

8-2000

2000-2002 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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2000-2002 Catalog

XAVIER
UNIVERSITY

Xavier University

2000-2002 Catalog

Undergraduate and Graduate Information

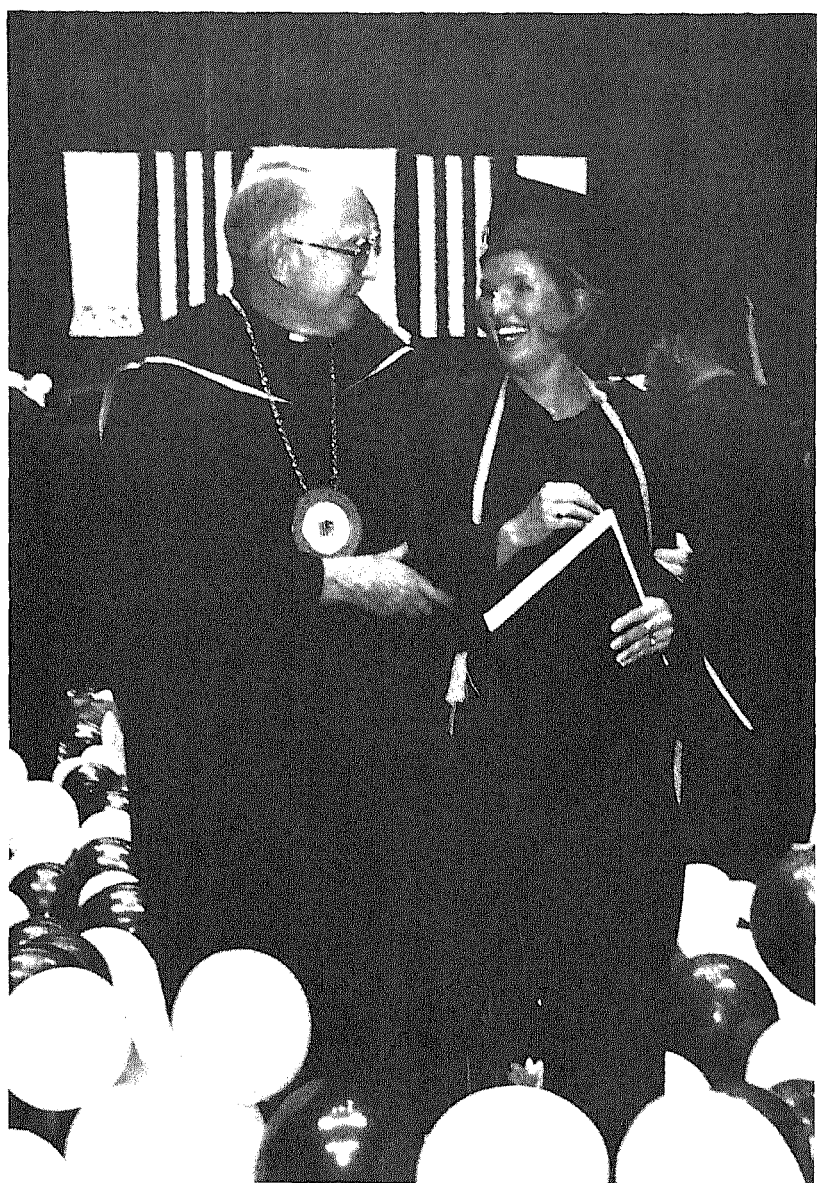
College of Arts & Sciences

College of Social Sciences

Williams College of Business

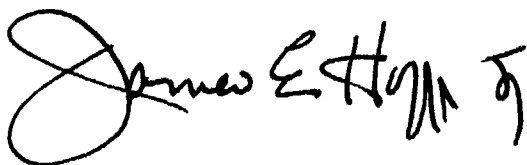
3800 Victory Parkway
Cincinnati, Ohio 45207-3131
513 745-3000

<http://www.xu.edu>



MY VISION FOR XAVIER

"My vision for Xavier is simple. What I want most of all is that a Xavier education be of such quality that each and every graduate will say: 'I received a superb education at Xavier. I could not have received a better education anywhere because I know that I am intellectually, morally and spiritually prepared to take my place in a rapidly changing global society and to work for the betterment of that society.' "

A handwritten signature in black ink, reading "James E. Hoff, S.J.". The signature is stylized, with a large, loopy initial "J" and "H".

James E. Hoff, S.J.

President

Xavier University

A GUIDE TO THIS PUBLICATION:

The Xavier University 2000-2002 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 257. 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 258 to 399. Course offerings as of August 2000 appear in the section, alphabetically by the four-character abbreviation of the subject area.

University Personnel: pages 400 to 423. 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 424 to 426, American Jesuit Colleges & Universities, Alma Mater Xavier, and University Seal.

Index: pages 427 to 432. 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 2000

[HTTP://WWW.XU.EDU/REGISTRAR/](http://www.xu.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.

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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 six 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 twenty-eight 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 60 majors from which to choose in the College of Arts and Sciences, College of Social Sciences, and the Williams College of Business. Minors are also offered in most areas of study including pre-professional programs in the areas of dentistry, engineering, law, medicine, mortuary science, and pharmacy. Graduate programs are offered in ten areas, including a doctorate in psychology. Xavier also offers six certificate programs.

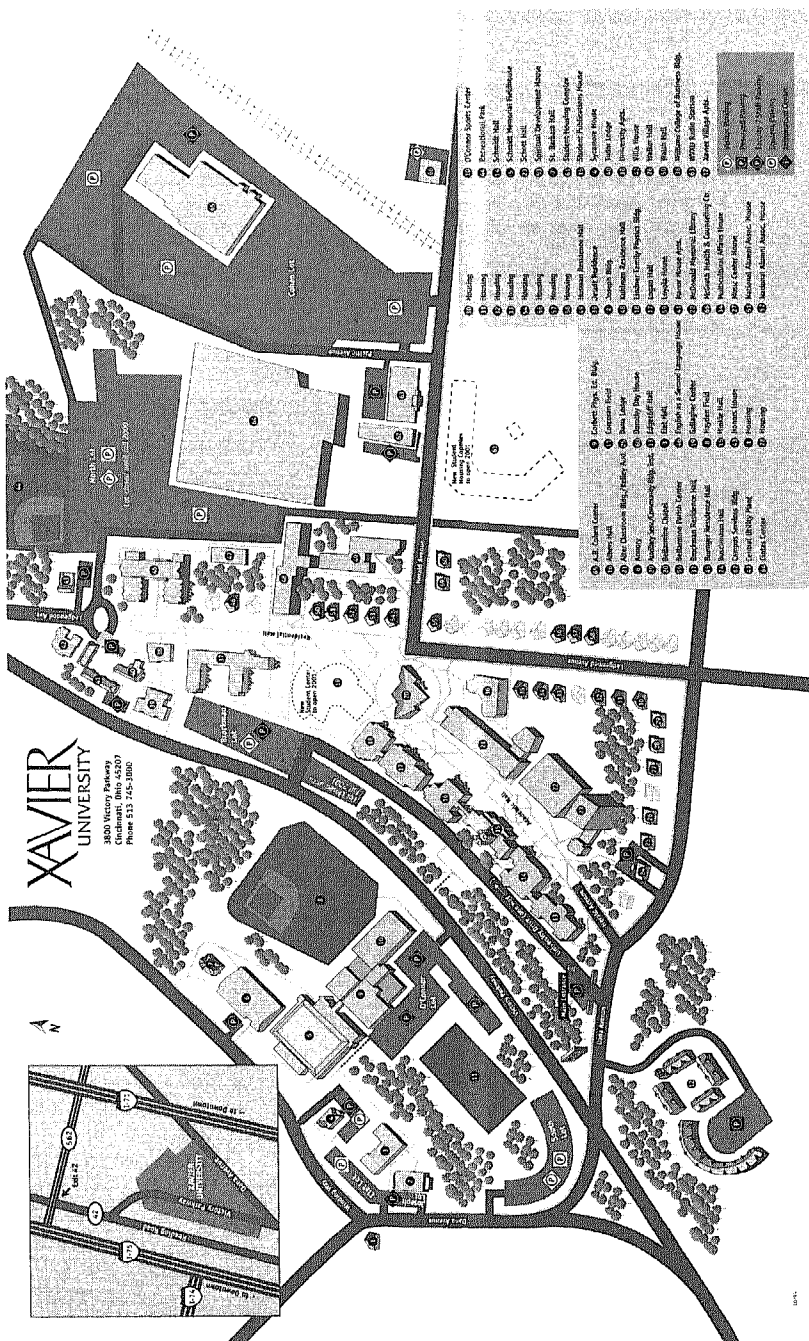
Enrollment: Totals approximately 6,450 students with about 4,000 undergraduates, and 2,500 graduate students. More than 85 percent of the freshman and sophomore population live on campus. Of the full-time undergraduates, 44% are men and 56% are women. Students come from more than 40 states and 46 countries.

Typical Freshman Profile: The middle 50% of new students at Xavier each year have GPAs between 3.07 and 3.85; ACT composites from 22 to 28; SAT composites from 1020 to 1240. More than 75% rank in the top half of their high school class. Approximately 87% live on campus in our modern residential facilities. The freshman retention rate is over 88%.

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, intramurals, and many more.

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

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



FALL SEMESTER 2000-2001

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 2000-2001

Monday, August 28 - Thursday, December 21, 2000

August 2000						
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

- 28 Formal registration for all students.
Classes begin at 4:00 p.m., except labs.

September 2000						
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

- 2 Last day for late registration or changes in registration.
4 **Labor Day Holiday**, classes do not meet.

UNIVERSITY CALENDAR

October 2000

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				

5-6 Fall Holiday - day classes & labs do not meet; 4:00 p.m. & after non-lab classes do meet.

November 2000

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		

22-26 Thanksgiving Holiday no classes

23 Thanksgiving.

27 Classes resume; and final day for withdrawal from full-term courses for undergraduate students.

December 2000

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						

15 Last day of classes. Final day for withdrawal from full-term courses for graduate students.

16-21 Final examinations.

17 Commencement Ceremony.

21 End of Fall Semester after last examination.

25 Christmas Day.

25-26, 29 University closed.

SPRING SEMESTER 2000-2001

Spring Semester 2000-2001 Tuesday, January 16 - Thursday, May 10, 2001

January 2001

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 New Year's Day.*
14 Formal Registration for all students.
15 Martin Luther King Jr. Holiday,
classes do not meet.
16 Classes begin at 8:30 a.m.
22 Last day for late registration or changes
in registration.

February 2001

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 2001

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

- 4-11 Spring break vacation, no classes.
12 Classes resume.

UNIVERSITY CALENDAR

April 2001

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					

12-15 Easter Holiday, no classes

15 *Easter Sunday*

16 Monday once-a-week classes 4 p.m.
or after meet, except labs.

17 All classes resume; and final day
for withdrawal from full-term
courses for undergraduate students.

May 2001

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		

4 Last day of classes. Final day for
withdrawal from full-term courses for
graduate students.

5-10 Final examinations.

10 End of Spring Semester

19 Commencement, 8:45 a.m.

21 Summer Session begins.

28 *Memorial Day Holiday*, classes do not
meet.

Summer Sessions 2001

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@admin.xu.edu

June 2001

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 2001

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				

FALL SEMESTER 2001-2002

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 2001-2002

Monday, August 27 - Thursday, December 20, 2001

August 2001

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

- 25 Graduate & CAPS student registration.
27 Formal registration for all students.
Classes begin at 4:00 p.m., except labs.

September 2001

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.
3 **Labor Day Holiday**, classes do not meet.

UNIVERSITY CALENDAR

October 2001

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			

4-5 Fall Holiday, day classes do not meet;
4:00 p.m. & after non-lab classes do
meet.

November 2001

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	

21-25 Thanksgiving Holiday, no classes

22 Thanksgiving

26 Classes resume; and final day
for withdrawal from full-term
courses for undergraduate students.

December 2001

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					

14 Last day of classes; and final
day for withdrawal from full-term
courses for graduate students.

15-20 Final examinations.

20 End of Fall Semester after last
examination.

25 Christmas Day.

24-25, 31 University closed.

SPRING SEMESTER 2001-2002

Spring Semester 2001-2002

Monday, January 14 - Thursday, May 9, 2002

January 2002

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	<i>21</i>	22	23	24	25	26
27	28	29	30	31		

1 New Year's Day.

12 Graduate & CAPS student registration.

13 Formal registration for all students.

14 Classes begin at 8:30 a.m.

19 Last day for late registration or changes in registration.

21 Martin Luther King Jr. Holiday,
classes do not meet.

February 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		

14-15 Spring Holiday, day classes do not meet; non-lab classes that begin at 4:00 p.m. & after do meet.

March 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
<i>31</i>						

25 Spring Break & Easter Holiday,
March 25 - April 1, no classes; except
Monday once-a-week non-lab 4:00
p.m. or after do meet April 1.

31 Easter Sunday.

UNIVERSITY CALENDAR

April 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 Monday once-a-week classes 4:00 p.m. or after do meet, except labs.
- 2 All classes resume.
- 15 Final date for withdrawal from full-term courses for undergraduate students.

May 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 Last day of classes; and final day for withdrawal from full-term courses for graduate students.
- 4-9 Final examinations.
- 9 End of Spring Semester after last examination.
- 18 Commencement, 8:45 a.m.
- 20 Summer Sessions begin.
- 27 *Memorial Day Holiday*, classes do not meet.

Summer Sessions 2002

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@ADMIN.XU.EDU

June 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						

July 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			



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, Father Roothan, the Jesuit General, responded to Bishop 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 Jesuit president. Under Fr. Hoff's leadership, the University has 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 46.
 - 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 is 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 broke ground in summer 2000. The campaign is also enhancing Xavier's endowment, providing additional funds for scholarships, financial aid, and creating The Brueggeman Center for Religious Dialogue.

The Century Campaign will end in May 2001. In the fall of 2001, Michael J. Graham, S.J. will be inaugurated as Xavier's 34th Jesuit 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 the Jesuit university. Such an education frees the individual from sole concentration on immediate concerns to explore the diverse achievements of civilization along with 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 M.B.A. and Executive M.B.A. programs, the Xavier Entrepreneurship Center and the Center for International Business. The Williams College of Business is accredited by the International Association for Management Education-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

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 47 for consortium policies and procedures. The consortium schools, which may include their branch campuses, are:

Art Academy of Cincinnati	Northern Kentucky University
Athenaeum of Ohio	Southern State Community
Chatfield College	College
Cincinnati Bible College & Seminary	Thomas More College
Cincinnati State Technical & Community College	The Union Institute
College of Mount St. Joseph	University of Cincinnati
Hebrew Union College - Jewish Institute of Religion	Wilmington College
Miami University	Xavier University

University Libraries

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 1,550 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 120 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.

Instructional Media Services

513 745-3603

Instructional Media Services (IMS), located in B-9 Alter Hall, provides instructional media hardware and software for classroom use. IMS maintains an electronic presentation classroom in Alter B-11 and provides support for the University's electronic classrooms.

IMS staff will arrange for the rental of films and video cassettes for students and faculty to use in the classroom. IMS has access to the GCLC film library and can also rent films that are not available locally.

Lodge Learning Laboratory

513 745-3319

Lodge Learning Laboratory is the curriculum resource center of the Xavier University libraries. 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.

Center for Academic Computing

513 745-4860

The Xavier University Center for Academic Computing (CAC) provides a wide range of services designed to meet a variety of users needs in the areas of instruction and research. Timesharing computing is available through the VAX mainframe. Access to the VAX is available from resident workstations through a modem, and from all computing lab workstations through the campus network. Applications software on the network includes WordPerfect, Word, EXCEL, PowerPoint, and a variety of subject-specific software used in classroom instruction.

General computing labs are located on campus in Alter Hall, the CBA building, Elet Hall, the Cohen Center, and a 24-hour lab in Kuhlman Hall (this is a temporary location until the new University Center is complete). A smaller computer study room is located in the McDonald Library. Networked workstations are PCs and Macs, with laser printing available in all labs.

Worldwide links, through the Internet, connect users at Xavier with users at millions of remote computers. Internet tools are Telnet, FTP/Archie, Usenet, Listservs, and Gopher/Veronica. Xavier University has a site on the World Wide Web (<http://www.xu.edu>).

CAC maintains an extensive user education program by routinely offering mini-courses on selected topics of computing interest, promoting and supporting the formation of focused user groups on campus, and maintaining a library of self-teaching tutorials on the file server accessible from all networked workstations.

CAC also helps faculty with their computing projects and promotes the integration of multimedia into the curriculum, through the facilities of the Faculty Resource Center for Instructional Technology (FIT) located in Alter Hall, and through joint efforts with other University departments in the strategic planning of technology-based learning spaces on campus.

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 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, 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-FM

513 731-9898

From its beginning in 1970 as a 10-watt station in a basement classroom at Xavier University, WVXU-FM and its seven-station X-Star Radio Network (the largest privately owned public radio network in the country) offer diverse programming to audiences in Ohio, Indiana and Michigan. Approximately 130,000 people tune in weekly to the network's innovative programming including news and business reports, radio dramas, and a variety of music formats. The X-Star Radio Network is affiliated with NPR, PRI, CNN and AP.

Recipients of numerous regional, national and international awards, WVXU-FM was the only individual radio station (commercial or public) to receive broadcasting's most prestigious honor, the George Foster Peabody Award, in 1995.

Xavier Consulting Group

513 745-3394

The Xavier Consulting Group, using consultants from faculty and the private sector, provides management and professional business training and consulting to business, non-profit and public sector organizations headquartered within the Greater Cincinnati/Tri-State area. It is the regional source for Continuing Education and Continuing Medical Education.

STAFF

Director: Phil Jones; Marketing/Sales Manager: Dryden Jones; Senior Program Manager: Sue Bensman; Program Manager: Julie Tepe; Administrative Assistant/Office Manager: Judy Massa.

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 M.S.N. and B.S.N. programs. The B.S.N. 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 International Association for Management Education (AACSB).

Cintas Center

513 745-3394

The Cintas Center is Xavier University's multi-purpose Convocation and Conference 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 650 people for dining, (3) a student dining area designed to seat 450 people for dining.

Director: Phil Jones; Operations Director: Jim Tracey; Assistant Director of Operations/Technical Director: Pat Sheridan; Administrative Secretary: Judy Massa.

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.

Director of Conference and Banquet Services: Jodi Harmeier

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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 Assembly of Collegiate Schools of Business; 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 University Programs in Health Administration; 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 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 for College & University Planning; 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.

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: [HTTP://WWW.XU.EDU](http://www.xu.edu)
Email address: Traditional age students: XUADMIT@XU.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, at WWW.XU.EDU/APPLY on-line
 - the Common Application
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 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
Elective	5+ units
TOTAL	21 units

Transfer Student Admission

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 Services 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:

total credit hours transferred to Xavier:	philosophy, theology & science credit hours transferred to Xavier			
	0-1	2-4	5-7	8+
total credit hours transferred to Xavier:	credit hours needed at Xavier to complete requirements in philosophy, theology, and sciences			
	less than 40	40 - 79	80+	
	9	6	3	0
	6	6	3	0
	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 address is xuglobal@xu.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.xu.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, occupational therapy, or radiologic technology 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; 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 institution of higher education. See page 24. "Transfer Student Admission" for complete transfer policies.

Non-Degree Student Admission

Students who do not wish to pursue a degree; but wish to take 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.

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 8:30 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 1.75.
- Students who have already completed two academic years must have a minimum cumulative GPA of 2.00.

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 Officer 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.

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 Burschmann 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, G.P.A. in his or her major of 3.000, and a cumulative G.P.A. of 2.000.

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.

Indian 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 \$4,000.00 scholarship is awarded to a minority freshman majoring in nursing. Further information can be obtained from the Office of Admission.

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 EFFECTS 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. Besl 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 Foundation 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
 Msgr. 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 Shaunnessy 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 69.

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 46.
C = Satisfactory	AU = Audit, no credit or grade earned
D = Minimum passing	S = Passing/Satisfactory, credit earned, no effect on GPA
F = Failure	U = Not passing/Unsatisfactory, no credit earned, GPA is affected
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. 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. A grade of "W" may be assigned in a pass/fail class if the student withdraws or stops attending.

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 71 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 "I" 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.

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 231).

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 425-430 for catalog reference):

College of Arts & Sciences	College of Social Sciences
Art History	Corrections
Biology	Criminal Justice
Chemistry	Economics
Classical Humanities	International Affairs
Communication Arts	Montessori Education
Computer Science	Professional Education
English	Political Science
French	Psychology
German	
Greek	Williams College of Business
History	Business
Jazz	Economics
Latin	Information Technology
Mathematics	International Business
Music	
Natural Sciences (Pre-Medical Studies)	Interdisciplinary Minors
Performance Studies	Environmental Studies
Philosophy	International Studies
Physics	Latin American Studies
Spanish	Peace Studies
Studio Art	Women's & Minorities' Studies
Theology	

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/R & S) elective course will be waived.
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. Students who transfer with two or fewer 3-credit theology courses must complete one appropriate 3-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.

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GRADUATE ADMISSION

web site address is <http://www.xu.edu/admissions/graduate>

Health Services Administration Graduate Program	513 745-1912 XUMHSA@XU.EDU
Master of Business Administration Graduate Program	513 745-3525 XUMBA@XU.EDU
Psychology Graduate Program	513 745-1053 XUPSYCH@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.

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 should be sent to the Department of Psychology. Admission materials for graduate programs in nursing should be sent to the Department of Nursing.

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 two official transcripts from all colleges or universities previously attended. The bachelor's degree must have been earned from a regionally accredited institution.
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 tests recommended.
 - f. Other Graduate Programs:
The Miller Analogies Test (MAT) or the Graduate Record Exam (GRE) is accepted for the following programs: The M.A. in English, humanities, and theology; the M.Ed. programs; and the M.S. 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 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. M.B.A. courses may not be taken without permission of the associate dean of the M.B.A. program. M.H.S.A. 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 CERTIFICATION/LICENSURE

5. A student taking courses for initial teacher certification/licensure must submit official copies of transcripts for all college work and see an academic advisor.
6. A student taking courses for certification/licensure renewal should see an academic advisor.

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 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 equivalent) and an average of "B" in ESL courses.
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) An affidavit of support from student or sponsor, stating that all expenses will be paid, and
(b) a separate statement from an official source to show that the student or sponsor is able to meet the expenses.

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 83). 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 year is required to complete a Reactivation Form before registering. The form is available in the Office of the Registrar or appropriate admission office. 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 and the dean. 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 accredited Jesuit business schools has agreed to accept all MBA credit hours transferred from other members of the consortium. Contact the MBA Office for further 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 his/her employer.
2. a student is specifically directed by the dean or program director 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 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 8:30 a.m. - 5:00 p.m., and Saturdays by appointment, 513 745-3142.

XUFINAID@XU.EDU
WWW.XU.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 M.A., M.Ed., M.S., 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.

FEDERAL GRANTS AND SCHOLARSHIPS

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 EFFECTS 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 69.

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.

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.

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, no effect on GPA
C+ =	U = Not passing/Unsatisfactory, no credit earned, GPA is effected
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 figured into quality points, nor quality hours. 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. A grade of "W" may be assigned, with no effect on the GPA in a pass/fail class if the student withdraws or stops attending.

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. See page 71 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 67 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 53 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. All MBA coursework must be graduate level MBA courses; all MHSA and Psy.D. 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:

College of Arts & Sciences	GPA
M.A. Humanities	2.800
M.A. English	3.000
M.A. Theology	2.800
College of Social Sciences	
Psy.D. Psychology	3.000
M.A. Psychology	3.000
M.S. Criminal Justice	2.800
M.S.N.	3.000
M.Ed.	2.800
M.H.S.A.	3.000
Post Baccalaureat Occupational Therapy Certificate	2.800
Williams College of Business	
M.B.A. & X.M.B.A.	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., M.B.A. or M.H.S.A., although more than one Master of Arts or Master of Science degree may be obtained in more than one subject or field. An M.Ed. in Human Resource Development or Sport Administration may be earned in addition to another M.Ed. 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

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.XU.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.

OnCourse reports are printed and distributed twice in an academic year, shortly before priority registration. Students may also request an audit at the Office of the Registrar at other times (a picture ID is required).

The report 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 have an approved advisor's signature on the registration form. 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.

Mail-in Registration

A mail registration period is offered to graduate students for the fall and spring semesters, and to all students for summer sessions. Students may obtain mail registration materials by calling or writing the Office of the Registrar.

Email and Fax Registration

An email and fax registration period is available to graduate and CAPS students each semester. Check the Schedule of Classes for pertinent dates and details.

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 and in the Schedule of Classes.

Late Registration

Late registration begins the first calendar day of the semester and ends on the seventh calendar day of the semester. Registration is not permitted after the seventh calendar day of the semester.

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 complete a drop-add form (undergraduate students must have an advisor's signature) in the Office of the Registrar, 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.xu.edu/registrar.

National Student Loan Clearinghouse (NSLC)

Xavier University is pleased to be in partnership with the National Student Loan Clearinghouse (NSLC). NSLC 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).

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

Student Identification Card (ALL CARD)

513 745-3374

The student identification card, ALL CARD, is required for all full-time and part-time students. ALL CARDS are provided through the ALL CARD Center, first floor, Williams College of Business. The card is the official University identification and must be in your possession while on campus. The ID services include access for library, purchase of athletic and special event tickets and facilities access.

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, off-campus XU-LD calling services, etc.

The ALL CARD technology even includes the student's ability to integrate Firststar's complete banking as well as PC 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.

Voice FX Grade Reporting

Xavier University has contracted with Voice FX to use its Telephone Registration Network™ ("TRN™") as a service bureau. TRN Grade Reporting service permits students to listen to their grades and grade point average using a touchtone telephone.

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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.

Record	Title of Official
Undergraduate Admissions	Director of Admissions Dean of 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, Career Services Center
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, 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.

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. The most popular payment plan is our Five Payment Plan whose features include:

- Five payments per semester. For the Fall Semester, the due dates are July, August, September, October, and November; in the Spring, the due dates are 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.

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. 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. 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. Students who register late will be charged a late registration fee. If 100% of amount due is not paid at registration, the unpaid balance will be subject to an interest charge.

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.

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 71) 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:

Number of Calendar Days From Beginning of the Semester (Full Term)	Amount of Refund
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%

Weekend Degree	MBA		Refund
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.

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.

Late Registration Fee - charged to all students registering after the stated deadline.

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.

Yearbook Fee - charged to all undergraduate students entitling them to a copy of the University yearbook.

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Picture
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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.

Department for Student Services *513 745-3205*

The Department for Student Services provides programs and services designed to meet the diverse needs of Xavier's student population. The following programs are under the auspices of the Department for Student Services.

Commuter Information Center *513 745-3824*

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

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.

Leadership Development *513 745-4892*

The Xavier Leadership Development program provides avenues for students to build and enhance their skills as leaders through experiential programs and workshops. The Peer Leadership Team is a group of upperclass students that coordinate many of the events to promote leadership development and leadership opportunities on campus. All programs attempt to instill an understanding principles in order for students to apply their knowledge and skills on campus and beyond. Examples of programs offered through Leadership Development are the Emerging Leaders Retreat, the Annual high School Leadership Conference, and the Advancing Leaders Workshop Series.

Student Events & Activities

513 745-3205 or -3202

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

Additionally, Student Services 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 70 student clubs and organizations.

Performing Arts

513 745-3202

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 \$1,000.00 per year, and grants are renewable for four years. They are awarded on an audition basis each February.

Information Center

513 745-3201

The Information Center assists with the identification of campus resources and maintains information on student and staff telephone numbers, emergency services, campus activities and events, and student organizations, and provides general referral for the campus. The Information Center provides service 24 hours a day.

Student Publications

513 745-3561

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

513 745-4894

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.

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.

Career Services Center

513 745-3141

The Career Services Center provides essential career development, job search and job success information and education. Career counselors assist students in identifying career interests and developing necessary job search skills, including resume writing, interviewing, employer identification and research. The Career Services Center sponsors the Professional Experience Program for students interested in part-time or summer work experience related to their career interest area. This office also manages the on-campus employment of Financial Aid awarded students. Additional services include on-campus interviews, a web-based job posting and resume system, and a yearly employment fair.

Psychological Services Center

513 745-3531

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. web site: WWW.XU.EDU/STUDEV/PSYCH

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.

Dining Services

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 security and law enforcement services. Department of Safety-Campus Police will be temporarily relocated during the construction of the new University Center. 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 tutoring to all Xavier students in a variety of academic subjects as well as general study skills. LAC tutors are trained and nationally certified. Third, the Peer Advising program, a combined effort with the Office of Residence Life, places upper class peer advisors in the first year residence halls to serve as academic mentors and resource/referral sources to first year students. 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 and other students of color. A variety of formal and informal group programs and individual advising opportunities is offered. The office and lounge areas at 3735 Ledgewood Drive 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.

Residence Life

513 745-3203 or fax 513 745-2837

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 residence hall. 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 Xavier Village Apartments, University Apartments, Manor House Apartments, 1019 Dana Apartments, 1760 Cleneay Apartments and the Xavier houses provide housing options for upperclass students. The apartments/houses are managed by an Apartments Manager who is a full-time Masters-level staff member and by an Assistant Apartment Manager who is a graduate student.

The Office of Residence Life is located at 3820 LedgeWood (Walsh Hall). Staffed by a Director, Associate Director 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.

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. For more information, see page 17.

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 30 and 59 of this catalog.

The office is located in Walker Hall, 1500 Dana Avenue. Office hours are Monday-Friday 8:30 a.m.-5:00 p.m., and Saturdays by appointment.

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 Freshman Success Program, The Parents Participation Program, the Faculty Feedback Program, Freshman Seminars, 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.

Registrar

513 745-3941

WWW.XU.EDU/REGISTRAR

The Office of the Registrar, located in 129 Alter Hall, provides services for students, faculty, staff, and alumni in the following areas: class registration, academic records maintenance, academic transcripts, consortium, grade processing, degree certification, diploma production, commencement, veterans' benefits, transfer credit evaluation, enrollment verification, catalog editor, and statistical enrollment related reporting. Office staff are committed to courteous, efficient service to the Xavier University community.

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 60 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 100 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

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 (WWW.XU.EDU/WRITCNTR).

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SPIRITUAL DEVELOPMENT

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

Members of the Division of Spiritual Development cooperate with administration, faculty and students to ensure integration between 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.

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

Peace and Justice Programs

513 745-3046

Centered at Dorothy Day House, Peace and Justice Programs offers opportunities to the University community to heighten awareness of current issues that confront us and our world. The administrative staff of Dorothy Day House works with students, individually and in groups, as they develop their interest in and commitment to social action. Programming includes lectures and dialogues with local, national and international peace and justice specialists, as well as activities to stimulate open discussion, and responsible scholarship and action.

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)
 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
 Montessori Education
 Special Education
 Concentrations:
 Mild/Moderate
 Moderate/Intensive
 Early Childhood
 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)

Curriculums/Programs (CAS or WCB)

Pre-Mortuary Science Curriculum (CAS)

Pre-Pharmacy Program (CAS)

Professional Accountancy Program (WCB)

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)

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)

English (CAS)

Humanities (CAS)

Psychology (CSS)

Theology (CAS)

The Master of Health Services Administration (CSS)

The Doctor of Psychology (CSS)

Graduate Certificate Programs (CSS)

Post Master's Clinical Counseling Endorsement 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 A.B. 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 SERVICE LEARNING SEMESTER

The 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 which may be investigated are the nature of aggression; analysis of war and of conditions or policies bearing on war; ethical and moral issues concerning war and peace and social and economic justice strategies of world order; peaceful settlement of political and social conflicts; philosophies and strategies of non-violence; and blueprints for peace.

Successful completion of the program will be noted on the student's official transcript at the student's request. Further information concerning the Peace Studies Minor can be obtained from 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 220 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 139 for course requirements.

Information on the minor can be obtained from the director and in the section of the catalog on minors in the department of modern languages.

REQUIREMENTS FOR THE LATIN AMERICAN STUDIES MINOR

Eighteen (18) hours of courses: LAS core course taught in English (SPAN 353), one course in language development (SPAN 300-305), one course in Latin American literature (SPAN 427-429, 440-445), one course in theology as approved, one course in Latin American history (HIST 327, 340-344, 428) or Political Science as approved, one elective course from above areas or SPAN 306, 351 or 352 or as approved.

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 advanced vocabulary 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 Officer 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 five 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 Basic Camp; 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, Intro. to Leadership I	1
MILS 102, Leadership Laboratory *	1
MILS 103, Intro. to Leadership II	2
MILS 104, Leadership Laboratory *	1

Sophomore Year

MILS 201, Military Training & Speaking	3
MILS 202, Leadership Laboratory *	1
MILS 203, Military History	3
MILS 204, Leadership Laboratory*	1

Junior Year

MILS 301, Basic Military Tactics	3
MILS 302, Leadership Laboratory *	1
MILS 303, Advanced Military Tactics	3
MILS 304, Leadership Laboratory *	1

Senior Year

MILS 401, The Military Team	2
MILS 402, Leadership Laboratory*	1
MILS 403, Professional Development	2
MILS 404, Leadership Laboratory*	1

* Each 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.

* * * * *

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 that its students need to discern what is truly good for themselves and society and to develop a sense of duty to be a contributing member of society.
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. 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/R&S 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.

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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.

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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*; MR. AROUTIUNIAN, SR. BEIERSDORFER, MS. CHOUTEAU, BR. PRYOR

Adjunct Faculty: MS. COPFER, MS. LINSEY, MR. MARTENS, MS. TERRILL, MS. UETZ, MS. ZAHOREC

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 B.A. 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>
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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/R&S 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 STUDIO ART OR ART HISTORY MINORS

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

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

Scheduling Notes:

- Consult the Undergraduate Core Curriculum description on page 94 of the Catalog.
- E/R&S Focus Elective requirement may be used to satisfy another element of the Core.

BACHELOR OF FINE ARTS DEGREE IN ART

The B.F.A. degree in Art is distinguished from the BA degree in Art by its intensity and structure. Students seeking a B.F.A. 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 B.F.A. 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 B.F.A. 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>
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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 (E/RS)	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 several 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 predental 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 178)
- The Associate of Science in Radiologic Technology
- The Minor in Biology
- The Minor in Natural Sciences

FACULTY

BIOLOGY

Faculty: DR. GROSSMAN, *chair*; FR. BAUMILLER, DR. CHAMBERS, SR. CHARTERS, DR. CLOSE-JACOB, DR. ENGLE, DR. FINKE, DR. HEDEEN, DR. HORAN, FR. MEIER, MR. PETRI

Laboratory Instructors: MR. GEHNER, MS. HEATH, DR. JACOB, DR. LAINE

Coordinator of Pre-Professional Health Advising: MS. COMBS

Adjunct Faculty: MR. PECQUET

MEDICAL TECHNOLOGY

Faculty: SR. CHARTERS, *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; and 210/211 or 450/451 [either one of these two lecture/lab combinations]; and at least one course from 240, 244, 250.

- 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	Hsitory 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/R&S Focus Elective	3
Philosophy Elective	3	General Elective	3
Social Science Elective	3	Social Science Elective	1
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 2.00 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 B.S. 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 B.S. in Biology degree can be taken during the senior year.

Requirements for the Applied Biology Major

Core Curriculum Requirements

Cultural Diversity Elective	1	History	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	3
Foreign Language	6	Literature	3
Mathematics MATH 150 and 151 ..	6	ENGL 205 or CLAS 205	3
E/R&S 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.

B.S. Applied 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>
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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

BIOL 210, General Botany	2	BIOL 250, Ecology	3
BIOL 211, General Botany Lab	2	BIOL 251, Ecology 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 151, Elements of Calculus II	3
THEO 111, Theological Foundations	3	Literature Elective	3
ECON 200, Microeconomic Principles	3	ECON 320, Natural Resources, E/R&S	3
		Cultural Diversity Elective	1
Total	17	Total	18

Junior Year

BIOL 498, Biological Research I	1	BIOL 450, Bacteriology	2
PHIL 290, Theory of Knowledge	3	BIOL 451, Bacteriology Lab	2
BIOL 398, SEM: Environmental Studies	3	BIOL 499, Biological Research II	1
History I	3	History II	3
MATH 156, Statistics	3	Theology Elective	3
ENGL/CLAS 205, Lit & the Moral Imag	3	Social Science Elective	3
		Fine Arts Elective	3
Total	16	Total	17

Senior Year

During the junior year the student should apply for admission to Duke University. The B.S. Applied Biology degree will be awarded by Xavier University upon satisfactory completion of one year of full-time study (at least 24 credit hours) at Duke University.

If a student is unable to enter Duke University, arrangements should be made with the Biology Department chair to determine the senior year courses necessary for completion of requirements leading to the B.S. Biology degree.

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 96 credit hours at Xavier University is required for completion of the degree after Duke coursework is completed.

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
Total	14 or 15	Cultural Diversity Elective	1
		Total	15 or 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	3	PHIL 290, Theory of Knowledge	3
Theology Scrip/Hist or Christ Sys Elective ..	3	History II	3
Literature Elective	3		
Total	17	Total	14
Senior Year			
BIOL 498/CHEM 398, Biology or Chemical Research	1	BIOL 499/CHEM 399, Biological or Chemical Research	1
Biology or Chemistry Electives *	4	Biology or Chemistry Electives *	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 B.S. 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. Xavier University is affiliated with the following hospital-based programs: St. Elizabeth Medical Center, Covington, KY, and the University of Cincinnati Medical Center.

The year of professional study at the hospital-based program consists of the following courses: Clinical Chemistry, Clinical Microscopy, Diagnostic Parasitology, Hematology, Immunology, Immunohematology, 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

Cultural Diversity Elective	1	History	6
ENGL 101 or 115	3	Social Sciences	6
PHIL 100 and 290	6	Fine Arts	3
THEO 111 & Theo Srp/History		Literature Elective	3
Christ Sys Elective	6	ENGL 205 or CLAS 205	3
Mathematics MATH 150 & 156	6		
Foreign Language	6		
E/R&S Focus Elective	3		

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

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>
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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	3	History II	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/R&S Focus Elective	3		
Total	17	Total	15

Senior Year (refer to page 356)

The B.S. 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 Bethesda North Hospital, 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 383-384.
- 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

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
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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.

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THE DEPARTMENT OF CHEMISTRY

The Department of Chemistry, in cooperation with the Departments of Biology and Physics, offers several 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 premedical 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 179)
- Prepharmacy Program

FACULTY

Faculty: DR. HOPKINS, *chair*, DR. BABA, DR. BARKER, DR. BUNDSCHUH, DR. DAVIS, DR. FENLON, DR. McLOUGHLIN

Laboratory Instructors: DR. MAJETI, DR. MARAWI, MS. STROUD

Adjunct Faculty: FR. THEPE

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 four major fields (inorganic, analytical, 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

- 44 hours in chemistry courses: CHEM 160, 161, 162, 165, 235, 237, 240, 241, 242, 243, 300, 320, 322, 330, 339, 340, 341, 398, 399, 411, 420, 421, 3-hour CHEM elective.
- Four successful completions of Chemistry Seminar, CHEM 390 (zero credit hours).
- 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 44 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 165, General Chemistry II Lab	1
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	14

B.S. Chemistry, continued

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
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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
CHEM 235, Physical Analytical Lab I.....	1	CHEM 237, Physical Analytical Lab II	1
MATH 220, Calculus III	4	PHYS 172, University Physics II	3
PHYS 170, University Physics I	3	PHYS 163, Introductory Physics Lab II	1
PHYS 161, Introductory Physics Lab I	1	PHIL 290, Theory of Knowledge	3
THEO 111, Theological Foundations	3	Literature Elective	3
Cultural Diversity Elective	1		
Total	17	Total	15

Junior Year

CHEM 320, Physical Chemistry I	3	CHEM 322, Physical Chemistry II	2
CHEM 339, Physical Analytical Lab III	1	CHEM 341, Instrumental Analysis Lab	2
CHEM 340, Instrumental Analysis	3	CHEM 330, Quantum Chemistry	2
Theology Scrip/Hist or Christ Sys Elective ..	3	Philosophy Elective	3
CHEM 300, Chemical Literature	1	CHEM 398, Chemical Research I Thesis	1
CHEM 390, Chemistry Seminar	0	CHEM 390, Chemistry Seminar	0
History I	3	History II	3
		ENGL/CLAS 205, Lit & the Moral Imag	3
Total	14	Total	16

Senior Year

CHEM 411, Organic Synthesis & Analysis ..	3	CHEM 399, Chemical Research II	1
CHEM 420, Inorganic Chemistry	3	CHEM 421, Inorganic Chemistry Lab	1
Chemistry Elective	3	CHEM 390, Chemistry Seminar	0
CHEM 390, Chemistry Seminar	0	Social Science Elective	3
E/R&S Focus Elective	3	Fine Arts Elective	3
Social Science Elective	3	General Electives	4
		Theology Ethics or Rel/Cult 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.
- 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

- 32 hours of chemistry courses: CHEM 160, 161, 162, 163, 220, 221, 240, 241, 242, 243, 300, 340, 341, 398, 399, 3 hours of CHEM electives.
- Two successful completions of Chemistry Seminar, CHEM 390 (zero credit hours).
- 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	3	History II	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 220, Principles of Phys Chemistry ...	3	PHYS 162, College Physics II	3
CHEM 221, Analytical Chemistry	1	PHYS 163, Introductory Physics Lab II	1
PHYS 160, College Physics I	3	PHIL 290, Theory of Knowledge	3
PHYS 161, Introductory Physics Lab I	1	Social Science Elective	3
MATH 150, Elements of Calculus I	3	Fine Arts Elective	3
Theology Scrip/Hist or Christ Sys Elective .	3		
Cultural Diversity Elective	1		
Total	15	Total	13
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
E/R&S Focus Elective	3	Philosophy Elective	3
CHEM 300, Chemical Literature	1	ENGL/CLAS 205, Lit & the Moral Imag	3
Literature Elective	3	General Elective	3
General Elective	3	Theology Ethics or Rel/Cult Elective	3
Total	14	Total	16

<i>B.S. Chemical Science, continued</i>			
<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Senior Year			
CHEM 340, Instrumental Analysis	3	CHEM 341, Instrumental Analysis Lab	2
CHEM 398, Chemical Research I Thesis	1	CHEM 399, Chemical Research II	1
Chemistry Elective	3	CHEM 390, Chemistry Seminar	0
CHEM 390, Chemistry Seminar	0	Social Science Elective	3
General Electives	9	General Electives	7
Total	16	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.

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 Electives	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 Electives *	9
E/R&S Focus elective	3		
(which 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, 165, 235, 237, 240, 241, 242, 243, 320, 322, 330, 339.
- 30 semester hours of computer science, mathematics and physics courses: 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>
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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 235, Physical Analytical Lab I	1	CHEM 237, Physical Analytical Lab II	1
MATH 220, Calculus III	4	MATH 230, Differential Equations	3
PHYS 350, Theoretical Mechanics I	3	PHYS 351, Theoretical Mechanics II	3
E/R &S Focus Elective	3	PHIL 290, Theory of Knowledge	3
PHIL 100, Ethics as Intro to Philosophy	3	ENGL/CLAS 205, Lit & the Moral Imag	3
Cultural Diversity Elective	1	CSCI 170, Computer Science I	3
Total	18	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 330, Quantum Chemistry	2
History I	3	Mathematics Elective	3
Engineering (University of Cincinnati)	4	History II	3
CHEM 339, Physical Analytical Lab III	1	Theology Scrip/Hist or Christ Sys Elective .	3
Fine Arts Elective	3	Engineering (University of Cincinnati)	4
Total	18	Total	19

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.

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 or 15	Total	15 or 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	3	PHIL 290, Theory of Knowledge	3
Theology Scrip/Hist or Christ Sys Elective ..	3	History II	3
Literature Elective	3		
Total	17	Total	14
Senior Year			
BIOL 498/CHEM 398, Biology or Chemical Research	1	BIOL 499/CHEM 399, Biological or Chemical Research	1
Biology or Chemistry Electives *	4	Biology or Chemistry Electives *	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.

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, and 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 B.S. degree, this can be done easily within the B.S. in Biology, B.S. in Chemical Science, and B.S. 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 165, General Chemistry II Lab	1
THEO 111, Theological Foundations	3	PHIL 100, Ethics as Intro to Philosophy	3
PSYC 101, General Psychology	3	ENGL 101, English Composition	3
		Cultural Diversity Elective	1
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	3	PHIL 290, Theory of Knowledge	3
Literature elective	3	ECON 200, Microeconomic Principles	3
Total	17	Total	17

PRE-MORTUARY SCIENCE CURRICULUM

See page 158 for information.

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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*; DR. HARRISON; DR. SHAPIRO

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	3
History I	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		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

<i>B.A. Classics, continued</i>			
<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 Electives	6
Science Elective	3		
E/R&S 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.

First Semester *Credit Hours.* *Second Semester* *Credit Hours*

Freshman Year

LATN 101, Elementary Latin I or GREK 101, Elementary Greek II	3	LATN 102, Elementary Latin II or GREK 102, Elementary Greek II	3
History I	3	History II	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 Electives	11
Science Elective	3		
E/R&S 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. ANDERSON, DR. DAILY, MR. HAGERTY, DR. KING, DR. MICHELS, DR. PATNODE, MR. SCHICK, MR. SMITH

Academic Staff: MS. MIMS, MS. PEARCE, MS. TIGHE

Adjunct Faculty : MS. DAILY, MR. FELD, FR. GAMBER, MR. GANGER, MS. GILCHRIST, MS. HAGERTY, MR. HILL, MS. HOLTKAMP, MR. MASTRIANI, MR. MUELLER, MS. NEAD, MR. ROSS, MS. SPRINGFIELD, FR. THEPE, MS. TEMPLETON, 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 Vontter 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>
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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	3	Literature Elective	3
COMM 100, Survey of Comm Studies *	3	History II	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
Total	15	Total	15

Junior Year

Philosophy Elective	3	E/R&S 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

* Fulfills Cultural Diversity requirement

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 345, 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, COMM 275, COMM 346, COMM 363, COMM 371, COMM 375, COMM 406, or COMM 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*; DR. CLINE-BAILEY, FR. CONNOLLY, DR. FINKELSTEIN, DR. FONTANA, DR. GETZ, DR. HERREN, DR. RUSSELL, DR. 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, 222, 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	3	History II	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 222, Rhetoric II: Theory & Text	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	E/R&S Focus Elective	3
Cultural Diversity Elective	1		
Total	16	Total	15

<i>B.A. English, continued</i>			
<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 Electives	6
General Elective	3		
Total	15	Total	15
Senior Year			
English Electives	6	ENGL 499, English Senior Seminar	3
General Electives	9	English Elective	3
		General Electives	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 6 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 M.A., 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. 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: DR. FORTIN, *chair*; DR. ANDERSON, DR. FAIRFIELD, FR. GRAHAM, DR. GRUBER, DR. KORROS, FR. LAROCCA, MS. SARNOFF, DR. SIMON, DR. SMYTHE, DR. TIRO

Adjunct Faculty: DR. MECKLEY, DR. PRICE, MR. UHRIG, 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 2 of the 3 sequences of HIST 123/124 or HIST 133/134 or HIST 143/144.
 - 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 (continued study of foreign		Elective (continued study of foreign	
language strongly recommended)	3	language strongly recommended)	3
Cultural Diversity Elective	1		
Total	16	Total	15
Junior Year			
History Electives	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/R&S 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 Electives	8
General Electives	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 three sequences of HIST 123/124 or HIST 133/144 or HIST 143/144; one additional course from HIST 123, 124, 133, 134, 143, 144; 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

- THE WESTERN INTELLECTUAL TRADITION I-VII (HUMN 501-507). 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, prepare an acceptable 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. SNODGRASS, *chair*; DR. BERRY, DR. COWEN, DR. FLASPOHLER, DR. GOLDWEBER, DR. JOHNSON, DR. LARKIN, DR. LEWANDOWSKI, DR. OTERO, DR. PULSKAMP, DR. ROSSA, MR. TRUNNELL, DR. VANDERBILT, DR. WALKER

Academic Staff: MS. DORAN, MS. HOLLAND

Adjunct Faculty: MR. BARTH, MR. BUTZ, DR. CHUDNOVSKY, MR. COLE, MR. DOYLE, MS. KAUSCHER, BR. LOHREY, MS. SOUTHWICK, DR. TORSELLA

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 170-161, and PHYS 172-163.
- 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>
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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 3	History II 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 Electives 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 7 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 cooperation 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

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
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	3	History II	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 center.

See the Department of Accounting and Information Systems for additional computer courses.

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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

Academic Staff: MS. GODDARD, MS. McDIARMID

Adjunct Faculty: American Sign Language - MS. BARTH, MS. FLEMING, MR. MILLER, MS. MONAHAN, MS. CHAMBERS; French - MS. LAJEUNESSE, MS. KECK, DR. LOWE-DUPAS; German - MS. HASLER; Italian - MS. FROIKIN; Japanese - MR. TSUKAKOSHI; Spanish - MS. FAGIN, MS. GARCIA, MR. GODOY, MS. MERZ, MS. SOTELO, MS. THEMUDO.

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 hours from 420-461 and nine hours of electives from GERM 300-499.
 - c. Spanish: must include SPAN 300 or 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).
- A 2.000 cumulative average must be attained in the major.

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 chair of the department and with the Office of Teacher Education in Elett 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>
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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 Electives	6
French, German or Spanish Electives	6	General Elective	3
Theology Ethics or Rel/Cult Elective	3	E/R&S Focus Elective	3
Total	15	Total	15

Senior Year

French, German or Spanish Electives	6	French, German or Spanish Elective	3
General Electives	9	General Electives	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
- A 2.000 cumulative average must be attained in the French courses.

REQUIREMENTS FOR THE GERMAN MINOR

- 15 hours of German courses: six hours from GERM 300-351, six hours from GERM 410-497, 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 the German courses.

REQUIREMENTS FOR THE SPANISH MINOR

- 15 hours of Spanish courses: three hours from SPAN 300 or 301, twelve additional hours from SPAN 300 and above. All courses must be in Spanish to count toward the minor.
- A 2.000 cumulative average must be attained in the Spanish courses.

REQUIREMENTS FOR THE LATIN AMERICAN STUDIES MINOR

- 18 hours of courses relating to Latin America: L.A.S. core course taught in English (SPAN 353); one course in Spanish language development; one course in Latin American literature; one course in theology; one course in either Latin American history or Political Science; one elective course. Courses will be approved each semester by the program director in consultation with the chair of the appropriate department.
- A 2.000 cumulative average must be attained in these courses.

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) and six credit hours in literature (GERM 410-497).
 - c. Spanish: must include at least six credit hours in language (SPAN 300-306) and six credit hours in literature/culture (SPAN 350-445).
- A 2.000 cumulative average must be attained in the concentration.

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. ROHRIG, DR. SKEIRIK

Adjunct Faculty: MS. ACORD, MS. ANDRES, MR. BABBITT, MR. BAYDA, MS. BEATY, MR. BELL, MR. BOTTOMLEY, MS. CAMPBELL, MR. CAMPIONE, MR. DEFOOR, DR. EAGEN, MR. GARDNER, MR. HART, MS. HART, MS. HAUTZENROEDER, MR. HINKLE, MR. HUBER, MR. JOHNS, MR. KEENE, MS. KOEPFLE, MR. LEAVITT, MR. MARQUIS, MR. MERCER, MS. MYERS, MR. NORTON, MR. PARR, MR. PRIOR, MS. SZABO-REYNOLDS, MR. SHERWOOD, MS. SLATER, MR. STUCKEY, MR. SWISHER, MS. VENNEMEYER, MR. WELLS, MR. WOOLARD, MS. YENNEY

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			
MUSC 210, Survey of Music Literature I	3	MUSC 211, Survey of Music Literature II ..	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>
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Sophomore Year

MUSC 310, Music History I 3	MUSC 311, Music History II 3
MUSC 300, Theory III 3	MUSC 302, Theory IV 3
MUSC 301, Sightsinging/Dictation III 1	MUSC 303, Sightsinging/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
History I 3	History II 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/R&S 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, 3 hours in applied music, 3 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, 3 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			
MUSC 210, Survey of Music Literature I	3	MUSC 211, Survey of Music Literature II ..	3
MUSC 200, Theory I	3	MUSC 202, Theory II	3
MUSC 201, Sightsinging/Dictation I	1	MUSC 203, Sightsinging/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 310, Music History I	3	MUSC 311, Music History II	3
MUSC 300, Theory III	3	MUSC 302, Theory IV (Comp.)	3
MUSC 301, Sightsinging/Dictation III	1	MUSC 303, Sightsinging/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
Total	18	PHIL 100 or Literature Elective	3
		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
ENGL/CLAS 205 , Lit & the Moral Imag ...	3	Science Elective	3
		Theology Scrip/Hist or Christ Sys Elective .	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	History II	3
History I	3	E/R&S 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
- EDSM 471, Student Teaching and Seminar (9 credit hours) is required for state certification.

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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. QUINN, DR. SWEENEY, DR. WELTON.

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; 12 hours from "History of Philosophy" sequence (typically PHIL 300-309); 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	3	History II	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

<i>B.A. Philosophy, continued</i>			
<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Sophomore Year			
Mathematics Elective	3	Mathematics Elective	3
Fine Arts Elective	3	Science Elective	3
PHIL 290, Theory of Knowledge	3	PHIL 301, Hist of Ancient Philosophy or	
Theology Scrip/Hist or Christ Sys Elective .3		PHIL 304, Hist of Early Modern Phil	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, Hist of Medieval Christian Phil or		PHIL 306, Contemporary Continental Phil or	
PHIL 309, Hist of Islamic/Jewish Phil	3	PHIL 308, Late Modern Philosophy	3
General Electives	6	Social Science Elective	3
Philosophy Elective	3	Theology Ethics or Rel/Cult Elective	3
		General Elective	3
Total	15	Total	15
Senior Year			
PHIL 300, Origins of Philosophy or		Philosophy Electives	6
PHIL 301, Hist of Ancient Philosophy	3	General Electives	9
Philosophy Seminar	3		
General Electives	5		
E/R&S Focus Elective	3		
Total	14	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.

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; 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.
- 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 181).

FACULTY

Faculty: DR. TOEPKER, *chair*; DR. FATUZZO, DR. HERBERT, DR. KECK, DR. MILLER, DR. YERIAN

Laboratory Instructor: MR. TURPIN

Adjunct Faculty: MS. CARLSON, 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 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.

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.
- 21 hours of additional science and mathematics courses: CHEM 160, 161, 162, 165; 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.

B.S. 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>
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Freshman Year

PHYS 170, University Physics I	3	PHYS 172, University Physics II	3
PHYS 171, Explorations in Physics	1	MATH 171, Calculus II	4
MATH 170, Calculus I	4	ENGL 101 or 115, Engl Comp or Rhetoric .	3
PHIL 100, Ethics as Intro to Phil	3	Computer Science Elective	3
Foreign Language	3	Foreign Language	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
PHYS 350, Theoretical Mechanics I	3	PHYS 351, Theoretical Mechanics II	3
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 165, General Chemistry II Lab	1
THEO 111, Theological Foundations	3	Fine Arts	3
		Cultural Diversity Elective	1
Total	17	Total	17

Junior Year

PHYS 330, Atomic Physics	3	PHYS 340, Nuclear Physics	3
PHYS 331, Atomic Physics Lab	1	PHYS 341, Nuclear Physics Lab	1
PHYS 360, Electromagnetism I	3	PHYS 361, Electromagnetism II	3
Mathematics Elective	3	PHYS 364, Physical Optics	3
Literature Elective	3	PHYS 365, Physical Optics Lab	1
PHIL 290, Theory of Knowledge	3	PHYS, MATH or CSCI Elective *	3
		Theology Scrip/Hist or Christ Sys Elective .	3
Total	16	Total	17

Senior Year

PHYS 376, Quantum Mechanics I	3	PHYS 377, Quantum Mechanics II	2
PHYS 382, Thermodynamics	3	PHYS 398, Physics Thesis	1
Philosophy Elective	3	Theology Ethics or Rel/Cult Elective	3
Social Science Elective	3	Social Science Elective	3
History I	3	History II	3
E/R&S Focus Elective	3	ENGL/CLAS 205, Lit & the Moral Imag	3
Total	18	Total	15

* Not required, but strongly recommended for those who plan to attend graduate school.

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 124 credit hours is typical to meet degree requirements, with 120 credit hours as the absolute minimum.

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	6
English Composition/Rhetoric	3	Fine Arts	3
PHIL 100 and 290	6	Liberal Arts Electives *	9
THEO 111 and Theology elective	6	ENGL/CLAS 205, Lit and & Moral Imag ...	3
Foreign Language	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: CHEM 160, 161, 162, 165; 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 B.S. 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>
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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
PHYS 350, Theoretical Mechanics I 3	PHYS 351, Theoretical Mechanics II 3
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 165, General Chemistry II Lab 1
THEO 111, Theological Foundations 3	Fine Arts Elective 3
	Cultural Diversity Elective 1
Total 17	Total 17

Junior Year

PHYS 360, Electromagnetism I 3	PHYS 340, Nuclear Physics 3
PHYS 330, Atomic Physics 3	PHYS 341, Nuclear Physics Lab 1
PHYS 331, Atomic Physics Lab 1	ENGL/CLAS 205, Lit & the Moral Imag 3
Mathematics Elective 3	PHYS 364, Physical Optics 3
History I 3	PHYS 365, Physical Optics Lab 1
PHIL 290, Theory of Knowledge 3	History II 3
	Theology Scrip/Hist or Christ Sys Elective . 3
Total 16	Total 17

Senior Year

A Bachelor of Science (Applied Physics) will be awarded upon the completion of an additional 9 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.

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	CHEM 162, General Chemistry II	3
PHYS 243, Electronics I Lab	1	CHEM 165, General Chemistry II Lab	1
PHYS 350, Theoretical Mechanics I	3	PHYS 351, Theoretical Mechanics II	3
THEO 111, Theological Foundations	3	MATH 230, Differential Equations	3
MATH 220, Calculus III	4	Fine Arts Elective	3
CHEM 160, General Chemistry I	3	Cultural Diversity Elective	1
CHEM 161, General Chemistry I Lab	1	PHYS 244, Electronics II	2
Total	17	PHYS 245, Electronics II Lab	1
Total	17	Total	17
Junior Year			
PHYS 360, Electromagnetism I	3	PHYS 364, Physical Optics	3
PHYS 330, Atomic Physics	3	PHYS 365, Physical Optics Lab	1
PHYS 331, Atomic Physics Lab	1	Literature Elective	3
Mathematics Elective	3	PHYS 340, Nuclear Physics	3
Program Electives *	6	PHYS 341, Nuclear Physics Lab	1
Total	16	PHIL 290, Theory of Knowledge	3
Total	16	E/R&S Focus Elective	3
Total	16	Total	17
Senior Year			
Program Elective *	3	PHYS 398, Physics Thesis	1
Theology Scrip/Hist or Christ Sys Elective .	3	Program Elective *	3
History I	3	History II	3
Social Science Elective	3	Social Science Elective	3
Philosophy Elective	3	ENGL/CLAS 205, Lit & the Moral Imag	3
Total	15	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 128 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.
- 9 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	2
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		
Total	16	Total	14
Sophomore Year			
PHYS 350, Theoretical Mechanics I	3	PHIL 100, Ethics as Intro to Philosophy	3
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	Foreign Language Elective	3
Cultural Diversity Elective	1		
Total	18	Total	17

B.S. Applied Physics
Option B: Natural Sciences, continued

Junior Year			
PHYS 330, Atomic Physics	3	PHYS 340, Nuclear Physics	3
PHYS 331, Atomic Physics Lab	1	PHYS 341, Nuclear Physics Lab	1
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
		E/R&S Focus Elective	3
Total	14	Total	17
Senior Year			
PHYS 360, Electromagnetism I	3	PHYS 398, Physics Thesis	1
History I	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	3
Total	15	Total	17

Scheduling Notes:

- Consult the Undergraduate Core Curriculum description on page 94 of the Catalog.
- The E/R&S Focus Elective is required, but one of the other Core requirements may be selected to fulfill the requirement.
- A minimum of 128 credit hours is required for the degree.

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>
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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
PHYS 350, Theoretical Mechanics I 3	PHYS 351, Theoretical Mechanics II 3
MATH 220, Calculus III 4	MATH 230, Differential Equations 3
Social Science Elective 3	THEO 111, Theological Foundations 3
Program Elective * 3	Social Science Elective 3
	Cultural Diversity Elective 1
Total 16	Total 16

Junior Year

PHYS 360, Electromagnetism I 3	PHYS 340, Nuclear Physics 3
PHIL 290, Theory of Knowledge 3	PHYS 341, Nuclear Physics Lab 1
PHYS 330, Atomic Physics 3	Literature Elective 3
PHYS 331, Atomic Physics Lab 1	Program Electives * 6
Program Elective * 3	Fine Art Elective 3
Program Elective ** 3	
Total 16	Total 16

Senior Year

ENGL/CLAS 205, Lit & the Moral Imag 3	PHYS 364, Physical Optics 3
History I 3	PHYS 365, Physical Optics Lab 1
Philosophy Elective 3	PHYS 398, Physics Thesis 1
Program Elective * 3	History II 3
Theology Scrip/Hist or Christ Sys Elective . 3	Program Electives * 6
E/R&S 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/R&S Focus Elective is required, but one of the other core requirements may be selected to fulfill the requirement.
- A minimum of 129 credit hours is required for this degree.

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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. HILL, *chair*; DR. AHLGREN, FR. BRACKEN, DR. DEWEY, DR. GIBLIN, DR. GOLLAR, FR. KLEIN, DR. KNITTER, DR. MADGES, DR. MELCHER, FR. OVERBERG, FR. TRAUB

Adjunct Faculty: DR. AKERS, FR. BOKENKOTTER, MS. BOLTZ, SR. BROSNAN, MR. CHOQUETTE, MR. FINKE, FR. FISHER, MR. GABLE, DR. GALLAGHER, SR. GERDEMAN, MS. HARTMAN, DR. HATER, RABBI KAMRASS, MS. KING, REV. KOSTOFF, MS. MUETHING, MS. NIEHAUS, DR. OBERMARK, FR. O'DONNELL, DR. RAPP, MS. RAVENNA, MR. SAUERBREY, RABBI STEINBERG,

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, 303, 390, scripture elective, non-Christian religious traditions elective, three elective courses (201-499).
- A research paper 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	3	History II	3
History I	3	Science Elective	3
Science Elective	3	PHIL 100, Ethics as Intro to Philosophy	3
THEO 111, Theological Foundations	3	Literature Elective	3
Total	15	Total	15

<i>B.A. Theology, continued</i>			
<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Sophomore Year			
Science Elective	3	Fine Arts Elective	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
THEO 250, Intro to Scripture *	3	Theo Elective (Buddhism, Judaism, etc.)	3
Theology Elective	3	General Electives**	6
General Electives**	6	E/R&S Focus Elective	3
Total	15	Total	15
Senior Year			
THEO 303, Christian Ethics: M & Q *	3	THEO 290, Sem: Christian Doc Today	3
THEO 390, Senior Sem: Ideas & Methods ..	3	General Electives **	11
Theology Electives	6		
General Elective**	3		
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 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 502, Christian Tradition and the Task of Understanding
- THEO 504 - Foundations of Scripture Study
- THEO 506 - Foundational Issues in Ethics
- THEO 520 - Survey of Christian Doctrine
- Six graduate-level theology courses.

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 M.A. 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 two 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: 12 hours.
- A minimum of 60 credit hours is required for the degree.

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 fine arts
6 credit hours of biology	6 credit hours of mathematics
6 credit hours of literature	3 credit hours of theology/philosophy
6 credit hours of general electives	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.

<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
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.

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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.

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THE DEPARTMENT OF CRIMINAL JUSTICE

The Department of Criminal Justice offers several degrees and programs:

- The Bachelor of Science in Criminal Justice
- 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. RICHARDSON, Interim Chair, DR. ENDRES, Graduate Advisor

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 the recommended Math course.

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.

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	3	History II	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/R&S 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 & 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 M.S. 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 B.A. 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. R. ZIMMERMAN, chair; DR. ABU-RASHED, DR. BERTAUX, DR. BLACKWELL, DR. COBB, MS. GUNNARSSON, DR. MARMO, DR. QUENEAU, DR. RANKIN, DR. WEINBERG, DR. WILSON

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	3	History II	3
ENGL 101 or 115, Engl Comp or Rhetoric ..	3	ECON 200, Microeconomics Principles	3
Total	15	Total	15
Sophomore Year			
ECON 201, Macroeconomics Principles	3	STAT 200, Intermediate Business Stats	3
INFO 301, Mgmt Of Info Tech	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

<i>B.A. Economics, continued</i>			
<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
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/R&S 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 (Pre-K - 3)
Middle Childhood Education (Grade 4 - 9)
Special Education (M/M, M/I, Early Childhood)
Physical Education
Athletic Training
Sport Management
Sport Marketing
Teaching Sciences (Grades 7-12)
Montessori Education (Pre-K, K-3)

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 M.Ed. section beginning on page 188 for the list of options. Also offered are the Executive M.Ed. in Human Resource Development and the M.Ed. in Sport Administration.

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. GAFFNEY, DR. GARDNER, DR. GEER, DR. HAMILL, DR. HESS, MS. HEWAN, MR. HUTTON, DR. KORTH, DR. KRINER, MR. MASSIE, DR. McCONNELL-FODOR, DR. McKENZIE, DR. MERRILL, DR. PROSAK-BERES, DR. QUINN, DR. RICHARDSON, DR. RIORDAN, DR. SHUPE, DR. VAUGHAN, MS. VERTUCA, DR. WUBBOLDING

Adjunct Faculty: MR. ALEXANDER, MR. ARMSTRONG, DR. ANDERSON, DR. BERES, MR. BREEN, MR. BRONSIL, MR. BROWN, MS. BUNTE, MR. BYRD, MS. CAMPBELL, MS. CHURCH-KISSEL, MR. COMODECA, DR. CONCANNON, DR. COOKE, MS. CROSBY, MR. DIRR, MR. EFFRON, MS. FLANAGAN, MR. FRIESEN, MR. GAMBLE, SR. GERHARDSTEIN, MR. GORDON, MR. GOULET, MS. GRAY, MS. GUERRY, MS. HARVEY, DR. HENDERSON, MS. HOOKS-GRAY, MS. JENIKE, DR. JURKOWITZ, DR. KESSINGER, MS. KRAPP, MR. KRAUSE, MS. LOFQUIST, MS. MEYERS, MS. OMELTSCHENKO, MS. ONDASH, MS. PARSONS, MS. PERRY, DR. PHELPS, MS. PIERRATT, MS. PINCIOTTI, MS. PREZIOSI, MR. PROFITT, MS. PRUDEN, MS. QUARANTA, MR. RAY, MS. RICHARDSON, MS. ROBINSON, MS. ROUFF, MS. RYAN, DR. SALZMANN, MR. SCHLIESS, DR. SCHMIDT, MS. SCHMIDT, MR. SCHUMACHER, MR. SETA, DR. STARK, MR. TAYLOR, MS. TUCK, MS. WINTERMAN, 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.

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 must 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. This will be a departure from the traditional elementary in that the focus will be the young child. 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. Developmentally appropriate practice as well as 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.
- 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 2.50 cumulative overall GPA must be achieved 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 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			
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>
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Sophomore Year

Core Courses	9	Core Courses	9
EDFD 110, Human Dev & Learning	3	EDEC 210, Early Childhood Development .	3
EDFD 251, Instructional Technology	3	EDSP 205, Foundations in Early Child	3
EDFD 260, Cultural Diversity in Ed Setting	3	EDCH 324, Children's Lit for Early Child ..	3
Total	18	Total	18

Junior Year

Core Courses	6	Core Courses	6
EDRE 269, Phonics & Found of Literacy	3	EDEC 230, Play in Early Child Ed	3
EDRE 312, Read Meth for Early Child	3	ARTS 222, Art in Early Child Ed	3
EDME 359, Full Day Child Care	3	EDEC 330, Math/Science Early Child Ed ...	6
EDEC 325, Methods of Observation/Coll	3		
Total	18	Total	18

Senior Year

Core Courses	3	EDEC 450, Student Teach Early Child	11
EDEC 335, Lang Arts/Soc St Early Ch Ed ..	6	EDEC 451, SEM:Cur Iss Early Child Ed	1
EDEC 340, Integrated Curr Early Child	3		
EDRE 478, Dia & Corr Reading Dis	3		
EDRE 471, Content AreaLiteracy	3		
Total	18	Total	12

Scheduling Notes:

- 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 are subject to change.

BACHELOR OF SCIENCE

DEGREE IN MIDDLE CHILDHOOD EDUCATION GRADE 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 nine 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.

- Students with concentration fields other than mathematics (where course requirements are specific) satisfy mathematics core with 6 hours above the MATH 110 level.
- Math courses numbered 110 and below will count as electives only.
- The E/RS Focus Elective that meets another core requirement should be chosen.
- A 2.500 cumulative overall GPA must be achieved in 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 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			
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
EDFD 251, Instructional Technology	3	EDSP 200, Sp Ed: Id & Issues	3
EDFD 260, Cultural Diversity in Ed Setting	3	EDCH 326, Children's Lit for Middle Gr	3
Total	18	Total	18
Junior Year			
Core/Concentration Courses	9	Core/Concentration Courses	12
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		
Total	18	Total	18
Senior Year			
Core/Concentration Courses	12	EDMC 455, Stu Teach: Middle School	11
EDMC 351-354 Middle School		EDMC 456, SEM:Cur Is Middle Sch Ed	1
Curr Ped & Ast	6	EDRE 471, Content Area Literacy	3
Total	18	Total	15

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
Early Childhood 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: The undergraduate core curriculum must be fulfilled. A 2.500 cumulative average must be attained in the core curriculum for recommendation to teacher licensure program. 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	3	History II	3
THEO 111, Theological Foundations	3	PHIL 100, Ethics as Intro to Philosophy	3
EDSP 200, Sp Ed: Id & Issues	3	Biology Elective	3
Total	15	Total	15
Sophomore Year			
Theology Scrip/Hist or Christ Sys Elective .3		EDSP 201, Intro to Emot Dist	3
EDFD 260, Cultural Diversity in Ed	3	EDSP 204, Read Assess & Strat	3
EDSP 363, Sp Ed: Assess & Eval	3	EDRE 269, Phonics/Foundations-Lit	3
EDSP 360, M/M Charact & Strategies	3	EDSP 205, Found in Early Child Sp Ed	3
EDSP 361, Field Experience	1	EDFD 251, Instructional Tech	3
Physical Science Elective	3	PHIL 290, Theory of Knowledge	3
Total	16	Total	18
Junior Year			
Fine Arts Elective	3	EDCH 320, Multicultural Literature	3
EDMC 345, Intro to Middle School	3	EDSP 380, Classroom Management	3
EDSP 203, Sp Ed: Comm & Collab	3	EDSP 365, M/M Adapt & Mod Curr Prac I	3
EDRE 471, Content Area Literacy	3	Physical Science Elective	3
EDSP 364, DAP Instru Materials	3	Philosophy Elective	3
		EDSP 368, Sp Ed: Current Issues	2
Total	15	Total	17
Senior Year			
Theology Ethics or Rel/Cult Elective	3	EDSP 400, M/M Student Teaching	9
EDSP 366, M/M Adapt & Mod Curr Prac II	3	EDSP 401, Teaching Seminar	1
Foreign Language Elective	3	Foreign Language Elective	3
EDSP 367, Sp Ed: Behav & Soc Skills	3		
EDSP 362, M/M Support Services	3		
ENGL/CLAS 205, Lit and the Moral Imag	3		
Total	18	Total	13

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 128 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		EDFD 110, Human Dev & Learning	3
Mathematics Elective	3	Mathematics Elective	3
History I	3	History II	3
THEO 111, Theological Foundations	3	PHIL 100, Ethics as Intro to Philosophy	3
EDSP 200, Sp Ed: Id & Issues	3	Biology Elective	3
Total	15	Total	15
Sophomore Year			
Theology Scrip/Hist or Christ Sys Elective ..3		EDSP 201, Intro to Emot Dist	3
EDFD 260, Cultural Diversity in Ed	3	EDSP 205, Found in Early Child Sp Ed	3
EDFD 251, Instructional Tech	3	EDRE 269, Phonics/Foundations-Lit	3
EDSP 370, M/I Charact & Strategies	3	EDSP 204, Read Assess & Strat	3
EDSP 361, Field Experience	1	EDSP 373, M/I Assess & Evaluation	3
Physical Science Elective	3		
Total	16	Total	15
Junior Year			
PHIL 290, Theory of Knowledge	3	EDCH 320, Multicultural Literature	3
Fine Arts Elective	3	EDSP 380, Classroom Management	3
EDMC 345, Intro to Middle School	3	EDSP 374, M/I Instr Met & Accom I	3
EDSP 203, Sp Ed: Comm & Collab	3	EDSP 372, Comm & Collaboration	3
Physical Science Elective	3	Philosophy Elective	3
EDPE 389, Adapt Motor Dev	3	EDSP 368, Sp Ed: Current Issues	2
Total	18	Total	17
Senior Year			
Theology Ethics or Rel/Cult Elective	3	EDSP 402, M/I Student Teaching	9
EDSP 375, M/I Instr Met & Accom II	3	EDSP 401, Teaching Seminar	1
Foreign Language Elective	3	Foreign Language Elective	3
EDSP 367, Sp Ed: Behav & Soc Skills	3		
EDSP 376, M/I Support Services	3		
ENGL/CLAS 205, Lit and the Moral Imag ..3			
Total	18	Total	13

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 128 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

Early Childhood Intervention Specialist Five 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>
Year One			
ENGL 101 or 115, Engl Comp or Rhetoric ..3		EDFD 100, Intro to Education	3
Mathematics Elective	3	EDFD 251, Instructional Tech	3
History I	3	History II	3
THEO 111, Theological Foundations	3	PHIL 100, Ethics as Intro to Philosophy	3
EDSP 200, Sp Ed: Id & Issues	3	Physical Science Elective	3
EDFD 260, Cultural Diveresity in Ed	3	EDFD 110, Human Dev & Learning	3
Total	18	Total	18
Year Two			
Theology Scrip/Hist or Christ Sys Elective ..3		EDEC 210, Early Childhood Dev	3
EDSP 201, Intro to Emot Disturbed Child ...3		EDSP 203, Sp Ed: Comm & Coll	3
EDSP 372, Comm Strategies & Tech	3	EDCH 324, Children's Literature.....	3
EDSP 205, Found in Early Child Sp Ed	3	EDSP 391, ECSPED Learning Theories	3
Mathematics Elective	3	Biology Elective	3
EDSP 361, Field Experience	1	Theology Ethics or Rel/Cult Elective	3
Total	16	Total	18
Year Three			
PHIL 290, Theory of Knowledge	3	Philosophy Elective	3
EDRE 269, Phonics/Foundations-Lit	3	EDCH 320, Multicultural Literature	3
EDRE 312, Reading Method - EC	3	EDEC 230, Play in EC Education	3
EDME 359, Full Day Child Care	3	ARTS 222, Arts in EC Education	3
EDEC 389, Adaptive Motor Development ..3		EDEC 330, Math/Science Block EC	6
Science Elective	3		
Total	18	Total	18
Year Four			
EDEC 335, LA/Social Studies	6	EDSP 365, M/M Adapt&Mod Cur Prac I....	3
EDEC 340, Integrated Curr - EC	3	EDSP 204, Read Assess & Strat	3
EDRE 376, M/I Support Services	3	EDSP 393, ECSPED: Curr Practice	3
EDSP 392, ECSPED: Observ & Assess	3	ENGL/CLAS 205, Lit and the Moral Imag ..	3
EDRE 471, Content Area Literacy	3	Fine Arts Elective	3
		EDSP 367, Sp Ed: Beh&Soc Skills Mgmt ..	3
Total	18	Total	18

Early Childhood Intervention Specialist Five Year Guideline, continued

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Year Five			
Foreign Language Elective	3	EDSP 403, ECSPED Student Teaching	9
EDEC 450, Student Teaching EC	9	Foreign Language Elective	3
EDEC 451, SEM: Current Issues	3	EDSP 401, Teaching Seminar	1
Total	15	Total	13

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 166 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 the Director of Secondary Education who will serve as advisor for licensure purposes only. 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 2.7000 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 Music 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/R&S Focus Elective
- Social science requirement included within the major.

Major Requirements:

- 28 hours of education courses: EDMS 131, 411; EDRE 371; EDFD 110; EDSP 200 and 380; and EDME 350 and 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	3	History II	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, Medical Ethics *	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
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

* Medical Ethics 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 137 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 certification with the athletic training degree. This, however, may require additional semesters because of the athletic training degree and teaching certification requirements of 1,200 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 University, 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

Core curriculum requirements [The undergraduate core curriculum must be fulfilled to meet State of Ohio regulations in general education for teacher certification.](see page 94): 64 hours including

- Science requirements included within the major requirements.
- Social sciences requirement completed within the professional courses in the major.

- Mathematics requirements: MATH 116 or 156 and one elective chosen from MATH 120-170.

Major requirements:

- Minimum 56 hours of education courses: EDAT 143, 150, 250, 323, 343, 344, 345, 346, 347, 350, 386/387, 450, 492, 495; EDHE 288, 375, 387; EDPE 267, 377, 381.
- A 2.000 cumulative GPA must be attained in these education major courses.
- 6 hours of social sciences courses: PSYC 101, and PSYC 261 or SOCI 101.
- 20 hours of science courses: BIOL 140, 141, 142, 143, 160/161, 340; and PHYS 160/161.
- 3 hours of INFO 301, Managing Information Technology.
- 3 hours of EDHE 168, EDPE 313, or PSYC 477, Athletic Training elective.
- 1000 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, physics 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
INFO 301, Mgmt of Info Tech	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	MATH 120-170 (or placement selection) ...	3
		EDHE 375, Nutrition	2
Total	15	Total	18
Sophomore Year			
BIOL 160, General Biology I	3	EDPE 267, Physiology of Exercise	3
BIOL 161, General Biology I Lab	2	EDAT 344, Therapeutic Exercise	3
PHIL 290, Theory of Knowledge	3	Foreign Language Elective	3
Foreign Language Elective	3	MATH 116, Elementary Statistics	3
EDAT 343, Therapeutic Modalities	3	EDAT 346, Orthopedic Injuries II	3
EDAT 150, Practicum I	1	EDAT 250, Practicum II	1
EDAT 345, Orthopedic Injuries I	3	Cultural Diversity Elective	1
Total	18	Total	17

B.S. Athletic Training, continued

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Junior Year			
PHYS 160, College Physics I	3	EDAT 386, Adv Kinesiology for Ath Trn ...	2
PHYS 161, Intro Physics I Lab	1	EDAT 387, Adv Kinesiology Lab	1
EDAT 347 Orthopedic Injuries III	3	EDAT 450, Practicum IV	1
History Elective	3	History Elective	3
EDAT 350, Practicum III	1	BIOL 340, Advanced Physiology	3
Theology Scrip/Hist or Christ Sys Elective ..	3	Literature Elective	3
EDPE 381, Assess & Measure PE/Sport	3	ENGL/CLAS 205, Lit & the Moral Imag	3
Total	17	Total	16
Senior Year			
EDPE 377, Org Adm of Health, PE & AT ...	3	EDAT 495, Internship	9
EDAT 492, Senior Seminar	3	Athletic Training Elective	3
PSYC 101, General Psychology	3	E/R&S Focus Elective	3
Theology Ethics or Rel/Cult Elective	3	EDHE 387, Current Iss & Ethics in HE	2
Social Science Elective	3		
Fine Arts Elective	3		
Total	18	Total	17

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the catalog.
- A minimum of 136 credit hours is required for the degree.

BACHELOR OF SCIENCE DEGREE IN SPORT MANAGEMENT OR SPORT MARKETING

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.
- 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:

- 71 hours, distributed as follows:
 - Area 1 12 hours management courses required: EDSM 110 and 322, MGMT 300, INFO 301.
 - Area 2 8 hours social ethics required: EDPE 193, SOCI 232, PSYC 477.
 - Area 3 6 hours legal aspects required: EDSM 348, BLAW 300.
 - Area 4 12 hours communication arts required: COMM 101, 207 and 6 hours of electives (COMM 206-479).
 - Area 5 6 hours of marketing required: MKTG 300 and EDSM 310. Students wishing to concentrate in sport marketing must take an additional 6 hours of electives, with adviser's permission.
 - Area 6 3 hours of accounting required: ACCT 200.
 - Area 7 6 hours of economics required: ECON 200 and 201.
 - Area 8 9 hours of sport and physical education electives required.
 - Area 9 9 hours of sport management/marketing internship required. Students may register for 3 hour blocks or complete a full-time 9 hour internship. Each 3 hour block equals 200 clock hours for a total of 600 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>
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Freshman Year

ENGL 101 or 115, Engl Comp or Rhetoric ..3	3	THEO 111, Theological Foundations	3
Mathematics Elective	3	MATH 116, Elementary Statistics	3
PHIL 100, Ethics as Intro to Philosophy	3	COMM 101, Oral Communications	3
History Elective	3	History Elective	3
Foreign Language Elective	3	Foreign Language Elective	3
Sport Activity Elective	2	EDPE 193, History & Phil of Sport	2
Total	17	Total	17

Sophomore Year

Science Elective	3	Science Elective	3
Literature Elective	3	PHIL 290, Theory of Knowledge	3
COMM 207, Interpersonal Communication	3	SOCI 232, Sociology of Sport	3
EDSM 110, Intro to Sport Management	3	ECON 201, Macroeconomics Principles	3
Cultural Diversity Elective	1	MKTG 300, Principles of Marketing	3
ECON 200, Microeconomic Principles	3	INFO 301, Mgmt of Info Tech	3
Sport Activity Elective	2		
Total	18	Total	18

Junior Year

Theology Scrip/Hist or Christ Sys Elective ..3	3	ACCT 200, Financial Accounting	3
Marketing Elective +	3	Marketing Elective +	3
Science Elective	3	EDSM 310, Intro to Sport Marketing	3
ENGL/CLAS 205, Lit & the Moral Imag	3	Sport Activity Elective	3
Communication Arts Elective	3	Communication Arts Elective	3
BLAW 300, Legal Environment	3	MGMT 300, Managerial Behavior	3
Total	15/18	Total	15/18

Senior Year

Fine Arts Elective	3	EDSM 495, Sport Mgmt/Mktg Internship ...	9
Theology Ethics or Rel/Cult Elective	3	Sport Activity Elective	2
PSYC 477, Sports Psychology	3	Philosophy Elective *	3
Sport Activity Elective	2		
EDSM 348, Legal & Ethical Iss in Sport	3		
Total	14	Total	14

+ For students with a concentration in sport marketing.

* 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 4 hours of biology electives (BIOL 222, 240, 244, 350, 351, 352, 353, 360) .
- 8 hours of chemistry courses: CHEM 160, 161, 162, 163.
- 7 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 certification.

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
		THEO 111, Theological Foundations	3
Total	15	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	EDSP 380, Classroom Management	3
PHYS 161, Intro Physics I Lab	1	MATH 156, General Statistics	3
MATH 150, Elements of Calculus I	3	Literature Elective	3
EDMS 131, Professional Ed & Field Exp	3		
EDFD 110, Human Dev & Learning	2		
Cultural Diversity Elective	1		
Total	17	Total	16

B.S. Degree in Teaching Life Sciences, continued

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Junior Year			
Biology Program Elective	4	EDMS 332, Meths, Curr & Asst in Science	3
BIOL 410, Vertebrate Physiology	2	EDMS 411, Clinic Exp	1
BIOL 411, Vertebrate Phys Lab	2	History II	3
EDMS 350, Tech & Topics for Teachers	3	Theology Scrip/Hist or Christ Sys Elective .	3
History I	3	BIOL 230, Genetics	3
EDRE 371, Content Area Literacy	3	PHYS 116, Our Universe: The Earth	2
		PHYS 117, Our Universe: The Earth Lab ...	1
Total	17	Total	16
Senior Year			
EDMS 470, Student Teaching	9	BIOL 450, Bacteriology	2
PHIL 290, Theory of Knowledge	3	BIOL 451, Bacteriology Lab	2
E/R&S Focus Elective *	3	Philosophy Elective	3
		Theology Ethics or Rel/Cult Elective	3
		Fine Arts Elective	3
		ENGL/CLAS 205, Lit & The Moral Imag ..	3
Total	15	Total	16

Biology 24 hours, Chemistry 8 hours, Physics 7 hours, Math 6 hours. E/R&S 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 certification.

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 certification.

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>
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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
ENGL 101 or 115, Engl Comp or Rhetoric ..	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
EDSE 131, Professional Ed & Field Exp	3	History II	3
EDFD 110, Human Dev & Learning	3	Biology Elective	2
History I	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 332, Meths, Curr, & Asst in Science	3
PHYS 117, Our Universe: Earth Lab	1	EDMS 411, Clinical Experience	1
BIOL 210, General Botany	2	ENGL/CLAS 205, Lit & the Moral Imag	3
BIOL 211, General Botany Lab	2	EDSP 380, Classroom Mangement	3
EDMS 350, Tech & Topics for Teachers	3	Foreign Language Elective	3
Biology Elective	2		
Total	18	Total	17

Senior Year

EDMS 470, Student Teaching	9	Chemistry Electives (300 level)	5
PHIL 290, Theory of Knowledge	3	Philosophy Elective	3
E/RS Focus Elective	3	BIOL 230, Genetics	3
		Fine Arts Elective	3
		Foreign Language Elective	3
Total	15	Total	17

Chemistry 24 hours, Biology 24 hours, Physics 10 hours, Math 6 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 core 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.
- 7 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 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 certification.

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
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
History I	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 163, General Physics II Lab	1
MATH 170, Calculus I	4	MATH 171, Calculus II	4
EDMS 131, Professional Ed & Field Exp	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

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Junior Year			
EDSP 380, Classroom Management	3	BIOL 230, Genetics	3
PHYS 242, Electronics I	2	History II	3
PHYS 243, Electronics I Lab	1	PHIL 290, Theory of Knowledge	3
EDMS 350, Tech & Topics for Teachers	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	EDMS 411, Clinical Experience	1
PHYS 331, Atomic Physics Lab	1	EDMS 332, Meths, Curr & Asst in Science	3
BIOL 240, Evolution	2	EDRE 371, Content Area Reading	3
Total	18	Total	19
Senior Year			
EDMS 470, Student Teaching	9	Physics Electives	6
Philosophy Elective	3	Theology Scrip/Hist or Christ Sys Elective .	3
Literature Elective	3	Theology Ethics or Rel/Cult Elective	3
		Fine Arts Elective	3
		ENGL/CLAS 205, Lit & The Moral Imag ...	3
Total	15	Total	18

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).
- 9 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 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 certification.

B.S. Teaching Physical Sciences

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

First Semester *Credit Hours* *Second Semester* *Credit Hours*

Freshman Year

CHEM 160, General Chemistry	3	CHEM 162, General Chemistry II	3
CHEM 161, General Chemistry Lab	1	CHEM 163, General Chemistry II Lab	1
PHYS 170, University Physics I	3	PHYS 172, University Physics II	3
PHYS 161, Intro Physics Lab I	1	PHYS 163, Intro Physics Lab II	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
MATH 170, Calculus I	4	Cultural Diversity Elective	1
.....		MATH 171, Calculus II	3
Total	18	Total	18

Sophomore Year

CHEM 240, Organic Chemistry I	3	CHEM 242, Organic Chemistry II	3
CHEM 241, Organic Chemistry Lab I	1	CHEM 243, Organic Chemistry II Lab	1
PHYS 242, Electronics I	2	PHYS 116, Our Universe: The Earth	2
PHYS 243, Electronics Lab I	1	PHYS 117, Our Universe: The Earth Lab ...	1
THEO 111, Theological Foundations	3	EDFD 110, Human Dev & Learn	3
CHEM 320, Physical Chemistry	3	Literature Elective	3
Chemistry Elective	1-3	Chemistry Elective	1-3
EDMS 131, Professional Ed & Field Exp	3		
Total	17-19	Total	14-16

Junior Year

BIOL 160, General Biology I	3	BIOL 162, General Biology II	2
BIOL 161, General Biology Lab I	2	Physics Elective	3
PHYS 330, Atomic Physics	3	EDMS 332, Meths, Curr & Asst Science	3
PHYS 331, Atomic Physics Lab	1	EDSP 200, Sp Ed: Ident & Issues	3
PHYS 350, Mechanics	3	EDMS 411, Clinical Experience	1
EDRE 371, Content Area Literacy	3	EDSP 380, Classroom Management	3
History I	3	History II	3
Total	18	Total	18

Senior Year

EDSE 470, Student Teaching	9	EDMS 350, Tech & Topics for Teachers	3
PHIL 290, Theory of Knowledge	3	Theology Scrip/Hist or Christ Sys Elective .	3
E/RS Focus Elective	3	Philosophy Elective	3
		Fine Arts Elective	3
		ENGL/CLAS 205, Lit & The Moral Imag ...	3
		Chemistry Elective	3
Total	15	Total	18

NOTE: Three additional hours of physics electives required (see advisor).

Scheduling Notes:

- Consult the undergraduate core curriculum requirements on page 94 of the Catalog.
- A minimum of 141 credit hours is required for this degree.

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 prepared 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.

The Montessori Teacher Education undergraduate program is based on a strong foundation in liberal arts and child development. The Montessori philosophy prepares the student with an understanding of Dr. Montessori's philosophy in light of the education of the past and present. The Montessori curriculum prepares the student to teach practical life, art, music, movement, sensorial education, math, language, geography, science, and history.

The Xavier University Montessori Teacher Education program grants Montessori certification in the following areas:

1. American Montessori certification for pre-school or elementary.
2. State of Ohio Early Childhood licensure for Pre-K - 3. Graduates will be licensed to teach in public or private traditional schools from Pre-K - 3rd grade.

BACHELOR OF SCIENCE MONTESSORI EDUCATION

Early Childhood Education

Ohio License for Pre-K and K-3

American Montessori Society Certification for Ages 2 1/2 to 6 Years

Requirements for the Montessori Education Major

Undergraduate core curriculum requirements* (see page 94): 64 hours, including

- Sciences: a biological (BIOL) and a physical science (CHEM or PHYS) are required.
- Social Sciences requirement is included within the major requirements.
- English Composition grade must be "B" or better.
- Mathematics grade must be a "C" or better.
- 3 hours: COMM 101, Oral Communication.
- EDFD 260 fulfills the cultural diversity requirement.
- A 2.500 cumulative overall GPA must be achieved for the Bachelor of Science degree.

* The undergraduate core curriculum must be fulfilled to meet State of Ohio regulations in general education for teacher licensure. A 2.700 cumulative average must be attained in the core curriculum for recommendation for teacher licensure.

Major Requirements:

- 66 hours of education courses: see department for accurate listing.
- A 2.750 cumulative average must be attained in the education courses for recommendation for teacher certification.

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 Certification Early Childhood Ages 2 1/2 to 6**

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
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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 3	History II 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 3
PHIL 290, Theory of Knowledge 3	Theology Scrip/Hist or Christ Sys Elective . 3
EDME 351, Montessori Ed: Phil App 3	Cultural Diversity Elective 1
COMM 101, Oral Communication 3	EDSP 205, Found Early Child: Sp Ed 3
EDME 364, Early Child Met Montessori 3	EDME 376, Phonice Skills 3
Total 18	Total 16

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 Met ... 3	EDME 377, Early Child/Math & Science ... 3
EDRE 312, Read Meth for Early Child 3	EDEC 230, Play in Early Childhood 3
Fine Arts 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, Montessori Curr Design & Teaching Strategies II: Early Childhood 3
EDME 366, Mont Curr Des & Te St:EC 3	EDME 474, Montessori Early Childhood/ Practicum II 6
EDME 473, Mont Early Child Practicum I .. 6	EDME 350, Methods of Observation 3
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 124 credit hours is required for the degree.
- The state requires that the students take one additional reading course. They may take it during the first year of teaching or add the course to this program.

**BACHELOR OF SCIENCE
MONTESSORI EDUCATION**
Early Childhood Program
Ohio State Licensure for Pre-K and K-3
American Montessori Society Certification for Ages 6 to 9 Years
Requirements for the Montessori Education Major: Ages 6-9

B.S. Montessori Education

Undergraduate core curriculum requirements* (see page 94): 64 hours, including

- Sciences: a biological (BIOL) and a physical science (CHEM or PHYS) are required.
- Social Sciences requirement is included within the major requirements.
- English Composition grade must be "B" or better.
- Mathematics grade must be a "C" or better.
- 3 hours: COMM 101, Oral Communication.
- EDFD 260 fulfills the cultural diversity requirement.
- A 2.500 cumulative overall GPA must be achieved for the Bachelor of Science degree.

* The undergraduate core curriculum must be fulfilled to meet State of Ohio regulations in general education for teacher licensure. A 2.700 cumulative average must be attained in the core curriculum for recommendation for teacher licensure.

Major Requirements:

- 66 hours of education courses: see department for accurate listing.
- A 2.750 cumulative average must be attained in the education courses for recommendation for teacher certification.

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 Certification Elementary I (Ages 6-9)

<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	3	History II	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	EDEC 210, Early Childhood Dev	3
COMM 101, Oral Communication	3	Theology Scrip/Hist or Christ Sys Elective .	3
Science Elective	3	Science Elective	3
PHIL 290, Theory of Knowledge	3	EDSP 205, Found Early Child Sp Ed	3
EDME 353, Mont Math & Geometry	3	EDME 376, Phonics Skills	3
EDME 351, Mont. Ed: Phil Approach	3	Cultural Diversity Elective	1
Total	18	Total	16

B.S. Montessori Education, Early Childhood Program, continued

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
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 Met ..	3	EDME 355, Montessori Cultural Subjects ..	3
EDRE 312, Reading Met Early Childhood ..	3	EDEC 230, Play in Early Childhood	3
Fine Arts Elective	3	EDFD 260, Cultural Div in Ed Settings	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	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 124 credit hours is required for the degree.
- The state requires that the students take one additional reading course. They may take it during the first year of teaching or add the course to this program.

MINOR IN MONTESSORI EDUCATION

The Montessori Education minor is a twenty-seven hour program 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 American Montessori Certification. This will allow the student to teach in private Montessori schools both at home and abroad.

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 for ages 2 1/2 to 6 years

*** Associate Certificate for Early Childhood from the American Montessori Society**

Requirements for the Associate Degree in Early Childhood Education

Undergraduate core curriculum requirements (see page 96): 31 hours

Concentration Requirements:

- 42 hours of education courses.
- 31 hours of core courses.
- A 2.500 cumulative average must be attained in the concentration.

The Associate Degree in Science/Early Childhood Education consists of 73 semester hours offered by the College of Social Sciences through the Center for Adult and Part-Time Students (CAPS). Coursework may be applied to a four-year degree program.

Core Requirements: (31 credit hours)

ENGL 101	English Composition	3
THEO 111	Theological Foundations	3
PHIL 100	Ethics as Intro to Philosophy	3
PHIL 290	Theory of Knowledge or Theology Elective	3
COMM 101	Oral Communication	3
	Literature Elective	3
	Social Science Elective	3
	History Elective	3
	Science Elective	3
	Cultural Diversity Elective	1
	Fine Arts Elective	3

Early Childhood Education Requirements: (42 credit hours)

EDME 350	Methods of Observation of Children	3
EDME 351	Montessori Education: Philosophical Approach	3
EDME 359	Full Day Child Care Methods	3
EDME 364	Early Childhood/Montessori Methods	3
EDME 366**	Montessori Curr Des & Teach Strategies I: Early Child	3
EDME 367**	Montessori Curr Des & Teach Strategies II: Early Child	3
EDME 473**	Montessori Early Child Practicum I	6
EDME 474**	Montessori Early Child Practicum II	6
EDME 376	Phonics Skills	3
EDME 377	Early Childhood/Math and Science	3
EDFD 143	Early Childhood Development	3
EDSP 202	Foundations in Early Childhood: Special Education	3

* The student may choose this certificate.

**These courses are taken the year of the Practicum. Prerequisites are EDME 351, 364, 376 & 377. Course work 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)
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	mathematics
art	Montessori education
biology	multicultural literature for children
business education	music
chemistry	philosophy
classics	physical education
elementary education	psychology
English	reading
French	school counseling
German	secondary education
history	Spanish
political science	special education
	theology

Those interested in the M.Ed. program may 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. Students in the Counseling or Agency & Community Counseling programs may apply for a waiver of the comprehensive examination and replace it with an extended practicum if approved by the program director. The comprehensive exam is not required for the M.Ed. in Human Resource Development or Sport Administration.

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 Education in Agency & Community Counseling

The M.Ed. 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 M.Ed. in Agency & Community Counseling is a professional degree designed to meet part of the educational requirements for becoming licensed as a Professional Counselor (PC).

The requirements for these two degrees differ from those of other M.Eds. The M.Ed. in Counseling requires a minimum of 36 hours, while the M.Ed. in Agency & Community Counseling requires a minimum of 40. Students who already possess a Master's degree and who wish to earn an M.Ed. in Counseling or Agency & Community Counseling MAY be permitted to

do so in less than the required 36/40 hours. Such students MUST, however, complete a minimum of 30 hours at Xavier University. See the program director for specific degree requirements.

In addition, a post-master's Clinical Counseling Endorsement Program is available at Xavier. See page 195 of this catalog for a description of the program. Consult the program director for further information regarding all counseling programs.

Master of Education Degree in Montessori Education

The Program concentration:

I. American Montessori Early Childhood Certification (Ages 2 1/2 to 6) State of Ohio Early Childhood License (Pre-K and K-3)

	Semester Hours
EDFD 503, 505, 507, 508	9
EDME 550 Methods of Observation	3
EDME 551 Montessori Ed: Phil Approach	3
EDME 554 Montessori Language Arts and Reading	3
EDME 559 Full Day Child Care	3
EDME 563 Early Cognitive Develop	3
EDME 564 Early Childhood/Montessori Methods	3
EDME 566 * Mont Curr Design & Teach Strategies I: Early Childhood ...	3
EDME 567 * Mont Curr Design & Teach Strategies II: Early Childhood ..	3
EDME 576 Phonics Skills	3
EDME 577 Early Childhood/Math and Science	3
EDME 673 * Montessori Early Childhood: Practicum I	3
EDME 674 * Montessori Early Childhood: Practicum II	3
	45

Undergraduate transcripts need to be evaluated for state ceretification requirements.

* These courses are taken during the year of the practicum.

II. A.M.S. Montessori Elementary I Certificate (ages 6-9) and the Master of Education Degree, and the Ohio License Pre-K - Grade 3.

Students holding no primary or elementary Ohio teaching certificate and/or no Montessori certificate of any type, wishing to obtain A.M.S. Montessori Elementary certification, the Master of Education degree, and Ohio License for Pre-K - Grade 3 must take the following courework:

	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 670 * Montessori Practicum I: Primary	3
EDME 671 * Montessori Practicum II: Primary	3
EDME 563 * Early Cognitive Development	3
	45

Undergraduate transcripts need to be evaluated for state ceretification/licensure requirements.

* These courses are taken during the year of the practicum.

NOTE: to add on 9-12 to 6-9 AMS certification, you must take 14 additional semester hours of Montessori work.

III. Masters of Education with a concentration in Montessori Education (No State Certification or Montessori Certification is granted.)

The following coursework is required:

	Semester Hours
EDFD 503, 505, 507	9
EDME 550 Methods of Observation/Clinical Exp.	3
EDME 551 Montessori Ed: Phil Approach	3
EDME 563 Early Cognitive Development	3

If you are concentrating in Pre-primary, add the following courses:

EDME 559 Full Day Child Care Meth	3
EDME 564 Early Childhood/Montessori Meth	3
EDME 576 Phonics Sills	3
EDME 577 Early Childhood/Math & Science	3
	30

OR

If you are concentrating in Elementary, add the following courses:

EDME 553 Montessori Math & Geometry Meth	3
EDME 554 Montessori Language Arts & Read Meth	3
EDME 555 Montessori Cultural Subjects Meth	3
EDME 576 Phonics Skills	3
	30

MASTER OF EDUCATION DEGREE IN HUMAN RESOURCE DEVELOPMENT, EXECUTIVE PROGRAM

The weekend executive M.Ed. 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.

This 30-credit, 11-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, 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 certified 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 certification 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
EDCH 528	Topics in Children's Literature	3
		21 hrs.

M.Ed. 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 certified 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
(Choose any 6 from the following listing of courses)		
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
EDCH 528	Topics in Children's Literature	3
		18 hrs.

M.Ed. 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 561	Field Experience	1
EDSP 562	M/M Support Services	3
EDSP 563	Sp Ed: Assessment & Evaluation	3
EDSP 564	DAP Instructional Materials	3
EDSP 565	M/M Adapt & Modif in Curr Prac I	3
EDSP 566	M/M Adapt & Modif in Curr Prac II	3
EDSP 567	Sp Ed: Behav & Social Skills Mgmt	3
EDSO 568	Sp Ed: Current Issues	2
EDSP 603	M/M Teaching Practicum	3
EDSP 601	Teaching Seminar	1
		28

MODERATE/INTENSIVE INTERVENTION SPECIALIST

Concentration Requirements		Semester Hours
EDSP 572	Comm Strategies & Technologies	3
EDSP 570	M/I Characteristics & Strategies	3
EDSP 561	Field Experience	1
EDSP 573	M/I Assessment & Evaluation	3
EDSP 574	M/I Instructional Meth & Accom I	3
EDSP 575	M/I Instructional Meth & Accom II	3
EDSP 576	M/I Support Services	3
EDSP 567	Sp Ed: Behav & Social Skills Mgmt	3
EDSP 568	Sp Ed: Current Issues	2
EDSP 604	M/I Teaching Practicum	3
EDSP 601	Teaching Seminar	1
		28

EARLY CHILDHOOD INTERVENTION SPECIALIST

Concentration Requirements		Semester Hours
EDSP 504	Speech & Language Classroom Strategies	3
EDSP 561	Field Experience	1
EDSP 565	M/M Adapt & Modif in Curr Pract I	3
EDSP 567	SPED: Behav & Soc Skills Mgmt	3
EDSP 568	Sp Ed: Current Issues	2
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	1
		28

GIFTED/TALENTED SPECIALIST

Concentration Requirements		Semester Hours
EDSP 561	Field Experience	1
EDSP 563	Sp Ed: Assessment & Evaluation	3
EDSP 567	Sp Ed: Behav & Social Skills Mgmt	3
EDSP 568	Sp Ed: Current Issues	2
EDSP 582	Gifted/Talented Characteristics & Strategies	3
EDSP 583	Resour Mat & Tech: 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	1
EDSP 605	Gifted/Talented Teaching Practicum	3
		28

M Ed 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

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.

POST-MASTER'S CLINICAL COUNSELING ENDORSEMENT PROGRAM

The Clinical Counseling Endorsement Program (CEP) consists of 21 semester hours to prepare post-master's degree professionals with the academic experiences necessary to fulfill the educational requirements for the Ohio License in Clinical Counseling (PCC) or the Kentucky Professional Counselor Certificate. This program is not designed to lead to an additional academic degree.

After completion of the academic requirement of 60 semester hours (consisting of the 40 hour M.Ed. in Counseling or Agency & Community Counseling and the CEP), a candidate may sit for the state-administered Counselor Exam. After successful completion of the examination and two years of supervised counseling experience, the person becomes eligible for licensing as a Professional Clinical Counselor. Contact the Director of Graduate Counseling Education at (513) 745-3822 for further information or an application packet.

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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 (MHSA) degree.

FACULTY

Faculty: DR. I. SCHICK, *chair*; DR. GUO, DR. HANKINS, DR. MacDOWELL, DR. REAMY, DR. WYANT

Adjunct Faculty: MR. BAYOWKI, MR. FREEDMAN, MS. HARPSTER, DR. KAMINSKI, DR. MEI-TAL, DR. MOSTER, MR. WELLINGHOFF

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 place 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 Admin2		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 Fine 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, Fine Mgmt of HC Orgs 3		HESA 579, HC Policy & Policy Analysis ... 2	
Health Services Admin Elective 2		HESA 585, 587, 589; Ethics 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 advisor'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) 745-1912 or visiting our web site www.xu.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, a dual degree MSN/MEd and a MSN/Forensic certificate via Gonzaga University.

FACULTY

Faculty: DR.SCHMIDT, *chair*; DR. AUGSPURGER, DR. KING, MS. LANIG, DR. MAIOCCO, DR. McKOY, MS. MILLER, DR. MOORE, MS. NAMEI, MS. PROFFITT, DR. RIEG, DR. SCHMID

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. RN licensure in the State of Ohio (for B.S.N.-R.N. option and Master's 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 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 (B.S.N.) in four years. Registered Nurses can complete the upper division nursing courses for the R.N. 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.

The four-year 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

Undergraduate core curriculum requirements (see page 94); 64 hours, including:

- Cultural Diversity fulfilled by NRUS 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 2.000 cumulative average must be attained in the nursing courses.

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 coursework. Students who wish to transfer may take the first year nursing courses in the summer before they enter the second year 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, Anatomy & Phy II *	3
BIOL 141, Anatomy & Phy Lab I *	1	BIOL 143, Anatomy & Phy Lab II *	1
PHIL 100, Ethics as Intro to Philosophy	3	THEO 111, Theological Foundations	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 290, Theory of Knowledge	3	BIOL 201, Microbiology Lab *	1
History I	3	History II	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			
Foreign Language Elective	3	Foreign Language 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 Option)

This NLN 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 department chair for information (513) 745-3814.

Requirements for the Nursing Major

1. Meet Xavier University's requirement of 120 credit hours for graduation. Thirty-three credits of 300 and 400 level nursing courses: NURS 320, 325, 330, 333, 334, 390, 440, 441, 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

B.S.N. Courses 77 hours

Natural Sciences	
Advanced Physiology	3
Social/Behavioral Sciences	
Psychology (upper division)	3
Sociology (upper division)	3
Nursing Courses	
Entry level baccalaureate credit	16
300 & 400 level nursing courses	33
Liberal Arts	
Theology Elective	3
Medical Ethics	3
Fine Arts	3
General Electives	10

+ Prerequisite course for NURS 330.

* 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.

B.S. Nursing (R.N. track)			
<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Junior Year			
BIOL 340, Advanced Physiology	3	PHIL 329, Medical Ethics	3
Psychology (upper division)	3	Theology Elective (upper division)	3
Sociology (upper division)	3	NURS 330, Intro to Nursing Research	3
NURS 320, Professional Development	3	NURS 333, Health Assessment	2
NURS 325, Health and Culture II	3	NURS 334, Dec Making in Nurs Practice ...	3
		Nursing Elective	3
Total	15	Total	17
Senior Year			
Fine Arts Elective	3	General Electives	6
General Elective	4	NURS 442, Nursing & Community Hlth	3
NURS 440, Nursing & Family Health	3	NURS 443, Nursing Practice &	
NURS 441, Nurs Practice & Application I ..	2	Application II Practicum	2
NURS 390, Leadership & Managing Care ...	3	NURS 496, Professional Development II	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.
- A minimum of 120 credit hours is required for the degree.

GRADUATE NURSING PROGRAMS

Xavier University offers the following graduate nursing programs:

- Master of Science in Nursing (Nursing Administration)
- Master of Science in Nursing and a certificate in Forensic Nursing via Gonzaga University.
- Dual MSN/MBA with The Williams College of Business.
- Dual MSN/MEd with the Department of Education.

Master of Science in Nursing (Nursing Administration)

The 36 semester hour program leading to the Master of Science in Nursing degree (MSN) is designed to provide advanced level preparation in the concentration of nursing administration. Graduates are expected to exert moral and ethical leadership for the improvement of nursing practice and in the investigation and resolution of nursing issues and problems. The program also provides a theoretical and practical base for doctoral study.

The curriculum consists of a minimum of 36 semester hours: 18 hours are specified for core nursing courses and 18 credits are designated for the concentration.

Nursing/Graduate Core

NURS 501	Theoretical Bases for Nursing	3
NURS 502	Nursing Research	3
NURS 503	Epidemiologic Methods in Health Care Services	3
NURS 505	Health Care Informatics	3
NURS 507	Resource Management	3
NURS 636	Financial Management for Nursing Admin	3
NURS 690	Health Care Policy and Issues	3

Concentration		
	Guided Elective	3
	NURS 630 Nursing Administration Theory I	3
	NURS 632 Nursing Administration Theory II	3
Synthesis & Application		
	NURS 701 Graduate Nursing Practicum (12 contact hours)	4
	NURS 797 Scholarly Project	2

Master of Science in Nursing/Forensic Certificate via Gonzaga University

This unique 40 semester hour program is offered in cooperation with the Xavier Department of Criminal Justice and the Department of Nursing at Gonzaga University in Spokane, Washington. In addition to the MSN awarded by Xavier University, the student will receive a certificate in forensic nursing. Twenty-seven credit hours are completed at Xavier University and thirteen credit hours are completed through Gonzaga University's distance learning program. Note: this program does not offer a clinical nurse specialist track.

According to the International Association of Forensic Nurses, forensic nursing is the application of nursing science to legal proceedings or the application of forensic aspects of health care combined with the bio-psycho-social education of the registered nurse in the scientific investigation and treatment of trauma and/or death of victims of abuse, criminal acts, or traumatic accidents. Forensic nursing roles include: sexual assault nurse, nurse coroner, nurse investigator, forensic psychiatric nurse, and forensic correctional nurse. In addition, you will have managerial skills associated with nursing administration.

Nursing/Graduate Core		
	NURS 501 Theoretical Bases for Nursing	3
	NURS 502 Nursing Research	3
	NURS 503 Epidemiologic Methods in Health Care Services	3
	NURS 505 Health Care Informatics	3
	NURS 507 Resource Management	3
	NURS 636 Financial Management	3
	** NURS 690 Health Care Policy & Issues	3
	* PHIL 555 Leadership & Health Care Ethics	3
Concentration		
	* NURS 620F Foray Into Forensics	2
	* NURS 621F Sexual Assault Mgmt	2
	* NURS 624F Psychosocial/Legal Aspects of Forensics	2
	* NURS 622F Investigation of Injury and Death	2
	* NURS 623F Violence as a Health Issue	2
Synthesis & Application		
	NURS 701 Graduate Nursing Practicum (12 contact hours)	4
	NURS 797 Scholarly Project	2

* Courses taken via Gonzaga University Distance Learning. Distance learners receive, via UPS, video tapes of the current classes held with on-campus learners. Communiques are sent with each tape, along with any handouts that have been distributed in class. Students call or e-mail faculty to consult as needed for advising or discussing course or clinical issues. A toll-free number is provided. Gonzaga library services and other campus offices are also available through the internet and through toll-free numbers. Students pay Gonzaga tuition rates for distance learning courses.

** May substitute one of the following XU Criminal Justice courses: CJUS 610, Basic Constitutional Law and American Justice I; or CJUS 621, Juvenile Justice in a Changing Society.

DUAL DEGREE MSN/MBA

The Department of Nursing and the 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.

The joint MSN/MBA program uses a cohort approach which enhances networking and collegiality among students. Flexible scheduling is an opportunity provided with MBA courses. This degree requires 56 credits or more depending on the student's choice of courses.

Curriculum

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 in 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.

Students may be required to take foundational business courses or demonstrate knowledge of the following courses by previous academics, professional credentials or through examination.

ECON 801	Macro Economics	2
ECON 802	Micro Economics	2
FINC 801	Corporate Finance	3
MKTG 801	Marketing Concepts	2

Nursing Core

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	3
NURS 690	Health Care Policy	3

MBA Core

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	Managing Process Improvement Teams	2
MKTG 901	Marketing Strategy	3
NURS 509	Nursing Application of Resource Management	1

Electives

MBA Elective	2
MBA Elective	2

Concentrate

NURS 630	Nursing Administration Theory I	3	OR
MGMT 901	Managing Organizational Systems	2	
	<i>(If MGMT 901, 1 credit added to NURS 797)</i>		
NURS 632	Nursing Administration Theory II	3	OR
MGMT 902	Interpersonal Skills	2	

Synthesis & Application

NURS 701	Graduate Nursing Practicum (12 contact hours)	4
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Capstone Courses

BUAD 904	Global Strategic Thinking	3	(MBA)
NURS 797	Nursing Administration Project	2/4	(MSN)
<i>(2 hours added if MGMT 901 and 902 are substituted for NURS 630 and 632)</i>			

DUAL DEGREE MSN/MED

The Departments of Nursing and Education merged their graduate degrees to offer an innovative program for nurse educators. The MSN/MEd is an integrated program consisting of 48 semester credit hours. 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). A separate track for the school nurse clinician is currently being explored and will hopefully be offered in Fall, 2001. School nurse licensure will be incorporated in the course of study.

Nursing/Graduate Core

NURS 501	Theoretical Bases for Nursing	3
NURS 502	Nursing Research	3
NURS 503	Epidemiologic Methods in Health Care Services	3
NURS 505	Health Care Informatics	3
NURS 507	Resource Management	3
NURS 636	Financial Management in Nursing	3
NURS 690	Health Care Policy and Issues	3

Concentration

EDFD 501	Philosophy of Education	3
EDFD 503	Advanced Educational Psychology	3
EDFD 505	Educational Administration	3
Select 12 credit hours of elective courses:		
EDAD 561	Administration of Pupil Personnel Services	3
EDAD 562	Political Structures & School/Comm Relations	3
EDAD 564	Administration of Staff Personnel	3
EDAD 565	School Law	3
EDAD 570	Planning, Evaluation & Assessment	2
EDAD 572	Educational Technology	2
EDAD 660	Curriculum Design & Teaching Strategies	3
EDCO 536	Group Process	3
EDCO 579	Psychological & Achievement Tests	3
EDCO 510	Human Development and Learning	3

Synthesis & Application

NURS 701	Graduate Nursing Practicum (12 contact hours)	4
NURS 797	Scholarly Project	2

GRADUATE NURSING ADMISSION REQUIREMENTS

1. All applicants must be licensed registered nurses and must have RN licensure in the State of Ohio in order to participate in practicum experiences.
2. Applicants should have completed an undergraduate course in statistics and in nursing research.
3. Applicants who do not hold a baccalaureate degree in nursing may be eligible for the RN to MSN Educational Mobility Option (see below).
4. A personal interview with the MSN Program Coordinator is required prior to enrolling in first class.

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.

APPLICATION PROCEDURES

Submit the following to the Coordinator of Nursing Student Services, Xavier University,
3800 Victory Parkway, Cincinnati, Ohio 45207-7351:

1. Graduate nursing application along with current application fee.
2. Two copies of official transcripts from each college/university attended.
3. Scores on GRE or GMAT. NOTE: GMAT is required for the MSN/MBA program. All other graduate nursing program applicants may take either the GRE or GMAT.
4. Three recommendations, preferably at least one from an undergraduate faculty member (if graduated within the last five years) and one from a current employer. Recommendation forms are provided in the application packet.
5. Professional goal statement - applicants are required to submit a one- to two-page sample of their writing in the form of a professional goal statement. In addition to providing information regarding their career goals, this document will also be reviewed to establish the applicant's professional writing ability.

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THE DEPARTMENT OF OCCUPATIONAL THERAPY

The Department of Occupational Therapy offers the Bachelor of Science degree in Occupational Therapy and a Post-Baccalaureate Certificate in Occupational Therapy in partial fulfillment of a Master of Education Degree.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association Inc. (AOTA), 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 able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states also require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

FACULTY

Faculty & Staff: MS. ESTES, *chair*; MS. MILLER, MS. SARBAUGH, MS. SCHEERER
Lab Technician: MS. KEMPF

OCCUPATIONAL THERAPY

Occupational therapy, or "O.T." 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

Students must be accepted for admission to Xavier University prior to acceptance into the Occupational Therapy Program. Students must meet the following criteria to be considered for admission to the Occupational Therapy Program:

- Submission of official transcripts of high school (including Advanced Placement test results) to the Admissions Office.
- Minimum grade point average of 3.0 on a 4.0 scale.
- Completion of the following course work during high school:
 - 3 years science (one year each of chemistry and biology, physics desirable but not mandatory)
 - 3 years of mathematics
 - 4 years of English
- Submission of official SAT/ACT score(s). SAT math and verbal scores of at least 550 each required or minimum ACT composite of 22 with no individual score less than 19.
- Documented exposure to the field of occupational therapy, to be accomplished through volunteer or paid work experience in an occupational therapy clinic or work setting. A minimum of 40 hours supervised experience (20 hours minimum at two different facilities) 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 the sender and not used for consideration. This form must be completed by a licensed occupational therapy practitioner who supervises the student and must be submitted on the original form. The supervisor may not be a relative, personal friend or an acquaintance of the student. Photocopies of the form will not be accepted.
- Completion of Occupational Therapy Department Application for Admission form, including autobiographical summary.
- Interview with faculty member(s) by phone or on campus.
- Submission of a graded paper, signed by the instructor, from a high school course to serve as a writing sample. The paper may be on any topic, should be at least five pages in length, and should reflect the student's abilities in written composition (e.g. organized ideas, correct grammar, spelling and punctuation, creative content).

Applicants will be informed of status regarding early admission into the Occupational Therapy Program via letter within two weeks of submission of required documents listed above. (Note: Priority deadline for admission to Xavier University is March 15.)

Students not accepted as "Direct Admission from High School" are still eligible to be "pre-OT" majors freshman year and apply for admission by the February 1 annual deadline.

The items listed above are the minimum criteria used for screening. Completion of these admission requirements does not guarantee admission to the program due to the nature of the admission process.

NOTE: In order to start the Occupational Therapy program in the fall of the sophomore year, students must meet prerequisite requirements:

1. Minimum g.p.a of 2.800 or better on a 4.000 grading scale for completed college work.
2. Completion of the following first year 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 prior to fall semester, sophomore year (first semester of OT program).
 - English Composition or Rhetoric, ENGL 101 or 115
 - General Psychology, PSYC 101

Calculus or equivalent, MATH 150
Anatomy & Physiology I with Lab, BIOL 140 & BIOL 141
Anatomy & Physiology II with Lab, BIOL 142 & BIOL 143

BACHELOR OF SCIENCE IN OCCUPATIONAL THERAPY DEGREE

Requirements for the Occupational Therapy Degree

Prerequisite or Concurrent Courses Outside the Department - see page 94 for Undergraduate core curriculum requirements.

Sciences:

- 8 hours of anatomy and physiology with lab (BIOL 140-143)
- 3 hours of neuroscience with lab (BIOL 204)
- 4 hours of physics and lab (Physics 160 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

Liberal Arts Core, including Ethics/Religion & Society Focus

- 1 hour of Cultural Diversity elective (UNST 100)
- 3 hour of English composition or Rhetoric (ENGL 101 or 115)
- 3 hours of a fine arts elective
- 9 hours of philosophy (PHIL 100, 290, 329)
- 9 hours of theology (THEO 111, plus two other required theology core courses)
- 3 hours of literature
- 3 hours of Literature and the Moral Imagination (ENGL 205 or CLAS 205)
- 6 hours of history
- 6 hours of modern language

Major Requirements

- 67.5 hours of occupational therapy courses with a 2.800 cumulative GPA required:
OCTH 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: 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 OCTH 101, 143, 201, 311 and 312. The following courses must also be completed before taking additional 300 or 400 level courses in the O.T. 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>
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Freshman Year, Pre-OT

ENGL 101 or 115, Engl Comp or Rhetoric *3	BIOL 142 Anatomy & Phys. II *	3
BIOL 140, Anatomy & Phys. I *	BIOL 143 Anatomy & Phys. II Lab *	1
BIOL 141, Anatomy & Phys. I Lab *	THEO 111, Theological Foundations	3
PSYC 101, General Psychology *	History II	3
History I	Foreign Language Elective	3
Foreign Language Elective	MATH 150, Calculus or equivalent *	3
Total	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*	PHIL 290, Theory of Knowledge	3
OCTH 143, Developmental Process:	OCTH 201, Human Occupation	3
PHIL 100, Ethics as Intro to Philosophy	Literature Elective	3
MATH 156, General Statistics	BIOL 204, Neuroscience	3
PHYS 160/161, College Physics I & Lab	OCTH 312, Therapeutic Occupations:	
Cultural Diversity Elective	Group Process	3
	OCTH 311, Therapeutic Occupations:	3
	Creative/Industrial	
Total	Total	18

Year Total: 35 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	EDAT 386/387, Kinesiology & Lab	3
OCTH 303, Disabling Conditions I:	OCTH 325, Level I Field Work	1
Biochemical/Psychosocial	OCTH 307, Disabling Conditions II:	3
OCTH 304, OT Theory & Practice I:	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	Neurodevelopmental/Neurological	
OCTH 315, Level I Field Work	Fine Arts Elective	3
OCTH 410, Special Topics *	OCTH 410, Special Topics *	h
Total	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	Theology Ethics or Rel/Cult Elective	3
Biomechanical/Rehabilitative		OCTH 418, Research Application Lab	1
OCTH 402, OT Theory & Practice III:	3	E/R&S Focus Elective **	3
Biomechanical/Rehabilitative		OCTH 406, Management of OT Services	4
OCTH 494, Pract. Lab III: Biomech/Rehab .	1	OCTH 410, Special Topics *	1
OCTH 435, Level I Field Work	1	Social Science Elective	3
OCTH 404, Research Method	3		
OCTH 417, Research Application Lab	1		
PHIL 329, Medical Ethics **	3		
Total	18	Total	17

Year Total: 35 hours

* Special Topics in OT: 3 one credit hour occupational therapy electives are required and may be taken in first, second or third year of the core curriculum.

** Medical Ethics 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 2.80 g.p.a. 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 = 140.5 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, Medical Ethics)
- English composition or rhetoric (ENGL 101 or 115)*
- Advanced Kinesiology (EDAT 586)

* These courses, or equivalent transfer credit, are prerequisites to admission to the Occupational Therapy program. The other requirements listed above can be taken after admission, concurrent with 100 or 200 level occupational therapy courses, but must be completed prior to entry in 300 or 400 level courses in the Occupational Therapy program.

Major Requirements

- 65.5 hours of occupational therapy courses: OTH 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. The following courses must be completed before taking OTH 300 or 400 level courses: MATH 156, General Statistics; OTH 434, Developmental Process: Physical and Psychological; BIOL 140-143, Human Anatomy and Physiology; and BIOL 204, Neuroscience.

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 24 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 American Occupational Therapy Certification Board (AOTCB) to determine the potential impact on their ability to obtain licensure. The address and telephone number of AOTCB are available from the Occupational Therapy Department.

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, medical ethics 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 to submission of OT Program Application

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
PSYC 101, General Psychology	3	PSYC 512, Advanced Statistics II	2
ENGL 101, English Composition	3		
PSYC 511, Advanced Statistics I	2		

Prerequisites should be completed or in process prior to OT program application deadline of February 1.

M.Ed. & Post-Baccalaureate Certificate Program in OT

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Preliminary Professional Year			
OCTH 434, Developmental Process:	3	OCTH 452, Therapeutic Occupations: Group Process	3
Physical & Psychological		OCTH 441, Human Occupation	3
*OCTH 433, Occupational Therapy	3	BIOL 204, Functional Neuroscience	3
Concepts & Philosophy		EDFD 503, Advanced Educ. Psyc.	3
EDFD 501, Philosophy of Education	3	Education Elective (Optional)	3
Education Elective (optional)	3	OCTH 480, Professional Seminar	0
OCTH 480, Professional Seminar	0	OCTH 451, Therapeutic Occupations: Industrial/Creative	3
**PHIL 329, Medical Ethics	3	Total	15-18
Total	12-15		

Year Total: 27-33 hours

* Pre-OT or undecided students may register for OCTH 101 (but no other OCTH course) as space permits.

** May be taken at any time, but before OCTH 463, which is taken during second semester of the third year of study. HESA 644, Ethical Issues in Health Care may be taken as an alternate to this class, if available.

Core Professional Curriculum - Second Year

OCTH 443, Disabling Conditions I:	3	OCTH 442, Measurement Application	3
Biochemical/Psychosocial		OCTH 470, Special Topics *	1-2
OCTH 444, OT Theory & Practice I:	3	OCTH 425, Level I Field Work	1
Biochemical/Psychosocial		OCTH 447, Disabling Condition II:	3
OCTH 491, Practice Lab I:	1	Neurodevelopmental/Neurological	
Biochem/Psychosoc.		OCTH 448, OT Theory & Practice II:	3
OCTH 414, Intro. to Clinical Practice	2.5	Neurodevelopmental/Neurological	
OCTH 415, Level I Field Work	1	OCTH 493, Practice Lab II:	1
EDFD 505, Education Administration	3	Neurodevelopmental/Neurological	
OCTH 480, Professional Seminar	0	OCTH 480, Professional Seminar	0
Total	13.5	EDAT 586, Advanced Kinesiology	3
Year Total: 28.5-29.5 hours		Total	15-16

M.Ed. & Post-Baccalaureate Certificate Program in OT, continued

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
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Core Professional Curriculum - Third Year

OCTH 461, Disabling Conditions III: 3 Biomechanical/Rehabilitative OCTH 462, OT Theory & Practice III: 3 Biomechanical/Rehabilitative OCTH 495, Practice Lab III: 1 Biochemical/Rehabilitative OCTH 440, Level I Field Work 1 OCTH 446, Contemporary Technol. Lab 3 OCTH 464, Research Methods 3 OCTH 480, Professional Seminar 0 OCTH 477, Research Application Lab 1 Total 15	OCTH 478, Research Application Lab 1 OCTH 466, Management of OT Services 4 OCTH 470, Special Topics * 1 EDFD 507, Educational Research 2 EDFD 508, Educational Research Lab 1 OCTH 463, Professional Issues & Ethics 2 OCTH 480, Professional Seminar 0 Total 11
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Year Total: 26 hours

* 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.

Level II fieldwork assignments will be assigned using a lottery system. Successful completion of all coursework, along with a minimum g.p.a. of 2.80 in core occupational therapy courses is required before starting Level II fieldwork.

(Normally completed after third academic year) Off-Site Block Field Placements: 6 mos.

OCTH 467, Level II Field work: first 3 month internship	3
OCTH 468, Level II Fieldwork: second 3 month internship	3
OCTH 469, Level II Fieldwork: optional elective third internship	3

Total credits = 76 credit hours in Post Baccalaureate curriculum (plus optional third Level II Fieldwork) (+12 credit hours for M.Ed., if six hours of support courses in OT curriculum are taken at the graduate level). NOTE: Upon completion of the M.Ed., OT students are not eligible for teacher certification.

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THE DEPARTMENT OF POLITICAL SCIENCE AND SOCIOLOGY

The Department of Political Science and Sociology offers several 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: MR. 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.
- 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	3	History II	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

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
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		POLI 301, Political Philosophy	3
MATH 116, Elementary Statistics	3	Philosophy Elective	3
Theology Ethics or Rel/Cult Elective	3	E/RS Focus Elective	3
General Elective	3	Political Science Elective	3
Political Science Elective	3	Mathematics Elective	3
POLI 277, International Relations	3		
Total	15	Total	15
Senior Year			
POLI 391, Seminar in American Gov		Political Science Elective	3
or POLI 390, Seminar in Int'l Relations	3	General Electives	14
Political Science Electives	6		
General Elective	3		
Total	12	Total	17

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 200-490, except for 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 (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	3	History II	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
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>
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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 301, Mgmt of 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 Electives	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>
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Freshman Year

ENGL 101 or 115, Engl Comp or Rhetoric	3	Literature Elective	3
Foreign Language Elective	3	Foreign Language Elective	3
History I	3	History II	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	Field of Concentration	3
Field of Concentration	3	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
General 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	6
E/RS Focus 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 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 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>
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Freshman Year

ENGL 101 or 115, Engl Comp or Rhetoric ..3	Literature Elective	3
Foreign Language Elective	Foreign Language Elective	3
History I	History II	3
THEO 111, Theological Foundations	PHIL 100, Ethics as Intro to Philosophy	3
Science Elective	Science Elective	3
Total	Total	15

Sophomore Year

SOCI 101, Introduction to Sociology	SOCI 180, Human Species	3
Mathematics Elective	MATH 116, Elementary Statistics or	
Fine Arts Elective	MATH 156, General Statistics	3
Theology Scrip/Hist or Christ Sys Elective .3	ENGL/CLAS 205, Lit & the Moral Imag	3
Science Elective	PHIL 290, Theory of Knowledge	3
Cultural Diversity Elective	General Elective	3
Total	Total	15

Junior Year

SOCI 352, Principles of Research	SOCI 300, Sociological Theories	3
Theology Ethics or Rel/Cult Elective	Philosophy Elective	3
Sociology Elective	SOCI 365, Class & Class Conflict or	
General Electives	SOCI 366, Utopian Communities	3
	E/RS Focus Elective	3
	General Elective	3
Total	Total	15

Senior Year

SOCI 353, Applied Res Methodology	Sociology Electives	6
Sociology Elective	General Electives	8
General Electives		
Total	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.
- A 2.000 cumulative average must be attained in the sociology courses.

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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. NELSON, *chair*; DR. BARRETT, DR. BARRY, DR. BERG, DR. CROWN, DR. DACEY, DR. DULANEY, DR. EBERLEIN, DR. HART, DR. HELLKAMP, DR. KAPP, DR. KENFORD, DR. NAGY, DR. NORMAN, DR. QUATMAN, DR. SCHULTZ, DR. STUKENBERG

Adjunct Faculty: DR. BIELIAUSKAS, DR. CREW, SR. FLEMING, DR. FRITSCH, DR. HEITZ, DR. HOCK, MS. JACKSON, DR. MAYHALL, DR. MERRY, DR. MUNTEL, DR. REID, MS. ROWEKAMP, DR. SCHROEDER, DR. SEXTON, MS. TOEPKER

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 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.

First Semester *Credit Hours* *Second Semester* *Credit Hours*

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	3	History II	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 Electives	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, 277 or 231, 261, and 3 hours of electives from PSYC 222 and 224, 231, 232, 233, 277, 301, 321, 366.
- 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, 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 continuing their graduate studies to the doctoral level and/or to prepare students for employment in related fields.

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. To ensure the attainment of the particular objective in graduate study in psychology, the student must include a concentration in one of the following two areas 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. 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.

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 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).

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 is recommended.
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 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 (Psy.D.) program builds upon Xavier's strong commitment to the Jesuit tradition of service in 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 Psy.D. program is designed to prepare students for the general practice of clinical psychology, it also addresses the service of three important groups of underserved people in today's society--children, the elderly, 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. Students integrate their experiences in the Clinical Competency Examination patterned after the examination given by the American Board of Professional Psychology, which occurs prior to their fourth academic year, and their research skills in the Dissertation prior to graduation.

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, Advanced Statistics I
 PSYC 512, Advanced Statistics II
 PSYC 520, Computer Statistics I
 PSYC 521, Computer Statistics 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, Professional Development and Practicum I
 PSYC 651, Professional Development and Practicum II
 PSYC 685, Assessment III: Personality

Summer

PSYC 607, Advanced Development Psychology
 Elective

Year Three

PSYC 730, Intervention Techniques: Consulting
 PSYC 731, Intervention Techniques: Psychodynamics
 PSYC 760, Clinical Practicum III
 PSYC 761, Clinical Practicum IV
 PSYC 787, Major Research I
 PSYC 788, Major Research II
 Electives
 Clinical Competency Examination must be defended prior to beginning the fall semester of the fourth year.

Year Four

PSYC 789, Major Research III
PSYC 850, Clinical Practicum V
PSYC 851, Clinical Practicum VI
Electives

Dissertation proposal must be approved prior to applying for the internship.

Year Five

PSYC 999, Internship (one year)

The Psy.D. degree will be awarded upon successful completion of coursework, Clinical Competency Examination, Doctoral Dissertation, and an internship.

2. 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 in working 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 \$35.00 application fee.
3. One copy of all official transcripts from all previous colleges and universities attended. A 2.800 overall undergraduate grade point average (in a 4.0 scale) and a 3.000 average in all psychology courses.
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 recommended.
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 Psy.D. degree must be completed at Xavier.

* * * * *

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 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 a beginning level practitioner 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:

- 46 hours of social work courses: SOCW 167, 204, 208, 300, 315, 316, 318, 320, 325, 352, 415, 416, 417, 418, 419, 420, 424.
- 3 hours of related major coursework from PSYC 232.
- 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

SOCW 211	Comp App for the Social Sci	PSYC 221	Experimental Psyc I and
SOCW 264	Social Change	PSYC 223	Experimental Psyc I Lab
SOCW 265	Overview of Cont Corr	PSYC 261	Social Psychology
SOCW 270	Families in Poverty	PSYC 277	Abnormal Psychology
SOCW 307	Child Welfare	PSYC 409	Group Dynamics
SOCW 310	Family & Society	CJUS 101	Intro. to Criminal Justice
SOCW 313	Lifestyles in a Changing Soci	CJUS 260	Current Iss in Crim Justice
SOCW 330	Community Organizing	CJUS 321	Juv Justice in a Changing Soc
SOCW 337	Adolescence Crisis	CJUS 364	Overview of Cont Corr
SOCW 382	Social Sys in the Life Cycle	POLI 140	Am Government & Politics
SOCW 402	Child Abuse	POLI 301	Political Philosophy
SOCW 412	Dynamics of Older Adults	COMM 101	Oral Communication
SOCW 432	Res & Clinical Iss: SMD Pop		
SOCI 290	Criminology & Penology		
SOCI 316	Complex Organizations		

B.S. Social Work

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

First Semester *Credit Hours* *Second Semester* *Credit Hours*

Freshman Year

ENGL 101 or 115, Engl Comp or Rhetoric ..3	Literature Elective	3
PHIL 100, Ethics as Intro to Philosophy3	THEO 111, Theological Foundations	3
Foreign Language Elective	Foreign Language Elective	3
SOCI 101, Introduction to Sociology	PSYC 101, General Psychology	3
BIOL 112, Life: Genetics & Evolution	BIOL 120, Life: Ecology	2
BIOL 125, Life Lab Investigation	BIOL 127, Life Lab Investigation	1
Total	Total	15

Sophomore Year

PSYC 232, Child Psychology	Philosophy Elective	3
Theology Scrp/Hist or Christ Sys Elective .3	Theology Ethics or Rel/Cult Elective	3
PHIL 290, Theory of Knowledge	ENGL/CLAS 205, Lit & the Moral Imag	3
SOCW 167, Introduction to Social Work3	SOCW 204, Contemp Social Problems	3
SOCW 208, Economics of Society	SOCW 300, Hum Life Cyc II: Adol-Adult .3	3
Total	Total	15

Junior Year

Mathematics Elective	SOCW 316, Soc Pol & Contemp Issues	3
SOCW 352, Research Methodology	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	3
Science Elective	MATH 116, Elementary Statistics or	
History I	MATH 156, General Statistics	3
	SOCW 320, Pre-Placement Seminar	2
Total	Total	17

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	SOCW 420, Social Work Seminar/Lab	1
SOCW 424, Research Paper	Support Core	3
Support Core	Support Core	3
E/R&S Focus Elective +		
Total	Total	14

* 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.

* * * * *

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-Graduate and Executive Programs; Ms. Jennifer Bush, Director - MBA Enrollment Services; Ms. Cynthia Stockwell, Director - Undergraduate Program and International Field Experiences.

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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, Information Systems, Management, and Marketing.

Also offered are a minor in Business, a minor in International Business, a minor in Economics, 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, Microeconomics, and ECON 201, Macroeconomics

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 301	Management of Information Technology	3
MGMT 300	Managerial Behavior	3
MGMT 301	Managerial Communication	2
MGMT 201	Quality and Productivity in Operations	3
MKTG 300	Principles of Marketing	3
STAT 200	Intermediate Business Statistics	3

Major: 18 hours, except accounting, which is 21 hours. See succeeding pages for specific major requirements.

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.

REQUIREMENTS FOR THE MINOR IN BUSINESS

- 20-21 hours of business courses designed to offer the non-business major an introduction to business: ACCT 200, ECON 200, FINC 300, INFO 301, MKTG 300, MGMT 300, are required.
- 2-3 hours of business elective are also required for the minor (All prerequisites for elective courses must be met).
- A 2.000 cumulative average must be attained in these courses.

REQUIREMENTS FOR THE MINOR IN INTERNATIONAL BUSINESS

- Prerequisites: Business core, including ECON 200, Microeconomic Principles and ECON 201, Macroeconomic Principles.
- 15 credit hours and a minimum grade point average of 2.000 must be achieved. Required courses include MKTG 320 and FINC 476. Students must complete an additional 6 credit hours of specific upper division business courses and 3 hours of electives for the minor.

ASSOCIATE OF BUSINESS ADMINISTRATION DEGREE (A.B.A.)

The Associate of Business Administration Degree in General Business requires 65 semester hours. The student must complete at least 30 hours at Xavier University, including at least 15 hours of required business courses. The program is divided between general University core requirements and business courses. This associate degree is intended as a stepping stone toward the bachelor's degree.

Requirements for the Associate of Business Administration

University Core Requirements: 30 hours

English Composition or Rhetoric ...	3	History (1st level)	3
Fine Arts	3	Literature	3
Ethics as Intro. to Philosophy	3	Introduction to Theology	3
Calculus	3	PHIL 290 or Theology elective	3
General Statistics	3	Science Elective	3

Business Courses: 35 hours

Course No.	Subject	Credit Hours
ACCT 200	Introductory Financial Accounting	3
ACCT 201	Introductory Managerial Accounting	3
BLAW 300	Legal Environment	3
ECON 200	Microeconomics	3
ECON 201	Macroeconomics	3
FINC 300	Business Finance	3
HRES 200	Human Resources Society	3
	(fulfills Cultural Diversity Elective)	
INFO 301	Management of Information Technology	3
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.

CERTIFICATE IN PRE-MBA STUDIES

This certificate program satisfies the foundation courses required for admittance into Xavier's MBA program. Students completing the certificate also earn a minor in Business Administration. 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 27 hours. Required courses include ACCT 200, ACCT 201, ECON 200, ECON 201, INFO 301, STAT 200, FINC 300, MGMT 300, MKTG 300.

A 2.000 cumulative average must be attained in these 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.

MASTER OF BUSINESS ADMINISTRATION DEGREE (M.B.A.)

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 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	Santa Clara University, Santa Clara CA
Canisius College, Buffalo, NY	Seattle University, Seattle WA
Creighton University, Omaha NE	Seattle University, Seattle WA
Fairfield University, Fairfield CT	St. Joseph University, Philadelphia PA
Fordham University, New York, NY	St. Louis University, St. Louis MO
Gonzaga University, Spokane, WA	University of Dayton, Dayton OH
John Carroll University, Cleveland OH	University of Detroit Mercy, Detroit MI
Loyola College in Maryland, Baltimore MD	University of Portland, Portland OR
Loyola Marymount Univ., Los Angeles CA	University of San Diego, San Diego CA
Loyola University Chicago, Chicago IL	Univ. of San Francisco, San Francisco CA
Loyola Univ. New Orleans, New Orleans LA	University of Scranton, Scranton NY
Marquette University, Milwaukee WI	

M.B.A. 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, Macroeconomics	2
MKTG 801, Marketing Concepts	2	ECON 802, Microeconomics	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, Managing Process		Environment	2
Improvement Teams	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	Quality Improvement	9
Finance	12	Marketing	12
Human Resources	9	Entrepreneurship	12
International Business	9	General Business	8
		Mgmt Information Systems	8

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 M.B.A. 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 3.00. Foundation Skills (800-level) courses do not count toward the 36 hour minimum.

EXECUTIVE M.B.A. 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 M.B.A. 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.

<i>Fall Semester Year 1</i>	<i>Credit Hours</i>
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)	
<i>Spring Semester Year 1</i>	<i>Credit Hours</i>
ECON 901, Global Economic Environment 3	
ACCT 901, Global Economic Environment 3	
<i>Summer Session Year 1</i>	<i>Credit Hours</i>
MGMT 903, Managing Team Processes 2 (First 6 weeks)	
HRES 901, Human Resources 2 (Second 6 weeks)	
Elective 2 (Second 6 weeks)	
<i>Fall Semester Year 2</i>	<i>Credit Hours</i>
FINC 901, Managerial Finance 3	
MKTG 901, Marketing Strategy 3	
<i>Spring Semester Year 2</i>	<i>Credit Hours</i>
INFO 903, Systems of Operation & Technology 3	
Elective 3	
<i>Summer Session Year 2</i>	<i>Credit Hours</i>
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 an 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 ACCOUNTING AND INFORMATION SYSTEMS

The Department of Accounting and Information Systems offers the Bachelor of Science in Business Administration degree in Accounting and in Information Systems, a minor in Information Technology, and a certificate in Information Technology. Also, it offers a Professional Accountancy Program to meet the law that will be in effect in most states, including Ohio, by the year 2000 that requires candidates to complete 150 semester credit hours of college coursework prior to sitting for the CPA examination.

FACULTY

Faculty: PROF. VANDERBECK, *chair*; DR. CRABLE, Coordinator of Information Systems; PROF. ALLEN; DR. BRAUN; DR. DEVINE; PROF. FIORELLI; DR. HORNIK; DR. O'CLOCK; PROF. O'REILLY, PROF. SENA, PROF. SMITH; DR. SURDICK, DR. TESCH

Adjunct Faculty: DR. ABATE, MR. BAUMGARDNER, MR. BRAUN, MR. COZ, MR. DENICOLA, MS. HIDY, MR. HOCTOR, MS. IACOBUCCI, MR. KROGER, MR. MARTINI, MR. MILLER, MS. MITCHELL, MS. O'GRADY, MR. RESNICK, MR. ROGERS, MR. SCHUTZMAN, MR. STEWART, MR. VOELKERDING

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE IN ACCOUNTING

The B.S.B.A. 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 B.S.B.A. 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, Microeconomics, and ECON 201, Macroeconomics

Business core requirements (see page 231): 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 238.

THE PROFESSIONAL ACCOUNTANCY PROGRAM

This is a five-year program that enables a student to earn a B.S.B.A. in Accounting and an M.B.A. with a concentration in Accounting while satisfying the 150-hour requirement for the CPA exam. Students are allowed to seek admission to the M.B.A. program at the end of their junior year. Those accepted may use three credit hours of undergraduate electives for M.B.A. 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 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.)

Requirements:

- Same as above requirements for B.S.B.A. in Accounting except for three hours of undergraduate electives that may be used for M.B.A. business skills courses.

- Same as requirements for all M.B.A. students except for waiver of ACCT 901.
- Nine credit hours of graduate electives in accounting, which may include one graduate tax course beyond ACCT 902. Additional tax courses may be taken to fulfill concentration with department approval.
- See block schedule page 239.

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>
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Freshman Year

MATH 150, Calculus	3	MATH 156, General Statistics	3
History I	3	History II	3
ENGL 101 or 115, Eng Comp or Rhetoric ...	3	ECON 200, Microeconomics	3
Foreign Language Elective	3	Foreign Language Elective	3
INFO 301, Managing Info Technology	3	MKTG 300, Principles of Marketing	3
Total	15	Total	15

Sophomore Year

ECON 201, Macroeconomics	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 311, Intro to Taxation	3
MGMT 301, Managerial Communications ..2		MGMT 201, Quality & Prod in Operations .	3
ACCT 321, Cost Accounting	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

* HRES 200 fulfills the Cultural Diversity 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. If so, the program is 122 credit hours.

Freshman Year	30
Sophomore Year	30
Junior Year	35
Senior Year	30
Total Hours	**125

**Note: 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 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	3	History II	3
ENGL 101 or 115, Eng Comp or Rhetoric ...	3	ECON 200, Microeconomics	3
Foreign Language Elective	3	Foreign Language Elective	3
INFO 301, Managing Info Technology	3	MKTG 300, Principles of Marketing	3
Total	15	Total	15
Sophomore Year			
ECON 201, Macroeconomics	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 311, Intro to Taxation	3
MGMT 301, Managerial Communications ..	2	MGMT 201, Quality & Prod in Operations .	3
ACCT 321, Cost Accounting	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, Managing Process Imp Teams	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 Electives	3
Total	10	FINC 901, Managerial Finance	3
		Total	13

* HRES 200 fulfills the Cultural Diversity Elective.

** (see next page)

Freshman Year	30
Sophomore Year	30
Junior Year	32
Senior Year	32
Fifth Year	29
Total Hours	**153

**Note: If E/RS Focus Elective is double counted and three hours of undergraduate electives are used for MBA business skills courses.

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, Microeconomics, and ECON 201, Macroeconomics

Business Core Requirements (see page 231): 35 hours

Major Requirements

- 18 hours of information systems courses: INFO 350, 358, 362, 450, 495 and 3 hours of electives. INFO 495 is the integrative course for the major.
- 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	3	History II	3
ENGL 101 or 115, Eng Comp or Rhetoric ...	3	ECON 200, Microeconomics	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. Information Systems, continued

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Sophomore Year			
ECON 201, Macroeconomics	3	INFO 250, Intro to Structured Programming	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	STAT 200, Intermediate Business Stats	3
Total	15	Total	15

* HRES 200 fulfills the Cultural Diversity Elective.

Junior Year			
Theology Scrip/Hist or Christ Sys Elective ..	3	PHIL 290, Theory of Knowledge	3
FINC 300, Business Finance	3	Science Elective	3
Science Elective	3	INFO 358, Data Modeling and Management	3
Literature Elective	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	INFO 362, Prgm for Modern Bus App	3
Total	17	Total	18

Senior Year			
Theology Ethics or Rel/Cult Elective	3	Philosophy Elective	3
ECON 300, Int'l Trade & Business	3	INFO 495, System Development Project	3
INFO 450, Systems Analysis & Design	3	Fine Arts Elective	3
Info Systems 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.

Note: If E/R&S Focus Elective is double counted, program is 122 credit hours.

Freshman Year	30
Sophomore Year	30
Junior Year	35
Senior Year	30
Total Hours	125

**REQUIREMENTS FOR
INFORMATION TECHNOLOGY (IT) MINOR**

- 15 credit hours
- Required courses: INFO 200, INFO 358 and INFO 359
- Elective courses: 6 hours (two information systems electives)
- A 2.000 cumulative average must be attained in these courses.

**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 358, INFO 359 and 6 hours of information systems electives. A 2.000 cumulative average must be attained in these courses.

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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. The Department also offers a Bachelor of Arts in Economics degree through the College of Social Sciences (see page 163).

FACULTY

Faculty: DR. ZIMMERMAN, *chair*; DR. ABU-RASHED, DR. BERTAUX, DR. BLACKWELL, DR. COBB, MS. GUNNARSSON, DR. MARMO, DR. QUENEAU, DR. RANKIN, DR. WEINBERG, DR. WILSON

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, Microeconomics, and ECON 201, Macroeconomics

Business core requirements (see page 231): 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	3	History II	3
ENGL 101 or 115, Eng Comp or Rhetoric ...	3	ECON 200, Microeconomics	3
Foreign Language Elective	3	Foreign Language Elective	3
INFO 301, Managing Info Technology	3	MKTG 300, Principles of Marketing	3
Total	15	Total	15

B.S.B.A. Economics, continued

Sophomore Year	
ECON 201, Macroeconomics	3
ACCT 200, Financial Accounting	3
THEO 111, Theological Foundations	3
HRES 200, HR in a Diverse Society *	3
Science Elective	3
Total	15
Literature Elective	3
ACCT 201, Managerial Accounting	3
PHIL 100, Ethics as Intro to Philosophy	3
MGMT 300, Managerial Behavior	3
ECON 300, Int'l Trade & Business	3
Total	15

Junior Year	
Theology Scrip/Hist or Christ Sys Elective ..	3
STAT 200, Intermediate Business Stats	3
Science Elective	3
ECON 305, Microeconomic Analysis	3
MGMT 301, Managerial Communications ..	2
ENGL/CLAS 205, Lit & the Moral Imag	3
Total	17
PHIL 290, Theory of Knowledge	3
Science Elective	3
ECON 306, Macroeconomic Analysis	3
BLAW 300, Legal Environment	3
MGMT 201, Quality & Prod in Operations ..	3
Fine Arts Elective	3
Total	18

Senior Year	
Theology Ethics or Rel/Cult Elective	3
FINC 300, Business Finance	3
Economics Electives	6
Business Elective	3
Total	15
Philosophy Elective	3
Economics Elective (400 level)	3
ECON 495, Managerial Economics	3
E/RS Focus Elective	3
General Elective	3
Total	15

* HRES 200 fulfills the Cultural Diversity 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.

Note: If E/RS focus elective is double counted, program is 122 credit hours.

Freshman Year	30
Sophomore Year	30
Junior Year	35
Senior Year	30
Total Hours	125

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 90): 64 hours, including

- Mathematics: MATH 150, Calculus, and MATH 156, General Statistics
- Social science: ECON 200, Microeconomics, and ECON 201, Macroeconomics

Business Core Requirements (see page 231): 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	3	History II	3
ENGL 101 or 115, Eng Comp or Rhetoric ...	3	ECON 200, Microeconomics	3
Foreign Language Elective	3	Foreign Language Elective	3
INFO 301, Managing Info Technology	3	MKTG 300, Principles of Marketing	3
Total	15	Total	15
Sophomore Year			
ECON 201, Macroeconomics	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 Finance 3		Human Resources Elective 3	
Human Resources Electives6		HRES 495, Current Human Res. Problem ... 3	
Business Elective 3		E/RS Focus Elective 3	
		General Elective 3	
Total 15		Total 15	

* HRES 200 fulfills the Cultural Diversity 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.

Note: If E/R&S Focus Elective is double counted, program is 122 credit hours.

Freshman Year	30
Sophomore Year	30
Junior Year	35
Senior Year	30
Total Hours	125

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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, DR. JANKOWSKE, 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 basic 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, Microeconomics, and ECON 201, Macroeconomics

Business Core Requirements (see page 231): 35 hours

Major Requirements

- 18 hours of finance and accounting courses: FINC 365, 401, 485, 495, one finance elective, 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	3	History II	3
ENGL 101 or 115, Eng Comp or Rhetoric ...	3	ECON 200, Microeconomics	3
Foreign Language Elective	3	Foreign Language Elective	3
INFO 301, Managing Info Technology	3	MKTG 300, Principles of Marketing	3
Total	15	Total	15
Sophomore Year			
ECON 201, Macroeconomics	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

<i>B.S.B.A. Finance, continued</i>			
<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	FINC 401, Financial Management 3
FINC 365, Investments3	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 & Business 3	FINC 495, Cases and Problems in Finance . 3
FINC 485, Computer App in Finc 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

* HRES 200 fulfills the Cultural Diversity 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.

Note: If E/RS Focus Elective is double counted, program is 122 credit hours.

Freshman Year	30
Sophomore Year	30
Junior Year	35
Senior Year	30
Total Hours	125

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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. BRODZINSKI, DR. CLARK, DR. CUNNINGHAM, DR. GEEDING, DR. HUMAN, DR. KILBOURNE, DR. KLOPPENBORG, DR. KRISHNAN, DR. PARK, DR. SHRIBERG

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE IN MANAGEMENT

The objectives of this program are to facilitate good management by:

1. Providing education in the principles and practices of effective operation of the business organization.
2. Enabling the student to handle a wide range of problems encountered in management.
3. Helping to develop the student's leadership capabilities.

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, Microeconomics, and ECON 201, Macroeconomics

Business core requirements (see page 231): 35 hours

Major Requirements:

- 18 hours in management courses: MGMT 309, 310, 495, 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	3	History II	3
ENGL 101 or 115, Eng Comp or Rhetoric ...	3	ECON 200, Microeconomics	3
Foreign Language Elective	3	Foreign Language Elective	3
INFO 301, Managing Info Technology	3	MKTG 300, Principles of Marketing	3
Total	15	Total	15

B.S.B.A. Management, continued

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
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Sophomore Year

ECON 201, Macroeconomics 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

* HRES 200 fulfills the Cultural Diversity 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.

Note: If E/RS Focus Elective is double counted, program is 122 credit hours.

Freshman Year	30
Sophomore Year	30
Junior Year	35
Senior Year	30
Total Hours	125

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 320	Personnel Administration	

- 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	3	History II	3
ENGL 101 or 115, Eng Comp or Rhetoric ...	3	ECON 200, Microeconomics	3
Foreign Language Elective	3	Foreign Language Elective	3
MKTG 300, Principles of Marketing	3	INFO 301, Managing Info Technology	3
Total	15	Total	15
Sophomore Year			
ECON 201, Macroeconomics	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 Stats	3	Science Elective	3
Science Elective	3	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 Elective	3	Philosophy Elective	3
ECON 300, Int'l Trade & Business	3	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 Elective	3	General Elective	3
Total	15	Total	15

* HRES 200 fulfills the Cultural Diversity 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.

Note: If E/RS Focus Elective is double counted, program is 122 credit hours.

Freshman Year	30
Sophomore Year	30
Junior Year	35
Senior Year	30
Total Hours	125

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 403 Co-op
 - FINC 440 Purchase, Sale, and Valuation of Closely Held Firms
 - 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>
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Freshman Year

MATH 150, Calculus 3	MATH 156, General Statistics 3
History I 3	History II 3
ENGL 101 or 115, Eng Comp or Rhetoric ... 3	ECON 200, Microeconomics 3
Foreign Language Elective 3	Foreign Language Elective 3
MKTG 300, Principles of Marketing 3	INFO 301, Managing Info Technology 3
Total 15	Total 15

Sophomore Year

ECON 201, Macroeconomics 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

* HRES 200 fulfills the Cultural Diversity 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.

Note: If E/RS Focus Elective is double counted, program is 122 credit hours.

Freshman Year	30
Sophomore Year	30
Junior Year	35
Senior Year	30
Total Hours	125

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THE DEPARTMENT OF MARKETING

The Department of Marketing offers the degree of Bachelor of Science in Business Administration in Marketing.

FACULTY

Faculty: DR. HAYES, *chair*; DR. AHUJA, MR. HEATH, DR. NULSEN, DR. SCHERTZER, DR. SCHUSTER, DR. TADEPALLI, DR. TREBBI, DR. 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, Microeconomics, and ECON 201, Macroeconomics

Business core requirements (see page 231): 35 hours

Major Requirements

- 18 hours of marketing courses: MKTG 302, 400, 495, and 9 hours of electives in upper division marketing courses.
- A 2.000 average must be attained in the marketing courses.

Electives:

- 3 hours of business courses
- 3 hours of general electives. Marketing majors are encouraged to take PSYC 101, General Psychology, as the free elective.

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	3	History II	3
ENGL 101 or 115, Eng Comp or Rhetoric ...	3	ECON 200, Microeconomics	3
Foreign Language Elective	3	Foreign Language Elective	3
INFO 301, Managing Info Technology	3	MKTG 300, Principles of Marketing	3
Total	15	Total	15

B.S.B.A. Marketing, continued

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
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Sophomore Year

ECON 201, Macroeconomics 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 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	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

* HRES 200 fulfills the Cultural Diversity 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.

Note: If E/RS Focus Elective is double counted, program is 122 credit hours.

Freshman Year	30
Sophomore Year	30
Junior Year	35
Senior Year	30
Total Hours	125

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WILLIAMS COLLEGE OF BUSINESS CENTERS

Center for International Business

The Xavier Center for International Business was established in July 1990 for the purpose of enhancing knowledge of international business among students, faculty and the business community. The Center develops programs within the Williams College of Business to ensure that students are prepared to meet the future challenges of businesses operating in the global economy. The Center also offers several services to the business community: seminars on international negotiation and cultural adaptation, and consulting on market development strategies.

STAFF

Faculty: DR. GEEDING, *Director*

Adjunct Faculty: Members of the Xavier University faculty and resource personnel from local, national and international sources.

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Xavier Center for Economic Research

The Xavier Center for Economic Research offers economic consulting services to the local community. It specializes in measuring the regional economic impact of events and policies.

STAFF

Faculty: DR. COBB, *Director*; DR. BLACKWELL, *Associate Director*; DR. WEINBERG, *Associate Director*

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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

Faculty: DR. CUNNINGHAM, *Director*

Adjunct Faculty: Members of the Xavier University faculty and various resource personnel from the local business community.

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COURSE DESCRIPTIONS

Accounting	259	Entrepreneurial Studies	327
American Sign Language	260	Finance	328
Arts	261	French	331
Biology	265	German	332
Business Administration	268	Greek	335
Business Law	269	Health Services Administration	336
Chemistry	270	History	339
Classics	272	Human Resources	343
Communication Arts	273	Humanities	345
Computer Science	279	Information Systems	346
Criminal Justice	281	Italian	348
Economics	285	Japanese	349
Education		Latin	349
Administration	287	Management	350
Athletic Training	290	Marketing	353
Children's Literature	292	Mathematics	355
Counseling	293	Medical Technology	357
Early Childhood Education	295	Military Science	358
Elementary Education	296	Music	359
Foundations	298	Nursing	363
Health Education	299	Occupational Therapy	368
Human Resource Development	299	Philosophy	370
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Multi-Age/Secondary Education	307	Social Work	385
Special Education	309	Sociology	388
Sport Management	317	Spanish	389
Workshop	318	Statistics	391
English	322	Theology	392
English as a Second Language	326	University Studies	399

Accounting (ACCT)

Undergraduate Courses

- ACCT 200 **INTRODUCTORY FINANCIAL ACCOUNTING** (3) A foundation course which provides an introduction to fundamental concepts and to the financial statements.
- ACCT 201 **INTRODUCTORY MANAGERIAL ACCOUNTING** (3) Management's use of accounting data in planning, operations, controlling activities, and decision making. Prerequisite: ACCT 200.
- ACCT 300 **INTERMEDIATE FINANCIAL ACCOUNTING 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. Prerequisites: Minimum grade of "C" in ACCT 200 and ACCT 201.
- ACCT 301 **INTERMEDIATE FINANCIAL ACCOUNTING II** (3) The second of a two course sequence focusing on the study of financial accounting theory and principles. Prerequisite: Minimum grade of "C" in ACCT 300.
- ACCT 303 **CO-OP EDUCATION/ACCOUNTING: JUNIOR LEVEL** (3) An elective cooperative experience where students earn academic credit while performing approved accounting-related work experience. Prerequisite: MGMT 301, 55 credit hours completed, 2.75 gpa, department approval required.
- ACCT 311 **INTRODUCTION TO TAXATION** (3) Introduction to the tax concepts of income and expense for C-corporations, partnerships, S-corporations, and individuals, with emphasis on both planning and compliance. Prerequisite: Minimum grade of "C" in ACCT 200.
- ACCT 321 **COST ACCOUNTING** (3) The study of the process of measuring, interpreting and communicating information that assists managers in achieving organizational goals. Prerequisite: Minimum grade of "C" in ACCT 200 and ACCT 201.
- ACCT 350 **FINANCIAL ANALYSIS FOR MANAGERS** (3) An overview of corporate financial reporting emphasizing the areas of financial statement presentation, disclosure and analysis. Prerequisite: ACCT 201.
- ACCT 403 **CO-OP EDUCATION/ACCOUNTING: SENIOR LEVEL** (3) An elective cooperative experience where students earn academic credit while performing approved accounting-related work experience. Prerequisite: MGMT 301, 55 credit hours completed, 2.750 gpa.
- ACCT 421 **AUDITING** (3) An introduction to auditing concepts, standards and procedures related to the planning and execution of financial and operational audits. The course also includes the topics of internal controls and professional ethics. Prerequisite: Minimum grade of "C" in ACCT 301.
- ACCT 431 **ADVANCED FINANCIAL ACCOUNTING** (3) Study of the theory and practice of accounting with application to business and nonbusiness enterprises. Topics include: mergers and acquisitions, consolidated financial statements, foreign currency transactions, partnership accounting, and fund accounting for governmental and nonprofit entities. Prerequisite: Minimum grade of "C" in ACCT 301.
- 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. Prerequisite: Minimum grade of "C" in ACCT 421. Corequisite: ACCT 431.
- ACCT 499 **TUTORIAL IN ACCOUNTING** (1-3) Open to especially qualified students in unusual circumstances, with the consent of the department chairperson and the dean.

Graduate Courses

- ACCT 701 **FINANCIAL ACCOUNTING** (3) The focus 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. Prerequisite: Admission to the Executive MBA program.
- ACCT 703 **ACCOUNTING ANALYSIS FOR MANAGEMENT DECISIONS** (3) Integration of accounting into the management decision process is the central theme of this course. Consideration is given to the 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. Prerequisite: ACT 701 and admission to the Executive MBA program.
- ACCT 803 **ACCOUNTING CONCEPTS & ANALYSIS** (3) A foundation course which emphasizes the preparation, analysis, and interpretation of accounting statements.
- ACCT 901 **ACCOUNTING ANALYSIS FOR MANAGEMENT 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. Prerequisite: Completion of the foundation and business skills courses.
- ACCT 902 **SURVEY OF TAXATION** (3) 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. Prerequisite: ACCT 803.
- ACCT 945 **SPECIAL TOPICS IN FEDERAL 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. Prerequisite: ACCT 902 or equivalent.
- ACCT 947 **TAX RESEARCH AND PRACTICE** (3) Tax research concerning regulations governing CPAs, attorneys, statutes of limitations, rules of evidence, etc. Prerequisite: ACCT 902.
- ACCT 948 **TAXATION OF GIFTS ESTATES AND 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. Prerequisite: ACCT 902.
- ACCT 952 **SPECIAL TOPICS IN AUDITING** (3) A study of international accounting issues. The course will address international accounting standards, a comparison of accounting standards among different countries, and the reporting requirements of multinational corporations. Prerequisite: ACCT 901.
- ACCT 955 **ADVANCED MANAGERIAL ACCOUNTING** (3) A study of Management planning and control systems and the decision making processes in different organizational structures. Prerequisites: ACCT 901, and FINC 901.
- ACCT 958 **ADVANCED AUDITING** (3) An extension of the introductory auditing course which focuses on the application of auditing concepts in case settings. Prerequisite: ACCT 421 or equivalent.
- ACCT 995 **INDIVIDUAL READINGS AND RESEARCH** (2-3) Open to especially qualified students in unusual circumstances with the consent of the department chairperson and the dean.

American Sign Language (ASLN)

American Sign Language Note

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 **ELEMENTARY 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 **ELEMENTARY AMERICAN SIGN LANGUAGE II** (3) The second semester elementary course which is a continuation of ASLN 101. Prerequisite ASLN 101 (unless waived).
- ASLN 201 **INTERMEDIATE 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 more creative use of the language. Prerequisite ASLN 102 (unless waived).
- ASLN 202 **INTERMEDIATE 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. Prerequisite ASLN 201 (unless waived).

Art (ARTS)

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. Corequisite: ARTS 101. For Art majors.
- 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 & 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) An introduction to print media in one of the following areas: relief (i.e., collagraph, 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 & 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 rug making. 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. Prerequisite: 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. Prerequisite: ARTS 101. For art majors and minors only.
- ARTS 202 **ADVANCED DRAWING I** (3) Anatomy. Primary focus in 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) 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) 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. Prerequisite: ARTS 107 or permission of instructor. Required for sculpture concentration.
- ARTS 206 **ADVANCED FIBER ARTS** (3) 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 fibre experience. Prerequisite: 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. Prerequisite: ARTS 107.
- 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. Prerequisite: ARTS 271, or permission of instructor.
- ARTS 209 **ADVANCED CERAMICS I** (3) 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. Prerequisite: ARTS 109.

ARTS 492 **TUTORIAL** (3) Prerequisite: Permission of chair.

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 213 **INCARNATING TOTEM AND 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. Prerequisite/Corequisite to PHIL 100 and THEO 111.

ARTS 221 **EARLY & MIDDLE CHILDHOOD ART** (3) 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. Not open to freshmen.

ARTS 222 **ART IN EARLY CHILDHOOD EDUCATION** (3) 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 223 **SECONDARY SCHOOL ART** (3) A thorough investigation of the instructional techniques, resources and philosophies necessary in teaching art at the secondary level.

ARTS 242 **ADVANCED GRAPHIC DESIGN I** (3) Solve visual communication problems while learning three electronic (computer) techniques (object oriented drawing, bitmapped painting and electronic page assembly). Prerequisite: ARTS 142.

ARTS 302 **ADVANCED DRAWING II** (3) 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) 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 qualitative beyond previous involvement in the field of painting.

ARTS 304 **ADVANCED PRINTMAKING II** (3) 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** (Assemblage, Conceptual and Process Art) (3) 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. Prerequisite: ARTS 107 or permission of instructor.

ARTS 306 **ADVANCED FIBER ARTS** (3) 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** (Performance/Installation Art) (3) 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. Prerequisite: ARTS 305 or permission of instructor.

ARTS 309 **ADVANCED CERAMICS II** (3) 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. Prerequisites: ARTS 109 and 209.
- ARTS 342 **ADVANCED GRAPHIC DESIGN II** (3) 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. Prerequisite: ARTS 242.
- ARTS 402 **ADVANCED DRAWING III** (Thematic Series) (3-15) Primary focus is 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** (3-15) 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** (3-15) 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) Exploration and search for personal style and direction. Materials, processes and conceptual issues will be explored in depth. Prerequisite: ARTS 207, 307 or permission of instructor.
- ARTS 406 **ADVANCED FIBER ART** (3) 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. Prerequisite: 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. Prerequisite: ARTS 405 or permission of instructor.
- ARTS 409 **ADVANCED CERAMICS III** (3-15) 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. Prerequisite: ARTS 109, 209 and 309.
- ARTS 442 **ADVANCED GRAPHIC DESIGN III** (3) 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. Prerequisite: ARTS 342.

Graduate Courses

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**
 ARTS 503 **ADVANCED PAINTING**
 ARTS 504 **ADVANCED PRINTMAKING**
 ARTS 506 **ADVANCED FIBER ARTS**
 ARTS 505/507 **ADVANCED SCULPTURE**
 ARTS 509 **ADVANCED CERAMICS**
 ARTS 542 **ADVANCED GRAPHIC DESIGN**

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 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 AND SOCIETY** (3) Historical survey of women artists from prehistory 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

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.
- ARTS 490 **SENIOR CONCENTRATION** (3-6) 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.
- ARTS 491 **INDEPENDENT STUDY** (Credit to be arranged.) 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 chair.

Biology (BIOL)

BIOL 102-143 may not be taken for Biology major, premedical, or pre dental requirements.

All lower division laboratory courses require animal dissection, with the exception of BIOL 125. BIOL 160-163 are required as introduction to all upper division courses. In exceptional cases, BIOL 102-127 may be considered as full or partial fulfillment. Additional prerequisites are listed with specific courses. Lecture and laboratory sections of each course must be taken concurrently.

Lower Division Courses

- BIOL 102-120 **LIFE** (2) Each course emphasizes a different aspect of biology and its impact on human society: human biology (102), wellness (104), growing and evolving (112), microbes & humans (116), plants (118), ecology (120). BIOL 120 fulfills the E/R&S Focus elective. Prerequisite/Corequisite to PHIL 100 and THEO 111.
- BIOL 125-127 **LIFE LAB INVESTIGATION** (1) Exercises, experiments, dissections, and field trips to accompany BIOL 102-120.
- BIOL 130 **INTRODUCTION TO THE LIFE SCIENCES** (3) Cells, heredity, ecology, evolution, plant and animal morphology and physiology. For Education majors only.
- BIOL 131 **INTRODUCTION TO THE LIFE SCIENCES LABORATORY** (1) Exercises and field trips to illustrate principles taught in BIOL 114. For Education majors only.
- BIOL 140 **HUMAN ANATOMY AND PHYSIOLOGY I** (3) The major human systems emphasizing the skeletal, muscular, and nervous systems. Student must pass class before taking BIOL 142.
- BIOL 141 **HUMAN ANATOMY AND PHYSIOLOGY I LABORATORY** (1) 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) Continuation of BIOL 140 stressing the circulatory, immune, excretory, digestive, endocrine, and reproductive systems. Prerequisite: Passing grade in BIOL 140.
- BIOL 143 **HUMAN ANATOMY AND PHYSIOLOGY II LABORATORY** (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 LABORATORY** (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. Prerequisite: BIOL 160 or permission of department chair.
- BIOL 163 **GENERAL BIOLOGY II LABORATORY** (2) A study of the eucaryotic kingdoms with emphasis on Animalia, using living and preserved specimens and field trips. Prerequisite: BIOL 161 or permission of department chair.

Upper Division Courses

- BIOL 200 **MICROBIOLOGY** (3) Basic study of microbes, their activities, control, role in disease and host immune responses. Intended for Nursing and Pre-pharmacy students.
- BIOL 201 **MICROBIOLOGY LABORATORY** (1) Microscopic examination of the diversity of microbes, including monerans, fungi, and protists. 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. Prerequisites: BIOL 160-163 or permission of instructor.
- BIOL 211 **GENERAL BOTANY LABORATORY** (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. Prerequisites: 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. Prerequisites: 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. Prerequisites: BIOL 160-163 or permission of instructor.
- BIOL 250 **ECOLOGY** (3) The relationships between organisms and their living and non-living environments. Prerequisites: BIOL 102-127 or 160-163 or permission of instructor.
- BIOL 251 **ECOLOGY LABORATORY** (1) Laboratory and field exercises to illustrate ecological principles. Local aquatic and terrestrial habitats are investigated.
- BIOL 280 **TOPICS IN BIOLOGY** (1-3) Short-term courses designed to explore biological phenomena of current interest. Prerequisites: BIOL 160-163 and permission of Chair.
- BIOL 290 **SPECIAL PROBLEMS IN BIOLOGY** (1-4) Independent study in some specialized area of biology. Prerequisite: permission of Chair.

- BIOL 301 **ZOOS ARE CLASSROOMS** (1) (EDWS 345, 544) 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.
- BIOL 304 **PLANTS IN THE CLASSROOM** (2) (EDWS 390) Lectures, lab activities and field trips to demonstrate how plant material may be used in the classroom.
- BIOL 330 **MEDICAL GENETICS: IMPLICATIONS** (2) The principles of human genetics, risks, screening, diagnosis, applications of genetic ethics to problems. Prerequisites: BIOL 160-163, 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. Prerequisites: BIOL 140-143. Permission of chair required to apply as elective requirement for all departmental majors.
- 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. Prerequisites: BIOL 160-163.
- BIOL 355 **VERTEBRATE ANATOMY LABORATORY** (2) Exercises which demonstrate major principles to accompany BIOL 354.
- BIOL 360 **CELL BIOLOGY** (2) A contemporary view of cell structure and function. Prerequisites: BIOL 160-163 or permission of instructor.
- BIOL 398 **SEMINAR: ENVIRONMENTAL STUDIES** (3) (ECON 398) 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. Prerequisites: BIOL 250/251 and Natural Resource Economics, ECON 320.
- BIOL 410 **VERTEBRATE PHYSIOLOGY** (2) Contraction, perception, metabolism, circulation, respiration, coordination and excretion in vertebrates, emphasizing humans. Prerequisites: BIOL 160-163 or permission of instructor.
- BIOL 411 **VERTEBRATE PHYSIOLOGY LABORATORY** (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. Prerequisite: BIOL 160-163 or permission of instructor.
- BIOL 421 **GENERAL HISTOLOGY LABORATORY** (2) A microscopic study of fixed materials employing routine and histochemical techniques to demonstrate cell, tissue, and organ morphology.
- BIOL 431 **MOLECULAR BIOLOGY LABORATORY** (2) Modern laboratory techniques for manipulating DNA and proteins, including protein isolation, gene cloning, gel electrophoresis and DNA amplification. Prerequisites: BIOL 160-163, BIOL 230.
- BIOL 440 **BIOCHEMISTRY** (3) (CHEM 440) A lecture course treating the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids.
- BIOL 441 **BIOCHEMISTRY LAB** (1)
- BIOL 450 **BACTERIOLOGY** (2) The morphology, physiology, and genetics of bacteria including the impact of these organisms on humans. Prerequisites: BIOL 160-163 or permission of instructor.
- BIOL 451 **BACTERIOLOGY LABORATORY** (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 gamete formation, 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. Prerequisites: BIOL 230/231.

- BIOL 461 **DEVELOPMENTAL BIOLOGY LABORATORY** (1) Analysis of experimental procedures in the lab regarding underlying cellular molecular and genetic mechanisms that control game to genesis, fertilization, cleavage divisions, embryonic polarization, germ layer formation and morphogenesis.
- BIOL 495 **DIRECTED STUDY** (Credit to be arranged.) 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 BIOLOGICAL RESEARCH I** (1-2) The gathering and interpreting of experimental data from living organisms. Projects vary depending on faculty advisor. Prerequisites: senior standing or approval of chair.
- BIOL 499 **METHODS OF BIOLOGICAL RESEARCH II** (1-2) A continuation of BIOL 498 emphasizing experimental design and controls together with the written and oral presentation of scientific reports.

Business Administration (BUAD)

Interdisciplinary Courses

- BUAD 301 **THE CHALLENGE OF LEADERSHIP** (3) Explores diverse theoretical base of leadership while using the concept of the Heroic Journey as an aid to the student in contemplating their own journey; past and present. Leadership in group setting is emphasized. Experiential learning used.

Graduate Courses

- BUAD 702 **GLOBAL STRATEGIC THINKING** (2) Strategic and global management issues are presented and analyzed. Each issue examined involves reading and analysis by students, presentation by and dialogue with executive speakers, and an analytic paper. Prerequisite: ACCT 703, DECS 721, ECON 705, FINC 701, HRES 701, INFO 700, MGMT 744, MKTG 700 and admission to the Executive MBA program.
- 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: Admission to the Executive MBA program or permission of the Program Director.
- BUAD 901 **LEGAL, ETHICAL AND REGULATORY ENVIRONMENT** (2) Examines antitrust, administrative law, liabilities and other legal, regulatory or ethical issues confronting business
- BUAD 904 **GLOBAL STRATEGIC THINKING** (3) 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. Prerequisite: 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 **YEAR 1 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. Prerequisite: Admission to the on-site MBA program.
- BUAD 925 **SERVICE LEARNING PRACTICUM I** (3) Student teams serve as consultants to not-for-profit organizations or companies that are committed to serving their community. The course(s) will include lectures and readings, development and execution of a consulting plan, teaming in all aspects of the course, and reflection on experience. Prerequisites: All integrated functions courses.
- BUAD 941 **YEAR 2 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. Prerequisite: 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. Prerequisite: Permission of the Program Director
- BUAD 982 **DOING BUSINESS IN EUROPEAN UNION** (3) Gain a basic familiarity with management strategies, techniques and philosophies which may differ from those practiced in the United States. Develop a better appreciation for cultural differences and how they impact business conduct. Prerequisite: Permission of the Program Director
- BUAD 984 **DOING BUSINESS IN LATIN AMERICA** (3) Gain a basic familiarity with management strategies, techniques and philosophies which may differ from those practiced in the United States. Develop a better appreciation for cultural differences and how they impact business conduct. Prerequisite: Permission of the Program Director

Business Law (BLAW)

Undergraduate Courses

- BLAW 300 **LEGAL ENVIRONMENT** (3) Provides a background in the legal environment of business. Topics include: contracts, business torts, products liability, business entities, and employment discrimination. Prerequisite: junior status.
- BLAW 475 **BUSINESS LAW** (3) Provides exposure to legal topics to help prepare students for law school or the CPA exam. Topics include: sales, commercial paper, secured transactions, agency, partnership, securities regulation, estates and trusts, and suretyship. Prerequisite: 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.

Chemistry (CHEM)

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 LABORATORY** (1) Chemical experimentation which illustrates the concepts described in CHEM 102.
- 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. Prerequisite: CHEM 102. Fulfills the E/R&S Focus elective when taken with CHEM 105. Prerequisite/Corequisite to PHIL 100 and THEO 111.
- CHEM 105 **CHEMISTRY IN SOCIETY II LABORATORY** (1) Chemical experimentation which illustrates the concepts described in CHEM 104. Prerequisite: CHEM 103. Fulfills the E/R&S Focus elective when taken with CHEM 104. Prerequisite/Corequisite to PHIL 100 and THEO 111.
- CHEM 106 **CHEMISTRY AND PHYSICS OF PHOTOGRAPHY I** (2) A course for the non-science major. Chemical and physical principles underlying photography are presented.
- CHEM 107 **CHEMISTRY AND PHYSICS OF PHOTOGRAPHY I LABORATORY** (1) Exemplification of principles taught in CHEM 106.
- CHEM 108 **CHEMISTRY AND PHYSICS OF PHOTOGRAPHY II** (2) A continuation of CHEM 106 applying the principles to black and white photographic processes.
- CHEM 109 **CHEMISTRY AND PHYSICS OF PHOTOGRAPHY II LABORATORY** (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 LABORATORY** (1) Practice in the basic operations of chemical laboratory work. Corequisite: 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. Prerequisite: CHEM 160.
- CHEM 163 **GENERAL CHEMISTRY II LABORATORY** (2) A continuation of CHEM 161. The laboratory work includes qualitative and quantitative inorganic analysis. Prerequisite: CHEM 161; Corequisite: CHEM 162.
- CHEM 165 **GENERAL CHEMISTRY II LABORATORY** (1) Laboratory to accompany CHEM 162 emphasizing quantitative measurements. Prerequisite: CHEM 161; Corequisite: 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. Prerequisite: CHEM 162.
- CHEM 221 **ANALYTICAL CHEMISTRY** (1) Lecture and Laboratory course. Application of wet and instrumental analytical methods to substances of clinical interest. Prerequisite: CHEM 163.
- CHEM 235 **PHYSICAL ANALYTICAL LABORATORY I** (1) Measurement techniques applied to chemical systems. Lectures on principles of quantitative analysis are included. Prerequisites: CHEM 162; CHEM 163 or 165.
- CHEM 237 **PHYSICAL ANALYTICAL LABORATORY II** (1) Continuation of CHEM 235. Prerequisite: CHEM 235.

- CHEM 240 **ORGANIC CHEMISTRY I** (3) Introductory course treating the structure, preparation, reactions, and properties of organic compounds. Prerequisite: CHEM 162.
- CHEM 241 **ORGANIC CHEMISTRY I LABORATORY** (1) The practice of fundamental operations involved in the synthesis, separation, purification, and identification of organic compounds. Prerequisite: CHEM 163 or 165.
- CHEM 242 **ORGANIC CHEMISTRY II** (3) A continuation of CHEM 240 which extends the treatment of fundamental organic chemistry. Prerequisite: CHEM 240.
- CHEM 243 **ORGANIC CHEMISTRY II LABORATORY** (1) Continuation of the laboratory work of CHEM 241 with increased emphasis on the reactions and synthesis of organic systems. Prerequisite: CHEM 241. Corequisite: 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. Prerequisite: junior standing.
- CHEM 320 **PHYSICAL CHEMISTRY I** (3) An introduction to theoretical chemistry with emphasis on thermodynamics and chemical equilibrium. Prerequisite: CHEM 162.
- CHEM 322 **PHYSICAL CHEMISTRY II** (2) A continuation of CHEM 320. Chief emphasis is on chemical kinetics and kinetic molecular theory. Prerequisite: CHEM 320.
- CHEM 330 **QUANTUM CHEMISTRY** (2) An introduction to quantum chemistry and molecular structure. Prerequisite: CHEM 162.
- CHEM 339 **PHYSICAL ANALYTICAL LABORATORY III** (1) Laboratory experiments to demonstrate spectroscopic techniques. Prerequisite: CHEM 237.
- CHEM 340 **INSTRUMENTAL ANALYSIS** (3) Discussion of modern analytical chemistry with emphasis on instrumentation and measurement techniques. Prerequisite: CHEM 320 or CHEM 220.
- CHEM 341 **INSTRUMENTAL ANALYSIS LABORATORY** (2) Practice in the use of chemical instrumentation as available. Prerequisite: CHEM 340.
- CHEM 390 **CHEMISTRY SEMINAR** (0) Required of all chemistry majors in junior and senior year.
- CHEM 398 **CHEMICAL RESEARCH I THESIS** (1) Directed reading and undergraduate laboratory research required of all chemistry majors in their junior or senior year.
- CHEM 399 **CHEMICAL RESEARCH II** (1) A continuation and conclusion of research begun in CHEM 398. A written thesis is required as a final report of the activities of CHEM 398 and 399.
- CHEM 411 **ORGANIC SYNTHESIS AND ANALYSIS** (3) Synthesis and analysis of organic compounds. Emphasis on chromatographic and spectroscopic methods of identification and estimation. Prerequisites: CHEM 242 and 243.
- CHEM 420 **INORGANIC CHEMISTRY** (3) Modern theories of bonding and structure, spectroscopy, redox chemistry, and reaction mechanisms. Coordination compounds, organometallic clusters, and catalysis. Prerequisite: CHEM 330.
- CHEM 421 **INORGANIC CHEMISTRY LABORATORY** (1) Laboratory techniques and practice in synthetic inorganic chemistry. Prerequisite: CHEM 420.
- CHEM 430 **RADIOCHEMISTRY** (2) Lecture on basic principles of radiochemistry and the methodology of instrumental techniques.
- CHEM 431 **RADIOCHEMISTRY LABORATORY** (1) Laboratory course to accompany CHEM 430.
- CHEM 440 **BIOCHEMISTRY** (3) (BIOL 440) A lecture course treating the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. Prerequisite: 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. Prerequisite: 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. Prerequisite: CHEM 242.
- CHEM 495 **DIRECTED STUDY** (Credit to be arranged.) Study of a specific topic of interest under the direction of a faculty member.

Classics (CLAS)

Undergraduate Courses

- CLAS 101 **ANCIENT MEDITERRANEAN CIVILIZATIONS 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 CIVILIZATIONS 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 archaeological and legendary beginnings through the Roman republic into the time of the emperors.
- CLAS 130 **STUDIES IN THE EPIC** (3) (ENGL 130) 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) (ENGL 142) A study of the tragic form, its poetry, and its use of myth through careful reading of several plays of Aeschylus, Sophocles, Euripides, and Seneca.
- CLAS 146 **CLASSICAL COMEDY AND SATIRE** (3) (ENGL 146) A study of ancient classical writings, comedies, which were presented on the stage, and satirical poems.
- CLAS 205 **CLASSICAL LITERATURE AND THE MORAL IMAGINATION** (3) An examination of ethical and social issues drawn from the Greco-Roman past which illuminate contemporary society. Fulfills E/R&S Focus Literature and the Moral Imagination requirement. Prerequisite/Corequisite: PHIL 100 and THEO 111.
- CLAS 217 **INTRODUCTION TO THE CHURCH FATHERS** (3) (THEO 217) 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) A study of the major myths of the ancient Near Eastern peoples, primarily through artifacts and works of art, highlighting the meaning and influence of its myths.
- CLAS 252 **NEAR EASTERN MYTHOLOGY:LITERATURE** (3) A study of the major myths of the ancient Near East, primarily through its surviving literature, highlighting the meaning and influence of its myths.
- 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, ARCHITECTURE, ECONOMY & SOCIETY IN LATE ANTIQUITY** (3) A study of the coexistence of several religious and ethical systems, highlighting symbiosis and cross-fertilization. Fulfills the E/R&S Focus elective. Prerequisite/Corequisite: PHIL 100 and THEO 111.
- 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/R&S Focus elective. Prerequisite/Corequisite: PHIL 100 and THEO 111.

- CLAS 397 **DIRECTED STUDY** (1-3) Credit and content of course by advance agreement between the professor and student.
- CLAS 399 **HAB CAPSTONE THESIS** (1-3) Senior thesis/pre-seminar course.

Communication Arts (COMM)

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) 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 sound, motion, 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 **NONFICTION 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 **HOLLYWOOD: A SOCIAL & CULTURAL HISTORY OF AMERICAN MOVIES** (2) (HIST 285) 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** (1-3) An in-depth study of a specific topic or area in communication. Prerequisite: 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) (HIST 280, EDWS 284) Use of the distinctive film career of Alfred Hitchcock to examine the relationship between a creative (and controlling) artist and the prevailing social and political preoccupations of American culture between 1939 and 1975.
- COMM 288 **UNHAPPY DAYS: FEAR IN THE FIFTIES** (2) (HIST 288, EDWS 288) In an examination of popular culture, including television shows, musical styles, and especially Hollywood films, this course examines both the conformist beliefs and behaviors and the underlying tensions that shaped American society in the 'fifties.
- COMM 289 **MOVIES AND CITIES** (2) (HIST 289, SOCI 289) Examines the multifaceted historical relationship between movies and cities.
- COMM 297 **AMERICA THROUGH LENS: CULT MESSENGER** (2) (HIST 286, EDWS 286) 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** (1-3) An in-depth study of a specific topic or area in communication. Prerequisite: Permission of Adviser.
- COMM 301 **PRESENTATIONAL SPEAKING** (3) Preparation and delivery of oral presentations for business and professions. Emphasizes persuasion, evidence, organized sequences, and uses of multimedia aids. Prerequisite: 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 the western film with attention to the reality and myths behind the subject matter.
- COMM 312 **HISTORY OF THE DETECTIVE FILM** (3)
- COMM 316 **PHOTOGRAPHY II** (3) Lecture-lab experience to improve skills in creating and developing quality photographs. Prerequisite: COMM 216 or approval of the instructor.
- COMM 317 **ACTING II** (3) Intensive study of acting theory and practice. Prerequisite: 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. Prerequisite: COMM 217 or approval of instructor.
- COMM 327 **INTERPERSONAL CONFLICT MANAGEMENT** (3) An examination of the process nature of conflict and an evaluation of various conflict styles.
- COMM 329 **COMMUNICATION RESEARCH TECHNIQUES** (3) Studies the major techniques for conducting research for communication; primary and secondary research.
- COMM 399 **SPECIAL STUDY** (1-3) An in-depth study of a specific topic or area in communication. Prerequisite: Permission of advisor.
- COMM 403 **ARGUMENTATION AND DEBATE** (3) Practice in the skill of reasoned argumentation, research and analysis through the debate activity. Prerequisite: COMM 101 or approval of instructor.
- COMM 406 **TECHNICAL WRITING** (3) An examination of those particular writing skills used in the development of training materials.
- COMM 410 **WAR AND PEACE IN LITERATURE AND FILM** (3) 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 stores. 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 **NONVERBAL 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** (1-3) An in-depth study of a specific topic or area in communication. Prerequisite: 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 **ADVERTISING 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** (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 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. Prerequisite: 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 messages to the target audiences. Prerequisite: 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 U.S. 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 the creative methods and research procedures for preparing and evaluating direct advertising campaigns.
- COMM 438 **INTERNSHIP IN ADVERTISING II** (3) Practical experience in a real world situation.
- COMM 439 **SENIOR SEMINAR: ADVERTISING PRACTICE AND MANAGEMENT** (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. Prerequisites: COMM 330, COMM 332 and senior status.

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 AND TECHNOLOGY** (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? Fulfills the E/R&S Focus elective.
- 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 AND TECHNOLOGY** (3) Technical and theoretical basis. 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. Prerequisite: COMM 340 or permission of advisor.
- COMM 343 **RADIO/TV/CABLE PROGRAMMING** (3) The practical and theoretical world of programming for the electronic media. Prerequisite: COMM 240.
- COMM 344 **BROADCAST ANNOUNCING** (3) Principles, preparation, and delivery of announcements, newscasts, and other projects. Prerequisite: COMM 340.
- COMM 345 **INTRODUCTION TO BROADCAST JOURNALISM** (3) Survey of the structures and principles of radio and television news reporting and writing. Prerequisite: COMM 240.
- COMM 346 **INTRODUCTION TO BROADCAST WRITING** (3) Survey of writing styles used in the broadcast industry, including advertising, journalism, and script writing. Prerequisite: 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. Prerequisite: COMM 240.
- COMM 348 **INTERNSHIP: ELECTRONIC MEDIA/RADIO I** (3) Practical experience in a real-world situation.
- COMM 350 **TELEVISION LAB** (3) Experience in TV production or research. Prerequisite: 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. Prerequisites: COMM 340 and approval of advisor.
- COMM 444 **RADIO REPORTING AND 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 news writing.
- COMM 447 **BROADCAST MANAGEMENT** (3) Study of station management, organization, and operational techniques. Prerequisite: COMM 240.
- COMM 448 **INTERNSHIP: ELECTRONIC MEDIA/RADIO II** (3) Practical experience in a real world situation.
- COMM 450 **LIGHTING FOR TELEVISION AND 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. Prerequisite: 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/tape 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. Prerequisite: 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. Prerequisite: 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.
- COMM 455 **LIFE-STYLES AND WORKPLACES IN TV AND FILM** (3) Production and marketing approaches for the visual media as demonstrated by professionals in the field. Prerequisite: COMM 250.
- COMM 456 **ADVANCED TELEVISION PRODUCTION** (3) Students produce a scripted program. Focus on production values contributing to a professional quality program. Prerequisite: COMM 250.
- COMM 457 **CAMERAWORK IN TV & FILM** (3) Intensive focus on camera technique and operation for film and television. Prerequisite: 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. Prerequisite: 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. Prerequisite: COMM 207 or permission of instructor.
- 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 COMMUNICATION THEORY** (3) Examines the theories which guide communication processes in organizations and how they influence coordination, motivation, leadership and productivity.
- COMM 363 **WRITTEN COMMUNICATION IN ORGANIZATIONS** (3) Concepts which guide the writing of organizational communication professionals and practical application of those concepts. Standards of correctness are expected.
- COMM 366 **COMPUTER APPLICATIONS IN ORGANIZATION COMMUNICATION** (3)

- COMM 368 **INTERNSHIP IN ORGANIZATIONAL COMMUNICATION I** (3) Practical experience in an organizational setting. Consult with your advisor for qualifications and requirements.
- COMM 460 **ADVANCED ORGANIZATIONAL COMMUNICATION** (3) Critical case study analysis of communication processes and practices. Along with the analyses, students will be expected to construct proposals for interventions.
- COMM 462 **PRINCIPLES AND PRACTICES 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 COMMUNICATION** (3) An in-depth look at the most important communication problems and challenges facing organizations today.
- COMM 468 **INTERNSHIP IN ORGANIZATIONAL COMMUNICATION II** (3) Practical experience in an organizational setting. Consult with your advisor for qualifications and requirements.
- COMM 469 **SENIOR SEMINAR: ORGANIZATIONAL COMMUNICATION** (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. Prerequisite: Senior status.

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. Prerequisite: ENGL 101 or ENGL 115.
- COMM 272 **PUBLIC RELATIONS 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. Prerequisite: ENGL 101 or ENGL 115.
- COMM 275 **NEWS WRITING** (3) Develops skills used in writing for the printed public news media, as well as a journalistic perspective. Prerequisite: ENGL 101 or ENGL 115.
- COMM 276 **COPY EDITING** (3) Develops skills used in proofreading, rewriting, revising and editing copy, to effect a readable, contemporary style for print media. Prerequisite: 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. Prerequisite: 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. Prerequisites: COMM 270, and COMM 271 or COMM 275.
- COMM 371 **ADVANCED PUBLIC RELATIONS WRITING** (3) Develops advanced writing skills for public relations programs; gives particular attention to backgrounders, brochures, handbooks, annual and quarterly reports, and scripts for broadcast, AV

- and film. Prerequisite: COMM 271 or COMM 275 or approval of coordinator.
- COMM 374 **MEDIA ETHICS** (3) Presents and discusses the ethical principle and ethical problems in the public mass media, as journalism and as business. Prerequisites: PHIL 100, THEO 111, ENGL 205 or CLAS 205. Fulfills the E/R&S Focus elective.
- COMM 375 **FEATURE WRITING FOR PUBLICATION** (3) Develops the skills used to write feature articles in readable, contemporary style suitable for print media, including travel articles, how to articles, Q/A articles, as-told-to articles, and third-person expository articles.
- COMM 376 **PUBLIC RELATIONS AND FUND RAISING FOR NONPROFIT ORGANIZATIONS** (3) Presents the principles and practices of public relations and fund raising as applied in the nonprofit sector, including such fields as human services, education, health care, the arts and culture, social action, and religion. Prerequisite: Junior status.
- COMM 377 **PUBLIC RELATIONS IN BUSINESS AND 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. Prerequisite: Junior status.
- COMM 378 **INTERNSHIP: 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. Prerequisites: 15 hours of Communication Arts, including COMM 270 and COMM 271/COMM 275; Junior status and approval of the coordinator of the public relations major.
- COMM 470 **GOVERNMENT PUBLIC RELATIONS & 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 COMMUNICATIONS** (3) Develops skills in writing position papers, executive speeches and other top-level corporate communications. Prerequisite: COMM 271 or COMM 275.
- COMM 474 **LAW AND ETHICS IN MASS COMMUNICATION** (3) Important ethical and legal issues which affect contemporary mass communication.
- COMM 477 **SENIOR SEMINAR: PUBLIC RELATIONS MANAGEMENT** (3) Presents management theories and techniques as applied to public relations activities and functions; workshop approach provides students skills for developing public relations campaigns. Prerequisites: 15 hours of Communication Arts, including COMM 270 and COMM 271. Prerequisite: Senior status.
- COMM 478 **INTERNSHIP: 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. Prerequisites: 21 hours of Communication Arts, including COMM 378; Senior status and approval of the coordinator of the public relations major. Fulfills the E/R&S Focus elective.
- COMM 479 **PUBLIC 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. Prerequisite: Senior status. Fulfills the E/R&S Focus elective.

Computer Science (CSCI)

Lower Division Courses

- CSCI 115 **COMPUTER LITERACY FOR RADIOGRAPH** (1) Computer terminology and concepts with emphasis on applications in Radiologic Technology.
- CSCI 160 **CONCENTRATED PASCAL** (1) Basic syntax of the Pascal programming language, including input/output, assignments, conditional statements, loops, and subprograms.

- 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. Corequisite: CSCI 172 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. Prerequisites: 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. Prerequisite: 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. Prerequisites: CSCI 170, or CSCI 160.
- CSCI 181 **COMPUTER SCIENCE LAB** (1) Introduction to the syntax of a programming language and to program design techniques. Corequisite: CSCI 180.
- Upper Division Courses**
- CSCI 210 **MACHINE ORGANIZATION AND ASSEMBLY LANGUAGE** (3) Machine level representation of data, assembly level machine organization, memory system organization and architecture, number representation and errors, assembly language. Prerequisite: CSCI 170.
- CSCI 220 **DATA STRUCTURES AND ALGORITHMS** (3) Trees, hashing, advanced sorts, numerical algorithms, algorithm analysis, algorithm design and problem solving strategies. Prerequisites: CSCI 180, MATH 180.
- CSCI 250 **LANGUAGES AND AUTOMATA** (3) Finite-state-automata and regular expressions, context-free grammars, pushdown automata. Turing machines, computability and undecidability, complexity classes. Prerequisites: MATH 180, CSCI 170; CSCI 180 recommended.
- CSCI 260 **SOFTWARE ENGINEERING** (3) Software development process; software requirements and specifications; software design and implementation; verification and validation. Prerequisite: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: CSCI 210, CSCI 220, CSCI 260 is recommended.
- CSCI 321 **NUMERICAL ANALYSIS** (3) (MATH 321) Accuracy; function evaluation and approximation; systems of linear equations; nonlinear equations; numerical differentiation and integration; solutions to differential equations. Prerequisites: 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. Prerequisites: CSCI 320, CSCI 210; MATH 210 is recommended.
- CSCI 350 **ADVANCED ALGORITHMS AND THEORY** (3) Advanced algorithm design and analysis of algorithms; NP-Completeness, parallel algorithms; heuristic tech-

- niques for intractable problems. Prerequisites: 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. Prerequisite: CSCI 220.
- CSCI 380 **TOPICS IN COMPUTER SCIENCE** (1-3) Advanced computer science topics, specified by instructor.
- CSCI 390 **SENIOR SEMINAR AND PROJECT** (2-3) Design, implementation, documentation, and presentation of a significant computer science project. Prerequisite: Senior computer science major.
- CSCI 395 **COOPERATIVE EDUCATION IN COMPUTER SCIENCE** (3) Integrates professional work experience with classroom training by providing students with advanced hands on experience in a real software engineering environment under the direct supervision of a professional software developer. Prerequisites: CSCI 170, 180, 181, 210, 220, 260, COMM 207. Students must meet Co-Op program requirements and have the approval of their departmental advisor.
- CSCI 397 **SPECIAL READINGS IN COMPUTER SCIENCE** (3) Credit by arrangement with instructor.

Criminal Justice (CJUS)

Undergraduate Courses

- CJUS 101 **INTRODUCTION TO CRIMINAL JUSTICE** (3) (SOCW 101) 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 **INTRODUCTION 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 **INTRODUCTION TO CORRECTIONS: PRACTICE & PROCEDURES** (3) Explores both institutional and noninstitutional 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, and 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) (SOCW 167, SOCI 167) 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.
- CJUS 210 **BASIC CONSTITUTIONAL LAW AND AMERICAN JUSTICE I** (3) 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 CONSTITUTIONAL LAW AND AMERICAN JUSTICE II** (3) 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 PROFESSIONS** (2-3) 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 **INTRODUCTION TO FORENSIC SCIENCE** (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 AND COMMUNICATIONS** (3) 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) 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) 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) (SOCW 260) 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.
- CJUS 265 **CLASS AND CLASS CONFLICT** (3) (SOCI 365) Class, status, and power in social life. Systems of social inequality examined within a cross-cultural perspective.
- CJUS 266 **CRIME AND PERSONALITY** (3) (PSYC 366, CJUS 566, EDCO 566) 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 the course.
- CJUS 276 **PSYCHOLOGY OF DELINQUENCY** (2) (CJUS 676, PSYC 276) 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) (SOCW 221) 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.
- CJUS 332 **CAPITAL PUNISHMENT: OTHER ISSUES IN PUNISHMENT** (3) Presents very thoroughly the debate on the effectiveness, desirability, and especially the ethics of capital punishment. 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 JUVENILE AND ADULT OFFENDER BEHAVIOR** (3) 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 AND VICTIMS** (1) (EDWS 440, PSYC 267, SOCW 350) This workshop will explore treatment issues and approaches for working with sex offenders, victims and other family victims.
- CJUS 364 **OVERVIEW OF CONTEMPORARY CORRECTIONS** (3) (CJUS 664, SOCW 265) Compares historical and contemporary methodologies, presents and critiques jail and prison programs, applies court decisions to current practices, and generally

- analyzes institutional and noninstitutional 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 CRIMINAL JUSTICE** (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 students 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 430 **INTRODUCTION TO RATIONAL BEHAVIORAL THERAPY** (2) 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) (CJUS 634) A view of children's behavior - disruptive vs. delinquent. Diagnosis, treatment, and other diversionary practices are studied.
- CJUS 439 **FORENSIC SCIENCE II** (3) Reviews the more intricate areas of anthropology, questioned documents, DNA processes, legalities of homicide scenes, and scientific applications of homicide.
- CJUS 499 **SPECIAL READINGS IN CRIMINAL JUSTICE** (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) (CJUS 266, PSYC 366, EDCO 566) 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** (1-3) 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 noninstitutional model.
- CJUS 610 **BASIC CONSTITUTIONAL LAW AND AMERICAN JUSTICE I** (3) 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 AND 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 prior to enrolling in this course.
- CJUS 620 **SOCIOLOGY OF CRIME AND 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) 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 CONSTITUTIONAL LAW AND AMERICAN JUSTICE II** (3) 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 634 **THE DISRUPTIVE CHILD** (3) (CJUS 434) A view of children's behavior - disruptive vs. delinquent. Diagnosis, treatment, and other diversionary practices are studied.
- CJUS 636 **UNDERSTANDING JUVENILE AND ADULT OFFENDER BEHAVIOR** (3) 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 AND COMMUNICATION** (3) 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) 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) 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 660 **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.
- CJUS 664 **OVERVIEW OF CONTEMPORARY CORRECTIONS** (3) (CJUS 364, SOCW 265) 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 noninstitutional 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) (CJUS 276, PSYC 276) An elective course dealing with types and causes of juvenile delinquency together with brief case history analysis.
- CJUS 683 **RESEARCH AND PLANNING IN CRIMINAL JUSTICE** (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 placement 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 noninstitutional 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.

Economics (ECON)

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) 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. Prerequisite: 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/R&S Focus elective. Prerequisites: PHIL 100 and THEO 111, one must be prerequisite, the other either prerequisite or corequisite.
- ECON 300 **INTERNATIONAL TRADE & BUSINESS ENVIRONMENT** (3) An analysis of International Trade and Finance; the behavior of the multinational enterprise; the impact of the global economy on traditional business strategies. Prerequisite: ECON 201.
- ECON 301 **MONEY AND BANKING** (3) Principles of money, credit and depository institutions. Analysis of monetary policy, international monetary conditions, and the role of the Federal Reserve in money management. Prerequisite: ECON 201.
- ECON 303 **CO-OP EDUCATION/ECONOMICS: JUNIOR LEVEL** (3-6) An elective cooperative experience where students earn academic credit while performing approved economic-related work experience. Prerequisite: MGMT 301, 55 credit hours completed, 2.750 gpa, department approval required.
- ECON 305 **MICROECONOMIC ANALYSIS** (3) An in-depth study of consumer behavior,

- production costs, the firm, market structure, factor markets, and general equilibrium analysis. Prerequisite: ECON 201.
- ECON 306 **MACROECONOMIC ANALYSIS** (3) Theoretical foundations of understanding GDP, inflation, unemployment, and economic growth. Controversies in modern macro theory. Prerequisites: 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. Prerequisite: ECON 201. Prerequisite/Corequisite to PHIL 100 and THEO 111. Fulfills the E/R&S Focus elective.
- 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. Prerequisites: ECON 200; of PHIL 100 and THEO 111 one must be prerequisite and the other either prerequisite or corequisite; fulfills the E/R&S Focus elective.
- ECON 323 **INTRODUCTION 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. Prerequisites: ECON 201, MATH 150.
- ECON 330 **COMPARATIVE ECONOMIC SYSTEMS** (3) Study of systemic properties of alternative capitalist, socialist, traditional, and utopian economies. Prerequisite: ECON 201.
- ECON 340 **UNITED STATES ECONOMIC HISTORY** (3) Economic evolution of the U.S. from colonial times to the present. Prerequisite: ECON 201.
- ECON 341 **ECONOMICS 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. Prerequisite: 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. Prerequisite: ECON 201.
- ECON 398 **SEMINAR: ENVIRONMENTAL STUDIES** (3) (BIOL 398) 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. Prerequisites: Ecology, BIOL 250, and Natural Resource Economics, ECON 320.
- ECON 403 **CO-OP EDUCATION/ECONOMICS: SENIOR LEVEL** (3-6) An elective cooperative experience where students earn academic credit while performing approved economic-related work experience. Prerequisite: 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. Prerequisite: 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. Prerequisites: ECON 305 or 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. Prerequisite: ECON 305.
- ECON 440 **PUBLIC FINANCE** (3) Role of government in the economy. An analysis of the principles of government expenditure and taxation. Prerequisite: 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. Prerequisite: ECON 305. Pre or Corequisite: 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. Prerequisite: 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. Prerequisites: ECON 305, STAT 200.
- ECON 499 **TUTORIAL COURSE** (1-3) 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. Prerequisite: 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 fiscal and monetary policy.
- ECON 802 **MICROECONOMIC ANALYSIS** (2) 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. Prerequisite: 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. Prerequisites ECON 801, and 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. Prerequisite: ECON 901.
- ECON 927 **INTERNATIONAL ECONOMICS AND BUSINESS** (3) Growth and direction of trade, internationalization of businesses, role of governments. Mechanics of financing foreign trade and investment. Prerequisite: ECON 801.
- ECON 932 **BUSINESS FORECASTING** (3) Development and application of statistical techniques used in short-term forecasting. Prerequisites: STAT 801 and ECON 901.
- ECON 935 **BUSINESS AND 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. Prerequisite: ECON 901.
- ECON 990 **SEMINAR: CURRENT ECONOMIC PROBLEMS** (3) Topics selected from current significant theory and policy issues. Prerequisite: ECON 901.
- ECON 995 **INDIVIDUAL READINGS AND RESEARCH** (2-3) Open to especially qualified students with the consent of the department chair and dean.

Education (ED_ _)

EDUCATION: ADMINISTRATION (EDAD)

Graduate Courses

- EDAD 541 **ELEMENTARY SCHOOL ADMINISTRATION** (3) Study of the major functions of K-8 principalship; pupil personnel, staff personnel, supervision, instructional leadership, building management, community relations, and scheduling. Emphasizes leadership and change theory.

- EDAD 542 **SECONDARY SCHOOL ADMINISTRATION** (3) Study of the main functions of 7-12 principalship; pupil personnel, staff personnel, supervision, instructional leadership, building management, community relations, scheduling, and extra-curricular activities. Emphasizes leadership and change theory with emphasis on contemporary high school reform movements.
- EDAD 543 **SUPERVISION OF INSTRUCTION** (2) 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 EDUCATION** (1-3) 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 **PRINCIPALSHIP: EARLY CHILDHOOD/MIDDLE CHILDHOOD** (3) Criteria for effective school organization for pre-school through grade three. Includes patterns of pre-school and primary school organization, management and leadership theory and practice.
- EDAD 549 **PRINCIPALSHIP: MIDDLE CHILDHOOD/SECONDARY** (3) Criteria for effective school organization for grades four (4) through twelve (12). Includes year round school concepts and principles, techniques of schedule making, and management and leadership theory and practice.
- EDAD 560 **PUPIL PERSONNEL ACCOUNTING AND RECORDS MANAGEMENT** (3) Designed to prepare Kentucky school personnel for Director of Pupil Personnel.
- EDAD 561 **ADMINISTRATION OF PUPIL PERSONNEL SERVICES** (2-3) Duties and functions involved in administering pupil personnel services and in pupil accounting. Responsibilities of the director of pupil personnel. Systematized records management.
- EDAD 562 **POLITICAL STRUCTURES AND SCHOOL/COMMUNITY RELATIONS** (3) 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 AND PHYSICAL FACILITIES** (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 **ADMINISTRATION 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** (3) Legal framework within which schools operate. Federal and state precedents. State code. Legal provisions for school finance.
- EDAD 566 **SCHOOL FINANCE** (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 568 **SUPERVISORY PRACTICUM** (2) A 50 hour field experience in educational supervision under the joint auspices of the university and a public, private, or parochial school. Also includes class experiences in general principles of supervision and leadership.
- EDAD 570 **PLANNING, EVALUATION AND ASSESSMENT** (3) Strategic planning, assessment and evaluation of educational programs and student achievement.
- EDAD 572 **EDUCATIONAL TECHNOLOGY** (3) Computer technology for school management within the administrative functions of pupil personnel, staff personnel, financial management, and non-instructional services.
- EDAD 660 **CURRICULUM DESIGN AND 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, and community and agency leaders. Students will work in teams and complete simulation and projects in the field.
- EDAD 760 **COMPUTERS IN EDUCATION** (3) A study of how to use technology in the day-to-day administration of a school with emphasis on scheduling, utilizing data for evaluation and continuous improvement processes for administrative functions and student achievement.
- EDAD 761 **MICROCOMPUTERS IN EDUCATION** (3)
- EDAD 765 **SCHOOL LAW II** (2) An in-depth look at employment law, especially collective bargaining, contracts, and due process, the legal basis for school finance, property, SERB rulings, and superintendent-board relations. Also continues basic legal concepts introduced in School Law I. Prerequisite: EDAD 565.
- EDAD 766 **SCHOOL FINANCE II** (2) Designed to build upon the basic knowledge gained in School Finance I. Examines school finance from the perspective of the school superintendent's financial planning and administrative responsibilities. Prerequisite: EDAD 566.
- EDAD 767 **SUPERINTENDENT – SCHOOL BOARD RELATIONS** (2) A study of the legal, political, and ethical inter-relationship between the superintendent and a board of education. The topic is pursued from the context of modern political reality that places the school within the scope of a broad social system.
- EDAD 778 **ADVANCED ADMINISTRATIVE PRACTICUM** (3) A 100 field experience in organizational, strategic, instructional, and community and political leadership. Class activities include administrative theory, resume writing, and interview skills.

PROPOSED INTERNSHIPS - EFFECTIVE SEPT. 2002

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 (Pre-K - Grade 9)** (6)
- EDAD 781 **INTERNSHIP: PRINCIPAL (Grade 4 - 12)** (6)
- EDAD 782 **INTERNSHIP: SPECIALIST - RESEARCH** (6)
- EDAD 783 **INTERNSHIP: SPECIALIST - STAFF PERSONNEL** (6)
- EDAD 784 **INTERNSHIP: SPECIALIST - CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT** (6)
- EDAD 785 **INTERNSHIP: SPECIALIST - PUPIL SERVICES** (6)
- EDAD 786 **INTERNSHIP: SPECIALIST - SCHOOL/COMMUNITY RELATIONS** (6)
- EDAD 787 **INTERNSHIP: SPECIALIST - VOCATIONAL EDUCATION** (6)
- EDAD 790 **INTERNSHIP: SUPERINTENDENCY** (3) 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.

EDUCATION: ATHLETIC TRAINING (EDAT)

Undergraduate Courses

- EDAT 143 **INTRODUCTION 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. Prerequisites: 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. Prerequisites: EDAT 150, EDAT 342, documented 150 cumulative hours of athletic training clinical experience.
- EDAT 323 **RECOGNITION AND EVALUATION OF ATHLETIC INJURIES** (3) A comprehensive study of the screening of internal injuries in athletic participation. Emphasis on prevention, recognition, and treatment of life-threatening injuries. Prerequisite: 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 relationship to therapeutic exercise. Prerequisite: EDAT 343.
- EDAT 345 **ORTHOPEDIC INJURIES I** (3) 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) 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) 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. Prerequisite: EDAT 250, documented 300 cumulative hours of athletic training clinical experience.
- EDAT 386 **ADVANCED KINESIOLOGY** (2) 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. Prerequisites: BIOL 140-143; PHYS 160/161, MATH 160.
- EDAT 387 **ADVANCED KINESIOLOGY LAB** (1) Laboratory course covering concepts in EDAT 386. Corequisite: 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. Prerequisites: EDAT 350, documented 500 cumulative hours of athletic training clinical experience.
- EDAT 470 **INDEPENDENT STUDY** (1-3) Open to qualified students with the consent of the department chair.
- EDAT 492 **ATHLETIC TRAINING: SENIOR SEMINAR** (3) 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. Prerequisites: EDAT 450, documented 700 cumulative hours of athletic training clinical experience.
- EDAT 495 **INTERNSHIP IN ATHLETIC TRAINING** (1-9) 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. Prerequisites: EDAT 410 and EDAT 492, documented 1100 cumulative hours of athletic training clinical experience.

Graduate Courses

- EDAT 523 **ADVANCED RECOGNITION AND EVALUATION OF INTERNAL INJURIES** (3) 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 **ADVANCED ORTHOPEDIC INJURIES I** (3) 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 **ADVANCED ORTHOPEDIC INJURIES II** (3) 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 **ADVANCED ORTHOPEDIC INJURIES III** (3) A comprehensive study of the head, neck and spine with attention to prevention, recognition and rehabilitation of related injuries.
- EDAT 586 **ADVANCED KINESIOLOGY** (3) 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 muscular contractions. Emphasis on biomechanical analysis for the prevention and treatment of athletic injuries. Prerequisites: BIOL 140-143, PHYS 160/161, MATH 165.
- EDAT 592 **ADVANCED ATHLETIC TRAINING SENIOR SEMINAR** (3) 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. Prerequisites: EDAT 450, documented 800 cumulative hours of athletic training clinical experience.
- EDAT 595 **ADVANCED INTERNSHIP IN ATHLETIC TRAINING** (1-9) 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. Prerequisites: EDAT 592, EDAT 410, documented 1100 cumulative hours of athletic training clinical experience.

EDUCATION: CHILDREN'S LITERATURE (EDCH)

Undergraduate Courses

- EDCH 305 **STORYTELLING AS A CULTURAL CRAFT** (3) (EDCH 505) Study and practice in the art of storytelling. Emphasis on both classroom application and formal program presentation..
- EDCH 310 **WRITING AND PUBLISHING FOR CHILDREN** (3) (EDCH 510) 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) (EDCH 515) 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 **MULTICULTURAL LITERATURE FOR CHILDREN** (3) (EDCH 520) 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 LITERATURE FOR EARLY CHILDHOOD** (3) (EDCH 524) 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 326 **CHILDREN'S LITERATURE FOR MIDDLE CHILDHOOD** (3) (EDCH 526) 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) (EDCH 305) Study and practice in the art of storytelling. Emphasis on both classroom application and formal program presentation.
- EDCH 510 **WRITING AND PUBLISHING FOR CHILDREN** (3) (EDCH 310) 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) (EDCH 315) 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 520 **MULTICULTURAL LITERATURE** (3) (EDCH 320) 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.
- EDCH524 **CHILDREN'S LITERATURE FOR EARLY CHILDHOOD** (3) (EDCH 324) 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 LITERATURE FOR CHILDREN** (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 LITERATURE FOR MIDDLE CHILDHOOD** (3) (EDCH 326) 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.

EDUCATION: COUNSELING (EDCO)

Undergraduate Courses

- EDCO 419 **COPING WITH DEATH AND DYING** (2) (EDCO 519) Awareness of the grief process. Counseling techniques to assist those experiencing loss.
- EDCO 434 **INTRODUCTION TO RATIONAL BEHAVIOR THERAPY** (2) Overview of a cognitive behavioral counseling approach .
- EDCO 435 **REALITY THERAPY** (2) Basics of Control Theory and reality therapy.
- EDCO 436 **ADVANCED REALITY THERAPY** (2) Knowledge and skills of control theory. Prerequisite: 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** (2-3) Concepts of drug and alcohol counseling. Disease model of chemical dependency.

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDCO 510 **STATISTICAL TECHNIQUES** (3) (PSYC 210) Basic statistics in psychology and education. Measure of central tendency and variability, correlational techniques, and experimental test of differences among groups.
- EDCO 519 **COPING WITH DEATH AND DYING** (2) (EDCO 419) Awareness of the grief process. Counseling techniques to assist those experiencing loss.
- EDCO 531 **DEVELOPMENTAL PSYCHOLOGY** (3) (PSYC 231) Factors influencing man's life span. Application to stages of physiological maturation, developmental tasks, social learning, personality integration.
- EDCO 532 **CHILD PSYCHOLOGY** (3) (PSYC 232) The genetic study of growth and development, heredity and environmental factors; early and later childhood to puberty.
- EDCO 533 **COUNSELING PRINCIPLES AND TECHNIQUES** (3) (PSYC 533) 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) Principles, philosophy, administration, and organization of guidance services in the elementary school setting. Role and function of the counselor.
- EDCO 536 **GROUP PROCESS** (3) (PSYC 536) Laboratory course. Individual roles in the group. Interpersonal relations. For counseling, teaching, and persons involved in personnel work.
- EDCO 537 **ORGANIZATION AND ADMINISTRATION OF COUNSELING SERVICES** (2-3) Administrative operations related to school counseling services, personnel and staffing, budget, and public relations.
- EDCO 566 **CRIME AND PERSONALITY** (3) (CJUS 266/566, PSYC 366) 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 577 **ABNORMAL PSYCHOLOGY** (3) (PSYC 277) Dynamics of the disturbed personality; symptoms, causes, treatment of psychoneuroses, psychoses, deviant personalities.
- EDCO 579 **PSYCHOLOGICAL AND ACHIEVEMENT TESTS** (2-3) (PSYC 379) 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 629 **INTERVENTION TECHNIQUES: BEHAVIOR THERAPY** (3) (PSYC 629) Theoretical and empirical bases of behavior therapy coupled with applied aspects of the therapeutic process. Emphasis is on empirically-related treatment interventions. Projects using behavioral therapeutic techniques in a variety of settings with various clinical problems required.
- EDCO 630 **HISTORY AND SYSTEMS IN AGENCY AND COMMUNITY COUNSELING** (2) Historical developments and current practice in various counseling settings..
- EDCO 631 **SEMINAR: PROFESSIONAL COUNSELOR PRACTICES** (2) Ethical responsibilities of the counselor and counseling as a profession.
- EDCO 632 **INTRODUCTION TO REALITY THERAPY** (2-3) Theory, practice, strength, dynamics of failure, success identity.
- EDCO 633 **SUBSTANCE ABUSE** (2) Follow-up of disease concept of alcoholism. Exploration of intervention techniques in alcohol and other drugs.
- EDCO 634 **BRIEF COUNSELING INTERVENTIONS** (2) This course is an introductory seminar to brief solution-oriented counseling principles and techniques. The seminar will examine 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 DEVELOPMENT AND INFORMATION SERVICES** (3) Vocational choice theories. Sources of occupational information and career assessment. Career education models related to career development programs in various settings.
- EDCO 637 **COUNSELING IN GRIEF, BEREAVEMENT, AND 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** (2-3) Concepts of drug and alcohol counseling. Disease model of chemical dependency.
- EDCO 640 **FAMILY RELATIONS** (2) Issues related to the family and various theories of family counseling.
- EDCO 642 **CONSULTATION 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** (1-3) Individualized in-depth study of specialized counseling topic.
- EDCO 663 **SEMINAR: PROFESSIONAL REVIEW** (2) A review of the content areas covered by the Ohio Counselor Licensure Examination.
- EDCO 669 **COUNSELING LAB** (3) Practicum experience involves completing audio-taped interviews with clients and producing case history write-ups. Students in EDCO 669 must carry liability insurance purchased through the university.
- EDCO 670 **FIELD EXPERIENCE** (2-6) 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 (2-6)** An experiential integrative field placement in counseling under the direction of an approved supervisor. The experience requires a minimum of 600 hours, of which 300 hours are in direct services which include the diagnosis and treatment of mental and emotional disorders and conditions. Prerequisites: EDCO 533, EDCO 536.
- EDCO 717 **COGNITIVE-BEHAVIORAL TREATMENT (1)** A study of contemporary cognitive-behavioral approaches and their application to diverse client concerns.
- EDCO 747 **MARITAL AND FAMILY THERAPY (2) (PSYC 747)** 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.
- EDCO 760 **PERSONALITY AND ABNORMAL BEHAVIOR (3)** 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 **APPLICATIONS OF PERSONALITY THEORIES TO CLINICAL POPULATIONS (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 **INTELLECTUAL AND 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-III, DSM-III-R, and DSM IV. 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 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 THE SEVERELY MENTALLY DISABLED (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 referral procedures, and knowing the effect on client behavior of mood altering chemical agents in the treatment of mental and emotional disorders.
- EDCO 773 **COUNSELING PRACTICUM (2)** A supervised training experience providing individual or group counseling to bona fide clients seeking services from counselors.
- EDCO 776 **ADVANCED PRACTICUM (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.

EDUCATION: EARLY CHILDHOOD EDUCATION (EDEC)

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. Prerequisite: EDFD 110.
- EDEC 230 **PLAY IN EARLY CHILDHOOD EDUCATION** (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. Prerequisite: EDFD 100, 110, and 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. Prerequisite: EDFD 100, 110, and EDEC 210
- EDEC 330 **MATH/SCIENCE BLOCK FOR EARLY CHILDHOOD EDUCATION** (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. Prerequisite: 100 & 200 level EDEC and EDFD courses.
- EDEC 335 **LANGUAGE ARTS/SOCIAL STUDIES FOR EARLY CHILDHOOD EDUCATION** (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 and modifications for diverse learners. Prerequisites: 100 & 200 level EDEC and EDFD courses. Field experiences
- EDEC 340 **INTEGRATED CURRICULUM FOR EARLY CHILDHOOD** (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. Prerequisites: 100 & 200 level EDEC and EDFD courses.
- EDEC 450 **STUDENT TEACHING FOR EARLY CHILDHOOD** (11) Fourteen weeks of supervised full day student teaching under a master teacher. Reflective practice and team teaching. Weekly seminar. Prerequisite: 100, 200 & 300 level EDEC and EDFD courses. Corequisite: EDED 451.
- EDEC 451 **SEMINAR: CURRENT ISSUES IN EARLY CHILDHOOD EDUCATION** (1) This seminar will address pertinent issues to teacher certification, professional development and career preparation for the early childhood teacher. Prerequisite: 100, 200 & 300 level EDEC and EDFD courses. Corequisite: EDEC 450.

EDUCATION: ELEMENTARY EDUCATION (EDEL)

Undergraduate Courses

- EDEL 201 **ARTS & LITERACY** (2) Overview of the fine arts, an examination of the relationship of the arts to literacy, and application to elementary classroom arts integration. Field experiences. Prerequisites: ARTS 221; MUSC 120 or 121; EDEL 100, 251; and EDFD 140, 142.
- EDEL 311 **TEACHING SCIENCE** (2) Curriculum integrated course in teaching science methods. Prerequisites: EDEL 100 and EDFD 140, 142.
- EDEL 312 **TEACHING SOCIAL STUDIES** (2) Emphasis on social science curriculum, multicultural implications and instructional strategies. Prerequisites: EDEL 100 and 251, EDFD 140, 142.
- 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. Prerequisites: EDEL 100, 251; EDFD 140, 142.
- EDEL 314 **TEACHING READING** (3) Developmental process of reading, reading in the content areas, determining needs of children. Prerequisites: EDEL 100 and 251, EDFD 141, 142.

- EDEL 315 **TEACHING MATHEMATICS** (3) Mathematics in the elementary school. Materials, methods, and content. Prerequisites: EDEL 100 and 251, EDFD 140, 142.
- 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. Prerequisites: EDEL 100, 251; EDFD 140, 142.
- EDEL 317 **TEACHING LANGUAGE ARTS** (3) Curriculum, oral and written language, spelling, mechanics of writing, linguistics. Prerequisite: EDEL 100 and 251, EDFD 140, 142.
- EDEL 318 **SOCIAL STUDIES/MULTICULTURAL BLOCK** (5) (EDEL 518) Methods for teaching the social sciences with a multicultural perspective. Field work highlights cultural diversity. Field and clinical experiences required. Prerequisites: EDEL 100, 251; EDFD 140, 142.
- EDEL 326 **CHILDREN'S LITERATURE** (3) Survey of literature available for elementary age children; how to use literature in the classroom.
- EDEL 327 **ADOLESCENT LITERATURE** (3) 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. Prerequisites: All methods courses, EDEL 370 not taken when block courses are taken.
- EDEL 471 **ELEMENTARY STUDENT TEACHING AND SEMINAR** (9) 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 **ELEMENTARY STUDENT TEACHING AND SEMINAR: SPECIAL EDUCATION/DEVELOPMENTALLY HANDICAPPED** (9). Classroom teaching, five days a week for 15 weeks.
- EDEL 475 **ELEMENTARY STUDENT TEACHING AND SEMINAR: SPECIAL EDUCATION MULTI-HANDICAPPED** (9).
- EDEL 476 **ELEMENTARY STUDENT TEACHING AND SEMINAR: SPECIAL EDUCATION SEVERE BEHAVIOR HANDICAPPED** (9).
- EDEL 477 **ELEMENTARY STUDENT TEACHING AND SEMINAR: SPECIFIC LEARNING DISABLED** (9).
- EDEL 498 **INDEPENDENT STUDY** (1-2).

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) Curriculum integrated course in science.
- EDEL 512 **TEACHING SOCIAL STUDIES** (2) Curriculum, multicultural implications.
- EDEL 514 **TEACHING READING** (3) Developmental process of reading, reading in the content areas, determining needs of children.
- EDEL 515 **TEACHING MATHEMATICS** (3) The modern mathematics curriculum in the elementary school. Materials, methods, and content.
- EDEL 517 **TEACHING LANGUAGE ARTS** (3) Curriculum, oral, and written language, spelling, mechanics of writing, linguistics. Multicultural implications.
- EDEL 518 **SOCIAL STUDIES/MULTICULTURAL BLOCK** (5) (EDEL 318) Methods for teaching the social sciences with a multicultural perspective. Field work highlights cultural diversity. Field and clinical experiences required. Prerequisites: EDEL 100, 251; EDFD 140, 142.
- EDEL 526 **CHILDREN'S LITERATURE** (3) Survey of literature available for elementary age children; 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.

EDUCATION: FOUNDATIONS (EDFD)

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 AND 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 141 **HUMAN GROWTH & DEVELOPMENT** (2) Human growth, development and learning; theories and their application to development learning; birth through middle childhood. Field experiences required.
- EDFD 251 **INSTRUCTIONAL TECHNOLOGY** (3) 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. Prerequisite: EDFD 100.
- EDFD 260 **CULTURAL DIVERSITY IN EDUCATIONAL SETTINGS** (3) Issues of ethnicity, class, poverty, gender, religion, and schooling. Multicultural perspective in teaching/learning. Field experiences. Prerequisite: EDFD 100 & 110. Fulfills the Cultural Diversity elective requirement.
- EDFD 499 **SPECIAL STUDY** (credit to be arranged) Permission of department chair required.

Graduate Courses

- EDFD 500 **SOCIAL, HISTORICAL, PHILOSOPHICAL FOUNDATIONS OF AMERICAN EDUCATION** (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, and economic scene. Multicultural society. Educational ideas.
- EDFD 503 **ADVANCED EDUCATIONAL PSYCHOLOGY** (3) (PSYC 503) Major aspects of child and adolescent growth and development. The learning process and factors influencing learning.
- EDFD 504 **PSYCHOLOGICAL AND LEARNING THEORY AND 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) 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) Methodology of educational research. Statistics in research. Locating educational research. Corequisite: EDFD 508.
- EDFD 508 **EDUCATIONAL RESEARCH PAPER** (1) Corequisite: EDFD 507.

- EDFD 510 **ADVANCED HUMAN DEVELOPMENT & LEARNING** (3) Theories and application to life long learning, birth through adulthood. Social/emotional, cognition and physical domains, nature/nuture, 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.

EDUCATION: HEALTH EDUCATION (EDHE)

Undergraduate Courses

- EDHE 168 **FIRST AID, SAFETY, AND 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 life-threatening and medical emergencies; 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) 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 AND ETHICS IN HEALTH EDUCATION** (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** (1-3)

EDUCATION: HUMAN RESOURCE DEVELOPMENT (EDHR)

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 ORGANIZATION 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** (3) Developing a personal plan for self-growth. Helping others identify career plans that are aligned with organizational career-management processes.

- EDHR 609 **ASSESSING AND 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 AND BEHAVIOR IN ORGANIZATIONS** (3) To help students gain knowledge of various concepts and controversies relating to attempts to explain the motivation and behavior of people in organizations.

EDUCATION: MIDDLE CHILDHOOD EDUCATION (EDMC)

Undergraduate Courses

- EDMC 212 **NATURE AND NEEDS OF ADOLESCENTS** (3) Development of young adolescents in family and society. Health and safety. Risk behaviors. Prerequisite: EDFD 100 & 110.
- EDMC 325 **THE ARTS IN MIDDLE CHILDHOOD** (3) Art, music, and drama integrated into the middle school curriculum.
- EDMC 340 **MIDDLE SCHOOL PHILOSOPHY AND SCHOOL ORGANIZATION** (3) The varied roles of the middle school teacher in the school community. Goals, philosophy and mission of middle childhood education. Prerequisite: 100 & 200 level EDFD and EDMC courses.
- EDMC 345 **INTRODUCTION TO MIDDLE SCHOOL COLLABORATION AND CLASSROOM MANAGEMENT** (3) Collaborative nature of middle school structure and teaching. Cohort groups that reflect chosen content fields. Interdisciplinary teaming. Effective teaching and management strategies. Field experiences. Prerequisite: 100 & 200 level EDFD and EDMC courses.
- EDMC 351 **MIDDLE SCHOOL LANGUAGE ARTS CURRICULUM, PEDAGOGY AND 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. Prerequisite: 100 & 200 level EDFD and EDMC courses.
- EDMC 352 **MIDDLE SCHOOL MATH CURRICULUM, PEDAGOGY, AND ASSESSMENT** (3) Mathematics in the Middle School. Teaching strategies, management techniques, methods, model curricula, assessment, and integration with other subject fields. Classroom, clinical, and field settings. Prerequisite: 100 & 200 level EDFD and EDMC courses.

- EDMC 353 **MIDDLE SCHOOL SCIENCE CURRICULUM, PEDAGOGY, AND 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. Prerequisite: 100 & 200 level EDFD and EDMC courses.
- EDMC 354 **MIDDLE SCHOOL SOCIAL STUDIES CURRICULUM, PEDAGOGY, AND 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. Prerequisites: 100 & 200 level EDFD and EDMC courses.
- EDMC 455 **STUDENT TEACHING: MIDDLE SCHOOL** (11) 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. Prerequisite: 100, 200 & 300 level EDFD and EDMC courses. Corequisite: EDMC 456.
- EDMC 456 **SEMINAR: CURRENT ISSUES IN MIDDLE SCHOOL EDUCATION** (1) This seminar will address pertinent issues to teacher certification, professional development and career preparation for the middle childhood teacher. Prerequisite: 100, 200 & 300 level EDFD and EDMC courses. Corequisite: EDMC 455.

EDUCATION: MONTESSORI (EDME)

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 306 **KINDERGARTEN METHODS & MATERIALS II** (3) Continuation of EDME 305
- EDME 350 **METHODS OF OBSERVATION** (3) (EDME 550) The student will learn to observe the normal development of children from ages 2 1/2 to twelve years of age.
- EDME 351 **MONTESSORI EDUCATION PHILOSOPHICAL APPROACH** (3) (EDME 551) Introductory course explaining the main principles of Dr. Montessori.
- EDME 352 **MONTESSORI CURRICULUM DESIGN AND TEACHING STRATEGIES: PRIMARY** (3) (EDME 552) 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 **MONTESSORI MATH AND GEOMETRY** (3) (EDME 553) 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 **MONTESSORI LANGUAGE ARTS AND READING** (3) (EDME 554) Instructional strategies for the development of oral and written language skills.
- EDME 355 **MONTESSORI CULTURAL SUBJECTS** (3) (EDME 555) Instructional strategies for the development of social studies and science skills.
- EDME 356 **MONTESSORI INTEGRATION OF CURRICULUM: PRIMARY** (3) (EDME 556) 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** (2) (EDME 559) 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 birth to eight years of age.
- EDME 363 **EARLY COGNITIVE DEVELOPMENT** (3) (EDME 563, PSYC 715) Introduces the student to all aspects of child development from birth through adolescence.
- EDME 364 **EARLY CHILDHOOD METHODS/MONTESSORI** (3) (EDME 564) Instructional strategies for the development of the senses, gross motor, fine motor, independent living activities, art and music.
- EDME 366 **MONTESSORI CURRICULUM DESIGN AND TEACHING STRATEGIES I: EARLY CHILDHOOD** (3) (EDME 566) Planning of integrated curriculum for early childhood programs. Demonstrate how these strategies may change in diverse settings and with special needs children.
- EDME 367 **MONTESSORI CURRICULUM DESIGN AND TEACHING STRATEGIES II: EARLY CHILDHOOD** (3) (EDME 567) Planning of integrated curriculum for early childhood programs.
- EDME 376 **PHONICS SKILLS** (3) (EDME 576) 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 377 **EARLY CHILDHOOD MATH AND SCIENCE** (3) (EDME 577) Instructional strategies for teaching math and to children from ages three to eight years of age.
- EDME 470 **MONTESSORI PRACTICUM I: PRIMARY** (6) (EDME 670) Student teaching for fifteen weeks. The student must be in the classroom from 8:30 until 3:30 five days a week.
- EDME 471 **MONTESSORI PRACTICUM II: PRIMARY** (6) (EDME 671) This course is the second semester of a two semester practicum.
- EDME 473 **MONTESSORI EARLY CHILDHOOD PRACTICUM I** (6) (EDME 673) The first semester of a two semester practicum. The student works in both urban and suburban settings. Covers: observation, teaching, planning curriculum, record keeping, children with special needs, record keeping, parent meetings/conferences, and use of community resources.
- EDME 474 **MONTESSORI EARLY CHILDHOOD PRACTICUM II** (6) (EDME 674) Continuation of EDME 473. This course is the second semester of a two semester practicum. Student will take over the classroom for two weeks.

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDME 550 **METHODS OF OBSERVATION** (3) (EDME 350) The student will learn to observe the normal development of children from ages 2 1/2 to twelve years of age.
- EDME 551 **MONTESSORI EDUCATION/PHILOSOPHICAL APPROACH** (3) (EDME 351) Introductory course examining the main principles of Dr. Montessori.
- EDME 552 **MONTESSORI CURRICULUM DESIGN AND TEACHING STRATEGIES : PRIMARY** (3) (EDME 352) This course is taken with the first semester practicum. 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 **MONTESSORI MATH AND GEOMETRY** (3) (EDME 353) 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 **MONTESSORI LANGUAGE ARTS AND READING** (3) (EDME 354) Instructional strategies for the development of oral and written language skills.
- EDME 555 **MONTESSORI CULTURAL SUBJECTS** (3) (EDME 355) Instructional strategies for the development of social studies and science skills.

- EDME 556 **MONTESSORI INTEGRATION OF CURRICULUM: PRIMARY** (3) (EDME 356) 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** (3) (EDME 359) 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) (EDME 363, PSYC 715) Study of early childhood development. The course will include basic development theories and recent research in development.
- EDME 564 **EARLY CHILDHOOD METHODS/MONTESSORI** (3) (EDME 364) Instructional strategies for the development of the senses, gross motor, fine motor, independent living activities, art, and music.
- EDME 566 **MONTESSORI CURRICULUM DESIGN AND TEACHING STRATEGIES I: EARLY CHILDHOOD** (3) (EDME 366) Planning of integrated curriculum for early childhood programs. Demonstrate how these strategies may change in diverse settings and with special needs children.
- EDME 567 **MONTESSORI CURRICULUM DESIGN AND TEACHING STRATEGIES II: EARLY CHILDHOOD** (3) (EDME 367) Planning of integrated curriculum for early childhood programs.
- EDME 570 **MONTESSORI 9-12 CURRICULUM** (3) 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 **MONTESSORI 9-12 GEOMETRY CURRICULUM** (3) The student will study advanced geometry that include such topics as polygons, area, pythagoreum theorem, and the study of volume.
- EDME 572 **MONTESSORI 9-12 GEOGRAPHY & HISTORY** (3) Research all aspects of geography and history. To learn the relationships between geography and history.
- EDME 573 **MONTESSORI 9-12 BOTANY & ZOOLOGY CURRICULUM** (3) 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 **MONTESSORI 9-12 PHYSICAL SCIENCE CURRICULUM** (3) Experiments will help a child understand the mysteries of the universe. The student will study chemistry, geology, meteorology, and physics.
- EDME 575 **MONTESSORI 9-12 LANGUAGE & CHILDREN'S LITERATURE** (3) 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** (3) (EDME 376) 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 AND SCIENCE** (3) (EDME 377) Instructional strategies for teaching math to children from ages three to eight years of age.
- EDME 670 **MONTESSORI PRACTICUM I: PRIMARY** (3) (EDME 470) Student teaching for fifteen weeks. The student must be in the classroom from 8:30 until 3:30 five days a week.
- EDME 671 **MONTESSORI PRACTICUM II: PRIMARY** (3) (EDME 471) Second semester of student teaching. The students will be in the classroom from 8:30 until 3:30 five days a week.
- EDME 673 **MONTESSORI EARLY CHILDHOOD PRACTICUM I** (6) (EDME 373) The first semester of a two semester practicum. The student works in both urban and suburban settings. Covers: observation, teaching, planning curriculum, record keeping, children with special needs, record keeping, parent meetings/conferences, and use of community resources.
- EDME 674 **MONTESSORI EARLY CHILDHOOD PRACTICUM II** (6) (EDME 374) Continuation of EDME 673. This course is the second semester of a two semester practicum. Student will take over the classroom for two weeks.

- EDME 911 **OBSERVATION: KEY TO CLASSROOM BEHAVIOR** (3) How to observe children in an early childhood classroom.

EDUCATION: PHYSICAL EDUCATION (EDPE)

Undergraduate Courses

- EDPE 193 **HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL EDUCATION** (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 238 **ACTIVE GAMES AND 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 **GYMNASTICS, RHYTHMICS AND GAMES** (2) The techniques and methods are designed and organized the student a logical system for presenting educational gymnastics, rhythmic, and 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) 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) 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 AND ADVANCED GYMNASTICS** (2) 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 276 **THEORY AND PRINCIPLES OF COACHING** (2) Coaching in general. The roles 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 313 **STRENGTH & CONDITIONING PROGRAM DEVELOPMENT** (2) Organization and administration of individual and sport-specific strength and conditioning programs and weight management.
- EDPE 342 **METHODS IN SECONDARY PHYSICAL EDUCATION** (3) Instructional strategies and competencies in teaching secondary physical education. Efficient and effective methods through a variety of class activities.
- EDPE 377 **ORGANIZATION AND ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION AND ATHLETIC TRAINING** (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 & MEASUREMENT IN PHYSICAL EDUCATION/SPORT** (3) 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 **ELEMENTARY SCHOOL HEALTH AND PHYSICAL EDUCATION FOR THE CLASSROOM TEACHER** (3) 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 **METHODS: EARLY AND MIDDLE CHILDHOOD SCHOOL PHYSICAL EDUCATION** (2) (EDPE 585) 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) 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. Corequisite: EDPE 387.
- EDPE 387 **KINESIOLOGY LAB** (1) Corequisite: EDPE 386.
- EDPE 388 **BIOMECHANICS** (3) An analysis, evaluation and application of mechanical factors influencing a wide range of motor skill movements.
- EDPE 389 **ADAPTIVE MOTOR DEVELOPMENT** (3) 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.
- EDPE 392 **SENSORY INTEGRATION & MOTOR LEARNING** (3) 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 EDUCATION** (2) 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** (1-3)

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDPE 542 **METHODS IN SECONDARY PHYSICAL EDUCATION** (3) 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 EDUCATION** (3) 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) 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 **ADVANCED GYMNASTICS AND TUMBLING** (3) 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 576 **THEORY AND PRINCIPLES OF COACHING** (3) 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 581 **ASSESSMENT AND MEASUREMENT IN PHYSICAL EDUCATION & SPORT** (3) The fundamental concepts and techniques of tests and measurement. The basic statistical tools to treat collected data for the analysis and interpretation of test results.
- EDPE 585 **TRENDS: PHYSICAL EDUCATION IN EARLY AND MIDDLE SCHOOL** (3) (EDPE 385) 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 589 **ADAPTIVE MOTOR DEVELOPMENT** (3) 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.
- EDPE 596 **ELEMENTARY SCHOOL HEALTH AND PHYSICAL EDUCATION FOR THE CLASSROOM TEACHER** (3) 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 **ADMINISTRATION OF SCHOOL ATHLETIC AND PHYSICAL EDUCATION** (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 AND MOTOR LEARNING** (3) Recognizing and identifying sensory, motor development, motor learning, and performance processes. Practical application of skill acquisition, use of feedback, preparations, and strategies for designing practice.
- EDPE 644 **NUTRITION** (3) 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 EDUCATION** (3) Techniques for outdoor education programs.
- EDPE 653 **BIOMECHANICS** (3) An analysis, evaluation and application of mechanical factors influencing a wide range of motor skill movements.
- EDPE 654 **KINESIOLOGY** (3) 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) Human physiology as it relates to exercise and physical activity. Bioenergetics, muscle physiology, cardiovascular physiology, environmental physiology, ergogenics, special populations, and health and fitness.

EDUCATION: READING EDUCATION (EDRE)

Undergraduate Course

- EDRE 269 **PHONICS AND THE FOUNDATIONS OF LITERACY** (3) (EDRE 569) History of the English language, linguistics, and the use of phonics as it relates to the reading process. Phonics as a major strategy in comprehension for emergent readers. Holistic philosophy and reaching.
- EDRE 296 **ADULT AND FAMILY LITERACY** (3) The literature and key figures working in the area of illiteracy; 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. Prerequisite/Corequisite to PHIL 100 and THEO 111.
- EDRE 312 **READING METHODS FOR EARLY CHILDHOOD** (3) (EDRE 512) 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 CHILDHOOD** (3) (EDRE 514) 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) (EDRE 671) 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) (EDRE 672) 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 AND CORRECTION OF READING DISABILITIES** (3) (EDRE 678) 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) (EDRE 679) 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 478.

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDRE 512 **READING METHODS FOR EARLY CHILDHOOD** (3) (EDRE 312) 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 CHILDHOOD** (3) (EDRE 314) 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 AND THE FOUNDATIONS OF LITERACY** (3) (EDRE 269) History of the English language, linguistics, and the use of 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) (EDRE 471) 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** (2) (EDRE 472) 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 AND CORRECTION OF READING DISABILITIES** (3) (EDRE 478) 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) (EDRE 479) 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.

EDUCATION: MULTI-AGE/SECONDARY EDUCATION (EDMS)

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. Permission of Director of Secondary Education is required.
- EDMS 131 **PROFESSIONAL EDUCATION** (3) The teaching profession. The social, cultural, political and economic foundations of American education. Scientific and

- technological influences on American education. Religious and philosophical foundations. Field experiences.
- EDMS 325 **METHODS, CURRICULUM AND ASSESSMENT IN FOREIGN LANGUAGES** (3) (EDMS 525) 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 **METHODS, CURRICULUM, AND ASSESSMENT IN MATHEMATICS** (3) (EDMS 530) Teaching methodologies, curricular issues and development, and assessment techniques. Field experiences.
- EDMS 331 **METHODS, CURRICULUM AND ASSESSMENT IN ENGLISH LANGUAGE ARTS** (3) (EDMS 531) Teaching methodologies, curricular issues and development, and assessment techniques. Field experiences.
- EDMS 332 **METHODS, CURRICULUM AND ASSESSMENT IN SCIENCES** (3) (EDMS 532) Teaching methodologies, curricular issues and development, and assessment. Safety issues. Field experiences.
- EDMS 333 **METHODS, CURRICULUM AND ASSESSMENT IN SOCIAL STUDIES** (3) (EDMS 533) Teaching methodologies, curricular issues and development, and assessment. Field experiences.
- EDMS 335 **METHODS, CURRICULUM AND ASSESSMENT IN ANCIENT LANGUAGES** (3) (EDMS 535) Teaching methodologies, assessment techniques, and curricular issues for teaching Latin and Greek. Field experiences.
- EDMS 350 **TECHNOLOGY AND TOPICS FOR TEACHERS** (3) (EDMS 550) Technology in education and teaching. School law and teacher liability. Classroom management and discipline. Instructional planning. Field experiences.
- EDMS 411 **CLINICAL EXPERIENCES** (1) Clinical experiences in the preschool school, among childhood and middle childhood 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 is required.

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDMS 525 **METHODS, CURRICULUM AND ASSESSMENT IN FOREIGN LANGUAGES** (3) (EDMS 525) 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 **METHODS, CURRICULUM, AND ASSESSMENT IN MATHEMATICS** (3) (EDMS 530) Teaching methodologies, curricular issues and development, and assessment techniques. Field experiences.
- EDMS 531 **METHODS, CURRICULUM AND ASSESSMENT IN ENGLISH LANGUAGE ARTS** (3) (EDMS 531) Teaching methodologies, curricular issues and development, and assessment techniques. Field experiences.

- EDMS 532 **METHODS, CURRICULUM AND ASSESSMENT IN SCIENCES (3)** (EDMS 332) Teaching methodologies, curricular issues and development, and assessment. Safety issues. Field experiences.
- EDMS 533 **METHODS, CURRICULUM AND ASSESSMENT IN SOCIAL STUDIES (3)** (EDMS 333) Teaching methodologies, curricular issues and development, and assessment. Field experiences.
- EDMS 535 **METHODS, CURRICULUM AND ASSESSMENT IN ANCIENT LANGUAGES (3)** (EDMS 335) Teaching methodologies, assessment techniques, and curricular issues for teaching Latin and Greek. Field experiences.
- EDMS 550 **TECHNOLOGY AND TOPICS FOR TEACHERS (3)** (EDMS 350) Technology in education and teaching. School law and teacher liability. Classroom management and discipline. Instructional planning. Field experiences.

EDUCATION: SPECIAL EDUCATION (EDSP)

Undergraduate Courses

- EDSP 200 **SP ED: IDENTIFICATION AND ISSUES (3)** (EDSP 500) 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 documentation of IEP goals and objectives, IEP annual review process and due process procedures. Required 10 hours of field experience.
- EDSP 201 **INTRODUCTION TO THE EMOTIONALLY DISTURBED CHILD (3)** (EDSP 501, PSCY 271) 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 202 **SPEECH & LANGUAGE DEVELOPMENT (2)** (EDSP 502) 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: COMMUNICATION AND COLLABORATION (3)** (EDSP 503) 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 teaming, 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 204 **READING ASSESSMENT AND STRATEGIES FOR LANGUAGE PROCESSING PROBLEMS (3)** (EDSP 504) 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 205 **FOUNDATIONS IN EARLY CHILDHOOD SP ED (3)** (EDSP 505) 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 & MEDICAL DISABILITIES** (3) Exposes students to the different types and causes of disabilities they are likely to find in their employment. Learn about many of the different therapies, both pharmacological and other forms that have been proposed and presented to treat these disabilities. 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 AND STRATEGIES** (3) (EDSP 560) 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 361 **FIELD EXPERIENCE** (1) (EDSP 561) 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 362 **M/M SUPPORT SERVICES** (3) (EDSP 562) 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 363 **SP ED: ASSESSMENT AND EVALUATION** (3) (EDSP 563) 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 364 **DAP INSTRUCTIONAL MATERIALS** (3) (EDSP 564) 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 365 **M/M ADAPTATIONS AND MODIFICATIONS IN CURRICULUM PRACTICES I** (3) (EDSP 565) 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 assessment, program evaluation, planning, implementing and management procedure for M/M individual learner cognitive and affective needs across curriculum. Required 30 hours of field experience.
- EDSP 366 **M/M ADAPTATIONS AND MODIFICATIONS IN CURRICULUM PRACTICES II** (3) (EDSP 566) 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 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 367 **SP ED: BEHAVIOR AND SOCIAL SKILLS MANAGEMENT** (3) (EDSP 567) 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 368 **SP ED: CURRENT ISSUES** (2) (EDSP 568) 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 370 **M/I CHARACTERISTICS AND STRATEGIES** (3) (EDSP 570) 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 372 **COMMUNICATION STRATEGIES AND TECHNOLOGY** (3) (EDSP 572) 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 373 **M/I ASSESSMENT AND EVALUATION** (3) (EDSP 573) 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 374 **M/I INSTRUCTIONAL METHODS AND ACCOMMODATIONS I** (3) (EDSP 574) 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 METHODS AND ACCOMMODATIONS II** (3) (EDSP 575) 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) (EDSP 576) 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 380 **CLASSROOM MANAGEMENT** (3) (EDSP 580) Seminar course for teacher preparation for P - 12 and secondary level 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 com-

- municational 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 391 **ECSPEPED LEARNING THEORIES** (3) (EDSP 591) 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 on IEP. Develop/design stimuli rich indoor/outdoor environment including materials, media, technology. Adaptive/assistive technology for ECSPEPED learning needs.
- EDSP 392 **ECSPEPED: OBSERVATION AND ASSESSMENT** (3) (EDSP 592) 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 393 **ECSPEPED: CURRICULUM PRACTICES** (3) (EDSP 593) Curriculum practices of selection, designing and developing ECSPEPED interventive classrooms methods/materials. Implement developmentally and functionally individual/family activities: play, environmental routines, parent-mediated activities, cooperative learning, inquiry experiences, systematic instruction. ECSPEPED 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 395 **INDEPENDENT STUDY** (3)
- EDSP 400 **M/M STUDENT TEACHING** (9) 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** (1) (EDSP 601) Articulation of professional and personal philosophies of special education, including ethics and standards, objective judgments and reflective practices of teaching/learning.
- EDSP 402 **M/I STUDENT TEACHING** (9) 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 **ECSPEPED STUDENT TEACHING** (9) Fifteen 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 447 **SERVICE PROVIDERS: CASE MANAGEMENT** (3) Designed for professionals in the field of special education, rehabilitation, social work, and other related fields. Participants will gain full knowledge, skills and practical experience to assist them in managing individual cases of persons with disabilities and assist those persons to reach positive educational, employment, and residential outcomes.
- EDSP 448 **SERVICE PROVIDERS: INTERNSHIP** (9) Participate in two (2) separate field placements, each eight (8) week duration. From pre-internship experiences, these placements will be planned, supervised and evaluated through collaboratively developed goals and objectives. 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 AND ISSUES (3)** (EDSP 200) 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 documentation of IEP goals and objectives, IEP annual review process and due process procedures. Required 10 hours of field experience.
- EDSP 501 **INTRODUCTION TO THE EMOTIONALLY DISTURBED CHILD (2-3)** (EDSP 201, PSYC 271) 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 AND LANGUAGE DEVELOPMENT (2)** (EDSP 202) 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: COMMUNICATION AND COLLABORATION (3)** (EDSP 203) 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 teaming, 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 AND STRATEGIES FOR LANGUAGE PROCESSING PROBLEMS (3)** (EDSP 204) 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 EARLY CHILDHOOD SP ED (3)** (EDSP 205) 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 AND STRATEGIES (3)** (EDSP 360) 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)** (EDSP 361) 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) (EDSP 362) 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 AND EVALUATION** (3) (EDSP 363) 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) (EDSP 364) 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 ADAPTATIONS AND MODIFICATIONS IN CURRICULUM PRACTICES I** (3) (EDSP 365) 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 assessment, program evaluation, planning, implementing and management procedure for M/M individual learner cognitive and affective needs across curriculum. Required 30 hours of field experience.
- EDSP 566 **M/M ADAPTATIONS AND MODIFICATIONS IN CURRICULUM PRACTICES II** (3) (EDSP 366) 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 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 567 **SP ED: BEHAVIOR AND SOCIAL SKILLS MANAGEMENT** (3) (EDSP 367) 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) (EDSP 368) 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 AND STRATEGIES** (3) (EDSP 370) 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 AND TECHNOLOGY (3)** (EDSP 372) 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 AND EVALUATION (3)** (EDSP 373) 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 **M/INSTRUCTIONAL METHODS AND ACCOMMODATIONS I (3)** (EDSP 374) 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/INSTRUCTIONAL METHODS AND ACCOMMODATIONS II (3)** (EDSP 375) 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)** (EDSP 376) 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)** (EDSP 380) Seminar course for teacher preparation for P - 12 and secondary level 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. Required 10 hours of field experience.
- EDSP 581 **PLAY AND ITS ROLE IN DEVELOPMENT AND 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 AND STRATEGIES (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/emotional, academic, physical development for gifted/talented. Impact of multiple disabilities - twice exceptional special population.
- EDSP 583 **RESOURCE MATERIAL AND TECHNOLOGY: GIFTED/TALENTED** (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 **GIFTED/TALENTED ASSESSMENT AND INSTRUCTION** (3) Assessment and instructional relationship for gifted/talented. Terminology, state/federal legal provisions, regulations and guidelines of 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 **GIFTED/TALENTED PROGRAM DESIGN AND 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 **GIFTED/TALENTED PROGRAM DESIGN AND 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 591 **ECSPED LEARNING THEORIES** (3) (EDSP 391) 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 on IEP. Develop/design stimuli rich indoor/outdoor environment including materials, media, technology. Adaptive/assistive technology for ECSPED learning needs.
- EDSP 592 **ECSPED: OBSERVATION AND ASSESSMENT** (3) (EDSP 392) 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) (EDSP 393) 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** (1) (EDSP 401) Articulation of professional and personal philosophies of special education, including ethics and standards, objective judgments and reflective practices of teaching/learning.
- 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 a early childhood special education educational learning setting that is planned, supervised and evaluated. Full teaching and instructional responsibilities with emphasis on reflective practices.

EDUCATION: SPORT MANAGEMENT (EDSM)

Undergraduate Courses

- EDSM 110 **INTRODUCTION 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) Impact of sport on society . The social structures. The integration of sport with other societal institutions.
- EDSM 141 **ISSUES AFFECTING STUDENT-ATHLETES (1)**
- EDSM 310 **INTRODUCTION 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 fund raising, public relations, promotions, television, sports products.
- EDSM 322 **FACILITY AND EVENT MANAGEMENT** (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 AND ETHICAL ISSUES IN SPORT** (3) Basic legal principles affecting the management of physical activity and sports programs. Liability, negligence and risk assessment.
- EDSM 370 **BASIC AQUATICS AND POOL MANAGEMENT** (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 471 **COMPUTER APPLICATION IN SPORT STUDIES** (2).
- EDSM 495 **INTERNSHIP IN SPORT MANAGEMENT** (3-9) 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 advisor. Comprehensive portfolio is required.

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDSM 521 **PRINCIPLES OF MANAGEMENT IN SPORT ADMINISTRATION** (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 METHODS AND STATISTICS IN SPORT** (3) Fundamental statistics and research methods. Current journals in sport administration. Representative samples. Historical, descriptive, experimental and philosophical research.
- EDSM 523 **SPORT ADMINISTRATION SEMINAR** (3) Current issues. Topics by guest practitioners. The diversity of the sport industry. Careers, position demands, and trends.

- EDSM 595 **SPORT MARKETING** (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 **SPORT 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 AND ETHICAL ISSUES FOR SPORT** (3) Legal and ethical issues with regard to youth, school, college, amateur and professional sports.
- EDSM 622 **PERSONNEL ISSUES IN SPORT MANAGEMENT** (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 632 **SPORT EVENT MANAGEMENT AND 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: GENERATING REVENUE FOR AND THROUGH ATHLETICS** (3) Fundraising as it relates to sports.
- EDSM 652 **NCAA: RULES, 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, and III.
- EDSM 654 **WOMEN IN SPORT** (3) (EDSM 354) Cultural, social-psychological, and physiological issues related to gender that influence the nature and extent of involvement.
- EDSM 662 **PUBLIC RELATIONS AND 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 AND 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 **ADMINISTRATION OF FITNESS AND WELLNESS PROGRAM** (3) Development and administration of current fitness and wellness principles.
- EDSM 670 **INDEPENDENT STUDY** (1-3) Investigate an area of student interest within the sport industry. Advisor's approval.
- EDSM 692 **SPORT ADMINISTRATION RESEARCH PROJECT** (3) Research project. Guidance from a faculty member.
- EDSM 695 **INTERNSHIP IN SPORT ADMINISTRATION** (3-6) The internship may be taken after successful 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.

EDUCATION: WORKSHOP (EDWS)

Undergraduate Courses

- EDWS 284 **ALFRED HITCHCOCK IN HOLLYWOOD** (2) (HIST 280, COMM 280) Use of the distinctive film career of Alfred Hitchcock to examine the relationship

- between a creative (and controlling) artist and the prevailing social and political preoccupations of American culture between 1939 and 1975.
- EDWS 288 **UNHAPPY DAYS: FEAR IN THE FIFTIES** (2) (HIST 288, COMM 288) In an examination of popular culture, including television shows, musical styles, and especially Hollywood films, this course examines both the conformist beliefs and behaviors and the underlying tensions that shaped American society in the 'fifties.
- EDWS 286 **AMERICA THROUGH THE LENS: HOLLYWOOD AS CULTURAL MESSENGER** (2) (HIST 286, COMM 297) 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 305 **POP CULTURE IN AMERICA** (2) (EDWS 505, ENGL 384)
- EDWS 310 **ADDICTION: AN EPIDEMIC** (1) (SOCW 407, PSYC 407) 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 AND RACISM IN SOCIETY** (1) (SOCW 340, PSYC 340) 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) (BIOL 301, EDWS 544) 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) (EDWS 535, MUSC 380) 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) (SOCW 310) Marriage preparation, partner selection, marital adjustment, family structure and functions, and marital dissolution, current problems facing the family, macro-intervention strategies for problem resolution.
- EDWS 370 **INTERVENTION WITH ABUSED CHILDREN** (1) (SOCW 348) 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) (EDWS 586) 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) (BIOL 304) Lectures, lab activities, and fieldtrips to demonstrate how plant material may be used in the classroom.
- EDWS 414 **MOTIVATING FOR ACHIEVEMENT** (2) (EDWS 714) 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 employed.
- EDWS 440 **TREATING SEX OFFENDERS AND THEIR VICTIMS** (1) (SOCW 350, CJUS 350, PSYC 267) This workshop will explore treatment issues and approaches for working with sex offenders, victims and other family victims.
- EDWS 441 **PHONICS MERGED WITH WHOLE LANGUAGE** (2) (EDWS 644) 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 **ADAPTING TEACHING TECHNIQUES TO LEARNING STYLES** (2) Topics will include: learning style elements, construction of content area materials, analyzing participants teaching styles as well as learning styles, multisensory 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 505 **POP CULTURE IN AMERICA** (2) (EDWS 305, ENGL 384)
- EDWS 511 **CATHOLIC SCHOOL LEADERSHIP: FOUNDATIONAL PRINCIPLES AND STRATEGIES** (3) Addresses key aspects of leadership in a Catholic school. Focuses on the knowledge and skills needed to foster an exciting and challenging vision of Catholic school leadership.
- EDWS 512 **CATHOLIC SCHOOL LEADERSHIP: PULLING THE PIECES TOGETHER** (3) 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: THE FAITH AND MORAL DIMENSIONS** (3) The key areas related to Catholic Identity and authenticity and the critical issues confronting Catholic school educators over the next five to ten years will be identified for analysis, reflection and discussion.
- EDWS 520 **GESTALT THERAPY** (1) (PSYC 615, SOCW 484) Introduction to theoretical foundations and therapeutic techniques of Gestalt therapy with particular emphasis on experimental learning.
- EDWS 525 **WRITING IS POWER** (2) (ENGL 305)
- EDWS 535 **MAKING SIMPLE MUSICAL INSTRUMENTS: K-8** (2) (EDWS 355, MUSC 380) 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) (BIOL 301, EDWS 345) 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 560 **INTERPERSONAL COMMUNICATION** (2) Understanding of and classroom practice in effective communication between persons.
- EDWS 576 **ETHICS FOR EDUCATORS** (2)
- EDWS 580 **MARITAL AND FAMILY THERAPY** (2) (SOCW 472, PSYC 627) Provides overall introduction into marital and family therapy in teaching a range of psychological disorders. Acquaints the students with the latest advances in assessment and therapeutic intervention procedures from a marital and family therapeutic perspective.
- EDWS 586 **GEOGRAPHY ACROSS THE CURRICULUM** (2) (EDWS 386) 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) (EDWS 444) 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 AND SOFTWARE OVERVIEW** (3) (INFO 949) Analysis of the architecture of microcomputers, workstations, and small to mid-range computers, with emphasis on applications for the small computer environment. Prerequisite: INFO 904 or equivalent.
- EDWS 714 **MOTIVATING FOR ACHIEVEMENT** (2) 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)
- EDWS 719 **CHILDHOOD PSYCHOPATHOLOGY** (1) (PSYC 716, SOCW 483) Identification, assessment, and treatment procedures useful in working therapeutically with a range of psychological disorders experienced by children and adolescents.

English (ENGL)

If course description is blank, please contact the department for further information.

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 128 **STUDIES IN BLACK LITERATURE** (3) Introduction to the literature of Black cultures in Africa and the African diaspora, including the United States and the Caribbean.
- ENGL 130 **STUDIES IN THE EPIC** (3) (CLAS 130) 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) (CLAS 142) A study of the tragic form, its poetry, and its use of myth through careful reading of several plays of Aeschylus, Sophocles, Euripides, and Seneca.
- ENGL 146 **CLASSICAL COMEDY AND SATIRE** (3) (CLAS 146) 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 AND THE MORAL IMAGINATION** (3) Personal and social ethical issues in literature. Honors section required of English majors. Fulfills E/R&S Focus Literature and the Moral Imagination requirement. Prerequisite/Corequisite to PHIL 100 and THEO 111.
- ENGL 221 **POETRY** (3) An intensive critical and historical study of British and American poetry. Required of English majors.
- ENGL 222 **RHETORIC II: THEORY & TEXT** (3) Study of contemporary literary theory and its application to selected texts. Required of English majors.

Upper Division Courses

- ENGL 301 **EXPOS/RESEARCH WRITING** (3)
- ENGL 304 **TEACHING AND RESEARCH IN WRITING** (3) Current theories on the teaching of writing in secondary school. Instruction and practice in expository writing.
- ENGL 305 **WRITING IS POWER: WRITER WORKSHOP** (2) (EDWS 525)
- 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 cultural forms and instruction in writing them.
- ENGL 312 **TECHNICAL WRITING** (3)
- ENGL 314 **WRITING JOURNALS AND AUTOBIOGRAPHY** (3) Critical study of these forms and instruction in writing them.
- ENGL 315 **COMPOSITION TUTORING** (3) 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)
- ENGL 343 **SOCIAL CHANGE/HUMAN AGENCY** (3)
- ENGL 344 **MAJOR BLACK WRITERS OF THE 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 358 **BLACK AMERICA SINCE 1865** (3) (HIST 325) Examination of historical and literary texts by black Americans from 1865 through the mid-1960s.
- ENGL 359 **WOMEN & MINORITIES: IMAGE IN FILM** (2)
- ENGL 360 **MAJOR WOMEN AUTHORS** (3) Study of women authors of selected genres and periods..
- ENGL 361 **16TH AND 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) (SOCI 362) 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/R&S Focus elective.
- ENGL 363 **WOMEN WRITERS OF THE '90S** (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 & LITERATURE** (3)
- ENGL 370 **WRITINGS BY SEXUAL MINORITIES** (3)
- ENGL 371 **WAR AND 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. Prerequisite/Corequisite to PHIL 100 and THEO 111.
- ENGL 372 **WAR & PEACE IN LITERATURE & FILM** (3)
- ENGL 374 **MARXISM AND LITERATURE** (3)
- ENGL 375 **MODERN IRISH WRITERS** (3)
- 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) (EDWS 305, EDWS 505)
- ENGL 385 **SCIENCE FICTION** (3)
- ENGL 390 **SEM: MODERN JEWISH FICTION** (3)
- ENGL 391 **SEM: MAJOR WOMEN AUTHORS** (3)
- ENGL 397 **SEM: ELECTRONIC LITERACY** (3)

- ENGL 405 **HISTORY OF LITERARY CRITICISM** (3) From Aristotle through the modern period. Recommended for students planning to go to graduate school in English.
- ENGL 408 **DANTE AND THE MODERN READER** (3) Close reading of Dante's "Vita Nuova" and the canticles of the "Commedia." Fulfills the E/RS Focus elective.
- ENGL 410 **CHAUCE: THE CANTERBURY TALES** (3).
- 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 Jacobean periods: Marlowe, Jonson, Webster, and others.
- ENGL 430 **SEVENTEENTH-CENTURY LITERATURE** (3) The poetry and prose of the 17th century from Donne to Milton.
- ENGL 435 **MILTON** (3)
- ENGL 441 **THE AGE OF EXPERIENCE: 1660-1798** (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 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 **THE 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 to 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 **THE 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)
- ENGL 490 **SEMINAR: 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)
ENGL 509	ADVANCED CREATIVE WRITING (3)
ENGL 512	LITERARY THEORY (3) Current theory about the nature of literature and interpretation.
ENGL 513	DIRECTED STUDY (3)
ENGL 514	WRITING JOURNALS & AUTOBIOGRAPHY (3)
ENGL 515	COMPOSITION TUTORING (3) Training in the theory and practice of composition tutoring. Required for all prospective Writing Center tutors.
ENGL 520	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 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	WOMEN'S LITERATURE (3) Study of women's writing and theoretical approaches to women's literature.
ENGL 566	FEMINISM & LITERATURE (3)
ENGL 570	WRITINGS BY SEXUAL MINORITIES (3)
ENGL 601	LANGUAGE OF THE HUMANITIES (3) (HUMN 511) Critical study of topic-, audience-, and author-directed discourse. Intensive practice in writing.
ENGL 610	CHAUCE: MAJOR WORKS (3) Study of such texts as <i>The Canterbury Tales</i> and <i>Troilus and Criseyde</i> .
ENGL 615	EARLY ENGLISH LITERATURE (3)
ENGL 630	STUDIES IN 17th CENTURY LITERATURE (3)
ENGL 640	STUDIES IN 18th CENTURY LITERATURE (3)
ENGL 650	ENGLISH ROANTIC POETS (3)
ENGL 655	STUDIES IN VICTORIAN AUTHORS (3)
ENGL 660	STUDIES IN MODERN BRITISH LITERATURE (3)
ENGL 672	MODERN DRAMA (3)
ENGL 681	AMERICAN REALISM: 1865-1915 (3)
ENGL 682	MODERN AMERICAN FICTION (3)
ENGL 683	MODERN AMERICAN POETRY (3)
ENGL 686	CONTEMPORARY AMERICAN FICTION (3)
ENGL 687	CONTEMPORARY AMERICAN POETRY (3)
ENGL 690	SEMINAR: VICTORIAN AUTHORS (3) Study of selected topics and authors from this period.
ENGL 691	SEMINAR: VICTORIAN POETRY AND 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 novels and short stories of the last few decades.
ENGL 695	SEMINAR: CONTEMPORARY AMERICAN POETRY (3) Study of selected American poets and poetic movements from 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 6 hours. See department chair for further information.

English as a Second Language (ESLG)

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) Assumes some prior English instruction.
 ESLG 121 **INTERMEDIATE GRAMMAR** (1-2) Prerequisite: ESLG 111 or equivalent proficiency.
 ESLG 127 **HIGH INTERMEDIATE GRAMMAR** (1-2) Prerequisite: ESLG 121 or equivalent proficiency.
 ESLG 131 **ADVANCED GRAMMAR** (1-2) Prerequisite: ESLG 127 or equivalent proficiency.

Listening and Discussion

- ESLG 113 **BEGINNING LISTENING AND SPEAKING** (2) Covers the basics of listening for content, with emphasis on understanding the main ideas. Note-taking is introduced. Speaking practice reinforces simple grammatical structures.
 ESLG 122 **INTERMEDIATE LISTENING AND DISCUSSION** (.5-1) 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. Prerequisite: ESLG 113 or equivalent proficiency.
 ESLG 129/
 133 **HIGH INTERMEDIATE/ADVANCED LISTENING AND DISCUSSION** (.5-1) 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. Prerequisite: ESLG 122 or equivalent proficiency.

Reading and Writing

- ESLG 110 **BEGINNING READING AND 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 skills.
 ESLG 120 **INTERMEDIATE READING AND WRITING** (1-2) 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. Prerequisite: ESLG 110 or equivalent proficiency.
 ESLG 125 **HIGH INTERMEDIATE READING AND WRITING** (1-2) 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. Prerequisite: ESLG 120 or equivalent proficiency.
 ESLG 130 **ADVANCED READING AND WRITING** (1-2) 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 to refine editing skills. Longer academic writing tasks are covered, including narrative, argumentation, summarizing and paraphrasing, synthesis, and a documented "mini" research paper. Prerequisite: 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 **CONVERSATIONAL ENGLISH THROUGH VIDEO** (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** (.5-1) Review and practice of grammar analysis, reading and listening skills needed for the Test of English as a Foreign Language. Must be at high intermediate or advanced level to enroll.
- ESLG 139 **BUSINESS ENGLISH** (0) Functional business speaking and writing tasks are practiced, with emphasis on American cultural norms, business vocabulary and lexical phrases. Must be at 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.

Entrepreneurial Studies (ENTR)

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/ENTREPRENEURIAL STUDIES: JUNIOR LEVEL (3-6)** An elective cooperative experience where students earn academic credit while performing approved entrepreneurial-related work experience. Prerequisite: MGMT 301, 55 credit hours completed, 2.75 gpa, department approval required.
- 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. Corequisite: MGMT 300.
- ENTR 341 **MANAGING THE ENTREPRENEURIAL VENTURE** (3) (MGMT 341) Financial, legal, marketing, interpersonal, and organizational issues in owning/operating a small and growing business. Corequisite: ENTR 311.
- ENTR 403 **CO-OP EDUCATION/ENTREPRENEURIAL STUDIES: SENIOR LEVEL (3-6)** An elective cooperative experience where students earn academic credit while performing approved entrepreneurial-related work experience. Prerequisite: MGMT 301, 55 credit hours completed, 2.75 gpa, departmental approval required.
- ENTR 495 **SMALL BUSINESS CONSULTING** (3) An individual project contributing to the growth of a new or existing small business. Prerequisite: ENTR 311 or 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, how to gather the financial and human resources necessary to start a business. Case analyses and a business plan project are required. Prerequisite: 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. Prerequisites or Corequisites: ACCT 901, FINC 901, and MKTG 901.
- ENTR 921 **ENTREPRENEURIAL MARKETING** (2) (MKTG 921) Understand the challenges and acquire the skills and information needed to maximize marketing results with minimal marketing resources.
- ENTR 931 **CORPORATE ENTRAPRENEURSHIP** (2) Managing innovation and creativity in large organizations. New venture development teams. Joint venture, acquisition, and licensing strategies. Prerequisite: MGMT 901.
- ENTR 940 **PURCHASE, SALE, AND VALUATION OF CLOSELY HELD FIRM** (3) (FINC 940) Techniques for valuing closely held firms and methods of structuring a purchase or sale. Prerequisite: FINC 901.
- ENTR 941 **MANAGING THE NEW AND GROWING VENTURE** (2) (MGMT 941) 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. Prerequisites: ACCT 901, FINC 901, and 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. Prerequisites: ACCT 901 and FINC 901.
- ENTR 946 **HARVESTING ENTREPRENEURIAL VENTURES** (1)
- 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 AND RESEARCH** (1-3) (MGMT 995) Open to especially qualified students with the consent of the chair of the department and the dean.
- ENTR 996 **SMALL BUSINESS CONSULTING** (2) Student teams serve as consultants to small business enterprises. Site visits, problem analysis, and recommended solutions. May be taken alone or with project ENTR 997. Prerequisites: ACCT 901, FINC 901, and MKTG 901.
- ENTR 997 **SMALL BUSINESS CONSULTING PROJECT** (1) Corequisite with ENTR 996.

Finance (FINC)

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. Prerequisite: ACCT 200.
- FINC 303 **CO-OP EDUCATION/FINANCE: JUNIOR LEVEL (3-6)** An elective cooperative experience where students earn academic credit while performing approved finance-related work experience. Prerequisite: MGMT 301, 55 credit hours completed, 2.75 gpa, department approval required.
- FINC 365 **INVESTMENTS** (3) Evaluation, selection and management of securities and portfolios including a study of theory using analytical approaches. Prerequisite: 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. Prerequisite: FINC 300.

- FINC 401 **FINANCIAL MANAGEMENT** (3) Financial theory and its applications to corporation finance. Prerequisite: FINC 300.
- FINC 403 **CO-OP EDUCATION/FINANCE: SENIOR LEVEL (3-6)** An elective cooperative experience where students earn academic credit while performing approved finance-related work experience. Prerequisite: MGMT 301, 55 credit hours completed, 2.75 gpa, departmental approval required.
- FINC 433 **ENTREPRENEURIAL FINANCE** (3) Explores cash flow, valuation and financing issues of special concern to start-up businesses and closely held firms. Prerequisite: FINC 300.
- FINC 440 **PURCHASE, SALE, AND VALUATION OF CLOSELY HELD FIRMS** (3) Study of methods and techniques for valuing closely held firms for analysis, purchase or sale. Prerequisite: FINC 300.
- FINC 450 **TAX ASPECTS OF FINANCIAL DECISIONS** (3) Overview of the important tax consequences of financial decisions. Emphasis on ability to recognize symptoms of possible tax problems affecting business. Prerequisite: FINC 300.
- FINC 460 **SECURITY ANALYSIS** (3) Review of fundamental analysis, intrinsic security analysis and technical timing tools. Prerequisite: FINC 365.
- FINC 465 **OPTIONS AND FUTURES MARKETS** (3) Options and futures strategies, the valuation of options and futures, and the theory of hedging. Prerequisite: 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. Prerequisite: FINC 300.
- FINC 476 **INTERNATIONAL FINANCE** (3) International monetary system, international money and capital markets, and financing of international business. Prerequisite: FINC 300.
- FINC 477 **ANALYTICAL METHODS OF FINANCE** (3) Mathematical and quantitative techniques used in finance. Prerequisite: FINC 300.
- FINC 480 **RISK MANAGEMENT AND 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. Prerequisite: 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 and financial modeling. Prerequisites: FINC 300, INFO 301. Consent of instructor required for non-finance majors.
- FINC 495 **CASES AND 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. Prerequisite: ACCT 350 or ACCT 301; FINC 401 and FINC 365, one as Prerequisite, one as Corequisite to this course.
- 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** (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. Prerequisite: 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. Prerequisite: ACCT 802 or equivalent. Recommend ECON 802 and STAT 801 or equivalent.
- 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. Prerequisites: 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. Prerequisite: FINC 901.
- FINC 920 **TAXES AND FINANCIAL DECISIONS** (3) Overview of the important tax consequences of financial decisions, with emphasis on the financial executive's ability to recognize symptoms of possible tax problems affecting business. Prerequisite: FINC 901.
- FINC 921 **OPTIONS AND FUTURES MARKETS** (3) Options and futures strategies: the valuation of options and futures, the theory of hedging. Prerequisite: FINC 901.
- FINC 922 **ENTREPRENEURIAL FINANCE** (3) Explores cash flow, valuation and financing issues of special concern to start-up businesses. Prerequisite: 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. Prerequisite: FINC 801, or equivalent.
- FINC 932 **INTERNATIONAL FINANCE AND INVESTMENTS** (3) Background, techniques, and concepts necessary to invest in the global security market: overview of international economic environment, foreign exchange market, international finance, investment portfolios, equity, bond market and foreign currency futures and options, gold and gold-linked investments. Prerequisite: FINC 901.
- FINC 940 **PURCHASE, SALE, AND VALUATION OF CLOSELY HELD FIRM** (3) (ENTR 940) Techniques for valuing closely held firms and methods of structuring a purchase or sale. Prerequisite: FINC 901.
- FINC 951 **MONEY AND CAPITAL MARKETS** (3) Financial institutions and markets, the theory of interest rate determination, monetary policy, and fiscal policy. Prerequisite: FINC 801, or equivalent.
- FINC 953 **PROBLEMS AND CASES IN FINANCE** (3) Case studies involving financial analysis, capital budgeting, capital structure, and related areas. Prerequisite: FINC 901.
- FINC 960 **SECURITY ANALYSIS** (3) Review of fundamental analysis, intrinsic security analysis and technical timing tools. Prerequisite: FINC 901.
- FINC 962 **INVESTMENT MANAGEMENT II** (3) Portfolio theory, technical and fundamental analysis, efficient markets, bond management, international investments, options, futures. Prerequisite: FINC 902.
- FINC 963 **FIXED INCOME AND DEBT MANAGEMENT** (3) Evaluation, selection, and management of fixed-income securities and debt positions. Prerequisite: 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. Prerequisite: FINC 901.
- FINC 980 **RISK MANAGEMENT AND INSURANCE** (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 insur-

- ance products, tort reform, environmental liability, risk retention groups, insurance cycles and crisis, etc., will also be explored. Prerequisite: FINC 801.
- FINC 983 **APPLICATIONS 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. Prerequisite: FINC 901. Suggested prerequisite: FINC 902.
- FINC 985 **FINANCIAL THEORY** (3) Examines the concepts and foundations of financial theories. Prerequisite: FINC 902.
- FINC 995 **INDIVIDUAL READINGS AND RESEARCH** (2-3) Open to especially qualified students with the consent of the chairman of the appropriate department and dean.

French (FREN)

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. Prerequisite: 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. Prerequisite: 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. The course includes a comprehensive grammar review. Prerequisite: FREN 201 (unless waived).
- FREN 203 **INTRODUCTION 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

Prerequisite: FREN 202/3 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 AND CIVILIZATION I** (3) Representative history and civilization of France.
- FREN 351 **FRENCH CULTURE AND 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 AND THE 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, Molière, 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 theatre from the Middle Ages to the present.
- FREN 440 **THE TWENTIETH CENTURY** (3) An in-depth study of representative authors of this century, such as Proust, Gide, Sartre, Camus.
- FREN 450 **CLASSICAL FRENCH THEATRE: MYTH AND MORALS** (3) An in-depth study of the French classical playwrights, Corneille, Molière and Racine. Taught in English; does not count toward major, minor or language certification. Fulfills the E/R&S Focus elective. Prerequisite/Corequisite to PHIL 100 and THEO 111.
- FREN 451 **CONTEMPORARY FRENCH THEATRE** (3) A study of twentieth-century French theatre'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 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** (1-3) Independent study.
- FREN 496 **DIRECTED STUDY: CULTURE/CIVILIZATION** (1-3) Independent study.
- FREN 497 **DIRECTED STUDY: LITERATURE** (1-3) Independent study.

Graduate Course

- FREN 700 **GRADUATE RESEARCH: FRENCH** (3) Research for M.A. Degree.

German (GERM)

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. Prerequisite: 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. Prerequisite: 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. Prerequisite: GERM 201 (or by placement test).

Upper Division Courses

All upper division courses are taught entirely in German! Prerequisite: 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 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) 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 AND 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 AND CIVILIZATION** (3) (GERM 640) 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 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 **INTRODUCTION 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 **INTRODUCTION 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, Böll, Kaschnitz, Langässer, 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, Böll, 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 and their literary styles and modes are compared.
- GERM 444 **THE GERMAN SPEAKING WORLD AS SHOWN IN THE LITERATURE FROM 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** (1-3) Independent study.
- GERM 496 **DIRECTED STUDY: CULTURE/CIVILIZATION** (1-3) Independent study.
- GERM 497 **DIRECTED STUDY: LITERATURE** (1-3) Independent study.

Graduate Course

- GERM 616 **ADVANCED BUSINESS GERMAN** (3) 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 AND CIVILIZATION** (3) (GERM 340) 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.

Greek (GREK)

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.

Upper Division Courses

- 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) (THEO 241) Readings from the New Testament and Septuagint. Prerequisites: GREK 101 and 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 selection of readings from several plays.
- 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** (Credit and content by arrangement.)
- GREK 398 **SPECIAL STUDY: POETRY** (Credit and content by arrangement.)
- GREK 399 **HAB CAPSTONE THESIS** (Credit and content by arrangement.)

Health Services Administration (HESA)

Graduate Courses

- HESA 511 **MANAGERIAL CONCEPTS IN HEALTH CARE 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 and 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.
- HESA 519 **STRATEGIC MANAGEMENT AND MARKETING STRATEGY FOR HEALTH CARE ORGANIZATIONS** (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.
- HESA 521 **QUANTITATIVE METHODS FOR HEALTH CARE MANAGEMENT** (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 TECHNIQUES IN HEALTH CARE MANAGEMENT** (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. Prerequisite: HESA 511 and 521
- HESA 529 **INFORMATION 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.
- HESA 551 **MANAGEMENT ACCOUNTING FOR HEALTH CARE** (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. Prerequisite: basic accounting course.
- HESA 555 **CORPORATE FINANCE FOR HEALTH CARE 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. Prerequisite: basic accounting course.
- HESA 559 **FINANCIAL MANAGEMENT OF HEALTH CARE 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. Prerequisites: HESA 551 & 555 (or for dual degree students, ACCT 901 and FINC 901).
- HESA 561 **CLINICAL PROCESSES IN HEALTH CARE ADMINISTRATION** (2) Introduces basic concepts and issues of clinical practice. By emphasizing an understanding of terminology and disease process, the student will be more aware of underlying clinical issues and more conversant with clinicians. An understanding of the types and roles of clinicians as well as issues currently faced in practice will prepare students for lifelong interactions with a variety of care givers. Clinical experiences, both in the classroom and in patient environments, will provide an understanding of

- the individual issues of patients and their care givers. Finally, there will be integrated teaching between health organizations and clinical processes to demonstrate the interaction of both fields of knowledge.
- 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 applied more fully in HESA 569.
- HESA 569 **MANAGERIAL EPIDEMIOLOGY AND MEDICAL CARE ANALYSIS** (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. Prerequisite: HESA 565.
- HESA 571 **HEALTH CARE SERVICES IN THE UNITED STATES** (3) Provides (1) a historical perspective on the development of health care services in the United States, (2) a description of the key factors and issues which influence the development of the current health care delivery systems, and (3) a description of the current health care delivery systems.
- HESA 575 **HEALTH CARE 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 or organization, delivery, and financing of health services; and the choices available to society regarding these issues.
- HESA 579 **HEALTH POLICY AND 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. Prerequisites: HESA 571 & 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. Prerequisite: HESA 571.
- HESA 585 **INTRODUCTION 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 of health care.
- HESA 587 **KEY ISSUES IN BIOMEDICAL ETHICS** (1) Presents the key issues in biomedical ethics from patient/family, clinical, and managerial perspectives. Prerequisite: HESA 585 or permission of the instructor.
- HESA 589 **ETHICAL ISSUES IN HEALTH CARE MANAGEMENT** (1) Considers the key ethical issues in health care management which exists in operations, policy, contracting, and partnering in its various forms. Prerequisite: HESA 585 or permission of the instructor.
- HESA 599 **INTEGRATIVE SEMINAR IN HEALTH SERVICES ADMINISTRATION** (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. Prerequisites: HESA 511, 519, 521, 523, 551, 559, 565, 569, 571, 575, 585, 587 and 589.
- HESA 601 **PROFESSIONAL DEVELOPMENT I** (0) Focuses on the development and enhancement of the personal and interpersonal skills required to assume managerial leadership positions within health care organizations.
- HESA 602 **PROFESSIONAL DEVELOPMENT II** (0) Continuation of HESA 601.
- HESA 603 **PROFESSIONAL DEVELOPMENT III** (0) Continuation of HESA 602.
- HESA 604 **PROFESSIONAL DEVELOPMENT IV** (0) Continuation of HESA 603.
- HESA 634 **ADVANCED CONTINUOUS QUALITY IMPROVEMENT METHODS** (3) Applies quality improvement practices including total quality management and quality function deployment to service organizations at an advanced level. Prerequisite: 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. Prerequisite: 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 **ADMINISTRATION OF AGENCIES SERVING THE AGED** (3) Examines and evaluates the range and relationship of community services, both existing and proposed, for chronically ill patients and an aging population.
- HESA 659 **ADMINISTRATION OF INSTITUTIONS SERVING THE 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. Prerequisite: HESA 651.
- HESA 662 **MEDICAL GROUP AND PHYSICIAN PRACTICE 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. Prerequisite: HESA 571.
- HESA 672 **HEALTH INSURANCE SYSTEMS AND 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. Prerequisites: HESA 551, 565, 569, and 571.
- HESA 686 **CORPORATE ETHICAL ISSUES IN HEALTH CARE** (3)
- HESA 700 **ISSUES IN HEALTH CARE** (2-4) Examines current issues in the organization, delivery, financing, and management of health care services.
- HESA 710 **INDEPENDENT STUDY IN HEALTH ADMINISTRATION I** (1-3) Permits the student to individually investigate current issues related to the management of health care organizations under the guidance of a facility member.
- HESA 711 **INDEPENDENT STUDY IN HEALTH ADMINISTRATION II** (1-3) Continuation of HESA 710.
- Administrative Residency/Practicum**
- HESA 720 **INSTITUTIONAL AND COMMUNITY ANALYSIS** (2) Provides students with first-hand, 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 731 **PRACTICUM IN EXECUTIVE DEVELOPMENT II** (1) Continuation of HESA 730.
- HESA 750 **MASTER'S PROJECT I** (2-3) 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** (2-3) Continuation of HESA 750.
- HESA 752 **MASTER'S PROJECT III** (2-3) Continuation of HESA 751.
- HESA 753 **MASTER'S PROJECT IV** (2.3) Continuation of HESA 752

History (HIST)

Lower Division Courses

- HIST 105 **WORLD CIVILIZATION I** (3) A survey of pre-1500 world societies with an emphasis on non-western cultures.
- HIST 106 **WORLD CIVILIZATION II** (3) A survey of world societies since 1500 with an emphasis on non-western cultures. Prerequisite: HIST 105.
- HIST 123 **AFRICAN CIVILIZATIONS 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 CIVILIZATIONS 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. Prerequisite: HIST 123.
- HIST 133 **WESTERN CIVILIZATION I** (3) A topical survey of Western Civilization from Greece to the Reformation emphasizing aspects of political, social and cultural history.
- HIST 134 **WESTERN CIVILIZATION 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. Prerequisite: HIST 133.
- HIST 143 **UNITED STATES TO 1865 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 **UNITED STATES SINCE 1865 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. Prerequisite: HIST 143.
- HIST 154 **WAR AND PEACE IN THE MODERN WORLD** (3) Survey of Europe and America since 18th century with special emphasis on political, cultural, economic and strategic issues related to war and peace. Prerequisite: HIST 105, HIST 133, or HIST 143. Fulfills E/R&S Focus elective. Prerequisite/Corequisite to PHIL 100 and THEO 111.

Upper Division Courses

- HIST 210 **AMERICAN DEMOCRACY: HISTORY & PRACTICE** (3) An historical and practical investigation of American democracy.
- HIST 245 **CINCINNATI HISTORY AND POLITICS** (3) (POLI 211) A political history of Cincinnati with an analysis of contemporary urban politics.
- HIST 280 **ALFRED HITCHCOCK IN HOLLYWOOD** (2) (COMM 280, EDWS 284) Use of the distinctive film career of Alfred Hitchcock to examine the relationship between a creative (and controlling) artist and the prevailing social and political preoccupations of American culture between 1939 and 1975.
- HIST 285 **HOLLYWOOD: A SOCIAL & CULTURAL HISTORY OF AMERICAN MOVIES** (2-3) (COMM 197) 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) (EDWS 286) 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 **UNHAPPY DAYS: FEAR IN THE FIFTIES** (2) (COMM 288, EDWS 288) In an examination of popular culture, including television shows, musical styles, and especially Hollywood films, this course examines both the conformist beliefs and behaviors and the underlying tensions that shaped American society in the 'fifties.
- HIST 289 **MOVIES AND CITIES** (2) (COMM 289, SOCI 289) Examines the multifaceted historical relationship between movies and cities.
- 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 THE REPUBLIC, 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 AND 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) A brief overview of the historical development of the American economy, examines in depth such topics as industrialization and its discontents, the rise and demise of slave labor, and the economic history of women.
- HIST 321 **NATIVE AMERICAN HISTORY** (3) Provides an overview of Native American history from the peopling of the Americas to the present. Challenges students to consider ways the history of Indian peoples is intertwined with the larger narrative of American history. Covers the development of agriculture in North America, Native American culture diversity, the encounter with European and African peoples, the ongoing struggle for sovereignty. Emphasis is placed upon the ways Indian peoples coped with the colonization of their continent and continued to perpetuate their cultural identities in the midst of a non-Indian population.
- HIST 323 **AFRICAN-AMERICAN HISTORY, 1600-1865** (3) 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) (ENGL 358) 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 **THE HISPANIC MINORITY IN U.S. 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 332 **BEER, BASEBALL AND 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 1990's.
- 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 AND 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 COLOMBIA** (3) Traces the 19th and 20th century history of those countries that remain of the great dream of South American unity of Simon Bolivar – Colombia, Venezuela, Ecuador.
- HIST 344 **CONTEMPORARY LATIN AMERICA** (3) Emphasizes late 19th and 20th century realities in Latin American history – Dependency Economics, dictatorships, debts, 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 AND MODERN ISRAEL** (3) 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, Zwinglie, 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, and social 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) 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 19th and 20th century British Empire.

- HIST 372 **VICTORIAN AND 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 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) Learn about the historical antecedents to apartheid in South Africa. Examine the cross-cultural interactions in South African history that made the minority's goal of racial separation impossible and impracticable. Become familiar with some of the methodological problems which confront historians of South Africa.
- HIST 402 **SEMINAR: 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/R&S Focus elective. Prerequisite/Corequisite to PHIL 100 and THEO 111.
- HIST 404 **HISTORICAL ARCHAEOLOGY** (3) Focuses on the study of material remains of past societies that also left behind some documentary evidence. It challenges students to consider how the study of material objects can complement - and perhaps problematize - our understanding of the documentary record. It also considers the problem of how we assess the representativeness of surviving material evidence and reconstruct its context and use. Particular emphasis is placed upon how archaeology can help recover the experiences of slaves, manual laborers, and other non-elites.
- HIST 405 **SEMINAR: AMERICAN REVOLUTION** (3) A study of the causes and issues which contributed to the coming and character of the American Revolution.
- HIST 410 **SEMINAR: URBAN AMERICA** (3) Examines the impact of urbanization on American thought, culture and society between the Civil War and the Great Depression.
- HIST 412 **SEMINAR: SHAPING OF AMERICAN CHARACTER** (3) By focusing on cultural, social, and intellectual matters, this course studies various interpretations of American character.
- HIST 414 **TOPICS IN NATIVE AMERICAN HISTORY** (3) Assesses the effects of European colonization of Native Americans, with particular emphasis on the ways in which Native peoples creatively adapted to their radically altered circumstances. The topics covered will include Native American cultural diversity, the introduction of epidemic diseases to the Americas, missionization and religious change, the emergence of American Indian identity, and the environmental impact of European colonization.
- HIST 415 **PUBLIC HISTORY** (3) Examines critically how the past is represented in a variety of contexts outside traditional academic history. It introduces students to theoretical, ethical, and practical issues involved in representing the past to broad audiences through museum exhibitions, reenactments, monuments, and tourist sites.
- HIST 428 **SEMINAR: LATIN AMERICA** (3) Directed research on selected topics in Latin American History – Seminar approach (emphasis on computer research techniques).
- HIST 431 **SEMINAR: MEDIEVAL SEX AND THE 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 **SEMINAR: EUROPEAN HISTORY & HISTORIANS** (3) Analysis of the

	methods, practices, and theoretical assumptions employed by contemporary historians of Europe.
HIST 441	SEMINAR: TUDOR ENGLAND (3) An examination of selected topics in English history 1485 - 1603.
HIST 450	SEM: AFRICAN WOMEN (3) Seeks to place the role of women in African societies in a 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.
HIST 451	SEMINAR: AFRICAN CHRISTIANITY (3) African Christianity today is a vibrant social, cultural, and religious force, and yet less than a century ago, it was largely an alien faith introduced by foreign missionaries who sought to convert Africans to their own interpretations of the faith as part of the overall "civilizing mission" of colonialism. Rather than uncritically adopting the religion of the missionaries, however, Africans had their own reasons for becoming Christians, interpreted the bible in the context of their own experience, and founded their own churches. The seminar will explore the diverse ways Africans appropriated Christianity and interpreted it within their own cultural constructs to produce a distinctive African Christianity.
HIST 455	SEMINAR: POLITICS AND VIOLENCE: NORTH IRELAND (3) Reading and research, 20th century Ireland.
HIST 465	SEMINAR: MODERN RUSSIA (3) Selected topics in the history of late Imperial Russia.
HIST 466	SEMINAR: THE STALIN ERA (3) Selected topics in the era of Josef Stalin from the pre-revolution to his death.
HIST 468	SEMINAR: EUROPEAN SOCIAL HISTORY (3) Reading and research on 19th and 20th century European social and family issues.
HIST 470	SEMINAR: WAR, CULTURE AND SOCIETY: 20TH CENTURY (3) Reading and research in the nonmilitary aspects of war. Fulfills the E/R&S Focus elective. Prerequisite/Corequisite to PHIL 100 and THEO 111.
HIST 480	SEMINAR: HISTORY WITHOUT DOCUMENTS: METHODS OF HISTORICAL RESEARCH (3) 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 can interpret and employ their data and interpretations for our own purposes. A variety of historical periods and geographical regions will be considered. The goal of the course is not to learn the history of a certain area but to learn to analyze different methods for reconstructing history. Emphasis will be placed on the use of these methodologies in African history.
HIST 498	READING AND RESEARCH (3) Special topics examined through independent research.

Human Resources (HRES)

Undergraduate Courses

HRES 200	HUMAN RESOURCES IN A DIVERSE SOCIETY (3) Issues examined are: workplace laws, recruiting, hiring, setting wages, evaluating employees, benefits, discipline, labor relations, and international concerns. Because it also fulfills the Cultural Diversity Elective requirement, it addresses stereotyping, discrimination and prejudices as they relate to work issues.
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 negotiation used.
- HRES 303 **CO-OP EDUCATION/HUMAN RESOURCES: JUNIOR LEVEL** (3-6) An elective cooperative experience where students earn academic credit while performing approved human resources-related work experience. Prerequisite: MGMT 301, 55 credit hours completed, 2.75 gpa, department approval required.
- 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) (MGMT 321, PSYC 321) Application of psychological principles and procedures to a variety of organizations. Research, measurement and human behavior are emphasized.
- HRES 340 **WORKFORCE DEVELOPMENT PROGRAMS AND 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 AND PRACTICE** (3) An examination of the logic and practices involved in current programs for compensating employees.
- HRES 401 **MORALITY AND EMPLOYMENT ISSUES** (3) Uses leading philosophic concepts and normative principles to apply analytic and descriptive tools to critical workplace issues. Prerequisite: PHIL 100 and THEO 111, one must be prerequisite, the other either prerequisite or corequisite. Fulfills the E/R&S Focus elective.
- HRES 403 **CO-OP EDUCATION/HUMAN RESOURCES: SENIOR LEVEL** (3-6) An elective cooperative experience where students earn academic credit while performing approved human resources-related work experience. Prerequisite: MGMT 301, 55 credit hours completed, 2.75 gpa, departmental approval required.
- 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: HUMAN RESOURCES** (2-3) Content to be determined according to the needs of the student. Approval of program director and dean required.
- 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. Prerequisite: Admission to the Executive MBA program.

- HRES 901 **INTRODUCTION TO HUMAN RESOURCES** (2) Key processes of human resource management including selection, employee development, performance management, reward systems, and employee relations. Prerequisites: 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 AND 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. Casework.
- 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) (PSYC 522) 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 AND DEVELOPMENT** (3) An examination of the field of training and developing the workforce as it occurs in industry and government.
- HRES 918 **EMPLOYMENT AND 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 READINGS AND RESEARCH** (2-3) Open to especially qualified students with the consent of the program director and dean.

Humanities (HUMN)

Graduate Courses

- HUMN 501 **THE WESTERN INTELLECTUAL TRADITION 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 **THE WESTERN INTELLECTUAL TRADITION II** (3) The hero in history, literature and art in the 19th and 20th centuries.
- HUMN 503 **THE WESTERN INTELLECTUAL TRADITION III** (3) An exploration of utopias and related visions of the ideal from the 16th to the 20th century.
- HUMN 504 **THE WESTERN INTELLECTUAL TRADITION IV** (3) A history of the future: visions (utopian and dystopian) and projections of the future in the 19th and 20th centuries.
- HUMN 505 **THE WESTERN INTELLECTUAL TRADITION V** (3) Memory, representation, and contested views of the past: an exploration of American cultural, historical, and political issues.
- HUMN 506 **THE WESTERN INTELLECTUAL TRADITION VI** (3) Memory, representation, and contested views of the past: an exploration of modern European cultural, historical, and political issues.
- HUMN 507 **SEMINAR: WAR, CULTURE AND SOCIETY SINCE 1850** (3) (HIST 690) Reading and research on nonmilitary topics, European and American.

- HUMN 511 **LANGUAGE OF THE HUMANITIES (3)** (ENGL 601) Critical study of topic-directed, audience-directed, and author-directed discourse. Intensive practice in writing.
- HUMN 599 **INDEPENDENT STUDY** (credit to be arranged) Open to qualified students with the consent of the department chair.

Information Systems (INFO)

Undergraduate Courses

- INFO 100 **BUSINESS COMPUTER APPLICATIONS** (1) A computer-based training course for developing core competencies using productivity tools relevant for business applications.
- 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. Prerequisite: INFO 100 or passed computer skills assessment test.
- INFO 250 **INTRODUCTION TO STRUCTURED PROGRAMMING** (3) Introduction to programming logic using QBASIC and Visual Basic with further introductions to structured programming techniques. Prerequisite: INFO 200.
- INFO 303 **CO-OP EDUCATION/INFORMATION SYSTEMS: JUNIOR LEVEL** (3-6) An elective cooperative experience where students earn academic credit while performing approved information systems-related work experience. Prerequisite: MGMT 301, 55 credit hours completed, 2.75 gpa, department approval required.
- INFO 357 **DATA COMMUNICATIONS AND NETWORKING** (3) Data communication fundamentals for networking and distributed processing. Communication protocols, SNA, DECNET, and local area networks. Prerequisite: 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. Prerequisite: INFO 200 or equivalent.
- INFO 359 **HARDWARE AND SOFTWARE OVERVIEW** (3) (INFO 949, EDWS 649) Analysis of the architecture of microcomputers, workstations, and small to mid-range computers, with emphasis on applications for the small computer environment. Prerequisite: 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. Prerequisite: INFO 250 or equivalent.
- INFO 372 **AI AND EXPERT SYSTEMS** (3) Introduction to artificial intelligence with emphasis on problem definition, knowledge extraction and application development of knowledge-based expert systems. Prerequisite: INFO 200 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. Prerequisite: INFO 301 or equivalent.
- INFO 378 **E-BUSINESS** (3) Study of 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. Security, legal issues, and strategic use of electronic commerce will be explored. Prerequisite: INFO 374 or equivalent.
- INFO 403 **CO-OP EDUCATION/INFORMATION SYSTEMS: SENIOR LEVEL** (3-6) An elective cooperative experience where students earn academic credit while performing approved information systems-related work experience. Prerequisite:

- MGMT 301, or equivalent, 55 credit hours completed, 2.75 gpa, departmental approval required.
- 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. Corequisite: INFO 358. Prerequisite: FINC 300, MGMT 300, MKTG 300, or equivalent, or permission of instructor.
- INFO 490 **CONTEMPORARY ISSUES IN INFORMATION SYSTEMS** (3) Current issues, developments and future trends in the advancement of information systems in business. Prerequisites: Junior/Senior status or permission of instructor.
- INFO 495 **SYSTEMS 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. Prerequisite: INFO 450 or equivalent.
- INFO 499 **TUTORIAL COURSE** (2-3) 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 **INFORMATION AND TECHNOLOGY MANAGEMENT** (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. Prerequisite: Admission to the Executive MBA program.
- INFO 902 **MGMT INFORMATION SYSTEMS** (3) Prepares students to be more effective and efficient users or managers of information technology for managerial decision-making. Students will learn about basic concepts about (1) the use of information systems in organizations, (2) hardware, software, database, and telecommunications technologies, (3) techniques and tools for acquiring or developing applications of information systems, and (4) managerial issues in a technological environment. Prerequisite: Admission to the on-site 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. Prerequisites: All business skills and foundation skills courses.
- INFO 904 **CONCEPTS OF MANAGERIAL COMPUTER TECHNOLOGY** (2) Basic introduction to computer-based information system technologies. Foundation course required for some INFO electives.
- INFO 924 **VIRTUAL OFFICE MANAGEMENT** (2) (MGMT 924) 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 940 **ANALYSIS AND DESIGN OF MIS** (2) Analysis and design of information systems for management with emphasis on current MIS environments, on-line real time systems, and distributed processing systems. May be taken alone or with INFO 941. Prerequisite: INFO 904 or equivalent.

- INFO 941 **ANALYSIS AND DESIGN OF MIS PROJECT** (1) Project to accompany INFO 940. Corequisite: INFO 940.
- INFO 943 **INFORMATION TECHNOLOGY AND 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 AND SOFTWARE OVERVIEW** (3) (INFO 359, EDWS 649) Analysis of the architecture of microcomputers, workstations, and small to mid-range computers, with emphasis on applications for the small computer environment. Prerequisite: INFO 904 or equivalent.
- INFO 951 **DECISION SUPPORT SYSTEMS** (3) Emphasis on user computer interaction in a structured or semi-structured environment where the user has complete control throughout the problem-solving process. Group Decision Support Systems (GDSS) are also examined.
- INFO 958 **BUSINESS ON THE INTERNET** (3) Examination 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. Prerequisite: INFO 960 or equivalent.
- INFO 960 **WORLD WIDE WEB FUNDAMENTALS** (2) 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.
- INFO 961 **WORLD WIDE WEB PROJECT** (1) Corequisite: INFO 960.
- INFO 970 **DATA COMMUNICATIONS AND NETWORKS** (2) Digital transmission, software, error control, data link control, network architecture, LAN, distributed systems, and network design considerations are discussed. Prerequisite: INFO 904 or equivalent.
- INFO 971 **DATA COMMUNICATIONS AND NETWORK PROJECT** (1) Project to accompany INFO 970. Corequisite: INFO 970.
- INFO 972 **EXPERT SYSTEMS** (2) An introduction to artificial intelligence with emphasis on problem definition, knowledge extraction, and application development of knowledge based expert systems in a business environment. May be taken alone or with project. See INFO 973. Prerequisite: INFO 904 or equivalent.
- INFO 973 **EXPERT SYSTEMS PROJECT** (1) Project to accompany INFO 972. Corequisite: INFO 972.
- 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. Prerequisite: INFO 904 or equivalent.
- INFO 995 **TOPICS IN MIS INDIVIDUAL READINGS** (1-3) New trends, concepts and issues of MIS are examined and related to business environments.

Italian (ITAL)

- 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.
- 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. Prerequisite: ITAL 102 (unless waived).

Japanese (JAPN)

- JAPN 101 **ELEMENTARY JAPANESE I** (3) An introduction to basic language skills such as reading and writing *hiragana*, *katakana*, and about 30 *kanji*. 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. Prerequisite: JAPN 101 (unless waived).
- 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. Prerequisite: JAPN 102 (unless waived).
- 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. Prerequisite: JAPN 201 (unless waived).

Latin (LATN)

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) A continuation of LATN 111 with readings from Vergil, Cicero, and Ovid.
- LATN 201 **INTERMEDIATE LATIN I: PROSE** (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 202 **INTERMEDIATE LATIN II: POETRY** (3) For students who have had nine hours of college Latin or its equivalent. A selection of poems or poetic passages from various Latin poets and poetic genres.
- LATN 211 **CICERO: ORATIONS** (3). A close reading of Cicero's *Pro Milone*, or other oratorical work.
- 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 EPISTLES** (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 the 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). Detailed reading of selections from Lucretius's philosophical epic poem.
- 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** (Credit and content by arrangement.)
- LATN 398 **SPECIAL STUDY: POETRY** (Credit and content by arrangement.)
- LATN 399 **HAB CAPSTONE THESIS** (Credit and content by arrangement.)

Management (MGMT)

Undergraduate Courses

- MGMT 201 **QUALITY AND PRODUCTIVITY 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. Prerequisite: MATH 156 and 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: JUNIOR LEVEL** (3-6) An elective cooperative experience where students earn academic credit while performing approved management-related work experience. Prerequisite: MGMT 301, 55 credit hours completed, 2.75 gpa, department approval required.
- MGMT 309 **ORGANIZATION DESIGN AND DEVELOPMENT** (3) Theory and design of organizational systems, organizational performance, culture and development. Prerequisite: MGMT 300.
- MGMT 310 **TEAM WORK AND 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. Prerequisite: 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. Prerequisite: MGMT 300.
- MGMT 321 **INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY** (3) (HRES 330, PSYC 321) Psychological bases for organizational decisions from employment to the maintenance of motivation and job satisfaction of people. Research, measurement and practical application are emphasized. Prerequisite: 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. Prerequisites: ECON 300, MGMT 300.
- MGMT 341 **MANAGING THE ENTREPRENEURIAL VENTURE** (3) (ENTR 341) Financial, legal, marketing, interpersonal, and organizational issues in owning/operating a small and growing business. Co-requisite: ENTR 311.

- 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, and 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 2000s. Prerequisite: MGMT 300.
- MGMT 403 **CO-OP EDUCATION/MANAGEMENT: SENIOR LEVEL** (3-6) An elective cooperative experience where students earn academic credit while performing approved management-related work experience. Prerequisite: MGMT 301, 55 credit hours completed, 2.75 gpa, departmental approval required.
- MGMT 410 **QUALITY PLANNING AND 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. Prerequisites: STAT 200, MGMT 201.
- MGMT 495 **STRATEGY FORMULATION & IMPLEMENTATION** (3) Provides an opportunity to integrate business core and major related knowledge through the use of selected cases. Prerequisites: 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 AND 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 Joy 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. Prerequisite: 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 **MANAGING PROCESS IMPROVEMENT TEAMS** (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 911 **MANAGERIAL COMMUNICATIONS** (3) Advanced business communications course, oral and written. Concepts include alignment with organizational objectives, perspective and positioning, logic and persuasion, graphic design, writing for diversity. Prerequisites: MGMT 901, MGMT 902, MGMT 903.
- MGMT 914 **PRINCIPLES OF LEADERSHIP** (3) An overview and analysis of a variety of theories and approaches to leadership emphasizing team building and leadership-follower relations. Leaders from a variety of settings will serve as guest lecturers. Skill building and the development of a personal theory of leadership will be emphasized. Prerequisites: 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. Prerequisites: MGMT 901, MGMT 902, MGMT 903.

- MGMT 924 **VIRTUAL OFFICE MANAGEMENT** (2) (INFO 924) 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. Prerequisites: MGMT 901, MGMT 902, MGMT 903.
- MGMT 939 **OCCUPATIONAL SAFETY & HEALTH MANAGEMENT** (3) Examination of the regulatory, psychological, behavioral, economic, and technical issues which impact on occupational safety and health. The design of team-based occupational safety & health programs for managing risk is emphasized. Prerequisites: MGMT 901, MGMT 902, MGMT 903.
- MGMT 941 **MANAGING THE NEW AND GROWING VENTURE** (2) (ENTR 941) 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. Prerequisites: ACCT 901, FINC 901, and MKTG 901.
- MGMT 944 **MOTIVATION AND BEHAVIOR IN ORGANIZATIONS** (3) (PSYC 644) Role of motivation in performance within organizations, various concepts of motivation, leadership, and group interaction are studied, with emphasis on research findings. Prerequisites: MGMT 901, 902, 903.
- MGMT 945 **THE HUMANISTIC MANAGER/LEADER** (3) Transactional Analysis, Gestalt Therapy, and Neurolinguistic Programming form the basis of this communications competency based course. Requires group participation, reading summaries, and journal-keeping. Prerequisites: 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 and 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 W. Edward Deming and Joseph M. Juran are emphasized. In addition, students will investigate the contributions of other prominent individuals and examples of current practice from successful organizations. Prerequisite: 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. Recommended prerequisite: MGMT 950.
- MGMT 995 **INDIVIDUAL READING AND RESEARCH** (1-3) (ENTR 995) Open to especially qualified students with the consent of the chair of the department and the dean.

Marketing (MKTG)

Undergraduate Courses

- MKTG 300 **PRINCIPLES OF MARKETING** (3) Marketing concepts, functions, institutions, and policies. Marketing's role in society. Prerequisite for upper division courses unless waived by department chair.
- MKTG 302 **MARKETING RESEARCH** (3) Marketing research, methodologies, and managerial utilization of research findings. Prerequisite: STAT 200, MKTG 300.
- MKTG 303 **CO-OP EDUCATION/MARKETING: JUNIOR LEVEL** (3-6) An elective cooperative experience where students earn academic credit while performing approved marketing-related work experience. Prerequisite: MGMT 301, 55 credit hours completed, 2.75 gpa, department approval required.
- MKTG 310 **INDUSTRIAL MARKETING** (3) Problems of marketing industrial products. Management of the pricing, selling, and servicing of industrial goods distributions. Customer services. Prerequisite: MKTG 300.
- MKTG 320 **INTERNATIONAL MARKETING** (3) Conditions peculiar to international distribution of goods and services and its effects on the national welfare. Prerequisite: MKTG 300.
- MKTG 325 **MARKETING SERVICES** (3) The marketing of services will be explored with special emphasis on how they differ from packaged and industrial goods. Prerequisite: MKTG 300.
- MKTG 328 **DIRECT MARKETING** (3) Direct marketing as a tool, its strategies, techniques and measurement systems are studied. Prerequisite: MKTG 300.
- MKTG 330 **RETAIL MANAGEMENT** (3) Fundamental principles and policy considerations for the successful management of modern-day retailing organizations. Case study. Prerequisite: MKTG 300.
- MKTG 350 **PROMOTION - ADVERTISING** (3) Creative and institutional aspects of advertising and their relationship to market and product attributes. Effects of legal and social environment. Prerequisite: MKTG 300.
- MKTG 351 **SALES PROMOTIONS** (3) The use of sales promotions as promotional tools are examined. The development, implementation and budgeting of sales promotions are studied. Prerequisite: MKTG 300.
- MKTG 355 **NEW 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. Prerequisite: MKTG 300.
- MKTG 361 **PROMOTION AND SELLING** (3) Dynamics of selling and techniques of persuasive leadership. Sales management. Selection, training, compensation, and analysis of sales force activities. Prerequisite: MKTG 300.
- MKTG 370 **CONSUMER BEHAVIOR** (3) Marketing strategy implications of consumer behavior. Anthropology, economics, psychology, sociology, and the consumer. Prerequisite: MKTG 300.
- MKTG 390 **CONTEMPORARY MARKETING ISSUES** (3) Current developments in consumerism and consumer protection. Ecology, social responsibility, and ethical issues. Governmental roles. Prerequisite: MKTG 300.
- MKTG 399 **TUTORIAL IN MARKETING: JUNIOR LEVEL** (2-3) Research, meeting, and attendance at scheduled lectures as determined by the advisor. Prerequisite: permission of the chair and dean..
- MKTG 400 **MARKETING MANAGEMENT** (3) Marketing planning. The coordination of all aspects of marketing. Efficient utilization of resources. Prerequisites: six hours of upper division marketing courses.
- MKTG 403 **CO-OP EDUCATION/MARKETING: SENIOR LEVEL** (3-6) An elective cooperative experience where students earn academic credit while performing approved marketing-related work experience. Prerequisite: MGMT 301, 55 credit hours completed, 2.75 gpa, departmental approval required.
- MKTG 491 **MARKETING PRACTICUM** (3) Designed for undergraduate students partici-

- pating in non-paid internships, the goals and objectives of these internships and course approval are the responsibility of the chair.
- MKTG 495 **MARKETING, PLANNING AND ANALYSIS** (3) Application of marketing principles to case analysis. Prerequisites: FINC 300, MKTG 400 and six hours of upper division marketing courses.
- MKTG 499 **TUTORIAL IN MARKETING: SENIOR LEVEL** (2-3) Research, meeting, and attendance at scheduled lectures as determined by the advisor. Prerequisite: permission of the chair and dean.

Graduate Courses

- MKTG 700 **MARKETING CONCEPTS AND STRATEGY** (4) This course provides grounding in marketing concepts and focuses on strategic decision making 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. Prerequisite: 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. Prerequisites: 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. Prerequisite: MKTG 901.
- MKTG 921 **ENTREPRENEURIAL MARKETING** (2) (ENTR 921) 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. Prerequisite: MKTG 901.
- MKTG 928 **DIRECT MARKETING** (3) The use of direct marketing as a powerful business to business and consumer marketing tool is explored. Prerequisite: 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. Prerequisite MKTG 801.
- MKTG 930 **MARKETING SERVICES** (3) The principles, practice and scope of service marketing are explored. Prerequisite: MKTG 901.
- MKTG 960 **SALES AND SALES MANAGEMENT** (3) Explore dimensions of selling as a marketing function and the application of theories of management to the selling function within organizations. Prerequisite: MKTG 901 .
- MKTG 961 **MARKETING MANAGEMENT** (3) Application of marketing concepts and theory to actual situations via case method. Individual reports and presentations. Prerequisite: 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. Prerequisite: MKTG 901.
- MKTG 964 **CONSUMER BEHAVIOR THEORY** (3) Evaluation of research findings from behavioral sciences and other disciplines. Relationship to marketing. Prerequisite: MKTG 901.
- MKTG 965 **ADVERTISING THEORY AND PRACTICE** (3) The role of advertising in the marketing process. The advertising campaign, its creative and media components. The decision processes. Prerequisite: MKTG 901.
- MKTG 967 **INTERNATIONAL SALES AND NEGOTIATION** (3) Examines the sales and negotiations processes in an international environment. Topics include networking,

- prospecting, communication skills, and other areas that influence strategic design. Prerequisite: MKTG 901.
- MKTG 968 **NEW PRODUCT PLANNING AND DEVELOPMENT** (3) The entire process of new product development from idea generation to commercialization is developed. Prerequisite: MKTG 901.
- MKTG 969 **MARKETING MODELS** (3) Examination and application of computer models developed for a variety of marketing decisions. Prerequisite: MKTG 901.
- MKTG 970 **SEMINAR: CONTEMPORARY MARKETING ISSUES** (3) Current developments in marketing as related to social issues: consumerism, social responsibility, ethical issues, and governmental roles. Prerequisite: MKTG 901.
- MKTG 995 **INDIVIDUAL READINGS AND RESEARCH** (2-3) Open to especially qualified students with the consent of the chairman of the appropriate department and dean.

Mathematics (MATH)

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 MATHEMATICS** (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 MATHEMATICS** (3) Patterns and problem solving in counting and calculating with integers. Operations with fractions, rationals, and irrationals. Probability and statistics.
- 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.
- MATH 113 **MATHEMATICS OF FINANCE** (3) Simple and compound interest, discounting, annuities, amortization and sinking funds, stocks, bonds, insurance.
- 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 A 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. Applications of the derivative including optimization and inflection points. The result of change and the definite integral. Prerequisite: 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. Prerequisite: MATH 150 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. Prerequisite: MATH 150 or equivalent.
- 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. Prerequisite: MATH 170.
- MATH 180 **ELEMENTS OF DISCRETE MATHEMATICS** (3) Logic, set theory, relations, functions, algorithmic thinking, mathematical induction, counting, recursion, number systems. Prerequisite: CSCI 170.

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. Prerequisite: 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. Prerequisite: 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. Prerequisite: MATH 220.
- MATH 240 **LINEAR ALGEBRA** (3) Vector spaces, bases, linear transformations, change of basis. Eigenvalues and eigenvectors. Prerequisite: 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) Highlights in the historical development of mathematics.
- 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, primes, linear congruencies, quadratic residues, quadratic Euler's phi function, and reciprocity, factorization, distribution of primes.
- MATH 310 **SURVEY OF STATISTICS** (3) Probability, central limit theorem, estimation, hypothesis testing, regression, correlation, nonparametric methods, and goodness of fit.
- 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. Prerequisite: MATH 311.
- MATH 320 **INTRODUCTION TO OPERATIONS RESEARCH** (3) Deterministic and stochastic models, network analysis. Linear, nonlinear and integer programming. Classical optimization, inventory theory, queueing, Markov analysis.
- MATH 321 **NUMERICAL ANALYSIS** (3) (CSCI 321) Measures of accuracy, sources of error, function evaluation and approximation, systems of linear equations, nonlinear equations, numerical differentiation and integration, and solutions to differential equations. Prerequisites: 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 paths, Hamiltonian paths, planarity, digraphs, connectivity, matrix representations, chromatic number, and matchings.
- MATH 340 **ABSTRACT ALGEBRA I** (3) Groups, isomorphism, homomorphism, normal subgroups, rings, ideals, fields. Prerequisite: 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. Prerequisite: MATH 340.
- MATH 360 **ELEMENTARY TOPOLOGY** (3) Metric spaces, topological spaces, continuity, convergence, compactness, connectedness, and separation axioms.
- MATH 370 **INTRODUCTION TO REAL ANALYSIS** (3) Rigorous development of the calculus of functions of a single variable. The real number system, topology of the real line, limits, continuity, uniform continuity, the derivative, the Riemann integral, sequences and series of real numbers, sequences and series of functions, 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 **SPECIAL READING AND STUDY FOR ADVANCED STUDENTS** (Credit by arrangement.)

Medical Technology (MEDT)

These are Clinical courses taken on-site at various NAACLS (National Accrediting Agency for Laboratory Sciences) approved hospitals.

Upper Division Courses

- MEDT 100/200/300 **MED TECH CLINIC** (12 hours per course)
- MEDT 450 **INTRODUCTION TO MED LAB SCIENCE** (0)
- MEDT 451 **INTRODUCTION 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** (12)
- 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 **INDEPENDENT STUDY** (3)

Military Science (MILS)

Lower Division Courses

- MILS 101 **INTRODUCTION TO LEADERSHIP I** (1) Pragmatic approach to the psychology of motivating soldiers, to include introductory segments on the current structure of the United States defense organization.
- MILS 102/
104 **FRESHMAN LEADERSHIP LABORATORY** (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 **INTRODUCTION TO LEADERSHIP II** (2) Analysis of Army leadership styles, behavior, group motivation, and performance counseling.
- MILS 201 **MILITARY TRAINING AND SPEAKING** (3) Speech fundamentals as applied to interpersonal, public, and group speaking within the military. Projects in military training, reporting and explaining, decision making, idea delivery, and military orders.
- MILS 202/
204 **SOPHOMORE LEADERSHIP LABORATORY** (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 **MILITARY HISTORY** (3) A historical approach to the evolution and causes of warfare. The principles of war, economic elements of power, the models of battle analysis, and strategy analysis are applied to selected American military experiences.
- 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 Army ROTC advance course.

Upper Division Courses

- MILS 301 **BASIC MILITARY TACTICS** (3) Squad tactics, map reading, and small unit operations. Military skills training.
- MILS 302/
304 **JUNIOR LEADERSHIP LABORATORY** (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 **ADVANCED MILITARY TACTICS** (3) Small unit tactics, advanced tactics, and career development. Military skills training.
- 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 **THE MILITARY TEAM** (2) The military team, and staff functions. Values, ethics, and decision-making.
- MILS 402/
404 **SENIOR LEADERSHIP LABORATORY** (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 **PROFESSIONAL DEVELOPMENT** (2) Preparation for Army duties as a Second Lieutenant. Military law and special skill training.
- MILS 499 **DIRECTED STUDY** (Credit to be arranged) Open to especially qualified students with the consent of the department chair.

Music (MUSC)

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 **SURVEY OF GLOBAL 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 AND 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 17th to 20th century; emphasis on African roots of this tradition and historical and sociocultural contexts that gave 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 121 **MUSIC METHODS FOR EARLY AND MIDDLE CHILDHOOD** (2) Intermediate level course. Focus upon creativity and curriculum design Pre-K - 8. Prerequisite: MUSC 120.
- MUSC 154/
155 **DANCE AND MOVEMENT I, 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/
157 **ADVANCED DANCE AND MOVEMENT I, II** (1) Continuation of MUSC 154/155.

Upper Division Courses

- MUSC 200 **THEORY I** (3) Study of elements of musical organization; four-part harmonization and analysis.
- MUSC 201 **SIGHTSINGING AND 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. Prerequisite: MUSC 200 or permission of instructor.
- MUSC 203 **SIGHTSINGING AND DICTATION II** (1) 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. Prerequisites: MUSC 101, 206 and 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 **SURVEY OF MUSIC LITERATURE I** (3) Introduction to the literature of music. Discussion of representative compositions from Early Middle Ages to the Classical period with emphasis on listening and rudimentary aural analysis of selected works.
- MUSC 211 **SURVEY OF MUSIC LITERATURE II** (3) Continuation of MUSC 210. Discussion of representative compositions from the Romantic to the Contemporary style periods.
- MUSC 221 **MUSIC METHODS FOR EARLY AND MIDDLE CHILDHOOD** (2) See MUSC 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 American 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. Prerequisite: permission of instructor.
- MUSC 279 **INDEPENDENT STUDY** (Credit to be arranged) 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 AND 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 AND DICTATION IV** (1) Continuation of MUSC 301.
- MUSC 304/604 **PRODUCING ELECTRONIC MUSIC I** (3) Introduction to hardware and software related to electronic music production, with a focus on music sequencing, digital recording and printing.
- MUSC 305/605 **PRODUCING ELECTRONIC MUSIC II** (3) 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 **TECHNIQUES OF JAZZ WRITING AND ARRANGING** (2) The presentation, examination, practice and exercise of techniques and methods applied in the organization and creation of jazz writing and arranging. Prerequisite: MUSC 101 or equivalent.
- MUSC 307 **JAZZ REPERTOIRE AND IMPROVISATION WORKSHOP** (2) An in-depth application of jazz improvisation styles to the live performance situation with an emphasis on accumulated repertoire. Prerequisite: MUSC 101 and 206 or equivalent.
- MUSC 310 **MUSIC HISTORY I** (3) Historical development of music from antiquity to the end of the Baroque era.
- MUSC 311 **MUSIC HISTORY II** (3) Historical development of music from Viennese Classicism to the present; a continuation of MUSC 310.

- MUSC 320 **MUSIC METHODS FOR ADOLESCENT AND YOUNG ADULTS I** (3) Overview of role, and responsibility of music teacher. Vocal, instrumental, and general music education. (For music majors only.)
- MUSC 321 **MUSIC METHODS FOR ADOLESCENT AND YOUNG ADULTS II** (3) Emphasis on instrumental and choral methods and materials. Practical guide for the music educator. Prerequisite: MUSC 320.
- MUSC 322/
522 **TEACHING MUSIC WITH TECHNOLOGY** (2) Using the latest music writing computer programs and innovative technological advances in the development of music study and production.
- MUSC 328/
628 **CHILDREN'S CHORAL AND VOCAL WORKSHOP** (1-2) 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 **INTRODUCTION TO ORGAN IMPROVISATION** (1) Basic concepts and techniques of organ improvisation. Includes stylistic approaches from the Baroque to the present.
- MUSC 340 **OPERA WORKSHOP** (1-3) 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. Prerequisite: permission of instructor.
- MUSC 341 **OPERA WORKSHOP II** (2) 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. Prerequisite: permission of instructor.
- MUSC 380 **MAKING SIMPLE MUSICAL INSTRUMENTS: K-8** (2) (EDWS 355/535) 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** (Credit to be arranged.) 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 chair.
- MUSC 400 **FORM AND ANALYSIS** (3) Intensive study of larger musical forms; works selected from representative works of instrumental and vocal music literature. Prerequisite: MUSC 302.
- MUSC 401 **ORCHESTRATION - ARRANGING** (3) The technique of scoring for orchestra, band and diverse instrumental ensembles. Prerequisite: MUSC 302 or equivalent.
- MUSC 402 **COMPOSITION** (3) Introduction to creative writing in simple musical forms. Prerequisite: 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.
- 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.
- MUSC 420 **CONDUCTING I** (3) Fundamentals of conducting. Basic techniques, and study of shorter choral and instrumental works. Prerequisite: MUSC 202, Corequisite: MUSC 260.
- MUSC 421 **CONDUCTING I** (3) Continuation of MUSC 420. Study of more complex examples from instrumental and choral literature. Corequisite: MUSC 260.

- MUSC 422 **ADVANCED CONDUCTING I** (3) Continuation of MUSC 421. Study of more complex examples from instrumental and choral literature.
- MUSC 423 **ADVANCED CONDUCTING II** (3) Continuation of MUSC 422. Study of more complex examples from instrumental and choral literature.
- 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) A comprehensive study of
626 Music Education: history, philosophy, theory, and practical application.
- MUSC 427/ **CONTEMPORARY APPROACHES IN MUSIC EDUCATION** (3) Introduc-
627 tion to Orff and Kodaly methodology; curricular innovations for all levels of school music, Pre-K - 12.
- MUSC 479 **INDEPENDENT STUDY** (Graduate level) (1-3) (Credit to be arranged.) 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.

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).
- MUSC 352 **WOODWIND TECHNIQUES** (1).
- MUSC 353 **BRASS TECHNIQUES** (1).
- MUSC 354 **PERCUSSION TECHNIQUES** (1).

Applied Music

The Department of Music offers private instruction in the instruments or instrumental areas listed below.

PRIVATE LESSONS (1)

- MUSC 280 **PIANO**
- MUSC 281 **ORGAN**
- MUSC 282 **VOICE**
- MUSC 283 **GUITAR**
- MUSC 284 **VIOLIN**
- MUSC 285 **VIOLA**
- MUSC 286 **CELLO**
- MUSC 287 **DOUBLE BASS**
- MUSC 288 **FLUTE**
- MUSC 289 **OBOE**
- MUSC 290 **CLARINET**
- MUSC 291 **SAXOPHONE**
- MUSC 292 **BASSOON**
- MUSC 293 **FRENCH HORN**
- MUSC 294 **TRUMPET**
- MUSC 295 **TROMBONE**
- MUSC 296 **TUBA**
- MUSC 297 **PERCUSSION**
- MUSC 298 **JAZZ VOICE/INST**
- MUSC 299 **HARP**

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 theatre, popular standards and vocal jazz. Participation with consent of director.
- MUSC 262 **GOSPEL CHOIR** (1) Study and performance of gospel "standards" and contemporary gospel compositions. Participation with consent of director.
- 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. Participation with consent of director.
- 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 **WIND ENSEMBLE** (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 the director.

Nursing (NURS)

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 Cultural Diversity elective requirement.
- NURS 224 **NURSING 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. Prerequisites: All NURS 100 courses and a 2.5 G.P.A. Corequisite: NURS 225.
- NURS 225 **NURSING THERAPEUTICS I: ASSESSMENT 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. Prerequisites: All NURS 100 level courses. Corequisite: NURS 224.
- NURS 230 **NURSING 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. Prerequisites: NURS 224, 225; Corequisites: NURS 231, BIOL 200/201.
- NURS 231 **NURSING THERAPEUTICS II PRACTICUM** (2) Application of promotive, preventive, 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. Prerequisites: NURS 224, 225; Corequisites: NURS 230, 364.
- NURS 310 **INDEPENDENT STUDY IN NURSING** (credit to be arranged) 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 AND 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 330 **INTRODUCTION 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. Prerequisites: MATH 116 or MATH 156. (RN 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. Prerequisite: RN status.
- NURS 334 **DECISION MAKING IN NURSING PRACTICE** (3) Focuses on the study of systematic deliberative actions relating to clients' responses to actual or potential health problems; includes the study of the individual client and the necessary nursing strategies for disease prevention and the promotion and restoration of health. Corequisite: NURS 333. (R.N. option)
- NURS 360 **ADULT TRANSITIONS** (4) Focus on facilitating healthy outcomes in adults experiencing health-illness transitions. Information regarding surgical, pharmacological, nutritional, and psychological/mental health interventions which may be used to assist individuals in achieving healthy outcomes is discussed. Prerequisites: All NURS 200 courses and NURS 364. Corequisite: 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. Corequisite: 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. Prerequisites: BIOL 140-143, CHEM 151.

- NURS 370 **INTRODUCTION 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. Prerequisites: MATH 116 or MATH 156.
- 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. Prerequisites: All NURS 200 courses and NURS 364.
- NURS 373 **FAMILIES IN TRANSITIONS PRACTICUM** (4) Application of promotive, preventive, and interdependence 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. Corequisite: NURS 372.
- NURS 390 **LEADERSHIP AND 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. Prerequisites: NURS 320, 325 and 334. (RN option.)
- NURS 440 **NURSING AND FAMILY HEALTH** (3) The study of health promotion of the family system both internally and in interaction with external intra-connecting systems. Focus on family as client. Prerequisites: NURS 320, 325, 330, 333, 334; Corequisite: NURS 441. (RN option.)
- NURS 441 **NURSING PRACTICE AND APPLICATION I PRACTICUM** (2) Nursing strategies associated with the management of health care issues throughout the family's life-span are developed and implemented. Six hours of practicum weekly. Corequisite: NURS 440. (R.N. option)
- NURS 442 **NURSING AND 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. Prerequisites: NURS 390 and NURS 440. (RN option.)
- NURS 443 **NURSING PRACTICE AND APPLICATION II PRACTICUM** (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. Corequisite: NURS 442. (R.N. option)
- NURS 460 **WOMEN'S HEALTH ISSUES** (2-3) 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 461 **INTRODUCTION TO ONCOLOGY NURSING** (2-3) Focuses on patients and families experiencing cancer. Emphasis is placed on understanding the integration of the epidemiological, biological, physiological, psychological, and nursing science supporting the principles of patient and family care. (Open to non-nursing students.) Elective course.
- NURS 465 **CARE OF THE OLDER ADULT** (2-3) Emphasis placed on the normal aging process and the continuing development and 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** (2-3) 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 TO ZINC: PAIN MANAGEMENT** (2-3) 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 AND DYING: 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. Prerequisites: All 300 level nursing courses; Corequisite: NURS 471.
- NURS 471 **COMMUNITY HEALTH NURSING PRACTICUM** (4) Application of promotive, preventive, and interdependence 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. Prerequisite: All 300 level nursing courses; Corequisite: 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. Prerequisite: All NURS 300 courses; Corequisite: NURS 473.
- NURS 473 **CARE OF THE 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.
- 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. Prerequisites: NURS 320, 330, 334; should be taken in the last semester of study. (RN 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. Prerequisite: All 300 level nursing courses and in final semester of program.

Graduate Courses

- NURS 501 **THEORETICAL BASES FOR NURSING PRACTICE** (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. Prerequisite: NURS 501.
- NURS 503 **EPIDEMIOLOGIC METHODS IN HEALTH CARE SERVICES** (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 investigations within organizations and communities are introduced. Opportunities are provided to use the 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. Prerequisite: NURS 502.
- NURS 505 **HEALTH CARE INFORMATICS** (3) 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 **RESOURCE MANAGEMENT** (3) Overview of the roles and responsibilities of the nurse in effective and efficient management of human, financial, and material resources.
- NURS 509 **NURSING APPLICATION OF HUMAN RESOURCE MANAGEMENT** (1) An overview of the roles and responsibilities of the nurse in advanced nursing practice in effective and efficient management of resources. The focus is on the application of principles of human resource management, as well as a foundation related to the management of these resources. Concepts related to effective leadership and decision making will be addressed as they relate to these issues. Corequisite: HRES 509.
- NURS 630 **NURSING ADMINISTRATION THEORY I** (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. Prerequisite: Permission of instructor.
- NURS 632 **NURSING ADMINISTRATION THEORY II** (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. Prerequisite: NURS 631 and 636.
- NURS 636 **FINANCIAL MANAGEMENT FOR NURSING ADMINISTRATION** (3) Fiscal accountability: cost accounting, budgeting and cost benefit and effectiveness analysis.
- NURS 690 **HEALTH CARE POLICY AND ISSUES** (3) 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. Prerequisite: Permission of instructor.
- NURS 695 **SPECIAL TOPICS** (1-3) Individual or group in depth study of a specific topic under faculty supervision. Contract with instructor required before registration. Prerequisite: Permission of instructor.
- NURS 701 **GRADUATE NURSING PRACTICUM** (4 credits/12 contact hours) 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 **NURSING ADMINISTRATION PROJECT** (1-4) This capstone course demonstrates synthesis of previous coursework through a scholarly project. A variety of options are available to demonstrate the comprehensive and scholarly nature of the final product.

Occupational Therapy (OCTH)

Lower Division Courses

- OCTH 101/
433 **OCCUPATIONAL THERAPY CONCEPTS AND 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 **DEVELOPMENTAL PROCESS: PHYSICAL AND PSYCHOLOGICAL** (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 THROUGHOUT THE LIFE SPAN** (3) Introduction to the model 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. Prerequisite: OCTH 101/433.

Upper Division Courses

- 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. Prerequisites: OCTH 101, OCTH 143, MATH 156.
- OCTH 303/
443 **DISABLING CONDITIONS I: BIOCHEMICAL/PSYCHOSOCIAL** (3) Common conditions seen by Occupational Therapists in clients of all age groups with psychosocial and/or biochemical disorders. Etiology, symptoms, and course of each condition are reviewed, along with analysis of performance components affected by each. Prerequisites: OCTH 143, OCTH 201.
- OCTH 304/
444 **OCCUPATIONAL THERAPY THEORY AND PRACTICE I: BIOCHEMICAL/PSYCHOSOCIAL** (3) Theory and process used by occupational therapists in working with individuals with disabling conditions of a psychosocial or biochemical nature. Prerequisites: OCTH 101,143,201 Corequisites: OCTH 302,303,391.
- OCTH 305/
414 **INTRODUCTION TO CLINICAL PRACTICE** (2.5) 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. Prerequisites: OCTH 101, 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 evaluations, etc.). Prerequisites: OCTH 143, 201, 311.
- OCTH 307/
447 **DISABLING CONDITIONS II: NEURODEVELOPMENTAL/NEUROLOGICAL** (3). Etiology, symptoms, and course of conditions of a neurological or neurodevelopmental nature are reviewed, along with analysis of human performance components affected by each. Prerequisites: OCTH 143,201,302,303,304.
- OCTH 308/
448 **OCCUPATIONAL THERAPY THEORY AND PRACTICE II: NEURODEVELOPMENTAL/NEUROLOGICAL** (3) Theory and process 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. Prerequisites: OCTH 143, 201, 302, 303, 304; Corequisites: OCTH 307, 492/493.
- 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. Prerequisites: OCTH 101, 201.

- OCTH 312/ 452 **THERAPEUTIC OCCUPATIONS II: GROUP PROCESS** (3) Continuation of Therapeutic Occupations I, with emphasis on activities of a large motor and verbal/social group nature. Includes one hour lecture and two hours of lab per week. Prerequisites: OCTH 143, 201, 303, 304, 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 psychosocial practice skills are performed under close supervision. Prerequisites: OCTH 143, 201. Pre/Corequisites: OCTH 302,303,304,305, 311. Permission of Department Chair is necessary.
- 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. Prerequisites: OCTH 143, 201, 302, 303, 304, 305, 311, 315. Corequisites: 307,308, 312. Permission of Department Chair is necessary. Pass/fail grading only.
- OCTH 391/ 491 **THEORY & PRACTICE LAB I** (1) Demonstrations and practice with interview skills, evaluation techniques, treatment methods, as used by occupational therapists working with clients with biochemical or psychosocial dysfunction. Corequisite: OCTH 304/444. Pass/fail grading only.
- OCTH 401/ 461 **DISABLING CONDITIONS III: BIOMECHANICAL/REHABILITATIVE** (3). Etiology, symptoms, and course of disabling conditions of a biomechanical nature, or those that require rehabilitation after trauma or the disease process. Analysis of human performance components affected by each. Prerequisites: OCTH 143, 201, 302, 303, 304, 306, 307, 308, 325.
- OCTH 402/ 462 **OCCUPATIONAL THEORY AND PRACTICE III: BIOMECHANICAL/REHABILITATIVE** (3). Theory and process used by occupational therapists in working with individuals with disabling conditions of a biomechanical 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. Prerequisites: OCTH 143,201, 302,303,304, 306,307, 308,325. Corequisites: OCTH 401, 435, 494/495.
- 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. Prerequisites: PHIL 329 or HESA 644, OCTH 143, 201, 302, 303, 304, 305, 306, 307, 308, 311, 312, 315, 325, 401, 402, 435, and Pre/Corequisite OCTH 406/446.
- OCTH 404/ 464 **RESEARCH METHODS IN OCCUPATIONAL THERAPY** (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. Prerequisites: MATH 156, OCTH 143, 201, 302, 303, 304, 305, 306, 307, 308, 311, 312, 315, 325, 401, 402, 435. Corequisite OCTH 417.
- OCTH 406/ 466 **MANAGEMENT OF OCCUPATIONAL THERAPY 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/Corequisite: OCTH 403, 404.
- OCTH 407/467 408/468 409/469 **LEVEL II FIELDWORK** (6) 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 field work sites. Minimum requirement of 940 hours. Permission of Department Chair is necessary. Prerequisites: All professional core course requirements in the three year program sequence.
- OCTH 410/ 470 **SPECIAL TOPICS IN OCCUPATIONAL THERAPY** (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 APPLICATIONS LAB I** (1) Participation in the research process with faculty tutor and/or clinical preceptor. Prerequisites: OCTH 143, 201, 302, 303,

- 304, 305, 311, 312, 315, 306, 307, 308, 325, 401, 402, 435. Corequisite OCTH 404.
- OCTH 418/ **RESEARCH APPLICATION LAB II** (1) Continuation of OCTH 417/477 Lab I.
478 Prerequisite: OCTH 417/477.
- OCTH 435/ **LEVEL I FIELD WORK C** (1) A block of three to four hours per week is spent
440 in clinical site. Practicum experience for beginning skills in working with those with disabling conditions which require rehabilitation or those of a biomechanical nature. Prerequisites: OCTH 143, 201, 302, 303, 304, 305, 311, 312, 315, 306, 307, 308, 325. Corequisites: OCTH 401, 402. Permission of Department Chair is necessary.
- OCTH 480 **PROFESSIONAL SEMINAR** (0) Capstone seminar designed for post-baccalaureate students to address interdisciplinary education program issues.
- OCTH 492/ **THEORY & PRACTICE LAB II** (1) Demonstrations and practice with evaluation
493 techniques and treatment methods used by occupational therapists working with clients with neurodevelopmental or neurological dysfunction. Corequisite: OCTH 308/448. Pass/fail grading only.
- OCTH 494/ **THEORY & PRACTICE LAB III** (1) Lab that correlates with Occupational
495 Therapy Theory and Practice III: Biomechanical/Rehabilitative. Students observe and practice evaluation and treatment techniques covered in theory course. Corequisite: OCTH 402/462. Pass/fail grading only.

Philosophy (PHIL)

Lower Division Course

- PHIL 100 **ETHICS AS AN INTRODUCTION TO PHILOSOPHY** (3) The goals of human life; the first principles of morality; virtue, duty, law, responsibility. Special emphasis on justice, along with a treatment 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 development 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 Plato.
- PHIL 301 **HISTORY OF ANCIENT PHILOSOPHY** (3) Greek philosophy from its beginnings to Neoplatonism. Emphasis is on Plato and Aristotle.
- PHIL 302 **MEDIEVAL CHRISTIAN PHILOSOPHY** (3) A survey of the central medieval Christian philosophers from Augustine to Ockham. Prerequisites: PHIL 100 and 290.
- PHIL 304 **HISTORY OF 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 **HISTORY OF CONTEMPORARY PHILOSOPHY** (3) Survey stressing structuralist basis and diverse styles of philosophizing in the twentieth century.
- PHIL 306 **CONTEMPORARY CONTINENTAL PHILOSOPHY** (3) One or more current continental philosophies; e.g., phenomenology, existentialism, Marxism, and their methods.
- PHIL 307 **CONTEMPORARY BRITISH AND AMERICAN PHILOSOPHY** (3) Philosophies current in Britain and America; especially analytic philosophy.
- 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 AND JEWISH PHILOSOPHY** (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 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.
- 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/R&S Focus elective. Prerequisite/Corequisite of PHIL 100 and THEO 111.
- PHIL 320 **HISTORY AND PHILOSOPHY OF SCIENCE TO 1700** (3) Examination of the evolution of the idea of science through a close reading of the seminal writings on this subject from Aristotle to Descartes, focusing particularly on the different strategies that have been employed to achieve knowledge of the physical world together with the kindred question as to the kind of certitude that each strategy can hope to expect.
- PHIL 321 **ETHICAL BUSINESS DECISIONS** (3) Case studies of several critical issues in business, analyzed according to the contemporary context and ethical principles. Fulfills the E/R&S Focus elective. Prerequisite/Corequisite of PHIL 100 and THEO 111.
- PHIL 329 **BIOETHICS** (3) Moral issues arising in health care delivery, including social policy as well as clinical problems. Fulfills the E/R&S Focus elective. Prerequisite/Corequisite of PHIL 100 and THEO 111.
- PHIL 333 **PHILOSOPHY OF ART AND 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 to 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 349 **AMERICAN IDEALISM** (3) Exposition and evaluation of the background and aims of Royce, Hocking and Whitehead, with critical focus on their ethical-religious thought.
- 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 353 **NATURAL LAW AND NATURAL RIGHT** (3) Classical and modern texts by the great teachers of natural law and natural right; emphasis on pre-philosophic right, natural right and nature/cosmos, law vs. right, facts/values.
- PHIL 354 **AMERICAN PRAGMATISM** (3) A study of Pierce, James, Dewey and their followers.
- PHIL 355 **PRINCIPLES OF POLITICAL PHILOSOPHY** (3) Principal problems of political philosophy, with emphasis on philosophical and religious legitimation of political institutions and on the nature of justice and law. Prerequisites/Corequisites: PHIL 100, THEO 111. Fulfills the E/R&S Focus Elective.
- PHIL 356 **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.
- PHIL 366 **ARISTOTLE** (3) Study of the main philosophical works of Aristotle, with emphasis on his methodology and historic role.
- 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 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 careful textual study of major works by Thomas Hobbes and a comparison and contrast of important themes in Hobbes with corresponding positions in other major philosophers (e.g., the nature of the Whole, human nature, natural right, civil association).
- PHIL 375 **KANT** (3) A textual study of the Critique of Pure Reason and its relation to other works of Kant.
- PHIL 376 **HEGEL** (3) Introduction to the philosophical system of Hegel from the Phenomenology of Spirit. Emphasis on Hegel's method of philosophizing.
- PHIL 378 **VICO** (3) This course will examine several key texts in the development of Giambattista Vico's thought, culminating in *Scienza 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 crisis of the twentieth century. Prerequisites/Corequisites: PHIL 100, THEO 111. Fulfills the E/R&S Focus elective.
- PHIL 380 **HUSSERL** (3) A careful textual study of major works by Edmund Husserl with emphasis upon major Husserlian themes (e.g., the scientific and natural attitudes; scientific objectivity and intersubjectivity; language, meaning, and World; the epistemological and moral crisis of modern philosophy and science; phenomenology and its method).
- 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. This course attempts a thorough and critical examination of his ethical, political and religious thought. Prerequisite/corequisite: PHIL 100, THEO 111. Fulfills the E/R&S Focus elective.
- 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.

Physics (PHYS)

Lower Division Courses

- PHYS 112 **OUR UNIVERSE: COLOR AND IMAGES** (2) Fascinating introductory course on light, color, mirrors, lenses, photographic film, lasers, and holograms. Corequisite: PHYS 113.
- PHYS 113 **OUR UNIVERSE: COLOR AND IMAGES LABORATORY** (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. Corequisite: PHYS 115.
- PHYS 115 **OUR UNIVERSE: PHYSICAL SCIENCE LABORATORY** (1) Laboratory required to accompany PHYS 114.
- PHYS 116 **OUR UNIVERSE: THE EARTH** (2) An introductory course in earth science. Corequisite: PHYS 117.
- PHYS 117 **OUR UNIVERSE: THE EARTH LABORATORY** (1) Laboratory required to accompany PHYS 116.
- PHYS 118 **OUR UNIVERSE: THE SKY** (2) Introductory course in astronomy. Corequisite: PHYS 119.
- PHYS 119 **OUR UNIVERSE: THE SKY LABORATORY** (1) Laboratory is required to accompany PHYS 118.
- PHYS 122 **OUR UNIVERSE: ENERGY SOURCES AND USES** (2) An introductory course that surveys various forms of energy and studies practical, economical applications. Corequisite: PHYS 123.
- PHYS 123 **OUR UNIVERSE: ENERGY LABORATORY** (1) Laboratory required to accompany PHYS 122.
- PHYS 140 **RADIOLOGIC PHYSICS I** (2) Energy, the structure of matter, electricity, magnetism, radioactivity, and the nature and production of X-rays. Calculations in radiology. For radiologic technology students. Prerequisite: MATH 105.
- PHYS 141 **RADIOLOGIC PHYSICS II** (2) A continuation of PHYS 140.
- PHYS 160 **COLLEGE PHYSICS I** (3) For premedical, pre-dental, and others. Mechanics, heat, sound, electromagnetism, optics, and modern physics. Prerequisite: Algebra; Corequisite: PHYS 161 laboratory. Fulfills Occupational Therapy curriculum.
- PHYS 161 **INTRODUCTORY PHYSICS LABORATORY I** (1) This laboratory accompanies PHYS 160 or 170 lectures.
- PHYS 162 **COLLEGE PHYSICS II** (3) For premedical, pre-dental, and others. Mechanics, heat, sound, electromagnetism, optics, and modern physics. Prerequisite: PHYS 160; Corequisite: PHYS 163 laboratory.
- PHYS 163 **INTRODUCTORY PHYSICS LABORATORY II** (1). This laboratory accompanies PHYS 162 or 172 lectures. Prerequisite: PHYS 161.
- PHYS 170 **UNIVERSITY PHYSICS I** (3) Calculus level course for chemistry, computer science, mathematics, applied physics, and physics majors. Mechanics, heat, sound. Corequisite: 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. Corequisite: PHYS 163

Upper Division Courses

- PHYS 206/
207 **ADVANCED STUDY OF BASIC PHYSICS I, II** (3 each semester). The broad implications of the fundamental principles of general physics. Prerequisite: 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 244 **ELECTRONICS II** (2) Digital components and circuits, microcomputer architecture and machine language programming, interfacing circuits.
- PHYS 243/
245 **ELECTRONICS LABORATORY I, II** (1 each semester) 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 LABORATORY** (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. Prerequisite: PHYS 330.
PHYS 341	NUCLEAR PHYSICS LABORATORY (1) Experiments in radioisotope techniques, nuclear particle counting, activation analysis, scattering, and reactor criticality.
PHYS 350	THEORETICAL MECHANICS I (3) Statics, 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 LABORATORY (1) Experiments in Physical Optics, including diffraction, Michelson's interferometer, multiple beam interference, polarization, various experiments on the prism spectrograph, and holography.
PHYS 376	QUANTUM MECHANICS I (3) The mathematical formalism of quantum mechanics and its physical interpretation. Prerequisite: 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 (1-3) Area to be specified.
PHYS 397	SPECIAL READINGS (1-3) Area to be specified.
PHYS 398	PHYSICS THESIS (1).

Political Science (POLI)

Lower Division Courses

POLI 120	COMPARATIVE GOVERNMENT 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 AND POLITICS (3) (HIST 245) A political history of Cincinnati with an analysis of contemporary urban politics.
POLI 212	URBAN ADMINISTRATION AND 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	GOVERNMENT AND POLITICS OF SOUTHEAST 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) Examination of recent history, 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/R&S Focus elective. Prerequisite/Corequisite to PHIL 100 and THEO 111.
- POLI 232 **POLITICS OF JAPAN** (3) Examination of Government, political processes, and issues in contemporary Japan, including relations with the U.S.
- POLI 234 **GOVERNMENT AND 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 AND 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 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 330 **THE POLITICS OF CENTRAL AND EASTERN EUROPE** (3) 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 340 **THE PRESIDENCY** (3) The nature and function of executive power in the American political system.
- POLI 345 **PRESSURE GROUPS AND 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 AND 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 AND 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/R&S Focus elective. Prerequisite/Corequisite to PHIL 100 and THEO 111.
- POLI 352 **PRINCIPLES OF RESEARCH** (3) (SOCI 352, SOCW 352) In-depth study of the basic steps and processes in scientific inquiry.
- POLI 359 **CAMPAIGNS, ELECTIONS AND PARTIES** (3) Examination of electoral politics, political parties, and campaign processes and issues in the U.S.
- 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 **UNITED STATES 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 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.
- POLI 387 **SOVIET & POST-SOVIET POLITICS** (3) (HIST 387) 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 AND 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) (SOCI 398) Examination of the processes and issues in local government through hands-on experience in a political office or related organization.
- POLI 401 **WASHINGTON D.C. INTERNSHIP** (6-9) See department for application materials.
- POLI 402 **WASHINGTON D.C. INTERN COURSE**(3-6) An elective course taken through the Washington Center for Internships and Academic seminars.
- POLI 490 **DIRECTED STUDY** (3) Opportunity to pursue a topic or project of individual interest. Subject to approval of department chairperson.

Psychology (PSYC)

Lower Division Courses

- PSYC 100 **EFFICIENT READING AND 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 **GENERAL EXPERIMENTAL PSYCHOLOGY 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. Corequisite: PSYC 122.
- PSYC 122 **GENERAL EXPERIMENTAL PSYCHOLOGY I LABORATORY** (1) (Three laboratory hours per week.) Laboratory experiments demonstrating principles described in the lectures (PSYC 121). Corequisite: PSYC 121.
- PSYC 123 **GENERAL EXPERIMENTAL PSYCHOLOGY 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. Corequisite: PSYC 124. Prerequisite: PSYC 121/122.
- PSYC 124 **GENERAL EXPERIMENTAL PSYCHOLOGY II LABORATORY** (1) Experiments demonstrating principles described in the lectures (PSYC 123). Corequisite: PSYC 123.

Upper Division Courses

- PSYC 210 **STATISTICAL TECHNIQUES** (3) (EDCO 510) Basic statistics in psychology and education. Measures of central tendency and variability, correlational techniques, and experimental test of differences among groups.
- PSYC 211 **COMPUTER APPLICATIONS FOR THE SOCIAL SCIENCES** (3) (SOCW 211) 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.
- PSYC 221 **EXPERIMENTAL PSYCHOLOGY I** (2) Basic exploration of the scientific method as applied to psychology. Includes research design and appropriate statistical analyses. Prerequisites: PSYC 101, 210. Corequisite: 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. Prerequisite: PSYC 221. Corequisite: PSYC 224.
- PSYC 223 **EXPERIMENTAL PSYCHOLOGY I LABORATORY** (1) Development of hypotheses, design and carry out psychological research, analyze data and interpret results. Corequisite: PSYC 221.
- PSYC 224 **EXPERIMENTAL PSYCHOLOGY II LABORATORY** (1) Development of hypotheses, design and carry out psychological research, analyze data and interpret results. Corequisite: PSYC 222.
- PSYC 231 **DEVELOPMENTAL PSYCHOLOGY** (3) (EDCO 531) Factors influencing man's life span. Application to stages of physiological maturation, developmental tasks, social learning, personality integration.
- PSYC 232 **CHILD PSYCHOLOGY** (3) (EDCO 532) The genetic study of growth and development; hereditary and environmental factors; early and later childhood to puberty.
- PSYC 233 **ADOLESCENT PSYCHOLOGY** (3) Interrelated physical, social, and moral development associated with youth and adolescence.
- PSYC 261 **SOCIAL PSYCHOLOGY** (3) (SOCW 261) The individual's personality, attitudes, and behavior in multi-individual situations.
- PSYC 267 **TREATING SEX OFFENDERS AND THEIR VICTIMS** (1) (SOCW 350, EDWS 440, CJUS 350) This workshop will explore treatment issues and approaches for working with sex offenders, victims, and other family members.
- PSYC 271 **INTRODUCTION TO THE EMOTIONALLY DISTURBED CHILD** (3) (EDSP 201/501) Symptoms of maladaptive behavior in youngsters. Evaluation of etiological factors. Personality disorders, services, facilities and agencies for treatment.
- PSYC 274 **PSYCHOLOGY OF ADJUSTMENT** (2) Progressive stages of development in emotional growth. Factors of adjustment and maladjustment in education, social relations, and occupations.

- PSYC 276 **PSYCHOLOGY OF DELINQUENCY** (2) (CJUS 276, CJUS 676) Types and causes of juvenile delinquency together with brief case histories.
- PSYC 277 **ABNORMAL PSYCHOLOGY** (3) (EDCO 577) 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 AND SYSTEMS OF PSYCHOLOGY** (3) Modern scientific psychology including its various schools and their backgrounds.
- PSYC 310 **MARRIAGE AND THE FAMILY** (3) (SOCI 310, THEO 310) 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 PSYCHOLOGY** (3) (HRES 330, MGMT 321) 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 AND RACISM IN SOCIETY** (1) (SOCW 340, EDWS 339) 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.
- 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 AND PERSONALITY** (3) (CJUS 266, CJUS 566) 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 AND ACHIEVEMENT TESTS** (2-3) (EDCO 579) 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 395 **DIRECTED STUDY** (Credit to be arranged.) Specific research or practicum related project in the field of psychology. Research paper and final exam required. Seniors only. Approval of department chair.
- PSYC 407 **ADDICTION: AN EPIDEMIC** (1) (EDWS 310, SOCW 407) 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) (SOCW 409) 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. Prerequisite: PSYC 221, 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 **PSYCHOLOGY OF SENSATION AND 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 **INTRODUCTION 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. Upon approval of department chair.
- PSYC 477 **SPORTS PSYCHOLOGY** (2-3) 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** (1-3) Library research project assisted and supervised by staff member. Final oral exam. Seniors, graduate students only. Required research paper. Upon approval of department chair.
- PSYC 490 **UNDERGRADUATE PRACTICUM IN PSYCHOLOGY** (1-3) Interviewing, behavior observation, test administration, report writing, and group dynamics through on-the-job training. Open to seniors only, upon approval of the department chair.
- PSYC 499 **SENIOR COMPREHENSIVE REVIEW** (3) Required of all majors. May substitute original research project upon approval of department chair. Prerequisites: senior standing and department chair approval.

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- PSYC 502 **HISTORY AND PHILOSOPHICAL ISSUES IN PSYCHOLOGY** (3) Historical development of basic psychological concepts from Aristotle to the present. Interrelations between science, art, philosophy, and theology in understanding human nature.
- PSYC 503 **ADVANCED EDUCATIONAL PSYCHOLOGY** (3) (EDFD 503) Aimed at extending each student's knowledge of recent developments in psychology as applicable to the field of education.
- 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 AND ETHICS IN PSYCHOLOGY** (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. Prerequisite: PSYC 210 or its equivalent.
- PSYC 512 **ADVANCED STATISTICS II** (2) Continuation of PSYC 511. Prerequisite: PSYC 511.
- PSYC 520 **COMPUTER STATISTICAL LANGUAGE I** (1) Application and interpretation of statistical packages for use in psychological research. (Taken concurrently with PSYC 511.)
- PSYC 521 **COMPUTER STATISTICAL LANGUAGE II** (1) Continuation of PSYC 520. Prerequisite: PSYC 520. (Taken concurrently with PSYC 512.)
- PSYC 522 **PERSONNEL PSYCHOLOGY** (3) (HRES 915) 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.
- PSYC 530 **LEARNING AND 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 533 **COUNSELING PRINCIPLES AND TECHNIQUES** (2-3) (EDCO 533) Foundations of counseling, specific methods used in counseling, basic issues related to the counseling process and special problems that are part of the counseling process.
- PSYC 536 **GROUP PROCESS** (3) (EDCO 536) Laboratory course. Individual roles in the group. Interpersonal relations. For counseling, teaching, and persons involved in personnel work.
- 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) Theory, administration, analysis and report writing of individual tests of intelligence: Stanford-Binet, 4th Ed., WAIS-R, and WISC-III. Permission of department chair is necessary.
- 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. Permission of department chair is necessary.

Students in PSYC 590, 593, 650, 651, 760, 761 850 and 851 are required to carry liability insurance purchased through the University.

- PSYC 590 **PRACTICUM: EXPERIMENTAL PSYCHOLOGY** (3) Supervised experience in the student's area of interest/concentration. Master of Arts students only.
- PSYC 593 **PRACTICUM: INDUSTRIAL/ORGANIZATIONAL 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 PSYCHOLOGY** (3) Introduction to core conceptual issues in Developmental Psychology, the history of the field, the methods appropriate to 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 AND 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 the 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) Introduction to theoretical foundations and therapeutic techniques of Gestalt therapy with particular emphasis on experiential learning.
- PSYC 621 **ADVANCED RESEARCH DESIGN AND ANALYSIS** (3) Intensive survey of experimental procedures and advanced issues in experimental design and analysis; introduction to individual laboratory research with special focus on methodological issues in clinical research. Prerequisite: PSYC 511/520 or PSYC 512/521.
- PSYC 623 **RESEARCH PRACTICUM** (3) Concerned with the application of research design and analysis to clinical settings. Particular focus will be on program evaluation techniques. Students will carry out evaluation research projects from clients in the community as part of the class. In addition, students will begin to formulate dissertation research projects. Prerequisite: PSYC 621 or equivalent.
- PSYC 627 **MARITAL AND FAMILY THERAPY** (2) (SOCW 472, EDWS 580) This course 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 TECHNIQUES: BEHAVIOR THERAPY** (3) (EDCO 629) Theoretical and empirical bases of behavior therapy coupled with applied aspects of the therapeutic process. Emphasis is on empirically-related treatment interventions. Projects using behavioral therapeutic techniques in a variety of settings with various clinical problems required.
- PSYC 641 **ASSESSMENT TECHNIQUES IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY** (4) The role of assessment in I/O psychology. Skill development in defining performance criteria and in job analysis, conducting assessment interviews, building and using employment tests, developing and carrying out surveys, assessing training needs, evaluating human resources, programs and meeting other assessment needs within the field of I/O psychology.
- PSYC 643 **SEMINAR: INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY** (3) Group discussions of current topics in I/O psychology, including both substantive issues and professional matters, especially ethics. Students are expected to carry major responsibility in the examination and discussion of topics at hand. Topics are selected both by students and instructor. Permission of the department chair or instructor is required.
- PSYC 644 **ORGANIZATIONAL PSYCHOLOGY** (3) (MGMT 944) Concepts and controversy related to attempt to explain the motivation and behavior of people in organizations. Perception, expectation, motivation to work, job satisfaction, behavioral and cognitive approaches to management, employee involvement, group functioning, frustration and stress and related topics with emphasis upon current research and literature.
- PSYC 646 **PSYCHOLOGY OF THE EXCEPTIONAL CHILD** (3) A typical child in regular and special classrooms. Methods of facilitating growth. Development of children who are crippled, retarded, hard of hearing, defective in vision, defective in speech, etc.
- PSYC 647 **CLINICAL STUDY OF THE 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: PSYCHOTHERAPY** (3) Together with PSYC 651, this is a didactic and experiential sequence of courses that is designed to socialize the students in a variety of applied areas within the area

- of clinical psychology. This course serves as an introduction to psychotherapy and focuses on understanding the issues involved in creating a professional identity. Students learn specific intervention and assessment skills, as well as issues in differential diagnosis, case conceptualization, ethics and diversity are emphasized.
- PSYC 651 **PROFESSIONAL DEVELOPMENT & PRACTICUM II: INTEGRATIVE ASSESSMENT** (3) Students are required to synthesize cognitive and personality data into an integrated picture of the client. The entire assessment process is covered with special emphasis placed on the development of a professional writing style. Requirements include preparation and presentation of a clinical case. Professional issues related to identity formation and the functioning of a psychologists within a mental health or medical team are addressed. Prerequisite: 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. The challenge to the examiner is to capture the method as well as an appreciation for the integration of theory with practice, will be presented to foster therapeutic skill development across the stages of the treatment process. Permission of department chair is necessary.
- PSYC 689 **RESEARCH IN PSYCHOLOGY** (3) Titles to be specified. Special research project supervised by a faculty member. Upon approval of department chair.
- PSYC 699 **MASTER'S THESIS** (3-6) 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 715 **EARLY COGNITIVE DEVELOPMENT** (3) (EDME 563) 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) (EDWS 719, SOCW 483) Identification, assessment and treatment procedures useful in working therapeutically with a range of psychological disorders experienced by children and adolescents.
- PSYC 718 **ASSESSMENT: CHILD AND ADOLESCENT** (3) Designed to teach a variety of clinical assessment strategies, diagnoses, 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. Prerequisite: PSYC 720.
- PSYC 720 **CHILD AND 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 730 **INTERVENTION TECHNIQUES: 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, "counseling" vs. counseling and therapy, and 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 TECHNIQUES: PSYCHODYNAMICS** (3) This course is presented to teach both a theoretical and an applied understanding of the psychotherapeutic process, emphasizing psychoanalytic theory and technique. An understanding of psychoanalytic concepts and the psychoanalytic perceptual-cognitive operations of the client by accurately administering and scoring the instrument and then skillfully interpreting the data.
- PSYC 732 **INTERVENTION TECHNIQUES: CHILD AND 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 child and adolescent disorders. Special emphasis is placed on empirically validated treatment interventions. Prerequisite: PSYC 720.
- PSYC 740 **ASSESSMENT OF OLDER ADULTS** (3) Exposure to topics and special issues related to assessing 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 **INTERVENTION TECHNIQUES: MARITAL AND FAMILY THERAPY** (3) (EDCO 747) 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 the student's area of interest/concentration.
- PSYC 761 **CLINICAL PRACTICUM IV** (3) Continuation of PSYC 760. Prerequisite: 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. Prerequisite: PSYC 787.
- PSYC 789 **RESEARCH III** (3) Continuation of PSYC 788. Prerequisite: PSYC 788.
- PSYC 850 **CLINICAL PRACTICUM V** (3) Supervised experience in student's area of interest/concentration.
- PSYC 851 **CLINICAL PRACTICUM VI** (3) Continuation of PSYC 850. Prerequisite: PSYC 850.
- PSYC 896 **RESEARCH AND CLINICAL ISSUES: SEVERELY MENTALLY DISABLED POPULATION** (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 **INTERVENTION TECHNIQUES: THE SEVERELY MENTALLY DISABLED POPULATION (INTERVENT. SKILLS FOR WORKING WITH SMD PERSONS)** (3) An experience-based course designed to teach assessment and intervention techniques in working with severely mentally ill persons and their families. It takes a broad-based approach to the overview of the field and addresses theory and practice methods in this area. Using psychological and psychosocial development theory and research as a basis for case conceptualization. Students will become further acquainted with the social, political and professional context in which mental health practice and research take place.

- PSYC 900 **TUTORIAL IN PSYCHOLOGY** (1-3) 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 999 **INTERNSHIP** (Total of 6) Intensive, full-time supervised experience in a clinical setting approved by the department. Prerequisite: Matriculation in psychology doctoral program and approval of Director of Clinical training.

Radiologic Technology (RADT)

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. Corequisite: 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). Corequisite: 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. Prerequisite: RADT 160 and 161; Corequisite: 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). Prerequisite: RADT 160 and 161; Corequisite: 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). Prerequisite: RADT 162, 163, 172, and 180.
- RADT 170 **PRINCIPLES OF RADIOGRAPHIC EXPOSURE I** (2) Basic concepts of radiation protection, the process of radiographic image production, and the specific equipment accessories used to produce high quality images. Corequisite: RADT 161
- RADT 172 **PRINCIPLES OF RADIOGRAPHIC EXPOSURE II** (2) Controlling and influencing factors of radiographic quality. Prerequisite: RADT 170. Corequisite: 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. Prerequisite: RADT 161 and 170
- RADT 250 **GENERAL RADIOGRAPHY** (2) Specialized radiographic positioning procedures including radiographic anatomy. Prerequisite: RADT 160-163; Corequisite: RADT 261.
- RADT 260 **SPECIAL PROCEDURES** (2) Special radiographic procedures including angiography. Contrast media. Prerequisite: RADT 160-163; Corequisite: RADT 261.
- RADT 261 **RADIOGRAPHIC PRACTICUM IV** (2) Advance radiographic clinical competency training and evaluation, fall semester on Mondays, Wednesdays and Fridays at an affiliate hospital (24 hours/week). Prerequisite: 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). Prerequisite: RADT 261.

- RADT 265 **RADIOGRAPHIC PRACTICUM VI** (3) Continuation of RADT 263, summer semester, Monday through Friday (2 months, 40 hours/week). Prerequisite: RADT 263, 280, and 292.
- RADT 270 **PRINCIPLES OF RADIOGRAPHIC EXPOSURE III** (2) Radiographic technique charts and designs. Exposure conversion problems. Anode cooling and tube rating. Prerequisite: RADT 172; Corequisite: RADT 261.
- RADT 280 **PATHOLOGY** (2) Study of diseases and the radiographic evaluation of the disease processes. Prerequisite: RADT 250 and 260.
- RADT 292 **IMAGING EQUIPMENT AND FILM PROCESSING** (2) Defines the design, maintenance, and quality assurance of radiologic equipment and film processing equipment including the processing chemicals. Prerequisite: RADT 270; Corequisite: 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. Prerequisite: RADT 160 and 162, BIOL 140-143, or Registered Radiographers by the A.R.R.T. who have graduated from an accredited school in Radiologic Technology.

Full schedule available in the program brochure. Call (513) 745-3358.

Social Work (SOCW)

Lower Division Courses

- SOCW 101 **INTRODUCTION TO CRIMINAL JUSTICE: POLICE, COURTS & CORRECTIONS** (3) (CJUS 101) 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) (SOCI 167, CJUS 167) 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 THE SOCIAL SCIENCES** (1-3) (PSYC 211) 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) (CJUS 321) 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) (CJUS 260) 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) (PSYC 261) The individual's personality, attitudes, and behavior in multi-individual situations.
- SOCW 264 **SOCIAL CHANGE** (3) (SOCI 264) Studying alterations in cultural patterns, social structure, and social behavior.
- SOCW 265 **OVERVIEW OF CONTEMPORARY CORRECTIONS** (3) (CJUS 364, CJUS 664) Compares historical and contemporary methodologies, presents and critiques jail and prison programs, applies court decisions to current practices, and generally analyzes institutional and noninstitutional 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 300 **HUMAN LIFE CYCLE II: ADOLESCENT-ADULT** (3) Psychological, physiological, and social approaches to development and experience from adolescence to death. Interdisciplinary. Prerequisites: PSYC 101, 232, and SOCI 101.
- SOCW 307 **CHILD WELFARE** (3) Knowledge of child welfare services. Historical development of services to children, types of needs children have, types of organized services they receive, and personnel available to give services to children.
- SOCW 310 **FAMILY AND SOCIETY** (2-3) (EDWS 360) Marriage preparation, partner selection, marital adjustment, family structure and functions, and marital dissolution. Current problems facing the family, macro-intervention strategies for problem resolution.
- SOCW 313 **LIFE-STYLES IN A CHANGING SOCIETY** (2-3) 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 INSTITUTIONS AS SYSTEMS** (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. Prerequisite: SOCW 167.
- SOCW 316 **SOCIAL POLICY AND 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. Corequisite: SOCW 415.
- SOCW 325 **WOMEN/MEN: MYTH AND 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 issues and problems of the adolescent.
- SOCW 340 **SEXISM AND RACISM IN SOCIETY** (1) (EDWS 339, PSYC 340) 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 CHILDREN** (1) (EDWS 370) This course is designed to acquaint the student with 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 AND VICTIMS** (1) (PSYC 267, CJUS 350, EDWS 440) This workshop will explore treatment issues and approaches for working with sex offenders, victims, and other family members.

- SOCW 352 **RESEARCH METHODOLOGY** (3) (POLI 352, SOCI 352) An in-depth study of the basic steps and processes in scientific inquiry.
- SOCW 382 **SOCIAL SYSTEMS IN THE LIFE CYCLE** (2) (SOCI 382) The importance of organizations, communities, society, and global influences in assessing human behavior in the social environment.
- SOCW 395 **DIRECTED STUDY** (Credit to be arranged.)
- SOCW 402 **CHILD ABUSE** (2-3) 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) (EDWS 310, PSYC 407) 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) (PSYC 409) 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.
- SOCW 412 **DYNAMICS OF OLDER ADULTS** (3) A study of issues and problems relevant to older adults.
- SOCW 415 **THEORY AND METHODS OF SOCIAL WORK PRACTICE I: MICRO** (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. Prerequisites: SOCW 167, 300, 315; PSYC 232.
- SOCW 416 **THEORY AND METHODS OF SOCIAL WORK PRACTICE II: MACRO** (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. Prerequisite: SOCW 415.
- SOCW 417/418 **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. Prerequisite: SOCW 415, Corequisites: SOCW 419, 420.
- SOCW 419/420 **SOCIAL WORK SEMINAR/LAB** (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. Prerequisite: SOCW 320 and 415. Corequisite: SOCW 417, 418
- SOCW 424 **RESEARCH PAPER** (1) A research paper is completed in a substantive area important to social work. Prerequisite: SOCW 352.
- SOCW 432 **RESEARCH AND CLINICAL ISSUES: SMD POPULATION** (3) (PSYC 431) A survey of the chronic patients with severe emotional problems, etiology, diagnosis, and treatment issues.
- SOCW 472 **MARITAL AND FAMILY THERAPY** (2) (EDWS 580, PSYC 627) Provides an overall introduction into marital and family therapy in teaching a range of psychological disorders. Acquaints the students with the latest advances in assessment and therapeutic intervention procedures from a marital and family therapeutic perspective.
- SOCW 483 **CHILD PSYCHOPATHOLOGY** (3) (EDWS 719, PSYC 716) Identification, assessment and treatment procedures useful in working therapeutically with a range of psychological disorders experienced by children and adolescents.
- SOCW 484 **GESTALT THERAPY** (3) (EDWS 520, PSYC 615) Introduction to theoretical foundations and therapeutic techniques of Gestalt therapy with particular emphasis on experiential learning.

Sociology (SOCI)

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) (SOCW 167, CJUS 167) 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 **HUMAN SPECIES** (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) 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/R&S Focus elective.
- SOCI 232 **SOCIOLOGY OF SPORT** (3) 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 AND 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) (SOCW 264) 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 AND 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) (HIST 289, COMM 289) Examines the multifaceted historical relationship between movies and cities.
- SOCI 290 **CRIMINOLOGY AND PENOLOGY** (3) 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) (PSYC 310, THEO 310) 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 352 **PRINCIPLES OF RESEARCH** (3) (POLI 352, SOCW 352) 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. Prerequisite: SOCI 352.
- SOCI 358 **URBAN AMERICA** (3) (POLI 353) 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) (ENGL 362) 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/R&S Focus elective.
- SOCI 365 **CLASS AND CLASS CONFLICT** (3) (CJUS 265) 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 AND HEALTH CARE** (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) (SOCW 382) The importance of organizations, communities, society, and global influences in assessing human behavior in the social environment.
- SOCI 398 **INTERNSHIP: SOCIAL SERVICE** (3) (POLI 398) 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** (Credit to be arranged.) Opportunity to pursue a topic or project of individual interest. Subject to approval of department chairperson.

Spanish (SPAN)

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. Prerequisite: 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 emphasizing reading and writing skills through the study of authentic materials. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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) (SPAN 625) Study of the evolution and development of the Spanish language from Latin to present day Spanish.
- SPAN 326 **SPANISH LANGUAGE FOR TEACHERS** (3) (SPAN 626) 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) (SPAN 627) 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) (SPAN 628) 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) (SPAN 652) An intensive course focusing on contemporary cultural information about the Spanish speaking world and techniques for classroom implementation.
- SPAN 353 **INTRODUCTION 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/R&S Focus elective. Prerequisite/Corequisite to 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) (SPAN 615) 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 LITERATURE & CIVILIZATION I** (3) A chronological study of Spanish-American literature and civilization from the colonial period through the 18th century.

- SPAN 428 **SPANISH-AMERICAN LITERATURE & CIVILIZATION II** (3) A continuation of SPAN 427 covering the 19th and early 20th centuries.
- SPAN 429 **SPANISH-AMERICAN LITERATURE & 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** (1-3) Independent study.
- SPAN 496 **DIRECTED STUDY: CULTURE/CIVILIZATION** (1-3) Independent study.
- SPAN 497 **DIRECTED STUDY: LITERATURE** (1-3) Independent study.

Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- SPAN 615 **HISPANIC LITERATURE IN THE CLASSROOM** (3) (SPAN 415) Study of strategies for integrating literature with language and culture in the secondary Spanish classroom.
- SPAN 625 **HISTORY OF THE SPANISH LANGUAGE** (3) (SPAN 325) Study of the evolution and development of the Spanish language from Latin to present day Spanish.
- SPAN 626 **SPANISH LANGUAGE FOR TEACHERS** (3) (SPAN 326) 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) (SPAN 327) 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) (SPAN 328) Study of the phonetic system of the Spanish language, including transcription and identification of dialectal features.
- SPAN 652 **HISPANIC CULTURE** (3) (SPAN 352) An intensive course focusing on contemporary cultural information about the Spanish speaking world and techniques for classroom implementation.
- SPAN 695 **DIRECTED STUDY: LANGUAGE** (1-3) Independent study.
- SPAN 696 **DIRECTED STUDY: CULTURE/CIVILIZATION** (1-3) Independent study.
- SPAN 697 **DIRECTED STUDY: LITERATURE** (1-3) Independent study.
- SPAN 700 **GRADUATE RESEARCH: SPANISH** (3) Research for the M.A.

Statistics (STAT)

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. Prerequisite: MATH 156 and INFO 301.

Graduate Courses

- STAT 721 **STATISTICS FOR MANAGERS** (3) Models and formulas of descriptive and inferential statistics are presented using Microsoft Excel software, with emphasis on the business applications of each. Prerequisite: 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 OF 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. Prerequisites: STAT 801, MGMT 901. Recommended: MGMT 950.

Theology (THEO)

If course description is blank, please contact the department for further information.

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 201 **A SURVEY OF CHURCH HISTORY** (3) A survey of the development of the Church, in its institutional and theological dimensions, from the New Testament era to the 20th century.
- THEO 203 **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)
- THEO 217 **INTRODUCTION TO THE CHURCH FATHERS** (3) (CLAS 217) 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)
- THEO 220 **THE COMMUNITY CALLED CHURCH** (3)
- THEO 221 **CHRISTIAN VISION OF THE PERSON** (3) Examines the issues of grace, sin, freedom both from an historical perspective and contemporary reflection.
- 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 Christian 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 AND 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)
- THEO 229 **WHY A CHURCH?** (3)
- THEO 230 **CHURCH AFTER VATICAN II** (3)
- THEO 232 **APPROACHES TO GOD** (3) Divine transcendence and the possibilities of human knowledge and experience of God. Contemporary problems of belief, unbelief, atheism.
- 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 235 **CHURCH IN THE WORLD** (3) Study of how church, culture, and belief mutually influence the character of Christian belief in the United States and in other parts of the world.
- THEO 237 **THE PAPACY** (3)
- THEO 238 **U.S. CATHOLICISM: PAST AND 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 **THE 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) (GREK 241) Study of the language and theology of the Greek New Testament.
- THEO 242 **CATHOLICITY, PLURALISM AND 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 244 **HISTORY OF THE EARLY CHURCH** (3)
- THEO 245 **GOD, CREATION AND ECOLOGY** (3) To better understand the environment and the harm being done to it. To better integrate Christian beliefs with environmental concerns.
- THEO 246 **MARY AND THE SPIRITUAL LIFE** (3)
- THEO 248 **ENGLISH REFORMATION** (3)
- 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 **INTRODUCTION 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)
- 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 257 **INTRO TO WESTERN HOLY SCRIPTURES** (3)
- 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)
- THEO 260 **HEALING DEADLY MEMORIES II** (3)
- 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 **THE COMMUNITY OF THE 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)
- THEO 271 **NEW TESTAMENT CHRISTOLOGY** (3)
- THEO 272 **NEW TESTAMENT ETHICS** (3) 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 of today?
- THEO 274 **SEM: WORSHIP IN NEW TESTAMENT** (3)
- 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 **THE JESUS SEMINAR** (3) An investigation into the historical authenticity of the Jesus traditions through intensive group work and debate.
- THEO 290 **SEMINAR: CHRISTIAN DOCTRINE TODAY** (3) A study of contemporary systematic issues or figures. (For majors and other qualified students.)
- THEO 293 **CATECHISM OF CATHOLIC CHURCH** (3)
- THEO 301 **SOCIAL TEACHING & AMERICAN LIFE** (3)
- THEO 303 **CHRISTIAN ETHICS: METHODS AND QUESTIONS** (3) Introduction to the methods and central questions of Christian ethics. (Limited to majors and other interested and qualified students.) Fulfills the E/R&S Focus elective. Prerequisite/Corequisite to PHIL 100 and THEO 111.

- 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)
- THEO 306 **LIBERATION ISSUES AND THEOLOGY** (3) Origins and development of the theology of the liberation movements of women, Latin Americans, blacks, and other marginalized groups.
- THEO 307 **SEM: WAR, PEACE & THE MEDIA** (3)
- THEO 308 **RELIGION IN AMERICAN POLITICS** (3)
- THEO 310 **MARRIAGE AND THE FAMILY** (3) (SOCI 310, PSYC 310) A practical overview of marriage in light of Church tradition and insights from contemporary studies. Team-taught with the interaction of 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/R&S Focus elective. Prerequisite/Corequisite to PHIL 100 and 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/R&S 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/R&S Focus elective. Prerequisite/Corequisite to PHIL 100 and THEO 111.
- THEO 314 **MYTH AND SYMBOL** (3)
- 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/R&S Focus elective. Prerequisite/Corequisite to PHIL 100 and 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 toward peace and war. How are Christians called to peace?
- THEO 321 **MEDITATION: THEORY AND 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 of white churches and society.
- THEO 323 **AFRICAN SPIRITUALITY** (3)
- 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) History of Christian teachings on woman's nature and place, interplay of religion and feminism in the 19th and 20th centuries, emphasis on recent feminist theology. Fulfills the E/R&S Focus elective.
- THEO 327 **MYSTICISM AND SCIENCE** (3)
- THEO 328 **PSYCHOLOGY AND RELIGION** (3)
- THEO 330 **IGNATIAN SPIRITUALITY TODAY** (3) Study of Ignatius Loyola and his spiritual journey in historical context and as the foundation of Jesuit relevancy for reform today.
- THEO 331 **FAITH AND DOUBT IN MODERN LITERATURE** (3) Study of questions of religious faith and doubt in contemporary western literature.
- THEO 332 **THEOLOGY AND CONTEMPORARY FILM** (3)
- THEO 333 **JESUS IN FAITH AND 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 NONVIOLENCE** (3) Exploration of the life and teachings of Dorothy Day, Mohandas Gandhi, and others and their implications for contemporary spirituality and theology.
- THEO 335 **WORSHIP IN BLACK TRADITION** (3)
- THEO 338 **RELIGIOUS EDUCATION: THEORY & PRACTICE** (3)
- THEO 340 **AMERICAN CHURCH AND PUBLIC ISSUES** (3) Examination of the relationship between the church and political life in America, including the study of different public issues and different proposals for their solution.
- THEO 342 **SEM: WAR, PEACE, & WORLD RELIGION** (3)
- 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 346 **HUMAN COMMUNITY: NEEDS AND RIGHTS** (3) Study of the theological and socioeconomic foundations of human community and of the community and of the concepts of justice and human rights. Fulfills the E/R&S Focus elective. Prerequisite/Corequisite to PHIL 100 and 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 363 **ATHEISM AND THE MODERN MIND** (3)
- 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/R&S Focus elective.
- THEO 372 **NEW TESTAMENT ETHICS** (3)
- THEO 388 **THEOLOGY & ECOLOGY: THE LIBERATION OF LIFE** (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 390 **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 394 **FEMINIST ETHICS** (3)
- THEO 403 **PERSONAL ETHICS** (3) An examination of one's personal ethical outlook in light of the values and beliefs of the Christian community and current debates in ethics. Special emphasis on conscience and issues of commitment and adult moral development.
- THEO 413 **ETHICS AND VIOLENCE** (3)
- THEO 415 **ETHICS AND ECONOMICS** (3)
- THEO 442 **RELIGIONS AND ECOJUSTICE** (3)
- THEO 443 **SEM: NATIVE AMERICAN RELIGION & ECOLOGY** (3)
- THEO 495 **DIRECTED STUDY** (Credit to be arranged.) An undergraduate course of study done on an individual basis with a professor.
- Graduate Courses**
- THEO 500 **EDUCATING FOR PEACE AND JUSTICE** (3)
- THEO 502 **CHRISTIAN TRADITION AND THE 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 503 **NEW TESTAMENT ETHICS** (3) A critical examination of the language and phenomenon of power in the New Testament in order to interpret the forces determining our existence and the possibilities of human liberation.
- THEO 504 **FOUNDATIONS OF SCRIPTURE STUDY** (3) Introduction to the literacy, historical, and religious context of the Hebrew Bible.
- THEO 505 **GOSPEL OF MARK: THE DRAMA OF DISCIPLESHIP** (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 **FOUNDATIONAL 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)
- THEO 509 **PAUL: OUR BROTHER, OUR BETRAYOR?** (3)
- 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)
- THEO 513 **ORAL, WRITTEN AND ELECTRONIC GOSPEL** (3) Investigation of the oral and written transmissions of the Christian message in the face of the new demands of the electronic age.
- 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 OF A 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** (3) An introduction to the evolution of Christian thought 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)
- THEO 529 **CHRIST THE LIBERATOR** (3)
- THEO 530 **CONTEMPORARY CHRISTOLOGIES** (3) A study of various systematic approaches to the mystery of Christ and specific Christological models.
- THEO 531 **GOD: PROBLEM AND 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)
- THEO 534 **PROTESTANT THEOLOGY** (3)
- 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 535 **CHURCH-WORLD RELATIONS** (3)
- THEO 538 **RELIGIOUS EDUCATION TODAY** (3) A study of the foundations of religious education: faith, religion, belief, theology, and education. In addition, an historical overview of the development of catechesis.
- THEO 539 **CATECHISM OF THE CATHOLIC CHURCH** (3)
- 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 541 **TEACHING AMERICAN CATHOLIC BISHOP** (3)
- THEO 542 **THREE MODELS OF MORAL THEOLOGY** (3)
- THEO 543 **WAR & PEACE IN THE 20th CENTURY** (3)
- 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)
- THRO 550 **ACTION AND CONTEMPLATION** (3)
- THEO 552 **SOCIOLOGY OF RELIGION** (3)
- 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)
- THEO 558 **SPIRITUALITY & MYSTICISM** (3)
- THEO 559 **CHRISTIAN SPIRITUALITY: PAST AND PRESENT** (3) History of Christian spirituality and themes of contemporary spirituality.
- THEO 560 **AUGUSTINE, THOMAS, LUTHER** (3)
- THEO 561 **EARLY CHURCH THEOLOGY** (3)
- THEO 562 **SEVEN PILLARS OF FAITH** (3)
- THEO 563 **HISTORY AS A THEOLOGICAL PROBLEM** (3)
- THEO 564 **KEY THEMES IN THE HISTORY OF CHRISTIAN THOUGHT** (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 566 **SYMBOL & MEAN: ANALOGICAL IMAGE** (3)
- 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 568 **CHRISTIANITY AND WORLD RELIGIONS** (3)
- THEO 569 **LIBERATION: EAST & WEST** (3)
- 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)
- THEO 573 **CATHOLICITY, PLURALISM AND 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)
- THEO 577 **RELIGION IN AN AGE OF SCIENCE** (3)
- THEO 578 **JESUS FROM JEWISH PERSPECTIVE** (3)
- THEO 581 **FAITH AND DOUBT IN MODERN LITERATURE** (3) Explanation of attitudes of faith and doubt in significant works of modern literature, philosophy, and theology.
- THEO 583 **CHRISTIAN INITIATION** (3) Begins with an analysis of Christian conversion against the background of contemporary theology and psychology. Explores the meaning of baptism, confirmation and penance as related to Christian Initiation.
- THEO 585 **ETHICS FOR MANAGERS** (3)
- THEO 587 **REDISCOVERING THE SACRAMENTS** (3)
- 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)
- 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 609 **SEXUALITY & CHRISTIANITY** (3)

THEO 612	INDIVIDUALISM AND THE COMMON GOOD (3) Study of American individualism and its ethical implications in the light of the work of Robert Bellah and others.
THEO 633	CLINICAL PASTORAL EDUCATION (3)
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 659	SPIRITUALITY MEETS HISTORY (3)
THEO 660	CONTEMPORARY SPIRITUALITY (3)
THEO 666	BOOK OF REVELATION (3) Comparison with other apocalyptic and political thinking of its time. Subsequent use in history of Church and culture.
THEO 670	MEDIEVAL THEOLOGY (3)
THEO 672	THEOLOGY AND 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 AND 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)
THEO 677	NURTURE ADULTS FOR FUTURE CHURCH (3)
THEO 678	SPIRITUALITY & STORYTELLING (3)
THEO 681	RELIGION & LIFELONG LEARNING (3)
THEO 682	SPIRITUALITY & MEANING (3)
THEO 683	LIBERATION SPIRITUALITY (3)
THEO 686	NEW EXPERIENCES OF GOD-CHRISTOLOGY (3)
THEO 687	NEW EXPERIENCES OF GOD-SACRAMENT (3)
THEO 688	SPIRITUALITY & TRANSFORMATION (3)
THEO 689	HEARING THE PARABLES (3)
THEO 691	HEALING DEADLY MEMORIES I (3)
THEO 693	HEALING DEADLY MEMORIES II (3)
THEO 694	THEOLOGY REFLECTION SOCIAL ANALYSIS (3)
THEO 695	SPECIAL STUDY (3) A graduate course of study done on an individual basis with a professor.
THEO 699	MASTER'S THESIS (6) Research project to be done as a partial requirement for Theology Master's degree.

University Studies (UNST)

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 IN 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. Prerequisite/Corequisite to PHIL 100 and 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. Prerequisite/Corequisite to PHIL 100 and THEO 111.

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(as of June, 2000)

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President, Xavier University, Cincinnati, Ohio

BARBARA HOWARD, ESQ.

Howard & Bodnar Company, LPA, Cincinnati, Ohio

MS. JANET HOWARD

State of Ohio Liquor Control Commission, Columbus, Ohio

MR. DAMON P. JONES

Supervisor of Corporate Communications, The Procter & Gamble Company, Cincinnati, Ohio

MRS. CATHERINE H. KENNEDY

Civic Leader, Indianapolis, Indiana

MR. ROBERT J. KOHLHEPP

Chief Executive Officer, Cintas Corporation, Cincinnati, Ohio

DAVID A. KOHNEN, ESQ.

Personal Investments, Cincinnati, Ohio

MR. LAWRENCE A. LESER

Retired Chairman, The E. W. Scripps Company, Cincinnati, Ohio

MR. RALPH S. MICHAEL, III

Executive Vice President, PNC Bank Corporation, Pittsburgh, Pennsylvania

MR. THOMAS P. O'DONNELL

Retired Chairman, Sun-Sentinel Company, Fort Lauderdale, Florida

MR. JOSEPH A. PICHLER

Chairman and Chief Executive Officer, The Kroger Co., Cincinnati, Ohio

MR. EDWIN J. RIGAUD

Vice President of Government Relations, The Procter & Gamble Company; President and Chief Executive Officer, National Underground Railroad Freedom Center, Cincinnati, Ohio

MR. JOSEPH L. RIPPE

Principal Partner, Rippe and Kingston Company, PSC, Cincinnati, Ohio

REV. JOHN P. SCHLEGEL, S.J.

President, Creighton University, Omaha, Nebraska

REV. THOMAS J. SHANAHAN, S. J.

Rector, Jesuit Community, Creighton University, Omaha, Nebraska

MR. PAUL G. SITTENFELD

Managing Director, Gradison-McDonald Investments, Cincinnati, Ohio

REV. WILLIAM L. VERBRYKE, S. J.

President, St. Xavier High School, Cincinnati, Ohio

MR. JOSEPH P. VIVIANO

Retired Vice Chairman of the Board, Hershey Foods Corporation, Hershey, Pennsylvania

MR. J. PHILIP VOLLMER

President, Volco Inc., Cincinnati, Ohio

REV. JEFFREY P. von ARX, S. J.

Dean of Fordham College at Rose Hill, Fordham University, Bronx, New York

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

JAMES E. HOFF, S. J. (1991)
BS, MA, PhD (Gregorian University)
President

MICHAEL J. GRAHAM, S. J. (1989)
BSS, MA, MA, MDiv, PhD (University of Michigan)
President Elect (1/1/2001)

MICHAEL A. BOBINSKI (1998)
CPA, BBA (University of Notre Dame)
Director for Athletics

PHILLIP D. JONES (1983)
BA, MA, PhD (University of Tennessee)
Director of the Cintas Center and Xavier Consulting Group

JOHN F. KUCIA (1984)
BA, MEd (Xavier University)
Administrative Vice President

Academic Affairs Division

JAMES E. BUNDSCHUH (1993)
BS, PhD (Duquesne University)
Vice President for Academic Affairs

MARC CAMILLE (1999)
BA, MA (University of Miami)
Dean of Admission

NEIL R. HEIGHBERGER (1968)
BS, PhD (University of Cincinnati)
Dean, College of Social Sciences

CAROL H. RANKIN (1984)
BA, MA, PhD (University of Houston)
Associate Academic Vice President

JANICE B. WALKER (1980)
BS, MS, PhD (University of Michigan)
Dean, College of Arts & Sciences

MICHAEL A. WEBB (1997)
BA, MA, PhD (University of Illinois)
Dean, Williams College of Business

SUSAN G. WIDEMAN (1979)
BS, MBA (Xavier University)
Dean, Center for Adult and Part-time Students and Summer Sessions

PATRICIA S. WOESTE (1982)
AS, BLA (Xavier University)
Assistant to the Academic Vice President

JOANNE L. YOUNG (1993)
BA, MLS, PhD (University of Pittsburgh)
Director of University Libraries

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

THOMAS J. CUNNINGHAM (1984)
CPA, BS, MBA (Xavier University)
Associate Vice President for Financial Administration

ANDREW D. E. GEPHARDT (1996)
BS (Marquette University)
Director of University Bookstore

DORINDA S. GILES (1990)
BS (Northern Kentucky University)
Associate Vice President for Technology Services

JAMES J. LANDERS (1980)
BS (University of Cincinnati)
Director of Physical Plant

KATHLEEN M. RIGA (1978)
BA, MBA, (Xavier University)
Assistant Vice President for Human Resources

Spiritual Development Division

J. LEO KLEIN, S. J. (1970)

Litt B, MA, MA, PhD (Fordham University)
Vice President for Spiritual Development

EUGENE J. CARMICHAEL, S. J. (1979)

BS, MEd, MDiv (Loyola University Chicago)
Associate Vice President for Spiritual Development

GEORGE W. TRAUB, S. J. (1972)

BLIH, PHL, MA, STL PhD (Cornell University)
Director of Ignatian Programs

MICHAEL W. HASENMUELLER (1998)

BA (Xavier University)
Mentor/Director of Student Activities at Dorothy Day House

BENJAMIN J. URMSTON, S.J. (1971)

AB, MA, MRE, STL PhD (Union Institute)
Director of Peace and Justice Programs, Administrative Secretary of the Peace Studies Committee

CHRISTINE M. POTTER (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)
Executive Director of Student Services

University Relations

GARY R. MASSA (1999)

BSBA, MBA (Xavier University)
Vice President for University Relations

MICHAEL P. FREY (1988)

BS, MA (The Ohio State University)
Director of Annual Fund and Executive Director of 1831 Society

PAUL L. LINDSAY, JR. (1970)

AB (Xavier University)
Assistant to the Vice President for University Relations

JAMES W. JACKSON (1993)

BA (Edgecliff College)
Director of Development

FRED P. SANSONE (1996)

BA (University of Cincinnati)
Director of Gift and Estate Planning

JAMES C. KING (1976)

BA, MA, PhD (University of Michigan)
Executive Director of Broadcasting WVXU and The XStar Radio Network

JOSEPH N. VENTURA (1993)

BA (Xavier University)
Executive Director, National Alumni Association

MARY KATHERINE KOCHLEFL (1995)

BA, MA (Indiana University)
Director for Grant Services

VALERIE WITHIAM (1995)

BA (McMaster University)
Associate Vice President for Marketing and Public Relations

KELLY A. LEON (1996)

BA, MA (Northwestern University)
Director for Media Relations and Spokesperson for University

The date mentioned in parenthesis is the date of first appointment at Xavier.

Administrative/Professional Staff

- SUSAN J. ABEL (1994)**
BA, MS (Southern Illinois University)
Assistant Registrar
- WILLIAM F. ADAMS (1998)**
BA, MA, PhD (University of North Texas)
Director of Institutional Research
- 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
- PAULINE A. BABA (1997)**
BS (Tulane University)
User Education Coordinator & Webmaster
- MELANIE BALCOMB (1995)**
BS, MS (Trenton State University)
Head Women's Basketball Coach
- ANDREW J. BARRY (1988)**
BBA, MBA (Xavier University)
Director for Premium Seating and Ticketing, Athletics
- STEPHANIE BATES (1982)**
BA, MA, MEd (University of Cincinnati)
Director, Career Services
- JEFFREY BATTLE (1994)**
BS, MEd (University of Delaware)
Assistant Men's Basketball Coach
- ROBERT BAUMILLER, S. J. (1995)**
BS, STB, PhD, PhL (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
- 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)**
BEd, MEd, PhD (University of Toledo)
Manager, Center for Academic Computing
- JAMES R. BERGEN (1999)**
Project Manager, Physical Plant
- ROSEANN S. BIEDERMAN (1998)**
BA (Xavier University)
Assistant Editor, Marketing and Public Relations
- 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
- CONSTANCE J. BONVELL (1977)**
ABA, BSBA (Xavier University)
Production Control Technician, ISS
- MARIANNE M. BORGMANN (1986)**
BA, MEd (Xavier University)
Assistant Director of Admission
- JANELLE A. BOSSE (1997)**
BA (The Ohio State University)
Assistant Men's/Women's Swim Coach
- MYRA J. BRADLEY, S.C. (2000)**
BA, RN, MHA (St. Louis University)
Campus Minister
- 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
- JENNIFER BUSH (1993)**
BA, BS, MEd (Xavier University)
Director of MBA Enrollment Services

JACQUELINE R. BYRNE (1998)

BA (University of Louisville)
Assistant Women's Volleyball Coach

PAUL H. CALME (1992)

AB, MA (Xavier University)
Director, Financial Aid

EDDIE CLARK (1999)

BS, MS (Ohio University)
Assistant Director of Intramurals & Club Sports

ANNELIESE M. CLEAR (2000)

BA (Xavier University)
Conference Assistant, Cintas Center

G. STEVEN CLEVES (1991)

BS, MD (University of Cincinnati Medical School)
Staff Physician

W. ALLEN COLE III (1989)

BA, MEd (Xavier University)
University Registrar

SUZETTE D. COMBS (1996)

BA (Morehead State University)
Coordinator of Pre-Professional Health Advising

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

ROBERT COTTER (1980)

BA, MEd (Xavier University)
Coordinator of Instructional Media Services

MICHAEL COUCH (1980)

AS, BLA, MS (Xavier University)
Director of Safety and Security

JAY R. CRAWFORD (1986)

Network Engineer, WVXU-FM

CHRISTINE M. DACEY (1980)

BS, MA, PhD (University of Ottawa)
Director of Psychological Services Center

FLOYD D. DEATON, JR. (1990)

BS (West Liberty State College)
Head Women's Volleyball Coach, Assistant Compliance Officer

CARL E. DICKHAUS (1986)

BSBA (University of Cincinnati)
LAN System Administrator, ISS

MICHAEL D. DINICOLA (1999)

BS, MS (Miami University)
Career Counselor

MICHAEL J. DUNN (1998)

BA, MS, (Ohio University)
Assistant 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

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

GREG L. GANGER (1995)

BS (Ball State University)
Production Manager of the TV Center

KEVIN M. GARRY (2000)

BSBA, MBA (Xavier University)
Director, Alumni Chapters

DINO J. GAUDIO (2000)

BA (Ohio University)
Assistant Men's Basketball Coach

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 for Leadership and Orientation***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***ALFRED D. GREEN (1999)***Training NCO, Military Science***KIMBERLY J. GREENE (1997)**

BSN (University of Cincinnati)

*Staff Nurse***JILL R. GROSS (1999)**

BS (St. Louis University)

*Manager for Membership Services,
WVXU-FM***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***CATHERINE E. HANSEN (1998)**

BA (College of Wooster)

*Assistant Director of Admission***MICHAEL C. HANSON (1986)***Student Accounts Manager***JODI S. HARMEIER (1999)**

BS (St. Mary's of the Woods College)

*Banquet/Conference Manager, Cintas Center***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***VIRGINIA R. HEWAN (1985)**

AA, BLA, MEd, MS (Xavier University)

*Director of Certification, Education***ROBERT R. HILL (1995)**

BS, MA (Syracuse University)

*Editor "Xavier" Magazine & Alumni
Publications, Marketing & Public Relations***STEVEN L. HIRSCHBERG (1993)**

BA, MA (University of Cincinnati)

*News Reporter, WVXU-FM***VINCENT H. HOPKINS (1999)**

BA (The Ohio State University)

*Regional Director of Development***JEFF HUTTON (1993)**

BS, MEd (Xavier University)

*Director of Secondary Education***MINH HUYNH (1998)**

BSBA (University of Louisville)

*Programmer/Analyst, ISS***DORIS S. JACKSON (1982)**

BS, MA (Atlanta University)

*Director of Academic Advising***MEGAN HANNAN JACKSON (1996)**

BA (Xavier University)

*Manager for Web Communications***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***M. JODY JENIKE (1989)**

BS, MEd (Temple University)

*Head Athletic Trainer***JEFF JOHNSON (1998)***Broadcast Engineer, WVXU-FM***JOHN E. JOHNSON (2000)**

BA, MEd (Northeastern University)

*Coordinator, Residency & Recruitment***NADINE JOHNSON (1998)**

BFA (New York Institute of Technology)

*PC Systems Engineer, ISS***DRYDEN JONES (1997)**

BA, MBA (Xavier University)

*Sales And Marketing Director,
Xavier Consulting Group***VICKIE P. JONES (1984)**

BA, MA (Central Michigan University)

*Director for Administration and
Public Affairs, WVXU-FM*

ALAN JOSEPH (1982)
AB, MA (Xavier University)
Head Men's/Women's Rifle Coach

MARY LYNN JUNKER (1973)
Director of Special Events and Protocol

MICHAEL S. KABBAZ (1999)
BSBA, MBA (Xavier University)
Coordinator of Technology & Information Systems, Admission

JAYNE KATHMAN (1989)
BS, MEd (Xavier University)
Teacher, Montessori School

AARON B. KELLENBERGER (1995)
BS, MEd (Ohio University)
Assistant Director of Admission

SARAH KELLY (1997)
BS, MA (Miami University)
Director, Learning Assistance Center

EILEEN M. KEMPF (1994)
BA (Xavier University)
COTA/L (Adult Health Careers Program)
Lab Technician, Occupational Therapy

THOMAS P. KENNEALY, S. J. (1969)
MA, STL, PhL, MAT (Indiana University)
Associate Dean, College of Arts & Sciences and College of Social Sciences

WILLIAM F. KING, S. J. (1973)
AB, MA, PhL, STL, STD
(Catholic University)
Assistant Director of Alumni Relations

KATHANN M. KOEHLER (1999)
BA (St. Mary's of the Woods College)
Assistant Director of Planned Giving

HARRY J. KONERMAN (1973)
MD (Loyola School of Medicine)
Staff Physician

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

ANGELA S. LAMPSON (2000)
BBA, MEd (Ohio University)
Residence Hall Director

SUZANNE M. LEIKER (1986)
BSBA, MBA (Xavier University)
Payroll and Disbursements Manager

KEVIN M. LEWIS (1996)
BA (Xavier University)
Studio Manager, TV Center

JANE S. LINK (1988)
BS, MEd, EdD (University of Cincinnati)
Director of Academic Advising and Recruiting, CAPS

MICHELLE YEE LOUIS (1999)
BS, MD (University of Cincinnati Medical School)
Staff Physician

CHRISTOPHER L. MACK (1999)
BA (Xavier University)
Director of Men's Basketball Operations

CAROL J. MAEGLY (1997)
BS, MBA (Northern Kentucky University)
Senior Budget Analyst

BRIAN E. MALEY (2000)
BSBA (Xavier University)
Regional Director of Development

MICHAEL A. MARTINI (1987)
BA, MEd (Xavier University)
Documentary Producer/Writer, WVXU-FM

MAUREEN B. MATHIS (1990)
BS, MEd (Xavier University)
Assistant Director of Admission

DALE J. MATTHEY (1990)
Manager of Printing Services

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

KATHLEEN McCLUSKY (1994)
BS, MEd (Xavier University)
Director of Cooperative Education Program and Academic Advisor, Williams College of Business

CHERYL W. McELROY (2000)
BA, MA (American University)
Coordinator, Grant Services and Professional Development

KATHLEEN McNAMEE (1996)
BA, MBA (Xavier University)
Assistant Director of Financial Aid

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, 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)
*Associate Director of Student Services/
University Center*

DEBRA MOONEY (1999)
BS, MS, PhD (Southern Illinois University)
Clinical Psychologist

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

MEGAN STIENS MULL (1999)
BAU (Xavier University)
Director for Parent & Constituent Relations

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

NEEMA NOURIAN (1994)
BS, MS (University of Cincinnati)
Laboratory Coordinator, Biology

EDWARD T. O'DONNELL, S.J. (1994)
BA, MDIV, STL (Regis College, Toronto)
Academic Advisor

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

ELIZABETH A. PARKER (1999)
BFA (Massachusetts College of Art)
*Graphic Designer, Marketing & Public
Relations*

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)
Employment Coordinator

VICTORIA R. PICOTT (2000)
BS (Rutgers University)
Assistant Women's Basketball Coach

MARY R. PRANGER (1998)
BA (Thomas More College)
Database Coordinator, Development

GEORGE E. PROSSER (1985)
BA, MA (West Virginia University)
Head Men's Basketball Coach

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

JOE REGRUTH (1996)
BS, MS (Xavier University)
Assistant Men's Baseball Coach

PATRICE C. REIDER (1994)
BA, MBA (Xavier University)
Career Counselor

TAMMY A. RILEY (1999)
BS (University of Dayton)
Programmer/Analyst, ISS

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

KELLEY K. SCHIESS (1988)
BS, MA (Ball State University)
Associate Director of Admission and Director of Freshman Recruitment

STEPHEN G. SCHISLER (1996)
BS, MEd (University of Dayton)
Bursar

MARK D. SCHMIDT (1994)
BSBA (Boston College)
Assistant Men's Basketball Coach

DEBRA SCHNEIDER (1985)
Assistant Bursar

KRISTIN A. SCHNEIDER (1996)
BS, MEd (Xavier University)
Assistant Women's Basketball Coach

MARY ANN SCHOMAKER (1992)
BA (College of Mount St. Joseph)
Assistant Director, Alumni Relations

AMBER L. SCOTT (1998)
BA (University of Rochester)
Assistant Sports Information Director

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

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

LARRY SMITH (1980)
Manager of Day Custodial & Special Events Coordinator

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Director Performing Arts, Student Services

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BFA (Rochester Institute of Technology)
Art Director, Marketing and Public Relations

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DOUG STEINER (1988)
BA (Capital University)
Head Men's Golf Coach

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CHAMPS/Lifeskills Coordinator, Head Men's/Women's Cross Country Coach

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BS, MA (Wayne State University)
Assistant Women's Soccer Coach

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Technical Director, Student Services

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BS, MEd (Xavier University)
Research Coordinator, Development

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BA (Muskingum College)
News/Talk Producer, WVXU-FM

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Director, Office of Assessment, Student Development

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Morning Edition Anchor/Operations Assistant, WVXU-FM

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Associate Director of Financial Aid

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BS (University of Cincinnati)
Assistant Men's/Women's Tennis Coach

JAMES TRACEY (1985)
AA (Southern Ohio College)
Director of Operations, Cintas Center

GUY VANASSE (1993)
BM, MM (University of Cincinnati – College Conservatory of Music)
Director of Music Ministry, Campus Ministry

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BS (University of Cincinnati)
Comptroller

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BS, MEd (Xavier University)
On-Campus Employment Coordinator, Career Services

MARY LISA VERTUCA (1976)
BA, MEd (Xavier University)
Director, Elementary Education Program

VINCENT E. VLASAVICH (1999)
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Director of Entrepreneurial Center

APRIL vonHAEFEN (1998)
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Head Women's Golf Coach

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Admission/Advising Counselor, Education

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AS (University of Cincinnati)
Telecommunications Manager, ISS

LISA M. WENDEL (1987)
BS, MEd (Xavier University)
Associate Director of Admission and Director of International Recruitment

BARRY J. WENDT (1997)
MD (University of Cincinnati Medical School)
Staff Physician

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BA (University of Cincinnati)
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BS (Xavier University)
Director of Network Operations, WVXU-FM

University Librarians

JOANNE L. YOUNG (1993)

BA, MLS, PhD (University of Pittsburgh)
Director of University Libraries

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AB, MS (University of Illinois)
Publications Librarian

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BA, MSLS (University of Kentucky)
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Bibliographic Control Services Librarian

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University Archivist

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Collection Development Librarian

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Lodge Librarian

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Vice President for Spiritual Development

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- LON S. KRINER (1978)**
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- HEMA A. KRISHNAN (1993)**
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- FELICIA E. KRUSE (1989)**
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- HILRETH LANIG (1989)**
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- SHEILA LARKIN (2000)**
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- WILLIAM J. LARKIN, III (1956)**
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- JOHN J. LAROCCA, S. J. (1977)**
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Professor of History, Director of Honors Bachelor of Arts Program
- HOWARD G. LEBOVITCH (1999)**
BA (Clark University)
Assistant Professor of Military Science
- GARY LEWANDOWSKI (1994)**
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- DENNIS D. LONG (1980)**
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Chair of the Department
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- JOSÉ MARÍA MANTERO (1996)**
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Assistant Professor of Modern Languages
- MICHAEL MARMO (1970)**
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- TARA MICHELS (1999)**
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Chair of the Department

The date mentioned in parenthesis is the date of first appointment at Xavier.

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Director of Study Abroad

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Occupational Therapy

ROSIE MILLER, OSF (1989)

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CLEASTER V. MIMS (1991)

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DEBORAH W. PEARCE (1983)

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Senior Laboratory Instructor in Chemistry

JAMES T. TURPIN (1990)

BS, MA (Western Kentucky University)
Laboratory Instructor in Physics

The date mentioned in parenthesis is the date of first appointment at Xavier.

Distinguished Professors Emeriti

<p>VYTAUTAS J. BIELIAUSKAS, 1958-1988 <i>Professor of Psychology</i></p> <p>RAYMOND C. McCOY, 1945-1987 <i>Professor of Education</i></p>	<p>KARL P. WENTERSDORF, 1956-1987 <i>Professor of English</i></p>
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Professors Emeriti

<p>ALBERT F. ANDERSON JR., 1963-1993 <i>Professor of Education</i></p> <p>JERRY W. ANDERSON JR., 1978-1993 <i>Professor of Management</i></p> <p>TAYLOR BAKER, 1973-1988 <i>Assistant Professor of Education</i></p> <p>ALBERT A. BOCKLET, 1974-1995 <i>Associate Professor of Health Services Administration</i></p> <p>THOMAS J. BRUGGEMAN, 1957-1994 <i>Associate Professor of Mathematics</i></p> <p>HAROLD L. BRYANT, 1967-1996 <i>Professor of Economics</i></p> <p>NAPOLEAN BRYANT JR., 1970-1993 <i>Professor of Education</i></p> <p>JOHN B. CAMEALY, 1977-1993 <i>Associate Professor of Management</i></p> <p>EDWARD J. CARTER, S. J. 1966-2000 <i>Professor of Theology</i></p> <p>IDA CASEY, 1976-1985 <i>Professor of Nursing</i></p> <p>EDWIN K. CLICKNER, 1968-1974 <i>Professor of Economics & Finance</i></p> <p>RAYMOND J. COLLINS, 1973-1994 <i>Associate Professor of Mathematics</i></p> <p>DON J. COSGROVE (1969-2000) <i>Professor of Psychology</i></p> <p>CHARLES J. CUSICK, 1955-1992 <i>Professor of Biology</i></p> <p>JAMES A. DELANEY, 1963-1997 <i>Professor of Mathematics and Computer Science</i></p> <p>LAWRENCE I. DONNELLY, 1958-1995 <i>Professor of Economics</i></p> <p>RICHARD E. DUMONT, 1963-1994 <i>Professor of Philosophy</i></p> <p>JOHN N. FELTEN, S. J., 1957-1987 <i>Professor of Classics</i></p>	<p>DANIEL P. FOLEY, S. J., 1963-1987 <i>Professor of Psychology</i></p> <p>JAMES H. FRY, 1975-1990 <i>Associate Professor of Education</i></p> <p>RICHARD J. GARASCIA, 1942-1985 <i>Professor of Chemistry</i></p> <p>BERNARD A. GENDREAU, 1953-1992 <i>Professor of Philosophy</i></p> <p>JAMES GLENN, 1956-1995 <i>Associate Professor of English</i></p> <p>EDWARD J. GOODMAN, 1950-1982 <i>Professor of History</i></p> <p>PAUL H. HAHN, 1968-1997 <i>Professor of Criminal Justice</i></p> <p>THOMAS H. HANNA, 1963-1987 <i>Professor of Education</i></p> <p>JOHN B. HART 1950-2000 <i>Professor of Physics</i></p> <p>J. KANEY HAYES, 1958-1985 <i>Professor of Economics</i></p> <p>ROBERT H. HELMES, 1950-1991 <i>Professor of Education</i></p> <p>LAWRENCE E. ISENECKER, S. J. 1963-1993 <i>Associate Professor of Mathematics</i></p> <p>ROBERT G. JOHNSON 1954-1993 <i>Professor of Chemistry</i></p> <p>ROBERT C. KLEKAMP, 1957-1996 <i>Professor of Management</i></p> <p>MARY GRACE KLEIN, 1969-1982 <i>Professor of Education</i></p> <p>JOSEPH J. KLINGENBERG, 1949-1985 <i>Professor of Chemistry</i></p> <p>EARL J. KRONENBERGER, 1962-1993 <i>Professor of Psychology</i></p> <p>NEIL A. KUMPF, 1970-1994 <i>Associate Professor of Marketing</i></p> <p>JOSEPH F. LINK JR., 1946-1978 <i>Professor of Economics</i></p>
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HARRY R. MALY, 1959-1987

Professor of Accounting

MARTHA A. McDERMOTT, 1967-1992

Assistant Professor of Education

ROBERT J. MURRAY, 1960-1997

Professor of Classics

MILTON A. PARTRIDGE, 1966-1991

Professor of Education

JOSEPH J. PETERS, S. J., 1946-1977

Professor of Biology

CLAROY (SALLY) W. PRUDEN, 1975-1993

Professor of Education

JOHN RETTIG, 1968-1996

Professor of Classics

JOHN C. ROTHWELL, 1964-1992

Professor of Finance

HANS SCHMIDT, 1967-1992

Professor of Psychology

BERNARD SCHMIDT (1980-1999)

Professor of Art

HOWARD G. SCHULTZ, 1957-1987

Professor of Economics

ROBERT A. SCHUTZMAN, 1961-1994

Professor of Accounting

ROMAN J. SCHWEIKERT, 1964-1987

Professor of Education

JAMES M. SOMERVILLE, 1971-1982

Professor of Philosophy

JOSEPH M. SULLIVAN, 1967-1993

Professor of Education

JOHN F. TAFURI, 1951-1990

Professor of Biology

THEODORE C. THEPE, S. J., 1961-1997

Associate Professor of Chemistry

ROBERT J. THIERAUF, 1965-1992

Professor of Information/Decision Sciences

STANLEY C. TILLMAN, S. J., 1969-1987

Professor of Philosophy

JOHN E. VANKIRK, 1971-1995

Professor of Marketing

MATIAS G. VEGA, 1954-1994

Professor of Modern Languages

PETER B. WEBB, 1968-1995

Associate Professor of Information Systems

JAMES R. WEIR, 1969-1988

Associate Professor of Sociology

JOSEPH WESSLING (1966-2000)

Professor of English

EDWARD WILZ, 1995-1986

Professor of Accounting

* 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 College	Wheeling	1954
Wisconsin	Marquette University	Milwaukee	1881

(Seminaries and high schools are not included in this list.)

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES

ONE DUPONT CIRCLE - SUITE 405, WASHINGTON, D.C. 20036
(202) 862-9893

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
Inviolat kept and thus passed on.
So may the truth within us dwell
And may this song our voices swell
Until resounds o'er hill and dell
Dear Alma Mater Xavier.

□NIVERSITY

^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 sea shells signify the three journeys of Xavier into the Orient. 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 the words Vidit Mirabilia Magna, a phrase from the psalms applied to St. Francis Xavier which translates "he has seen great wonders."

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