOR MANAGERS** (2 to 3) Models and formulas of descriptive and inferential statistics are presented using Microsoft Excel software, with an emphasis on the business applications of each. Pre-requisite: Admission to the Executive MBA program
- STAT 801 **MANAGERIAL STATISTICS** (3) Descriptive statistics, statistical inference, linear regression, auto correlation analysis and forecasting models.
- STAT 942 **STATISTICS FOR QUALITY IMPROVEMENT** (3) A broad introduction to statistical tools relevant to business quality problems. Topics include control charts and process capability studies, simple and fractional factorial experimentation, the Taguchi Method, EVOP philosophy, and an overview of acceptance sampling. Pre-requisite: STAT 801, MGMT 901, MGMT 950 recommended

(THEO) Theology

Undergraduate Courses

- THEO 111 **THEOLOGICAL FOUNDATIONS** (3) The nature of revelation, religion, and reform within a religious tradition; the sources, method, and value of theological reflection and the ethical consequences for living in a world community.
- THEO 203 **THE EASTERN ORTHODOX CHURCH** (3) Detailed survey of the history and belief of the Orthodox Church.
- THEO 205 **CHRISTIAN MYSTICISM** (3) A detailed survey meant to familiarize the student with the history, theology and practice of Christian mysticism as it has existed from the beginning of the Church's history to the present day.
- THEO 206 **CHRISTIAN WORSHIP** (3) Ritualization of the Christian experience in Word and Eucharist. Ritualization of Christian initiation, reconversion, marriage, ministry, illness, death, and burial. The arts in ritual.
- THEO 208 **MYSTERY OF CHRIST** (3) In a world of many religions, how can Christians continue to speak about the uniqueness of Jesus? Explored against the background of Christian scripture/tradition and contemporary interreligious dialogue.
- THEO 209 **THE CHRISTIAN TRADITION I** (3) A study of the treatment of major themes of God, Jesus, Church, sacraments, faith, spirituality, from the first century through the end of the Middle Ages.
- THEO 210 **THE CHRISTIAN TRADITION II** (3) A study of the treatment of themes mentioned in THEO 209 from the end of the Middle Ages to the twentieth century.
- THEO 213 **CONTEMPORARY PROTESTANT THEOLOGY** (3) An overview of Protestant theological thinking, with a particular focus on trends and leading Protestant theologians of the 20th and 21st centuries.
- THEO 217 **INTRO TO THE CHURCH FATHERS** (3) (CLAS217) The Fathers of the first five centuries. The Church's defense against pagans and heretics. Confrontation with the Empire. Development of doctrine.
- THEO 219 **CHRISTIANITY IN THE AMERICAS** (3) This course surveys the history, belief, lifestyle, ritual, and organization of various Christian groups in the United States. The survey of these Christian groups will be complemented by investigation into specific spiritual journeys of individual citizens. Throughout the course special

- attention will be given to justice issues, including the role of women and matters of race.
- THEO 222 **CHRISTIAN LIFE AND CELEBRATION** (3) Theology of the Christian life; liturgy, religious psychology, secular involvement, the Christian virtues, prayer, Christian community.
- THEO 223 **SACRAMENTS TODAY** (3) Meaning of sacraments in general and Catholic sacraments in particular. Historical and theological development of the seven ecclesiastical sacraments and their place in contemporary liturgical, pastoral, and spiritual renewal.
- THEO 224 **SAINTS & HERETICS** (3) Explores the relationship between heterodoxy and orthodoxy in the development of Christian doctrine.
- THEO 225 **HISTORY OF CHRISTIAN MONASTICISM** (3) Designed to introduce the variety of forms of Christian piety and their influence on the development of the Western Christian tradition. Special attention to developments in Christian monasticism during the third, twelfth/thirteenth, sixteenth, and twentieth centuries.
- THEO 227 **THE CATHOLIC REFORMATION** (3) This course examines the development of the Catholic tradition in the sixteenth century, identifying elements of change and continuity as Europe faced challenges of religious reform, nationalism, and political upheaval.
- THEO 229 **WHY A CHURCH?** (3) This course explores the need for and origin of the church. It also examines contemporary theories about the proper tasks and mission of the church in the context of individual and social needs.
- THEO 230 **CHURCH AFTER VATICAN II** (3) A study of the major themes and persons of Vatican II in their historical context. Special attention to how the Council's major themes continue to affect church and society.
- THEO 232 **APPROACHES TO GOD** (3) Divine transcendence and the possibilities of human knowledge and experience of God. Contemporary problems of belief, unbelief, atheism, and images of God.
- THEO 233 **UNDERSTANDING CATHOLICISM** (3) A study of the central Catholic doctrines, showing the historical conditions from which they arose and discussing their meaning for thoughtful people today.
- THEO 234 **THE REFORMATION** (3) Protestant, Catholic, and "Anabaptist" attempts to revitalize a Christianity insufficiently Christian.
- THEO 237 **THE PAPACY** (3) Study of the origin of the papacy and its later historical development, with attention to the theological, social, and political dimensions of the institution.
- THEO 238 **US CATHOLICISM: PAST & PRESENT** (3) Explores the role of the Catholic Family, the response of Catholics to slavery and racism, the development of Catholic schools, the encounter of Catholicism with the larger culture, the tradition of Catholic social justice, and the growth of the local Ohio church.
- THEO 239 **CHURCH AND REVOLUTION** (3) A study of the development of the Church's social teachings as they apply to political issues. Special attention to the revolutions and revolutionaries of modern times.
- THEO 241 **BIBLICAL GREEK** (3) (GREK241) Study of the language and theology of the Greek New Testament. Pre-requisite: GREK 101, GREK 102 or equivalent
- THEO 244 **HISTORY OF THE EARLY CHURCH** (3) Study of the formation and development of the Christian community and its beliefs and practices from the end of Jesus' public ministry to the beginning of the Middle Ages.
- THEO 245 **GOD, CREATION & ECOLOGY** (3) To better understand the environment and the harm being done to it. To better integrate Christian beliefs with environmental concerns.
- THEO 248 **THE ENGLISH REFORMATION** (3) (HIST368) An examination of the historiography of the English Reformation and of the political, social, and religious backgrounds of the reformation in England from the late Middle Ages through the reign of Elizabeth I.

- THEO 249 **GOD IN EVOLUTION** (3) The possibilities offered by process theology for a contemporary interpretation of traditional Christian belief in the Trinity, Creation, Redemption, Church, and Sacraments.
- THEO 250 **INTRO TO SCRIPTURE** (3) Introduction to historical, literary, and religious development of both Old and New Testaments with emphasis on the use of the tools of scripture study (One section limited to majors and other interested and qualified students.)
- THEO 251 **OLD TESTAMENT THEOLOGY** (3) An introductory exploration of the theological issues and themes of the Old Testament from a Christian perspective.
- THEO 252 **NEW TESTAMENT THEOLOGY** (3) An historical investigation of one or more leading ideas emerging from the early Jesus movement.
- THEO 253 **PSALMS AND WISDOM LITERATURE** (3) Study of the psalms: their literary composition and theological content; and of the writings of the Old Testament which have the perspective of wisdom, such as Job, Ecclesiastes, Sirach.
- THEO 255 **OLD TESTAMENT PROPHETS** (3) A study of the writings of Israel's prophets with special attention given to the historical period, religious content, and uniqueness of each prophet.
- THEO 258 **THE BIBLE AND ANTI-JUDAISM** (3) Critical study of anti-Jewish elements in the Bible and exploration of ways to interpret them and to address their implications.
- THEO 259 **HEALING DEADLY MEMORIES I** (3) An intensive investigation into the roots of anti-Semitism in the New Testament.
- THEO 260 **HEALING DEADLY MEMORIES II** (3) An exploration of theological and social consequences of the search for anti-Semitism in the New Testament.
- THEO 261 **WRITINGS OF ST PAUL** (3) A close reading of the Pauline letters within their social and historical situation; the contribution of Paul towards the formation of revolutionary consciousness.
- THEO 262 **COMMUNITY OF BELOVED DISCIPLE** (3) An analysis of the Gospel and Letters of John in light of the historical and theological developments of the Johannine community.
- THEO 263 **THE PARABLES: A WORKSHOP** (3) What is a parable? Which ones are authentic? What are the sources for Jesus' parables? What image of Jesus emerges from this search? Can we still speak in parables today?
- THEO 264 **SYNOPTIC GOSPELS** (3) Comparison of the basic theology of Mark, Matthew, and Luke with an analysis of the milieu out of which the gospel message arose and was transmitted.
- THEO 265 **GOSPEL OF MARK** (3) Analysis of the Gospel of Mark in light of its historical, literary, and theological context.
- THEO 266 **GOSPEL OF MATTHEW** (3) Study of this Jewish-Christian Gospel as an alternative to Rabbinic Judaism. Emphasis on the pursuit of wisdom and justice.
- THEO 268 **SEM: PAUL & ANTI-JUDAISM** (3) Was Paul a primary reason for the separation of Jesus believers from their Jewish matrix? How can Paul be critically read today?
- THEO 271 **NEW TESTAMENT CHRISTOLOGY** (3) An historical investigation into the ways early Jesus believers understood Jesus.
- THEO 272 **NEW TESTAMENT ETHICS** (3) (THEO572) Through a critical examination of selected New Testament texts this course attempts to answer the challenge: Can the NT still speak to the moral crises today?
- THEO 274 **SEM: WORSHIP IN NEW TESTAMENT** (3) An historical consideration of how the early Jesus believers worshipped in the ancient world.
- THEO 275 **BOOK OF REVELATION** (3) Comparison with other apocalyptic and political thinking of its time. Subsequent use in history of Church and culture (especially U.S.).
- THEO 276 **HISTORY OF CHRISTIAN THOUGHT I** (3) History of Christian thought until the beginning of the sixth century. Special attention to the development of the doctrines of God, Christ, and human person in the work of early councils and early theologians.

- THEO 277 **HISTORY OF CHRISTIAN THOUGHT II** (3) History of Christian thought from the sixth to sixteenth century. Special attention to the development of doctrine in the thought of Anselm of Canterbury, Hildegard of Bingen, Thomas Aquinas, Bonaventure, and Julian of Norwich.
- THEO 278 **HISTORY OF CHRISTIAN THOUGHT III** (3) History of Christian thought from the Reformation to the middle of the eighteenth century. Christian humanism, Luther, Calvin, Council of Trent, deism.
- THEO 279 **HISTORY OF CHRISTIAN THOUGHT IV** (3) History of Christian thought from the middle of the eighteenth century to beginning of twentieth century, with special attention to the challenges of science and philosophy to religion. Schleiermacher, Hegel, Newman, theological liberalism, development of doctrine, atheistic critiques.
- THEO 282 **SEM: JESUS SEMINAR** (3) An investigation into the historical authenticity of the Jesus traditions through intensive group work and debate.
- THEO 289 **DEATH OF JESUS** (3) The greatest detective story ever told? This course deals critically with the who, what, when, why and how of the death of Jesus of Nazareth.
- THEO 290 **CHRISTIAN DOCTRINE TODAY** (3) A study of contemporary systematic issues or figures. (For majors and other qualified students.)
- THEO 295 **SENIOR SEMINAR: IDEAS & METHODS** (3) Review of different theological methodologies and their implications for the church and for the doctrines of God and Christ.
- THEO 303 **CHRISTIAN ETHICS: METHODS & QUES** (3) Introduction to the methods and central questions of Christian ethics. (Limited to majors and other interested and qualified students.) Fulfills the E/RS Focus elective. Pre-requisite or Co-requisite: THEO 111, PHIL 100
- THEO 304 **AIDS: AN ETHICAL INQUIRY** (3) Exploration of the ethical dilemmas rooted in the medical, social, political, and cultural reality of AIDS.
- THEO 305 **SOCIOLOGY OF RELIGION** (3) (SOCI216) Examination of the major components of religion, the interdependence between religion and other societal institutions, and religion's role in social conflict and change.
- THEO 306 **LIBERATION ISSUES & THEOLOGY** (3) Origins and developments of the theology of the liberation movements of women, Latin Americans, blacks, and other marginalized groups.
- THEO 310 **MARRIAGE AND THE FAMILY** (3) (PSYC310, SOCI310) A practical overview of marriage in light of Church tradition and insights from contemporary studies. Team-taught with the interaction of a psychologist, sociologist, and theologian.
- THEO 311 **FAITH AND JUSTICE** (3) Relationship between Christian faith and social justice viewed in Christian tradition and recent thought and documents of the Church. Fulfills the E/RS Focus Elective. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- THEO 312 **CHRISTIAN HEALTH CARE ETHICS** (3) Evaluation of the options open within medicine- from structuring a health care policy which benefits all equally to deciding on humane ways of dying. Fulfills the E/RS Focus elective.
- THEO 313 **CHRISTIAN SEXUAL ETHICS** (3) Ethical criteria Christians use in judging human sexuality from its origins throughout its development. Sex role socialization and common options in sexual behavior. Fulfills the E/RS Focus elective. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- THEO 315 **CONTEMPORARY ETHICAL ISSUES** (3) Current issues in light of Christian faith. See course description for specific issues to be studied in a particular semester. Fulfills the E/RS Focus elective. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- THEO 317 **WAR AND PEACE** (3) Survey of Church teaching on war and peace, followed by analysis of contemporary social and religious movements with regard to peace and war. How are Christians called to peace?

- THEO 321 **MEDITATION: THEORY & PRACTICE** (3) Exploration of contemporary theories of meditation and their practical implications for Christian spirituality and prayer.
- THEO 322 **BLACK CHURCH IN THEOLOGY** (3) An interior view into the Black theological experience. Need to look at theology from a black perspective. Roots of the Black Church as its response to bigotry in white churches and society.
- THEO 323 **AFRICAN SPIRITUALITY** (3) The aim of this course is to disclose and articulate the basic world views that mold African Traditional Spiritual unfolding and the consequent foundational and formative element in the ongoing disclosure and emergence of an African's humanity (spirituality).
- THEO 324 **RUSSIAN RELIGIOUS MIND** (3) A history of Orthodox Theology from the Byzantine Empire through the Middle Ages up to the present age.
- THEO 325 **CONTEMPORARY SPIRITUALITY** (3) Introduction to contemporary Christian approaches to creation spirituality, modern mysticism, conversion, and a spirituality of wholeness.
- THEO 326 **WOMEN AND RELIGION** (3) Exploration of woman's nature and role in religion and society as described within different religious traditions. Special attention will be given to recent developments in Christian feminist theology. Fulfills E/RS Focus elective.
- THEO 331 **FAITH & DOUBT IN MODERN LIT** (3) Study of questions of religious faith and doubt in contemporary western literature.
- THEO 333 **JESUS IN FAITH & FICTION** (3) Modern fiction as it illuminates and is illuminated by the study of the Jesus of the gospels and of contemporary Christology.
- THEO 334 **PROPHETS OF NON-VIOLENCE** (3) Exploration of the life and teachings of Dorothy Day, Mohandas Gandhi, and others and their implications for contemporary spirituality and theology.
- THEO 336 **SPIRITUALITY AND HEALING** (3) This course will investigate cultural, social, scientific and religious attitudes concerning the body and healing. Principles and processes of healing will be examined from contemporary post-modern view and from religious texts, traditions and doctrine.
- THEO 338 **RELIGIOUS EDUCATION: THEORY & PRACTICE** (3) An examination of the key dimensions of religious education and contemporary methods of teaching religious education.
- THEO 343 **DIALOGUE AMONG WORLD RELIGIONS** (3) The foundations for a greater ecumenism among all religions; how Christians can come to a more positive attitude towards other religions.
- THEO 344 **FAR EASTERN RELIGIONS** (3) An attempt to understand and to enter into the experience behind the teachings and practices of the Eastern religions: Hinduism, Buddhism, Confucianism, Taoism, Zen.
- THEO 345 **THE CHALLENGE OF PEACE** (3) (POLI344) In-depth exploration of the personal, political, practical, and spiritual aspects of peace.
- THEO 346 **HUMAN COMMUNITY: NEEDS & RIGHTS** (3) Study of the theological and socioeconomic foundations of human community and of the concepts of justice and human rights. Fulfills the E/RS Focus elective. Pre-requisite or Co-requisite: THEO 111, PHIL 100
- THEO 350 **GOD ON THE UNDERGROUND RAILROAD** (3) Course explores the role of faith in the antebellum movement of slaves toward freedom along what came to be known as the Underground Railroad. The spiritual journey of numerous slaves, slaveholders, and so-called friends of the fugitive (both white and black agents of the Underground Railroad) will be traced in order to illustrate the role that God played in this quest for justice. Pre-requisite: THEO 111
- THEO 352 **JUDAISM: CUSTOMS, PRACTICES & BELIEFS** (3) A basic understanding of Judaism and its component parts. Brief overview of Jewish history and study of holidays and life-cycle experiences. (Sponsored by the Jewish Chautauqua Society.)

- THEO 353 **THE HOLOCAUST** (3) The Holocaust in Europe during the Hitler period. Analysis of the causes and background of the destruction of European Jewry. (Sponsored by the Jewish Chautauqua Society.)
- THEO 355 **ISLAM** (3) An historical and topical survey of the origins and development of Islam. Special emphasis on the emergence of Sunnism, Shiism, and Sufism as three distinct yet interrelated schools of thought and practice in Islam.
- THEO 364 **RELIGION IN AN AGE OF SCIENCE** (3) Study of the recent findings of contemporary science concerning creation and human nature and the implications of these findings for Christian theology. Fulfills the E/RS Focus elective.
- THEO 388 **THEOLOGY & ECOLOGY** (3) Exploration of the philosophical and theological issues underlying a sane approach to the protection of all life-forms within a finite world in which hard choices frequently have to be made.
- THEO 391 **DIALOGUE & GLOBAL RESPONSIBILITY** (3) This course explores how the state of the world, its needs and crises, is calling all religions to learn from and to cooperate with each other in creating a world of greater social and ecological justice and well-being. Pre-requisite: THEO 111
- THEO 495 **DIRECTED STUDY** (3) An undergraduate course of study done on an individual basis with a professor.

Graduate Courses

- THEO 502 **CHRISTIAN TRADITION & TASK OF UNDERSTANDING** (3) Enables the student to confront fundamental elements of the Christian tradition and to become aware of the need for a critical methodology.
- THEO 504 **FOUNDATIONS OF SCRIPTURE STUDY** (3) Introduction to the literary, historical, and religious context of the Hebrew Bible and the New Testament.
- THEO 505 **GOSPEL OF MARK** (3) In-depth analysis of the Gospel of Mark in light of historical, literary, and theological context. Present-day dialogue with the Gospel's fundamental theological questions.
- THEO 506 **FOUND ISSUES IN CHRISTIAN ETHICS** (3) An introduction to Christian ethics, exploration of basic methodological questions, and discussion of selected contemporary issues.
- THEO 508 **ANCIENT CHRISTIAN GOSPELS** (3) An intensive exploration of the multiple gospel traditions.
- THEO 509 **PAUL: OUR BROTHER, OUR BETRAYER?** (3) Was Paul a traitor to Judaism? Did he intend to found a new religion? Or, was he a messianic Jew?
- THEO 511 **PAUL'S CONCEPT OF COMMUNITY** (3) Dialogue on three levels: with Paul, with our own traditional understandings of community, and our present communal experience.
- THEO 512 **NEW TESTAMENT FOUNDATIONS FOR LAITY** (3) As mainline Christian institutions falter and struggle, what can the emerging laity learn from a study of early Christian writings?
- THEO 515 **PROPHETIC FAITH IN ISAIAH** (3) A study of the Book of Isaiah with particular emphasis on the themes of covenant and faith. The writings of Isaiah and prophetic faith will be discussed in the light of their significance for our time.
- THEO 517 **JEREMIAH: PROPHET JUST SOCIETY** (3) A study of the prophet, his time and the religious background of his ministry and preaching. An attempt will be made to show the relevance of Jeremiah in today's world.
- THEO 518 **EXILIC AND POST-EXILIC PROPHETS** (3) Study of the historical setting, the literary styles, and the religious concerns of the prophets Jeremiah, Ezekiel, and Second Isaiah.
- THEO 520 **SURVEY OF CHRISTIAN DOCTRINE I** (3) An introduction to the evolution of Christian thought from the first century to the late Middle Ages in four areas of theology: the nature of God, the person of Christ, the nature of humanity, and the structure and mission of the church.
- THEO 524 **SURVEY OF CHRISTIAN DOCTRINE II** (3) An introduction to the evolution of Christian thought, from the late Middle Ages to the present in four areas of

theology: the nature of God, the person of Christ, the nature of humanity, and the structure and mission of the church.

- THEO 525 **LITURGICAL THEOLOGY** (3) This course explores the theological/pastoral issues inherent in the understanding and practice of Christian worship: Word and Eucharist, initiation, reconciliation, among others.
- THEO 530 **CONTEMPORARY CHRISTOLOGIES** (3) A study of various systematic approaches to the mystery of Christ and specific Christological models.
- THEO 531 **GOD: PROBLEM & MYSTERY** (3) Basic themes of the theological treatise on God (existence of God, atheism, creation, the Trinity) discussed within the context of fundamental questions of life (anxiety, death, evil, hope, and fulfillment).
- THEO 532 **APPROACHES TO GOD** (3) After briefly reviewing the historical development of the classic formulation of the Christian doctrine of God, this course will explore a variety of contemporary approaches for understanding God. Approaches to be considered may include neo-orthodox, post-liberal, liberationist, and feminist approaches. Topics to be considered include the reality of God; images of God; experience, scripture, hermeneutics and the God question; God and inter-religious dialogue.
- THEO 533 **THE UNIQUENESS OF CHRIST** (3) The course will explore how Christians can affirm the uniqueness of Jesus in a world of newly experienced religious pluralism.
- THEO 534 **PROTESTANT THEOLOGY** (3) An exploration of important themes and issues in Protestant theology, including both classical and contemporary authors. The course may also include a comparison of the distinctiveness of Protestant theology in relation to Catholic theology.
- THEO 537 **PILGRIMAGE TO ITALY** (3) Visit and reflect on the art, churches, spirituality and history of Italy. We will visit Rome and see the Catacombs, St. Peter's, St. Paul's, the Sistine Chapel and much more. We then proceed to Assisi to experience the spirit of St. Francis in this extraordinary area. Then on to Florence to see the magnificent art of Fra Angelico, Michaelangelo and Leonardo Da Vinci. We finish in Venice to see the great Basilica of St. Mark and the other wonderful sights of the area.
- THEO 540 **MODERN CATHOLIC SOCIAL TEACHING** (3) Papal and episcopal social teaching since Leo XIII (1878). Includes employer-employee relations, poverty, democracy, socialism, Church-State relations, economics, human rights of all kinds.
- THEO 544 **HEALTH CARE ETHICS** (3) Critical examination of health care theory and praxis in light of Christian social thought and moral theology.
- THEO 545 **MORAL THEOLOGY SINCE VATICAN II** (3) Recent developments in Christian ethics: methods in moral decision-making, conscience and authority, sexuality, human rights, divorce, business, bioethics, war and the arms race.
- THEO 548 **BIOETHICS** (3) This course begins with reflection on moral methodology, then moves to specific questions such as reproductive technology, genetics, physician-patient relationship, end-of-life issues, and the many justice questions related to health care systems.
- THEO 552 **SOCIOLOGY OF RELIGION** (3) Examination of the major components of religion, the interdependence between religion and other societal institutions, and religion's role in social conflict and change.
- THEO 553 **PSALMS AND WISDOM LITERATURE** (3) In-depth study of the prayers used by Israel in public and private worship; and of the Wisdom literature of Israel, with emphasis on Job, Proverbs, Ecclesiastics, and Sirach.
- THEO 555 **PSYCHOLOGY OF RELIGION** (3) (PSYC285) An exploration of the affective, cognitive, and subconscious dimensions of religious phenomena, including belief and faith, myth and symbol, the quest for meaning, and individual and social needs.
- THEO 558 **SPIRITUALITY & MYSTICISM** (3) This course enables the students to explore the mystical traditions and their implications for theology and spirituality.
- THEO 559 **CHRISTIAN SPIRITUALITY: PAST & PRESENT** (3) History of Christian spirituality and themes of contemporary spirituality.

- THEO 561 **EARLY CHURCH THEOLOGY** (3) Study of the origin of theological reflection and its development during the first seven centuries of the church's life. Exploration of the theology of figures such as the Apologists, Origen, Tertullian, and Augustine.
- THEO 564 **KEY THEMES HIST OF CHRISTIAN THINKING** (3) Examination of how significant theologians in different centuries have dealt with major issues. Representative figures include Origen, Augustine, Anselm, Aquinas, Luther, and Calvin.
- THEO 565 **MYSTICISM EAST-WEST** (3) The course will explore the significance of mysticism for the Church and the modern world by studying the writings of Eastern and Western mystics and by relating mystical experience to the findings of modern science.
- THEO 567 **DIALOGUE AND ECOLOGY** (3) Review of present-day efforts of Christians to develop an ecological theology and exploration of how contemporary Buddhists are reinterpreting their tradition to show how Buddhism has special resources for an ecological consciousness and ethic.
- THEO 570 **PROCESS THEOLOGY** (3) Evaluation of the use that contemporary theologians are making of process philosophy to reinterpret Christian tradition.
- THEO 572 **NEW TESTAMENT ETHICS** (3) (THEO272) Through a critical examination of selected New Testament texts this course attempts to answer the challenge: can the NT still speak to the moral crises today?
- THEO 573 **CATHOLICITY, PLURALISM, DISSENT** (3) Critically examines what it means for the church to be "catholic" in light of the many alternative conceptions of Christian existence and the current tension between some segments of the American church and the Vatican.
- THEO 575 **THEOLOGY AND ECOLOGY** (3) A study of Christian doctrines, scripture and morality as they relate to environmental issues.
- THEO 577 **RELIGION IN AN AGE OF SCIENCE** (3) Ian Barbour notes that there are four possible attitudes toward the relationship between religion and science: conflict, independence, dialogue and integration. This course will review all four attitudes, both in their historical development and contemporary context, and thus allow the student consciously to adopt his/her personal stance.
- THEO 581 **FAITH & DOUBT IN MODERN LIT** (3) Explanation of attitudes of faith and doubt in significant works of modern literature, philosophy, and theology.
- THEO 584 **PRAYING THE PSALMS** (3) This workshop will explore the use of the Psalms as a spiritual resource. Students will learn some classical and innovative approaches to the interpretation of the Psalms, including some attempts to reconstruct their use in the life of Ancient Israel. The workshop will also explore how the Psalms have been and are used in the life of the church; in personal piety, communal liturgy, preaching and daily prayer.
- THEO 591 **THEOLOGY OF KARL RAHNER** (3) Analysis and discussion of key concepts in Rahner's thought: The human person, God, grace, Jesus Christ, Church and the Sacraments.
- THEO 595 **CHRISTIAN ESCHATOLOGY** (3) A review of the classical concepts of Christian Eschatology (death, judgement, heaven and hell) and of various contemporary approaches to the same material: e.g., belief in resurrection and personal immortality in the light of contemporary neuroscience, the end of the world from both a theological and scientific perspective, time and eternity, etc.
- THEO 600 **HUMAN RELATIONS** (3) Study of the theological and social foundations of human community, with special attention to topics such as human dignity, mutuality, human rights and obligations in relationships.
- THEO 606 **LIBERATION THEOLOGY** (3) Examination of the theological reflection arising in Latin America. Includes consideration of basic Christian communities, scripture as method of conscientization, and persecution of the witnessing Church.
- THEO 612 **INDIVIDUALISM & THE COMMON GOOD** (3) Study of American individualism and its ethical implications in the light of the work of Robert Bellah and others.
- THEO 657 **WOMEN MYSTICS** (3) Studies the influence of religious women throughout the history of Christianity through a reading of women's mystical treatises.

- THEO 666 **BOOK OF REVELATION** (3) (THEO275) Comparison with other apocalyptic and political thinking of its time. Subsequent use in history of Church and culture.
- THEO 672 **THEOLOGY & CULTURE TO 1400** (3) A historical review of the development of doctrine during the ancient and medieval periods as contextualized by eastern and western Christianity. Themes to be explored include Christology, mysticism, ecclesiology, and the development of orthodoxy.
- THEO 674 **THEOLOGY & CULTURE SINCE 1700** (3) Traces the interaction of Christian thought and modern consciousness from the eighteenth century to Vatican II. Special attention to the challenges posed to Christian theology by the rise of historical consciousness, the discoveries of the natural sciences, and the development of modern philosophy and psychology.
- THEO 676 **AMERICAN CATHOLIC HISTORY** (3) This course was inspired in part by Joseph Bernadin, who when Archbishop of Cincinnati stated in 1975: "Our past and our present, like the past and present of any nation, present a canvas of contrasting light and shadow, virtue juxtaposed with vice. We should not gloss over our failings, but neither should we fail to celebrate our achievements." Recognizing both weaknesses and strengths within the American Catholic Church, this course explores from an historical perspective the question, "What does it mean to be Catholic in the United States?" Both the power of reason and imagination will be engaged when addressing this question.
- THEO 688 **SPIRITUALITY & TRANSFORMATION** (3) An exploration of contemporary spirituality with an eye toward the transformation of mind, body, and spirit.
- THEO 689 **HEARING THE PARABLES** (3) An intensive investigation of the parable tradition. What does it mean to say that Jesus spoke in parables?
- THEO 691 **HEALING DEADLY MEMORIES I** (3) (THEO 259) An intensive investigation into the roots of anti-Semitism in the New Testament.
- THEO 692 **HEALING DEADLY MEMORIES II** (3) An exploration of the theological and social consequences of the search for anti-Semitism in the New Testament.
- THEO 695 **SPECIAL STUDY** (3) A graduate course of study done on an individual basis with a professor.
- THEO 699 **MASTERS THESIS** (6) Research project to be done as a partial requirement of Theology Master's degree.

(UNST) University Studies

- UNST 100 **E PLURIBUS UNUM** (1) Introduces students to the opportunities cultural diversity presents, and to the issues of stereotyping, prejudice and discrimination and their relation to the exercise of power in American society. Fulfills the Cultural Diversity Elective requirement.
- UNST 300 **SERVICE LEARNING: NICARAGUA** (3) An interdisciplinary course that is a component of an immersion semester of study in Nicaragua. The guided service experience functions as the medium through which learning occurs. Fulfills the E/RS Focus elective. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- UNST 301 **SERVICE LEARNING: URBAN** (3) An interdisciplinary course that is a component of an immersion semester of study in an urban setting. The guided service experience functions as the medium through which learning occurs. Fulfills the E/RS Focus elective. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- UNST 302 **SERVICE LEARNING: NEPAL** (3) An interdisciplinary course that is a component of an immersion semester of study in Nepal. The guided service experience functions as the medium through which learning occurs. Pre-requisite or Co-requisite: PHIL 100, THEO 111

Picture #4

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Managing Director, Keating Vollmer & Company LLC, Cincinnati, Ohio

MS. KATHLYN R. WADE

Co-Founder and President, Learning Through Art, Inc., Cincinnati, Ohio

REV. KEVIN W. WILDES, S.J.

Associate Dean - Georgetown College, Georgetown University, Washington, D.C.

MR. THOMAS L. WILLIAMS

President, North American Properties, Cincinnati, Ohio

MRS. ANNE MADDUX ZARING

Civic Leader, Cincinnati, Ohio

Trustee Emeritus

MR. WILLIAM J. KEATING

Retired Chairman and Publisher, Cincinnati Enquirer, Cincinnati, Ohio

University Counsel

VINCENT H. BECKMAN, ESQ.

Beckman, Weil, Shepardson & Faller, Cincinnati, Ohio

University Personnel Officers of Administration

Executive Division

MICHAEL J. GRAHAM, S.J. (1989)

BSS, MA, MA, MDiv, PhD (University of Michigan)
President

JAMES E. HOFF, S. J. (1991)

BS, MA, PhD (Gregorian University)
Chancellor

JOHN F. KUCIA (1984)

BA, MEd (Xavier University)
Administrative Vice President

MICHAEL A. BOBINSKI (1998)

CPA, BBA (University of Notre Dame)
Associate Vice President and Director for Athletics

RONALD A. SLEPITZA (1993)

BA, MA, PhD (University of Maryland)
Assistant to President and Vice President for Student Development

Academic Affairs Division

ROGER A. FORTIN (1966)

BA, MA, PhD (Lehigh University)
Vice President for Academic Affairs

MARC CAMILLE (1999)

BA, MA (University of Miami)
Dean of Admission

MARY M. WALKER (1990)

BS, MBA, PhD (University of Cincinnati)
*Professor of Marketing
Associate Vice President for Academic Affairs*

NEIL R. HEIGHBERGER (1968)

BS, PhD (University of Cincinnati)
Dean, College of Social Sciences

MICHAEL A. WEBB (1997)

BA, MA, PhD (University of Illinois)
Dean, Williams College of Business

JAMES S. McCOY (2002)

BS, MS, PhD (Pennsylvania State University)
Associate Vice President for Enrollment Management

SUSAN G. WIDEMAN (1979)

BS, MBA (Xavier University)
Associate Academic Vice President for Non-Traditional Programs

JANICE B. WALKER (1980)

BS, MS, PhD (University of Michigan)
Dean, College of Arts & Sciences

PATRICIA S. WOESTE (1982)

AS, BLA (Xavier University)
Administrative Assistant to the Academic Vice President

Financial Administration Division

J. RICHARD HIRTÉ (1983)

BSBA, MBA, CPA, PhD (University of Florida)
Vice President for Financial Administration

THOMAS W. BARLOW (1983)

BFA, MFA (Southern Illinois University)
Director of Auxiliary Services and Support

JAMES J. LANDERS (1980)

BS (University of Cincinnati)
Director of Facilities Services

THOMAS J. CUNNINGHAM (1984)

CPA, BS, MBA (Xavier University)
Associate Vice President for Financial Administration

KATHLEEN M. RIGA (1978)

BA, MBA, (Xavier University)
Assistant Vice President for Human Resources

ANDREW D. E. GEPHARDT (1996)

BS (Marquette University)
Director of University Bookstore

ROBERT M. SHEERAN (2002)

BS (University of Cincinnati)
Associate Vice President for Facility Management

Information Resources Division

CAROL H. RANKIN (1984)

BA, MA, PhD (University of Houston)
Vice President for Information Resources

ROBERT M. COTTER (1980)

BA, MEd (Xavier University)
Director of Instructional Technology Services

MEGAN J. HOOK (1996)

BA (Xavier University)
Director of Web Development

DORINDA S. GILES (1990)

BS (Northern Kentucky University)
Associate Vice President for Information Systems and Services

RICHARD J. PULSKAMP (1977)

BS, MS, PhD (University of Cincinnati)
Director of Institutional Research

JOANNE L. YOUNG (1993)

BA, MLS, PhD (University of Pittsburgh)
Associate Vice President for Library Services

Division of Mission & Ministry

J. LEO KLEIN, S. J. (1970)

Litt B, MA, MA, STL PhD (Fordham University)
Vice President for Mission & Ministry

EUGENE J. CARMICHAEL, S. J. (1979)

BS, MEd, MDiv (Loyola University-Chicago)
Associate Vice President for Mission & Ministry

GEORGE W. TRAUB, S. J. (1972)

BLIH, PHL, MA, STL PhD (Cornell University)
Director of Ignatian Programs

DEBRA MOONEY (1999)

BS, MS, PhD (Southern Illinois University)
Associate Director of Ignatian Programs

BENJAMIN J. URMSTON, S. J. (1971)

AB, MA, MRE, STL PhD (Union Institute)
Director of Peace and Justice Programs

THOMAS J. SHEIBLEY (1995)

BA, MA (Xavier University)
Associate Director of Peace and Justice Programs

CHRISTINE POTTER WROBLEWSKI (1992)

BA, MEd (Xavier University)
Director of Campus Ministry

Student Development Division

RONALD A. SLEPITZA (1993)

BA, MA, PhD (University of Maryland)
Vice President for Student Development

SYLVIA A. BESSEGATO (1985)

BS, MS (Indiana State University)
Associate Vice President for Student Development - Dean of Students

LUTHER G. SMITH (1992)

BA, MA, MTS, PhD (Ohio University)
Assistant Vice President for Student Development

SARAH KELLY (1997)

BS, MA (Miami University)
Assistant Vice President for Student Development

LYNDA J. SIMON (1981)

AA (Xavier University)
Assistant to the Vice President for Student Development

University Relations

GARY R. MASSA (1999)
BSBA, MBA (Xavier University)
Vice President for University Relations

SUSAN J. ABEL (1994)
BA, MS (Southern Illinois University at
Carbondale)
Director for Internal Operations

DANIEL S. CLORAN (2001)
BS (University of Dayton)
Director for Annual Fund and Athletic Giving

ROBERT R. HILL (1995)
BA, MA (Syracuse University)
*Associate Vice President for Marketing and
Public Relations*

JAMES W. JACKSON (1993)
BA (Edgecliff College)
Director for Development

VICKIE P. JONES (1984)
BA, MA (Central Michigan University)
*Director for Administration and Public
Affairs - WVXU and The XStar Radio
Network*

JAMES C. KING (1976)
BA, MA, PhD (University of Michigan)
*Director for Broadcasting WVXU and The
XStar Radio Network*

MARY KATHERINE KOCHLEFL (1995)
BA, MA (Indiana University)
Director for Grant Services

KELLY A. LEON (1996)
BA, MA (Northwestern University)
Director for External Relations

FRED P. SANSONE (1996)
BA (University of Cincinnati)
Director for Estate and Trust Services

JOSEPH N. VENTURA (1993)
BA (Xavier University)
*Executive Director, National Alumni
Association*

The date mentioned in parenthesis is the date of first appointment at Xavier.

Administrative/Professional Staff

JOHN ANDREW ADDINO (2001)

BA (Xavier University)
Studio Manager, TV Center

DAMEON V. ALEXANDER (2001)

BA (Xavier University)
Admission Counselor/Coordinator of Multi-Cultural Recruitment

GILLIAN L. ALLEN (2001)

BSID (Ohio State University)
Graphic Designer

GREG J. AMODIO (1995)

BS, MS (Queens College)
Assistant Athletic Director for Marketing

DAVE F. ARMSTRONG (1996)

BS, MA (Ball State University)
Strength and Conditioning Coach

MARVIN R. ASBROCK (1985)

BBA (University of Cincinnati)
Business Affairs Manager, WVXU-FM

DAVID A. ATKINSON (1990)

BS (Georgia Institute of Technology)
LAN System Administrator, ISS

AMANDA C. AULT (2001)

MS (Lamar University)
Assistant Women's Volleyball Coach

PAULINE A. BABA (1997)

BS (Tulane University)
Coordinator of Training Services

ERIK MICHAEL BALL (2002)

BSBA (Xavier University)
Network Security Engineer, ISS

ANDREW J. BARRY (1988)

BBA, MBA (Xavier University)
Director for Premium Seating and Ticketing, Athletics

STEPHANIE BATES (1982)

BA, MA, MEd (University of Cincinnati)
Associate Director for Center for Career and Leadership Development

ROBERT BAUMILLER, S. J. (1995)

BS, STB, PhD, PhD, PhD (St. Louis University)
Associate Dean for Health Education Programs

EUGENE L. BEAUPRÉ (1974)

BS, MA (Xavier University)
Director, Community Relations

SCOTT H. BECKER (1999)

BA, MA, PhD (Miami University)
Clinical Psychologist

CYNTHIA BELLINGER (1991)

BS, MA (Ohio State University)
Associate Director of Student Activities

FREDERICK JOSEPH BENDA, S.J. (2001)

BA, MA, MDiv, PhD (University of Texas, Austin)
Campus Minister

DAVID P. BENNETT (1998)

BA, BSEE, MBA (Duke University)
PC Systems Engineer, ISS

SUSAN BENSMAN (1978)

BS (Xavier University)
Senior Program Manager, Xavier Consulting Group

RICHARD J. BERES (1988)

BEEd, MEd, PhD (University of Toledo)
Assistant Director of Training Services, Academic Computing

JAMES R. BERGEN (1999)

Project Manager, Physical Plant

OLIVER W. BIRCKHEAD III (1996)

MEd, EdD (University of Cincinnati)
Director, Health and Counseling

ALBERT J. BISHOFF, S. J. (1998)

PhB, MEd (Xavier University)
Campus Minister

DARRYL M. BLACKBURN (1999)

BS (Bowling Green State University)
Assistant Men's Golf Coach

BEVERLY ANN BOBBITT (2001)

BA, MA (Eastern Kentucky University)
Assistant Director of Residence Life

CONSTANCE J. BONVELL (1977)

ABA, BSBA (Xavier University)
Production Control Technician, ISS

MARIANNE M. BORGMANN (1986)

BA, MEd (Xavier University)
Associate Director of Admission

JANELLE A. BOSSE (1997)

BA (The Ohio State University)
Assistant Men's/Women's Swim Coach

MICHAEL DEAN BOWLING (2000)

Network Engineer, ISS

BRIAN P. BOYER (2001)

BA, MFA (Wayne State University)
Technical Director, Theatre

MYRA J. BRADLEY, S.C. (2000)

BA, RN, MHA (St. Louis University)
Counselor, Student Support Services

J. MICHAEL BRANDT (1973)

BS, MEd (Xavier University)
Superintendent-In-Residence

JAMES D. BRODZINSKI (1993)
BFA, MA, PhD (Ohio University)
Associate Dean, Williams College of Business

JAMES BROCKHOFF (1961)
BA, MEd (Xavier University)
Head Men's/Women's Tennis Coach

ELIZABETH L. BRONSIL (1978)
BS, MEd (Xavier University)
Director of Montessori Teacher Education

BARRY JOSEPH BURNS (2000)
BS (University of Dayton)
Ticket Manager, Athletics

JENNIFER BUSH (1993)
BA, BS, MEd (Xavier University)
Director of MBA Enrollment Services

SCOT S. BUZZA (2001)
MA (Yale University)
Director of Liturgical Music

PAUL H. CALME (1992)
AB, MA (Xavier University)
Director, Financial Aid

G. STEVEN CLEVES (1991)
BS, MD (University of Cincinnati Medical School)
Staff Physician

TINA MARIE COBERLEY (2002)
BSN (University of Toledo)
Staff Nurse

W. ALLEN COLE III (1989)
BA, MEd (Xavier University)
University Registrar

WILLIAM T. COMAR (2001)
BA, MS (Miami University)
Director of Operations, Men's Basketball

JANE CONZETT (1993)
BA, MA (University of Northern Iowa)
Director of Intensive English Program

JOHN COOPER (1999)
BA, MA (University of Dayton)
Director of Graduate Services

JANET E. COSTA (1995)
ABA (Michiana College of Commerce)
Senior Account Executive, WVXU-FM

MICHAEL COUCH (1980)
AS, BLA, MS (Xavier University)
Director of Safety and Security

MARY MAUREEN COZ (2002)
BA (Xavier University)
Special Events Coordinator, Cintas Center

JAY R. CRAWFORD (1986)
Network Engineer, WVXU-FM

FLOYD D. DEATON, JR. (1990)
BA, BS (West Liberty State College)
Head Women's Volleyball Coach, Assistant Compliance Officer

PETRONELLA H. DEN DULK (2001)
BA, MA (University of Amsterdam)
Assistant Director for English as a Second Language

CARL E. DICKHAUS (1986)
BSBA (University of Cincinnati)
LAN System Administrator, ISS

MICHAEL J. DUNN (1998)
BA, MS, (Ohio University)
Director of Marketing for Athletics

KENNETH B. DURGANS (2000)
BA, MA, MS, EdD (Western Michigan University)
Executive Director for Diversity Development

GAVIN R. DURMAN (1998)
BS (University of Tennessee)
LAN System Administrator, ISS

MICHELLE L. EDWARDS (1999)
BS, MBA (Wheeling Jesuit University)
Residence Hall Director

THOMAS P. EISER (1984)
BA (Xavier University)
Assistant Athletic Director for Media Relations and Sports Information Director

DANIEL T. EMSICKE (2000)
BSBA (Xavier University)
Regional Director of Development

JONATHAN M. ENDRES (1990)
BA (Xavier University)
Programmer/Analyst, ISS

LINDA A. ENDRES (1972)
Senior Production Control Technician, ISS

LEIGH ANN FIBBE (2000)
BFA, MA (The Ohio State University)
Assistant Director of the Annual Fund

AVA JEAN FIEBIG (1994)
BA, MS (Mankato State University)
Director of Residence Life

DIANNE B. FISK (2001)
BS/BA (Edgecliff College)
Director of Parent and Constituent Relations

ROSE ANN FLEMING (1982)
BA, MA, MEd, MBA, JD, PhD (Miami University)
Coordinator of Academic/Athletic Advising

DAVID FLUKER (1996)
BS, MA, ATC, LAT (Michigan State University)
Athletic Trainer/Administrative Assistant Men's Basketball

W. LEE FORBES (1986)
 BA, MBA (Xavier University)
Programmer/Analyst, ISS

KEVIN M. GARRY (2000)
 BSBA, MBA (Xavier University)
Director, Alumni Chapters

MARIE ELIZABETH GASPER (2000)
 BA (Xavier University)
Assistant Director, Department of Learning Assistance

JILL E. GIETZEN (1989)
Program Coordinator for the Executive MBA Program

SCOTT E. GILBERT (2000)
 BLA (Xavier University)
Director of Purchasing

ANNE L. GOLDEN (1999)
 BA, MEd (University of Maine)
Director for Contract Programs, ESL

KIMBERLIE L. GOLDSBERRY (1996)
 BS, MA (Bowling Green State University)
Director Center for Career and Leadership Development

MARILYN VOLK GOMEZ (1979)
 BLA (Xavier University)
Coordinator, Nursing Student Services

CELESTINE GOODLOE (1984)
 BS, MS (Miami University)
Associate Director of Admission and Director of Transfer Recruitment

WENDY N. GORDON (1995)
 BSN (University of Cincinnati)
Staff Nurse

KATHERINE A. GRANT (2001)
 BS (South East Missouri State University)
Director of Student Support Services

JOHN G. GROCE (2001)
 BS (Taylor University)
Assistant Men's Basketball Coach

MEGAN PATER HALVERSON (1998)
 BS (Xavier University)
Campus Minister

KATHERINE S. HAMMETT (1991)
 BA, MS (Miami University)
Director, International Student Services

MARK HANLON (1997)
 BS (University of Cincinnati)
Plant Operations Supervisor

ROBERT P. HANNEKEN (1993)
 BFA (University of Cincinnati)
Sales/Development Manager, WVXU-FM

MICHAEL C. HANSON (1986)
Student Accounts Manager

JILL HANTO (2002)
 BS, RD (University of Minnesota)
Conference Coordinator, Schiff Family Conference Center

JODI S. HARMEIER (1999)
 BS (St. Mary's of the Woods College)
Banquet/Conference Manager, Cintas Center

LEE HAY (2000)
 BA, MA (Morehead State University)
Operations Assistant for Music, WVXU

MARJORIE E. HAYS (1999)
Manager for Membership Data, WVXU-FM

JOHN P. HEIM, S. J. (1975)
 BA, MEd (Xavier University)
Director, Piano & Guitar Series

JACK HERMANS (1989)
 BS, MEd (Xavier University)
Head Men's Soccer Coach

CHRISTI J. HESTER (2001)
 BA (University of Dayton)
Director of Operations, Women's Basketball

VIRGINIA R. HEWAN (1985)
 AA, BLA, MEd, MS (Xavier University)
Director of Certification, Education

MARK B. HEYNE (2001)
 BA (University of Dayton)
Morning Edition Anchor, WVXU

STEVEN L. HIRSCHBERG (1993)
 BA, MA (University of Cincinnati)
News Reporter, WVXU-FM

PETER A. HOLTERMANN (2000)
 BS (Xavier University)
Assistant Sports Information Director

VINCENT H. HOPKINS (1999)
 BA (The Ohio State University)
Regional Director of Development

LORRI KATHLEEN HOWELL (2000)
 BS, MS (Northwestern University)
Residence Hall Director

ANN MARIE HUBBARD (2001)
 BS (Xavier University)
Assistant Women's Soccer Coach

JEFF HUTTON (1993)
 BS, MEd (Xavier University)
Director of Secondary Education

DORIS S. JACKSON (1982)
 BS, MA (Atlanta University)
Director of Academic Advising

PAUL JAMES (2000)
 BLA, MEd (Oregon State University)
Director of Multicultural Affairs

KIMBERLY JEFFERS (1995)
 BA, MSA (Central Michigan University)
Associate Director of Financial Aid

ANTHONY L. JELKS (2001)
BA (Indiana University)
Assistant Director of Campus Services

M. JODY JENIKE (1989)
BS, MEd (Temple University)
Head Athletic Trainer

JEFF JOHNSON (1998)
BSDI (University of Cincinnati)
Broadcast Engineer, WVXU-FM

DRYDEN JONES (1997)
BA, MBA (Xavier University)
Sales And Marketing Director, Xavier Consulting Group

ALAN JOSEPH (1982)
AB, MA (Xavier University)
Head Men's/Women's Rifle Coach

MARY LYNN JUNKER (1973)
Director of Special Events and Protocol

THOMAS P. KENNEALY, S. J. (1969)
MA, STL, PhL, MAT (Indiana University)
Associate Dean, College of Arts & Sciences and College of Social Sciences

PAUL D. KIEFFER (2000)
BSBA (Xavier University)
Programmer/Analyst, ISS

WILLIAM F. KING, S. J. (1973)
AB, MA, PhL, STL, STD (Catholic University)
Assistant Director of Alumni Relations

ANGELA S. KNEFLIN (2000)
BBA, MEd (Ohio University)
Residence Hall Director

KATHANN M. KOEHLER (1999)
BA (St. Mary's of the Woods College)
Assistant Director of Planned Giving

JAMES P. KONERMAN (1987)
MD (University of Cincinnati Medical School)
Medical Director

LORI A. LAMBERT (1987)
BA, MA, MEd (Xavier University)
Associate Director of Residence Life

SUZANNE M. LEIKER (1986)
BSBA, MBA (Xavier University)
Payroll and Disbursements Manager

KEVIN M. LEWIS (1996)
BA (Xavier University)
Assistant Technical Director, Cintas Center

JANE S. LINK (1988)
BS, MEd, EdD (University of Cincinnati)
Director of Academic Advising and Recruiting, CAPS

CAROL J. MAEGLY (1997)
BS, MBA (Northern Kentucky University)
Budget Director

ALAN M. MAJOR (2001)
MEd (California Lutheran University)
Assistant Men's Basketball Coach

BRIAN E. MALEY (2000)
BSBA (Xavier University)
Regional Director of Development

DANIEL P. MANNING (2001)
BA, MM (University of North Carolina)
Director for University Singers

MICHAEL A. MARTINI (1987)
BA, MEd (Xavier University)
Documentary Producer/Writer, WVXU-FM

MAUREEN B. MATHIS (1990)
BS, MEd (Xavier University)
Associate Director of Admission

THAD M. MATTA (2001)
BS (Butler University)
Head Men's Basketball Coach

LISA J. MAUCH (1999)
BA (Miami University)
Assistant Editor, Marketing & Public Relations

MARGARET A. MAYBURY (1985)
BLA (Xavier University)
Program Coordinator, Psychology Department

RANDY L. MAYS (2000)
Assistant Manager, Contract Cleaning

CHERYL W. McELROY (2000)
BA, MA (American University)
Coordinator, Grant Services and Professional Development

DAVID M. McGINNIS (2001)
BA (University of Cincinnati)
Assistant Registrar

MICHAEL MEIER (1994)
BS, MA, MSW (University of Kentucky)
Counselor, Health and Counseling

NANCY O'NEILL MEIERS (1998)
BA (Centre College)
Assistant Director of the Annual Fund

RICHARD C. MENKE (1989)
BS (University of Kentucky)
Grounds & Structural Maintenance Supervisor

SHARON A. MERRILL (1993)
BS, MEd, EdD (University of Cincinnati)
Director of Special Education

TOSHIBA M. METOYER (1998)
BS (California State University of Long Beach)
Assistant Women's Basketball Coach

GREGORY MEYER (1986)
Assistant Administrative Director of Physical Plant

MARY KAY MEYER (1995)
BA, MEd (University of Louisville)
Director of Weekend Degree Program

JAMES W. MILLER (1986)
BS, MBA (Xavier University)
Director of Gallagher Student Center

SEAN E. MILLER (2001)
BA (University of Pittsburgh)
Associate Head Men's Basketball Coach

KEVIN G. MOLLOY (2001)
BS (Northern Kentucky University)
Application Development Director, ISS

DEBRA MOONEY (1999)
BS, MS, PhD (Southern Illinois University)
Associate Director of Ignition Programs

ELIZABETH ANN MOORE (2001)
BA (Xavier University)
Manager for Phonathon and Technological Solutions, Marketing & Public Relations

WILLIAM E. MORAN (1997)
BA, MPA (Northern Kentucky University)
Assistant Director of Auxiliary Services

JOHN R. MORREY (1992)
BS, MS (George Williams College)
Head Men's Baseball Coach

MICHAEL D. MULCAHEY (1999)
BS, MA (Western Michigan University)
Assistant Athletic Director

THOMAS NASTOLD (1986)
Director for Client Services, ISS

STEPHEN R. NICHOLS (1989)
BSBA (Xavier University)
Laboratory Technician, Chemistry

EUGENE TERRENCE NIEMAN (1979)
BA, MEd (Xavier University)
Director of Mailing Services

DAVID K. NOLAN (1999)
BS (University of Dayton)
Programmer/Analyst, ISS

MATTHEW O'NEILL (2000)
BS (Miami University)
Senior Accountant

MARY ALYCE ORAHOOD (2000)
BA (University of Arkansas at Little Rock)
Assistant Registrar

STEPHEN M. OWEN (1996)
BCE, MS (The Ohio State University)
Associate Director of Physical Plant

PETER A. OWENDOFF (1998)
BA, MEd (Xavier University)
Regional Director of Development

GREGORY A. PARK (1988)
BA, MBA (Bowling Green State Univ.)
Assistant Athletic Director for Business

NORMAN L. PARR (1987)
BA (University of Cincinnati)
Director of Bands

RENEA E. PENDER (1999)
BS, MS (Wright State University)
Residence Hall Director

CONSTANCE L. PERME (1989)
BS, MBA (Xavier University)
Assistant Director of Human Resources

MARY R. PRANGER (1998)
BA (Thomas More College)
Database Coordinator, Development

RONALD W. QUINN (1991)
BS, MEd, EdD (Temple University)
Director of Health, Physical Education and Sports Studies/Head Women's Soccer Coach

J. DAVID RALSTON (1974)
AB, MA (Loyola University-Chicago)
Director of Enrollment Research and Systems Development

GEORGE RATHMAN (1997)
BS, JD (University of Cincinnati)
Athletic Compliance Coordinator, Head Men's/Women's Swim Coach

JAMES RAY (1987)
BS (Xavier University)
Director of Recreational Sports

AMY M. REED (2002)
BA, MA (Morehead State University)
Counselor, Student Support Services

JOE REGRUTH (1996)
BS, MS (Xavier University)
Assistant Men's Baseball Coach

PATRICE C. REIDER (1994)
BA, MBA (Xavier University)
Career Counselor

KARA A. RETTIG (2001)
BA, MA (University of Cincinnati)
Coordinator of Pre-professional Health Advising

TAMMY A. RILEY (1999)
BS (University of Dayton)
Programmer/Analyst, ISS

TRACI LYNN RILEY (2000)
BS (University of Dayton)
Programmer/Analyst, ISS

JODI L. RINEHART (2001)
BA (Xavier University)
Marketing Manager

MARGARET A. ROBINSON (1979)
Programmer/Analyst, ISS

DAWN M. ROGERS (1998)
BS, MS (University of Massachusetts)
Associate Athletic Director/Senior Women's Administrator

MARY J. ROSENFELDT (1993)
RN, BS (Xavier University)
Nurse Supervisor

DOUGLAS C. RUSCHMAN (1998)
BA, MEd (Xavier University)
Assistant Director of Admission

GREGORY E. RUST (1984)
BS (Northern Kentucky University)
Director for Photography

KEVIN F. RUTHVEN (1998)
Special Projects Director, WVXU-FM

LAURA M. RUWE (1991)
BAU, MBA (Xavier University)
Assistant Registrar

ADRIAN SCHIESS (1985)
BS, MEd (Xavier University)
Director of Retention Services

S. DOUGLAS SCHISSLER (2001)
BS (University of Dayton)
Staff Accountant, Office of the Comptroller

STEPHEN G. SCHISSLER (1996)
BS, MEd (University of Dayton)
Bursar

DEBRA SCHNEIDER (1985)
Assistant Bursar

JANICE MARIE SCHNEIDER (2001)
RN (Good Samaritan Hospital, School of Nursing)
Manager for Membership Services, WVXU

MARY ANN SCHOMAKER (1992)
BA (College of Mount St. Joseph)
Assistant Director, Alumni Relations

KATHY A. SELBY (1985)
Director, Advancement Services

THOMAS J. SHEIBLEY (1995)
BA (Miami University)
Associate Director of Campus Ministry

PATRICK T. SHERIDAN (1997)
BA (Eastern Kentucky University)
Assistant Director of Operations, Cintas Center

CATHERINE E. SHERRICK (1998)
BA (College of Wooster)
Assistant Director of Admission

SHIRL SHORT (1998)
BS, MA, MA (University of Cincinnati)
Career Counselor

CHRISTINE SISSON (1986)
BA (College of Mt. St. Joseph)
Assistant Director of Financial Aid

NANCY N. SLAVEN (1990)
Loan Collection Manager

BRANDI L. SLEDGE (2000)
BA (Southern Illinois University)
Assistant Director of Recreational Sports

FRANCE G. SLOAT (2001)
BS (University of Colorado)
Senior Writer/Associate Editor, Marketing & Public Relations

LARRY SMITH (1980)
Manager of Campus Assessment

MELANIE A. SPAEDY (2001)
MD (Creighton Medical School)
Staff Physician

CATHERINE J. SPRINGFIELD (1988)
BFA (Eastern Michigan University)
Director Performing Arts, Student Services

KATHERINE L. ST. DENNY (1996)
BFA (Rochester Institute of Technology)
Art Director, Marketing & Public Relations

DOUG STEINER (1988)
BA (Capital University)
Head Men's Golf Coach

LEE STEVENSON (1985)
Manager of Campus Services Operations

CYNTHIA LOWMAN STIEBY (1995)
BS, MS (Miami University)
Apartment/Houses Manager

CYNTHIA A. STOCKWELL (1988)
BA, MBA (Xavier University)
Director of Undergraduate Program and International Field Experiences, Williams College of Business

GORDON L. SUGGS (1996)
BS, MBA (Cornell University)
Director for Technical Services, ISS

SCOTT SWAIN (1998)
BS, MS (Miami University)
CHAMPS/Lifeskills Coordinator, Head Men's/Women's Cross Country Coach

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Director of Editorial Services, Marketing & Public Relations

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BS, MEd (Xavier University)
Manager of Prospect Research

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News/Talk Producer, WVXU-FM

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Morning Edition Anchor/Operations Assistant, WVXU-FM

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Intern Coordinator for the Sport Administration Program

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AA (Southern Ohio College)
Director of Operations, Cintas Center

MATTHEW ANTHONY TRIPEPI (2000)
BA (Xavier University)
Assistant Director, Alumni Chapters

MATTHEW TURNER (2001)
BS (Xavier University)
Assistant Recreation Director of Intramural Sports/Club Sports/Special Events

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BA, MA (Youngstown State University)
Production Manager, TV Studio

JOHN D. VENNEMEYER (1979)
BS (University of Cincinnati)
Comptroller

AMY VERKAMP COLLOPY (1997)
BS, MEd (Xavier University)
On-Campus Employment Coordinator

MARY LISA VERTUCA (1976)
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Director, Elementary Education Program

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AS (University of Cincinnati)
Telecommunications Manager, ISS

JENNIFER ANN WEED (2001)
BA, MEd (Kent State University)
Coordinator for Leadership and Orientation

B. PATRICK WELAGE (2001)
BA, MA (University of Denver)
Associate Director of Academic Service Learning

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BARRY J. WENDT (1997)
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Women's Head Golf Coach

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Director of Network Operations, WVXU-FM

University Librarians

ELAINE M. CHENG (1989)

AB, MS (University of Illinois)
Public Services/Document Delivery Librarian

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BA, MSLS (University of Kentucky)
Education/Information Literacy Librarian

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Bibliographic Control Services Librarian

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Collection Development Librarian

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BS, MSLS (University of Kentucky)
Periodicals Librarian

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Public Services/Archives Librarian

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JOHN K. STEMMER (1997)

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Director for the Xavier University Cintas
Center and Xavier Consulting Group*

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Chair of the Department*

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and The XStar Radio Network

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Laboratory Instructor in Physics

The date mentioned in parenthesis is the date of first appointment at Xavier.

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Professor of Psychology

KARL P. WENTERSDORF, 1956-1987
Professor of English

Professors Emeriti

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Professor of Education

RICHARD E. DUMONT, 1963-1994
Professor of Philosophy

JERRY W. ANDERSON JR., 1978-1993
Professor of Management

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TAYLOR BAKER, 1973-1988
Assistant Professor of Education

JAMES P. GAFFNEY, 1965-2001
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BARBARA J. BARKER, 1977-2001
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RICHARD J. GARASCIA, 1942-1985
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Associate Professor of Art

DANIEL W. GEEDING, 1969-2002
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Associate Professor of Health
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Professor of Economics

MARY RUTH GRAF, R.S.M., 1974-1999
Professor of Theology

NAPOLEAN BRYANT JR., 1970-1993
Professor of Education

THOMAS H. HANNA, 1963-1987
Professor of Education

JOHN B. CAMEALY, 1977-1993
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JOHN B. HART, 1950-2000
Professor of Physics

ELAINE M. CHARTERS, RSM, 1980-2002
Professor of Biology
Director of Medical Technology Program

LAWRENCE E. ISENECKER, S. J., 1963-1993
Associate Professor of Mathematics

EDWIN K. CLICKNER, 1968-1974
Professor of Economics & Finance

ROBERT G. JOHNSON, 1954-1993
Professor of Chemistry

RAYMOND J. COLLINS, 1973-1994
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MAX J. KECK, 1992-2001
Professor of Physics

DON J. COSGROVE, 1969-2000
Professor of Psychology

ROBERT C. KLEKAMP, 1957-1996
Professor of Management

CHARLES J. CUSICK, 1955-1992
Professor of Biology

MARY GRACE KLEIN, 1969-1982
Professor of Education

JAMES A. DELANEY, 1963-1997
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Computer Science

JOSEPH J. KLINGENBERG, 1949-1985
Professor of Chemistry

LAWRENCE I. DONNELLY, 1958-1995
Professor of Economics

PAUL F. KNITTER, 1975-2002
Professor of Theology

EARL J. KRONENBERGER, 1962-1993
Professor of Psychology

NEIL A. KUMPF, 1970-1994
Associate Professor of Marketing

WILLIAM J. LARKIN III, 1956-2003
Professor of Mathematics

JOSEPH F. LINK JR., 1946-1978
Professor of Economics

MARY ANN McCONNELL-FODOR, 1981-2002
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MARTHA A. McDERMOTT, 1967-1992
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BONNIE J. MILLER, 1981-2002
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RAYMOND E. MILLER, 1965-2002
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ROBERT J. MURRAY, 1960-1997
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MILTON A. PARTRIDGE, 1966-1991
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GRAHAM F. PETRI, 1967-2001
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CLAROY (SALLY) W. PRUDEN, 1975-1993
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HELMUT J. ROEHRIG, 1981-2002
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JOHN C. ROTHWELL, 1964-1992
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HANS SCHMIDT, 1967-1992
Professor of Psychology

BERNARD SCHMIDT, 1980-1999
Professor of Art

ROBERT A. SCHUTZMAN, 1961-1994
Professor of Accounting

ROMAN J. SCHWEIKERT, 1964-1987
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JAMES M. SOMERVILLE, 1971-1982
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PAUL L. SIMON, 1963-2002
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* Dates represent years of service to Xavier.

American Jesuit Colleges and Universities

| State | Institution | City | Founding Date |
|-------------------|-------------------------------|---------------|---------------|
| Alabama | Spring Hill College | Mobile | 1830 |
| California | Loyola Marymount University | Los Angeles | 1914 |
| | University of San Francisco | San Francisco | 1855 |
| | Santa Clara University | Santa Clara | 1851 |
| Colorado | Regis University | Denver | 1877 |
| Connecticut | Fairfield University | Fairfield | 1942 |
| Dist. of Columbia | Georgetown University | Wash. D.C. | 1789 |
| Illinois | Loyola University Chicago | Chicago | 1870 |
| Louisiana | Loyola University New Orleans | New Orleans | 1912 |
| Maryland | Loyola College in Maryland | Baltimore | 1852 |
| Massachusetts | Boston College | Boston | 1863 |
| | College of the Holy Cross | Worcester | 1843 |
| Michigan | University of Detroit Mercy | Detroit | 1877 |
| Missouri | Rockhurst College | Kansas City | 1910 |
| | Saint Louis University | Saint Louis | 1818 |
| Nebraska | Creighton University | Omaha | 1878 |
| New Jersey | Saint Peter's College | Jersey City | 1872 |
| New York | Canisius College | Buffalo | 1870 |
| | Fordham University | New York | 1841 |
| | Le Moyne College | Syracuse | 1946 |
| Ohio | John Carroll University | Cleveland | 1886 |
| | Xavier University | Cincinnati | 1831 |
| Pennsylvania | Saint Joseph's University | Philadelphia | 1851 |
| | University of Scranton | Scranton | 1888 |
| Washington | Gonzaga University | Spokane | 1887 |
| | Seattle University | Seattle | 1891 |
| West Virginia | Wheeling Jesuit University | Wheeling | 1954 |
| Wisconsin | Marquette University | Milwaukee | 1881 |

(Seminaries and high schools are not included in this list.)

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Alma Mater Xavier

Dear Alma Mater Xavier!
Undying troth we pledge to you
That we the living shall hold true
The faith of those of years now gone
Inviolate kept and thus passed on.
So may the trust within us dwell
And may this song our voices swell
Until resounds o'er hill and dell
Dear Alma Mater Xavier.

University Seal

The Seal of Xavier University

The seal of Xavier University combines three principal ideas: St. Francis Xavier, patron of the University; the Jesuit order of which he was a distinguished member; and the University. The five vertical stripes suggest the coat of arms of the Xavier family. A right arm wearing the Jesuit robe holds aloft the crucifix, signifying St. Francis Xavier preaching Christ crucified. The three seashells signify the three journeys of St. Xavier into Asia. Above the shield is the Jesuit seal, IHS, the first three letters of the name Jesus in Greek. Below is the Jesuit motto, AMDG [Ad Majorem Dei Gloriam], which translates “to the Greater Glory of God,” and *Vidit Mirabilia Magna*, a phrase from the psalms applied to St. Francis Xavier which translates “he has seen great wonders.”

INDEX

| | | | |
|---|--------|--|-------------|
| Academic Advising | 70 | Art Department | 98 |
| Academic Bankruptcy Policy | 51 | Art History, Minor | 100 |
| Academic Honesty Policy | 51, 66 | Art, Major | 98 |
| Academic Policies & Regulations | 44, 64 | Fine Arts, Major | 100 |
| Academic Progress | 29, 60 | Studio Art, Minor | 100 |
| Academic Record/Transcript | 73 | Art Gallery | 18 |
| Academic Staff | 432 | Arts and Sciences, College of | 15, 86, 97 |
| Academic Standing | 50, 66 | Assessment | 15, 83 |
| Accountancy Department | 239 | Assistantships, Graduate | 61 |
| Accounting, Major | 239 | Associate Degree Programs, Policies of ... | 49 |
| Accounting/Taxation | 241 | Business Administration | 233 |
| Professional Accountancy | 239 | Communication Arts | 127 |
| Accreditation | 19 | Corrections | 162 |
| Adding a Class | 71 | Criminal Justice | 161 |
| Administration, Officers of | 412 | Early Childhood Education | 186 |
| Administrative/Professional Staff | 415 | English | 129 |
| Admission | | French | 140 |
| Undergraduate Information | 22 | German | 140 |
| Admission Requirements | 22 | History | 132 |
| Application Process | 22 | Liberal Arts | 158 |
| CAPS Admission | 25 | Political Science | 214 |
| High School Equivalence (G.E.D.) | 25 | Psychology | 221 |
| High School Programs | 25, 26 | Radiologic Technology | 110 |
| Home Schooled | 25 | Sociology | 218 |
| International Baccalaureate | 25 | Spanish | 140 |
| International Student Admission ... | 24 | Theology | 156 |
| Non-Degree Seeking Students | 26 | Athletic Training, Major | 173 |
| Non-Traditional | 26 | Athletics, Intercollegiate | 18 |
| Provisional Admission | 25, 27 | Attendance in Class | 46, 66 |
| Reactivation | 27, 51 | Auditing Courses | 45, 65, 72 |
| Student Responsibility Policy | 27 | Baccalaureate, International | 25 |
| Transfer Student Admission | 23 | Bands, Musical | 80 |
| Graduate | | Bankruptcy, Undergraduate Academic ... | 51 |
| Degree Seeking Students | 55 | Biology Department | 102 |
| International Student Admission ... | 57 | Applied Biology, Major | 104 |
| Non-Degree Students | 56 | Biology, Major/Minor | 102/104 |
| Reactivation | 57 | Medical Technology, Major | 108 |
| Teacher Licensure | 56 | Natural Sciences (Pre-Medical | |
| Transfer Student Admission | 58 | Studies), Major/Minor | 106/107 |
| Advanced Placement and Credit by | | Pre-Medical Studies, Certificate | 107 |
| Examination (AP and CLEP) | 25 | Radiologic Technology, Major | 110 |
| Advertising, Major | 125 | Board of Trustees | 410 |
| Advising Centers, Academic | 70 | Business, Williams College of ... | 16, 86, 229 |
| Air Force ROTC | 93 | Business Core Curriculum | 230 |
| ALL-CARD, Identification Card | 73 | Business Administration, | |
| Alma Mater Xavier | 436 | Major/Minor | 230/233 |
| American Sign Language | 138 | Business Profession | 230 |
| Applied Chemistry | 115 | Business Scholars/University Scholars .. | 231 |
| Applied Physics | 149 | Calendar, University | 4 |
| Applying for Graduation | 48, 68 | Campus Dining | 82 |
| Army ROTC | 91 | Campus Map | 3 |

| | | | |
|---|-------------|--|-------------|
| Campus Ministry | 85 | Consulting Group, Xavier | 19 |
| Campus Police | 82 | Cooperative Education (Co-op) | 234 |
| CAPS (Center for Adult & Part-Time Students) | 16 | Core Curriculum, Business | 230 |
| Center for Business Ethics & Social Responsibility | 260 | Core Curriculum, Undergraduate | 94 |
| Center for Career & Leadership Development | 81 | Corrections, Minor | 161 |
| Certificate Programs, Policies of | 49 | Counseling Programs, Graduate Community Counseling (M.A.) | 188 |
| Corrections | 162 | Counseling (M.Ed.) | 188 |
| Criminal Justice | 162 | Counseling & Health Center | 81 |
| Information Technology | 251 | Course Descriptions | 261 |
| Post-Baccalaureate Occupational Therapy | 209 | Course Load | 70 |
| Pre-MBA Studies | 234 | Course Numbering | 45, 65 |
| Pre-Medical Studies | 107 | Course Selection | 70 |
| Change of Major/Minor | 48 | Courses at Other Institutions | 46, 58 |
| Chemistry Department | 112 | CLEP: Credit by Examination | 25 |
| Applied Chemistry, Major | 115 | Credit Hour Description | 45, 65 |
| Chemistry, Major/Minor | 112/113 | Excess | 45, 65 |
| Chemical Science, Major | 114 | Over Ten Years Old | 23 |
| Natural Sciences, Major/Minor .. | 117/118 | Criminal Justice Department | 160 |
| Pre-Mortuary Science | 119 | Corrections, Major/Minor/ Certificate | 161/162 |
| Pre-Pharmacy Program | 118 | Criminal Justice, Major/Minor/ Certificate | 160/161/162 |
| Choir, Gospel | 80 | Cultural Diversity Elective | 94 |
| Classics Department | 121 | Dean's List | 45 |
| Classical Humanities, Major/Minor .. | 122 | Degree Audit, OnCourse | 70 |
| Classics, Major | 121 | Degree and Program Offerings Associate Degrees | 87 |
| Greek, Minor | 122 | Bachelor's Degrees | 86 |
| Latin, Minor | 122 | Certificate Programs | 87 |
| Cintas Center | 19 | Graduate Degrees | 87 |
| Classification & Enrollment Status | 44, 64 | Degree Requirements | 48 |
| College of Arts & Sciences | 15, 86, 97 | Deposits, Tuition and Fees | 77 |
| College of Business, Williams ... | 16, 86, 229 | Dining Services | 82 |
| College of Business, Williams, Centers Center for Business Ethics & Social Responsibility | 260 | Directory Information | 75 |
| Xavier Entrepreneurial Center | 260 | Disciplinary Action | 53, 67 |
| College of Social Sciences | 16, 86, 159 | Dissertation Requirements | 69 |
| Collegium | 25, 27 | Dismissal, Expulsion | 51, 66 |
| Communication Arts Department | 124 | Doctoral Degree, Psychology (PsyD) | 222 |
| Advertising, Major | 125 | Dropping a Class | 71 |
| Communication Arts, Minor | 127 | Dual Degree, M.B.A./M.H.S.A. | 196 |
| Electronic Media, Major | 126 | Duke University Program | 104 |
| Organizational Communication, Major | 126 | Early Childhood Educ, Major | 166, 186 |
| Performance Studies, Minor | 127 | Economics & Human Resources Department | 243 |
| Public Relations, Major | 126 | Economics, Major/Minor | 243/244 |
| Commencement | 48, 68 | Human Resources, Major/ Minor | 245/246 |
| Commuter Services | 79 | Economics Degree, College of Social Sciences, Major/Minor | 163/164 |
| Comprehensive Examinations | 53, 69 | Education Department | 165 |
| Computer Access | 83 | Athletic Training, Major | 173 |
| Computer Science, Major/Minor | 136/137 | Early Childhood, Major | 166, 186 |
| Consortium Opportunities | 16 | | |

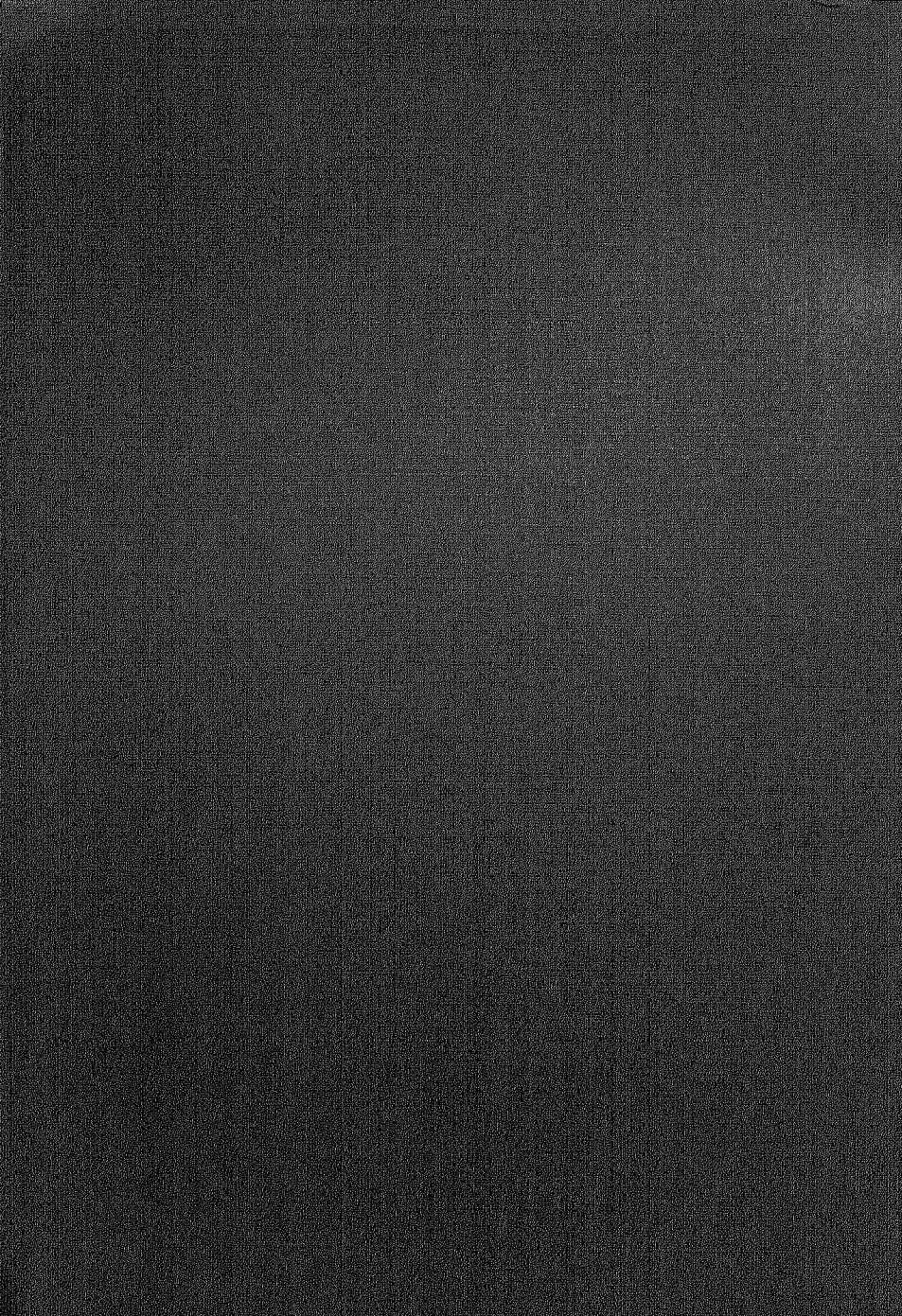
| | | | |
|---|----------|---|------------|
| Master of Education | 187 | General Electives | 47 |
| Community Counseling | 188 | German, Major/Minor | 138/140 |
| Counseling | 188 | Gospel Choir | 80 |
| Human Resource Development ... | 189 | Grade Change | 44, 52, 64 |
| Reading Education | 190 | Grade Grievance Procedure | 52, 66 |
| Montessori | 188 | Grade Point Average (GPA) | |
| Multicultural Literature | 191 | Calculation | 44, 64 |
| Special Education | 191 | Graduate Student, Dept. Minimums ... | 68 |
| Sport Administration | 193 | Grades, Transferring in | 23, 58 |
| Middle Childhood, Major | 167 | Grading System | 44, 64 |
| Montessori, Major/Minor | 183/186 | Graduate Courses Taken by | |
| Physical Education, Major | 172 | Undergraduate Students | 46, 58 |
| Professional Education, Minor | 171 | Graduate Degrees Offered (see index of | |
| Special Education, Major | 169 | Master's & Doctoral Degree Programs) | |
| Sport Marketing, Major | 175 | Graduate Programs | |
| Sport Management, Major | 175 | Policies | 55 |
| Teacher Licensure | 56, 165 | Enrollment of Undergraduates | 58 |
| Teaching Life Sciences, Major | 177 | Graduation, Applying for | 48, 68 |
| Electives, General | 47 | Graduation Honors, Undergraduate | 50 |
| Electronic Media, Major | 126 | Graduation Process, Commencement .. | 48, 68 |
| Eligibility for Extracurricular Activities .. | 51 | Grants & Assistantships | 61 |
| Emeriti, Faculty | 433 | Greek, Minor | 122 |
| Engineering Physics Options | 150, 151 | Health and Counseling Center | 81 |
| English Department, Major/Minor .. | 128/129 | Health Services Administration | |
| English as a Second Language (ESL) | 91 | Department | 194 |
| Enrollment Status & Classification ... | 44, 64 | High School Enrollment Options | 25, 26 |
| Entrepreneurial Center, Xavier | 260 | High School Equivalence (G.E.D.) | 25 |
| Entrepreneurial Studies | 256 | History Department, Major/Minor | 131 |
| Environmental Studies, Interdisciplinary | | History of Xavier | 13 |
| Minor | 91 | Home Schooled | 25 |
| Ethics/Religion & Society Focus | 94 | Honesty Policy, Academic | 51, 66 |
| Examinations, Comprehensive | 53 | Honor Societies & Professional | |
| Excess Credit Hours/Courseload | 45, 65 | Fraternities | 21 |
| Exchange Programs | 18 | Honors Bachelor of Arts | 89 |
| Executive MBA Program | 236 | Honors, Undergraduate Graduation | 50 |
| Expulsion, Dismissal | 51, 66 | Human Resource Development, M.Ed. | |
| Extracurricular Activities, Participation ... | 51 | Executive Program | 189 |
| Faculty, University Listing | 423 | Human Resources, Major/Minor | 245/246 |
| Faculty Emeriti | 433 | Humanities Degree Program | 133 |
| FAX Registration | 71 | Identification Card, ALL-CARD | 73 |
| Fees | 78 | Ignatian Programs | 85 |
| FERPA, Privacy Rights | 74 | Incomplete Coursework | 45, 65 |
| Finance Department, Major | 247 | Information Resources | 17 |
| Financial Aid and Scholarships (see | | Information Systems and Services | 17 |
| Scholarships and Financial Aid) | | Information Systems Department | 249 |
| Fine Arts, Major | 100 | Information Systems, Major | 249 |
| Forestry | 104 | Information Technology, Minor/ | |
| Fraternities, Professional | 21 | Certificate | 250/251 |
| French, Major/Minor | 138/139 | Institutional Review Board (IRB) | 53, 67 |
| Full-Time Student Status | 44, 64 | Institutional Memberships | 20 |
| Gallagher Student Center Welcome | | Instructional Technology Services | 18 |
| Desk | 80 | Intercollegiate Athletics | 18 |
| G.E.D. (General Educational | | Interdisciplinary Minors, Policies of and | |
| Development examination) | 25 | Listing | |
| General Business, Major | 254 | Environmental Studies | 91 |

| | | | |
|--|---------|--|---------------|
| International Studies | 90 | English, M.A. | 129 |
| Latin American Studies | 90 | Health Services Administration, M.H.S.A. | 194 |
| Peace Studies | 90 | Humanities, M.A. | 133 |
| Women's & Minorities' Studies | 90 | Nursing, M.S.N. | 201 |
| International Affairs, Major/Minor . | 215/217 | Psychology, M.A. | 221 |
| International Baccalaureate Policy | 25 | Theology, M.A. | 157 |
| International Business, Major/ Minor | 232/233 | Mathematics & Computer Science Department | 134 |
| International Students/Services Graduate Admission | 57 | Computer Science, Major/Minor | 136/137 |
| Student Services | 83 | Mathematics, Major/Minor | 134/135 |
| Undergraduate Admission | 24 | McDonald Memorial Library | 17 |
| International Studies, Interdisciplinary Minor | 90 | Medical Technology, Major | 108 |
| Italian | 138 | Memberships, Institutional | 20 |
| James E. Glenn Writing Center | 84 | Middle Childhood Education, Major | 167 |
| Japanese | 138 | Military Science Department | 91 |
| Jazz, Minor | 142 | Minors, Policies of and Listing | 47 |
| Jesuit Colleges & Universities Listing ... | 435 | Mission & Ministry | 85 |
| Jesuit Education | 15 | Mission of Service Statement preliminary pages | |
| Judicial Review Board | 80 | Mission Statement | 14 |
| Latin American Studies, Interdisciplinary Minor | 90, 140 | Modern Languages Department | 138 |
| Latin, Minor | 122 | American Sign Language | 138 |
| Leadership Development | 81 | French, Major/Minor | 138/139 |
| Learning Assistance Center | 82 | German, Major/Minor | 138/140 |
| Liberal Arts Degrees | 158 | Italian | 138 |
| Librarians, University Personnel | 422 | Japanese | 138 |
| Libraries, University Lodge Learning Laboratory | 17 | Latin American Studies, Interdisciplinary Minor | 140 |
| McDonald Memorial Library | 17 | Spanish, Major/Minor | 138/140 |
| Services | 84 | Montessori Education, Major/Minor | 183/186 |
| Licensure, Teacher | 56, 165 | Multicultural Affairs Office | 82 |
| Mail-In Registration | 71 | Multicultural Literature for Children | 191 |
| Majors, Policies of | 47 | Multiple Master's Degrees | 68 |
| Management and Entrepreneurship Department | 252 | Music Department | 141 |
| Entrepreneurial Studies, Major | 256 | Jazz, Minor | 142 |
| General Business, Major | 254 | Music, Major/Minor | 141/142 |
| Management, Major | 252 | Music Education, Major | 143 |
| Manresa Orientation | 82 | National Student Clearinghouse (NSC) ... | 73 |
| Map of Campus | 3 | Natural Sciences (See Departments of Biology, Chemistry and Physics) | 102, 112, 147 |
| Marketing Department, Major | 258 | Non-Degree Student Admission | 26, 56 |
| Master's Degree Programs Business Administration, M.B.A. | 234 | North Central Association of Colleges & Schools Commission | 19 |
| Criminal Justice, M.S. | 162 | Numbering of Courses | 45, 65 |
| Education, M.Ed. | 187 | Nursing Department | 197 |
| Community Counseling | 188 | Graduate Nursing Programs | 201 |
| Counseling | 188 | MSN/MBA | 201 |
| Human Resource Development ... | 189 | MSN/Med | 203 |
| Reading Education | 190 | Nursing, Major | 197 |
| Montessori | 188 | Nursing, RN Track | 199 |
| Multicultural Literature | 191 | RN to MSN Program | 200 |
| Special Education | 191 | Occupational Therapy Department | 205 |
| Sport Administration | 193 | | |

| | | | |
|---|----------|--|------------|
| Occupational Therapy, Major | 207 | Public Relations, Major | 126 |
| Post-Bacc Certificate Program | 209 | Publications, Student | 80 |
| Post-Bacc M.Ed. Program | 211 | Quality Points | 44, 64 |
| OnCourse, Degree Audit | 70 | Radio Station: WVXU-FM | 19 |
| Organizational Communication, Major .. | 126 | Radiologic Technology, Major | 110 |
| Orientation, Manresa | 82 | Reactivation | 27, 51, 57 |
| Part-Time Student Status | 44, 64 | Records Maintained | 74 |
| Pass/Fail Classes (Satisfactory/ Unsatisfactory Classes) | 72 | Recreational Sports | 80 |
| Payment Options | 35, 76 | Readmission | 27, 57 |
| Peace and Justice Programs | 85 | Reading Education, MEd Program | 190 |
| Peace Studies, Interdisciplinary Minor | 90 | Refunds | 77 |
| Performance Studies, Minor | 127 | Registrar, Office of | 83 |
| Philosophy Department, Major/ Minor | 145/146 | Registration Policies | 70 |
| Physical Education, Major | 172 | Repetition of Courses (Repeat) | 72 |
| Physics Department | 147 | Requirements for: | |
| Alternate Concentration | 153 | Associate Degrees | 49 |
| Applied Physics, Major | 149 | Bachelors Degrees | 48 |
| Engineering Physics Options | 150, 151 | Graduate Programs | 67 |
| Natural Sciences Option | 152 | Second Degrees | 49, 68 |
| Physics, Major/Minor | 147/149 | Reservation of Rights | 28, 54, 59 |
| Plagiarism | 51, 66 | Residence Life | 81 |
| Political Science & Sociology Dept. | 213 | Retention Services | 84 |
| Int'l Affairs, Major/Minor | 215/217 | RN to MSN Program | 200 |
| Int'l Studies, Interdisciplinary Minor .. | 90 | ROTC | |
| Political Science, Major/Minor .. | 213/214 | Air Force | 93 |
| Sociology, Major | 217 | Army | 91 |
| Post Baccalaureate Occupational Therapy Program | 209 | Scholarships | 34 |
| Post-Master's Programs | | Safety and Security, Office of | 82 |
| Doctor of Psychology (PsyD) | 222 | Satisfactory/Unsatisfactory Classes (Pass/Fail) | 72 |
| Post-Secondary Enrollment Option | 27 | Schedule Adjustment (Drop-Add) | 71 |
| Pre-Dental | 106, 117 | Schedule of Classes | 70 |
| Pre-Legal Study | 89 | Schiff Family Conference Center | 20 |
| Pre-MBA Studies, Certificate | 234 | Scholars Program | 88 |
| Pre-Medical Studies | 106, 117 | Scholarships and Financial Aid | |
| Pre-Medical Studies, Certificate | 107 | Undergraduate Information | 29 |
| Pre-Mortuary Science Curriculum | 119 | Endowed Scholarship Listing | 38 |
| Pre-Pharmacy Program | 118 | Federal Financial Aid Programs | 35 |
| PREP | 71 | Grants | 35 |
| Prerequisites | 45, 65 | Regulations for Scholarships | 31 |
| Priority Registration | 71 | Scholarships | 31 |
| Privacy Rights, FERPA | 74 | Service Fellowships | 31 |
| Probation, Undergraduate Academic | 50 | Standards of Academic Progress ... | 29 |
| Professional Accountancy Program | 239 | State Financial Aid | 36 |
| Professional Education, Minor | 171 | Withdrawal from the University | 37 |
| Program Requirements, Graduate | 67 | Graduate Information | 60 |
| Progress Toward Degree, Graduate Students | 68 | Assistantships | 61 |
| Psychological Services Center | 82 | Federal Financial Aid Programs | 61 |
| Psychology Department | 219 | Grants | 61 |
| Doctor of Psychology Degree | 222 | Standards of Academic Progress ... | 60 |
| Psychology, Major/Minor | 219/220 | Withdrawal from the University | 62 |
| | | Seal, University | 437 |
| | | Second Degree | 49, 68 |
| | | Selection of Courses | 70 |

| | | | |
|---|-------------|---|-------------|
| Semester Hours | 45, 65 | Teaching Life Sciences & Chemistry | 178 |
| Service Fellowship Program | 31 | Teaching Life Sciences & Physics | 179 |
| Service Learning Semester | 90 | Teaching Physical Sciences | 181 |
| Servicemembers Opportunity Colleges Program (SOC) | 27, 59, 62 | Theology Department, Major/ Minor | 155/156 |
| Social Sciences, College of | 16, 86, 159 | Thesis Requirement | 69 |
| Social Work Department, Major | 226 | Transcript/Academic Record | 73 |
| Sociology, Major | 213 | Transfer Students | 23, 58 |
| Spanish, Major/Minor | 138/140 | Trustees, Board of | 410 |
| Special College Programs (CAS) Liberal Arts Degrees | 158 | Tuition and Fees, Payment Plans | 76 |
| Special Education, Major | 169, 191 | Undergraduate Admission | 22 |
| Special University Programs | 88 | Undergraduate Core Curriculum | 94 |
| English as a Second Language (ESL) . | 91 | Undergraduate Courses taken by Graduate Students | 67 |
| Environmental Studies, Interdisciplinary Minor | 91 | Undergraduate Service Fellowships | 31 |
| Honors Bachelor of Arts | 89 | University Calendar | 4 |
| International Studies, Interdisciplinary Minor | 90 | University Counsel | 411 |
| Latin American Studies, Interdisciplinary Minor | 90 | University Information, General | 13 |
| Peace Studies, Interdisciplinary Minor | 90 | University Libraries Lodge Learning Laboratory | 17 |
| Pre-Legal Study | 89 | McDonald Memorial Library | 17 |
| ROTC (Army and Air Force) | 91 | Services | 84 |
| Service Learning Semester | 90 | University of Cincinnati Programs . | 115, 149 |
| University Scholars | 88 | University Personnel | 412 |
| Women's & Minorities' Studies, Interdisciplinary Minor | 90 | University Scholars Program | 88 |
| Sport Administration | 193 | University Seal | 437 |
| Sport Management, Major | 175 | University Singers | 80 |
| Sport Marketing, Major | 175 | Veterans' Education | 27, 59 |
| Standards of Academic Progress | 29, 60 | Waiver Policy, Transfer Students | 23, 58 |
| Student Development | 79 | Warning, Academic | 50, 66 |
| Student Events and Activities | 79 | Web Site Address is www.XAVIER.EDU | |
| Student Identification Card, ALL-CARD | 73 | Weekend M.B.A. Program | 237 |
| Student Life | 79 | Williams College of Business | 16, 86, 229 |
| Student Online Services (SOS) | 70 | Williams College of Business Centers Center for Business Ethich & Social Responsibility | 260 |
| Student Publications | 80 | Xavier Entrepreneurial Center | 260 |
| Student Responsibility Policy | 27, 69 | Withdrawal from the University ... | 37, 62, 73 |
| Studio Art, Minor | 100 | Women's and Minorities' Studies, Interdisciplinary Minor | 90 |
| Study Abroad Programs | 18 | Work-Study Program | 36, 62 |
| Substitution of Courses | 23, 58 | Writing Center, James E. Glenn | 84 |
| Summer Junior Program | 25 | Writing Standards | 51 |
| Suspension, Undergraduate | 50 | WVXU-FM | 19 |
| Table of Contents | 1 | Xavier At-A-Glance | 2 |
| Teacher Licensure | 56, 165 | Xavier Consulting Group | 19 |
| Teaching Life Sciences | 177 | Xavier Entrepreneurial Center | 260 |
| | | Xavier Players | 79 |
| | | XPLORE (on-line library catalog) | 84 |

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