

8-2004

2004-2006 Xavier University Undergraduate and Graduate Information College of Arts and Sciences, College of Social Sciences, Williams College of Business, Course Catalog

Xavier University, Cincinnati, OH

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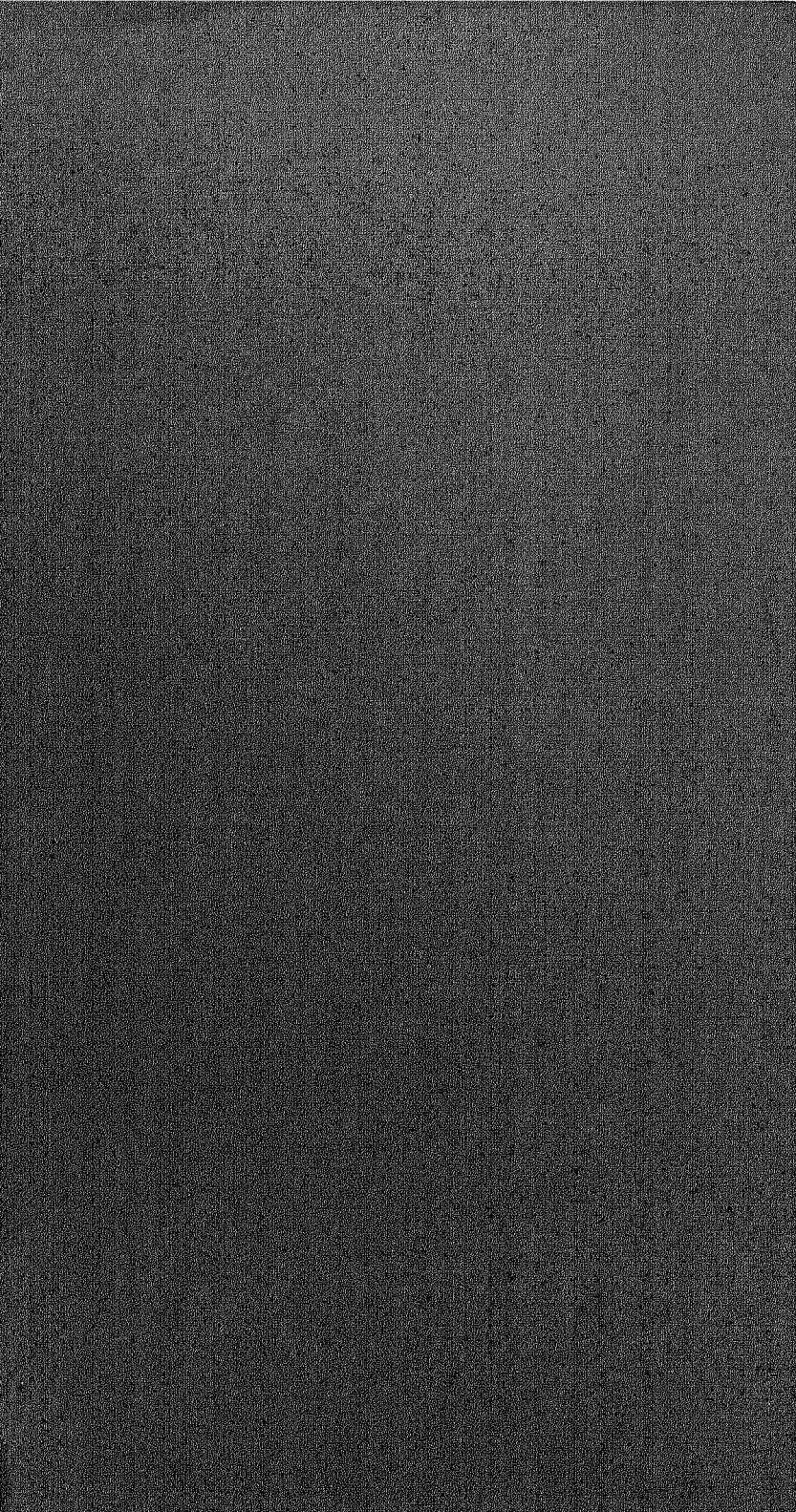
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2004-2006 Catalog

XAVIER
UNIVERSITY

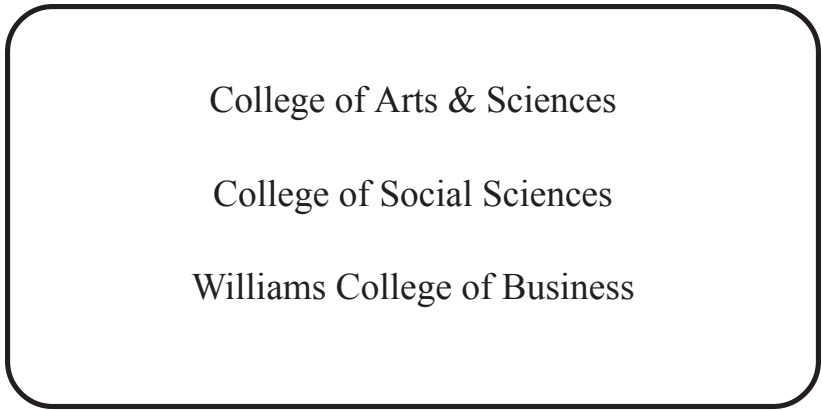




Xavier University

2004-2006 Catalog

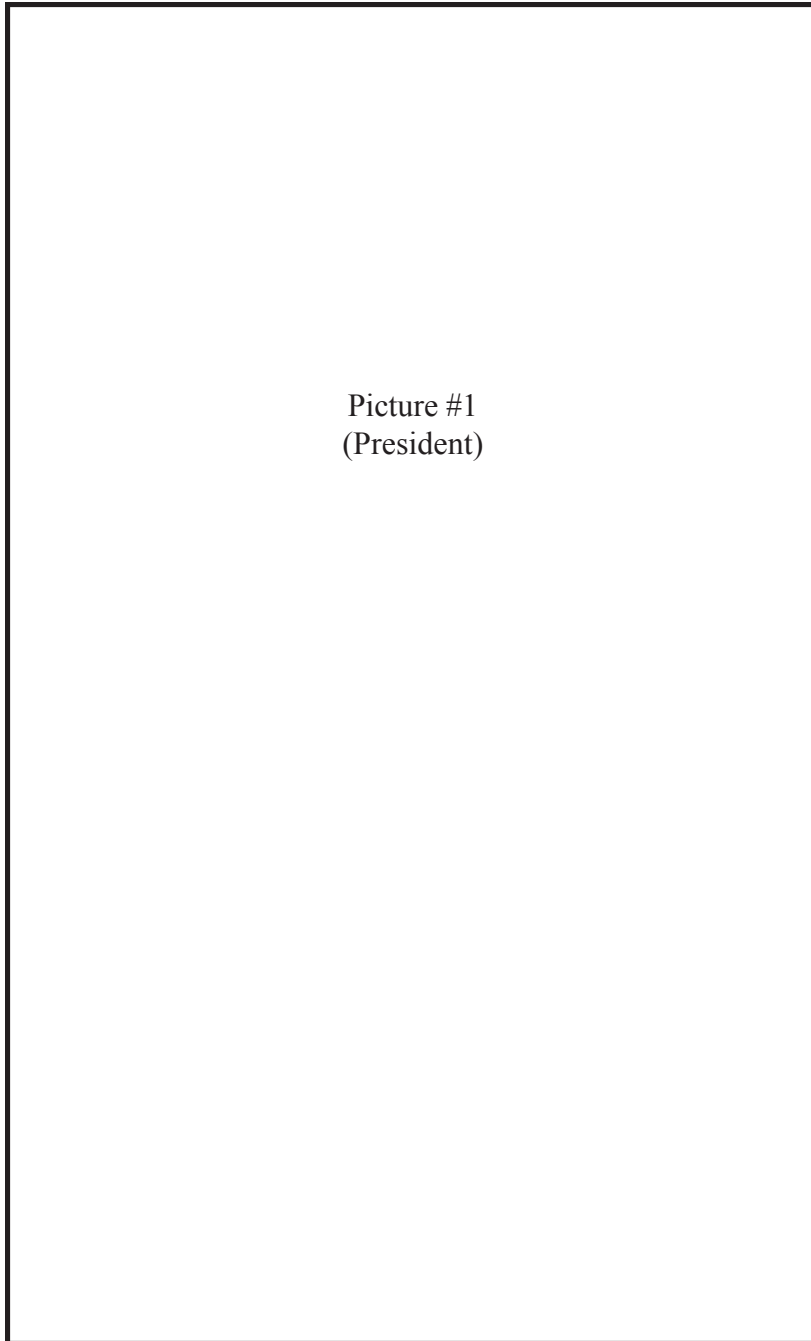
Undergraduate and Graduate Information



3800 Victory Parkway
Cincinnati, Ohio 45207
513 745-3000

WWW.XAVIER.EDU





Picture #1
(President)





XAVIER'S MISSION OF SERVICE

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



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





A GUIDE TO THIS PUBLICATION:

The Xavier University 2004-2006 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:

GENERAL INFORMATION: 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: 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: Course offerings as of August 2004 appear in the section, alphabetically by the four-character abbreviation of the subject area.

UNIVERSITY PERSONNEL: 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: American Jesuit Colleges & Universities, Alma Mater Xavier, and University Seal.

INDEX: 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 2004

WWW.XAVIER.EDU/REGISTRAR

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





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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 eight Fortune 500 companies and two professional sports teams. The city is known for its neighborhoods, parks, cultural activities, zoo, amusement parks, seasonal events and festivals along the Ohio River.

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

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

Enrollment: Totals approximately 6,600 students with about 4,000 undergraduates, and 2,600 graduate students. More than 85 percent of the freshman and sophomore students live on campus. Of the full-time undergraduates, 45 percent are men and 55 percent are women. Students come from more than 43 states and 48 countries.

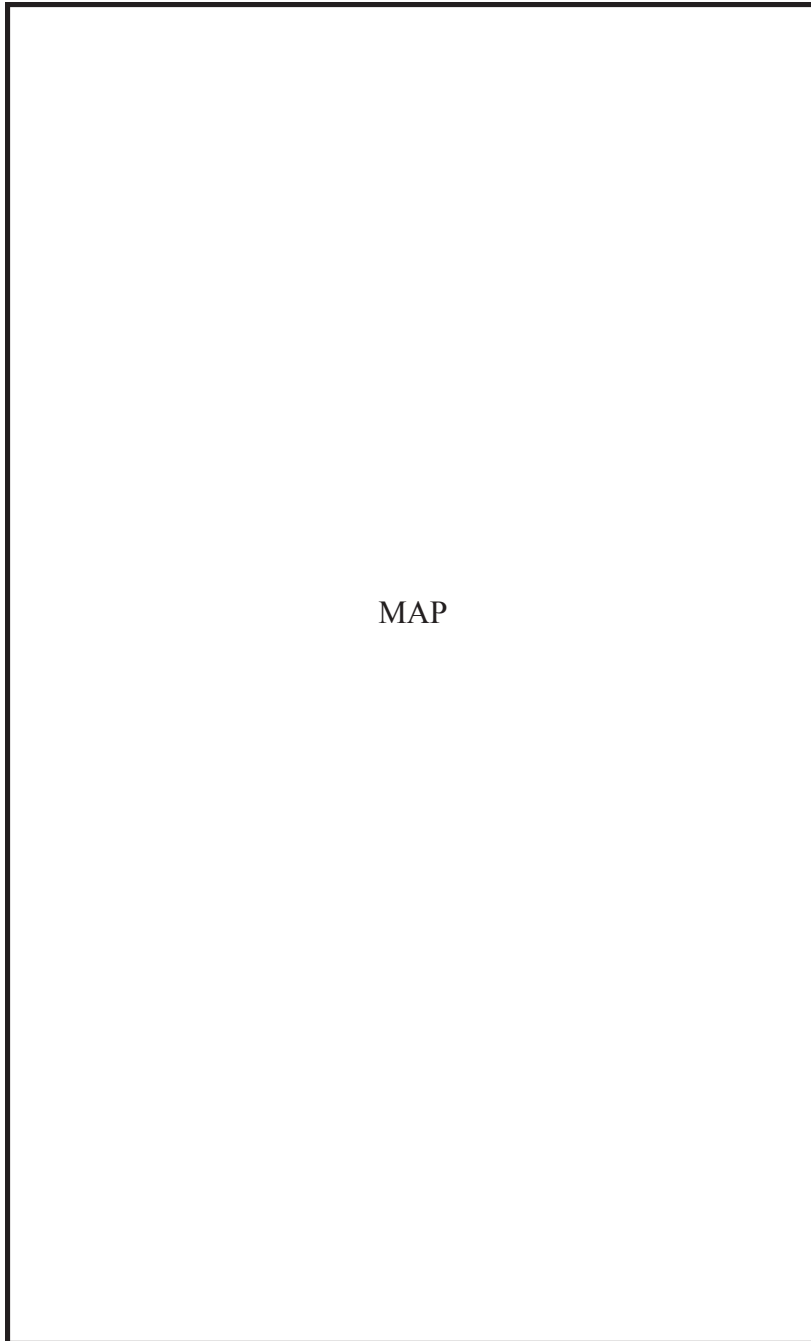
Typical Freshman Profile: The middle 50 percent of new students at Xavier each year have GPAs between 3.07 and 3.85; ACT composites from 22 to 28; SAT composites from 1050 to 1260. More than 75 percent rank in the top half of their high school class. Approximately 87 percent live on campus in our modern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

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

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

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





MAP





2004-2005

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 2004-2005
Monday, August 23 - Thursday, December 16, 2004

August 2004

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

Events

- 13 Official Summer 2004 graduation date.
- 23 Full-term classes begin at 4:00 p.m., except labs.
- 29 Last day for late registration or changes in registration for full-term classes.

September 2004

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

6 Labor Day Holiday, University closed



UNIVERSITY CALENDAR

October 2004

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

- 7-8 Fall Holiday - day classes & labs do not meet; 4:00 p.m. & after non-lab classes do meet.
- 26 Academic Day - day classes & labs do not meet; 4:00 p.m. & after non-lab classes do meet.

November 2004

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

- 22 Final day for withdrawal from full-term classes for undergraduate students.
- 24-28 Thanksgiving Holiday, classes do not meet.
- 25-26 **Thanksgiving Holiday**, University closed.

December 2004

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

- 10 Last day of full-term classes.
Final day for withdrawal from full-term classes for graduate students.
- 11-16 Final examinations.
- 16 Last day of Fall Semester.
Official Fall 2004 graduation date.
- 24-27 **Christmas Holiday**, University closed.
- 30-31 **New Year Holiday**, University closed.



2004-2005

Spring Semester 2004-2005
Monday, January 10 - Thursday, May 5, 2005

January 2005

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

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

February 2005

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					

10-11 Winter Holiday - day classes & labs do not meet; 4:00 p.m. & after non-lab classes do meet.

March 2005

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		

21-28 Spring break-Easter Holiday, classes do not meet, except Monday once-a-week classes 4:00 p.m. or after do meet on Mon., March 28, labs do not meet.
 25-28 *Easter Holiday* - University closed.



UNIVERSITY CALENDAR

April 2005

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

- 11 Final day for withdrawal from full-term classes for undergraduate students.
- 29 Last day of full-term classes.
Final day for withdrawal from full-term classes for graduate students.
- 30 Final examinations begin

May 2005

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				

- 1-5 Final examinations continue.
- 5 Last day of Spring Semester.
Official Spring 2005 graduation date.
- 14 Commencement.
- 30 **Memorial Day Holiday**, University closed.

Summer Sessions 2005

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

June 2005

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 2005

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						



2005-2006

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 2005-2006
Monday, August 22 - Thursday, December 15, 2005

August 2005

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

- 12 Official Summer 2005 graduation date.
- 22 Classes begin at 4:00 p.m., except labs.
- 28 Last day for late registration or changes in registration for full-term classes.

September 2005

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	

5 Labor Day Holiday, University closed.





UNIVERSITY CALENDAR

October 2005

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					

- 6-7 Fall Holiday, day classes do not meet; 4:00 p.m. & after non-lab classes do meet.
- 25 Academic Day (tentative), day classes do not meet, 4:00 p.m. & later do meet, except labs.

November 2005

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 Final day for withdrawal from full-term classes for undergraduate students.
- 23-27 Thanksgiving Holiday, classes do not meet.
- 24-25 **Thanksgiving Holiday**, University closed.

December 2005

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

- 9 Last day of full-term classes.
Final day for withdrawal from full-term classes for graduate students.
- 10-15 Final examinations.
- 15 Last day of Fall Semester.
Official Fall 2005 graduation date.
- 26-30 **Christmas Holiday**, University closed.



2005-2006

Spring Semester 2005-2006
Monday, January 9 - Thursday, May 4, 2006

January 2006

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

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

February 2006

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
18	29	21	22	23	24	25
26	27	28				

- 27-28 Spring Break begins, classes do not meet.

March 2006

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	

- 1-3 Spring Break continues, classes do not meet.



UNIVERSITY CALENDAR

April 2006

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						

- 10 Final date for withdrawal from full-term classes for undergraduate students.
- 13-17 Easter Holiday, classes do not meet, except Monday once-a-week classes 4:00 p.m. or after do meet. Monday labs do not meet.
- 14-17 **Easter Holiday**, University closed.
- 28 Last day of full-term classes. Final day for withdrawal from full-term classes for graduate students,
- 29 Final examinations begin.

May 2006

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			

- 1-4 Final examinations continue.
- 4 Last day of Spring Semester. Official Spring 2006 graduation date.
- 13 Commencement.
- 29 Memorial Day Holiday**, University closed.

Summer Sessions 2006

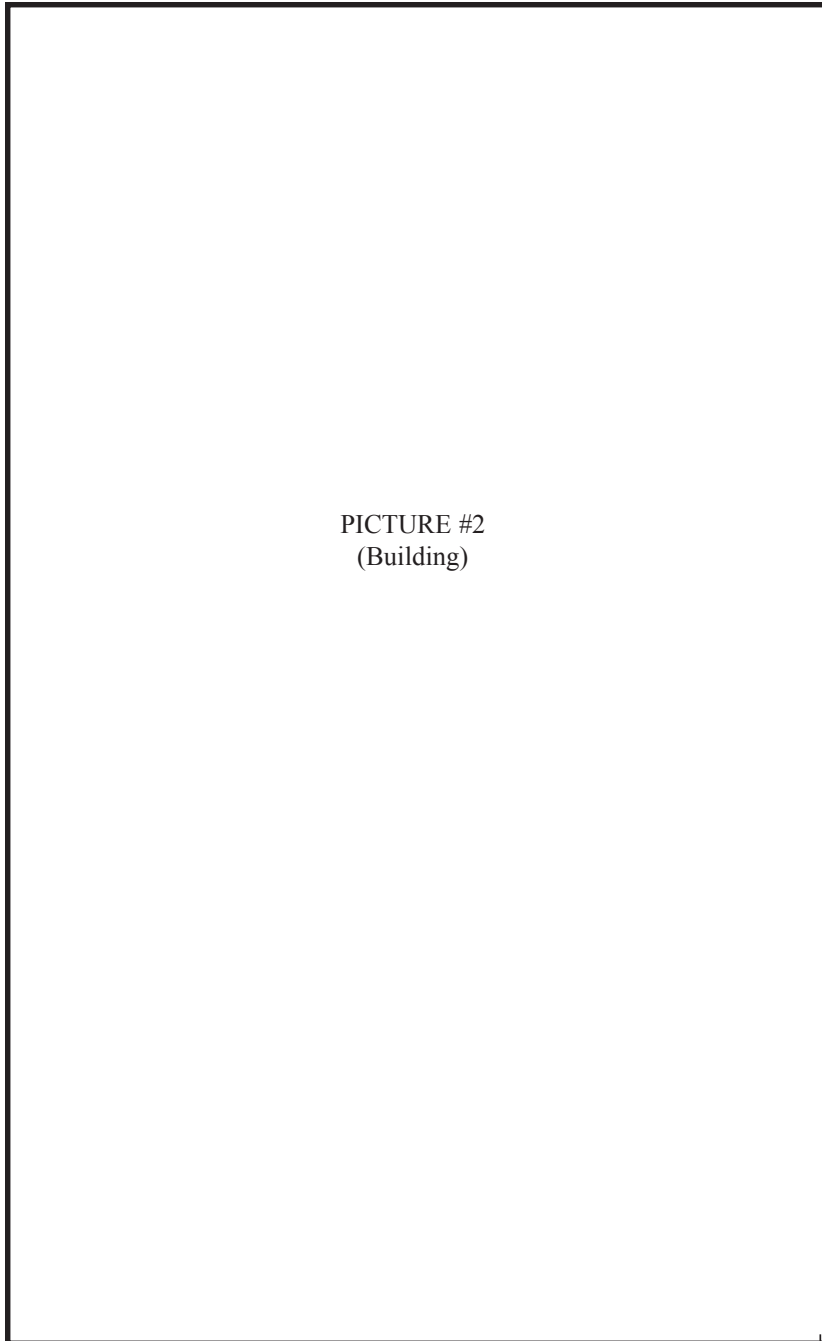
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June 2006

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 2006

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					



PICTURE #2
(Building)





THE UNIVERSITY

History

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

At first, the college was administered by the bishop and his diocesan priests, but as it grew it began to require professional academic leadership. In 1840, John Roothaan, the Jesuit Superior General, responded to the request of Fenwick's successor, Bishop John Purcell, 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 campus acreage to 80 acres.

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

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

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



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

- Achieved a consistent ranking among the top regional colleges and universities by *U.S. News & World Report*.
- Renovated the academic and residential malls with lush landscaping, green spaces and sitting areas.
- Created a doctoral degree program in psychology, Xavier's first doctoral level course of study and the second Psy.D. program in Ohio.
- Received a \$400,000 challenge grant from the National Endowment for the Humanities to support the Ethics/Religion & Society focus of the core curriculum.
- Increased the number of national alumni chapters to 50.
- Entered the Atlantic 10 Conference.
- Implemented a weekend degree program.
- Wired all residence hall rooms for Internet access.
- Built the Cintas Center, a multipurpose facility that offers student dining, a conference center, banquet hall and a 10,250-seat athletic arena.
- Launched The Century Campaign, the most ambitious fund-raising campaign in the University's history. The campaign was responsible for the completed renovations of Hinkle Hall and campus malls, the restoration of Schmidt and Edgecliff halls, the construction of the Cintas Center, and the Charles P. Gallagher Student Center, which opened in 2002. The campaign is also enhancing Xavier's endowment, providing additional funds for scholarships, financial aid, and creating the Brueggeman center for inter-religious dialogue.

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

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

Xavier University: Mission Statement

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

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

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

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

With attention to the student as an individual, Jesuit education seeks to develop intellectual skills for both a full life in the human community and service in the Kingdom of God; critical



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

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

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

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

Jesuit Education

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

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

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

Assessment

Xavier University has demonstrated its commitment to excellence by instituting an assessment program that 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 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, political science and sociology, psychology, and social work. Master's degree programs are available in criminal justice, education, health services administration, nursing, occupational therapy and psychology. A doctoral program is offered in clinical psychology.

Williams College of Business (WCB)

513 745-3528

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

Center for Adult and Part-time Students (CAPS)

513 745-3355

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

Consortium Opportunities

513 745-3941

www.gcccu.org

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

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

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



Information Resources

513 745-2985

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

Xavier University McDonald Memorial Library

513 745-3881

The library provides collections services to support all areas of study, study spaces and a mix of seating options, including individual study carrels, study tables, small group areas and lounge seating. The library is technologically alive with wireless access throughout, with a computer instruction room and lab, and some 40 work stations throughout the building. Network accessible laptops can be borrowed for use anywhere within the library.

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 713,188 pieces of microforms, and approximately 1,532 journal subscriptions. The library has a collection of approximately 4,500 phonograph records, 3251 video cassettes and DVD's, 500 audio cassettes, and 2,500 music compact discs.

The library also offers a wide range of computerized resources, which includes a computerized catalog, and over 200 other electronic databases, providing access to over 25,000 full text journals. Xavier students and staff may access most of these computerized services from outside the library, using computers in their homes, dorms or offices.

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

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

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

Lodge Curriculum Resources Collection of the Xavier University library supports 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.

Information Systems and Services

513 745-3111

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

Instructional Technology Services (ITS)

513 745-3603

Instructional Technology Services, located in the basement of Alter Hall, supports Xavier's teaching and learning activities by facilitating the integration of learning technologies into Xavier's teaching and learning environments. Technology resources and services provided by ITS include distributed classroom support, open labs and interactive classrooms, instructional design and courseware development, technology integration assistance, the development online and



distance learning environments, customized training resources for faculty, and tutorial assistance for students.

- ITS manages six open computing labs, located in Alter Hall, Hailstones Hall, the Cohen Center and Elet Hall, with a 24-hour lab located in the Gallagher Building. ITS assists with the management of several academic computing labs, including the Modern Language Resource Lab.
- ITS manages the interactive and presentation classroom located on campus. The department also provides mobile equipment support to all of the Xavier classrooms.
- ITS supports Xavier's online teaching and learning environment, including the Blackboard learning management system, as well as academic courses and events delivered through videoconferencing.
- Instructional design and media production assistance is provided for faculty, including digital production and courseware development. Training and tutorial resources are available in several formats, including workshops, user documents, online tutorials and customized sessions.

Xavier University Art Gallery

513 745-3811

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

Study Abroad Programs

513 745-3406

Xavier University encourages students to include a summer, 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 Jesuit Universities, such as Sophia University in Tokyo, Japan; Sogang University in Seoul, South Korea; as well as the Katholische Universitat Eichstatt in Germany; the Ecole Superieure de Commerce de Bordeaux; and the Universidad de Valencia, in Spain. Through a long-standing endowed scholarship fund, Xavier University awards several Fredin Memorial Scholarships each year, which allow recipients to study for up to one academic year at the University of Paris (Sorbonne).

In addition to the academic year programs, Xavier usually sponsors summer study programs in France, Mexico, Spain, Italy, England, the Netherlands and Ireland. 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 baseball, basketball, cross country, golf, rifle (coed team), soccer, swimming and tennis. Women compete in intercollegiate basketball, cross country, golf, rifle (coed team), soccer, swimming, tennis and volleyball.

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



WVXU-91.7 FM

513 731-9898

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

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

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

Xavier Consulting Group

513 745-3394

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

Accreditation

Xavier University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The Commission may be contacted at 30 N. LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, 1-800-621-7440. Xavier University is also accredited by the Ohio Board of Regents as a degree-granting institution, and is approved by the Department of Education of the State of Ohio for teacher certification, athletic training and counseling. The Athletic Training Education program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and currently holds probationary status. 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 Commission on Collegiate Nursing Education (CCNE) for its MSN and BSN programs. The BSN program is endorsed by the American Holistic Nursing Certification Corporation. Xavier is accredited by the Council on Social Work Education (CSWE) for its baccalaureate social work program, and by the Joint Review Committee on Education in Radiologic Technology (JRCERT) for its radiologic technology program. Xavier's occupational therapy programs (bachelor of science degree and post-baccalaureate certificate program) are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The Montessori program is affiliated with the American Montessori Society (AMS) and is accredited by the Montessori Accreditation Council for Teacher Education (MACTE). The graduate program in health services administration is accredited by the Accrediting Commission on Education for Health Services Administration. The Williams College of Business is accredited by the Association to Advance Collegiate Schools of Business International (AACSB International). The doctoral program in clinical psychology is accredited by the American Psychological Association (APA)³.



Cintas Center

513 745-3900

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

Schiff Family Conference Center

513 745-3428

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

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Institutional Memberships

The University maintains memberships in these educational and learned organizations:

Academy of Criminal Justice Sciences; Academy of Political Science; American Academy of Political and Social Science; American Academy of Religion; American Art Therapy Association; American Association for Higher Education; American Association for State and Local History; American Association of Colleges of Nursing; American Association of Collegiate Registrars and Admissions Officers; American Association of School Administrators; American Association of University Professors; American Catholic Philosophical Association; American Classical League; American College Personnel Administrators; American Correctional Association; American Council on Consumer Interests; American Council on Education; American Council on Teaching of Foreign Languages; American Film Institute; American Historical Association; American Library Association; American Management Association; American Mathematical Society; American Montessori Society; American Psychological Association; 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 Psychology Postdoctoral and Internship Centers; Association of State and Provincial Psychology Boards and the Council for the National Registrar of Health Service Providers in Psychology; Association of University Programs in Health Administration; Association to Advance Collegiate Schools of Business; Broadcast Education Association; Canadian Historical Association; Canadian Sociology and Anthropology Association; Catholic Theological Society of America; Center for the Study of Democratic Institutions; Central Association of College & University Business Officers; Central States Conference on Teaching of Foreign Languages; College and University Personnel Association; The College Board; College English Association of Ohio; College Theology Society; Conference on Partnership in Jesuit Higher Education; Consortium on Peace Research Education and Development; Council for Advancement and Support of Education; Council of Colleges of Arts and Sciences; Council on Undergraduate Research; Economic History Association; Greater Cincinnati Chamber of Commerce; Greater Cincinnati Consortium of Colleges and Universities; Greater Cincinnati Convention & Visitors Bureau; Greater Cincinnati Library Consortium; Handweavers Guild of America; Hastings Center; Hebrew Union College & Jewish Institute of Religion; Institute of International Education; International Business School Computer User's Group; International Reading Association; Jesuit Conference of Nursing Programs; Lilly Fellows Program in Humanities and the Arts; Linguistic Society of America; Mathematical Association of America; Metaphysical Society



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

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Honor Societies and Professional Fraternities

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

Chi Sigma Iota The Xavier University Sigma Seta Chi chapter of Chi Sigma Iota is an international honor society open to professional counselors and counselors in training. Its mission is to promote scholarship, research, professionalism and leadership in the counseling field.

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

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

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

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





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

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

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

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UNDERGRADUATE ADMISSION

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

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

ADMISSION PROCESS FOR TRADITIONAL STUDENTS (age 21 or younger)

Xavier has a single notification admission process with two options:

Early Action: This option allows students to find out earlier about their admissibility to Xavier. Students who apply Early Action will have their admission decision made based upon grades through their junior year in high school (or possibly 1st quarter senior grades); this decision is a great option for students who know Xavier is one of their top choices. Early Action at Xavier is not binding and students may apply to other schools and keep their options open.

Regular Decision: Students who apply Regular Decision will have their admission decision made based upon grades earned through the first semester of the senior year.

Application Deadlines: For deadlines and up to date admission information, please visit the undergraduate admission office web site at www.xavier.edu or contact the admission office toll free at 877 982-3648.

Application Procedures

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 (no fee): www.xavier.edu.applyonline.
 - The Common Application: www.commonapp.org
2. Request that the high school (and any post-secondary institutions attended) forward directly to the office of admission a complete, official transcript of the academic record.
3. Arrange for official results of the Scholastic Assessment Test (SAT: Xavier's CEEB Code is 1965) and/or the American College Test (ACT: Xavier's ACT Code is 003366) 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. Purchase the Xavier-sponsored student health insurance plan or provide proof of other current, comparable coverage; then, all students, regardless of age, will follow this requirement each academic year.
2. Present proof of (a) two MMR immunizations or (b) immunity via measles titer. International students may be required to have a TB test or other medical testing as determined by the Medical Director. Students with chronic diseases which may put them at higher risk on campus may be required, at the discretion of the Medical Director, to be evaluated by the Health and Counseling Center medical staff.



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

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

Freshman Class Admission

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

International Student Admission

email: xuglobal@XAVIER.EDU

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

1. The Xavier International application for admission in either the paper or on-line format. The on-line application can be obtained at WWW.XAVIER.EDU/APPLYONLINE
2. Application fee for paper application.
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 may be required to have a TB test or other medical testing as determined by the Medical Director. International students must also present proof of health insurance equivalent to what is offered through Xavier University. All students will be required to present proof of health insurance of purchase health insurance through Xavier University each academic year. Students with F1 or J1 visa types cannot waive the Xavier health insurance.

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 who are home-schooled must submit an application for admission, the appropriate documentation from state and/or national home schooling accrediting agencies, official transcripts, scores of the ACT or SAT, and must interview with the office of admission.

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 and Jump Start – Xavier's summer residential 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 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, or immunity via measles titer.

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

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

Freshman Admission for Non-Traditional Students

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

Admission for Non-Traditional Transfer Students

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

Non-Degree Student Admission

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

Enrollment Options for Current High School Students

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





Summer Junior Program:

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

Summer Scholars Program:

Two-week residential summer credit programs offered to high school sophomores and juniors with a grade point average of at least a "B+." Accepted students enroll in one two-week program designed to provide introductory college academic and living experiences. Specific program topics are designed to provide students with exposure to an academic experience in areas of study that they are considering. Topics include but are not limited to: International Business, Pre-Law, Pre-Medicine and Computer Science/Information Systems.

Post-Secondary Enrollment Option

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

Collegium

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

The program is open to superior junior and senior students at participating high schools. It is intended for those students 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.

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.





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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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 Schott Hall, 1st floor. 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. These financial aid standards of academic progress are separate from, and in addition to, academic standards required by the University for continued enrollment.

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

Qualitative Requirement - Grade Point Average

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

Quantitative Requirement - Annual Completion Rate

Undergraduate 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 Time Frame 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 effect academic progress as follows:

- Cumulative Grade Point Average - Only the most recent grade counts in the student's CGPA.
- Annual Completion Rate - When a course is repeated it will be counted at *attempted hours*.
- Maximum Time Frame - A course that is repeated is only counted once as *attempted hours*.



Remedial Coursework

Remedial courses and ESL courses are treated the same as other courses for satisfactory academic progress purposes. If a student who was enrolled in remedial course work 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 only count toward the overall maximum time frame calculation. Transfer hours have no effect upon the cumulative grade point average.

Changes of Major/Degree Program

Students who change majors or change programs (i.e., change from Bachelor of Arts to Bachelor of Science) are still held to the 150% maximum time frame rule. All credits attempted from the first major/degree will count as attempted hours for the new major/degree. The 150% maximum limit will be measured based on the number of credits required for the new major/degree.

Second Bachelor Degrees

Students who enroll in a second bachelor degree program are still held to the 150% maximum time frame rule. However, only the credit hours from the first degree which apply to the second degree will be counted as attempted hours.

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.

Timing of Reviews

Current financial aid recipients will have their academic progress reviewed at the end of the academic year. New financial aid recipients (i.e., those students who had never previously applied for aid) will have their academic progress reviewed when the Office of Financial Aid receives the results of the Free Application for Federal Student Aid.

At the time of the review students who are not meeting the minimum requirements will be placed on financial aid suspension for the following school year.

Financial Aid Suspension


Students who are placed on financial aid suspension are ineligible for financial aid for the following school year (summer through spring). During the suspension year students may either attend Xavier at their own expense, or may choose to sit out one year.

Reinstatement of Eligibility

- Students who choose to attend Xavier during the suspension year at their own expense will not be automatically eligible for financial aid. At the end of the suspension year, students must be meeting the academic standards in order to regain eligibility for the following year.

Appeals

Students on financial aid suspension may appeal the loss of aid if extenuating circumstances prevented the students from making satisfactory progress. 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 Financial Aid Committee, in care of the Director for Financial Aid. Students are notified by mail of the results of their appeal. The possible appeal results are listed below.

Approved Appeals – Approved for that aid year

Students are eligible for financial aid for that academic year. At the end of the academic year their academic progress is reviewed. Eligibility for the upcoming year is contingent on meeting satisfactory progress requirements.

Approved Appeals – Conditional Status

While on conditional status, students must successfully complete every credit attempted. Therefore, financial aid eligibility for each consecutive semester is contingent upon the student successfully completing (receiving grades of "A," "B," "C," "D," or "S") his or her prior semester. Grades of "W" are not considered to have been successfully completed. If a student does not successfully complete a semester, financial aid is forfeited for all remaining semesters in the financial aid year.

Denied Appeals – Reinstatement of Eligibility

- Students who choose to attend Xavier during the suspension year at their own expense will not be automatically eligible for financial aid. At the end of the suspension year, students must be meeting the academic standards in order to regain eligibility for the following year.

Information Sources

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

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

XAVIER SCHOLARSHIPS

Regulations Concerning Scholarships

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



Xavier Service Fellowships

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

St. Francis Xavier Scholarships

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

Chancellor, Trustee, Schawe, Presidential, and Honor Scholarships & Awards

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 of Admission. These scholarships are renewable each year. For specific renewal criteria, please visit the Scholarship & Financial Aid website at www.xavier.edu or contact the office of financial aid toll-free at 800 344-4698.

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.

Departmental Scholarships

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

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

Partial tuition scholarships are awarded to upperclass students in the Williams College of Business interested in undergraduate research directed by a college faculty member. A member of





the college's Business Advisory Council serves as a mentor to the student. Further information is available in the Williams College of Business.

Edgecliff Awards

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

Edgecliff-McAuley Scholarships

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

Fifth Third Bank/Jacob G. Schmidlapp Scholarships

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

Fredin Memorial Scholarships

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

Grand Lodge of Free and Accepted Masons of Ohio Scholarship

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

Honor Bachelor of Art Scholarships

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

Indiana Alumni Scholarship

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

Antonio Johnson Scholarship

This full tuition scholarship is awarded to a junior who has demonstrated academic excellence, outstanding leadership, involvement, service, and who has made a significant contribution to Xavier's 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. Information regarding all ROTC awards can be obtained by contacting the Xavier University Military Science Department at 513 745-1062 or 888 4XU-ROTC.

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

Rev. Thomas G. Savage, S.J.

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

Summers Nursing Fellowship

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

Transfer Scholarships

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

Upperclass Scholarships

Upperclass students who have no other Xavier-sponsored scholarship may be eligible for a partial-tuition scholarship. Applicants must have completed at least 24 hours at Xavier with a cumulative average of at least 3.000. Financial need is also a consideration. Students must be full-





time and must complete the necessary financial aid applications. For more information, contact the Office of Financial Aid.

Benjamin D. Urmston Family Peace Studies Scholarships

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

Weninger Scholarship

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

Western-Southern Life Nursing Scholarship

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

Williams Scholars Program

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

XAVIER 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 award 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.

HOW WITHDRAWING FROM SCHOOL AFFECTS FINANCIAL AID

Federal Aid

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

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

In those cases where federal aid must be returned, the University and the student share the responsibility. Xavier will notify the student in writing of his or her responsibility to return any





federal aid. Federal grant funds must be returned immediately after the student is notified by the University. Until the student returns the federal grant money, he or she is ineligible for further federal assistance should he or she return to Xavier or transfer to another school. Federal loan funds are returned under the terms of the student's promissory note.

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

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

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

Xavier University Aid and State Aid

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

In some cases, the reduction of Xavier University funds and state funds may cause a balance due on the student's account. The student must contact Xavier University's Office of Student Accounts 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*
- Alter Women's Athletic Scholarship*
- Alumni Chapter Scholarships - Cleveland, Columbus, Dayton, Detroit, Indianapolis, Toledo*
- Charles B. Amann Memorial Scholarship*
- Robert Antonelli Memorial Scholarship*
- Harold and Bonnie Aranda Scholarship*
- Gwynned & Frank Armstrong Nursing Scholarship*
- Pedro Arrupe, S.J., Memorial Scholarship*
- Msgr. Charles E. Baden Memorial Scholarship*
- Paul A. Bardon Memorial Scholarship*
- Bardon/Walsh Family Scholarship*
- Dr. Charles M. Barrett, '34, Memorial Scholarship*
- Beckman Family Scholarship*
- Sr. Ann Beiersdorfer, R.S.M., Scholarship*
- C. Robert Beirne Memorial Scholarship*
- John and Jinny Berten Scholarship*
- Odis and Dorothy Bertelsman Scholarship*
- Lester J. Besl Memorial Service Fellows Scholarship*





Rev. Clifford S. Besse, S.J., Memorial Scholarship
Rev. Albert J. Bischoff, S.J., Scholarship
Blakely Family Memorial Scholarship
G. Lawrence Bliss Family Scholarship
Richard J. Blum Scholarship
Bolger and 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
James and Mary Brockhoff Scholarship
Albert F. and Bernadetta Broering Memorial Scholarship
- in memory of Rev. Theodore Rolfes and Ada M. Rolfes
Rev. Edward B. Brueggeman, S.J., Memorial Scholarship
Gordon and Nadine Brunner, Scholarship
Dr. Hal Bryant Memorial Scholarship
Clem and Ann Buenger Scholarship
John R. Bullock Memorial Scholarship
Henry Bunker Memorial Scholarship
Paul & Betty Burkhart Scholarship
Phil and Jeanne Busch Scholarship
Raymond L. Buse Memorial Scholarship
Anne D. Butz Memorial Scholarship
Kathleen McDonough Buzek Memorial Scholarship
Paul D. "Chip" and Rose Cain Memorial Scholarship
Joseph and Kathleen Caito Family Scholarship
Centennial Scholarship
Ralph W., '48, & Elaine Chambers 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., (Knowledge Works) Memorial Scholarship
Charles F. Conners Memorial Scholarship
Charles J. Connolly Memorial Athletic Scholarship
Helen and Harry Cordesman Memorial Scholarship



John J. and Cameron Cox Scholarship
James H. and Mary S. Curran Memorial Scholarship
Jack Currus Memorial Scholarship
Mary Dahlstrom Memorial Scholarship
Dr. William E. and Mary A. Daily 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
Robert C. Fischer Memorial Graduate Scholarship
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
Mary and Francis Frey Memorial Scholarship
Garry Family Memorial Scholarship
Msgr. William Gauche Memorial Scholarship
Steven D. Gerke Memorial Scholarship
Walter and Florence Gernhardt Scholarship
Dr. Martin B. Gerowitz Memorial M.H.S.A. Scholarship
James W. Gettelfinger 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
Rev. James E. Hoff, S.J., Honorary Scholarship
Jerry and Ginnie Hoffman 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
Indianapolis X.U. Alumni Chapter Scholarship
Thomas K. Jenkins, Jr., Memorial Scholarship
Antonio Johnson Memorial Scholarship
Richard A. Jones Memorial Journalism Scholarship
Julie Anne Kalker, '97, Memorial Scholarship
William and Stephanie Keeler 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
Revs. Michael Lavelle, S.J., and James E. Hoff, S.J., Scholarship
Lawrence A. & Anne Leser Scholarship



William J. Leugers Family Scholarship
Paul & Ruth Lindenmeyer Memorial Scholarship
Dr. Joseph F. Link Jr. Memorial Scholarship
Margaret C. Link Memorial Scholarship
H. B., E. W. and F. R. Luther Charitable Foundation 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
McGinnis Brothers Scholarship
McGowan Scholarship
Katie McKenna 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
Kenner Michael Memorial Scholarship
Angela Del Vecchio Miller Memorial Scholarship
Rev. Frederick N. Miller, S.J., Memorial Scholarship
Mollman Family Scholarship
Roland & Margo Moores Scholarship
Morand/Gibbons Nursing 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
Richard Niehaus 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
Jack Paris, '59, 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
Rockwell Automation Scholarship
Dr. Helmut J. Roehrig Music 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
Donald and Marcia Schade Scholarship
Clara J. Schawe Memorial Scholarship
Jacob G. Schmidlapp Memorial Scholarship
Thomas J. Schmidt, '35, Memorial Scholarship
Rev. William J. Schmidt, S.J., Memorial Scholarship
Jeff Schoeplein Scholarship
Danny Scholl Memorial Music Scholarship
Dr. C. Richard Schroder Memorial 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
Paul and Emma Selzer 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
Janice Steinberg Memorial Scholarship
Elizabeth Sullivan Memorial Scholarship
Ann and Mary Summers Memorial Nursing Scholarship
James & Cornelia Templeton Memorial Scholarship
Thaman Family 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
Thomas and Kathleen Wasserman Family Scholarship
Watson Family Scholarship
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
WVXU Scholarship
Xavier Parents' Club Scholarship
Zachary Confections Scholarship
Zipperer/Davis 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. Refer to the "Registration" section of the catalog for general registration policies which affect both undergraduate and graduate students.

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, have semesters 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.
See Incomplete work. |
| B = Good | AU = Audit, no credit or grade earned |
| C = Satisfactory | S = Passing/Satisfactory, credit earned |
| D = Minimum passing | U = Not passing/Unsatisfactory, no credit earned |
| F = Failure | NC = No credit earned, non-graded class |
| VF = Failure to officially withdraw | |
| W = Official withdrawal | |

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

Quality Points

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

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

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





cumulative GPA is based on all terms at Xavier.

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

Course Numbering

Courses are numbered in the following way:

- 100 to 199 - undergraduate lower division courses
- 200 to 499 - undergraduate upper division courses
- 500 and above - graduate level courses; open only to graduate students

Credit Hours, Semester

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

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

Excess Credit Hour Courseload

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

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

Prerequisites

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

Auditing Courses

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

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 "I" (Incomplete), he or she may be eligible for the original date of graduation. Work must be completed, graded and recorded within thirty calendar days of that term's graduation date.

Undergraduate Enrollment in Graduate Courses

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

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

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

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

Class Attendance

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

Courses at Other Institutions

Consortium Courses

Courses not available at Xavier may be taken through the Greater Cincinnati Consortium of Colleges and Universities. For courses taken through the consortium, both the credit and the grade earned are recorded on the student's Xavier record and the quality points are computed into the student's Xavier grade point average. For a list of the consortium schools, see "Consortium Opportunities" in 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.

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 for catalog reference:

College of Arts & Sciences

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

Philosophy
 Physics
 Spanish
 Studio Art
 Theatre
 Theology

College of Social Sciences

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



Williams College of Business

Business
Economics
Entrepreneurship
Human Resources
Information Technology
International Business

Interdisciplinary Minors

Catholicism & Culture
Environmental Studies
Gender & Diversity Studies
International Studies
Latin American Studies
Peace Studies

Change of Major or Minor, Adding a Major or Minor

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

Application for Degree and Graduation

Students initiate the process of graduation by completing a Graduation Application, available online and from the Office of the Registrar. It is recommended that the student meet with the academic advisor or 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. Utilize the Degree Audit Report, "OnCourse," available online and at the Office of the Registrar to assist you with your graduation check out.

The student must submit a Graduation Application 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 Graduation Application form. The graduation fee is a onetime charge, per each degree awarded.

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. 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.

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

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;"
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 graduation application by the deadline printed in the Schedule of Classes;
8. completed all departmental requirements in the major field and all requirements of their college;





9. cleared all financial obligations with the University before the diploma and transcripts can be released.

In addition to the above, transfer students must have:

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

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

Requirements for a Second Bachelor's Degree

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

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

Requirements for an Associate's 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's Degree;"
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 graduation application 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. cleared all financial obligations to the University before the diploma and transcripts can 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's or bachelor's degree prior to admission.



Candidates for certificates (Information Technology, 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 before the transcripts can 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's 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's 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's 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 are eligible for the entire year, provided they earn a minimum cumulative 1.750 grade point average after 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) Xavier University Student Athletes need to reference the Student Athlete Handbook for mid-year and year-end progress towards degree requirements.

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.

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](#).





The Xavier University Professional Review Board (PRB)

A number of programs offered by the University qualify graduates to stand for certificates to practice professions involving vulnerable individuals (children, the ill, the mentally or physically challenged). Besides having academic knowledge and skills, they must also have the capacity to serve and help their future clients through intimate human contact.

Rarely, when a student is found by their program or department to lack interpersonal skills necessary for activity as a professional, this Review Board, made up of certified, practicing professionals, serves as the student's appeal source. Instructors may also appeal to the Board if they are dissatisfied with their department's or program's lack of concern about an individual student's behavior.

Student Responsibility

It is the responsibility of the student to become informed about all regulations and procedures required by the program and by the University. **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.

Reservation of Rights

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





GRADUATE ADMISSION

web site address is www.xavier.edu/graduate_admissions

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

Admission Status

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

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

Admission—Degree Students

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

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

1. Submit a completed degree application form. Applications can be obtained from the Office of Graduate Services, the MBA office, the Department of Psychology, The Department of Nursing, or the MHSA Office. The current application fee must accompany the application form.
2. Send one official transcript from all colleges or universities previously attended. The bachelor's degree must have been earned from a regionally accredited institution; three year bachelor degrees are not acceptable for admission consideration.
3. Arrange for applicable official test scores to be sent:
 - a. Master of Business Administration applicants - Graduate Management Admission Test (GMAT);
 - b. Master of Health Services Administration applicants - Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE);
 - c. Master of Science in Nursing applicants - Graduate Record Exam (GRE) or Graduate Management Admission Test (GMAT) is accepted;
 - d. Occupational Therapy - Graduate Record Exam (GRE);
 - e. Doctor of Psychology and Master of Arts in Industrial/Organizational Psychology and General Experimental Psychology - Graduate Record Exam (GRE) general knowledge required and Psychology Subject Test recom-





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

f. Other Graduate Programs:

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

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

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

Admission—Non-degree Students (does not include MBA)


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

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

TEACHER LICENSURE/ENDORSEMENT ADMISSIONS

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

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

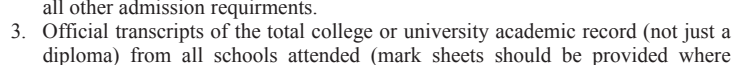
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5. To be considered for the School Counseling or Community Counseling licensure program you must also submit a 500 word statement of purpose and a resume.
 6. A student for whom English is not the primary language may be asked to demonstrate proficiency in the English language by taking the Test of English as a Foreign Language (TOFEL).
 7. A statement of moral character must be signed and notarized
 8. Some programs also require three letters of recommendation.

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

Admission—International Students

XUGLOBAL@XU.EDU

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

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

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). Prior to the start of classes, students must submit immunization records and personal health history. International students must have health insurance equivalent to what is offered through Xavier University.

Graduate Reactivation

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



See the entry under Transfer Students below for time limitations on the acceptance of coursework. Students are reactivated under the current catalog year, unless an exception is made by the dean.

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

Transfer Students

Master's Degree

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

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

Doctor of Psychology

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

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

Courses Taken at Other Institutions

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

Exceptions to this policy may be made when:

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

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

Undergraduate Enrollment in Graduate Courses

A currently enrolled Xavier University undergraduate student may begin graduate course work in certain areas of study, excluding the MBA and psychology (M.A. and Psy.D.) programs, 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 of Financial Aid's purpose is to provide the best possible service and information to students financing a Xavier education.

The office is located in Schott Hall, 1st floor. Office hours are Monday-Friday 8:30 a.m. - 5:00 p.m., and Saturdays by appointment, 513 745-3142.

XUFINAID@XU.EDU

WWW.XAVIER.EDU/FINANCIAL_AID

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," "A-," "B+," "B," "B-," "C+," "C," or "S."

The standards apply to the following financial aid programs: Federal Pell Grants, Federal Supplemental Educational Opportunity Grant, Federal Work Study, Federal Perkins Loan, Federal Stafford Loan, and Xavier funds. These financial aid standards of academic progress are separate from, and in addition to, academic standards required by the University for continued enrollment.

The criteria used to determine academic progress are grade point average, annual completion rate, and maximum time frame for completion of educational objective. At the end of spring semester the Office of 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 must maintain a cumulative GPA of at least 2.800.

Quantitative requirement - Annual Completion Rate

Graduate 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 Time Frame for Completion of Educational Objective

Graduate 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 affect the completion rate, but not the grade point average.

Multiple Retakes - Repeated courses effect academic progress as follows:

Cumulative Grade Point Average - Only the most recent grade counts in the student's CGPA.

Annual Completion Rate - When a course is repeated it will be counted as *attempted hours*.

Maximum Time Frame - A course that is repeated is only counted once as *attempted hours*.

Remedial and ESL Course Work

Remedial courses and ESL courses are treated the same as other courses for satisfactory academic purposes. If a student who was enrolled in remedial course work 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 time frame calculation. Transfer hours have no effect upon the cumulative grade point average.

Changes of Major/Degree Program

Students who change majors or change degree programs are still held to the 150% maximum time frame rule. All credits attempted from the first major/degree will count as attempted hours for the new major/degree. The 150% maximum limit will be measured based on the number of credits required for the new major/degree.

Timing of Reviews

Current financial aid recipients will have their academic progress reviewed at the end of the academic year. New financial aid recipients (i.e., those students who had never previously applied for aid) will have their academic progress reviewed when the Office of Financial Aid receives the results of the Free Application for Federal Student Aid.

At the time of the review students who are not meeting the minimum requirements will be placed on financial aid suspension for the following school year.

Financial Aid Suspension

Students who are placed on financial aid suspension are ineligible for financial aid for the following school year (summer through spring), unless an appeal is approved (see appeal process). During the suspension year students may attend Xavier at their own expense.

Reinstatement of Eligibility

- Students who choose to attend Xavier during the suspension year at their own expense will not be automatically eligible for financial aid. At the end of the suspension year, students must be meeting the academic standards in order to regain eligibility for the following year.

Appeals

Students on financial aid suspension may appeal the loss of aid if extenuating circumstances prevented the students from making satisfactory progress. 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 Financial Aid Committee, in care of the Director for Financial Aid. Students are notified by mail of the results of their appeal. The possible appeal results are listed below.

Approved Appeals – Approved for that aid year

Students are eligible for financial aid for that academic year. At the end of the academic year their academic progress is reviewed. Eligibility for the upcoming year is contingent on meeting satisfactory progress requirements.

Approved Appeals – Conditional Status

While on conditional status, students must successfully complete every credit attempted. Therefore, financial aid eligibility for each consecutive semester is contingent upon the student successfully completing (receiving grades of "A," "A-," "B+," "B," "B-," "C+," "C," or "S") his or her prior semester. Grades of "W" are not considered to have been successfully completed. If a student does not successfully complete a semester, financial aid is forfeited for all remaining semester in the financial aid year.

Denied Appeals – Reinstatement of Eligibility

- Students who choose to attend Xavier during the suspension year at their own expense will not be automatically eligible for financial aid. At the end of the suspension year, students must be meeting the academic standards in order to regain eligibility for the following year.



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 MA in Community and School Counseling, MEd, MS, and licensure programs. Students must submit a new application each year to be considered for a graduate study grant. Graduate assistantship positions, offering tuition remission and an hourly wage, are available in many departments. Graduate assistantship positions are posted each February and October. Other positions are posted as they become available. Contact the Office of Graduate Services for specific information and applications.

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

FEDERAL PROGRAMS

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

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

Federal Work-Study Program (FWS)

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

Federal Perkins Loan

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

Federal Stafford Loan (subsidized)

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

Federal Stafford Loan (unsubsidized)

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

OTHER FINANCIAL AID

Veterans' Educational Benefits

Xavier University is approved for the education and training of veterans and their



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

Tuition Payment Plans

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

HOW WITHDRAWING FROM SCHOOL AFFECTS FINANCIAL AID

Federal Aid

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

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

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

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

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

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

Xavier University Aid and State Aid

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

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

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GRADUATE ACADEMIC POLICIES AND REGULATIONS

General Policies

The policies listed here affect all graduate students. Some degree programs have special policies which are specified within individual program descriptions. Refer to the "registration" section of the catalog for general registration policies which affect both undergraduate students and graduate students.

No more than six credit hours taken as a non-degree graduate student may apply toward a graduate degree. Some courses and/or programs 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, have semesters 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
C+	U = Not passing/Unsatisfactory, no credit earned
C = Minimal**	NC = No credit earned, non-graded course
F = Failure	

* minimum for credit in courses below 500 level

** minimum for credit in courses 500 level and above

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

Quality Points

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

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

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



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

Course Numbering

Courses are numbered in the following way:

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

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

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

Credit Hours, Semester

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

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

Excess Credit Hour Course Load

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

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

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

Prerequisites

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

Auditing Courses

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

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.

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" 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.



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

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

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

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

Program Requirements

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

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

Xavier University Institutional Review Board (IRB)

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

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

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

The Xavier University Professional Review Board (PRB)

A number of programs offered by the University qualify graduates to stand for certificates to practice professions involving vulnerable individuals (children, the ill, the mentally or physically





challenged). Besides having academic knowledge and skills, they must also have the capacity to serve and help their future clients through intimate human contact.

Rarely, when a student is found by their program or department to lack interpersonal skills necessary for activity as a professional, this Review Board, made up of certified, practicing professionals, serves as the student's appeal source. Instructors may also appeal to the Board if they are dissatisfied with their department's or program's lack of concern about an individual student's behavior.

Minimum Grade Point Average to Graduate

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

<u>College of Arts & Sciences</u>	<u>GPA</u>
MA English	3.000
MA Theology	2.800
<u>College of Social Sciences</u>	
MA Community Counseling	3.000
MA School Counseling	3.000
MA Psychology	3.000
MEd	2.800
MHSA	3.000
MS Criminal Justice	2.800
MSN	3.000
MOT	3.000
PsyD Psychology	3.000
<u>Williams College of Business</u>	
MBA & XMBA	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

Students initiate the process of graduation by completing a Graduation Application, available online and from the Office of the Registrar. It is recommended that the student meet with the academic advisor or 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. Utilize the Degree Audit Report, "OnCourse," available online and at the Office of the Registrar to assist you with your graduation check out.

The student must submit a Graduation Application 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 Graduation Application form. The graduation fee is a onetime charge, per each



degree awarded.

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. 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.

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

Multiple Master's Degrees

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

Comprehensive Examinations

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

Thesis/Dissertation

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

Student Responsibility

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

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

Reservation of Rights

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

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REGISTRATION

Undergraduate and Graduate

Student OnLine Services (SOS)

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

Schedule of Classes

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

Selection of Courses and Course Loads

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

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

Undergraduate Student Maximum

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

Graduate Student Maximum

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

Academic Advising

Undergraduate 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, Natural Sciences and Biology freshmen** in the colleges of Arts and Sciences and Social Sciences are advised by academic advisors in the Academic Advising Center located on the first floor of Alter Hall, 104 A-H. **Undeclared students** in the Williams College of Business are advised by designated academic advisors in that college. **Students with declared majors** in all colleges are advised by department chairs or designated faculty advisors in the departments of the college. **Adult and part-time students** are advised through the Center for Adult and Part-time Students (CAPS) or through their departments.

Degree Audit Report (OnCourse)

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



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

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

Registration

PREP Registration

The Priority Registration Experience Program (PREP) is for new freshmen that will enter the University for the first time in the fall semester. The day is designed to be one in which Xavier reaches out to create a sense of belonging. This program is conducted on a day in the summer and has as its purpose placement testing in mathematics and foreign 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. The freshmen also receive their University I.D. card at this time.

Priority Registration

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

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

Open Registration

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

Formal Registration

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

Late Registration

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

Registration Methods

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

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

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

FULL TERM CLASSES:

Adding a Class

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

Dropping a Class

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



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

SHORT TERM CLASSES:

Adding a Class

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

Dropping a Class

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

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

Special Registration Conditions

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

Auditing Courses

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

Repetition of Courses

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

Undergraduate

Some courses may not be repeated:

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

Graduate

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

Satisfactory/Unsatisfactory

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



Withdrawal from the University during an Academic Term

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

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

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

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

Academic Record/Transcript

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

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

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

National Student Clearinghouse (NSC)

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

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

Student Identification Card (ALL CARD)

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

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

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

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

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PRIVACY RIGHTS

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

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

Pursuant to Section 99.13, students have the right of access to all educational records except those specifically excluded under the amendments to the Privacy Act. The following materials are specifically exempted from access by students: (1) Personal notes of teachers and administrators, provided these notes are not available to a third party other than a teacher's substitute; (2) Law Enforcement Records, to include those of the campus police force; (3) Medical, psychological and counseling records. The privacy of student medical records is protected by Ohio law and they are not available to anyone except those providing the treatment. These records are excluded from FERPA as long as they are used only for treatment and are not used for educational purposes. Student medical and counseling records are also excluded from the provisions of the Health Insurance Portability and Accountability Act (HIPAA).

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

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

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

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

Types of Records and Officials Responsible for Maintenance of Records

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

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



Placement

Director, Center for Career and Leadership
Development

Psychological Counseling
Teacher Education

Director, Psychological Services Center
Chair, Department of Education

Review and Expunging of Records

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

Procedures for Challenging Content of Records

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

Cost of Reproducing Files

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

Directory Information

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

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

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TUITION AND FEES

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

Fee Payment

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

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

Payment Options

For all payments, the University accepts cash and checks. Credit cards (Discover, MasterCard and American Express) and electronic checks are accepted only at our website. The most popular payment plan is our Five Payment Plan whose features include:

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

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

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

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

Registration

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

All students who register after priority registration are required to pay 100% of tuition and fees at the time of registration, mail registration or late registration, except students using the approved payment plans.



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. Please visit our website at www.xu.edu/bursar to see the current rates.

Deposits are required for:

1. New full-time students - a nonrefundable tuition deposit. This deposit is credited to the student's account when the term starts and will be deducted from the charges for the term.
2. Resident students - a nonrefundable housing deposit. Room reservations will not be honored without payment of the deposit.

Graduate Programs

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

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

Refunds

Xavier University Institutional Policy

Students who officially withdraw from the University or withdraw from class(es) 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%
<u>Weekend Degree</u>	<u>MBA</u>	<u>Refund</u>
1st - 6th	1st - 7th	calendar day of the term 100%
7th - 13th	8th - 14th	calendar day of the term 60%
14th - 20th	15th - 21st	calendar day of the term 20%
After 20th	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 or bursar requesting special consideration. Appropriate documentation is required with such an appeal.

Federal Refund Policy

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

Collection Policy

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

FEES

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

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

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

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

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

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

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

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

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

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

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

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

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STUDENT DEVELOPMENT

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

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

Office of the Vice President for Student Development 513 745-3166

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

Office of Student Life 513 745-3202

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

Commuter Services 513 745-3824

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

Student Events & Activities 513 745-3202

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

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

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

Student Government Association (SGA) 513 745-4250

SGA is a representative body of Xavier students elected each academic year to serve the following year. Students serving on the SGA work for and on behalf of their peers as a collective voice to the faculty and administration. Within SGA there are four subordinate bodies with specific focus and mission. They are Commuter Council, Residence Student Association (RSA), Student Activities Council (SAC), and Student Senate. SGA is the primary funding source for more than 80 registered clubs and organizations at Xavier.





Performing Arts

513 745-3205

Xavier Players

Student Life 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.

Student Publications

513 745-3202

Student publications such as the *Musketeer Annual* (yearbook), the *Newswire* (student newspaper), the *Student Handbook*, and Xavier Days (student date planner) are advised and managed through Student Life. 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.

University Discipline

513 745-3202

Consisting of two hearing boards, the Judicial Review Board and the University Discipline Board, the judicial process considers cases that occur off-campus as well as on-campus. Both boards hold students responsible and accountable for behaviors which are alleged to be inappropriate as reported to the University or have violated the published code of student conduct or the standards for off-campus living. Typically, the University Discipline Board hears cases that are considered to have a profound impact on the University community and where suspension or expulsion may be an option. The Judicial Review Board hears cases that include sanctions up to and including probation. The membership of both boards is comprised of students, faculty and staff.

Gallagher Student Center (GSC)

513 745-3201

Within the GSC there are three primary functions – the Welcome Desk, building reservations, and the GSC Programming Board. The Welcome Desk is the customer service center for the Center. The staff assists with the identification of campus resources, maintains information on student and staff telephone numbers, and provides general referral for the campus. In addition, the GSC atrium is a wireless environment for laptop PC's. Wireless PS's are available for checkout by Xavier students from the Welcome Desk. The GSC Programming Board is comprised of students who plan and implement programs within the building and often collaborate with other programming entities within the campus community. The hours of operation for the Welcome Desk and the GSC building are 7:00 a.m. – 2:00 a.m. daily (during the academic year).

Student Support Services – TRIO

513 745-3758

The Student Support Services office seeks to provide the necessary resources to insure the success of low-income, first generation college students and students with disabilities. Funded through the United States Department of Education, three full-time professionals and one support staff person assist 160 students per year with their academic, social and personal transitions to university life. The SSS program collaborates with several offices on campus that provide academic support and tutoring. Retention of SSS students exceeds that of our typical student as does their graduation rate.



Recreational Sports

513 745-2860

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

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

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

Residence Life

513 745-3203 or fax 513 745-2837

email : RESLIFE@XU.EDU

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

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

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

Health and Counseling Center

513 745-3022

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

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

The Center for Career and Leadership Development

513 745-3141

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



interest area. The office also manages the on-campus employment of Financial Aid awarded students. Further services include on-campus interviews, a web-based job posting and resume system, and an annual employment fair.

Orientation Programs

513 745-4892

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

Psychological Services Center

513 745-3531

WWW.XAVIER.EDU/PSYCHSERVCTR

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.

Learning Assistance Center

513 745-3280

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

Multicultural Affairs

513 745-3181

The Office of Multicultural Affairs provides Xavier students and staff with support services and programs designed to enrich the cultural, academic and social experiences of all students, with a special emphasis on African Americans, Latino/a, Asian American, and Native American students. A variety of formal and informal organizational programs and individual advising opportunities are offered. The office and common areas in the Gallagher Student Center provide a comfortable and casual setting for conversation and study.

Office of International Student Services

513 745-2864

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



Assessment

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

ADDITIONAL STUDENT SERVICES

Computer Access

The University has many student accessible labs and services.

Financial Aid

513 745-3142

XUFINAID@XU.EDU

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

The office is located on the first floor of Schott Hall. Office hours are Monday-Friday 8:30 a.m.-5:00 p.m., and Saturdays by appointment.

Registrar

513 745-3941

WWW.XAVIER.EDU/REGISTRAR

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

Campus Dining

513 745-4874

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

Campus Police

513 745-1000

Campus Police is staffed by profession officers 24 hours a day year round and provides general assistance to the Xavier community. In addition to providing for a safe and secure environment, Campus Police is also responsible for parking management, night-time shuttle service, and crime prevention programs. The officers are State Certified and provide a full range of law enforcement services. Campus Police is located at 3868 LedgeWood Drive near the bottom of the residential mall.





Student Success and Retention

513 745-3036

STURET@XAVIER.EDU

This office is responsible for actively developing undergraduate 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 and assistant director coordinate the Priority Registration Experience Program (PREP) for incoming freshmen, and administer the Enrollment Services and Summer Grant Programs, The Parents Participation Program, the Faculty Feedback Program, and the Freshman Success Program. They monitor 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

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.

University Library Services

513 745-3881

McDonald Memorial Library and Lodge Curriculum Resources Center 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. A computer classroom/lab as well as wireless access throughout the building compliments a laptop loan program

XPLORE, the library's on-line catalog, provides options for searching Xavier University's database of library materials and is a gateway to OhioLINK, a database of holdings of over 70 Colleges and Universities in Ohio, and to catalogs of the University of Cincinnati library, Miami University library, and Cincinnati Public Library. Internet access to over 200 data bases is also available. The library home page (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 web site can be accessed from student computer labs, faculty offices, student residences, and off campus locations.

For more information about XU library services, refer to "University Libraries" in this catalog.

Writing Center

513 745-2875

WWW.XAVIER.EDU/WRITING_CENTER

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

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

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MISSION & MINISTRY

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

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

Campus Ministry

513 745-3567

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

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

Peace & Justice Programs

513 745-3046

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

Programming includes activities which expand awareness of social issues as well as lectures and dialogues with local, national and international peace and justice specialists. Dorothy Day House is "home" to a number of student clubs and organizations that are focused on issues of peace and justice.

Ignatian Programs

513 745-3204

This department seeks to assist faculty, staff, and administrators to become more aware of Xavier’s Catholic and Jesuit identity and mission so that each one may be able to appropriate that identity and mission as effectively as possible in their work. Programs offering information and education about the Ignatian and Jesuit tradition are provided throughout the year.

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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)

Honors Program

Philosophy & Classics
Philosophy, Politics & the Public

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

Bachelor of Liberal Arts (CAS)

Bachelor of Liberal Arts (CSS)

Human Occupation Studies Concentration

**Bachelor of Science in
Business Administration (WCB)**

Accounting (WCB)
Economics (WCB)

Entrepreneurial Studies (WCB)

Finance (WCB)
Human Resources (WCB)
Information Systems (WCB)
International Business (WCB)
Management (WCB)
Marketing (WCB)

Bachelor of Science (CAS or CSS)

Biology Majors (CAS)
 Applied Biology
 Biology
 Medical Technology
 Natural Sciences

Chemistry Majors (CAS)
 Applied Chemistry
 Chemical Science
 Chemistry

Computer Science (CAS)
Criminal Justice (CSS)
Education Majors (CSS)

 Athletic Training
 Early Childhood Education
 Middle Childhood Education

Concentrations:
 Mathematics
 Reading/Language Arts
 Science
 Social Studies

Montessori Education
Special Education

Concentrations:
 Mild/Moderate
 Moderate/Intensive

Sport Management
Sport Marketing
Teaching Life Sciences
Teaching Life Sciences & Chemistry
Teaching Life Sciences & Physics
Teaching Physical Sciences

Mathematics (CAS)
Music Education (CAS)
Physics Majors (CAS)
 Applied Physics
 Physics
Psychology (CSS)



PROGRAM OFFERINGS

Bachelor of Science in Nursing (CSS)

Bachelor of Science in Social Work (CSS)

Associate of Arts (CAS or CSS)

Communication Arts (CAS)

Concentrations:

Advertising

Electronic Media

Organizational Communication

Public Relations

English (CAS)

French (CAS)

German (CAS)

History (CAS)

Liberal Arts (CAS)

Political Science (CSS)

Sociology (CSS)

Spanish (CAS)

Theology (CAS)

Associate of Science (CAS or CSS)

Corrections (CSS)

Criminal Justice (CSS)

Early Childhood Education (CSS)

Psychology (CSS)

Radiologic Technology (CAS)

Associate of Business Administration (WCB)

Undergraduate Certificate Programs (CAS or WCB)

Information Technology (WCB)

Pre-MBA Studies (WCB)

Pre-Medical Studies (CAS)

Curriculums/Programs (CAS or WCB)

Pre-Pharmacy Program (CAS)

Professional Accountancy Program (WCB)

Graduate Degrees, Programs and Colleges

The Master of Business Administration (WCB)

The Master of Occupational Therapy (CSS)

The Master of Science (CSS)

Criminal Justice (CSS)

The Master of Science in Nursing (CSS)

The Master of Education (CSS)

The Master of Arts (CAS or CSS)

Community Counseling (CSS)

English (CAS)

Psychology (CSS)

School Counseling (CSS)

Theology (CAS)

The Master of Health Services Administration (CSS)

The Doctor of Clinical Psychology (CSS)

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SPECIAL UNIVERSITY PROGRAMS

UNIVERSITY SCHOLARS PROGRAM

University Scholars is an honors curriculum providing an academically challenging program to a broad spectrum of Xavier students from every college and every major. Students in the University Scholars Program fulfill the same core curriculum requirements demanded of all Xavier students, but they take many of these required courses in specially designated honors sections. Whatever their major, University scholars engage the subject matter of the arts, humanities, sciences, mathematics, and social sciences in a highly sophisticated manner. Honors sections of courses are smaller in size, emphasizing more intense discussion and writing. In special blocked sections, courses from different disciplines are taught together to achieve a more integrated educational experience. During their four years at Xavier students also complete three seminars which require research projects in that discipline.

University scholars who complete the program successfully receive the appropriate Bachelor's Degree pertaining to their area of study with the notation "University Scholar."

Typically University scholars are students with excellent high school records and SAT scores around 1300 and up or ACT scores around 29 and above, but all perspective Xavier students who qualify for an academic scholarship at or above the Trustees Scholarship are invited to apply to the University Scholars Program. Students interested in the program, but who do not meet the profile, are also welcome to apply and will be given consideration on a space-available basis. At her discretion, the Program Director may request an interview with the applicant as well. Admission to the program usually occurs prior to the freshman year, but students already enrolled at Xavier or transfer students may contact the Program Director to inquire about joining the program once they have matriculated.

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 "Core Curriculum" for a complete description.)

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. To receive the notation "University Scholar" on the diploma, students must have a 3.200 overall gpa at graduation.

THE HONORS BACHELOR OF ARTS

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

Honors students are expected to fulfill the regular undergraduate core curriculum requirements 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.

PHILOSOPHY, POLITICS AND THE PUBLIC HONORS PROGRAM

The Philosophy, Politics and the Public honors program (PPP) is an interdisciplinary program with a focus on the complex concept of "the public." Students have a great deal of freedom to tailor the program according to their interests, while satisfying program requirements specifically designed for PPP as well as in philosophy, history, political science and economics. The program is an ideal preparation for careers in law or public police, but also serves the needs of students interested in matter affecting the public, either domestically or globally, yet who want to pursue a more traditional career in one of the disciplines central to the *Philosophy, Politics and the Public* curriculum.

The program requirements fall into several categories (1) those requirements that are mandated by the undergraduate core curriculum of the University and thus necessary for any Xavier degree; (2) those requirements that serve as the foundational courses in the PPP program; (3) those courses that fulfill the requirements for the Elective Concentration area; (4) those courses which are free elective courses in the PPP program; (5) the courses related to the PPP senior thesis. There will be some overlap here, that is, some courses required by the PPP program also satisfy several of the requirements in the core curriculum.

(1) Requirements that are mandated by the undergraduate core curriculum of the University and thus necessary for any Xavier Degree.





(2) Requirements that serve as the foundational courses in the PPP program:

- HIST 133-134, European History is required of all PPP students and is taken in the freshman year in block format together with PHIL 100, Ethics as Introduction to Philosophy, and PHIL 290, Theory of Knowledge. Satisfies University core requirements in history and partially satisfies core requirements in philosophy.
- A second two-semester history sequence of the student's choice – taken from the following offerings: HIST 123-124, African History, or HIST 143-144, U.S. History, or HIST 151-152, Latin American History, or HIST 161-162, Asian History, or CLAS 101-102, Ancient Mediterranean Civilization. The student should tailor their choice to their own specific interests.
- A full language Minor, or the completion of two languages through 202 level (reading proficiency). Satisfies University core requirements in the language.
- Two semesters of Political Science. POLI 120, Comparative Government & Politics, and POLI 140, American Government & Politics, are recommended but here too, the student is encouraged to select courses that are consistent with their own specific interests within the PPP program. Satisfies University core requirements in social science.
- Two semesters of economics. ECON 200, Microeconomics and ECON 201, Macroeconomics, are required for the program.
- Constructing the Public I - IV. Constructing the Public I and II will focus on the public from the perspective of politics, economics and social science. Constructing the Public III and IV will engage the concept of the public from the perspective of culture, the arts, literature, philosophy, etc.

(3) Courses that fulfill the requirements for the Elective Concentration area (see PPP Elective Concentration below).

(4) Courses which are free elective courses in the PPP program – these will be electives designed specifically for the PPP program on issues concerning various dimensions of the public.

(5) The courses related to the PPP senior thesis (7 hours).

PPP ELECTIVE CONCENTRATIONS

The Elective Concentration forms the heart of the individual student's PPP program. Students are encouraged to choose an Elective Concentration that most closely fits their academic interest in "*the public*." In this way, the Elective Concentration forms the conceptual center of the PPP student's course of study, supplying the dominant framework from which he or she investigates the complex content of "*the public*." Thus a student interested in politics would select an Elective Concentration in Political Science, and for that student, Political Science would become the main academic perspective for organizing their investigation into "*the public*." There are a total of 18 hours of available electives in the PPP honors program. Students should choose one of the following concentration minors, and finish the remaining PPP elective hours from related courses of their choice. Minors available include Interdisciplinary minors as well as those that are departmentally based. In each concentration below, some of the requirements will be satisfied in core or in the process of completing the PPP required courses. What remains are the hours needed to complete the concentration, and the number of free electives hours for PPP elective courses.

- I. Philosophy, Politics and the Public combined with an Interdisciplinary Minor concentrations in: Gender & Diversity, International Studies, Latin American Studies, Peace Studies, and Catholicism & Culture.
- II. Philosophy, Politics and the Public combined with a Discipline based Minor concentrations in: Art History, Business, Classical Humanities, Communication Arts, Economics, English, History, International Affairs, Philosophy, Political Science, Psychology and Theology.

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 advisor,



Timothy J. White, 811 Schott Hall or 513 745-2997. Some importance is also attached to letters of recommendation, job experience, and extracurricular or community activities.

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. Some subjects (not necessarily majors) to which law schools attach special importance are accounting, economics, English, history, philosophy and political science.

Students considering law as a career are urged to consult with both their departmental chair and the prelaw advisor. They are also encouraged to join the St. Thomas More Prewlaw Society. This organization provides activities that inform pre-law students of current and future trends related to law school admissions and careers in the law.

THE ACADEMIC SERVICE LEARNING SEMESTER

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

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

CATHOLICISM AND CULTURE MINOR

Roman Catholicism, because it is an incarnational religion, believes that God can reveal God's very self through created reality. Because of that Catholicism has generally had a positive and creative relationship with culture. The minor in Catholicism and Culture is an interdisciplinary attempt to analyze the ways in which various cultures have shaped Catholicism and Catholicism has shaped the cultures in which it has existed.

The Minor is a five course (15 hour) sequence of courses beginning with an interdisciplinary introductory course Catholicism and Culture: An Introduction, which is currently offered by members of the History and Philosophy departments with the participation of members of the English, Music, and Theology departments. Students are then free to take three electives which will be offered by participating departments. Most of the courses which compose the minor will also fulfill other core requirements. The final course is an interdisciplinary exit seminar.

PEACE STUDIES MINOR

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

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

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





GENDER AND DIVERSITY STUDIES MINOR

The Gender and Diversity Studies Minor is a 15-hour interdisciplinary minor open to all Xavier undergraduates and compatible with any major. It includes a range of scholarship on gender and diversity in their broadest, most inclusive sense. Courses in the minor explore and analyze the socioeconomic, political, and cultural experiences of women, minorities, and others defined by gender, sexual orientation, race, ethnicity, class, cultural or religious beliefs, and physical or psychological abilities. Students in the minor examine the individual and collective experiences of traditionally disenfranchised social groups and investigate the conceptual roots of identity within them and differences among them.

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.

For further information, contact the directors whose names and locations are listed 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 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 course requirements.

ENVIRONMENTAL STUDIES MINOR

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

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

ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL)

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



Levels of Instruction

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

Calendar

The program is offered three semesters each year: Fall (late August to mid-December - 16 weeks), Spring (mid-January to early May - 16 weeks), and Summer (mid-May to early August - 12 weeks). To provide flexibility in student placement and instruction, the Fall and Spring semesters are divided into two 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, email: ESL@XAVIER.EDU.

ARMY RESERVE OFFICERS' TRAINING CORPS (ROTC)

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

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

Requirements for admission to upper division courses are:

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

Credit for military science courses is granted by the University. The credit hours for these courses may satisfy free elective requirements. To receive a commission, students must complete a baccalaureate or masters. For additional information, telephone 513 745-1062.



Freshman Year

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

Sophomore Year

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

Junior Year

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

Senior Year

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

* Each leadership laboratory is a corequisite.

AIR FORCE ROTC

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

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UNDERGRADUATE CORE CURRICULUM

BACHELOR DEGREES

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

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

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

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

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

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

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

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

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

2. **Cultural Diversity Course** (1 credit hour)

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

3. **English Composition Course** (3 credit hours)

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



4. Distributional Requirements (51 credit hours)

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

Fine Arts

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

Foreign/Second Language

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

History

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

Literature

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

Mathematics

Six semester hours are required in mathematics. 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. 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.

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'S DEGREES

Most Associate's Degree Programs

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

Associate's 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, and Radiologic Technology).

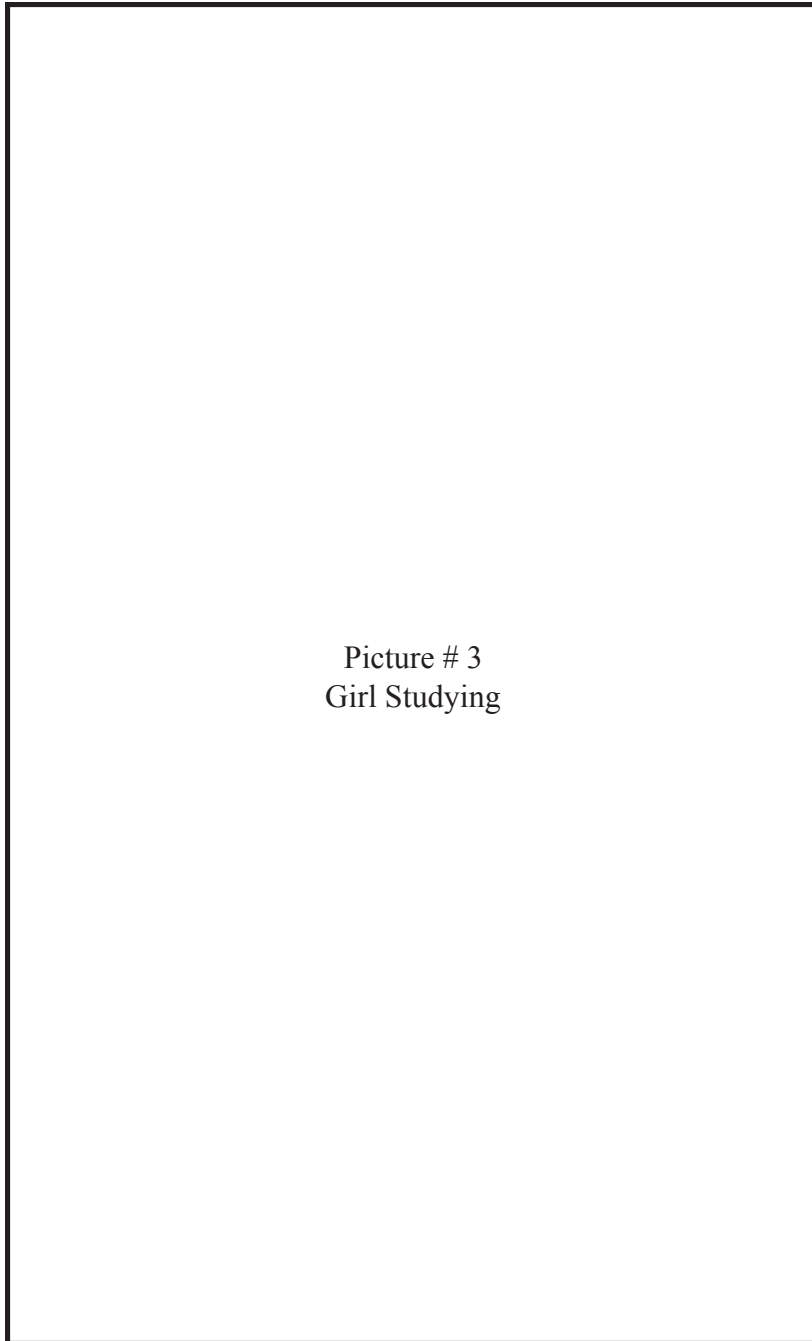
NOTES:

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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Picture # 3
Girl Studying





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.

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Classics (including Classical Humanities, Classics, Greek, Latin, and Theatre)	124
Communication Arts (including Advertising, Electronic Media, Organizational Communication, Performance Studies, and Public Relations)	128
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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*; MS. CHOUTEAU, MS. HOWES, MR. PHELPS

Adjunct Faculty: MS. COPFER, MR. MARTENS, MS. SHIVES, MS. TERRILL, MS. UETZ (*Gallery Director*)

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, photography, printmaking, and sculpture. Studies in art history are required of each major and may also be an area of concentration. Students who wish to be licensed as teachers follow a special program for pre K-12 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:

- 64 hours (Fine arts requirement included within major)

Major Requirements:

- 52 credit hours of art courses: 10 credit hours in foundation requirements, 9 credit hours in 100 level courses, 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 55 semester hours in art for a pre-K - 12 license. Please direct requests and/or questions to the department chair.



B.A. Art

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

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

Freshman Year

ARTS 100, Seminar	1	ARTS 105, 3D Design	3
ARTS 101, 2D Design	3	100 Level Studio Elective	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

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

Junior Year

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

Senior Year

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

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core.
- A minimum of 122 credit hours is required for this degree.



REQUIREMENTS FOR THE ART HISTORY MINOR

- 18 hours required in art courses: ARTS 270, 271, 272, 273, 274 and 3 hours of art electives (either design or humanities).
- A minimum grade of "C" must be attained in all art courses to count toward the minor.

REQUIREMENTS FOR THE STUDIO ART MINOR

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

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

BACHELOR OF FINE ARTS DEGREE IN ART

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

Requirements for the Bachelor of Fine Arts Major

Core Curriculum Requirements:

- 64 hours (Fine arts requirement included within major).

Major Requirements:

- 73 credit hours of art courses: 10 credit hours in foundation requirements, 15 credit hours in 100 level courses, 9 elective credit hours, 12 credit hours in Art History and a 3 credit hour exit seminar. A minimum of 6 courses (18 credit hours) in one area of study leading to a 6 credit hour senior concentration and exhibition are required.
- Concentrations must be arranged with the approval of the concentration advisor.
- In the spring semester of the sophomore year, at the time of the sophomore portfolio evaluation, students will express their intention of pursuing a BFA degree by delivery of a signed declaration form to the department chair, endorsed by the proposed concentration instructor.
- A minimum grade of "C" must be attained in all art courses to count toward an art major degree.

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

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



B.F.A. Art

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

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

Freshman Year

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

Sophomore Year

100 Level Studio Elective	3	100 Level Studio Elective	3
100 Level Studio Elective	3	ARTS 271, History of Art II	3
ARTS 270, History of Art I	3	ENGL/CLAS/SPAN 205, Lit & 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 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.

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THE DEPARTMENT OF BIOLOGY

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

- The Bachelor of Science in Biology
- The Bachelor of Science in Applied Biology - Cooperative Forestry and Environmental Management Program
- The Bachelor of Science in Natural Sciences (for premedical and pre dental students)
- The Certificate in Pre-Medical Studies
- The Bachelor of Science in Medical Technology
- The Bachelor of Science in Teaching Life Sciences
 - in cooperation with the Department of Education
- The Associate of Science in Radiologic Technology
- The Minor in Biology
- The Minor in Natural Sciences

FACULTY

BIOLOGY

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

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

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

Adjunct Faculty: MR. PECQUET

MEDICAL TECHNOLOGY

Faculty: DR. JACOB, *program director*

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

RADIOLOGIC TECHNOLOGY

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

Adjunct Faculty: MS. GRIMM, 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: 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

- 20 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, 460/461; at least one course from 240, 244, 250; and either one of these two lecture/ lab combinations: 210/211 or 450/451. Up to 4 hours of independent study (either BIOL 290 or 495) may be applied toward this requirement.
- 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>
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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

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/SPAN 205, Lit & Moral Imag 3
Literature Elective 3	Cultural Diversity Elective 1
Total 17	Total 15

Junior Year

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

Senior Year

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

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements 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 and lab combinations selected from BIOL 200 - 461.
- A 2.000 cumulative average must be attained in all biology courses.



BACHELOR OF SCIENCE DEGREE IN APPLIED BIOLOGY

Xavier University - Duke University Cooperative Forestry and Environmental Management Programs

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

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

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

Requirements for the Applied Biology Major

Core Curriculum Requirements

Cultural Diversity Elective	1	History Elective	6
ENGL 101 or 115	3	Social Sciences, including	
Philosophy PHIL 100 and 290	6	ECON 200	6
Theology THEO 111 and elective ..	6	Fine Arts Elective	3
Foreign Language Elective	6	Literature Elective	3
Mathematics MATH 150 and 156 ..	6	ENGL/CLAS/SPAN 205	3
ECON 320 (E/RS Focus Elective) .	3		

Major Requirements

- 27 hours of biology courses: BIOL 160, 161, 162, 163, 210, 211, 250, 251, 398, 450, 451, 498, 499.
- 20 hours: CHEM 160, 161, 162, 163, ECON 320, 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>
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	Literature Elective	3
THEO 111, Theological Foundations	3	Fine Arts Elective	3
ECON 200, Microeconomic Principles	3	Cultural Diversity Elective	1
Total	17	Total	15

Junior Year

BIOL 498, Biological Research I	1	BIOL 450, Bacteriology	2
PHIL 290, Theory of Knowledge	3	BIOL 451, Bacteriology Lab	2
ECON 320, Natural Resources, E/RS	3	BIOL 499, Biological Research II	1
History I Elective	3	History II Elective	3
MATH 156, Statistics	3	Theology Elective	3
ENGL/CLAS/SPAN 205, Lit & Moral Imag 3		Social Science Elective	3
		BIOL 398, SEM: Environmental Studies	3
Total	16	Total	17

Senior Year

During the junior year the student should apply for admission to Duke University. The BS 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 BS Biology degree.

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- 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

(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: 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/SPAN 205, Lit & Moral Imag	3
Total	14/15	Cultural Diversity Elective	1
Total	14/15	Total	15/16
<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>

Junior Year

BIOL 410, Vertebrate Physiology	2	BIOL 230, Genetics	3
BIOL 411, Vertebrate Physiology Lab	2	BIOL 231, Genetics Lab	1
CHEM 220, Principles of Physical Chem	3	BIOL 354, Vertebrate Anatomy	2
CHEM 221, Analytical Chemistry Lab	1	BIOL 355, Vertebrate Anatomy Lab	2
History I Elective	3	PHIL 290, Theory of Knowledge	3
Theology Scrip/Hist or Christ Sys Elective ..	3	History II Elective	3
Literature Elective	3	Total	14
Total	17	Total	14



Senior Year

BIOL 498/CHEM 400 Biology or Chemical Research	1	BIOL 499/CHEM 400, Biological or Chemical Research	1
Biology or Chemistry Elective *	4	Biology or Chemistry Elective *	2
Theology Ethics or Rel/Cult Elective	3	Social Science Elective	3
Philosophy Elective	3	E/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 of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for this degree.

REQUIREMENTS FOR THE NATURAL SCIENCES MINOR (PRE-MEDICAL)

The Natural Sciences minor is designed for undergraduate students who wish to complete science courses generally required of applicants to medical school while completing a bachelor's degree in a non-science major.

- 35 hours of science courses including BIOL 160, 161, 162, 163, CHEM 160, 161, 162, 163, 240, 241, 242, 243, and PHYS 160, 161, 162, 163.
- A 2.000 cumulative average must be attained in these courses.

THE CERTIFICATE IN PRE-MEDICAL STUDIES

This certificate program is designed for students who are not seeking a degree, but who want to prepare for admission to medical school. Medical schools generally expect their applicants to have the equivalent of a bachelor's degree along with the four years of science courses required for this certificate. They are:

General Biology I and II (BIOL 160-163)	10
College Physics I and II (PHYS 160-163)	8
General Chemistry I and II (CHEM 160-163)	9
Organic Chemistry I and II (CHEM 240-243)	8

A student is eligible for a certificate if at least one half (17 credit hours) of the courses are completed at Xavier University with a minimum grade point average of 3.000. Interested students should consult with the chair of the Health Sciences Committee or the Coordinator of Pre-Professional Health Advising.

BACHELOR OF SCIENCE DEGREE IN MEDICAL TECHNOLOGY

The curriculum which leads to the BS degree in Medical Technology consists of three years of undergraduate study at Xavier University and the senior year at a NAACLS (National Accrediting Agency for Clinical Laboratory Sciences) accredited School of Medical Technology affiliated with Xavier University. (St. Elizabeth Medical Center, Covington, KY, or the University of Cincinnati Medical Center, Cincinnati, OH.)

The year of professional study at the hospital-based program consists of the following courses: Clinical Chemistry, Clinical Microscopy, Diagnostic Parasitology, Hematology, Immunology, 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: 64 hours, including

- Mathematics: MATH 150 or 170; and 156.
- Science requirement included within the major.

Major Requirements

- 46 hours of science courses: BIOL 160, 161, 162, 163, 222, 410, 411, 450, 451, CHEM 160, 161, 162, 163, 221, 240, 241, 242, 243, PHYS 160, 161, 162, 163.
- A 2.800 cumulative average must be attained in the science courses for acceptance by affiliated hospitals.
- One year of full time study (36 credit hours) at a hospital-based medical technology program affiliated with Xavier University.
- University residency requirement is fulfilled with a minimum of half of the required 95 hours taken at Xavier, before the fourth year.

B.S. Medical Technology

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

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

Sophomore Year

CHEM 240, Organic Chemistry I 3	CHEM 242, Organic Chemistry II 3
CHEM 241, Organic Chemistry I Lab 1	CHEM 243, Organic Chemistry II Lab 1
PHYS 160, College Physics I 3	PHYS 162, College Physics II 3
PHYS 161, Introductory Physics Lab I 1	PHYS 163, Introductory Physics Lab II 1
MATH 150, Elements of Calculus I 3	MATH 156, General Statistics 3
History I Elective 3	History II Elective 3
THEO 111, Theological Foundations 3	Literature Elective 3
	Cultural Diversity Elective 1
Total 17	Total 18



Junior Year

BIOL 410, Vertebrate Physiology	2	BIOL 450, Bacteriology	2
BIOL 411, Vertebrate Physiology Lab	2	BIOL 451, Bacteriology Lab	2
CHEM 221, Analytical Chemistry	1	BIOL 222, Immunology	2
PHIL 290, Theory of Knowledge	3	Theology Scrip/Hist or Christ Sys Elective ..	3
Social Science Elective	3	Social Science Elective	3
ENGL/CLAS/SPAN 205, Lit & Moral Imag ..	3	Fine Arts Elective	3
E/RS Focus Elective	3		
Total	17	Total	15

Senior Year (refer to page 358)

The BS degree in Medical Technology will be awarded upon satisfactory completion of the fourth year (12 months) of study at an accredited NAACLS (National Accrediting Agency for Clinical Laboratory Sciences) School of Medical Technology administered by a hospital and approved by Xavier University. After passing an examination administered by the American Society of Clinical Pathologists (ASCP), the graduate becomes a Registered Medical Technologist.

A student may also elect to complete the Bachelor of Science degree in Biology or Natural Sciences, then apply to any hospital-based program in Medical Technology accredited by NAACLS.

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 131 credit hours is required for the degree upon 36 hours completion of a fourth year at an approved hospital.

**ASSOCIATE OF SCIENCE
DEGREE IN RADIOLOGIC TECHNOLOGY**

The Radiologic Technology Program is a two year/full-time (23 months) classroom and clinical training leading to an Associate Degree in Science. The hospital affiliates are Good Samaritan Hospital and Mercy Franciscan Hospital-Western Hills.

Education for the radiography student is an integrated plan of classroom, laboratory and clinical education. The program requires 73 semester hours which include courses in liberal arts and radiologic technology.

The graduates of this program are eligible to apply for the American Registry of Radiologic Technologists examination.

Requirements for the Associate Degree in Radiologic Technology

Core Curriculum Requirements

- 29 hours in liberal arts courses: BIOL 140, 141, 142, 143, ENGL 101, HIST, MATH 105 (A higher level MATH course may be substituted for MATH 105 if transferring credits into the program, or the student may test out of this course by testing at a higher MATH level on the MATH placement test. If the student tests out of this course he/she will be able to graduate with 70 credit hours. MATH 105 is a prerequisite for PHYS 140), PHIL 100, PSYC 101, SOCI 101, THEO 111.

Major Requirements

- 36 hours in radiologic technology - all RADT courses listed under "Course Descriptions."
- 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	

<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 - 16 hours per week.)		RADT 163, Radiographic Practicum II 1	
		(Scheduled on Tuesdays and Thursdays - 16 hours per week.)	
Total 15		Total 17	

Summer Term

FIRST SUMMER SESSION: After the Spring Final Exam week, the students are scheduled for 40 hours per week of clinical training until the first Summer Session begins (a period of one to two weeks). When the first Summer Session begins, students are scheduled for 16 hours per week of clinical training. The students also take the following courses during the first Summer Session:

COMM 207, Interpersonal Comm 3	After the completion of COMM 207 &
THEO 111, Theological Foundations 3	THEO 111 the students are scheduled for
RADT 165, Radiographic Practicum III 3	40 hours per week of clinical training until
	the Fall Semester begins.
	Total 9



Second Year

RADT 270, Prin of Radiographic Exp III 2	RADT 292, Imaging Equipment and Film Processing 2
RADT 250, General Radiography 2	RADT 294, Radiographic Sec Anatomy 2
RADT 260, Special Procedures 2	RADT 280, Pathology 2
PHYS 140, Radiologic Physics I 2	PHYS 141, Radiologic Physics II 2
History I 3	PHIL 100, Ethics as Intro to Philosophy 3
RADT 261, Radiographic Practicum IV 2	RADT 263, Radiographic Practicum V 2
(scheduled on Monday, Wednesday, Friday - 24 hours a week.)	(scheduled on Monday, Wednesday, Friday - 24 hours a week.)
CSCI 115, Computer Lit for Radiography 1	
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 these bachelor's degrees and programs:

- The Bachelor of Science in Chemistry
- The Minor in Chemistry
- The Bachelor of Science in Chemical Science
- The Bachelor of Science in Applied Chemistry, Science - Engineering Program
- The Bachelor of Science in Natural Sciences (for pre-medical and pre-dental students)
- The Minor in Natural Sciences
- The Bachelor of Science in Teaching Life Sciences and Chemistry - in cooperation with the Department of Education
- Pre-Pharmacy Program

FACULTY

Faculty: DR. McLOUGHLIN, *chair*; DR. BABA, DR. DAVIS, DR. HOPKINS, DR. MARAWI, DR. MULLINS

Laboratory Instructors: DR. COHEN, DR. HAYNES, DR. MAJETI, MS. STROUD

Adjunct Faculty: FR. THEPE, DR. PARKER, DR. THOMAS, MS. WITT

BACHELOR OF SCIENCE DEGREE IN CHEMISTRY

The Department of Chemistry offers a curriculum that is approved by the American Chemical Society (ACS) and leads to the Bachelor of Science degree. Students completing the program graduate as "ACS certified" majors. The curriculum covers the five major fields (analytical, biochemistry, inorganic, organic, and physical chemistry), the preparation and identification of compounds, and the literature on the subject. CHEM 300, Chemical Literature, fits the students to prepare his/her thesis and is a beginning course in research.

Requirements for the Chemistry Major

Core Curriculum Requirements: 64 hours, including

- Mathematics: MATH 170 and 171.
- Science requirement included within the major.

Major Requirements

- 47 hours in chemistry courses: CHEM 160, 161, 162, 163, 226, 227, 240, 241, 242, 243, 300, 320, 322, 325, 330, 340, 341, 400 (3X), 411, 420, 421, 440.
- 12 hours of mathematics and physics courses: MATH 220, PHYS 161, 163, 170, and 172.
- A 2.000 cumulative average must be attained in the 47 hours of chemistry courses.

B.S. Chemistry

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

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Freshman Year			
CHEM 160, General Chemistry I	3	CHEM 162, General Chemistry II	3
CHEM 161, General Chemistry I Lab	1	CHEM 163, General Chemistry II Lab	2
MATH 170, Calculus I	4	MATH 171, Calculus II	4
Foreign Language Elective	3	Foreign Language Elective	3
ENGL 101 or 115, Engl Comp or Rhetoric ..	3	PHIL 100, Ethics as Intro to Philosophy	3
Total	14	Total	15



Sophomore Year

CHEM 240, Organic Chemistry I	3	CHEM 242, Organic Chemistry II	3
CHEM 241, Organic Chemistry I Lab	1	CHEM 243, Organic Chemistry II Lab	1
MATH 220, Calculus III	4	CHEM 226, Quantitative Analysis	3
PHYS 170, University Physics I	3	CHEM 227, Quantitative Analysis Lab	1
PHYS 161, Introductory Physics Lab I	1	PHYS 172, University Physics II	3
THEO 111, Theological Foundations	3	PHYS 163, Introductory Physics Lab II	1
Cultural Diversity Elective	1	PHIL 290, Theory of Knowledge	3
Total	16	Total	15

Junior Year

CHEM 320, Physical Chemistry I	3	CHEM 322, Physical Chemistry II	2
CHEM 340, Instrumental Analysis	3	CHEM 341, Instrumental Analysis Lab	1
Theology Scrip/Hist or Christ Sys Elective	3	CHEM 325, Physical Chemistry Lab	1
CHEM 300, Chemical Literature	1	CHEM 330, Quantum Chemistry	2
History I Elective	3	CHEM 400, Chemical Research/Seminar	1
Literature Elective	3	Philosophy Elective	3
		ENGL/CLAS/SPAN 205, Lit & Moral Imag	3
		History II Elective	3
Total	16	Total	16

Senior Year

CHEM 411, Organic Synthesis & Analysis	3	CHEM 400, Chemical Research/Seminar	1
CHEM 420, Inorganic Chemistry	3	CHEM 421, Inorganic Chemistry Lab	1
CHEM 440, Biochemistry	3	Theology Ethics or Rel/Cult Elective	3
CHEM 400, Chemical Research/Seminar	1	Social Science Elective	3
E/RS Focus Elective	3	Fine Arts Elective	3
Social Science Elective	3	General Elective	1
Total	16	Total	12

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements 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: 64 hours, including

- Mathematics: MATH 120 and 150.
- Science: PHYS 160, 161, 162, 163.

Major Requirements

- 34 hours of chemistry courses: CHEM 160, 161, 162, 163, 220, 226, 227, 240, 241, 242, 243, 300, 340, 341, 400 (2X), 3 hours of Chemistry electives (CHEM 411-495).
- A 2.000 cumulative average must be attained in the chemistry courses.

B.S. Chemical Science

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

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
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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 2
History I Elective 3	History II Elective 3
THEO 111, Theological Foundations 3	PHIL 100, Ethics as Intro to Philosophy 3
ENGL 101 or 115, Engl Comp or Rhetoric .3	Foreign Language Elective 3
Foreign Language Elective 3	MATH 120, Elementary Functions 3
Total 16	Total 17

Sophomore Year

CHEM 240, Organic Chemistry I 3	CHEM 242, Organic Chemistry II 3
CHEM 241, Organic Chemistry I Lab 1	CHEM 243, Organic Chemistry II Lab 1
PHYS 160, College Physics I 3	PHYS 162, College Physics II 3
PHYS 161, Introductory Physics Lab I 1	PHYS 163, Introductory Physics Lab II 1
MATH 150, Elements of Calculus I 3	CHEM 226, Quantitative Analysis 3
Theology Scrip/Hist or Christ Sys Elective .3	CHEM 227, Quantitative Analysis Lab 1
	Cultural Diversity Elective 1
Total 14	Total 13

Junior Year

CHEM 220, Principles of Phys Chemistry ... 3	CHEM 341, Instrumental Analysis Lab 1
CHEM 300, Chemical Literature 1	Theology Ethics or Rel/Cult Elective 3
CHEM, 340, Instrumental Analysis 3	Fine Arts Elective 3
ENGL/CLAS/SPAN 205, Lit & Moral Imag 3	Philosophy Elective 3
PHIL 290, Theory of Knowledge 3	E/RS Focus Elective 3
General Elective 3	General Elective 3
Total 16	Total 16s



Senior Year

CHEM 400, Chemical Research/Seminar 1	CHEM 400, Chemical Research/Seminar 1
Chemistry Elective 3	Social Science Elective 3
Social Science Elective 3	General Elective 8
Literature Elective 3	
General Elective 6	
Total 16	Total 12

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum: requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

BACHELOR OF SCIENCE DEGREE IN APPLIED CHEMISTRY

Xavier University - University of Cincinnati Cooperative Science - Engineering Program

This course of study is designed to provide a broad education in the physical sciences, mathematics, liberal arts, and specialized training in metallurgical or chemical engineering. (This program is also available for students in fields related to physics. See the Applied Physics program.)

Upon completion of the requirements as specified below, the student will be awarded a BS in Applied Chemistry degree by Xavier University. The program is designed for students who wish to continue their education in some field of engineering. This cooperative program ultimately can lead to a master's degree in engineering.

Requirements for the Applied Chemistry Major

Core Curriculum Requirements:

Cultural Diversity Elective 1	History Elective 6
English Composition/Rhetoric 3	Fine Arts Elective 3
Philosophy: PHIL 100 and 290 6	ENGL/CLAS/SPAN 205, Lit& Moral Imag3
Theology: THEO 111 and elective ... 6	Mathematics: MATH 170 and 171 8
Foreign Language 6	Liberal Arts Elective ** 9
E/RS Focus elective * 3	

* May also fulfill one of the core curriculum requirements above.

** May be taken at the University of Cincinnati.

Major Requirements

- 26 semester hours of chemistry courses: CHEM 160, 161, 162, 163, 221, 240, 241, 242, 243, 320, 322, 325.
- 30 semester hours of computer science, mathematics and physics courses: CSCI 170, MATH 170, 171, 220, 230, two MATH electives, PHYS 161, 163, 170, 172, 350, 351.
- A 2.000 cumulative average must be attained in the chemistry courses.
- 23 semester hours of engineering courses at the University of Cincinnati.

Coursework during the first two years is exclusively at Xavier University, at both Xavier and the University of Cincinnati during the third year, and only at the University of Cincinnati for year four and year five. Completion of the engineering degree awarded by the University of Cincinnati requires another year.

After three years, some students choose to remain at Xavier to complete their program. Individual arrangements are made for the fourth year and a degree in Applied Chemistry is awarded by Xavier.



B.S. Applied Chemistry

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

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

Freshman Year

CHEM 160, General Chemistry I	3	CHEM 162, General Chemistry II	3
CHEM 161, General Chemistry I Lab	1	CHEM 163, General Chemistry II Lab	1
MATH 170, Calculus I	4	MATH 171, Calculus II	4
PHYS 170, University Physics I	3	PHYS 172, University Physics II	3
PHYS 161, Introductory Physics Lab I	1	PHYS 163, Introductory Physics Lab II	1
Foreign Language Elective	3	Foreign Language Elective	3
THEO 111, Theological Foundations	3	ENGL 101 or 115, Engl Comp or Rhetoric ..	3
Total	18	Total	18

Sophomore Year

CHEM 320, Physical Chemistry I	3	CHEM 322, Physical Chemistry II	2
CHEM 221, Analytical Chemistry Lab	1	MATH 230, Differential Equations	3
MATH 220, Calculus III	4	PHYS 351, Theoretical Mechanics II	3
PHYS 350, Theoretical Mechanics I	3	PHIL 290, Theory of Knowledge	3
E/RS Focus Elective	3	ENGL/CLAS/SPAN 205, Lit & Moral Imag ..	3
PHIL 100, Ethics as Intro to Philosophy	3	Cultural Diversity Elective	1
Total	17	CSCI 170, Computer Science I	3
		Total	18

Junior Year

CHEM 240, Organic Chemistry I	3	CHEM 242, Organic Chemistry II	3
CHEM 241, Organic Chemistry I Lab	1	CHEM 243, Organic Chemistry II Lab	1
Mathematics Elective	3	CHEM 325, Physical Chemistry Lab	1
History I Elective	3	CHEM 330, Quantum Chemistry	2
Engineering (University of Cincinnati)	4	Mathematics Elective	3
Theology Scrip/Hist or Christ Sys Elective ..	3	History II Elective	3
Fine Arts Elective	3	Engineering (University of Cincinnati)	4
Total	20	Total	17

Senior Year

The fourth, fifth and sixth years are completed in the appropriate department in the College of Engineering at the University of Cincinnati. This work is arranged in cooperation with the student, Xavier University and the University of Cincinnati.

After three years, some students choose to remain at Xavier and complete their program. Individual arrangements are made for the fourth year. A degree in Applied Chemistry is awarded by Xavier.

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements 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.) The student should consult a current listing of professional school admission requirements* so that the selected course of study will assure the student of a degree and include all the minimum requirements for admission to those schools of medicine or dentistry to which he/she intends to apply.

* "Medical School Admission Requirements," published by the Association of American Medical Colleges, or "Admission Requirements of U.S. and Canadian Dental Schools," published by the American Association of Dental Schools.

Requirements for the Natural Sciences Major

Core Curriculum Requirements: 64 hours, including

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

Major Requirements

- 51 hours in science courses: BIOL 160, 161, 162, 163, 230, 231, 354, 355, 410, 411, CHEM 160, 161, 162, 163, 220, 221, 240, 241, 242, 243, PHYS 160, 161, 162, 163.
- An additional 8 hours in biology or 8 hours in chemistry, to include two hours of research and the additional hours in electives. (See academic advisor for specific course selection.)
- A 2.000 cumulative average must be attained in all biology, chemistry and physics courses.

B.S. Natural Sciences

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

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

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

CHEM 240, Organic Chemistry I 3 CHEM 241, Organic Chemistry I Lab 1 PHYS 160, College Physics I 3 PHYS 161, Introductory Physics Lab I 1 MATH 150, Elements of Calculus I OR 3 MATH 170, Calculus I 4 THEO 111, Theological Foundations 3 Total 14/15	CHEM 242, Organic Chemistry II 3 CHEM 243, Organic Chemistry II Lab 1 PHYS 162, College Physics II 3 PHYS 163, Introductory Physics Lab II 1 MATH 156, General Statistics OR 3 MATH 171, Calculus II 4 ENGL/CLAS/SPAN 205, Lit & Moral Imag 3 Cultural Diversity Elective 1 Total 15/16
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Junior Year

BIOL 410, Vertebrate Physiology	2	BIOL 230, Genetics	3
BIOL 411, Vertebrate Physiology Lab	2	BIOL 231, Genetics Lab	1
CHEM 220, Principles of Physical Chem	3	BIOL 354, Vertebrate Anatomy	2
CHEM 221, Analytical Chemistry Lab	1	BIOL 355, Vertebrate Anatomy Lab	2
History I Elective	3	PHIL 290, Theory of Knowledge	3
Theology Scrip/Hist or Christ Sys Elective .	3	History II Elective	3
Literature Elective	3		
Total	17	Total	14

Senior Year

BIOL 498/CHEM 400, Biology or Chemical Research	1	BIOL 499/CHEM 400, Biological or Chemical Research	1
Biology or Chemistry Elective *	4	Biology or Chemistry Elective *	2
Theology Ethics or Rel/Cult Elective	3	Social Science Elective	3
Philosophy Elective	3	E/RS Focus Elective	3
PSYC 101, General Psychology	3	General Elective	3
		Fine Arts Elective	3
Total	14	Total	15

* Student selects a senior year concentration of courses plus research in either biology or chemistry. Courses vary from year to year, so contact your academic advisor for current selections. Students concentrating in chemistry should add CHEM 300, Chemical Literature, one hour, to junior year schedule.

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 hours is required for this degree.

REQUIREMENTS FOR THE NATURAL SCIENCES MINOR

The Natural Sciences minor is designed for undergraduate students who wish to complete science courses generally required of applicants to medical school while completing a bachelor's degree in a non-science major.

- 34 hours of science courses including BIOL 160, 161, 162, 163; CHEM 160, 161, 162, 163, 240, 241, 242, 243; PHYS 160, 161, 162, 163.
- A 2.000 cumulative average must be attained in these courses.

PRE-PHARMACY PROGRAM

The Pre-Pharmacy Program is covered and administered by the Department of Chemistry. Colleges of pharmacy require a minimum of two years of undergraduate study and include certain required courses for admission. If the required courses have been completed, students may apply to a college of pharmacy after two years of study or after earning a baccalaureate degree.

The pre-pharmacy curriculum satisfies the minimum preparation for admission to most colleges of pharmacy. It may be modified to meet other specific requirements of a particular college of pharmacy. A current listing of such requirements* should be consulted by the student in order to plan a satisfactory program. The student is advised to meet regularly with a member of the Committee on Health Sciences so as to be well-informed about all current prerequisites and the procedures to be followed in applying for admission to a college of pharmacy.

If the student plans to continue undergraduate education at Xavier University and to obtain a BS degree, this can be done easily within the BS in Biology, BS in Chemical Science, or BS in Natural Sciences programs. The student then should meet with the chair of the appropriate science department for guidance in the choice of courses necessary for the desired degree.



* "Pharmacy School Admission Requirements," published by the American Association of Colleges of Pharmacy.

Pre-Pharmacy

This block serves as a guideline for progress in the program. See your academic advisor.

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

Freshman Year

MATH 150, Elements of Calculus I	3	MATH 151, Elements of Calculus II	3
BIOL 160, General Biology I	3	BIOL 162, General Biology II	2
BIOL 161, General Biology Lab	2	BIOL 163, General Biology Lab II	2
CHEM 160, General Chemistry I	3	CHEM 162, General Chemistry II	3
CHEM 161, General Chemistry I Lab	1	CHEM 163, General Chemistry II Lab	2
THEO 111, Theological Foundations	3	PHIL 100, Ethics as Intro to Philosophy	3
PSYC 101, General Psychology	3	ENGL 101, English Composition	3
Total	18	Total	18

Sophomore Year

CHEM 240, Organic Chemistry I	3	CHEM 242, Organic Chemistry II	3
CHEM 241, Organic Chemistry I Lab	1	CHEM 243, Organic Chemistry II Lab	1
PHYS 160, College Physics	3	PHYS 162, College Physics II	3
PHYS 161, Intro Physics Lab I	1	PHYS 163, Intro Physics Lab II	1
MATH 116, Elementary Statistics	3	BIOL 200, Microbiology	3
History I Elective	3	PHIL 290, Theory of Knowledge	3
Literature elective	3	ECON 200, Microeconomic Principles	3
Cultural Diversity Elective	1		
Total	18	Total	17

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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, Classical Humanities, and Theatre. In addition, the department plays a major role in the Honors Bachelor of Arts degree. For this degree, see Special University Programs.

FACULTY

Faculty: DR. CUEVA, *chair*; FR. BENDA, DR. BYRNE, MS. MUNTEANU, MR. WHITAKER

Adjunct Faculty: MR. BURNS, MR. COOLEY, MR. OSBORNE, MR. SKILES, MR. SOENKSEN, MS. STAN

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: 64 hours, including

- Foreign language requirement: 12 hours (or equivalent competence) of a second foreign language.

Major Requirements

- 0-12 lower division hours in Latin or Greek (the number depending on prior achievement).
- 21 hours in Latin or Greek beyond the intermediate language level.
- A 2.500 cumulative average must be attained in the above courses.
- Pass a comprehensive examination upon completion of a senior thesis.
- In addition to the above requirements, the student has 18-24 hours of non-designated electives which can be used to meet specific interests or needs.

B.A. Classics

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

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Freshman Year			
ENGL 101 or 115, Engl Comp or Rhetoric ..3		History II Elective	3
History I Elective	3	LATN 102, Elementary Latin II OR	
LATN 101, Elementary Latin I OR		GREK 102, Elementary Greek II	3
GREK 101, Elementary Greek I	3	Mathematics Elective	3
Mathematics Elective	3	Foreign Language Elective	3
Foreign Language Elective	3	PHIL 100, Ethics as Intro to Philosophy	3
Total	15	Total	15



Sophomore Year

Literature Elective	3	ENGL/CLAS/SPAN 205, Lit & Moral Imag	3
LATN 201, Intermediate Latin I: Prose	3	Latin or Greek Elective	3
OR GREK 201, Attic Prose	3	Foreign Language Elective	3
Foreign Language Elective	3	Science Elective	3
Science Elective	3	PHIL 290, Theory of Knowledge	3
THEO 111, Theological Foundations	3	Cultural Diversity Elective	1
Total	15	Total	16

Junior Year

General Electives	6	General Elective	3
Latin or Greek Elective	3	Latin or Greek Elective	3
Social Science Elective	3	Social Science Elective	3
Theology Scrip/Hist or Christ Sys Elective .	3	Philosophy Elective	3
		Theology Ethics or Rel/Cult Elective	3
Total	15	Total	15

Senior Year

Latin or Greek Electives	6	General Electives	8
Fine Arts Elective	3	Latin or Greek Elective	6
Science Elective	3		
E/RS Focus Elective	3		
Total	15	Total	14

Scheduling Notes

- Consult the "Undergraduate Core Curriculum" requirements 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: 64 hours, including

- Foreign language requirement included within the major.

Major Requirements

- 0-12 lower division hours in Latin or Greek (the number depending on prior achievement).
- 6 hours in Latin or Greek beyond the intermediate language level.
- 18 hours in classical culture offerings.
- A 2.500 cumulative average must be attained in the above courses.
- In addition to the above requirements, the student has approximately 26 hours of non-designated electives which can be used to meet specific interests or needs.

B.A. Classical Humanities

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

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

LATN 101, Elementary Latin I OR	LATN 102, Elementary Latin II OR
GREK 101, Elementary Greek II 3	GREK 102, Elementary Greek II 3
History I Elective 3	History II Elective 3
Mathematics Elective 3	Mathematics Elective 3
THEO 111, Theological Foundations 3	PHIL 100, Ethics as Intro to Philosophy 3
ENGL 101 or 115, Engl Comp or Rhetoric .. 3	Literature Elective 3
Total 15	Total 15

Sophomore Year

Latin OR Greek Elective 3	Latin OR Greek Elective 3
Science Elective 3	Science Elective 3
Theology Scrip/Hist or Christ Sys Elective .3	PHIL 290, Theory of Knowledge 3
Classics Elective 3	Classics Elective 3
Social Science Elective 3	Social Science Elective 3
Cultural Diversity Elective 1	
Total 16	Total 15

Junior Year

Latin OR Greek upper division course OR	Latin OR Greek upper division course OR
Elective 3	Elective 3
Theology Ethics or Rel/Cult Elective 3	Philosophy Elective 3
Classics Elective 3	Classics Elective 3
General Electives 6	ENGL/CLAS/SPAN 205, Lit & Moral Imag 3
	General Elective 3
Total 15	Total 15

Senior Year

General Elective 3	Classics Elective 3
Fine Arts Elective 3	General Elective 11
Science Elective 3	
E/RS Focus Elective 3	
Classics Elective 3	
Total 15	Total 14

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements 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.

REQUIREMENTS FOR THE THEATRE MINOR

- 15 hours of theatre courses: THTR 100, 210, 230, 310, 350
- One of these courses: CLAS 142, CLAS 146, ENGL 313, ENGL 340, ENGL 425, ENGL 429, ENGL 472, FREN 439, FREN 450, FREN 451, FREN 452, FREN 453, GERM 465, GREK 202, GREK 351, HIST 285, LATN 321, LATN 351, MUSC 340, MUSC 341.
- An approved CLAS 204 or ENGL/CLAS/SPAN 205.
- A 2.000 cumulative average must be attained in the courses.

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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 is a minor in Communication Arts.

FACULTY

Faculty: DR. de SILVA, chair; DR. DAILY, DR. FINCH, MR. HAGERTY, DR. J. KING, DR. MICHELS, DR. PATNODE, MR. SMITH, MR. WAGNER

Academic Staff: MS. MIMS, MS. TIGHE

Adjunct Faculty: MR. ADDINO, MS. DAILY, MR. FELD, MS. GILCHRIST, MR. HILL, MS. HOLTKAMP, MR. MASTRIANI, MS. O'MEARA, FR. THEPE, MR. WOLFE, MR. ZAHN, MS. ZINK

BACHELOR OF ARTS DEGREE IN COMMUNICATION ARTS

The Communication Arts majors will help students understand the communication process, develop essential skills, and form positive attitudes toward the role that, as educated adults, they will play in society. Basic skills in written and spoken communication receive emphasis in all four COMM majors: advertising, electronic media, organizational communication, and public relations.

In order to complete all requirements for the degree, students should formally declare one of the four departmental majors by the end of their freshmen year. Departmental guidance is necessary to ensure proper sequencing of classes. Proficiency in writing skills is required in all courses, and continued improvement in writing, speaking, and word-processing skills is expected. All COMM majors are required to take at least one writing course, one speaking course, one course in interpersonal communication, and the introductory survey course. Qualified communication arts students are encouraged to take advantage of internship opportunities in their respective majors to gain practical professional experience.

Many students within the department work closely with the University's television production studio and its FM radio station, WVXU. The television studio is very active in program production for cable television and industrial usage. The radio station broadcasts to the tri-state and Michigan areas from its new building and has received national recognition for its work. Both facilities utilize students in a number of roles and encourage the development of high professional standards. The Xavier University Vontar 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: 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 Elective 3	Literature Elective 3
COMM 100, Survey of Comm Studies 3	History II Elective 3
ENGL 101 or 115, Engl Comp or Rhetoric .. 3	COMM 101, Oral Communication 3
Total 15	Total 15

Sophomore Year

Science Elective 3	Science Elective 3
Fine Arts Elective 3	ENGL/CLAS/SPAN 205, Lit & Moral Imag 3
Mathematics Elective 3	Mathematics Elective 3
PHIL 290, Theory of Knowledge 3	Theology Scrip/Hist or Christ Sys Elective . 3
COMM 207, Interpersonal Communication 3	Communication Arts Course 3
Cultural Diversity Elective 1	
Total 16	Total 15

Junior Year

Philosophy Elective 3	E/RS Focus Elective 3
Social Science Elective 3	Social Science Elective 3
Science Elective 3	Theology Ethics or Rel/Cult Elective 3
Communication Arts Courses 6	Communication Arts Courses 6
Total 15	Total 15

Senior Year

Communication Arts Courses 6	Communication Arts Courses 6
General Electives 9	General Electives 9
Total 15	Total 15

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

Communication Arts Major Requirements

ADVERTISING

The goal of the Advertising major is to prepare students for a career in the field of advertising. This program offers a comprehensive study of advertising, including the principles of advertising, creative concepts, media planning, research, and management.

Requirements (36 credit hours):

- COMM 100, Survey of Communication Studies
- COMM 101, Oral Communication
- COMM 207, Interpersonal Communication
- COMM 230, Introduction to Advertising
- COMM 329, Communication Research Techniques
- COMM 330, Creative Concepts in Advertising



COMM 332, Media Planning
COMM 334, Advertising in Modern Society
COMM 439, Senior Seminar: Advertising Practice and Management
Communication Arts Electives (9 credit hours)

ELECTRONIC MEDIA

The Electronic Media major will prepare students for entry-level positions in radio, television, cable, and corporate video. The program emphasizes those skills which are necessary for work in both the commercial and noncommercial broadcast areas, as well as corporate uses of the electronic media.

Requirements (36 credit hours):

COMM 100, Survey of Communication Studies
COMM 101, Oral Communication
COMM 207, Interpersonal Communication
COMM 240, Fundamentals: Electronic Media
COMM 250, Video Production and Technology
COMM 340, Audio Production and Technology
COMM 341, Radio Lab, **OR**
COMM 350, Television Lab
COMM 345, Introduction to Broadcast Journalism, **OR**
COMM 346, Introduction to Broadcast Writing
Communication Arts Electives (12 credit hours)

ORGANIZATIONAL COMMUNICATION

Organizational Communication students have the opportunity to gain the knowledge and practical skills necessary to promote effective communication processes within public and private organizations. The program emphasizes both written and oral communication, and students are encouraged to prepare themselves for a broad range of employment possibilities in areas such as sales, special events planning, human resources, industrial relations, training, and management.

Requirements (36 credit hours):

COMM 100, Survey of Communication Studies
COMM 101, Oral Communication
COMM 207, Interpersonal Communication
COMM 209, Group Dynamics
COMM 260, Organizational Communication
COMM 264, Persuasion
COMM 301, Presentational Speaking
COMM 363, Written Communication in Organizations
COMM 462, Principles & Practices of Interviewing
COMM 469, Senior Seminar: Organizational Communication
Communication Arts Electives (6 credit hours)

PUBLIC RELATIONS

The Public Relations major combines comprehensive theory and specific practical skills, in the context of a humanistic liberal education, to prepare students for public relations careers in the corporate, private nonprofit, and public sectors; or for a broad range of other careers that benefit from careful thinking and clear communication.

Requirements (36 credit hours):

COMM 100, Survey of Communication Studies
COMM 101, Oral Communication
COMM 207, Interpersonal Communication
COMM 270, Principles of Public Relations
COMM 271, Public Relations Writing or COMM 275, Newswriting
COMM 370, Media and Public Relations
COMM 477, Senior Seminar: Public Relations Management
COMM 479, Public Relations Ethics in Modern Society



Research, selected from COMM 277, 329, 462.
 Advanced Writing, selected from COMM 346, 363, 371, 375, 406, 446
 Communication Arts Electives (6 credit hours)

REQUIREMENTS FOR THE COMMUNICATION ARTS MINOR

- 18 hours from the following:
- COMM 207, Interpersonal Communication
 - COMM 209, Group Dynamics
 - COMM 223, Survey of Mass Media
 - COMM 224, Intercultural Communication
 - COMM 301, Presentational Speaking
 - One upper-level communication arts writing course from the following options: COMM 271, 275, 346, 363, 371, 375, 406, or 446.
 - A 2.000 cumulative grade point average must be attained in all courses taken in the minor.

**REQUIREMENTS FOR THE ASSOCIATE OF ARTS
 DEGREE IN A COMMUNICATION ARTS MAJOR**

Core Curriculum Requirements: 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, DR. FINKELSTEIN, DR. FISANICK, DR. FONTANA, DR. GETZ, DR. HERREN, MS. LESLIE, MR. PRUES, DR. NORTHWAY, DR. RAINEY, DR. REID, DR. RUSSELL *Writing Center Director*, DR. C. SNODGRASS, DR. THOMAS *Writing Program Director*, DR. YANDELL, 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: 64 hours, including

- Literature requirement included within the major.

Major Requirements

- 36 hours of English courses: ENGL 115, 205-Major's section, 221, 302 or 303, 499, seven upper-level electives (300-498) including one each in Shakespeare, British literature, American literature, and language or writing.
- A 2.000 cumulative average must be attained in the English courses.

Undergraduates who wish to be certified as teachers of English on the secondary level are advised to consult with the Chair of the English Department and with the Office of Teacher Education and Placement regarding specific requirements for teacher certification.

B.A. English

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

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

ENGL 115, Rhetoric	3	ENGL/CLAS/SPAN 205, Lit & Moral Imag	
History I Elective	3	(Major's section)	3
Foreign Language Elective	3	History II Elective	3
PHIL 100, Ethics as Intro to Philosophy	3	Foreign Language Elective	3
Mathematics Elective	3	THEO 111, Theological Foundations	3
		Mathematics Elective	3
Total	15	Total	15

Sophomore Year

ENGL 221, Poetry	3	ENGL 302, Modern Literacy Theory OR	
PHIL 290, Theory of Knowledge	3	ENGL 303, History of Lit & Criticism	3
Science Elective	3	Theology Scrip/Hist or Christ Sys Elective ..	3
Social Science Elective	3	Science Elective	3
Fine Arts Elective	3	Social Science Elective	3
Cultural Diversity Elective	3	E/RS Focus Elective	3
Total	16	Total	15



Junior Year			
ENGL 425, Shakespeare	3	American Literature Elective	3
British Literature Elective	3	Language/Writing Elective	3
Philosophy Elective	3	Theology Ethics or Rel/Cult Elective	3
Science Elective	3	General Elective	6
General Elective	3		
Total	15	Total	15

Senior Year			
English Elective	6	ENGL 499, English Senior Seminar	3
General Elective	9	English Elective	3
		General Elective	8
Total	15	Total	14

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements 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: 28 hours

Concentration Requirements

- 15 hours of English courses: ENGL 115, 221, three upper-level electives (300-498) including one each in British literature and American literature.
- A 2.000 cumulative average must be attained in the English courses.

MASTER OF ARTS DEGREE IN ENGLISH

The program for the Master of Arts degree in English is designed to develop critical, expository, and research skills, a critical and historical understanding of literature and language, and a working knowledge of current theories of interpreting and evaluating literary texts.

The student chooses one of two programs:

- Plan A: 30 semester hours of course work, 18 of which must be in 500 level only or 600 level courses. Plan A is recommended for most students.
- Plan B: 24 semester hours of course work, 15 of which must be in 500 level only or 600 level courses, plus a written thesis, which, when approved, earns six hours of credit. This thesis must be written under the guidance of a member of the English Department and must demonstrate the student's ability to do research and original critical analysis.

The following courses are required by both plans:

- ENGL 512 - Literary Theory
- ENGL 525 - Shakespeare
- A 500 level English course on language or writing 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 a member of Graduate Program Committee.

During study for the MA, students must demonstrate reading knowledge of a foreign language by attaining at least a "B" in an intermediate level foreign language course (e.g., 200 level) while taken as an MA student. Undergraduate foreign language courses do not fulfill this language requirement. Alternatively, students must pass a translation examination administered by the Department of Modern Languages. 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 3.200 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.

Most courses are offered in the evening for the convenience of part-time students.

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THE DEPARTMENT OF HISTORY

The Department of History offers the Bachelor of Arts and the Associate of Arts degrees in History. For information on the associate degree, contact the Center for Adult and Part-time Students (CAPS). Also offered is a minor in History.

FACULTY

Faculty: DR. FAIRFIELD, *chair:* DR. C. ANDERSON, DR. FORTIN, FR. GRAHAM, DR. GRUBER, DR. JEFFERSON, DR. KORROS, FR. LARocca, DR. LAROCQUE, DR. LARSON, DR. MENGEL, DR. O'HARA, DR. SMYTHE, DR. TIRO

Adjunct Faculty: MR. O'HARA, MR. HAGEDORN, MR. MCCLURE, MS. PITTNER, 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: 64 hours, including

- History requirement included within the major.

Major Requirements

- 36 hours of history courses:
 - a. Complete two of the five sequences of HIST 123/124, HIST 133/134, HIST 143/144, HIST 151/152, or HIST 161/162.
 - b. Five 3-hour elective courses (HIST 200-399).
 - c. Three 3-hour seminars (HIST 400-480).
- A 2.000 cumulative average must be attained in the history courses.

B.A. History

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

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



Sophomore Year

History Level I (2nd sequence) 3	History Level II (2nd sequence) 3
Social Science Elective 3	ENGL/CLAS/SPAN 205, Lit & Moral Imag 3
Mathematics Elective 3	Mathematics Elective 3
Theology Scrip/Hist or Christ Sys Elective .. 3	PHIL 290, Theory of Knowledge 3
Elective (<i>continued study of foreign language strongly recommended</i>) 3	Elective (<i>continued study of foreign language strongly recommended</i>) 3
Cultural Diversity Elective 1	
Total 16	Total 15

Junior Year

History Elective 6	History Elective 3
History Seminar 3	History Seminar 3
Theology Ethics or Rel/Cult Elective 3	Science Elective 3
Social Science Elective 3	General Elective 3
	E/RS Focus Elective 3
Total 15	Total 15

Senior Year

History Elective 3	History Elective 3
History Seminar 3	Philosophy Elective 3
Fine Arts Elective 3	General Elective 8
General Elective 6	
Total 15	Total 14

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE HISTORY MINOR

- 18 hours of history courses: complete one of the five sequences of HIST 123/124, HIST 133/134, HIST 143/144, HIST 151/152, or HIST 161/162; one additional course from HIST 123, 124, 133, 134, 143, 144, 151, 152, 161, 162; two 3-hour electives from 200-399; and a 3-hour seminar from 400-479.
- A 2.000 cumulative average must be attained in the history courses.

REQUIREMENTS FOR THE ASSOCIATE OF ARTS DEGREE IN HISTORY

Core Curriculum Requirements: 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.

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THE DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

The Department of Mathematics and Computer Science offers two degrees, the Bachelor of Science in Mathematics and the Bachelor of Science in Computer Science, as well as minors in Mathematics and Computer Science.

FACULTY

Faculty: DR. J. SNODGRASS, *chair*; DR. BELCASTRO, DR. BERRY, DR. FLASPOHLER, DR. GOLDWEBER, DR. GUO, DR. E. JOHNSON, DR. JOSHI, DR. LEWANDOWSKI, DR. MORTON, DR. OTERO, DR. PULSKAMP, DR. ROSSA, MR. TRUNNELL, FR. WAGNER, DR. J. WALKER

Academic Staff: MS. DORAN, MS. HOLLAND

Adjunct Faculty: MR. BARTH, MR. BUTZ, MR. COLE, MS. HIPPLE, BR. LOHREY, MS. SOUTHWICK

Visiting Faculty: DR. CHUDNOVSKY, MR. STAAT

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: 64 hours, including

- Sciences: at least 9 hours in two sciences including any two of the following: BIOL 160-161, BIOL 162-163, CHEM 160-161, CHEM 162-163, PHYS 161-170, and PHYS 163-172.
- Foreign Language: French or German recommended.
- Mathematics requirement included within the major.

Major Requirements

- 42 hours of mathematics courses: MATH 170, 171, 180, 210, 220, 230, 240, 340, 370, four elective courses (200-397). The mathematics electives should be chosen with the help of the student's advisor.
- Three hours of computer sciences: CSCI 170
- A 2.000 cumulative average must be attained in the mathematics and computer science courses.
- Successful performance on the MFT (Major Fields Test) in Mathematics.
- Senior project presented to the faculty of the department.

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 Elective 3	History II Elective 3
Literature Elective 3	ENGL/CLAS/SPAN 205, Lit & Moral Imag 3
PHIL 290, Theory of Knowledge 3	Theology Scrip/Hist or Christ Sys Elective . 3
	Cultural Diversity Elective 1
Total 16	Total 16

Junior Year

MATH 340, Abstract Algebra I 3	MATH 370, Intro to Real Analysis 3
Mathematics Elective 3	Mathematics Elective 3
Philosophy Elective 3	Theology Ethics or Rel/Cult Elective 3
Science Elective 4	Science Elective 4
Fine Arts Elective 3	General Elective 3
Total 16	Total 16

Senior Year

Mathematics Elective 3	Mathematics Elective 3
Social Science Elective 3	Social Science Elective 3
General Elective 5	General Elective 3
E/RS Focus Elective 3	Science Elective or General Elective 4
Total 14	Total 13

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE MATHEMATICS MINOR

- 18 hours of mathematics courses: MATH 170, 171, 210, and at least seven additional hours of mathematics electives (MATH 180-397).
- A 2.000 cumulative average must be attained in the mathematics courses.

BACHELOR OF SCIENCE DEGREE IN COMPUTER SCIENCE

Computer technology has revolutionized society's methods for processing information and making decisions. The growth in the use of computers has increased the demand for professionals in computer science. Typical computer careers include programming and application in such areas



as accounting, engineering, law, mathematics, medicine, and the sciences. Other positions include research in computer science, computer design, computer product marketing and sales, technical writing, and teaching.

Xavier's program is designed to develop, within the framework of a liberal education, the knowledge, skills, and creative analytical ability required for a productive career in computer-related fields and for graduate work in computer science or other areas.

Computer science students may elect to participate in a cooperative education experience. The 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: 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/SPAN 205, Lit & Moral Imag	3
Cultural Diversity Elective	1		
Total	16	Total	15



Junior Year

CSCI 300, Programming Languages 3	CSCI 310, Compiler Construction 3
PHYS 242, Electronics I 2	PHYS 244, Electronics II 2
PHYS 243, Electronics Lab I 1	PHYS 245, Electronics Lab II 1
History I Elective 3	History II Elective 3
Science Elective 3	Philosophy Elective 3
MATH 156, General Statistics OR	Computer Science Elective 3
MATH 210, Elementary Linear Algebra ... 3	
Total 15	Total 15

Senior Year

CSCI 320, Operating Systems 3	CSCI 390, Senior Seminar & Project + 2
General Elective 3	Computer Science Elective 3
Social Science Elective 3	Social Science Elective 3
Theology Ethics or Rel/Cult Elective 3	General Elective 3
Fine Arts Elective 3	
Total 15	Total 11

+ Students taking Senior Seminar and Project should contact the chair of the Mathematics and Computer Science Department one semester before enrolling in this course.

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE COMPUTER SCIENCE MINOR

- 16 hours of computer science (or related) courses: CSCI 170, 180, 181, 210, 220, plus one approved 3-hour CSCI elective course.
- A 2.000 cumulative average must be attained in all computer science courses.

SPECIAL NOTE

Students without a strong background in high school mathematics often experience difficulty in computer science courses. All courses require out-of-class time in the computer lab. See the Department of Information Systems for additional computer courses.

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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, DR. RODENO

Academic Staff: MS. GODDARD, MS. McDIARMID

Adjunct Faculty: American Sign Language - MR. BELWOOD, MS. COBB-WESSLING, MS. FRAME, MR. MILLER, MS. MONAHAN; French - MS. CAMMACK, MS. BIERBAUM-CARDIN; German - MS. HASLER; *Italian* - MS. STRINGER; Japanese - MS. SAMBE; Spanish - MS. MERZ

Fulltime Visiting Faculty: MS. SOTELO, MS. URRUTIA, MS. HUSEMAN, MS. WHARRAM

A placement test is administered to those students who took French, German, or Spanish in high school. The result determines the number of courses needed in order to fulfill the foreign language requirement.

All French/German/Spanish majors must complete a one-credit senior project (FREN/GERM/SPAN 399). All courses must be in the appropriate language (French/German/Spanish) to count towards the major.

BACHELOR OF ARTS DEGREE IN FRENCH, GERMAN OR SPANISH

The programs for majors in French, German, and Spanish offered by the Department of Modern Languages provide an opportunity for the development of proficiency in the spoken and written language, as well as a study of the literature and civilization in areas where the language is spoken.

Requirements for the Modern Languages Major

Core Curriculum Requirements: 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 410-470 and nine hours of electives from GERM 300-499.
 - c. Spanish: must include SPAN 300 or 301, three additional hours from SPAN 302-306, six hours from SPAN 325-496, three hours of literature from SPAN 400-490, 497 and twelve additional hours from SPAN 300-499.
 - d. Senior project: must complete the one credit course (FREN/GERM/SPAN 399).

Students are encouraged to combine a modern language major with a second major or a related minor.

Undergraduates who wish to be certified as teachers of French, German or Spanish are advised to consult with the department education coordinator, Dr. Diane Ceo-DiFrancesco, and with the Office of Teacher Education in Elet Hall regarding specific requirements for language teacher certification.



B. A. French/German/Spanish

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

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

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/SPAN 205, Lit & Moral Imag	3
Philosophy Elective	3	French, German or Spanish Elective	6
French, German or Spanish Elective	6	General Elective	3
Theology Ethics or Rel/Cult Elective	3	E/RS Focus Elective	3
Total	15	Total	15

Senior Year

French, German or Spanish Electives	6	French, German or Spanish Elective	3
General Elective	9	General Elective	10
		FREN/GERM/SPAN 399, Senior Project	1
Total	15	Total	14

*Elementary French, German and Spanish are available to students with no previous language study or to those who place into these levels.

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE FRENCH MINOR

- 15 hours of French courses: six hours from FREN 300-351, six hours from FREN 420-461, and three hours of electives. All courses must be in French to count toward the minor.



REQUIREMENTS FOR THE GERMAN MINOR

- 15 hours of German courses: six hours from GERM 300-351, six hours from GERM 410-470, and three hours of GERM electives. All courses must be in German to count toward the minor.
- A 2.000 cumulative average must be attained in all German courses.

REQUIREMENTS FOR THE SPANISH MINOR

- 15 hours of Spanish courses: three hours from SPAN 300 or 301, twelve additional hours from SPAN 300-499. All courses must be in Spanish to count toward the minor.
- A 2.000 cumulative average must be attained in all Spanish courses.

REQUIREMENTS FOR THE LATIN AMERICAN STUDIES MINOR

- Eighteen (18) hours of courses relating to Latin America: LAS core course taught in English (SPAN 353), one course in language development (SPAN 300-305, 325, 328), one course in Latin American literature (SPAN 427-429, 440-445), one course in theology as approved, one course in Latin American history (HIST 151, 327, 340-344, 428) or Political Science as approved, one elective course from above areas or SPAN 306, 351 or 352 or as approved. Courses will be approved each semester by the program director in consultation with the chair of the appropriate department.

**REQUIREMENTS FOR THE ASSOCIATE OF ARTS
DEGREE IN FRENCH, GERMAN OR SPANISH**

Core Curriculum Requirements: 31 hours

Concentration Requirements:

- In which zero to twelve credit hours of lower division courses are required as determined by the placement test.
- Five upper division courses in a language:
 - a. French: must include at least six credit hours in language/culture (FREN 300-351), six credit hours in literature (FREN 410-497), and three credit hours of electives.
 - b. German: must include at least six credit hours in language/culture (GERM 300-351), six credit hours in literature (GERM 410-497), and three credit hours of electives.
 - c. Spanish: must include at least six credit hours in language (SPAN 300-306), six credit hours in literature/culture (SPAN 350-445, 495-497), and three credit hours of electives.

For further information contact:

The Department of Modern Languages
513 745-3464
1st Floor Schott Hall

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THE DEPARTMENT OF MUSIC

The Department of Music offers two bachelor's degree programs: the Bachelor of Arts in Music and, in conjunction with the Department of Education, the Bachelor of Science in Music Education. Also offered are minors in music and jazz. The department also offers a broad, general exposure to the field of music through a variety of courses for students as they pursue a liberal arts education. In addition, opportunity for instruction in an applied instrument/voice is available upon departmental approval, as is the opportunity for participation in vocal and instrumental ensembles.

FACULTY

Faculty: DR. SKEIRIK, *chair*; MS. BEEBE, MS. BUEL, DR. MERRILL

Adjunct Faculty: MS. ANDRES, MR. BELL, MR. BOTTOMLEY, MS. CAMPBELL, MR. CAMPIONE, MR. CHAFFEE, MS. CRUZ, MR. DEFOOR, DR. EAGEN, MR. GARDNER, MR. HART, MS. HART, MR. HINKLE, MR. JOHNS, MR. KEENE, MS. KOEPFLE, MR. LEAVITT, MS. KOTHEIMER-MACWILLIAMS, MR. MARQUIS, MR. PARR, MS. SZABO-REYNOLDS, MR. SHERWOOD, MR. SWISHER

BACHELOR OF ARTS DEGREE IN MUSIC

Requirements for the Music Major

Core Curriculum Requirements: 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 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	Literature Elective	3
Mathematics Elective	3	THEO 111, Theological Foundations	3
Foreign Language Elective	3	Mathematics Elective	3
		Foreign Language Elective	3
Total	15	Total	18



Sophomore Year

MUSC 210, Music History & Literature I ... 3	MUSC 211, Music History & Literature II ... 3
MUSC 300, Theory III 3	MUSC 302, Theory IV 3
MUSC 301, Sight-singing & Dictation III 1	MUSC 303, Sight-singing & Dictation IV 1
Applied Music 1	Applied Music 1
Ensemble 1	Ensemble 1
History I Elective 3	History II Elective 3
PHIL 100, Ethics as Intro to Philosophy 3	Theology Scrip/Hist or Christ Sys Elective ... 3
Cultural Diversity Elective 1	
Total 16	Total 15

Junior Year

MUSC 420, Conducting I 3	MUSC 400, Form and Analysis 3
Applied Music 1	Applied Music 1
Ensemble 1	Ensemble 1
MUSC 310, Music History & Literature III ... 3	MUSC 311, Music History & Literature IV ... 3
Science Elective 3	Science Elective 3
PHIL 290, Theory of Knowledge 3	Theology Ethics or Rel/Cult Elective 3
Social Science Elective 3	
Total 17	Total 14

Senior Year

Applied Music 1	Music Elective 3
Ensemble 1	Applied Music 1
Senior Recital 0	Ensemble 1
General Elective 3	E/RS Focus Elective 3
ENGL/CLAS/SPAN 205, Lit & Moral Imag 3	Social Science Elective 3
Orchestration/Arranging 3	Philosophy Elective 3
Science Elective 3	
Total 14	Total 14

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE MUSIC MINOR

- 18 hours of music courses: MUSC 200, 202, 210 or 310, 211 or 311, three hours in applied music, three hours in an ensemble; recital attendance is 20 minimum.
- A 2.000 cumulative average must be attained in the music courses.

REQUIREMENTS FOR THE JAZZ MINOR

- 18 hours of music courses: MUSC 101, 114, 206, 298, 306, 307, 3 hours in applied music, three hours in jazz ensemble (MUSC 271); 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: 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>
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Freshman Year

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	PHIL 100, Ethics as Intro to Philosophy 3
EDMS 131, Professional Education 3	EDFD 110, Human Dev & Learning 3
Total 18	Total 18

Summer - MATH elective 3

Sophomore Year

MUSC 210, Music History & Literature I 3	MUSC 211, Music History & Literature II .. 3
MUSC 300, Theory III 3	MUSC 302, Theory IV (Comp.) 3
MUSC 301, Sightsinging & Dictation III 1	MUSC 303, Sightsinging & Dictation IV 1
Applied Music 1	MUSC 221, Methods:Early Mid Childhd 2
Ensemble 1	Cultural Div Elective 1
EDSP 200, Sp Ed Ident & Issues 3	Applied Music 1
Literature Elective 3	Ensemble 1
Theology Scrip/Hist or Christ Sys Elective ..3	PHIL 290, Theory of Knowledge 3
	Theology Ethics or Rel/Cult Elective 3
Total 18	Total 18

Summer - Science Elective 3



Junior Year

MUSC 310, Music History & Lit III	3	MUSC 421, Conducting II	3
MUSC 420, Conducting I	3	MUSC 352, Woodwind Techniques	1
MUSC 350, Functional Piano	2	MUSC 321, Methods:Adol & Yng AdultsII	3
MUSC 351, String Techniques	1	MUSC 353, Brass Techniques	1
MUSC 320, Methods:Adol & Yng Adults I	3	Applied Music	1
Applied Music	1	Ensemble	2
Ensemble	1	EDSM 350, Tech & Topics for Educators ...	3
EDRE 471, Content Area Literacy	3	E/RS Focus Electie	3
History I Elective	3	History II Elective	3
Total	20	Total	20

Summer - Science Elective 3

Senior Year

MUSC 401, Orchestration/Arranging	3	EDSM 471, Student Teaching	9
MUSC 354, Percussion Techniques	1	EDSP 380, Classroom Mgmt OR Elective ..	3
Applied Music	2		
Ensemble	1		
EDMS 411, Clinical Experiences: Sec	3		
ENGL/CLAS/SPAN 205, Lit & Moral Imag	3		
Science Elective	3		
Senior Recital	0		
Total	16	Total	12

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- EDSM 471, Student Teaching and Seminar (9 credit hours) is required for state licensure.

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THE DEPARTMENT OF PHILOSOPHY

The Department of Philosophy offers the Bachelor of Arts degree in Philosophy and a minor in Philosophy.

FACULTY

Faculty: DR. RETHY, *chair*; DR. BAI, FR. BAUMILLER, DR. BONVILLAIN, DR. BRADY, DR. COLELLA, DR. DWYER, DR. EDGAR, DR. FORTNER, DR. FRANKEL, MR. HARDING, DR. W. JONES, DR. KRUSE, FR. OPPENHEIM, DR. POLT, DR. T. QUINN, DR. SWEENEY, DR. SZYMKOWIAK

BACHELOR OF ARTS DEGREE IN PHILOSOPHY

The major in Philosophy is the appropriate course of study for a person intending to pursue graduate study in philosophy, and is an excellent preparation for entry into professional schools, law school and for graduate study in the humanities or social sciences.

Requirements for the Philosophy Major

Core Curriculum Requirements: 64 hours, including

- Philosophy requirement included within the major.

Major Requirements

- 36 hours of philosophy courses: PHIL 100, Ethics; PHIL 290, Theory of Knowledge; PHIL 311, Symbolic Logic; 3 hours of Metaphysics - either PHIL 340 or a course designated by the department as a Metaphysics elective; PHIL 399, Thesis Review; 12 hours from "History of Philosophy" sequence (typically PHIL 300-309, 362-364); and 12 hours of general electives chosen from courses numbered 300 or higher. One course from the 24 hours of history and free electives must be in a seminar, which may be restricted to students majoring or minoring in Philosophy.
- Senior Thesis, due by midterm, second semester of senior year.
- Oral examination on thesis, held at end of senior year.
- Written comprehensive examination at end of senior year. Written information on the thesis, oral examination and comprehensive examination may be obtained from the chair of the department.
- A 2.000 cumulative average must be attained in the philosophy courses.

B. A. Philosophy

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

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Freshman Year			
History I Elective	3	History II Elective	3
Foreign Language Elective	3	Foreign Language Elective	3
Science Elective	3	Science Elective	3
THEO 111, Theological Foundations	3	PHIL 100, Ethics as Intro to Philosophy	3
Social Science Elective	3	ENGL 101 or 115, Engl Comp or Rhetoric .	3
Total	15	Total	15





Sophomore Year

Mathematics Elective 3	Mathematics Elective 3
Fine Arts Elective 3	Science Elective 3
PHIL 290, Theory of Knowledge 3	PHIL 340, Metaphysics 3
Theology Scrip/Hist or Christ Sys Elective .. 3	ENGL/CLAS/SPAN 205, Lit & Moral Imag 3
Literature Elective 3	General Elective 3
Cultural Diversity Elective 1	
Total 16	Total 15

Junior Year

PHIL 311, Symbolic Logic 3	PHIL 300, Origins of Philosophy OR
PHIL 302, Medieval Christian Phil OR	PHIL 301, Ancient Philosophy 3
PHIL 309, Islamic/Jewish Phil 3	PHIL 304, Early Modern Philosophy OR
General Elective 6	PHIL 308, Late Modern Philosophy 3
Philosophy Elective 3	Social Science Elective 3
	Theology Ethics or Rel/Cult Elective 3
	General Elective 3
Total 15	Total 15

Senior Year

PHIL 306, 20 th Century Continental Phil OR	Philosophy Elective 6
PHIL 307, 20 th Century Analytic Phil 3	General Elective 9
Philosophy Seminar 3	PHIL 399, Thesis Review 0
General Elective 5	
E/RS Focus Elective 3	
Total 14	Total 15

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements 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, 354, 362-364; or otherwise approved by the chair; two philosophy electives chosen from courses numbered 300 or higher; PHIL 340; and a seminar course.
- 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.

FACULTY

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

Laboratory Instructor: DR. CLACK, MR. TURPIN

Adjunct Faculty: MS. FROHLICH, MS. KOENIG, MS. ST. LOUIS, MR. WIDMER

BACHELOR OF SCIENCE DEGREE IN PHYSICS

From the tiniest bits of matter to the enormity of the universe, there exists a structure that is based on a surprisingly small number of far-reaching fundamental principles. It is the goal of physics to discover these fundamental principles, often called the "Laws of Nature," and to describe all natural phenomena in terms of these principles. The study of physics should be of particular interest to those who are awed by the mysteries of nature and who wish to share in the unraveling of these mysteries.

Small classes, seminars, individual discussion, and student-faculty research are an integral part of the study program. The physics faculty believes that the best teaching can be done only when there is a direct individual relationship between a student and a good teacher - a situation in which there is close faculty-student interaction for discussing, thinking and exploring.

The department emphasizes hands on experience through modern laboratory and research facilities. These facilities include superconductivity, visible, x-ray, and gamma ray spectroscopy, scanning probe microscopy, analog and digital electronics, coherent optics, holography, and astronomy. Numerous funded projects are available to physics students.

The program in physics is designed to familiarize students with the techniques of mathematical and experimental physics that would be useful to them in an industrial research or engineering position; in physics teaching; as a general preparation for more advanced graduate work in any of the varied fields of physics; or in such disciplines as astronomy, space science, biophysics, computer science, engineering, geophysics, medicine, law, and oceanography.

Requirements for the Physics Major

Core Curriculum Requirements: 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, 360, 364, 365, 376, 377, 382, 395, 398 and 6 hours of physics electives.
- 17-18 hours of additional science and mathematics courses: BIOL 160, 161 or CHEM 160, 161; CSCI elective; MATH 220, 230; and a MATH elective (210 or above).
- A 2.000 cumulative average must be attained in the courses within the major.

Specific requirements are modifiable for the needs and interests of each individual student.



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
MATH 220, Calculus III 4	MATH 230, Differential Equations 3
History Elective I 3	PHYS 340, Modern Physics II 3
THEO 111, Theological Foundations 3	PHYS 341, Modern Physics II Lab 1
PHYS 330, Modern Physics I 3	Fine Arts Elective 3
PHYS 331, Modern Physics I Lab 1	Cultural Diversity Elective 1
	History Elective II 3
Total 17	Total 17

Junior Year

PHYS 350, Theoretical Mechanics I 3	PHYS 382, Thermodynamics 3
PHYS 360, Electromagnetism I 3	PHYS 364, Physical Optics 3
Mathematics Elective 3	PHYS 365, Physical Optics Lab 1
CHEM/BIOL Elective 4/5	Literature Elective 3
PHIL 290, Theory of Knowledge 3	PHYS, MATH or CSCI Elective * 3
PHYS 355, Advanced Lab 1	Theology Scrip/Hist or Christ Sys Elective . 3
Total 17/18	Total 16

Senior Year

PHYS 376, Quantum Mechanics I 3	PHYS 377, Quantum Mechanics II 3
Physics Elective 3	PHYS 398, Physics Thesis 1
Philosophy Elective 3	Theology Ethics or Rel/Cult Elective 3
Social Science Elective 3	Social Science Elective 3
ENGL/CLAS/SPAN 205, Lit & Moral Imag 3	E/RS Focus Elective 3
Physics 395, Research 1	Physics Elective II 3
Total 16	Total 16

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

** Course designed for seniors who are going to graduate school in physics. (not required)

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective is required, but one of the other core requirements may be selected to fulfill the requirement.
- A minimum of 120 credit hours is required for this degree.



REQUIREMENTS FOR THE PHYSICS MINOR

- 18 hours of physics courses: PHYS 160 or 170, 161, 162 or 172, 163, and ten hours of electives (206-399).
- A 2.000 cumulative average must be attained in these courses.

BACHELOR OF SCIENCE DEGREE IN APPLIED PHYSICS

The Applied Physics major has three program options: Engineering Physics, Natural Sciences, and Alternate Concentration. These options are designed to provide a broad education in the physical sciences, mathematics, and liberal arts, along with specialized training for students interested in engineering, medical school, health sciences, education, business, social sciences, or the humanities.

Requirements for the Applied Physics Major

Option A: Engineering Physics

The Engineering Physics option combines a strong liberal arts core with courses in physics, mathematics, and engineering. Students may take engineering courses at the University of Cincinnati in Aerospace, Civil and Environmental, Electrical and Computer, Mechanical, Industrial, and Nuclear Engineering.

In this program, the student matriculates at Xavier for the first three years and in one of the engineering departments at the University of Cincinnati for the fourth year. This program is designed for students who wish to continue their education in some field of engineering. The cooperative program ultimately can lead to a master's degree in engineering.

Xavier University - University of Cincinnati Cooperative Science - Engineering Program

Core Curriculum Requirements:

Cultural Diversity Elective	1	History Elective	6
English Composition/Rhetoric	3	Fine Arts Elective	3
PHIL 100 and 290	6	Liberal Arts Elective *	9
THEO 111 and Theology elective	6	ENGL/CLAS/SPAN 205, Lit & Moral Imag	3
Foreign Language Elective	6	MATH 170 and 171	8
Ethics/Religion & Society Focus elective	3		

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

* May be taken at the University of Cincinnati.

Major Requirements:

Years one to three:

- 34 hours of physics courses: PHYS 170, 171, 172, 242, 243, 244, 245, 330, 331, 340, 341, 350, 355, 360, 364, and 365.
- 21 hours of additional science and mathematics courses: BIOL 160, 161 or CHEM 160, 161; CSCI elective; MATH 220, 230 and a mathematics elective.
- A 2.000 cumulative average must be attained in the courses within the major.

Year four:

- 23 semester hours of engineering courses at the University of Cincinnati. This work is arranged in cooperation with the student, Xavier University, and the University of Cincinnati. The BS in Applied Physics will be awarded by Xavier upon successful completion of this program.





**B.S. Applied Physics
Option A: Engineering Physics**

**Xavier University - University of Cincinnati Cooperative
Science - Engineering Program**

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

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
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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
MATH 220, Calculus III 4	MATH 230, Differential Equations 3
CHEM 160, General Chemistry I 3	PHYS 340, Modern Physics II 3
CHEM 161, Gen Chem I Lab 1	PHYS 341, Modern Physics II Lab 1
THEO 111, Theological Foundations 3	Fine Arts Elective 3
PHYS 330, Modern Physics I 3	Cultural Diversity Elective 1
PHYS 331, Modern Physics I Lab 1	
Total 18/	Total 14

Junior Year

PHYS 360, Electromagnetism I 3	History II Elective 3
PHYS 350, Theoretical Mechanics I 3	Theology Scrip/Hist or Christ Sys Elective . 3
PHYS 355, Advanced Physics Lab 1	ENGL/CLAS/SPAN 205, Lit & Moral Imag 3
Mathematics Elective 3	PHYS 364, Physical Optics 3
History I Elective 3	PHYS 365, Physical Optics Lab 1
PHIL 290, Theory of Knowledge 3	
Total 16	Total 16

Senior Year

A Bachelor of Science (Applied Physics) will be awarded upon the completion of an additional nine semester hours of liberal arts courses and 23 semester hours of engineering courses taken at the University of Cincinnati. A senior year "block schedule" at the University of Cincinnati depends on the individual student's choice of engineering field.

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective is required, but one of the other core requirements may be selected to fulfill the requirement.
- A minimum of 120 credit hours is required for the degree.

Engineering Physics at Xavier

Students who choose the Engineering Physics option may decide to stay at Xavier for their fourth year. They must complete the Xavier Core Curriculum and take 12 hours of program electives beyond the physics requirements listed above. The choice of program electives will depend upon the interests of the student. They must also take PHYS 398, Senior Thesis. Typically,



courses are taken in biology, chemistry, computer science, and/or mathematics, but may be taken in other disciplines as well. Specific programs are designed in consultation with the chair.

B.S. Applied Physics
Option A: Engineering Physics
Four Year Program at Xavier

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

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

Freshman Year

PHYS 170, University Physics I	3	PHYS 172, University Physics II	3
PHYS 171, Explorations in Physics	1	Computer Science Elective	3
PHIL 100, Ethics as Intro to Philosophy	3	MATH 171, Calculus II	4
MATH 170, Calculus I	4	Foreign Language Elective	3
Foreign Language Elective	3	ENGL 101 or 115, Engl Comp or Rhetoric .	3
Total	14	Total	16

Sophomore Year

PHYS 242, Electronics I	2	PHYS 340, Modern Physics II	3
PHYS 243, Electronics I Lab	1	PHYS 341, Modern Physics II Lab	1
THEO 111, Theological Foundations	3	MATH 230, Differential Equations	3
MATH 220, Calculus III	4	Fine Arts Elective	3
History I Elective	3	Cultural Diversity Elective	1
PHYS 330, Modern Physics I	3	PHYS 244, Electronics II	2
PHYS 331, Modern Physics I Lab	1	PHYS 245, Electronics II Lab	1
		History II Elective	3
Total	17	Total	17

Junior Year

PHYS 360, Electromagnetism I	3	PHYS 364, Physical Optics	3
PHYS 350, Theoretical Mechanics I	3	PHYS 365, Physical Optics Lab	1
Mathematics Elective	3	Literature Elective	3
CHEM/BIOLElective	4/5	Theology Scrip/Hist or Christ Sys Elective .	3
PHIL 290, Theory of Knowledge	3	Program Electives	6
PHYS 355, Advanced Physics Lab I	1		
Total	17/18	Total	16

Senior Year

PHYS 395, Research	1	PHYS 398, Physics Thesis	1
Social Science Elective	3	Social Science Elective	3
ENGL/CLAS/SPAN 205, Lit & Moral Imag	3	Program Elective	3
Program Elective	3	Theology Ethics or Rel/Cult Elective	3
Philosophy Elective	3	E/RS Focus Elective	3
Total	13	Total	13

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.



Option B: Natural Sciences

The Natural Sciences option offers an alternative to the Natural Sciences major that allows students to study physics while preparing for medical school. This program may also be of interest to students who wish to pursue careers in biophysics, medical physics, radiological physics, and other health physics programs. The Natural Sciences program combines courses in physics, mathematics, and computer science with the chemistry and biology courses needed to fulfill the requirements for the Natural Sciences minor.

Core Curriculum Requirements: 64 hours, including

- Mathematics: MATH 170 and 171.
- Science requirement included with the major.
- Social Sciences: PSYC 101 and 3 hours elective.

Major requirements:

- 32 hours of physics courses: PHYS 170, 171, 172, 242, 243, 244, 245, 330, 331, 340, 341, 350, 360, 364, 365, and 398.
- 10 hours of mathematics and computer science: MATH 220 and 230, CSCI elective.
- 17 hours of chemistry courses: CHEM 160, 161, 162, 163, 240, 241, 242 and 243.
- 10 hours of biology courses: BIOL 160, 161, 162, 163.
- A 2.000 cumulative average must be attained in courses within the major.

B.S. Applied Physics

Option B: Natural Sciences

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

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Freshman Year			
PHYS 170, University Physics I	3	PHYS 172, University Physics II	3
PHYS 171, Explorations in Physics	1	ENGL 101 or 115, Engl Comp or Rhetoric .	3
BIOL 160, General Biology I	3	BIOL 162, General Biology II	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			
MATH 220, Calculus III	4	MATH 230, Differential Equations	3
CHEM 160, General Chemistry I	3	CHEM 162, General Chemistry II	3
CHEM 161, General Chemistry I Lab	1	CHEM 163, General Chemistry II Lab	2
Foreign Language Elective	3	PHYS 340, Modern Physics II	3
Cultural Diversity Elective	1	PHYS 341, Modern Physics II Lab	1
PHYS 330, Modern Physics I	3	Foreign Language Elective	3
PHYS 331, Modern Physics I Lab	1	PHIL 100, Ethics as Intro to Philosophy	3
Computer Science Elective	3		
Total	19	Total	18



Junior 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	E/RS Focus Elective	3
CHEM 240, Organic Chemistry I	3	CHEM 242, Organic Chemistry II	3
CHEM 241, Organic Chemistry I Lab	1	CHEM 243, Organic Chemistry II Lab	1
Computer Science Elective	3	Literature Elective	3
Fine Arts Elective	3	PHIL 290, Theory of Knowledge	3
Total	16	Total	16

Senior Year

PHYS 360, Electromagnetism I	3	PHYS 398, Physics Thesis	1
History I Elective	3	PHYS 364, Physical Optics	3
PSYC 101, General Psychology	3	PHYS 365, Physical Optics Lab	1
Theology Scrip/Hist or Christ Sys Elective ..	3	Theology Ethics or Rel/Cult Elective	3
Philosophy Elective	3	Social Science Elective	3
PHYS 395, Research	1	ENGL/CLAS/SPAN 205, Lit & Moral Imag ..	3
		History II Elective	3
Total	15	Total	17

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" description of the Catalog.
- The E/RS Focus Elective is required, but one of the other Core requirements may be selected to fulfill the requirement.
- A minimum of 126 credit hours is typical to meet degree requirements, with 120 credit hours as the absolute minimum.

Option C: Alternate Concentration

The Alternate Concentration option provides maximum flexibility to students who are interested in pursuing interdisciplinary programs. This program combines the study of physics with a concentrated study in another area or discipline. Concentrations must include at least 18 hours in one chosen area, which allows for all University minors to be included. Areas of concentration may be chosen from the sciences, mathematics, the humanities, the social sciences, business, and education.

Core Curriculum Requirements: 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
Program Elective * 3	Cultural Diversity Elective 1
MATH 220, Calculus III 4	MATH 230, Differential Equations 3
Social Science Elective 3	THEO 111, Theological Foundations 3
PHYS 330, Modern Physics I 3	Social Science Elective 3
PHYS 331, Modern Physics I Lab 1	PHYS 340, Modern Physics II 3
	PHYS 341, Modern Physics II Lab 1
Total 17	Total 17

Junior Year

PHYS 360, Electromagnetism I 3	Fine Art Elective 3
PHIL 290, Theory of Knowledge 3	Program Electives * 9
PHYS 350, Theoretical Mechanics I 3	Literature Elective 3
PHYS 355, Advanced Physics Lab 1	
Program Elective * 6	
Total 16	Total 15

Senior Year

ENGL/CLAS/SPAN 205, Lit & Moral Imag 3	PHYS 364, Physical Optics 3
History I Elective 3	PHYS 365, Physical Optics Lab 1
Philosophy Elective 3	PHYS 398, Physics Thesis 1
Program Elective * 3	History II Elective 3
Theology Scrip/Hist or Christ Sys Elective . 3	Program Elective * 6
E/RS Focus Elective 3	Theology Ethics or Rel/Cult Elective 3
Total 18	Total 17

* Program electives will depend on the student's choice of concentration. Specific block schedules are determined in consultation with the chair. If the concentration is in a non-science area, then three credit hours in a second science should be taken in place of the program elective.

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- The E/RS Focus Elective is required, but one of the other core requirements may be selected to fulfill the requirement.
- A minimum of 126 credit hours is typical to meet degree requirements, with 120 credit hours as the absolute minimum.

* * * * *



THE DEPARTMENT OF THEOLOGY

The Department of Theology offers the Bachelor of Arts, the Associate of Arts and the Master of Arts in Theology degrees. For information on the associate degree, contact the Center for Adult and Part-time Students (CAPS). Also offered is a minor in Theology and a minor in Religious Education.

FACULTY

Faculty: DR. MADGES, *chair*; DR. AHLGREN, DR. BESTE, MR. CLARK, DR. DEWEY, DR. GIBLIN, DR. GOLLAR, DR. GROPPE, DR. HAHNENBERG, DR. HILL, FR. KLEIN, DR. MELCHER, FR. OVERBERG, DR. SNIEGOCKI, DR. TAN, DR. TOENSING, FR. TRAUB
Academic Staff: SR. MILLER
Adjunct Faculty: DR. AKERS, RABBI BLUESTEIN, MS. BOLTZ, FR. BRACKEN, MR. COOPER, MR. DALEY, MR. GABLE, DR. GALLAGHER, SR. GERDEMAN, MS. HARTMAN, RABBI KAMRASS, MS. KING, DR. KNITTER, MS. KOLLSTEDT, REV. KOSTOFF, MS. MACK, MS. NIEHAUS, DR. RAATH, DR. RAPP, MS. TIMONEY-RAVENNA, MR. SAUERBREY, DR. PHAM

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: 64 hours, including
- Theology requirement included within the major.
- Major Requirements
- 36 hours of theology courses: THEO 111, 209, 210, 251, 252, 290, 295, 303, non-Christian religious traditions elective, three elective courses (201-499).
 - 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 Elective	3
History I Elective	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





Sophomore Year

THEO 251, Intro to Hebrew Scriptures 3	THEO 252, Intro to Christian Scriptures 3
ENGL/CLAS/SPAN 205, Lit & 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	Science Elective 3
Fine Arts Elective 3	THEO 290, Christian Doctrine Today 3
Theology Elective 3	General Elective ** 6
General Elective ** 3	E/RS Focus Elective 3
THEO 303, Christian Ethics * 3	
Total 15	Total 15

Senior Year

Theology Elective (non-Christian) 3	Theology Elective 3
THEO 295, Senior Sem: Ideas & Methods * 3	General Elective ** 11
Theology Elective 3	
General Elective ** 6	
Total 15	Total 14

* Special section for Theology majors.

**Theology majors have at least 26 hours of general electives; it is recommended that these be chosen in one area as a second concentration, rather than a wide dispersal of courses.

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements 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, 209 or 210, 251 or 252, 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 RELIGIOUS EDUCATION MINOR

The Religious Education Minor is designed to prepare theology majors to meet the Archdiocese of Cincinnati's professional requirements for Catholic High School Religion Teacher Certification. The Religious Education Minor alone does not suffice to meet those professional requirements. Rather, the theology major must be completed in addition to this minor in order to satisfy the necessary educational requirements for archdiocesan certification. The certification standards of other Catholic dioceses are similar to Cincinnati's, but students are strongly encouraged to check with the diocese where they plan to teach religion.

- 18 credit hours of required courses: EDFD 110 or PSYC 231, THEO 338, EDMS 350 and EDMS 470 (9 credit hours)
- A 2.000 minimum cumulative average must be attained in these courses.



**REQUIREMENTS FOR THE ASSOCIATE OF ARTS
DEGREE IN THEOLOGY**

- Core Curriculum Requirements: 28 hours, including
 - Theology requirement included within the concentration.
- Concentration Requirements:
 - 18 hours of theology courses: THEO 111, 209 or 210, 251 or 252, 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. Students without sufficient undergraduate background in theology or religious studies will normally be required to take THEO 501, Intro to the Study of Theology, as a prerequisite for admission to the M.A. program.

All applicants must have a bachelor's degree from a regionally accredited institution with an undergraduate GPA of 2.700 or better. In addition, all applicants must complete the Miller Analogies Test (MAT) prior to acceptance and obtain a score of 44 or higher.

The MA in Theology will require satisfactory completion of 30 semester hours of graduate work (i.e., ordinarily ten courses), all of which must be at the graduate (500-800) level.

Required courses:

- THEO 504 - Foundations of Scripture Study
- THEO 520 - Survey of Christian Doctrine I
- THEO 524 - Survey of Christian Doctrine II
- One course in ethics
- One course in systematics
- Five graduate-level theology electives.

Some students may substitute a thesis for two of their elective courses. This must be discussed and agreed to with an advisor prior to completion of the first 12 hours of graduate work. 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 1) 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, or 2) successfully pass a comprehensive examination covering the central subject matter of the graduate program. In both cases, a faculty committee will assess the quality of this final paper or exam.

The MA program in Theology invites applications from students with a bachelor's degree and a solid academic record. Admission decisions are based on factors such as past academic performance, standardized test score, and other information submitted.

Further information and application materials may be obtained from the Office of Graduate Services, 312 Elet Hall, 513 745-3360.

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SPECIAL COLLEGE OF ARTS AND SCIENCES PROGRAMS

BACHELOR OF LIBERAL ARTS DEGREE

The Bachelor of Liberal Arts is designed for adult transfer students who are interested in taking courses in new disciplines. The general electives and upper division studies requirements allow for efficient transferability of credits and give students the opportunity to design degrees to meet their needs. This degree is offered by the College of Arts and Sciences through the Center for Adult and Part-time Students (CAPS). It is available to any student who has completed a minimum of 60 semester hours with approval of their dean, the dean of the College of Arts and Sciences, and the dean of the Center for Adults and Part-Time Students and to all students who have graduated from high school not less than four years prior to the date of acceptance into the program.

The Liberal Arts degree is available through full or part-time study, days and/or evenings, or through the special accelerated Weekend Degree Program.

Requirements for the Bachelor of Liberal Arts

Core Curriculum Requirements: 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 in Organizational Leadership and Professional Communication are available through the Bachelor of Liberal Arts program. Also, see note below.
- Most university minors are available for inclusion into the Bachelor of Liberal Arts program.
- No more than 30 hours in business courses and no more than 12 hours in any one business subject area may be applied to the degree.
- A minimum of 120 credit hours is required for the degree.

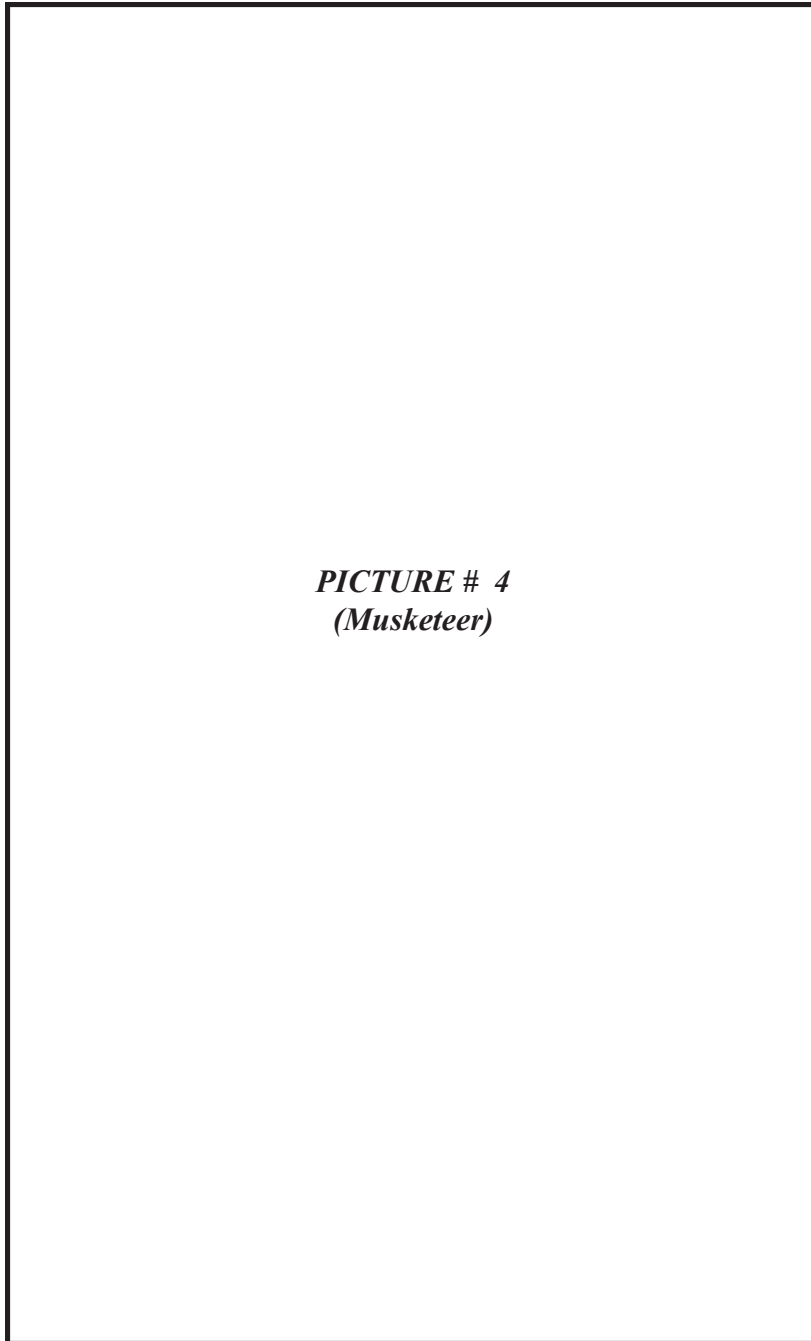
ASSOCIATE OF ARTS DEGREE IN LIBERAL ARTS

This 60 hour program is designed for adult students who are interested in taking courses in several disciplines. The upper division studies requirement allows students to design their degrees through flexibility in course selection. This degree is offered by the College of Arts and Sciences through the Center for Adult and Part-time Students (CAPS) and is available to students who have graduated from high school not less than four years prior to the date of acceptance into the program.

Requirements for the Associate of Arts in Liberal Arts

- Core Curriculum Requirements: 31 hours.
- Upper Division Studies Requirement: 20 hours of upper division coursework.
- General electives: 9 hours.
- A minimum of 60 credit hours is required for the degree.

NOTE: See The Occupational Therapy Department for information about the Bachelor of Liberal Arts degree with a concentration in Human Occupation Studies.



*PICTURE # 4
(Musketeer)*





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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B.A. Economics	167
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Health Services Administration	200
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Occupational Therapy	211
Political Science & Sociology (including International Affairs, Political Science and Sociology)	216
Psychology	222
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THE DEPARTMENT OF CRIMINAL JUSTICE

The Department of Criminal Justice offers these degrees and programs:

- The Bachelor of Science in Criminal Justice (with option of Criminalistics concentration)
- The Criminal Justice minor
- The Corrections minor
- The Associate degree in Criminal Justice
- The Associate degree in Corrections
- The Master of Science in Criminal Justice

For information on the associate degree, contact the Center for Adult and Part-time Students (CAPS) or the department.

FACULTY

Faculty: DR. J. RICHARDSON, Chair; DR. HURST. MR. MONROE

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: 64 hours, including

- MATH 116, Elementary Statistics, is recommended.

Major Requirements

- 30 hours of criminal justice courses: CJUS 101, 102, 210, 230, 260, 321, 381, 391, and 6 hours of CJUS electives. CJUS 391, Practicum in Criminal Justice, consists of supervised placement in criminal justice agencies, and CJUS 381, Methods of Criminal Justice Research, provides exposure to applied research in the subject area.
- A 2.000 cumulative average must be attained in the criminal justice major.

Criminalistics Concentration

- As part of major, these 15 hours of criminal justice courses must be completed: CJUS 101, 102, 239, 439 and 449.
- This concentration is an option, and it must be declared by the student to the department.

The department advisor consults individually with each student in course selections.

B.S. Criminal Justice

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

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Freshman Year			
History I Elective	3	History II Elective	3
THEO 111, Theological Foundations	3	CJUS 101, Intro to Criminal Justice	3
Foreign Language Elective	3	Foreign Language Elective	3
Science Elective	3	Science Elective	3
ENGL 101 or 115, Engl Comp or Rhetoric ..	3	PHIL 100, Ethics as Intro to Philosophy	3
Total	15	Total	15





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/SPAN 205, Lit & Moral Imag 3
General Elective 3	Science Elective 3
Total 15	Total 15

Senior Year

CJUS 381, Methods of Res in Crim Justice 3	CJUS 391, Criminal Justice Practicum 3
Philosophy Elective 3	Criminal Justice Elective 3
General Electives 6	General Electives 8
E/RS Focus Elective 3	
Total 15	Total 14

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements 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: 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: 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.

MASTER OF SCIENCE DEGREE IN CRIMINAL JUSTICE

The Master of Science in Criminal Justice program is multi-disciplinary and designed for those persons who wish to search for new answers and address new questions, be part of an ever-developing knowledge base, adjust attitudes, or sharpen the skills required to address the complex issues in the criminal justice system in a free society.

The degree of Master of Science in Criminal Justice will be awarded only to candidates who have successfully completed 30 credit hours, passed an extensive written examination on the general field of criminal justice as covered by the required courses, and successfully completed internship and research requirements (CJUS 792 and CJUS 784 respectively).

The 30 credit hours are distributed as follows:

BASIC REQUIRED COURSES: 24 hours

- CJUS 606 Criminology (3)
- CJUS 611 Law and Justice in America (3)
- CJUS 620 Sociology of Crime and Delinquency (3)
- CJUS 621 Juvenile Justice in a Changing Society (3)
- CJUS 642 Criminal Justice Administration (3)
- CJUS 683 Research and Planning in Criminal Justice (3)
- CJUS 784 Research Essay: Seminar (3)
- CJUS 792 Internship (3).

ELECTIVES: 6 hours

- CJUS 610 Basic Constitutional Law and American Justice I (3) is a prerequisite to CJUS 611 and is acceptable for an elective course.

Students will be guided by their advisor in appropriate selection of criminal justice or other approved courses to bring the total number of hours for the degree to 30.

The MS program in Criminal Justice invites applications from students with a bachelor's degree and a solid academic record. Admission decisions are based on factors such as past academic performance, standardized test score, and other information submitted.

Further information and application materials may be obtained from the Office of Graduate Services, 312 Elet Hall, 513 745-3360 and/or 513 745-3518.

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BACHELOR OF ARTS DEGREE IN ECONOMICS

The Department of Economics and Human Resources offers the Bachelor of Arts degree in Economics and a minor in Economics. The BA in Economics combines a liberal arts background with a thorough understanding of economic activity, and is an appropriate background for a career in business or government. It also provides an excellent basis for graduate study in law and in business as well as in economics itself.

Economics majors gain a knowledge of the operation of the economy and experience with the methods of economic analysis. Specifically, students analyze such topics as inflation, unemployment, managerial decision-making, international trade, and governmental economic activity.

FACULTY

Faculty: DR. ABU-RASHED, chair; DR. BERTAUX, DR. COBB, DR. MARMO, DR. RANKIN, DR. SEN, DR. WEBB

Senior Fellow: DR. DONNELLY

Visiting: DR. PESCATRICE, DR. TURNER

Requirements for the Economics Major

Undergraduate core curriculum requirements: 64 hours, including

- Mathematics: MATH 150 and 156.
- Social science requirement included within the major.

Major Requirements

- 33 hours: ECON 200, 201, 305, 306, STAT 200, 18 hours of electives which must include 6 hours of ECON courses at the 400 level. Up to 6 hours of human resources courses at 300 level or above other than HRES 330, and 499 may be substituted for up to 6 hours of 300 level economics courses.
- A 2.000 cumulative average must be attained in the above courses.
- Computer competency required. Tutorials are available for students who are deficient in basic computing skills.

B.A. Economics

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

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Freshman Year			
THEO 111, Theological Foundations	3	PHIL 100, Ethics as Intro to Philosophy	3
MATH 150, Elements of Calculus I	3	MATH 156, General Statistics	3
Foreign Language Elective	3	Foreign Language Elective	3
History I Elective	3	History II Elective	3
ENGL 101 or 115, Engl Comp or Rhetoric ..3	3	ECON 200, Microeconomic Principles	3
Total	15	Total	15
Sophomore Year			
ECON 201, Macroeconomic Principles	3	STAT 200, Intermediate Business Stats	3
INFO 200, Managing Info Technology	3	PHIL 290, Theory of Knowledge	3
Theology Scrip/Hist or Christ Sys Elective ..3	3	ENGL/CLAS/SPAN 205, Lit & 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



Junior Year

ECON 305, Microeconomic Analysis	3	ECON 306, Macroeconomic Analysis	3
Science Elective	3	Philosophy Elective	3
Fine Arts Elective	3	Economics Elective*	3
Economics Elective*	3	General Electives	5-6
General Elective	3		
Total	15	Total	14-15

Senior Year

Economics Electives*	6	Economics Electives*	6
General Electives	9	General Electives	6
		E/RS Focus Elective	3
Total	15	Total	15

* At least six hours of economics electives must be in the 400 - level courses.

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE ECONOMICS MINOR

- 15 hours of economics: ECON 200, 201, 305 or 306, and two upper division (300-499) courses.
- Students in the Williams College of Business may not count ECON 300 in the minor.
- A 2.000 cumulative average must be attained in the courses of the minor.

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THE DEPARTMENT OF EDUCATION

The Department of Education offers teacher licensure programs approved by the Ohio State Board of Education as listed under Teacher Licensure below, and awards the Bachelor of Science degree in the following areas:

- Early Childhood Education
- Middle Childhood Education
- Special Education
- Athletic Training
- Sport Management
- Sport Marketing
- Teaching Sciences
- Montessori Education

Minors are offered in Professional Education and Montessori Education. An Associate of Science degree in Early Childhood Education is also offered. Contact the Center for Adult and Part-time Students (CAPS) for more information on this degree.

The Master of Education degree is available in many concentrations. See the "Master of Education" section for the list of options. Also offered are the Executive MEd in Human Resource Development, the MEd in Sport Administration, and a Master of Arts in Community Counseling.

Students who do not meet acceptable performance standards in field experiences may be excluded from specific programs.

FACULTY

Faculty and Staff: DR. J. BOOTHE, *chair*; DR. BRADLEY, MS. BRONSIL, DR. BURNS, DR. D'AMBROSIO, DR. DAVLIN, DR. FLICK, DR. GARDNER, DR. GEER, MS. GOINGS, DR. HAMILL, MS. HEWAN, MR. HUTTON, DR. KESSINGER, DR. KNESTRICK, DR. KORTH, DR. KRINER, DR. KUCHEY, DR. LARISON, DR. MCKENZIE, DR. MERRILL, DR. NEIBERT, DR. NORMAN, DR. O'CONNELL, DR. OLBERDING, DR. PROSAK-BERES, DR. R. QUINN, DR. B. RICHARDSON, DR. RIORDAN, DR. SHUPE, DR. TOWNSEND, DR. VAUGHAN, MS. VERTUCA

Adjunct Faculty: MR. ALEXANDER, MR. AMODIO, MR. ARMSTRONG, DR. ANDERSON, MS. BARNHART, DR. BERES, MS. BITZER, MS. BLAKE, MS. BOYLE, MR. BRANDT, MR. BREEN, MR. BRONSIL, MR. BROWN, MS. BRUNSMAN, MR. BYRD, MS. CAMPBELL, MR. CONCANNON, DR. COOKE, MR. COOPER, MR. COTTER, MS. CROSBY, MR. CURTIS, MS. DEMARKOWSKI, MS. DUNLAP, MR. EFFRON, MR. FRIESEN, MS. GARDNER, MR. GORDON, MR. GOULET, MS. GRADY, MS. GREEN, MR. HACKETT, MS. HARVEY, MS. HAWKINS, MR. HAYES, DR. HENDERSON, MS. HOCK, MR. HOLBROOK, MS. HOOKS-GRAY, MS. JENIKE, MS. KEAR, MS. KISSEL, MS. KRAPP, MR. KRAUSE, MS. KUGLER-ACKELY, MS. LOFQUIST, MS. LUKIN, MS. MacDONALD, MR. MALOF, DR. McCONNELL, MS. McKINNEY, MS. MILLER, MS. MITCHELL, DR. MORRISON, MS. NICHOLA, MS. NICOLS, MR. ODELL, MS. OMELTSCHENKO, DR. OSSEGE, MR. PANTALONE, MS. PARTONS, DR. PHELPS, MS. PIERRATT, MS. PINCIOTTI, MS. PORTER, MS. PRAIRIE, MS. PREZIOSI, MR. PROFITT, MS. QUARANTA, MS. RICHARDSON, MS. RIELLY, MR. RICHBURG, MS. ROBINSON, MS. RYAN, DR. SALZMANN, MS. SCHMIDT, MR. SCHUMACHER, MR. SEARS, MR. SETA, MS. SKIDMORE, DR. STABILE, DR. STARK, MS. SZAS, MR. TAYLOR, MR. THEROUX, DR. TOBERTGE, MS. TUCK, MR. ULRICH, MR. WADELL, MS. WILLIG, MS. WOODS, MR. YATER, MS. WELAGE





TEACHER LICENSURE

The department offers teacher licensure programs, approved by the Ohio State Board of Education, for early childhood, middle childhood, multi-age, adolescent to young adult (secondary), intervention specialist (mild/moderate, moderate/intensive, gifted [graduate program only], and early childhood intervention specialist) teaching, as well as American Montessori Society certification in Montessori pre-primary and primary teaching. In addition, students can acquire a license at the graduate level for reading, counseling, administration and special education.

The following pages outline the requirements for these licenses. Specific brochures on these programs are available and give suggested sequences of courses and rules for admission to the program. Please note that courses required for licensure which are more than 10 years old may need to be repeated. In adolescent to young adult (grades 7 - 12) and pre-K - 12 teaching, students take a major in their area field and complete licensure requirements in professional education courses.

Adolescent to young adults (grades 7 - 12) teaching licenses can be attained in the following subject fields:

Integrated Language Arts, Integrated Mathematics, Integrated Social Sciences, Life Sciences, Life/Chemistry, Life/Physics and Physical Sciences (Chemistry/Physics).

Multi-age (grades Pre-K - 12) teaching licenses can be attained in the following subject fields:

Foreign Language (French, German, Greek, Latin or Spanish), Music, 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.

TEACHER EDUCATION PROGRAM STEPS FOR ADMISSION AND CONTINUAL PROGRESS FOR LICENSURE IN THE FOLLOWING PROGRAMS: EARLY CHILDHOOD, EARLY CHILDHOOD/MONTESSORI, MIDDLE CHILDHOOD, PROFESSION EDUCATION, SPECIAL EDUCATION

Step One:

- Student is accepted into the University based on high school grade point average and SAT or ACT scores.
- Nontraditional student with no college admission scores will substitute PRAXIS 1 as entry test in order to declare major or minor.
- Potential candidate declares major.

Step Two:

- Potential candidate completes first year at Xavier with a grade point average of 2.500 or higher.
- Required grades in following courses:
 - English 101 "B" or higher.
 - Mathematics (as placement dictates) "C" or higher.
 - Introductory Education course (program dictates) "B" or higher.
- Following items completed and filed with Education Office:
 - Notarized "Statement of Moral Character".
 - "Application for Admission" form.
 - "Career Objectives" form.
- Student is notified of acceptance into chosen program.

Step Three:

- Required grades for continuation through major/minor:
 - Overall grade point average of 2.500.

- GPA of 3.000 in required major/minor courses (see program handbook for detailed information).
- Grade of "C" or higher in second mathematics course.
- Candidate's portfolio reflects key assignments from educational foundations and curriculum courses.
- Evaluation forms completed by University personnel and field work cooperating teachers indicate progress in development of knowledge, performance skills, and dispositions for teaching (see program requirements).

Step Four:

- Application for internship/student teaching is approved. All foundation, methods, block courses, and majority of subject concentration courses must be completed for commencement of internship semester/s.
- Prior to internship, one of two/three required PRAXIS II exams must be passed and results on file in Certification Office of Education Department (see handbooks or Education Office for specific test titles and codes).

Step Five:

- Successful completion of internship/student teaching in Early, Middle, Professional or Special Education:
 - Record of on-site visits by University supervisor.
 - Midterm and final evaluations from cooperating teacher.
 - Two conferences with University supervisor and cooperating teacher.
- Successful completion of exit portfolio.
- All required PRAXIS II exams passed and results on file in Certification Office.
- Licensure application materials complete and on file in Certification Office

BACHELOR OF SCIENCE

DEGREE IN EARLY CHILDHOOD EDUCATION (PRE-K - 3)

Early Childhood Education will license a (Ohio) teacher to work with children ages 3 through 8, or preschool through grade three. The course of study has child development at the core of pedagogical decisions. The approach is holistic, with a strong emphasis on an integrated learning approach. Practices based in child development and intense reading instruction are integral to the program. Field experience and student teaching occur at both the preschool and primary level.

Core Curriculum Requirements: 64 hours, including:

Scheduling Notes

- Science requirement must be met with physical (CHEM or PHYS) and biological (BIOL) sciences.
- Literature elective fulfilled in major with EDCH 324.
- Social Sciences requirement is included in the major requirements.
- 3 hours: COMM 101, Oral Communication required.
- The E/RS Focus Elective that meets another core requirement should be chosen.
- 1 hour core requirement in Cultural Diversity met by EDFD 260, Cultural Diversity in Education.

Major Requirements:

See "Steps for Admission and Continual Progress for Licensure in Early Childhood." Also see "Handbook for Early and Middle Childhood."

- 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.



B.S. Early Childhood Education

This block serves as a guideline only. See your academic advisor.

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

ENGL 101 or 115, Engl Comp or Rhetoric ..3	EDFD 100, Intro to Education 3
Math Elective 3	Science (BIOL) 3
THEO 111, Theological Foundations 3	PHIL 100, Ethis as Intro to Phil 3
History I Elective 3	History II Elective 3
Foreign Language Elective 3	Math Elective 3
	Foreign Language Elective 3
Total 15	Total 18

Sophomore Year

Theology Scrip/Hist or Christ Sys Elective ..3	Science (CHEM, PHYS or BIOL) 3
EDFD 110, Human Dev & Learning 3	EDEC 210, Early Childhood Development . 3
EDFD 251, Instructional Technology 3	EDRE 269, Phonics & Found of Literacy 3
EDFD 260, Cultural Diversity in Ed 3	EDRE 312, Read Meth for Early Child ... 3
COMM 101, Oral Communication 3	EDCH 324, Children's Lit for Early Child ... 3
Science (CHEM or PHYS) 3	PHIL 290, Theory of Knowledge 3
Total 18	Total 18

Junior Year

ENGL/CLAS/SPAN 205, Lit & Moral Imag 3	EDSP 205, Found in Early Child Sp Ed 3
EDME 359, Full Day Child Care 3	EDEC 230, Play in Early Child Ed 3
EDEC 325, Methods of Observation/Coll 3	EDEC 335, Lang Arts/Soc St Early Ch 6
EDEC 330, Math/Science Early Child 6	EDEC 340, Integrated Curr Early Child 3
ARTS 222, Art in Early Child Ed 3	
Total 18	Total 15

Senior Year

EDEC 450, Student Teach Early Child 11	Fine Arts Elective 3
EDEC 451, Sem:Cur Iss Early Child Ed 1	EDRE 478, Diagnosis/Correct of Read Dis . 3
	EDRE 471, Content Area Literacy 3
	Theology Ethics or Rel/Cult Elective 3
	Philosophy Elective 3
	E/RS Focus Elective 3
Total 12	Total 18

Scheduling Notes:

- Course sequence shown above is realistic only for the student who declares the Early Childhood major as a freshman. It is not the only advisable sequence.
- A minimum of 130 credit hours is required for the degree.
- The sequence of courses in the program is subject to change.
- Students should consult with advisor to plan fall internship/student teaching in the senior year.
- Study Abroad is possible – consult with advisor early in program.
- Student teaching/internship may take place fall or spring semester.



BACHELOR OF SCIENCE

DEGREE IN MIDDLE CHILDHOOD EDUCATION (GRADES 4 - 9)

Middle Childhood Education will license a (Ohio) 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. Students choosing Middle Childhood will be required to take 21-24 hours in each of the two content areas that they choose for licensure. All students will have at least 12 hours in reading instruction. 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 internship/student teaching will occur in both subject areas and at two age levels.

Core Curriculum Requirements: 64 hours, including:

- Science requirement must be met with physical (PHYS or CHEM) and biological (BIOL) sciences.
- Social Sciences requirement is included in the major requirements.
- Literature area fulfilled in major with EDCH 326.
- Students with concentration fields other than mathematics (where course requirements are specific) satisfy mathematics core with six hours above the MATH 110 level.
- Math courses numbered 110 and below will count as general electives only.
- The E/RS Focus Elective that meets another core requirement should be chosen.
- A 2.500 cumulative overall GPA is required for admission to program and must be maintained for the Bachelor of Science degree.

Major Requirements:

See "Steps for Admission and Continual Progress for Licensure in Early Childhood." Also see "Handbook for Early and Middle Childhood."

- 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.

B.S. Middle Childhood Education

This block serves as a guideline only. See your academic advisor.

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Freshman Year			
Core Courses	15	Core Courses	15
		EDFD 100, Intro to Education	3
Total	15	Total	18
Sophomore Year			
Core/Concentration Courses	9	Core/Concentration Courses	9
EDFD 110, Human Dev & Learning	3	EDMC 212, Nature & Need of Adolescents 3	
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 6
EDRE 269, Phonics & Found of Literacy 3	EDMC 345, Mid Sc Coll & Class Mgmt 3
EDRE 314, Read Meth for Middle Grades .. 3	EDMC 325, Arts in Middle Child 3
EDMC 340, Middle Sc Phil & Sch Org 3	EDMC 351-354, Middle Schoor Curr 6
Total 18	Total 18

Senior Year

EDMC 455, Stu Teach: Middle School 11	Core/Concentration Courses 15
EDMC 456, SEM: Curr Issues in EDMC 1	EDRE 478, Diag & Corr of Read Dis 3
EDRE 471, Content Area Literacy 3	
Total 15	Total 18

Scheduling Notes:

- Course sequence is realistic only for the student who declares the Middle Childhood major as a freshman.
- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- 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.
- Off-Campus courses are approved by college dean. See advisor for procedure.

**BACHELOR OF SCIENCE
DEGREE IN SPECIAL EDUCATION**

**Mild/Moderate Intervention Specialist
Moderate/Intensive Intervention Specialist**

The Special Education undergraduate teacher preparation programs are theory based with continual field application experiences. Students complete the degree with a foundation in liberal arts and in child centered learning/development intervention competencies.

Core Curriculum Requirements: 64 hours including:

- Science requirements must be met with physical (PHYS or CHEM) and biological (BIOL) sciences.
- English composition grade must be "B" or better.
- Mathematics grades must be "C" or better.
- Social Sciences requirements is included in the major requirements.
- Literature area fulfilled per the major, with EDCH 320, 324 or 326.
- A 2.500 cumulative average must be attained in the core curriculum for recommendation to teacher licensure program.

Major Requirements:

- 32 hours of education courses: EDFD 110, 251, 260; EDRE 269; EDSP 200, 201, 203, 204, 205, 367, 368.
- Grade of "B" in curriculum courses.
- 40 hours additional hours of education courses to fulfill concentration area (see block schedules that follow).
- A 2.750 cumulative average must be attained in the education courses for recommendation for teacher licensure.



**B.S. Programs in Special Education
Undergraduate Four Year Programs in Special Education
Mild/Moderate Intervention Specialist Four Year Guideline**

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

<i>First Semester</i>	<i>(Field Hours)</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>(Field Hours)</i>	<i>Credit Hours</i>
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Freshman Year

ENGL 101 or 115, Engl Comp or Rhetoric ... 3	EDFD 110, Human Dev & Learning (5)3
Mathematics Elective 3	Mathematics Elective 3
History I Elective 3	History II Elective 3
THEO 111, Theological Foundations 3	PHIL 100, Ethics as Intro to Philosophy 3
EDSP 200, SpEd:Ident & Issues (5)3	Biology Elective 3
Total (5)15	Total (5)15

Sophomore Year

Theology Scrip/Hist or Christ Sys Elective .. 3	EDSP 201, Intro to Emotionally Disturbed .. 3
EDFD 260, Cultural Diversity in Ed 3	Physical Science Elective 3
EDSP 269, Phonics/Foundations-Lit 3	EDRE 471, Content Area Literacy 3
EDSP 205, Foundations in ECSPED (10)3	EDFD 251, Instructional Technology 3
EDSP 360, M/M Charact & Strategies (6)3	EDSP 203, Sp Ed Comm & Collab (5)3
Total (16)15	Total (5)15

Junior Year

PHIL 290, Theory of Knowledge 3	Philosophy Elective 3
EDCH 324, Child Lit for Early Child OR	Foreign Language Elective 3
EDCH 326, Child Lit for Middle Child OR	Fine Arts Elective 3
EDCH 320, Multicultural Lit for Child 3	EDSP 204, Read Assessment & Strat ... (10)3
EDRE 312, Reading Methods for EC 3	EDSP 364, DAP Instr Materials (lab)3
EDSP 362, M/M Support Services (10)3	EDSP 374, Curr Prac: Moderate Dis (30)3
EDSP 363, Sp Ed: Assess & Evaluation (lab)3	
EDSP 380, Classroom Management (10)3	
Total (20)18	Total (40)18

Senior Year

Foreign Language Elective 3	EDSP 400, M/M Student Teaching (16 wk)10
Theology Ethics or Rel/Cult Elective 3	EDSP 401, Teaching Seminar 2
ENGL/CLAS/SPAN 205, Lit & Moral Imag 3	
Science Elective 3	
EDSP 365, Curr Prac: Mild Dis (30)3	
EDSP 367, SpEd:Behav&Soc Skills (8)3	
Total (38)18	Total (16 wk)12

Scheduling Notes:

- The E/RS Focus Elective is required, but one of the other core requirements may be selected to fulfill the requirement.
- A minimum of 126 credit hours is required for the degree.
- The sequence of courses in the program are subject to change.



**B.S. Programs in Special Education
Undergraduate Four Year Programs in Special Education
Moderate/Intensive Intervention Specialist Four Year Guideline**

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

<i>First Semester</i>	<i>(Field Hours)</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>(Field Hours)</i>	<i>Credit Hours</i>
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Freshman Year

ENGL 101 or 115, Engl Comp or Rhetoric .. 3	Mathematics Elective	3	Mathematics Elective	3	3
Mathematics Elective	History II Elective	3	History II Elective	3	3
History I Elective	PHIL 100, Ethics as Intro to Philosophy	3	PHIL 100, Ethics as Intro to Philosophy	3	3
THEO 111, Theological Foundations	Biology Elective	3	Biology Elective	3	3
EDFD 110, Human Devel & Learning (5)3	EDSP 200, SpEd: Ident & Issues	(5)3	EDSP 200, SpEd: Ident & Issues	(5)3	(5)3
Total	Total	(5)15	Total	Total	(5)15

Sophomore Year

Physical Science Elective	Theology Scrip/Hist or Christ Sys Elective . 3	3	Theology Scrip/Hist or Christ Sys Elective . 3	3	3
EDFD 269, Phonics Found & Literacy	EDFD 251, Instructional Technology	3	EDFD 251, Instructional Technology	3	3
EDSP 201, Intro to Emotionally Dist Child . 3	EDSP 312, Reading Meth for EC	3	EDSP 312, Reading Meth for EC	3	3
EDSP 205, Foundtions in ECSPED (10)3	EDSP 203, Sp Ed: Comm & Collab	(5)3	EDSP 203, Sp Ed: Comm & Collab	(5)3	(5)3
EDSP 370, M/I Charact & Strategies (6)3	EDSP 373, M/M Assess & Eval	(lab)3	EDSP 373, M/M Assess & Eval	(lab)3	(lab)3
Total	Total	(16)15	Total	Total	(5)15

Junior Year

PHIL 290, Theory of Knowledge	Philosophy Elective	3	Philosophy Elective	3	3
Science Elective	Foreign Language Elective	3	Foreign Language Elective	3	3
EDRE 471, Content Area Literacy	EDSP 260, Cultural Diversity in Ed	3	EDSP 260, Cultural Diversity in Ed	3	3
EDCH 320, Multi-Cultural Lit for Child OR	EDSP 204, Read Assessment & Strat ... (10)3	3	EDSP 204, Read Assessment & Strat ... (10)3	3	3
EDCH 324, Child Lit for Early Child OR	EDSP 372, Comm Strategy & Tech	(30)3	EDSP 372, Comm Strategy & Tech	(30)3	(30)3
EDCH 326, Child Lit for Middle Child	EDSP 389, Prgm Prac: Sev/Inten Dis .. (lab)3	3	EDSP 389, Prgm Prac: Sev/Inten Dis .. (lab)3	3	3
EDSP 376, M/I Support Sevices		(10)3			(10)3
EDSP 380, Classroom Management (10)3		3			3
Total	Total	(20)18	Total	Total	(40)18

Senior Year

ENGL/CLAS/SPAN 205, Lit & Moral Imag 3	EDSP 402, M/I Student Teaching . (16 wk)10	3	EDSP 402, M/I Student Teaching . (16 wk)10	10	10
Theology Ethics or Rel/Cult Elective	EDSP 401, Teaching Seminar	2	EDSP 401, Teaching Seminar	2	2
Fine Arts Elective		3			3
Foreign Language Elective		(8)3			(8)3
EDSP 376, SpEd: Behav & Soc Skills .. (30)3		3			3
EDSP 374, Curr Prac: Moderate Dis		3			3
Total	Total	(38)18	Total	Total	(16 wk)12

Scheduling Notes:

- The E/RS Focus Elective is required, but one of the other core requirements may be selected to fulfill the requirement.
- A minimum of 126 credit hours is required for the degree.
- The sequence of courses in the program are subject to change.



**B.S. Programs in Special Education
Undergraduate Four Year Programs in Special Education
Early Childhood Intervention Specialist Four Year Guideline**

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

<i>First</i>	<i>(Field</i>	<i>Credit</i>	<i>Second</i>	<i>(Field</i>	<i>Credit</i>
<i>Semester</i>	<i>Hours)</i>	<i>Hours</i>	<i>Semester</i>	<i>Hours)</i>	<i>Hours</i>

Freshman Year

ENGL 101 or 115, Engl Comp or Rhetoric ...3	EDFD 200, Sp Ed: Ident & Issues (5)3
Mathematics Elective3	Mathematics Elective 3
History I Elective3	History II Elective 3
THEO 111, Theological Foundations3	PHIL 100, Ethics as Intro to Philosophy 3
EDSP 110, Human Devel & Learn (5)3	Biology Elective 3
Total (5)15	Total (5)15

Sophomore Year

Physical Science Elective 3	Theology Ethics or Rel/Cult Elective 3
Theology Scrip/Hist or Christ Sys Elective ...3	EDFD 251, Instructional Technology 3
EDFD 260, Cultural Diversity in Ed3	EDRE 312, Reading Methods for EC 3
EDSP 269, Phonics & Found in Lit3	EDSP 203, Sp Ed Comm & Collab (5)3
EDSP 201, Intro to Emotionally Dist Child .3	EDSP 391, ECSPED: Learning Theories (6)3
EDSP 205, Found in ECSPED (10)3	EDSP 392, ECSPED: Observ & Asmt . (lab)3
Total (10)18	Total (11)18

Junior Year

PHIL 290, Theory of Knowledge 3	Science Elective 3
EDCH 324, Child Lit for Early Child 3	Philosophy Elective 3
EDRE 471, Content Area Literacy3	EDSP 204, Read Assessment & Strat ... (10)3
EDSP 372, Comm Strat & Tech (lab)3	EDSP 364, DAP Instr Materials (lab)3
EDSP 381, Play & Role in Dev & Learn (8)3	EDSP 389, Prgm Prac: Sev/Intens Dis .. (30)3
EDSP 393, ECSPED: Curr Practices (30)3	
Total (20)18	Total (40)15

Senior Year

ENGL/CLAS/SPAN 205, Lit & Moral Imag 3	Foreign Language Elective 3
Foreign Language Elective 3	EDSP 403, ECSPED Student Teach(16wk)10
Fine Arts Elective3	EDSP 401. Teaching Seminar 2
EDSP 365, Curr Prac: Mild Dis (30)3	
EDSP 376, M/I Support Services (10)3	
EDSP 380, Classroom Management (10)3	
Total (50)18	Total (16 wk)15

Scheduling Notes:

- The E/RS Focus Elective is required, but one of the other core requirements may be selected to fulfill the requirement.
- A minimum of 126 credit hours is required for the degree.
- The sequence of courses in the program are subject to change.

PROFESSIONAL EDUCATION MINOR

A Professional Education minor is normally declared by an undergraduate who intends to achieve state licensure to teach at the pre-K - 12 or 7 -12 grade levels. The student must meet with a secondary education advisor for licensure requirements. The student retains his/her major area



advisor for guidance in the major, University core and for all other purposes. This minor requires the completion of 31 to 36 semester hours of education course work, including internship/student teaching, and a minimum GPA of 2.700 must be achieved. State licensure also requires the completion of prescribed courses in the teaching subject area. In order to complete the licensure sequence at the end of his/her bachelor's program, the undergraduate should begin the licensure sequence no later than the first semester of the sophomore year. Contact the Education Department for further information.

All areas of concentration must take these foundation courses: 16 hours required from EDFD 110; EDMS 131, 411; EDRE 471; EDSP 200 and 380

Concentrations: 15-20 hours required (complete 1 of the following 5 options)

1. Secondary Ed (7-12): 15 hours required, take one course from: EDMS 325, 330, 331, 332, 333, 335; 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): 18-20 hours required, take MUSC 221, 320, 321; and take EDMS 350 and 471.
5. Visual Art (pre-K - 12): 18 hours required, take ARTS 221, 223; and take EDMS 350 and 471.

CAUTION: Please consult with the Director of Secondary Education for exact program details and specific State of Ohio teaching licensure requirements.

BACHELOR OF SCIENCE DEGREE IN 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.


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.

Technical Standards for Admission

The Athletic Training Education Program at Xavier University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Education Program (ATEP) establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Allied Health Education Programs (CAAHEP)). The following abilities and expectations must be met by all students admitted to the ATEP. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Candidates for selection to the ATEP must demonstrate the following essential elements prior to admission consideration:

1. Demonstrate the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

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2. Possess sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
 3. Exercise the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
 4. Illustrate the ability to record the physical examination results and treatment plan clearly and accurately.
 5. Exhibit the capacity to maintain composure and continue to function well during periods of high stress.
 6. Confirm the perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
 7. Display the ability to adjust to changing situations and uncertainty in clinical situations.
 8. Possess affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Athletic Training Education Program will be required to verify they understand and meet these technical standards, with or without reasonable accommodations.

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 transcripted 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 Director of Athletic Training.
- Liability insurance (\$2,000,000/\$4,000,000), 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

- Undergraduate core curriculum requirements: 64 hours including
- Science requirements included within the major requirements.
 - Social sciences requirement: PSYC 101, PSYC 261 or SOCI 101.
 - Mathematics requirements: MATH 116 and one elective chosen from MATH 120-170.



Major requirements:

- Minimum 53 hours of education courses: EDAT 143, 150, 250, 323, 343, 344, 345, 346, 347, 350, 375 (4x), 450, 492; EDHE 168, 288, 375, 387; EDPE 267, 313, 377, 381.
- A 2.000 cumulative GPA must be attained in these education major courses.
- 14 hours of science courses: BIOL 140, 141, 142, 143, 340; EDAT 386, 387.
- Three hours of psychology courses: PSYC 477.
- Three hours of information systems courses: INFO 200.
- 1,000 clinical hours under the supervision of a certified athletic trainer.
- A minimum of a 2.500 cumulative GPA and a minimum 2.000 in all biology, and professional courses must be maintained to remain in the program.
- A code of ethical behavior and conduct has been developed to ensure professional behavior of all students enrolled in the Athletic Training program. The Athletic Training Advisory Committee will review cumulative code infractions at the end of each academic semester. A student who exceeds the maximum cumulative infraction points will be deemed unprofessional and will not be permitted to continue in the program.
- If a student earns lower than a grade of "C" in any athletic training course, it may be repeated once and must be taken at Xavier University.

B.S. Athletic Training

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

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

EDAT 143, Intro to Athletic Training 3	EDAT 323, Rec & Eval of Ath Injuries 3
EDHE 168, First Aid 3	BIOL 142, Human Anatomy & Phy II 3
EDHE 288, Personal & Comm Health 2	BIOL 143, Human Anatomy & Phy II Lab . 1
BIOL 140, Human Anatomy & Phy I 3	EDHE 375, Nutrition 2
BIOL 141, Human Anatomy & Phy I Lab ... 1	Core Courses 7
Core Courses 3	
Total 15	Total 16

Sophomore Year

EDAT 343, Therapeutic Modalities 3	EDAT 344, Therapeutic Exercise 3
EDAT 386, Advanced Kinesiology 2	EDAT 345, Orthopedic Injuries I 3
EDAT 387, Advanced Kinesiology Lab 1	EDAT 250, Athletic Training Practicum II .. 1
EDAT 150, Athletic Training Practicum I ... 1	EDAT 375, Field Experience 1
EDAT 375, Field Experience 1	Core Courses 9
Core Courses 9	
Total 17	Total 17

Junior Year

EDAT 346, Orthopedic Injuries II 3	EDAT 347, Orthopedic Injuries III 3
EDPE 377, Org Adm of Health, PE & AT ... 3	EDPE 267, Physiology of Exercies 3
EDAT 375, Field Experience 1	EDAT 350, Practicum III 1
Core Courses 9	BIOL 340, Advanced Physiology 3
	EDPE 381, Assessment & Evaluation 3
	EDAT 375, Field Experience 1
	Core Courses 3
Total 16	Total 17



Senior Year

EDAT 492, Senior Seminar	3	Core Courses	6
EDAT 375, Field Experience	1	EDAT 450, Athletic Training Practicum IV	1
Core Courses	12	EDPE 313, Strength & Cond Prgm Dev	3
		EDHE 387, Current Issues & Ethics in HE	2
		PSYC 477, Sports Psychology	3
		EDAT 375, Field Experience	1
Total	16	Total	16

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the catalog.
- A minimum of 128 credit hours is required for the degree.

**BACHELOR OF SCIENCE DEGREE IN SPORT MANAGEMENT/
MARKETING**

Requirements for the Sport Management/Sport Marketing Major

Undergraduate core curriculum requirements: 64 hours, including

- Social Sciences requirement included within the major.
- Philosophy 321 is recommended as the philosophy elective.
- Mathematics requirements: MATH 116 required

Major Requirements: 71 hours, distributed as follows:

- Area 1 12 hours management courses required: EDSM 110 and 322, MGMT 300, INFO 200.
- Area 2 Eight hours social ethics required: EDPE 193, EDSM 132, EDSM 410.
- Area 3 Six hours legal aspects required: EDSM 348, BLAW 300.
- Area 4 12 hours communication arts required: COMM 101, COMM 207 and six elective hours (COMM 209-479).
- Area 5 Six hours of marketing required: MKTG 300 and EDSM 310. Students wishing to concentrate in sport marketing must take an additional six elective hours, with advisor's permission.
- Area 6 Three hours of accounting required: ACCT 200.
- Area 7 Six hours of economics required: ECON 200 and 201.
- Area 8 Six hours of sport management electives required with advisor's permission.
- Area 9 Nine hours of field experience required, including EDSM 495. Each three hour block in EDSM 495 equals 200 clock hours for a total of 400 clock hours. Three hours of professional development required: EDSM 250.

B.S. Sport Management/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	EDPE 193, History & Phil of Sport	2
THEO 111, Theological Foundations	3	Mathematics Elective	3
History I Elective	3	COMM 101, Oral Communication	3
Foreign Language Elective	3	History II Elective	3
EDSM 110, Intro to Sport Management	3	Foreign Language Elective	3
		PHIL 100, Ethics as Intro to Philosophy	3
Total	15	Total	17



Sophomore Year

Science Elective	3	Science Elective	3
Theology Scrip/Hist or Christ Sys Elective ..	3	PHIL 290, Theory of Knowledge	3
EDSM 250, Prof Dev in Sport Mgmt	3	COMM 207, Interpersonal Communication	3
ECON 200, Microeconomic Principles	3	ECON 201, Macroeconomic Principles	3
Cultural Diversity Elective	1	MATH 116, Elementary Statistics	3
ENGL/CLAS/SPAN 205, Lit & Moral Imag	3		
Total	16	Total	15

Junior Year

Theology Ethics or Rel/Cult Elective	3	Philosophy Elective *	3
EDSM 322, Facility & Event Mgmt	3	EDSM 132, Sociology of Sport	3
INFO 200, Managing Info Technology	3	BLAW 300, Legal Environment	3
Literature Elective	3	Communication Arts Elective	3
MKTG 300, Principles of Marketing	3	EDSM 310, Intro to Sport Marketing	3
Communication Arts Elective	3		
Total	18	Total	15

Senior Year

Fine Arts Elective	3	ACCT 200, Intro Financial Accounting	3
EDSM 348, Legal & Ethical Iss is Sport	3	EDSM 495, Sport Mgmt/Mktg Internship	9
MGMT 300, Managerial Behavior	3	Sport Management Elective	3
EDSM 410, Sport Ethics	3		
Sport Mgmt Elective	3		
Total	15	Total	15

* 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* : 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 471; EDFD 110; EDSP 200, 380.
- 32 hours of biology courses: BIOL 160, 161, 162, 163, 210, 211, 230, 250, 251, 410, 411, 450, 451, and four hours of biology electives (BIOL 222, 240, 244, 350, 351, 352, 353, 360) .
- Eight hours of chemistry courses: CHEM 160, 161, 162, 163.
- Seven hours of physics courses: PHYS 116, 117, 160, 161.



- A 2.500 overall cumulative average must be attained; a 2.700 GPA must also be attained in education courses and in each area of certification.
- The program meets the State of Ohio licensure requirements for Grades 7-12.
- * The University core curriculum must be fulfilled to meet State of Ohio regulations in general education for teacher licensure.

B.S. Teaching Life Sciences

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

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

Freshman Year

BIOL 160, General Biology I	3	BIOL 162, General Biology II	2
BIOL 161 General Biology I Lab	2	BIOL 163, General Biology II Lab	2
CHEM 160, General Chemistry I	3	CHEM 162, General Chemistry II	3
CHEM 161, General Chemistry I Lab	1	CHEM 163, General Chemistry II Lab	1
ENGL 101 or 115, Engl Comp or Rhetoric ..	3	Foreign Language Elective	3
Foreign Language Elective	3	PHIL 100, Ethics as Intro to Philosophy	3
EDMS 131, Professional Education	3	THEO 111, Theological Foundations	3
Total	18	Total	17

Sophomore Year

BIOL 210, General Botany	2	BIOL 250/251, Ecology & Lab	4
BIOL 211, General Botany Lab	2	PHIL 290, Theory of Knowledge	3
PHYS 160, College Physics I	3	ENGL/CLAS/SPAN 205, Lit & Moral Imag ..	3
PHYS 161, Intro Physics I Lab	1	MATH 156, General Statistics	3
MATH 150, Elements of Calculus I	3	EDSP 200, Sp Ed Ident & Issues	3
EDFD 110, Human Dev & Learning	2		
Cultural Diversity Elective	1		
Literature Elective	3		
Total	17	Total	16

Junior Year

Biology Program Elective **	4	EDMS 350, Tech & Topics for Teachers	3
BIOL 410, Vertebrate Physiology	2	BIOL 230, Genetics	3
BIOL 411, Vertebrate Phys Lab	2	History II Elective	3
EDMS 332, Meth/Curr/Asmt in Science	3	Theology Scrip/Hist or Christ Sys Elective ..	3
History I Elective	3	PHYS 116, Our Universe: The Earth	2
EDRE 471, Content Area Literacy	3	PHYS 117, Our Universe: The Earth Lab	1
		Fine Arts Elective	3
Total	17	Total	18

Senior Year

Theology Ethics or Rel/Cult Elective	3	EDMS 470, Student Teaching	9
Philosophy Elective	3	EDSP 380, Classroom Management	3
E/RS Focus Elective *	3		
Theology Ethics or Rel/Cult Elective	3		
BIOL 450, Bacteriology	2		
BIOL 451, Bacteriology Lab	2		
EDMS 411, Clinical Experiences: Sec	1		
Total	17	Total	12

Biology 24 hours, Chemistry eight hours, Physics seven hours, Math six hours. E/RS Focus courses: One elective required in addition to PHIL 100, THEO 111, and ENGL/CLAS 205. See list in current class schedule. (Elective course may be used to satisfy another core requirement.) Required: 2.500 overall GPA; 2.700 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.

** 4 hours from BIOL 360, 222, 240, 244, 350, 351, 352, 353.

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.

BACHELOR OF SCIENCE DEGREE IN TEACHING LIFE SCIENCES AND CHEMISTRY

Requirements for the Teaching Life Sciences and Chemistry Major

Undergraduate core curriculum requirements*: 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 471; EDFD 110; EDSP 200, 380.
- 24 hours of chemistry courses: CHEM 160, 161, 162, 165, 240, 241, 242, 243, 440; and five semester hours from CHEM 220, 221, 300, 340, 341, 411.
- 24 hours of biology courses: BIOL 160, 161, 162, 163, 210, 211, 230, 250, 251, and four semester hours from BIOL 410, 411, 450, 451.
- 10 hours of physics courses: PHYS 116, 117, 160, 161, 162, and 163.
- A 2.700 cumulative average must be attained; a 2.500 GPA must also be attained in education courses and in each area of licensure.

This program meets the State of Ohio licensure requirements for Grades 7-12.

* The undergraduate core curriculum must be fulfilled to meet State of Ohio regulations in general education for teacher licensure.

B.S. Teaching Life Sciences & Chemistry

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

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
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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 165, 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 165, General Chemistry II Lab	2
MATH 170, Calculus I	4	MATH 171, Calculus II	4
PHIL 100, Ethics as Intro to Philosophy	3	THEO 111, Theological Foundations	3
EDMS 131, Professional Education	3	ENGL 101 or 115, Engl Comp or Rhetoric .	3
Total	19	Total	19

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	PHYS 163, Intro Physics Lab II	1
Literature Elective	3	History II Elective	3
EDFD 110, Human Dev & Learning	3	Theology Scrip/Hist or Christ Sys Elective .	3
History I Elective	3	EDSP 200, Sp Ed Indent & Issues	3
Cultural Diversity Elective	1		
Total	18	Total	17



Junior Year

EDRE 471, Content Area Reading	3	BIOL 250, Ecology	3
CHEM 440, Biochemistry	3	BIOL 251, Ecology Lab	1
PHYS 116, Our Universe: Earth	2	EDMS 350, Tech & Topics for Teachers	3
PHYS 117, Our Universe: Earth Lab	1	Fine Arts Elective	3
BIOL 210, General Botany	2	ENGL/CLAS/SPAN 205, Lit & Moral Imag	3
BIOL 211, General Botany Lab	2	PHIL 290, Theory of Knowledge	3
EDMS 332, Meth/Curr/Asmt in Science	3	Foreign Language Elective	3
Biology Elective	4		
Total	20	Total	19

Senior Year

Chemistry Elective (300 level)	5	EDMS 470, Student Teaching	9
Philosophy Elective	3	EDSP 380, Classroom Management	3
BIOL 230, Genetics	3		
E/RS Focus Elective	3		
Foreign Language Elective	3		
Theology Ethics or Rel/Cult Elective	3		
EDMS 411, Clinical Experiences: Sec	1		
Total	21	Total	12

Chemistry 24 hours, Biology 24 hours, Physics 10 hours, Math six hours. Required: 2.500 overall GPA; 2.700 GPA in education courses; 2.700 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 of the Catalog.
- The E/RS Focus Elective is required, but one of the other core requirements may be selected to fulfill the requirement.

BACHELOR OF SCIENCE DEGREE IN TEACHING LIFE SCIENCES AND PHYSICS

Requirements for the Teaching Life Sciences and Physics Major

Undergraduate core curriculum requirements*: 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 471; EDFD 110; EDSP 200, 380.
- 24 hours of biology courses: BIOL 160, 161, 162, 163, 210, 211, 230, 250, 251, and four hours of biology electives: BIOL 410 and 411 or 450 and 451 .
- Seven hours of chemistry courses: CHEM 160, 161, 162.
- 27 hours of physics courses: PHYS 116, 117, 161, 163, 170, 172, 242, 243, 330, 331, 350, and six hours of physics electives (selected).
- A 2.700 overall cumulative average must be attained; a 2.500 GPA must also be attained in education courses and in each area of licensure.

The program meets the State of Ohio licensure requirements for Grades 7-12.

* The university core curriculum must be fulfilled to meet State of Ohio regulations in general education for teacher licensure.



B.S. Teaching Life Sciences & Physics

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

First Semester Credit Hours Second Semester Credit Hours

Freshman Year

BIOL 160, General Biology I	3	BIOL 162, General Biology II	2
BIOL 161, General Biology I Lab	2	BIOL 163, General Biology II Lab	2
CHEM 160, General Chemistry I	3	CHEM 162, General Chemistry II	3
CHEM 161, General Chemistry I Lab	1	Cultural Diversity Elective	1
EDMS 131, Professional Education	3	Foreign Language Elective	3
Foreign Language Elective	3	PHIL 100, Ethics as Intro to Philosophy	3
History I Elective	3	THEO 111, Theological Foundations	3
Total	18	Total	17

Sophomore Year

BIOL 210, General Botany	2	BIOL 250, Ecology	3
BIOL 211, General Botany Lab	2	BIOL 251, Ecology Lab	1
PHYS 170, University Physics I	3	PHYS 172, University Physics II	3
PHYS 161, General Physics I Lab	1	PHYS 163, General Physics II Lab	1
MATH 170, Calculus I	4	MATH 171, Calculus II	4
ENGL 101 or 115, Engl Comp or Rhetoric ..	3	EDSP 200, Sp Ed: Ident & Issues	3
EDFD 110, Human Dev & Learning	3		
Total	18	Total	17

Junior Year

Fine Arts Elective	3	BIOL 230, Genetics	3
PHYS 242, Electronics I	2	History II Elective	3
PHYS 243, Electronics I Lab	1	PHIL 290, Theory of Knowledge	3
EDMS 332, Meth/Curr/Asmt in Science	3	PHYS 116, Our Universe: The Earth	2
PHYS 350, Mechanics	3	PHYS 117, Our Universe: The Earth Lab ...	1
PHYS 330, Atomic Physics	3	Theology Scrip/Hist or Christ Sys Elective .	3
PHYS 331, Atomic Physics Lab	1	EDMS 350, Tech & Topics for Teachers	3
BIOL Electives	4	Literature Elective	3
Total	20	Total	21

Senior Year

EDRE 471, Content Area Reading	3	EDMS 470, Student Teaching	9
Philosophy Elective	3	EDSP 380, Classroom Management	3
ENGL/CLAS/SPAN 205, Lit & Moral Imag	3		
Physics Electives	6		
Theology Ethics or Rel/Cult Elective	3		
EDMS 411, Clinical Experiences: Sec	1		
Total	19	Total	12

NOTE: E/RS Focus Elective required (see advisor). Four additional semester hours of biology electives (BIOL 410 & 411 or BIOL 450 & 451) are needed (see advisor).

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" description of the Catalog.

BACHELOR OF SCIENCE DEGREE IN TEACHING PHYSICAL SCIENCES (CHEMISTRY AND PHYSICS)

Requirements for the Teaching Physical Sciences Major

Undergraduate core curriculum requirements* : 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 471; EDFD 110; EDSP 200, 380.
- 24 hours of chemistry courses: CHEM 160, 161, 162, 163, 240, 241, 242, 243, 320 and five elective chemistry courses (see advisor).
- Nine hours of biology courses: BIOL 160, 161, 162, 163.
- 24 hours of physics courses: PHYS 161, 163, 170, 172, 242, 243, 330, 331, 350, and six selected physics electives (see advisor). In addition, PHYS 116 and 117 are required.
- A 2.500 overall cumulative average must be attained; a 2.700 GPA must also be attained in education courses and in each area of licensure.

The program meets the State of Ohio licensure requirements for Grades 7-12.

* The University core curriculum must be fulfilled to meet State of Ohio regulations in general education for teacher licensure.

B.S. Teaching 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
EDMS 131, Professional Education 3	Foreign Language Elective 3
Foreign Language Elective 3	PHIL 100, Ethics as Intro to Philosophy 3
MATH 170, Calculus I 4	MATH 171, Calculus II 4
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
ENGL 101 or 115, Engl Comp or Rhetoric ... 3	Fine Arts Elective 3
Cultural Diversity Elective 1	
Total 18-20	Total 17-19



Junior Year			
BIOL 160, General Biology I	3	BIOL 162, General Biology II	2
BIOL 161, General Biology Lab I	2	BIOL 163, General Biology Lab II	2
PHYS 330, Atomic Physics	3	EDMS 350, Tech & Topics for Teachers	3
PHYS 331, Atomic Physics Lab	1	EDSP 200, Sp Ed: Ident & Issues	3
PHYS 350, Mechanics	3	PHIL 290, Theory of Knowledge	3
EDRE 371, Content Area Literacy	3	History II Elective	3
History I Elective	3	Physics Elective	6
EDMS 332, Meths, Curr & Asmt Science....	3		
Total	21	Total	20

Senior Year			
EDMS 411, Clinical Experiences: Sec	1	EDMS 470, Student Teaching	9
Philosophy Elective	3	EDSP 380, Classroom Management	3
E/RS Focus Elective	3		
Theology Scrip/Hist or Christ Sys Elective ..	3		
ENGL/CLAS/SPAN 205, Lit & Moral Imag	3		
Chemistry Elective	3		
Theology Ethics or Rel/Cult Elective	3		
Total	16	Total	12

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.

UNDERGRADUATE PROGRAMS IN MONTESSORI EDUCATION

The philosophy of education taught in the Montessori program was researched by Dr. Maria Montessori, the first Italian woman to graduate from medical school in Rome in 1896. Dr. Montessori's philosophy supports the fundamental tenet that a child learns best within a social environment which supports each individual's unique development. Multi-age grouping in each class promotes peer group learning. The children work in a prepared learning environment that is child-centered and beautifully arranged with learning materials to aid the child in exploration of new ideas. The Montessori teacher learns to be a scientific observer and facilitator, providing an environment for children that is developmentally appropriate to help the child grow in all areas: social, cognitive, emotional, and physical.

An undergraduate degree will prepare you to practice your profession in the following ways:

1. Public schools. You will be prepared to teach in Montessori public schools, traditional public school early childhood programs and traditional public school classrooms for kindergarten through third grade.
2. Private schools. Our graduates teach in private Montessori schools all over the world. They are also teachers in traditional private schools.
3. Hospitals. Hospitals hire our graduates for special children's programs.
4. Child care centers. Our graduates are hired as administrators of child care centers.
5. State and city child care licensing organization. Our graduates are hired as inspectors for these organizations.

The Xavier University Montessori Teacher Education Program is accredited by the MACTE Commission and grants an American Montessori Credential for Early Childhood and Elementary I students who complete all requirements also receive a State of Ohio Early Childhood License for Pre-K and K-3.



**BACHELOR OF SCIENCE
MONTESSORI EDUCATION**

**Early Childhood Education
Ohio License for Pre-K and K-3
American Montessori Society Credential for Ages 2 1/2 to 6 Years
American Montessori Credential for Elementary I**

Requirements for the Early Childhood/Montessori Education Major

Undergraduate core curriculum requirements: 64 hours, including

- English Composition/Rhetoric grade must be a "B" or above.
- Mathematics grade must be a "C" or above.
- EDFD 260 fulfills the cultural diversity requirement.
- A 2.500 overall GPA must be achieved.
- A 2.700 grade point average must be achieved in education courses.
- All Montessori education courses must have a grade of "B" or above.
- A questionnaire form must be in the file by the end of freshman year.
- Three letters of recommendation must be in student's file during the sophomore year.
- A moral character form must be in the file by sophomore year.
- A signed copy of the handbook signature page must be in the file by sophomore year.
- Application for student teaching must be turned in by spring of junior year.
- Application and fees for American Montessori Credential must be turned in the summer before senior year.
- PRAXIS exams must be taken the first semester of senior year.

B.S. Montessori Education

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

**EARLY CHILDHOOD PROGRAM
State of Ohio License Pre-K and K-3
American Montessori Credential Early Childhood Ages 2 1/2 to 6**

<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 Elective 3	History II Elective 3
THEO 111, Theological Foundations 3	PHIL 100, Ethics as Intro to Philosophy 3
Total 15	Total 15

Sophomore Year

EDFD 110, Human Dev & Learning 3	Science Elective 3
Science Elective 3	EDEC 210, Early Child Development 3
PHIL 290, Theory of Knowledge 3	Theology Scrip/Hist or Christ Sys Elective . 3
EDME 351, Montessori Ed: Phil Approach . 3	EDSP 202, Found of Early Child: Sp Ed 3
COMM 101, Oral Communication 3	EDME 376, Phonics Skills 3
EDME 364, Early Child Met/Montessori 3	EDRE 312, Read Methods for Early Child .. 3
Total 18	Total 18



Junior Year

Science Elective..... 3	EDFD 251, Instructional Technology 3
ENGL/CLAS/SPAN 205, Lit & Moral Imag 3	EDCH 324, Child Lit for Early Child 3
EDME 354, Mont Lang Arts & Read Meth . 3	EDME 377, Early Child/Math & Science 3
Reading Methods Elective..... 3	EDEC 330, Play in Early Childhood 3
Fine Arts Elective 3	EDFD 260, Cultural Diversity in Ed 3
Theology Ethics or Rel/Cult Elective 3	Philosophy Elective 3
Total 18	Total 18

Senior Year

E/RS Focus Elective 3	EDME 367, Mont Curr Des&Te Strat:EC II 3
EDME 366, Mont Curr Des&Te Strat:EC I . 3	EDME 350, Methods of Observation 3
EDME 473, Mont Early Child Pract I 6	EDME 474, Mont Early Child Pract II 6
EDME 359, Full Day Child Care 3	EDRE 478, Diagnosis/Correct of Read Dis . 3
Total 15	Total 12

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the Core or the major.

B.S. Montessori Education

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

EARLY CHILDHOOD PROGRAM
State of Ohio License Pre-K and K-3
American Montessori Credential Elementary I

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
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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 Elective 3	History II Elective 3
THEO 111, Theological Foundations 3	PHIL 100, Ethics as Intro to Philosophy 3
Total 15	Total 15

Sophomore Year

EDFD 110, Human Dev & Learning 3	EDEC 210, Early Childhood Dev 3
COMM 101, Oral Communication 3	Science Elective 3
Science Elective..... 3	Theology Scrip/Hist or Christ Sys Elective . 3
PHIL 290, Theory of Knowledge 3	EDME 376, Phonics Skills 3
EDME 353, Mont Math & Geometry 3	EDRE 312, Read Methods for Early Child.. 3
EDME 351, Mont. Ed: Phil Approach 3	EDSP 202, Found of Early Child: Sp Ed 3
Total 18	Total 18



Junior Year

Science Elective	3	EDFD 251, Instructional Technology	3
ENGL/CLAS/SPAN 205, Lit & Moral Imag	3	EDCH 324, Children's Lit Early Child	3
EDME 354, Mont Lang Arts & Read Meth	3	EDME 355, Montessori Cultural Subjects ...	3
Reading Methods Elective	3	EDEC 230, Play in Early Childhood	3
Fine Arts Elective	3	EDFD 260, Cultural Div in Ed	3
Theology Ethics or Rel/Cult Elective	3	Philosophy Elective	3
Total	18	Total	18

Senior Year

E/RS Focus Elective	3	EDME 350, Methods of Observation	3
EDME 352, Mont Curr Des & Te St: Prim	3	EDME 356, Mont Integ Curr: Primary	3
EDME 470, Montessori Primary Prac I	6	EDME 471, Montessori Primary Prac II	6
EDME 359, Full Day Child Care	3	EDRE 478, Diagnosis/Correct of Read Dis	3
Total	15	Total	12

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.

MINOR IN MONTESSORI EDUCATION

The Montessori Education minor has twelve (12) courses available to all Xavier undergraduates and compatible with any major. The program is designed to provide each student with academic and practicum experiences in the field of teaching young children.

The student will receive an American Montessori Credential. This credential will allow the student to teach in **private** Montessori schools in the United States and other countries.

Further information about this program can be obtained by calling 513 745-3424.

ASSOCIATE OF SCIENCE DEGREE IN EARLY CHILDHOOD EDUCATION

American Montessori Credential for Early Childhood

Requirements for the Associate Degree in Early Childhood Education

Undergraduate core curriculum requirements: 31 hours

<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	COMM 101, Oral Communications	3
THEO 111, Theological Foundations	3	PHIL 100, Ethics as Intro to Philosophy	3
History I Elective	3	Literature Elective	3
EDME 359, Full Day Child Care	3	EDME 351, Montessori Ed: Phil Approach	3
Fine Arts Elective	3		
Total	15	Total	12



Second Year

EDME 364, Early Child/Montessori Meth ... 3	EDME 363, Early Cognitaive Dev OR
EDSP 205, Found of Early Child: Sp Ed 3 <i>(this also counts for Social Science credits)</i>	EDFD 110, Human Dev & Learn 3 <i>(this also counts for Social Science credits)</i>
Fine Arts Elective 3	EDME 377, Early Child/Math & Science 3
Cultural Diversity Elective 1	PHIL 290, Theory of Knowledge 3
Science Elective..... 3	EDME 376, Phonics Skills 3
Total 13	Total 12

Student Teaching Year

EDME 366, Mont Curr Des & Te St I:EC ... 3	EDME 367, Mont Curr Des & Te St II:EC.. 3
EDME 473, Mont Early Child Prac I 6	EDME 474, Mont Early Child Prac II 6
	EDME 350, Methods of Observation 3
Total 9	Total 12

This program may be applied to a four year degree program.

MASTER OF EDUCATION DEGREE

The Master of Education, a professional degree, is designed to meet the needs of professional educators. This degree is awarded to the candidate who has demonstrated a capacity for improving the quality of teaching within the particular sphere of his or her influence by satisfactorily

completing a program of graduate work designed to give these characteristics:

1. Broad knowledge of the principles and techniques of education in modern society.
2. Specific knowledge of one major area of the field of education.
3. Essential understanding and skills necessary for intelligent consumption of educational research.

To ensure comprehensiveness in their programs for the Master of Education degree, candidates should include in their programs 12 hours of general survey courses (**or alternate courses as indicated by specific program**) designed to provide integrated coverage of the broad field of education. These courses are:

EDFD 501	Philosophy of Education (3) OR
EDFD 502	History of American Education
EDFD 503	Advanced Educational Psychology (3)
EDFD 505	Educational Administration (3).
EDFD 507	Educational Research (2) and
EDFD 508	Educational Research Paper (1).

To ensure their mastery of a particular area of education, candidates must include a concentration of at least 12 credit hours in one of the following areas:

Administration	Mathematics
Art	Montessori Education
Biology	Multicultural Literature for Children
Business Education	Music
Chemistry	Philosophy
Classics	Psychology
Elementary Education	Reading
English	Secondary Education
French	Spanish
German	Special Education
History	Theology
Political Science	



Those interested in the MEd program should obtain fact sheets covering specifics of concentrations from the Office of Graduate Services.

The Master of Education program invites applications from students with a bachelor's degree and a solid academic record. Admission decisions are based on factors such as past academic performance, standardized test score, and other information submitted.

Further information and application materials may be obtained from the Office of Graduate Services, 312 Elet Hall, 513 745-3360.

A minimum of thirty hours is normally required for the degree of Master of Education. These shall be distributed as follows:

1. General surveys in education, 12 credit hours.
 2. Concentration, 12 credit hours.*
 3. Pertinent electives, 6 credit hours.
- * Certain concentrations may require more than 12 semester hours, particularly where state certification requirements are involved.

A student's Master of Education program may not include more than 6 semester hours of workshops, unless by special arrangement with the department chair.

The Master of Education degree will be awarded only to candidates who have passed an extensive written examination covering their particular field of concentration (e.g., administration) or covering the four general survey courses in education if they have concentrated in a subject matter field or in elementary or secondary education. The comprehensive exam is not required for the MEd in Human Resource Development, Sport Administration, or the MA in Community Counseling or School Counseling.

Should the student fail the comprehensive examination, it may be repeated only once.

Note: The University is not obliged to recommend licensure of any type on the basis of the completion of a Master of Education degree or specific course work in education. Students must also meet leadership, communication, and character requirements and pass the required PRAXIS tests of the State Department of Education for each specific license.

Master of Arts in School Counseling Master of Arts in Community Counseling

The MA in School Counseling is a professional degree designed to meet the educational requirements for licensure as a school counselor. The MA in Community Counseling is a professional degree designed to meet the educational requirements for becoming licensed as an Ohio Professional Counselor (PC).

The requirements for these two degrees differ from others. The MA in School Counseling requires a minimum of 48 hours, while the MA in Community Counseling requires a minimum of 60 hours. Students who already possess a Master's degree and who wish to earn an MA in School Counseling or a MA in Community Counseling MAY be permitted to do so in less than the required 48/60 hours. Such students MUST, however, complete a minimum of 30 hours at Xavier University. See the program director for specific degree requirements.

Master of Education Degree in Montessori Education Ohio Early Childhood License Pre-K and K-3

Other Requirments:

- Undergraduate transcripts must be evaluated for reading methods courses and other courses.
- English undergraduate composition/rhetoric grade must be a "B" or above.
- All Montessori education courses must have a grade of "B" or above.
- A signed copy of the handbook signature page must be in the file during the first semester of program.
- Three letters of recommendation must be student's file before practicum.
- A questionnaire form must in the file before practicum.
- A moral character form must be in the file before practicum.

- Application for student teaching must be turned in by spring before practicum.
- Application and fees for American Montessori Credential must be turned in the summer before your practicum.
- PRAXIS exams must be taken the first semester of practicum year.

American Montessori Early Childhood Credential

Course Requirments	Semester Hours
EDFD 505, 507, 508, EDSP 505	9
EDME 550** Methods of Observation	3
EDME 551* Montessori Ed: Philosophical Approach	3
EDME 552** Montessori Curriculum Design & Teach Strat: Primary	3
EDME 554 Montessori Language Arts and Reading	3
EDME 556** Montessori Integration of Curriculum: Primary	3
EDME 559 Full Day Child Care	3
EDME 563 Early Cognitive Development	3
EDME 564* Early Childhood/Montessori Methods	3
EDME 576* Phonics Skills	3
EDME 577* Early Childhood/Math and Science	3
EDME 670** Montessori Practicum I: Primary	3
EDME 671** Montessori Practicum II: Primary	3
EDRE 612 Reading Methods for Early Child	3
EDRE 678 Diagnosis/Correct of Read Dis	<u>3</u>
	51

- * Must be completed before beginning your practicum.
- ** Courses taken during practicum.

American Montessori Elementary I Credential

Course Requirments	Semester Hours
EDFD 505, 507, 508, EDSP 505	9
EDME 550** Methods of Observation	3
EDME 551* Montessori Education: Philosophical Approach	3
EDME 552** Mont Curr Design & Teaching Strategies: Primary	3
EDME 553* Montessori Math and Geometry	3
EDME 554* Montessori Language Arts and Reading	3
EDME 555* Montessori Cultural Subjects	3
EDME 556** Montessori Integration of Curriculum: Primary	3
EDME 576* Phonics Skills	3
EDME 559 Full Day Child Care	3
EDME 563 Early Cognitive Development	3
EDME 670** Montessori Practicum I: Primary	3
EDME 671** Montessori Practicum II: Primary	3
EDRE 612 Reading Methods for Early Child	3
EDRE 678 Diagnosis/Correct of Read Dis	<u>3</u>
	51

- * Must be completed before beginning your practicum.
- ** Courses taken during practicum.

NOTE: to add an AMS 9-12 credential to 6-9 credential you must take an additional 14 semester hours.



**Master of Education Degree in Montessori Education
30 hour program with no Ohio State License
No Montessori Credential**

Course Requirements	Semester Hours
EDFD 503, 505, 507, 508	9
EDME 551 Montessori Education: Philosophical Approach	3
EDME 563 Early Cognitive Development	3
EDME 550 Methods of Observation	3
	18

The other twelve (12) hours can be taken from the following courses:
EDME 553, 554, 555, 559, 564, 576 or 577

Other Requirements:

- All Montessori education courses must have a grade of "B" or above.
- Three letters of recommendation must be in student's file.
- A questionnaire form must be in the file.
- A moral character form must be in the file.
- A signed copy of the handbook signature page must be in the file during the first semester of program.

**MASTER OF EDUCATION DEGREE IN HUMAN RESOURCE
DEVELOPMENT, EXECUTIVE PROGRAM**

The weekend executive MED in Human Resource Development (HRD) is designed to meet the needs of individuals who wish to advance in, or enter, the expanding HRD field. This degree is awarded to the candidate who has developed a capacity to implement the integrated use of training, organization and career development efforts in improving individual, group, and organizational effectiveness. Typical HRD practices include executive and supervisory/management development, professional skills training, organization development, consultation, and technical/job instruction and coaching, among others.

Twelve course interdisciplinary program covers key competencies in developing the adult learner, applying and designing HRD research, behaving in organizations, consulting for organizational effectiveness, advising for career development, assessing and evaluating HRD programs, designing and developing HRD programs, facilitating learning in HRD programs, trends & issues in HRD, technology in HRD and managing the HRD function.

The Executive HRD Program is a 21-month program. Students attend classes on the Xavier campus 24 weekends (Friday night, all day Saturday, and Sunday mornings) during that time. A unique feature of this program is that it employs an executive approach to graduate study: students enter with a group of students with whom they remain throughout their program of study. Due to the comprehensive and consecutive sequence of courses, no transfer credits will be accepted from other programs. There is no final thesis or comprehensive exam required for the program. Students will be admitted once per year in the early spring for a cohort class which will begin in the following fall. Early application to the program is recommended. Please review the program fact sheet for specific admissions information.

MASTER OF EDUCATION DEGREE IN READING EDUCATION

The degree of Master of Education with a concentration in reading is a professional degree designed to meet the needs of licensed teaching professionals desiring to enhance their knowledge of the reading process with current theory and research as well as classroom application. This program provides training for classroom teachers, media specialists, special teachers of reading, reading consultants, and reading supervisors.

Accordingly this degree is awarded to the candidate who has demonstrated a capacity for professional performance by satisfactorily completing the course of study designed to develop the following characteristics:

1. The ability to work directly or indirectly with pupils who have either failed to benefit





from regular classroom instruction in reading or those pupils who could benefit from advanced training in reading skills.

2. The ability to work with teachers, administrators, and other professionals to improve and coordinate the total reading program of the school.

This program is designed to meet the specifications of the International Reading Association and State of Ohio course requirements for the Reading Endorsement. It also meets reading specialist licensure requirements in many states.

The following coursework is required for the Master degree in Reading and meets the State of Ohio standards for the 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

Required Courses in Children's Literature

EDCH 501**	Advanced Children's Literature	3
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** This course is required of all MEd candidates. All exceptions must have permission of the director of the program.

Students may select one (1) course from the following options:

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

21 hrs.

MEd Core Requirements

MEd Core Requirements		Semester Hours
EDFD 501	Philosophy of Education	3
EDFD 503	Advanced Educational Psychology	3
EDFD 505	Educational Administration	3
EDFD 507	Educational Research	2
EDFD 508	Educational Research Paper	1

12 hrs.

MASTER OF EDUCATION DEGREE IN MULTICULTURAL LITERATURE FOR CHILDREN

The degree of Master of Education with a concentration in multicultural literature for children is a professional degree designed to meet the needs of licensed teaching professionals desiring to enhance their knowledge of appropriate literature for children in the classroom. The degree consists of 30 hours of coursework. The concentration coursework (18 hours) includes diverse coursework in the area of children's literature. The focus for the coursework is study in the diverse base of literature written for children reflecting but not limited to European Americans, Native Americans, African Americans, Asian Americans, Jewish Americans, Latino Americans and other world cultures, not based in the western world. The purpose of this degree is to provide information that will enable teachers to make careful, informed and sensitive choices from among the increasing numbers of books being published as multicultural literature as well as incorporating this knowledge into a holistic, global classroom. Multicultural literature is one of the most powerful components of a multicultural education curriculum, the underlying purpose of which is to help to make our society a more equitable one.





The following coursework is required for the Master degree in Multicultural Literature for Children.

Concentration Requirements		Semester Hours
EDCH 501	Advanced Children's Literature	3
EDCH 505	Storytelling as a Cultural Craft	3
EDCH 510	Writing and Publishing for Children	3
EDCH 515	Adolescent Literature	3
EDCH 520	Multicultural Literature for Children	3
EDCH 525	Analysis of Literature	3
		18 hrs.

MEd Core Requirements		Semester Hours
EDFD 501	Philosophy of Education	3
EDFD 503	Advanced Educational Psychology	3
EDFD 505	Educational Administration	3
EDFD 507	Educational Research	2
EDFD 508	Educational Research Paper	1
		12 hrs.

MASTER OF EDUCATION DEGREE IN SPECIAL EDUCATION

The Special Education graduate teacher preparation programs are theory based with continual field application experiences. Students complete the degree or licensure program with competencies in student centered learning/development interventions.

Students must possess a bachelor's degree and must meet the Department of Education requirements for admission. Master of Education in Special Education degree programs meet the State of Ohio standards for licensure for Intervention Specialist. Student must consult with the Director of Special Education for program advising:

The licensure programs are:

MEd Core Requirements		Semester Hours
EDFD 502	History of American Education	3
EDFD 503	Advanced Educational Psychology	3
EDFD 510	Adv Human Dev & Learning	3
EDFD 505	Educational Administration	3
EDFD 507	Educational Research	2
EDFD 508	Educational Research Paper	1
		12

Licensure Reading requirements for all areas are:		Semester Hours
Reading Core:		
EDRE 569	HPhonice & the Foundations of Literacy	3
EDRE 671	Content Area Literacy	8
EDRE 512 or 514	3
EDSP 504	Reading Asmt & Strat for Lang Processing Problems	3

Prerequisite Courses for Mild/Moderate, Moderate/Intensive, Early Childhood Intervention Specialists and Gifted & Talented*

EDFD 251	Instructional Technology	3
EDSP 500*	Identification and Issues	3
EDSP 503*	Sp Ed: Comm & Collaboration	3
EDSP 505	Foundation in ECSPED	3



MILD/MODERATE INTERVENTION SPECIALIST

Concentration Requirements		(Field Hours)	Semester Hours
EDSP 560	M/M Characteristics & Strategies	(6)	3
EDSP 562	M/M Support Services	(10)	3
EDSP 563	Sp Ed: Assessment & Evaluation	(lab)	3
EDSP 564	DAP Instructional Materials	(lab)	3
EDSP 565	Curr Practices: Mild Disabilities	(30)	3
EDSP 567	Sp Ed: Behav & Social Skills Mgmt	(8)	3
EDSP 574	Curr Practices: Moderate Disabilities	(30)	3
EDSP 603	M/M Teaching Practicum	(16 wk)	3
EDSP 601	Teaching Seminar	2	
			<u>26</u>

MODERATE/INTENSIVE INTERVENTION SPECIALIST

Concentration Requirements		(Field Hours)	Semester Hours
EDSP 572	Comm Strategies & Technologies	(lab)	3
EDSP 570	M/I Characteristics & Strategies	(6)	3
EDSP 573	M/I Assessment & Evaluation	(lab)	3
EDSP 574	Curr Practices: Moderate Disabilities	(30)	3
EDSP 576	M/I Support Services	(10)	3
EDSP 567	Sp Ed: Behav & Social Skills Mgmt	(8)	3
EDSP 589	Prog Prac: Severe/Intensive Disabilities	(30)	3
EDSP 604	M/I Teaching Practicum	(16 wk)	3
EDSP 601	Teaching Seminar	2	
			<u>26</u>

EARLY CHILDHOOD INTERVENTION SPECIALIST

Concentration Requirements		(Field Hours)	Semester Hours
EDSP 565	Curr Practices: Mild Disabilities	(30)	3
EDSP 567	Sp Ed: Behavior & Social Skills Mgmt	(8)	3
EDSP 576	M/I Support Services	(10)	3
EDSP 589	Program Practices: Severe Intensive Disabilities	3	
EDSP 591	ECSPED Learning Theories	(6)	3
EDSP 592	ECSPED: Observ & Assessment	(lab)	3
EDSP 593	ECSPED: Curr Practices	(30)	3
EDSP 606	ECSPED: Teaching Practicum	(16 wk)	3
EDSP 601	Teaching Seminar	2	
			<u>26</u>

GIFTED/TALENTED SPECIALIST

Concentration Requirements		(Field Hours)	Semester Hours
EDSP 563	Sp Ed: Assessment & Evaluation	(lab)	3
EDSP 567	Sp Ed: Behav & Social Skills Mgmt	(8)	3
EDSP 582	Gifted/Talented Characteristics & Strategies	(6)	3
EDSP 583	Resource Material & Technology: Gifted/Talented	(lab)	3
EDSP 584	Gifted/Talented Assessment & Instruction	(lab)	3
EDSP 585	Gifted/Talented Program Design & Practices I	(30)	3
EDSP 586	Gifted/Talented Program Design & Practices II	(30)	3
EDSP 601	Teaching Seminar	2	
EDSP 606	Gifted/Talented Teaching Practicum	(16 wk)	3
			<u>26</u>

Student must complete all coursework, field/clinical hours and pass all Praxis tests to apply for license. Student must complete 12 hours Master Core requirements; 18 hours from Special Education coursework and pass Comprehensive exam 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).

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.

Master of Education Degree in Sport Administration requirements:

Core Requirements (18 semester hours)	Semester Hours
EDSM 521 Principles of Management in Sport Administration	3
EDSM 522 Sport Research & Statistics	3
EDSM 523 Sport Administration: Seminar	3
EDSM 595 Sport Administration: Marketing	3
EDSM 596 Sport Administration: Finance	3
EDSM 598 Legal & Ethical Issues in Sport	3
Elective Courses (6-9 semester hours)	
EDSM 610 Sport Ethics	3
EDSM 622 Personnel Issues in Sport Management	3
EDSM 625 High School Athletic Administration	3
EDSM 632 Sport Event Management & Promotion	3
EDSM 642 Sport Fund Raising	3
EDSM 652 NCAA: Rules, Regulations & Policies	3
EDSM 654 Women and Sport	3
EDSM 662 Public Relations & Communication in Sport	3
EDSM 664 Facility Design and Planning	3
EDSM 666 Fitness Management	3
EDSM 668 Administration of Fitness & Wellness	3
Research and Field Experience (select one) (3-6 semester hours)	
EDSM 692 Sport Administration Research Project	3
EDSM 695 Sport Administration Internship	3-6

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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, MS. KENT, DR. REAMY, DR. TAMULIS
Adjunct Faculty: MR. AHMAD, MR. BAYOWSKI, MR. FREEDMAN, MR. GORDON,
MR. HAWKINS, MS. HAYES, DR. HOOKER, 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 1,700+ members of the Graduate Program's Alumni Association are located throughout the United States and in several 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 required to take the GMAT or the GRE and to submit original documentation of their test scores. The preferred percentile for the quantitative section of both the GRE and the GMAT is the 20th percentile; the preferred percentile for the verbal section of the GMAT and the GRE is the 50th percentile. There are opportunities for conditional acceptance to the program. Two completed recommendation forms, 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 and a statistic course with a passing grade, no lower than "C." Students are strongly encouraged to have a basic understanding of microeconomics 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 MHA 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 part-time program for the working professional. Under this option, students complete nine consecutive semesters, including the summer semesters, of didactic work on campus, while simultaneously pursuing an administrative practicum in their places of employment. Under both options, students are required to complete an integrative master's project during their administrative residencies/practica.

Curriculum

A total of 60 credit hours must be completed to fulfill the requirements of the MHA 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 MHA 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, Qual Improv Tech	
HESA 561, Clinical Processes for HC Adm 2	2	in HC Mgmt	3
HESA 521, Quantitative Met for HC Mgmt 3	3	HESA 519, Strat Mgmt & Mktg Strat	
HESA 565, Descriptive Epidemiology	1	for HC Orgs	3
HESA 551, Mgmt Acet for HC	3	HESA 575, Health Economics	3
Total	15	HESA 555, Corporate Finc for HC Orgs	3
		Total	14
Summer I		Fall II	
HESA 603, Professional Development III ...	0	HESA 604, Professional Development IV ...	0
HESA 529, Info Systems for HC	2	HESA 581, Health Care Legal Aspects	3
HESA 515, HC Work Force Strategies	2	HESA 599, Integrative Sem in HC Admin ..	2
HESA 559, Finc Mgmt of HC Orgs	3	HESA 579, HC Policy & Policy Analysis ...	2
Health Services Admin Elective	2	HESA 583, Ethical Issues in HC	3
Total	9	Health Services Admin Elective	2
		Total	12
Spring II		Summer II	
HESA 720, Institutional & Community		HESA 730, Practicum in Executive	
Analysis (Residency)	2	Development (Residency)	2
HESA 750, Master's Project I	3	HESA 751, Master's Project II	3
Total	5	Total	5

Elective coursework may be taken in the Graduate Program, in other departments within Xavier University, and through the Greater Cincinnati Consortium of Colleges and Universities with the chair's approval.



Administrative Residency

The administrative residency provides an eight to twelve month “real world” experience in an organizational setting of the student’s own choosing under the preceptorship of senior management. During the residency, students apply the knowledge and skills mastered in the classroom to an administrative work environment. The administrative residency serves as an opportunity not only to learn the actual practice of management, but also for creating mentor relationships.

Master’s Project

Each student is required to complete a master’s project as a condition for graduation. The project usually reflects an aspect of health systems management of interest to both the student and preceptor, with a final approval from the faculty advisor.

Academic Standing

Students with less than a 3.000 undergraduate grade point average (on a 4.000 scale) will be admitted to the Graduate Program in Health Services Administration on a conditional basis. Conditionally-admitted students who do not achieve a 3.000 graduate grade point average in their first semester are subject to dismissal at the end of that semester.

Students who have a cumulative grade point average of less than 3.000 at the end of any semester will be placed on academic warning. Students on academic warning who do not achieve a 3.000 cumulative grade point average in the following semester are subject to dismissal from the MHSA degree program. Students on academic warning will not be able to pursue a residency placement.

Students with two unacceptable grades ("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 Health Services Administration 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 part-time program, including tuition and fees, is available upon request from the Graduate Program in Health Services Administration office by calling 513 745-3687 or visiting our web site WWW.XAVIER.EDU/MHSA.

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THE DEPARTMENT OF NURSING

The Department of Nursing offers a Bachelor of Science in Nursing degree. The department also offers the Master of Science in Nursing degree, a dual degree MSN/MBA and a dual degree MSN/MEd.

FACULTY

Faculty: DR. SCHMIDT, *chair*; DR. AUGSPURGER, DR. C. SUBLETT, DR. M. KING, MS. LANIG, DR. McKOY, DR. MOORE, MS. NAMEI, DR. RIEG, DR. SCHMID, MS. WALSH, DR. YIN

All students must present evidence of the following **prior to entrance in all clinical courses:**

1. Liability insurance (\$2,000,000/\$4,000,000), purchased through the University and billed to student's account.
2. Current CPR certification
3. Health history and required physical examination form
4. MMR immunization
5. Yearly tuberculosis skin test (two-step)
6. Hepatitis B series
7. Proof of current health care coverage
8. Verification of history of varicella (chicken pox)
9. RN licensure in the United States and in the state in which the student will participate in clinical rotations (for BSN-RN option, RN-MSN and graduate students only)

Students are responsible for these expenses as well as for uniforms and transportation costs to, from, and while in cooperative teaching units. Students must provide their own transportation between campus and clinical agencies.

All students entering a prelicensure program after June 1, 2003, who wish to sit for the NCLEX RN examination will be required to submit their fingerprints to the Bureau of Criminal Identification and Investigation (BCII).

BACHELOR OF SCIENCE IN NURSING DEGREE

The Bachelor of Science in Nursing program is designed for the student who is interested in becoming a professional nurse. The graduate is prepared to meet the health care needs of diverse populations in an ever-changing, highly technical health care environment. The program is focused on an innovative holistic health and wellness model and educates nurses in the skills of communication, coordination and cooperation with other health care professionals, in a variety of community settings. Students are able to complete a program of study leading to the degree of Bachelor of Science in Nursing (BSN) in four years. Registered nurses can complete the upper division nursing courses on a part-time schedule for the RN option in four semesters, once the prerequisite and corequisite courses are completed. Prelicensure students will be qualified to sit for the Registered Nurse Licensure examination following their successful completion of the program. All BSN students are eligible to sit for the American Holistic Nurses' Certification examination.

The four-year prelicensure program requires 132 credits for graduation. The University's core curriculum requirements complement the nursing curriculum. Nursing courses begin during the freshman year. This approach to education enables students to integrate professional behaviors throughout the curriculum and develop critical thinking and communication skills essential in today's complex health care environments. The prescribed sequence of courses can be found on the departmental advising sheets available in the Department of Nursing Office.

Requirements for the Nursing Major (Four Year Program)

Undergraduate core curriculum requirements: 64 hours, including:

- Cultural Diversity fulfilled by NURS 132 within the major.
- Mathematics: MATH 116 or 156.



- Science: BIOL 140, 141, 142, 143, 200, 201 and CHEM 150, 151.
- Social Sciences: PSYC 277, SOCI 101.

Major Requirements

- 62 hours of nursing courses: NURS 130, 132, 224, 225, 230, 231, 360, 361, 364, 370, 372, 373, 470, 471, 472, 473, and 498; and a nursing elective.
- A 2.500 cumulative average must be attained to enter sophomore year and to remain in the nursing program.

Nursing courses begin in the first year. Courses in the major must generally be taken in a predetermined sequence. A cumulative GPA of 2.500 is required to enter the second year nursing courses and to progress in the four year prelicensure program. The progression of learning opportunities is based on the foundation of knowledge in prior course work.

Students seeking transfer admission to Xavier are required to have a minimum cumulative grade point average of 2.500. Applicants from another nursing program will be individually reviewed by department of nursing faculty. These students will be asked to supply additional documentation, such as: course syllabi from completed nursing course work as well as a letter from the chair validating the student is leaving the current nursing program in good standing. Faculty reserve the right to request additional documentation from the student as deemed necessary.

NURS 130, Ways of Knowing, is available during the summer to enable the transfer student to begin sophomore nursing courses.

B.S. in Nursing

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

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

BIOL 140, Human Anatomy & Phy I * 3	BIOL 142, Human Anatomy & Phy II * 3
BIOL 141, Human Anatomy & Phy Lab I * 1	BIOL 143, Human Anatomy & Phy Lab II * 1
Foreign Language Elective 3	Foreign Language Elective 3
ENGL 101 or 115, Engl Comp or Rhetoric .. 3	Mathematics Elective * 3
SOCI 101, Introduction to Sociology * 3	PHIL 100, Ethics as Intro to Philosophy 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
English Literature Elective 3	BIOL 201, Microbiology Lab * 1
THEO 111, Theological Foundations 3	PHIL 290, Theory of Knowledge 3
NURS 224, Nursing Therapeutics I 4	NURS 230, Nursing Therapeutics II 4
NURS 225, Nursing Therapeutics I Pract ... 2	NURS 231, Nursing Therapeutics II Pract .. 2
Total 16	Total 16

Junior Year

History I Elective 3	History II Elective 3
MATH 116 or 156, Statistics * 3	PSYC 277, Abnormal Psychology * 3
ENGL/CLAS/SPAN 205, Lit & Moral Imag 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 472, Care of the Complex Client	4
Theology Scrip/Hist or Christ Sys Elective ..	3	NURS 473, Care of the Complex Client Pra	4
NURS 450, Mental Health Nursing	1	NURS 498, Senior Nursing Seminar	3
NURS 451, Mental Health Nursing Prac	1	Nursing Elective	3
NURS 470, Community Health Nursing	3		
NURS 471, Comm Health Nursing Prac	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.

Note: NURS 450 and 451 meet the first five weeks and NURS 470 and 471 meet the following ten weeks of the semester.

A pharmacology course is integrated in the content of the nursing theory courses.

Students have the opportunity to apply for paid internships through collaborative agreements with selected hospitals on a competitive basis during the summer between the junior and senior year. This internship fulfills the nursing elective.

Students may choose to organize their curriculum around a Hispanic focus which is a selection of interdisciplinary courses and selected nursing assignments intended to enhance the student's understanding of, and nursing practice with, the ever-growing population of Hispanic peoples.

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements 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.
- The nursing elective may be taken any time after the completion of all 200 level nursing courses.
- Each practicum credit is equal to three (3) clock hours per week.

RN TO MSN PROGRAM

The RN to Masters curriculum at Xavier University is designed for experienced registered nurses who are goal directed leaders and seek a high quality program that efficiently meets their need to obtain a MSN degree in a timely manner. Students in this program are registered nurses without a baccalaureate degree in any field, but have a minimum of two years of full-time nursing practice as registered nurses. Applicants must demonstrate leadership potential, motivation, specific career goals and an excellent academic record. It is expected applicants will already have completed foundational courses in their basic training prior to entering the program. These courses would include content in the following areas: anatomy and physiology, microbiology, chemistry, sociology, general psychology, developmental psychology, English composition and health assessment skills. Foundational content will be validated through the portfolio.

Students enrolled in the RN to MSN program complete 23 semester hours of prerequisite courses. These prerequisite courses build upon previous education and are required as preparation for the graduate program. Once prerequisites are met, students may matriculate into the graduate program. Admission to the graduate courses is contingent upon completion of all prerequisite courses and a minimum 3.000 cumulative grade point average in courses completed at Xavier.



RN to MSN Program

Prerequisite Courses:

	Statistics	3
PHIL 100	Ethics as Introduction to Philosophy	3
THEO 111	Theological Foundations	3
ENGL 101	English Composition *	3
NURS 325	Health and Culture II	3
NURS 442	Community Health Nursing	3
NURS 443	Nursing Practice and Application	2 (6 contact hrs.)
NURS 496	Professional Development II	3

* ENGL 101 may be waived based on review of student's writing skills and/or completion of an English Composition course with in the last five years.

The MSN program consists of a total of 36 semester hours. This information is listed under "Graduate Nursing Programs."

SCHOOL NURSE LICENSURE

The Department of Nursing at Xavier University offers school nurse licensure to registered nurses with a baccalaureate degree in nursing or in a related field. This program will prepare the student to become licensed as a school nurse in the State of Ohio.

Curriculum

NURS 502	Nursing Research	3
NURS 520	School Health Nursing	3
EDAD 600	Curriculum Design & Teaching Strategies	3
EDSP 500	Special Education Identification Issues	3
NURS 703	Graduate Nursing Practicum I	2 (6 contact hrs.)
NURS 705	Graduate Nursing Practicum II	2 (6 contact hrs.)
NURS 707	School Nurse Practicum	3 (9 contact hrs.)
TOTAL		19 semester hrs.

Prerequisites: Applicants for licensure must meet the following minimum criteria. The applicant must:

- Hold a baccalaureate degree in nursing or a related field.
- Be a licensed registered nurse in the United States. Applicants must be licensed in the state in which they will participate in clinical experiences.
- Have completed an undergraduate course in statistics prior to admission.

Admission: The following items are required to application.

- Graduate nursing application.
- \$35 application fee.
- One official transcript from all colleges/universities attended.
- Three reference forms.
- A one- to two-page writing sample in the form of a professional goal statement. In addition to providing information regarding your career goals, this document will also be review to establish the applicant's professional writing ability.
- A personal interview may be required.
- International students must also submit additional documents for admission as required by the University. Contact the Office of Graduate Services at 513 745-3360 for further information.

GRADUATE NURSING PROGRAMS

Xavier University offers the following graduate nursing programs:

Master of Science in Nursing with concentrations in administration, education, forensics, health care law or school health nurse (includes school nurse licensure requirements).



MSN/MBA dual degree with the Williams College of Business
 MSN/MEd dual degree with the Department of Education

Master of Science in Nursing

The Master of Science in Nursing (MSN) program at Xavier University provides nurses with the opportunity to obtain advanced level preparation in nursing science. Graduates of the program are prepared to assume professional leadership roles that encompass educational, consultative, and managerial functions. They are prepared to design and establish delivery services in response to current health care policy changes.

A minimum of 36 semester hours is required to complete the Master of Science in Nursing. Students may choose to specialize their masters in an area of concentrated study. Regardless, if a concentration is selected, all students complete nursing core, graduate support and synthesis/application courses as listed below.

Nursing Core (11 semester hours)

NURS 501	Theoretical Bases for Nursing Practice	3
NURS 502	Nursing Research	3
NURS 503	Epidemiologic Methods in Health Care Services	3
NURS 505	Health Care Informatics	2

Graduate Support (9 semester hours)

NURS 500	Health Care Ethics for Nursing Leaders	3
NURS 507	Resource Management for Nursing Leaders	2
NURS 600	Economic Issues for Nursing Leaders	2
NURS 690	Health Care Policy for Nursing Leaders	2

Synthesis & Application (6 semester hours)

NURS 703	Graduate Nursing Practicum I	2 (6 contact hrs.)
NURS 705	Graduate Nursing Practicum II	2 (6 contact hrs.)
NURS 797	Scholarly Project	2

Concentration (Minimum of 10 semester hours)

See Department of Nursing for specific credit hour requirements for each concentration. Concentration choices are Administration, Education, Forensics, Health Care Law and School Nurse.

DUAL DEGREE MSN/MBA

Xavier University's College of Social Science and Williams College of Business offer an outstanding opportunity for nursing leaders to receive a dual degree in a creative, integrated program that unites these two nationally recognized colleges. More and more nurse administrators are finding the health care industry has become a business that requires both the application of professional nursing and business theories. This program is a 54-56 semester hour curriculum.

Students may be required to take foundational business courses or demonstrate knowledge of the following courses by previous academics, professional credentials or through examination. These courses are in addition to the minimum 56 semester hours required for the MSN/MBA and are listed below.

Foundation Courses

ECON 801	Macroeconomic	2
ECON 802	Microeconomic	2
FINC 801	Corporate Finance	3
<i>Although ACCT 803 (Accounting Analysis) is not listed as a foundation course, it is a prerequisite to FINC 801.</i>		
MKTG 801	Marketing Concepts	2

Within the dual degree, students are given the opportunity to select elective courses tailored to their area of interest. A total of eight elective credit hours are required to meet the dual degree requirements. Four of these credits are selected from two MBA elective courses. The theory learned in these didactic courses will then be applied to two nursing practicum courses worth two credits



each. The combined total of these four MSN/MBA courses will fulfill the eight hour elective requirement.

Two capstone courses measure the accomplishment of each program's objectives.

Nursing Core/Graduate Support (16 semester hours)

NURS 500	Health Care Ethics for Nursing Leaders	3
NURS 501	Theoretical Bases for Nursing Practice	3
NURS 502	Nursing Research	3
NURS 503	Epidemiologic Methods in Health Care Services	3
NURS 505	Health Care Informatics	2
NURS 690	Health Care Policy for Nursing Leaders	2

MBA Core (21 semester hours)

ACCT 803	Accounting Analysis	3
ACCT 901	Accounting Analysis for Management Decisions	3
BUAD 901	Legal, Ethical & Regulatory Environment	2
ECON 901	Global Economic Environment	3
FINC 901	Managerial Finance	3
HRES 901	Introduction to Human Resources	2
MGMT 903	Operations Management	2
MKTG 901	Marketing Strategy	3

Electives (minimum 4 semester hours)

MBA Elective	4
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Concentration (4-6 semester hours)

NURS 630	Organizational Behavior for Nursing Leaders OR ...	3
MGMT 901	Managing Organizational Systems	2
<i>(If MGMT 901, 1 general elective credit may be required)</i>		
NURS 632	Management Process for Nursing Leaders OR	3

MGMT 902	Interpersonal Skills	2
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(If MGMT 902, 1 general elective credit may be required)

Synthesis & Application (4 semester hours)

NURS 703	Graduate Nursing Practicum I	2 (6 contact hrs.)
NURS 705	Graduate Nursing Practicum II	2 (6 contact hrs.)

Capstone Courses (5 semester hours)

BUAD 904	Global Strategic Thinking (MBA)	3
NURS 797	Scholarly Project (MSN)	2

DUAL DEGREE MSN/MED

The MSN/MEd program at Xavier University is an innovative, integrated program consisting of 47 semester credit hours. The student will receive two separate degrees, the Master of Science in Nursing and the Master of Science in Education. This program was developed in response to a community need for nurse educators. The MSN/MEd prepares the graduate to administer and teach in educational settings (i.e., CE providerships, in-service educators and nurse educators).

Nursing/Graduate Core courses (20 semester hours)

NURS 500	Health Care Ethics for Nursing Leaders	3
NURS 501	Theoretical Bases for Nursing Practice	3
NURS 502	Nursing Research	3
NURS 503	Epidemiologic Methods in Health Care Service	3
NURS 505	Health Care Informatics	2
NURS 507	Resource Management for Nursing Leaders	2
NURS 600	Economic Issues for Nursing Leaders	2
NURS 690	Health Care Policy for Nursing Leaders	2

Concentration (21 semester hours)

MEd Courses required (9 semester hours)

EDFD 501	Philosophy of Education	OR	3
EDFD 502	History of American Education		3
EDFD 503	Advanced Educational Psychology	OR	3
EDFD 510	Advanced Human Development & Learning		3
EDAD 660	Curriculum Design & Teaching Strategies		3

Select 12 credit hours from courses listed below (at least 9 of the 12 must be education courses):

EDAD 543	Supervision of Instruction	3
EDAD 562	Political Structures & School Comm Relations	3
EDAD 564	Administration of Staff Personnel	3
EDAD 565	School Law I	3
EDAD 570	Policy Planning & Evaluation	3
EDAD 572	Educational Technology	3
EDAD 600	Curriculum Design & Teaching Strategies	3

(required for School Nurse concentration)

EDCO 531	Developmental Psychology	3
EDCO 533	Counseling Principles and Techniques	3
EDCO 536	Group Process	3
EDCO 636	Career Development & Information Services	3
EDFD 502	Psychology for Learning & Technology	3
EDFD 504	Psychological and Learning Theory & Practice	3
EDFD 505	Educational Administration	3
EDSP 500	Special Education Identification & Issues	3

(required for School Health Nurse concentration)

NURS 520	School Health Nurse	3
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(required for School Health Nurse concentration)

NURS 660	Adult Learner in Health Care Organizations	3
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(required for Education concentration)

NURS 707	School Nurse Practicum	3
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(required for School Nurse concentration)

Synthesis & Application (6 semester hours)

NURS 703	Graduate Nursing Practicum I	2 (6 contact hrs.)
NURS 705	Graduate Nursing Practicum II	2 (6 contact hrs.)
NURS 797	Scholarly Project	2

GRADUATE NURSING ADMISSION REQUIREMENTS

Prerequisites:

1. Applicants must be licensed registered nurses in the United States.
2. Applicants must be licensed in the state in which they will participate in clinical experiences.
3. Applicants must complete an undergraduate course in statistics prior to entering the graduate program.

Applicants who do not have a BSN but who have a baccalaureate degree in another discipline are eligible to enter the RN to MSN Educational Mobility Option (see below).

Admission Requirements:

The following items are required for application:

- Graduate nursing application
- \$35 application fee
- One official transcript from each college/university attended
- Official copy of GRE or GMAT. (The GMAT is required for the MSN/MBA dual degree program.)



- Three reference forms
- A one-page to two-page writing sample in the form of a professional goal statement. In addition to providing information regarding your career goals, this document will also be reviewed to establish the applicant's professional writing ability.
- A personal interview or phone call with the program coordinator may be required prior to enrolling in the first course.
- International students must submit additional documents for admission as required by the University. Contact the Office of Graduate Services at 513 745-3360 for further information.

Students eligible for the RN to MSN program must also submit a portfolio outlining professional experiences and are required to have a personal interview with the program coordinator.

An application packet may be obtained by contacting the Director of Nursing Student Services at 513 745-4392. Completed materials should be returned to the Director of Nursing Student Services.

The Department of Nursing admits graduate students for the fall semester of each academic year. A minimum of ten students are accepted for each cohort group. The cohort approach is a unique opportunity for students to attend classes together in a collaborative learning environment.

RN TO MSN EDUCATIONAL MOBILITY OPTION

An Educational Mobility option is available for RN's who have a bachelor's degree in a non-nursing field. The mobility option was developed to recognize the knowledge base of experienced registered nurses without a baccalaureate degree in nursing, who are otherwise well-qualified for admission to the Master of Science in Nursing Program. Students who fit this criteria must present a portfolio including a resume documenting professional experiences and have a pre-admission interview with a faculty member. Students must also submit the graduate nursing application form and other documents required for application to the Director of Nursing Student Services.

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THE DEPARTMENT OF OCCUPATIONAL THERAPY

The Department of Occupational Therapy offers an entry level Master of Occupational Therapy (MOT) degree. Effective January 1, 2007, all occupational therapy education programs in the United States will only be accredited at the post-baccalaureate degree level.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220, phone 301 652-2682, www.aota.org. Graduates of the program will be eligible to take the national certification examination for the occupational therapist administered by the National Board for the Certification in Occupational Therapy (NBCOT) located at 800 South Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150, phone 301 990-7979, www.nbcot.org. Upon successful completion of this exam (and meeting all other NBCOT application requirements), the individual is able to hold the title of occupational therapist, registered (OTR).

Most states have specific additional credentialing requirements (e.g., licensure, registration) in order to legally practice in that state. All state credentialing bodies require a passing score on the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the certification examination or attain state licensure.

FACULTY

Faculty & Staff: DR. SCHEERER, *chair*; MS. ESTES, DR. GALLEW, MS. MILLER, MS. MORRESS

OCCUPATIONAL THERAPY

Occupational therapy (OT) is a health-care profession that uses occupation, or meaningful activity, to help people achieve independence and lead productive and satisfying lives. Occupational therapists form a dynamic and collaborative partnership with service recipients in order to support their maximal participation in societal roles. The uniqueness of occupational therapy lies in the recognition and appreciation of the importance of day-to-day occupations that are used to positively influence one's health and well-being.

People of all ages who have difficulty performing daily activities due to physical, psychological, emotional, or developmental problems can benefit from occupational therapy services on an individual basis or as members of a group or community. Examples of service provision include the following:

- A child born with a congenital or development disability may need assistance in developing feeding, playing, and motor skills.
- Adolescents who have learning disabilities or behavior problems may need group support to increase attention span, cope with frustration, and develop social skills.
- An adult who has a chronic progressive condition, such as arthritis, multiple sclerosis, or heart disease may need to increase functional independence.
- A person who is elderly and has difficulty functioning due to depression or degenerative changes may need to improve quality of life and level of life satisfaction.
- An information technology company whose employees have experienced work-related repetitive stress injuries may need to consult with an occupational therapist to determine how their employees' computer work stations can be redesigned to prevent future injuries.

Occupational therapy practitioners are skilled professionals whose education includes the study of human growth and development with specific emphasis on the social, emotional, and physiological effects of illness and injury and the concomitant benefits of engagement in occupation. Occupational therapists need to be people-focused as well as art- and science-oriented. They must be well-educated in the functions of mind, body, and spirit.





DEPARTMENTAL ADMISSION REQUIREMENTS

To apply to the MOT program, a student must first obtain a bachelor degree. A bachelor degree may be obtained from Xavier in which case a Bachelor of Liberal Arts (BLA) with Human Occupation Studies (HOCS) concentration is offered. A bachelor degree may be obtained from another accredited university in which case entry to the MOT program requires completion of all pre-MOT requirements.

Admission to the BLA with HOCS concentration and completion of pre-MOT requirements is open to all Xavier students. Admission to the MOT program is competitive and enrollment limited.

Bachelor of Liberal Arts Admission to Xavier University:

- Students under 22 years of age obtain information and apply to the Admissions Office (513 745-3301, xuadmit@xavier.edu).
- Students over 21 years of age obtain information and apply to the Center for Adults and Part-Time Students (513 745-3355, xucaps@xavier.edu).

Pre-Master in Occupational Therapy Admission to Xavier University:

Pre-MOT students apply through the Center for Adults and Part-Time Students (CAPS) 513 745-3355, xucaps@xavier.edu. The following must be submitted to the CAPS office:

- A completed Pre-MOT application.
- Official copies of all college transcripts.

Master in Occupational Therapy Admission to Xavier University:

Applicant eligibility is normally determined by the following minimum criteria which are used for screening purposes. Meeting the following criteria does not guarantee admission into the MOT program as admission is competitive and enrollment limited. All criteria must be submitted to the Office of Graduate Services (513 745-3360, xugrad@xavier.edu). BLA to MOT admission occurs between August 1 of third year and August 1 of fourth year (see schedule guidelines); Pre-MOT to MOT admission occurs between August 1 of first year and August 1 of second year (see schedule guideline). In both instances acceptance is granted in order of completed applications received.

- Graduate Program Degree-Seeking Admission Application.
- Official transcripts of all previous college or university work.
- Evidence of completion or in progress of all semester hours for the BLA degree and a minimum cumulative grade point average of 2.800 (on a 4.000 scale).
- Evidence of completion or in progress of all prerequisite courses with no more than two "C" or lower letter grades (Anatomy & Physiology I & II, Rhetoric, Statistics I & II, Physics, Developmental Psychology, Bioethics, Kinesiology, Neuroscience, and all HOCS courses.)
- Official test scores on the Graduate Record Exam (GRE) with preferred minimum 33% average percentage ranking across all GRE sections (Verbal, Quantitative, Analytical Writing).
- Documented exposure to the field of occupational therapy, which is accomplished through volunteer or paid work experience in an occupational therapy clinic or work setting. A minimum of 40 hours supervised experience (a total of 20 hours at each of 2 different facilities) is required prior to program application deadline. Complete two Volunteer/Work Experience forms. Each form must be completed by a fully credentialed occupational therapy practitioner who has supervised the student. The supervisor may not be a relative or personal friend. No photocopies of the form will be accepted. Only two forms will be accepted. Additional forms and/or letters of recommendation will not be considered.
- Reflective analysis essay related to the 40 hours of volunteer experience.
- Personal interview, evaluation and completion of on-site writing sample may be required.
- Note: In the event the above criteria are not met, conditional acceptance may be granted provided space is available.



Other Requirements

Upon acceptance into the MOT program, students are required to complete all graduate courses (MOCT courses) with a minimum cumulative grade point average of 3.000 (on a 4.000 scale). Student membership into The American Occupation Therapy Association (AOTA) is also required. The mission of the AOTA "advances the quality, availability, use, and support of occupational therapy through standard-setting, advocacy, education and research on behalf of its members and the public" (American Occupational Therapy Association, 2000).

Prior to beginning Level I and Level II Fieldwork, students must show evidence of malpractice liability insurance (\$2,000,000/\$4,000,000). Liability insurance is mandatory and students are billed through the University when they register for courses that include a fieldwork experience. The University has negotiated a favorable group rate for enrolled occupational therapy students. All students must also have current CPR certification; hepatitis B immunization; measles, mumps, and rubella (MMR) immunizations; an annual tuberculosis (TB) test; annual history and physical exam; and annual Universal Precautions and HIPAA training; and criminal background check in order to participate in all fieldwork experiences. Level II Fieldwork courses must be completed within 24 months of the academic coursework on campus.

BACHELOR OF LIBERAL ARTS DEGREE (BLA) TO MASTER OF OCCUPATIONAL THERAPY DEGREE (MOT) AND PRE-OCCUPATIONAL THERAPY (PMOT) TO MASTER OF OCCUPATIONAL THERAPY DEGREE (MOT)

To apply to the MOT program, all MOT pre-requisites must be completed or in progress. Completion may occur via the BLA to MOT option or the PMOT to MOT option. Either entry point includes completion of the following MOT prerequisites:

- BIOL 140 & 141 Anatomy & Physiology I & Lab
- BIOL 142 & 143 Anatomy & Physiology II & Lab
- ENGL 115 Rhetoric
- MATH 158 & 159 Statistics I & II
- PHYS 140 & 161 Technical Physics & Lab
- PSYC 231 Developmental Psychology
- PHIL 329 Bioethics
- EDAT 386 Kinesiology
- BIOL 204 Neuroscience
- HOCS Concentration (21 hours): HOCS 301, 303, 321, 323, 325, 401, 403, 405.

Bachelor of Liberal Arts (BLA) to Master of Occupational Therapy (MOT)

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>
First Year			
BIOL 140, Anatomy & Phys I	3	BIOL 142 Anatomy & Phys II	3
BIOL 141, Anatomy & Phys I Lab	1	BIOL 143 Anatomy & Phys II Lab	1
PSYC 101, General Psychology	3	THEO 111, Theological Foundations	3
History I Elective	3	History II Elective	3
Foreign Language Elective	3	Foreign Language Elective	3
ENGL 115, Rhetoric	3	Fine Arts Elective	3
Total	16	Total	16
Year Total: 32 hours			





Second Year

PHIL 100, Ethics as Intro to Philosophy 3	PHIL 290, Theory of Knowledge 3
PHYS 140&161, Technical Physics & Lab ... 3	Theology Scrip/Hist or Christ Sys Elective ... 3
Literature Elective 3	ENGL/CLAS 205/SPAN, Lit & Moral Imag 3
General Elective 3	General Elective 3
Minor or 2 nd Concentration 3	Minor or 2 nd Concentration 3
Cultural Diversity Elective 1	
Total 16	Total 15

Year Total: 31 hours

Third Year

PSYC 231, Developmental Psychology 3	PHIL 329, Bioethics 3
MATH 158, Statistics for Health Care I 3	MATH 159, Statistics for Health Care II 3
Theology Ethics or Rel/Cult Elective 3	Minor or 2 nd Concentration 3
Minor or 2 nd Concentration 3	HOCS 321, Analysis of Occ Participation ... 3
HOCS 301, Human Occ Across Lifespan 3	HOCS 323, Occupational Justice I 3
HOCS 303, Tech for Life Participation I 2	HOCS 325, Historical Perspective 2
Total 17	Total 17

Year Total: 34 hours

Fourth Year

Minor or 2 nd Concentration 3	Minor or 2 nd Concentration/Gen Elective 3
General Elective 3	EDAT 386/387, Kinesiology & Lab 3
BIOL 204, Neuroscience 3	Undergraduate hours for BLA completed;
HOCS 401, Transformative Nature of Occ ... 3	Graduate MOT coursework begins
HOCS 403, Creative & System Inquiry I 3	MOCT 501, Creative & System Inquiry II .. 4
HOCS 405, Occupational Justice II 2	MOCT 503, Tech for Life Participation II ... 2
	MOCT 505, Tools & Tech for OT Process .. 3
	MOCT 507, Professional Issues I 2
Total 17	Total 17

Year Total: 34 hours

Fifth Year

MOCT 601, Graduate Research Project I 2	MOCT 631, Graduate Research Project II ... 2
MOCT 603, Domains & Process I 6	MOCT 633, Domains & Process II 6
MOCT 605, Adaptations & Tech I 2	MOCT 635, Adaptations & Tech II 2
MOCT 607, Level I Fieldwork 1	MOCT 637, Level I Fieldwork 1
MOCT 609, Theoretical Fnd & Clin Reas ... 3	MOCT 641, Professional Issues III 3
MOCT 611, Professional Issues II 3	
Total 17	Total 14

Year Total: 31 hours

Fifth Year Fieldwork

MOCT 691, Level II Fieldwork (Jun-Sep) ... 3
MOCT 692, Level II Fieldwork (Sep-Dec) .. 3
Total 6

BLA Degree 120 hours
MOCT Courses 48 hours
MOT Degree TOTAL 168 hours



Pre-Occupational Therapy (PMOT) to Master of Occupational Therapy (MOT)

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

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

First Year

BIOL 140, Anatomy & Physiology I 3	BIOL 142, Anatomy & Physiology II 3
BIOL 141, Anatomy & Physiology I Lab 1	BIOL 143, Anatomy & Physiology II Lab ... 1
ENGL 115, Rhetoric 3	PHIL 329, Bioethics 3
PSYC 231, Developmental Psychology 3	HOCS 321, Analysis of Occ Participation ... 3
HOCS 301, Human Occ Across Lifespan 3	HOCS 323, Occupational Justice I 3
HOCS 303, Tech for Life Participation I 2	HOCS 325, Historical Perspective 2
Total 15	Total 15

Year Total: 30 hours

Second Year

MATH 158, Statistics for Health Care I 3	MATH 159, Statistics for Health Care II 3
PHYS 140 & 161, Tech Physics & Lab 3	EDAT 386 & 387, Kinesiology & Lab 3
BIOL 204, Neuroscience 3	Prerequisite courses completed
HOCS 401, Transformative Nature of Occ ... 3	Graduate MOT coursework begins
HOCS 403, Creative & System Inquiry I 3	MOCT 501, Creative & System Inquiry II .. 4
HOCS 405, Occupational Justice II 2	MOCT 503, Tech for Life Participation II ... 2
	MOCT 505, Tools & Tech for OT Process .. 3
	MOCT 507, Professional Issues I 2
Total 17	Total 17

Year Total: 34 hours

Third Year

MOCT 601, Graduate Research Project I 2	MOCT 631, Graduate Research Project II ... 2
MOCT 603, Domains & Process I 6	MOCT 633, Domains & Process II 6
MOCT 605, Adaptations & Technology I 2	MOCT 635, Adaptations & Technology II .. 2
MOCT 607, Level I Fieldwork 1	MOCT 637, Level I Fieldwork 1
MOCT 609, Theoretical Fnd & Clin Reas ... 3	MOCT 641, Professional Issues III 3
MOCT 611, Professional Issues II 3	
Total 17	Total 14

Year Total: 31 hours

Third Year Fieldwork

MOCT 691, Level II Fieldwork (Jun-Sep) ... 3
MOCT 692, Level II Fieldwork (Sep-Dec) .. 3
Total 6

Prerequisite Courses 32 hours
HOCS Courses 21 hours
MOCT Courses <u>48 hours</u>
MOT Degree TOTAL 101 hours

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THE DEPARTMENT OF POLITICAL SCIENCE AND SOCIOLOGY

The Department of Political Science and Sociology offers these degrees and programs:

- The Bachelor of Arts in Political Science
- The Bachelor of Arts in International Affairs
- The Bachelor of Arts in Sociology
- The Minor in Political Science
- The Minor in International Affairs
- The Associate degree in Political Science
- The Associate degree in Sociology

For information on the associate degrees, contact the Center for Adult and Part-time Students (CAPS).

FACULTY

Faculty: DR. RAY, *interim chair*; DR. HEIGHBERGER, DR. MALIK, FR. McCANN, DR. MOULTON, DR. STINSON, DR. WEISSBUCH, DR. WHITE

Adjunct Faculty: DR. BEAUPRE, DR. SCHLINKERT

BACHELOR OF ARTS DEGREE IN POLITICAL SCIENCE

Political science studies the theory and practice of government and politics. Xavier's program is structured to give students a systematic view of the various elements of political science, including American Government, Comparative Government, Political Theory, and International Relations.

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: 64 hours, including

- Social Sciences: ECON 200 and ECON 201.
- Mathematics: MATH 116 or 156, plus 3 hours MATH elective.

Major Requirements:

- 30 hours of political science courses: POLI 120, 140, 277, 301, either 390 or 391, and 15 hours of political science electives (POLI 200-499).
- A 2.000 cumulative average must be attained in the political science courses.

In addition to formal course work, students are encouraged to include experiential learning in their personal program if they feel it will contribute to their learning goals and objectives. To accomplish this, the department facilitates intern programs in Washington, D.C. and Cincinnati. The Political Science major provides breadth which ensures that the student is well grounded in the discipline and at the same time permits flexibility for concentration in a sub-field.

B.A. Political Science

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

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

History I Elective	3	History II Elective	3
Foreign Language Elective	3	Foreign Language Elective	3
PHIL 100, Ethics as Intro to Philosophy	3	THEO 111, Theological Foundations	3
Science Elective	3	Science Elective	3
ENGL 101 or 115, Engl Comp or Rhetoric ..	3	POLI 120, Comparative Gov Politics	3
Total	15	Total	15





Sophomore Year

Science Elective	3	General Elective	3
ENGL/CLAS/SPAN 205, Lit & 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 140, American Government	3	Literature Elective	3
Cultural Diversity Elective	1		
Total	16	Total	15

Junior Year

MATH 156, General Statistics or MATH 116, Elementary Statistics	3	POLI 301, Political Philosophy	3
Theology Ethics or Rel/Cult Elective	3	Philosophy Elective	3
General Elective	3	E/RS Focus Elective	3
Political Science Elective	3	Political Science Elective	3
POLI 277, International Relations	3	Mathematics Elective	3
Total	15	Total	15

Senior Year

POLI 391, Seminar in American Gov or POLI 390, Seminar in Int'l Relations	3	Political Science Elective	3
Political Science Elective	6	General Elective	11
General Elective	6		
Total	15	Total	14

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- The E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE POLITICAL SCIENCE MINOR

- 15 hours of political science courses: POLI 120, 140, 277, 301 or 350, and an elective (POLI 200-499, but not 277, 301 or 350).
- A 2.000 cumulative average must be attained in the political science courses.

REQUIREMENTS FOR THE ASSOCIATE OF ARTS DEGREE IN POLITICAL SCIENCE

Undergraduate core curriculum requirements: 28 hours

Concentration Requirements:

- 15 hours of political science courses: POLI 120, 140, 277, 301 or 350, and a POLI elective (POLI 200-499, but not 277, 301 or 350).
- A 2.000 cumulative average must be attained in the political science courses.

BACHELOR OF ARTS DEGREE IN INTERNATIONAL AFFAIRS

Field of Concentration

Business, Modern Europe, or Third World

The program in International Affairs is designed to equip students with a fundamental orientation in the field of international relations, to introduce the basic methods of studying international relations, and to provide training which will enable the student to make intelligent observations about international affairs. Employment opportunities are to be found in business,



government and education. Graduates in the program have the necessary prerequisites for graduate study in business, law, and foreign affairs, including diplomacy.

Internship: In addition to formal course work, students are encouraged to include experiential learning in their personal program if they feel it will contribute to their learning goals and objectives. To accomplish this, the department facilitates intern programs in Washington, D.C.; Tokyo, Japan; and Oxford, England. Students are also encouraged to seek such internships for themselves. Application to participate in an internship should be made to the program director. The student intern must be accepted by the corporation or agency.

All students should consult the program director when entering the program.

Requirements for the International Affairs Major

Undergraduate core curriculum requirements: 64 hours, including

- Social Sciences: ECON 200 and ECON 201.
- Mathematics: MATH 116 or 156, plus 3 hours MATH elective.
- Foreign Language: intermediate level proficiency (202 level).

Major Requirements:

- 18 hours of political science courses: POLI 140, 277, 374, 376, 378, 379.
- 18 hours of courses in chosen concentration: Business, Modern Europe, or Third World.
- A 2.000 cumulative average must be attained in the political science and concentration courses.

B.A. International Affairs

This block serves as a guideline for progress toward a degree. See your academic advisor.
(Field of Concentration — Business)

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Freshman Year			
ENGL 101 or 115, Engl Comp or Rhetoric ..3		Literature Elective	3
Foreign Language Elective	3	Foreign Language Elective	3
History I Elective	3	History II Elective	3
THEO 111, Theological Foundations	3	PHIL 100, Ethics as Intro to Philosophy	3
Mathematics Elective	3	MATH 116, Elementary Statistics OR	
		MATH 156, General Statistics	3
Total	15	Total	15
Sophomore Year			
POLI 277, International Relations	3	POLI 140, American Gov & Politics	3
ECON 200, Microeconomic Principles	3	ECON 201, Macroeconomic Principles	3
Theology Scrip/Hist or Christ Sys Elective ..3		PHIL 290, Theory of Knowledge	3
Fine Arts Elective	3	MKTG 300, Principles of Marketing	3
Foreign Language Elective OR		Foreign Language Elective OR	
General Elective	3	General Elective	3
		Cultural Diversity	1
Total	15	Total	16
Junior Year			
ECON 300, Int'l Trade & Bus Envir	3	POLI 376, International Law	3
ACCT 200, Introductory Financial Acct	3	POLI 374, U.S. Foreign Policy	3
Theology Ethics or Rel/Cult Elective	3	INFO 200, Managing Info Technology	3
Science Elective	3	Science Elective	3
General Elective	3	General Elective	3
Total	15	Total	15



Senior Year

POLI 378, International Organizations 3	POLI 379, Revolution & Change 3
FINC 300, Business Finance 3	Business Elective 3
Philosophy Elective 3	Science Elective 3
ENGL/CLAS/SPAN 205, Lit & Moral Imag 3	General Elective 6
General Elective 3	
Total 15	Total 15

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements 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 Elective 3	History II Elective 3
THEO 111, Theological Foundations 3	PHIL 100, Ethics as Intro to Philosophy 3
Mathematics Elective 3	MATH 116, Elementary Statistics OR
	MATH 156, General Statistics 3
Total 15	Total 15

Sophomore Year

POLI 277, International Relations 3	POLI 140, American Gov & Politics 3
ECON 200, Microeconomic Principles 3	ECON 201, Macroeconomic Principles 3
Theology Scrip/Hist or Christ Sys Elective .. 3	PHIL 290, Theory of Knowledge 3
Field of Concentration 3	Field of Concentration 3
Foreign Language Elective OR	Foreign Language Elective OR
General Elective 3	General Elective 3
Cultural Diversity Elective 1	
Total 16	Total 15

Junior Year

POLI 379, Revolution & Change 3	POLI 376, International Law 3
Field of Concentration 3	Field of Concentration 3
Theology Ethics or Rel/Cult Elective 3	POLI 374, U.S. Foreign Policy 3
Science Elective 3	Science Elective 3
Fine Arts Elective 3	General Elective 3
Total 15	Total 15



Senior Year

POLI 378, International Organizations	3	Field of Concentration	3
Field of Concentration	3	Science Elective	3
Philosophy Elective	3	ENGL/CLAS/SPAN 205, Lit & Moral Imag	3
General Elective	3	General Electives	5
E/RS Focus Elective	3		
Total	15	Total	14

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- The E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- Concentrations in Modern Europe or Third World contain 18 credit hours (typically HIST and POLI courses). Contact the department for details.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE INTERNATIONAL AFFAIRS MINOR

- 18 hours of political science courses: POLI 140, 277, 374, 376, 378, and 379.
- A 2.000 cumulative average must be attained in the political science courses.
- Also see 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: 64 hours, including

- Mathematics: MATH 116 or 156.
- Social Sciences requirement included within the major requirements.

Major Requirements:

- 30 hours of sociology courses: SOCI 101, 180, 300, 352, 353, 365 or 366, and 12 hours of upper-division electives (SOCI 167, 200-499).
- A 2.000 cumulative average must be attained in the sociology courses.



B.A. Sociology

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

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

Freshman Year

ENGL 101 or 115, Engl Comp or Rhetoric ..3	Literature Elective	3
Foreign Language Elective	Foreign Language Elective	3
History I Elective	History II Elective	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	3
Fine Arts Elective	MATH 156, General Statistics	3
Theology Scrip/Hist or Christ Sys Elective ..3	ENGL/CLAS/SPAN 205, Lit & Moral Imag	3
Science Elective	PHIL 290, Theory of Knowledge	3
Cultural Diversity Elective	General Elective	3
Total	Total	16

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	3
General Elective	SOCI 366, Utopian Communities	3
	E/RS Focus Elective	3
	General Elective	3
Total	Total	15

Senior Year

SOCI 353, Applied Research Methodology .3	Sociology Elective	6
Sociology Elective	General Elective	8
General Elective		9
Total	Total	15

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements 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: 28 hours

Concentration Requirements:

- 15 hours of sociology courses: SOCI 101, 180, 300, 352, and an elective (SOCI200-499).
- 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. DACEY, *chair*; DR. BARRETT, DR. BARRY, DR. BERG, DR. CROWN, DR. DULANEY, DR. EBERLEIN, DR. END, DR. GHEE, DR. HART, DR. HELLKAMP, DR. KAPP, DR. KENFORD, DR. MCDANIELS WILSON, DR. MULLINS, DR. NAGY, DR. NELSON, DR. SCHULTZ, DR. STUKENBERG

Adjunct Faculty: DR. BIELIAUSKAS, DR. BLISS, DR. CASH, DR. CREW, DR. FERGUSON, SR. FLEMING, DR. FRITSCH, DR. GRANT, DR. HOCK, MS. JACKSON, DR. MEIBAUM, DR. MERRY-STEPHENSON, DR. MUNTEL, MS. ROWEKAMP, DR. SCHROEDER, 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 career and/or advanced studies in fields which presuppose understanding of human psychology, such as clinical psychology, industrial/organizational psychology, vocational and educational guidance, medicine, education, and social work.

Requirements for the Psychology Major

Undergraduate core curriculum requirements: 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.

Students should consult the department's "Careers in Psychology and Course Electives" for recommendations about which elective courses to consider for different career tracks (i.e., graduate school, social service employment, general business, etc.). Students should also discuss their career aspirations and elective choices with their faculty advisor.

- A 2.000 cumulative average must be attained in the psychology courses.
- Students must maintain contact with a departmental advisor each semester to aid in course selection, planning, and scheduling.



B.S. Psychology

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

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

BIOL 140, Human Anatomy & Phy I 3	BIOL 142, Human Anatomy & Phy II 3
BIOL 141, Human Anatomy & Phy I Lab ... 1	BIOL 143, Human Anatomy & Phy II Lab.. 1
ENGL 101 or 115, Engl Comp or Rhetoric .. 3	MATH 150, Elements of Calculus I OR
MATH 120, Elementary Functions OR	MATH 151, Elements of Calculus II OR
MATH 150, Elements of Calculus I OR	MATH 171, Calculus II * 3
MATH 170, Calculus I * 3	PHIL 100, Ethics as Intro to Philosophy 3
PSYC 101, General Psychology 3	PSYC 277, Abnormal Psychology 3
Foreign Language Elective 3	Foreign Language Elective 3
Total 16	Total 16

Sophomore Year

History I Elective 3	History II Elective 3
THEO 111, Theological Foundations 3	ENGL/CLAS/SPAN 205, Lit & Moral Imag 3
Literature Elective 3	PSYC 231, Developmental Psychology 3
PSYC 210, Statistical Techniques 3	PHIL 290, Theory of Knowledge 3
Psychology Elective 3	PSYC 221, Experimental Psyc I (Lecture) .. 2
Cultural Diversity Elective 1	PSYC 223, Experimental Psyc I (Lab) 1
Total 16	Total 15

Junior Year

Fine Arts Elective 3	Psychology Elective 3
PSYC 222, Experimental Psyc II (Lecture) 2	Social Science Elective 3
PSYC 224, Experimental Psyc II (Lab) 1	Philosophy Elective 3
PSYC 261, Social Psychology 3	General Elective 6
Theology Scrip/Hist or Christ Sys Elective .3	
General Elective 3	
Total 15	Total 15

Senior Year

Psychology Elective 3	Philosophy Elective 3
General Elective 3	Social Science Elective 3
PSYC 301, History & Systems 3	General Elective 3
PSYC 499, Senior Comprehensive Review .3	E/RS Focus Elective 3
Theology Ethics or Rel/Cult Elective 3	
Total 15	Total 12

* See section "Requirements for the Psychology Major."

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- The E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.
- A minimum of 120 credit hours is required for the degree.

REQUIREMENTS FOR THE PSYCHOLOGY MINOR

- 18 total hours. Fifteen hours of required courses: PSYC 101, 210, 221/223, 231 or 277, 261, and three elective hours which student should discuss with a faculty advisor.
- A 2.000 cumulative average must be attained in the psychology courses.



REQUIREMENTS FOR THE ASSOCIATE OF SCIENCE DEGREE IN PSYCHOLOGY

Undergraduate core curriculum requirements: 31 hours

Concentration Requirements:

- 15 hours total. PSYC 101 required and 12 hours of electives from PSYC 210, 221/223, 231 or 232 or 233 or 367, 261 or 366, 277, 301, 321, 379.
- A 2.000 cumulative average must be attained in the psychology courses.

MASTER OF ARTS DEGREE IN PSYCHOLOGY

The degree of Master of Arts in Psychology is designed to prepare students for employment in a related field and/or to continue their graduate studies at the doctoral level.

Program of Studies


1. To ensure comprehensiveness in the program, all candidates must include each of the following courses designed, in their whole, to provide integrated coverage of the graduate field of psychology. These courses are:
 - PSYC 511 and 512, Advanced Statistics I and II (4)
 - PSYC 520 and 521, Computer Statistical Language I and II (2)
 - PSYC 504, Theories of Personality (3)
 - PSYC 506, Advanced Social Psychology (3)
 - PSYC 609, Learning and Cognition (3)
 - PSYC 621, Res. Design & Analysis (3)

2. Student must include a concentration in one of the two areas, industrial-organizational or general experimental psychology, which must be approved by the program director or his/her designate. Each area of concentration requires either a three or six hour practicum.
3. Each student must complete PSYC 699, Master's Thesis (6). The thesis is the culmination of an empirical study and defended.
4. Grading Policy. Grades are based on students' performance meeting the standards established and communicated in writing by the professor of the course.

A semester grade point average of 3.000 or higher is required for a student to remain in good standing. Any student whose semester (Fall, Spring, Summer) GPA falls below 3.000 or who earns a grade of "C" or "F" in any course will be placed on "WARNING" by the Dean of the College of Social Sciences. Although a student may have a cumulative GPA above 3.000, this does not alter any WARNING/DISMISSAL decision. Once on warning, any student whose semester (Fall, Spring, Summer) GPA falls below a 3.000 may be dismissed. In addition, once on warning, any student who earns a grade of "C" or "F" in any course is subject to dismissal.

The following interpretation of letter grades is used by the department A=excellent, B=good, C=minimal, and F=failure. Faculty may use a +/- system in grading. Students receiving a "C" in a course may be required to retake the course or do additional work to satisfy specific deficiencies. This will be determined by the professor of the course and will be discussed with the student and his/her advisor. Students receiving an "F" in a course are required to retake the course. A cumulative GPA of 3.000 or higher is required for all classes since enrollment into the specific graduate program (MA or PsyD) for graduation.

5. The degree of Master of Arts in Psychology will be awarded only to candidates who have completed all coursework and attained a GPA of 3.000 or higher, and demonstrated a reading knowledge of a foreign language or demonstrated a proficiency in a computer language (PSYC 520 and 521) and, have both successfully defended their thesis and demonstrated their knowledge of the general field of psychology during their oral exam. The oral exam is to be administered in the spring semester of the second year. There is a 6-year time limit to complete all program requirements.

- 
6. If the thesis has not been defended after the second year of enrollment in the Master's program, the student is expected to be enrolled in PSYC 790, Continuous Major Research (3 credit hours) each Fall and Spring semester until the thesis is defended and deposited in the library or the student has reached the 6 year limit for the Master's program.

Industrial/Organizational Psychology (A two-year, full-time concentration requiring 43 credit hours)

The concentration: Personnel Psychology (3), Organizational Psychology (3), Assessment Techniques in Industrial/Organizational Psychology (4), Seminar in Industrial/Organizational Psychology (3), and a selected psychology elective or a course from another department (3). Other courses may be taken by permission of the program director.

General-Experimental Psychology (a two-year, full-time concentration requiring 45 credit hours)

A minimum of sixteen credit hours selected from the following courses: 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), Biological Bases of Behavior (3), and Advanced Developmental Psychology (3). Other courses may be taken by permission of department chair.

Admission Requirements

To be eligible for admission, applicants should submit the following items before the deadline date of **February 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 3.000 overall undergraduate grade point average (on a 4.0 scale) and a 3.000 average in all Psychology courses.
4. Three letters of recommendation.
5. A written personal statement as to reasons for pursuing a graduate degree, and plans after completion of studies.
6. GRE scores: General Knowledge (verbal, quantitative and analytical) area is required. Psychology Subject Test required for those without psychology as their undergraduate major or minor.
7. A completed Application for Financial Assistance form for possible financial aid, if interested.
8. Any other information that might aid in the selection process.

A minimum of 18 undergraduate hours in psychology which must include general psychology, psychology statistics, experimental psychology with laboratory research methods, and test and measurements. Courses in developmental psychology are helpful. Courses in biological science and college mathematics are also recommended as a preparation for graduate studies. An undergraduate course in industrial/organizational psychology is necessary for students pursuing the Industrial/Organizational concentration. Personality and character traits which are in agreement with ethical standards of psychology are necessary.

At times, a personal interview may be required by the Admissions Committee of the Department of Psychology. The prospective student will be notified by the Department and arrangements will be made at that time. Any other questions regarding the program should be directed to the Department of Psychology Assistant Director for Enrollment and Student Services at 513 745-1053.



DOCTOR OF PSYCHOLOGY DEGREE

The Doctor of Psychology (PsyD) program builds upon Xavier's strong commitment to the Jesuit tradition of "service within the context of scholarship." The program provides students with the knowledge and range of skills necessary to provide psychological services in today's changing professional climate. The five-year program includes four academic years and one internship year. The practitioner-scientist orientation emphasizes the importance of a scientific foundation in psychology. Although the PsyD program is designed to prepare students for the general practice of clinical psychology, it also addresses the service of individuals in today's society--children, older adults, and the severely mentally disabled. Within the curriculum, students have the opportunity to pursue these areas of interest by taking specialized courses, gaining experience in practicum placements, and conducting applied research.

Program of Studies

Students are accepted into the program on a full-time basis and are required to take a minimum 114 credit hours to graduate. The curriculum of the first four years is divided into two major types of learning experiences: 1) knowledge/academic based, and 2) skills/clinical based. Ninety credit hours consist of courses that are primarily "academic" in nature. These courses are designed to develop content and methodologies in specific areas identified by the American Psychological Association as essential for clinical training--biological, cognitive and affective, social and cultural aspects of behavior, individual differences in behavior, history and systems in psychology, psychological measurement and assessment, human development, psychopathology, professional standards of ethics, research and evaluation, and professional interpersonal conduct. Twenty-four credit hours include courses such as professional development and practicum, clinical practicum, and internship that provides supervised experience and training in a range of clinical areas.

A unique feature of the program is the opportunity for students to develop an "Area of Interest" in clinical child psychology, applied geropsychology, or the psychology of the severely mentally disabled. Prior to applying for internship in the fall of the fourth year, students integrate their experiences in the Clinical Competency Examination patterned after the examination given by the American Board of Professional Psychology.

1. To ensure comprehensiveness in the program, all students must include each of the following courses designed to provide integrative education in the graduate field of psychology. Although the curriculum may change to match the field of professional psychology, the current curricular requirements are listed below in the present order of completion.

Year One


PSYC 504, Theories of Personality
PSYC 506, Advanced Social Psychology
PSYC 508, Diversity
PSYC 511/512, Advanced Statistics I & II
PSYC 520/521, Computer Statistics I & II
PSYC 580, Clinical Psychopathology
PSYC 582, Assessment I: Intelligence
PSYC 585, Assessment II: Personality

Summer

PSYC 502, History and Philosophical Issues
PSYC 505, Professional Problems and Ethics in Psychology

Year Two

PSYC 609, Learning and Cognition
PSYC 610, Biological Bases of Behavior
PSYC 621, Advanced Research Design and Analysis
PSYC 623, Research Practicum



PSYC 629, Intervention Techniques: Behavior Therapy
PSYC 650/651, Professional Development and Practicum I & II
PSYC 685, Assessment III: Personality

Summer

PSYC 607, Advanced Developmental Psychology
Elective

Year Three

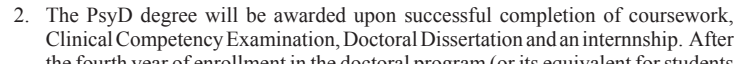
PSYC 730, Intervention Techniques: Consulting
PSYC 731, Intervention Techniques: Psychodynamics
PSYC 760/761, Clinical Practicum III & IV
PSYC 787/788, Major Research I & II
Electives
Clinical Competency Examination or Dissertation proposal must be successfully completed in spring semester prior to applying for internship.

Year Four

Internship applications are completed during the fall semester of the fourth year.
Dissertation proposal must be approved prior to applying for the internship.
PSYC 789, Major Research III
PSYC 850/851, Clinical Practicum V & VI
Electives

Year Five

PSYC 999, Internship (one year)

- 
2. The PsyD degree will be awarded upon successful completion of coursework, Clinical Competency Examination, Doctoral Dissertation and an internship. After the fourth year of enrollment in the doctoral program (or its equivalent for students admitted with advanced standing) the student is expected to be enrolled in either PSYC 999, Internship, or PSYC 790, Continuous Major Research, until the dissertation is defended and deposited in the library or the student has reached the 8-year limit for the Psy.D. program. This policy remains in effect after the completion of the internship, until the dissertation is defended and deposited in the library. There is an eight year time limit to complete all program requirements.

Grading Policy. Grades are based on a student's performance meeting the standards established and communicated in writing by the professor of the course. A semester grade point average of 3.000 or higher is required for a student to remain in good standing. Any student whose semester (Fall, Spring, Summer) GPA falls below 3.000 or who earns a grade of "C" or "F" in any course will be placed on "WARNING" by the Dean of the College of Social Sciences. Although a student may have a cumulative GPA above 3.000, this does not alter any WARNING/DISMISSAL decision. Once on warning, any student whose semester (Fall, Spring, Summer) GPA falls below a 3.0 may be dismissed. In addition, once on warning, any student who earns a grade of "C" or "F" in any course is subject to dismissal. The following interpretation of letter grades is used by the department A= excellent, B=good, C=minimal, and F=failure. Faculty may use a +/- system in grading. Students receiving a "C" in a course may be required to retake the course or do additional work to satisfy specific deficiencies. This will be determined by the professor of the course and will be discussed with the student and his/her advisor. Students receiving an "F" in a course are required to retake the course. A cumulative GPA of 3.000 or higher is required for all classes since enrollment into the specific graduate program (MA or PsyD) for graduation.



3. All students are required to take eight elective courses, four of which are specified as the student's "Area of Interest"--clinical child psychology, applied geropsychology, or the psychology of the severely mentally disabled. The other four electives are chosen by students in consultation with their advisor. Another unique feature of the program is that students may opt to use their additional electives to work toward a "Certificate in Organizational Concepts and Management" or a "Certificate in the Foundations of Health Services Administration." In cooperation with the Williams College of Business and the Health Services Administration Department, doctoral students may elect to take courses which offer a foundation in business or in the health services disciplines while providing a basis for understanding the dynamics involved in the delivery of health care services in today's changing professional climate.

Admission Requirements

To be eligible for admission, applicants should submit the following items before the deadline date of **January 15th** each year:

1. A completed application form.
2. Non-refundable \$35 application fee.
3. One official transcript from each college or university attended. A 3.000 overall undergraduate grade point average (in a 4.000 scale) and a 3.000 average in all psychology courses is recommended.
4. Three letters of recommendation.
5. A written personal statement of reasons for pursuing a graduate degree, and plans after completion of studies.
6. GRE scores: General Knowledge (verbal, quantitative and analytical) area is required. Psychology Subject Test is required for those without psychology as their undergraduate major or minor.
7. A completed Application for Financial Assistance form for possible financial aid if interested.
8. Any other information that might aid in the selection process.

Students must have a minimum of 18 undergraduate hours in psychology, including general psychology, psychology statistics, experimental psychology with laboratory research methods, and tests and measurements. 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.

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THE DEPARTMENT OF SOCIAL WORK

The Department of Social Work offers the Bachelor of Science in Social Work.

FACULTY

Faculty: DR. LONG, *chair*; DR. HEYDT, DR. JENKINS, MS. LARKIN

BACHELOR OF SCIENCE IN SOCIAL WORK DEGREE

The Social Work Program at Xavier University is accredited by the Council on Social Work Education. The Department provides a program of instruction which contains a meaningful reservoir of traditional and contemporary social work knowledge to stimulate and challenge the intellectual capacity of the serious student.

The goals of the program are (a) to graduate students who have a beginning level of competency for generalist social work practice; (b) to inculcate students with a professional value base and an appreciation for diverse social, cultural, and ethnic patterns; (c) to prepare students to be informed, participating citizens aware of social issues and problems who are active participants in working toward resolving them; and (d) to prepare students for entry into graduate social work programs. While all of the objectives are important, the development of competency for beginning level generalist practice is the most significant.

Requirements for the Social Work Major

Undergraduate core curriculum requirements: 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:

- 50 hours of social work courses: SOCW 167, 204, 208, 299, 300, 315, 316, 318, 320, 325, 352, 415, 416, 417, 418, 419, 420, 424.
- Minimum of nine hours in related divisional work as specified in the support core (or other courses approved by the department chair).
- A grade of "C" or above must be attained in each course required for the social work major, excluding the nine hours of support core course work. Exceptions to this requirement may be granted following petition to the department.
- Other policies for Social Work majors are located in the departmental student handbook.
- To enter field placement, students must have received full acceptance into the social work major and be in academic good standing.

Support Core for Social Work

CJUS 101	Introduction to Criminal Justice
CJUS 260	Current Issues in Criminal Justice
CJUS 321	Juv Justice in a Changing Soc
CJUS 364	Overview of Contemporary Corrections
COMM 101	Oral Communication
COMM 209	Group Dynamics
POLI 140	American Government & Politics
POLI 301	Political Philosophy
PSYC 221	Experimental Psychology I and
PSYC 223	Experimental Psychology I Lab
PSYC 261	Social Psychology
PSYC 277	Abnormal Psychology
SOCI 316	Complex Organizations
SOCW 310	Family & Society
SOCW 402	Child Abuse



SOCW 432 Research & Clinical Issues: SMD Population
 SOCW 444 Addictive Behaviors

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 Philosophy	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

SOCW 299, Child Welfare & Dev	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/SPAN 205, Lit & Moral Imag 3	
SOCW 167, Introduction to Social Work	SOCW 204, Contemp Social Problems	3
SOCW 208, Economics of Society	SOCW 300, Hum Life Cyc II: Adol-Adult . 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 Elective	3
Science Elective	MATH 116, Elementary Statistics OR	
History I Elective	MATH 156, General Statistics	3
Total	SOCW 320, Pre-Placement Seminar	1
Total	Total	16

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	2
SOCW 424, Research Paper	Support Core	3
Support Core	Support Core	3
E/RS Focus Elective +		
Total	Total	15

* 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 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.

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WILLIAMS COLLEGE OF BUSINESS

Degrees, Programs and Block Schedules

The mission of the Williams College of Business is to educate students of business enabling them to improve organizations and society, consistent with the Jesuit tradition.

Staff: Dr. Ali Malekzadeh, Dean; Dr. Raghu Radepalli, Associate Dean for Academic Affairs; Ms. Cynthia Stockwell, Director of the Undergraduate Program and International Field Experiences; Ms. Sarah Mock, Director of Cooperative Education and Mentoring; Ms. Jennifer Bush, Director of MBA Enrollment Services; Mr. David Keszei, Director of Corporate Connections; Ms. Dawn Crooks, Coordinator of the On-site MBA and Executive MBA Programs.

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THE BUSINESS PROFESSION

The Business Profession is a non-credit program for business students at Xavier. The program provides students with career education and professional training to help them more smoothly transition into their business career. The program is required for all business students and supplements their academic studies.

Business students will attend workshops and events each semester on topics such as career assessment and selection, resume writing, interviewing, time management, professional etiquette, networking and others. Students will also have the opportunity to meet with business executives to discuss their career goals.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE (B.S.B.A.)

The Bachelor of Science in Business Administration (BSBA) is offered in the following majors: Accounting, Economics, Entrepreneurial Studies, Finance, Human Resources, Information Systems, International Business, Management, and Marketing.

Also offered are a minor in Business, a minor in International Business, a minor in Economics, a minor in Human Resources, a minor in Information Technology, a minor in Entrepreneurship, 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 : 63-66 hours, including

- Mathematics: MATH 150, Calculus, and MATH 156, General Statistics
- Social sciences: ECON 200, Microeconomic Principles, and ECON 201, Macroeconomic Principles

Business Core Requirements: 35 hours. A 2.000 grade point average must be attained in the business core and ECON 200 and 201.

Course No.	Subject	Credit Hours
ACCT 200	Introductory Financial Accounting	3
ACCT 201	Introductory Managerial Accounting	3
BLAW 300	Legal Environment	3
ECON 300	International Trade & Business Environment	3
FINC 300	Business Finance	3
HRES 200	Human Resources in a Diverse Society	3
	(Fulfills Cultural Diversity requirement)	
INFO 200	Managing Information Technology	3
MGMT 300	Managerial Behavior	3
MGMT 301	Managerial Communication	2
MGMT 302	Quality and Productivity in Operations	3
MKTG 300	Principles of Marketing	3
STAT 200	Intermediate Business Statistics	3

Major Requirements:

- 18 hours, except Accounting and Information Systems, which are 21 hours. See following pages for specific major requirements.
- Complete Business Profession seminars: BUAD 101/102, 201/202, 301/302, 401/402.





Electives:

- 3 hours of business courses.
- 3 hours general electives (except for Accounting majors).

NOTE: Business course credit received ten or more years ago will not be accepted as transfer credit or readmit credit toward current requirements.

BUSINESS SCHOLARS/UNIVERSITY SCHOLARS PROGRAM

Business students in the University Scholars program may also elect to participate in the Business Scholars Program. The program provides advanced coursework in economics, finance, management and business law.

Like the University Scholars program, students take specific classes - designated as "honors" sections-in the business curriculum. The classes fulfill classes required of all business majors. Honors courses are smaller in size and focus more attention on in-depth analysis, critical thinking, discussion and writing.

Business scholars follow the same curriculum guidelines as all other University Scholars. Beyond that, business scholars must take four business courses at honors level. Many of the business honors sections will also serve as Honors Seminars, another requirement in the University Scholars program.

Requirements for Business Scholars Program

Students must complete all University Scholars requirements, plus:

1. Micro- or Macroeconomic Principles (ECON 200 and/or ECON 201) at honors level.
2. Managerial Behavior (MGMT 300) at honors level (seminar course).
3. Business Finance (FINC 300) at honors level (seminar course).
4. Legal Environment (BLAW 300) at honors level (seminar course and E/RS Focus Elective).

Williams College of Business Business Scholars/University Scholars Program

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Freshman Year			
MATH 150, Calculus-Honors	3	MATH 156, General Statistics *	3
History I Elective *	3	History II Elective *	3
ENGL 115, Rhetoric-Honors	3	ECON 200, Microeconomic Principles *	3
Foreign Language I **	3	Foreign Language II **	3
INFO 200, Mgmt of Info Technology	3	THEO 111, Theo Foundations-Honors	3
BUAD 101, Business Profession I	0	BUAD 102, Business Profession I	0
Total	15	Total	15
Sophomore Year			
ECON 201, Macroeconomic Principles *	3	HRES 200, HR in a Diverse Society ^{EPU}	3
ACCT 200, Financial Accounting	3	ACCT 201, Managerial Accounting	3
MKTG 300, Principles of Marketing	3	STAT 200, Intermediate Bus Stats	3
PHIL 100, Ethics ad Intro to Phil-Honors	3	Literature Elective ^{SEM}	3
Science Elective-Honors (major level)	3	Theo Scrip/Hist or Christ Sys Elect ^{SEM}	3
BUAD 201, Business Profession II	0	BUAD 202, Business Profession II	0
Total	15	Total	15



Junior Year

MAJOR	3	MAJOR	3
MGMT 302, Quality & Prod In Operations ..	3	ECON 300, Int'l Trade & Bus Environment ..	3
FINC 300, Busines Finance-Honors	3	MGMT 300, Org Behavior-Honors	3
PHIL 290, Theory of Knowledge	3	ENGL 205, Lit & Moral-Honors	3
Fine Arts Elective **	3	Science Elective I	4
MGMT 301, Managerial Communications ..	2	BUAD 302, Business Prefession III	0
BUAD 301, Business Profession III	0		
Total	17	Total	16

Senior Year

MAJOR	3	MAJOR	3
MAJOR	3	MAJOR	3
Bus Elective-Honors or Cooperative Ed	3	BLAW 300, Legal Environ-Honors ^{SEM}	3
Theology Ethics or Rel/Cult Elective ^{SEM}	3	Philosophy Elective ^{SEM}	3
Gen Elect(or ACCT Elect for ACCT majors)3	3	E/RS Focus Elective (or free elective)	3
BUAD 401, Business Profession IV	0	BUAD 402, Business Profession IV	0
Total	15	Total	15

Scheduling Notes:

- * Scholars must take one history course at honors level. Scholars must also take either ECON 200 or ECON 201 at honors level. Beyond THEO 111 and PHIL 100, scholars must also take one course in either area at honors level. Student must take either MATH 156 or second science elective at honors or major level.
- ** Students must demonstrate intermediate foreign/second language proficiency (202 level or above). Students must complete a studio or performance course for the fine arts elective.
- ^{EPU} HRES 200 fulfills the Cultural Diversity Elective. Business scholars need not take an additional E Pluribus Unum course.
- ^{SEM} Possible Seminar Elective. Students must complete a minimum of three seminars. BLAW 300 at honors level also fulfills E/RS Focus Elective.

**Williams College of Business
International Business Major**

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

MATH 150, Calculus-Honors	3	MATH 156, General Statistics	3
History I Elective	3	History II Elective	3
ENGL 101, English Composition	3	ECON 200, Microeconomic Principles	3
Foreign Language I	3	Foreign Language II	3
INFO 200, Mgmt of Info Systems	3	MKTG 300, Principles of Marketing	3
BUAD 101, Business Profession	0	BUAD 102, Business Profession	0
Total	15	Total	15

Sophomore Year

ECON 201, Macroeconomic Principles	3	PHIL 100, Ethics as Intro to Philosophy	3
THEO 111, Theological Foundations	3	STAT 200, Intermediate Bus Stats	3
Literature Elective	3	MGMT 300, Managerial Behavior	3
HRES 200, HR in a Diverse Society ^{EPU}	3	Science Elective I	3
ACCT 200, Financial Accounting	3	ACCT 201, Managerial Accounting	3
BUAD 201, Business Profession I	0	MGMT 301, Managerial Communications ..	2
		BUAD 202, Business Profession II	0
Total	15	Total	17



Junior Year

MKTG 320, Int'l Marketing (fall or spring) .3	Int'l Business Elective I
ECON 300, Int'l Trade & Bus Environment 3	(HRES 325 or MGMT 325, spring only) ... 3
FINC 300, Business Finance3	Cultural Elective I 3
PHIL 290, Theory of Knowledge3	Theology Scrip/Hist or Christ Sys Elective . 3
Business Language3	MGMT 302, Quality & Prod in Operations . 3
Fine Arts Elective3	Science Elective II 3
BUAD 301, Business Profession III0	BUAD 302, Business Profession III 0
Total 18	Total 15

Senior Year

Cultural Elective II or Int'l Bus Elective II (ECON 450, fall only)3	FINC 476, Int'l Finance (spring only) 3
ENGL/CLAS/SPAN 205, Lit & Moral Imag 3	Int'l Bus Elective II or Cultural Elective II (HRES 325 or MGMT 325, spring only) ... 3
Business Elective or Cooperative Ed3	BLAW 300, Legal Environment 3
Theology Scrip/Hist or Christ Sys Elective .3	Philosophy Elective 3
Science Elective III3	E/RS Elective (or free elective) 3
BUAD 401, Business Profession IV0	BUAD 402, Business Profession IV 0
Total 18	Total 15

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 200, 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 ENTREPRENEURSHIP

- Required Entrepreneurship Courses (9 hours)
 - ENTR 305, Creativity and Innovation (3 hours)
 - ENTR 311, New Venture Planning (3 hours)
 - ENTR 341, Managing the Entrepreneurial Venture (3 hours)
 - Required Business Courses (6 hours)*
 - ACCT 200, Introductory Financial Accounting (3 hours)
 - MKTG 300, Principles of Marketing (3 hours)
 - Elective Business Courses (3 hours)*
 - BLAW 300, Legal Environment (3 hours)
 - HRES 200, Human Resources in a Diverse Society (3 hours)
 - ECON 200, Microeconomics (3 hours)
- * Included in Business Core for WCB students.

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 approved electives for the minor.

ASSOCIATE OF BUSINESS ADMINISTRATION DEGREE (ABA)

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

ENGL 101/115, Engl Comp/Rhetoric .3	History Elective (1st level).....	3
Fine Arts Elective	Literature Elective	3
PHIL 100, Ethics as Intro. to Phil	THEO 111, Introduction to Theology ..	3
Calculus	PHIL 290 or Theology Elective	3
General Statistics	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	Microeconomic Principles	3
ECON 201	Macroeconomic Principles	3
FINC 300	Business Finance	3
HRES 200	Human Resources Society	3
	(fulfills Cultural Diversity Elective)	
INFO 200	Managing 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.

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:

- Have 55 or more earned credit hours; junior status.*
- Have a minimum overall gpa of 2.750 with no repeated course in the major below a "C".*
- Have a formally declared business major or minor.
- Have successfully completed MGMT 301, Managerial Communications, with a "C" or better **OR** have attended the WCB Business Professions Program's "Resume Workshop" **and** "Interviewing Workshop."

* May be waived in certain circumstances, consult co-op director.

CERTIFICATE IN PRE-MBA STUDIES

This certificate program satisfies the foundation courses required for admittance into Xavier's MBA program. Students applying for the MBA program must have completed all certificate courses within the previous 5 years and attained a "B" or above in each course, with the exception of FINC 300 (5 years, "B").



Requirements for Certificate in Pre-MBA Studies

Certificate is 18 hours. Required courses include ACCT 200, ECON 200, ECON 201, STAT 200, FINC 300, MKTG 300.

A 3.000 cumulative average must be attained in these courses.

MASTER OF BUSINESS ADMINISTRATION DEGREE (MBA)

The Master of Business Administration Program at Xavier University is designed to meet the needs of potential and practicing executives. Xavier's MBA program offers a realistic approach to education, utilizing a balanced presentation of relevant theory combined with practical case study. A Xavier MBA is a study in participative learning: case analyses, lectures, group projects, and technology inclusive assignments and simulations. Faculty expertise, cutting edge curriculum, and contemporary methods of instruction enable Xavier MBA students to acquire the basic disciplines and skills of business. Students develop problem-solving and decision-making abilities and the capacity for continued learning. The Xavier MBA program is accredited by The Association to Advance Collegiate Schools of Business (AACSB), an accreditation held by only one-third of the existing MBA programs.

MBA program applicants must take the Graduate Management Admission Test (GMAT) prior to admission. Test information may be obtained from Xavier's MBA Office or on-line at WWW.MBA.COM. 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@XAVIER.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 AACSB accredited Jesuit universities' MBA programs. Most are located in major metropolitan areas. Under the terms of the partnership, each institution accepts the majority of the 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 AACSB MBA programs 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 MBA Program Director or the Associate Dean and carry a grade of "B" or better. Graduate courses already applied towards a degree may not be used again for credit toward MBA degree. The grade and quality points for credits transferred from another institution are not included in a student's point average.

Participating institutions include the following:

Boston College, Boston MA
Canisius College, Buffalo, NY
Creighton University, Omaha NE
Fairfield University, Fairfield CT
Fordham University, New York, NY
Gonzaga University, Spokane, WA
John Carroll University, Cleveland OH
Loyola College in Maryland, Baltimore MD
Loyola Marymount Univ., Los Angeles CA
Loyola University Chicago, Chicago IL
Loyola Univ. New Orleans, New Orleans LA
Marquette University, Milwaukee WI
Santa Clara University, Santa Clara CA
Seattle University, Seattle WA
St. Joseph University, Philadelphia PA



St. Louis University, St. Louis MO
 University of Dayton, Dayton OH *
 University of Detroit Mercy, Detroit MI
 University of Portland, Portland OR *
 University of San Diego, San Diego CA *
 Univ. of San Francisco, San Francisco CA
 University of Scranton, Scranton PA
 * Non Jesuit School

MBA Requirements

<i>Courses</i>	<i>Credit Hours</i>	<i>Courses</i>	<i>Credit Hours</i>
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Foundation Skills:

ACCT 803, Accounting Analysis	3	STAT 801, Managerial Statistics	3
FINC 801, Corporate Finance	3	ECON 801, Macroeconomic Analysis	2
MKTG 801, Marketing Concepts	2	ECON 802, Microeconomic Analysis	2

All of these courses may be waived depending upon the student's previous academic credentials. The majority of these courses must be completed before beginning the Business and Systems Skills and the Integrated Functions.

Business and Systems Skills:

MGMT 901, Managing Organ Systems	2	ECON 901, Global Economic Envir	3
MGMT 902, Interpersonal Skills	2	BUAD 901, Legal, Ethical & Regulatory	
MGMT 903, Operations Management	2	Environment	2

These courses build the program by incorporating business systems models, the language of global business and total quality management principles, as well as providing development broad communication skill.

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/or computer-based simulations 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

Finance	12	Marketing	12
International Business	9	Business Administration	8
Management Information Systems	12	E-Business	12

Students may tailor electives in the area(s) of concentration of their choice to provide a broader understanding of the business world or to specialize their degree.

A student with an MBA from any accredited school may participate in the add-on concentration program earning a certificate in any of the above areas of concentration (8 credit hours minimum). The Master of Business Administration requires a minimum of 36 credit hours with a GPA of at least 3.000. Foundation Skills (800-level) courses do not count toward the 36 hour minimum.



EXECUTIVE MBA PROGRAM

The Executive MBA Program provides the opportunity for experienced managers and executives to sharpen their managerial skills and broaden their perspectives while maintaining their current positions in their organizations. The ultimate objective of the program is to prepare participants for increasing responsibilities in general management and executive positions. This is accomplished through a learning process which expands their awareness of modern analytical, administrative and decision making methods. This 48 credit hour program is designed to deepen their conceptual understanding of behavioral, technological, and environmental forces which will impact their work and organizations in the years ahead.

The Executive MBA Program differs from more traditional programs in that it:

- has a faster-paced, more condensed format,
- relies heavily on teamwork and collaborative learning,
- uses the limited class size and special events to promote deeper learning experiences and networking opportunities,
- focuses on global as well as local business, and
- emphasizes the immediate applicability of material being discussed.

A program run separately from Xavier's traditional MBA Program, the Executive MBA Program commences once a year in late October and runs for 19 months. Classes are concentrated into one day per week, alternating between Fridays and Saturdays. Admission is based on undergraduate records, GMAT scores, business experience, and evidence of strong organizational support.

Information regarding the Executive MBA Program may be obtained from the Executive MBA Program Coordinator at 513 745-2936 or XMBA@XAVIER.EDU.

WEEKEND MBA PROGRAM

The Weekend MBA is designed to meet the needs of working professionals who cannot easily attend classes on weekday evenings. The program begins once a year in the fall semester. Morning and afternoon classes are offered on Saturday. Students follow an established curriculum of 14 courses that are offered for six sequential semesters (including summers). The program format makes it possible for students to finish their MBA in two years.

Admission is competitive. Approximately 30 students are admitted into the program. Students participate in a cohort-like program yet only meet for class once a week. All Foundation Skill courses (800 level courses) must be completed to be eligible for admission.

The following is a typical schedule for the Weekend MBA program.

<u>Fall Semester Year 1</u>	<u>Credit Hours</u>
BUAD 901, Legal, Ethical, & Regulatory Environment (First 7 weeks)	2
MGMT 901, Managing Organizational Systems (First 7 weeks)	2
MGMT 902, Interpersonal Skills (Second 7 weeks)	2
<u>Spring Semester Year 1</u>	<u>Credit Hours</u>
ECON 901, Global Economic Environment	3
ACCT 901, Accounting Analysis for Management Decisions	3
<u>Summer Session Year 1</u>	<u>Credit Hours</u>
MGMT 903, Operations Management (First 6 weeks)	2
HRES 901, Human Resources (Second 6 weeks)	2
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 a MBA, a MHSA can be earned as either attending day and evening classes, or as part-time evening students. The course of study is 80 credit hours, plus any required foundation level MBA courses. Students interested in the MBA/MHSA dual degree must apply separately to both programs.

For further information on the MHSA degree in conjunction with the MBA, contact the MHSA department at 513 745-1912.
- 2) MBA/Master of Science in Nursing (MSN)

The MBA/MSN dual degree option allows students to receive both degrees by attending courses in the evening. Students interested in this option should contact the Department of Nursing at 513 745-4392.

THE ON-SITE PROGRAM

The On-Site MBA program offers employees and contractors of General Electric an opportunity to sponsor members of their professional and managerial staff in the achievement of the Master of Business Administration degree in a convenient 22 month process. Classes are presented by Xavier MBA faculty at G.E. Aircraft Engine in Evendale, 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 GEAE 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 GE on site coordinator at 513 745-2936

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THE DEPARTMENT OF ACCOUNTANCY

The Department of Accountancy offers the Bachelor of Science in Business Administration degree in Accounting. Also, it offers a Professional Accountancy Program to meet the law that is in effect in most states, including Ohio, that requires candidates to complete 150 semester credit hours of college coursework prior to sitting for the CPA examination.

FACULTY

Faculty: PROF. VANDERBECK, *chair*; PROF. ALLEN, DR. DEVINE, PROF. FIORELLI, DR. O'CLOCK, DR. O'REILLY, DR. PAYNE, DR. RICHTERMEYER, DR. SURDICK, PROF. TRACEY

Senior Fellows: PROF. R. SCHUTZMAN, PROF. SMITH

Adjunct Faculty: MR. DAVIS, MR. MILLER, MS. MITCHELL, MR. RESNICK, DR. ROTHENBERG, MR. RUSSO, MR. SCHISLER, MR. T. SCHUTZMAN, MS. VERST, MR. WRIGHT

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE IN ACCOUNTING

The BSBA in Accounting is a four-year program that may be a terminal degree for students not interested in pursuing the CPA certificate, as well as a step toward fulfilling the 150-hour requirement for CPA candidates. An elective Co-op experience is available to either category of student.

Requirements for the BSBA Accounting Major

Undergraduate core curriculum requirements: 64 hours, including

- Mathematics: MATH 150, Calculus, and MATH 156, General Statistics
- Social science: ECON 200, Microeconomic Principles, and ECON 201, Macroeconomic Principles

Business core requirements: 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.

THE PROFESSIONAL ACCOUNTANCY PROGRAM

This is a five-year program, which many students complete in less than five years, that enables a student to earn a BSBA in Accounting and an MBA while satisfying the 150-hour requirement for the CPA exam. Students are allowed to seek admission to the MBA program when they have one year remaining to complete their BSBA in Accounting. Those accepted may begin taking a limited number of graduate courses while completing their undergraduate degree. They also may use three credit hours of undergraduate electives for MBA courses and obtain a waiver for ACCT 901 provided ACCT 321 was completed with at least a "B." (NOTE: The 150 hour requirement may also be satisfied by a double undergraduate major; such as, Accounting and Information Systems, or Accounting and Finance. This approach requires a student to take an additional three credit hour Accounting elective to meet the 30 credit hours of Accounting courses required under the new law in the State of Ohio.)

Requirements:

- Same as above requirements for BSBA in Accounting except for three hours of undergraduate electives that may be used for MBA business skills courses.



- Same as requirements for all MBA students except for waiver of ACCT 901.
- Nine credit hours of graduate electives which may include one or more courses in Accounting/Taxation, beyond ACCT 902. See block schedule.

B.S.B.A. Accounting

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

MATH 150, Calculus3	MATH 156, General Statistics 3
History I Elective3	History II Elective 3
ENGL 101 or 115, Eng Comp or Rhetoric ...3	ECON 200, Microeconomic Principles 3
Foreign Language Elective3	Foreign Language Elective 3
INFO 200, Managing Info Technology #3	MKTG 300, Principles of Marketing 3
BUAD 101, Business Profession I0	BUAD 102, Business Profession I 0
Total 15	Total 15

Sophomore Year

ECON 201, Macroeconomic Principles3	Literature Elective 3
ACCT 200, Financial Accounting3	ACCT 201, Managerial Accounting 3
THEO 111, Theological Foundations3	PHIL 100, Ethics as Intro to Philosophy 3
HRES 200, HR in a Diverse Society *3	MGMT 300, Managerial Behavior 3
Science Elective3	STAT 200, Intermediate Business Stats 3
BUAD 201, Business Profession II0	MGMT 301, Managerial Communications .. 2
	BUAD 202, Business Profession II 0
Total 15	Total 17

Junior Year

Theology Scrip/Hist or Christ Sys Elective ..3	PHIL 290, Theory of Knowledge 3
FINC 300, Business Finance3	Science Elective 3
Science Elective3	ACCT 301, Intermediate Financial Acct. II. 3
ACCT 300, Intermediate Financial Acct. I...3	ACCT 321, Cost Accounting 3
ACCT 311, Introduction to Taxation3	MGMT 302, Quality & Prod in Operations . 3
BUAD 301, Business Profession III0	Fine Arts Elective 3
	BUAD 302, Business Profession III 0
Total 15	Total 18

Senior Year

Theology Ethics or Rel/Cult Elective3	Philosophy Elective 3
BLAW 300, Legal Environment3	ACCT 495, Analysis of Acct. Systems 3
ACCT 421, Auditing3	ECON 300, Int'l Trade & Business 3
ACCT 431, Advanced Financial Acct.3	E/RS Focus Elective ** 3
ENGL/CLAS/SPAN 205, Lit & Moral Imag 3	Business Elective 3
BUAD 401, Business Profession IV0	BUAD 402, Business Profession IV 0
Total 15	Total 15

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.



Freshman Year	30
Sophomore Year	32
Junior Year	33
Senior Year	<u>30</u>
Total Hours	**125

Students who need additional computer skills may also be required to take INFO 100, Business Computer Applications (one hour).

* HRES 200 fulfills the Cultural Diversity Elective.

**If E/RS Focus Elective satisfies another element of the core, program is 122 credit hours.

B.S.B.A. Accounting and MBA

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 Elective	3	History II Elective	3
ENGL 101 or 115, Eng Comp or Rhetoric ...	3	ECON 200, Microeconomic Principles	3
Foreign Language Elective	3	Foreign Language Elective	3
INFO 200, Managing Info Technology #	3	MKTG 300, Principles of Marketing	3
BUAD 101, Business Profession I	0	BUAD 102, Business Profession I	0
Total	15	Total	15

Sophomore Year

ECON 201, Macroeconomic Principles	3	Literature Elective	3
ACCT 200, Financial Accounting	3	ACCT 201, Managerial Accounting	3
THEO 111, Theological Foundations	3	PHIL 100, Ethics as Intro to Philosophy	3
HRES 200, HR in a Diverse Society *	3	MGMT 300, Managerial Behavior	3
Science Elective	3	STAT 300, Intermediate Business Stats	3
BUAD 201, Business Profession II	0	MGMT 301, Managerial Communications ..	2
		BUAD 202, Business Profession II	0
Total	15	Total	17

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	ACCT 301, Intermediate Financial Acct. II. 3	3
ACCT 300, Intermediate Financial Acct. I...3	3	ACCT 321, Cost Accounting	3
ACCT 311, Introduction to Taxation	3	MGMT 302, Quality & Prod in Operations .	3
BUAD 301, Business Profession III	0	Fine Arts Elective	3
		BUAD 302, Business Profession III	0
Total	15	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	3	ECON 901, Global Econ Environment	3
ENGL/CLAS/SPAN 205, Lit & Moral Imag 3	3	E/RS Focus Elective **	3
MGMT 901, Managing Org Systems	2	Business Elective	3
BUAD 401, Business Profession IV	0	BUAD 402, Business Profession IV	0
Total	17	Total	18



Fifth Year

MGMT 902, Interpersonal Skills2	HRES 901, Intro to Human Resources 2
MGMT 903, Operations Management2	BUAD 904, Global & Strategic Thinking ... 3
MKTG 901, Marketing Strategy3	BUAD 901, Legal, Ethical & Reg Envir 2
INFO 903, Sys of Operations & Tech3	Electives 3
Electives ***6	FINC 901, Managerial Finance 3
Total 16	Total 13

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.

Freshman Year	30
Sophomore Year	32
Junior Year	33
Senior Year	35
Fifth Year	<u>29</u>
Total Hours	**159

Students who need additional computer skills may also be required to take INFO 100, Business Computer Applications (one hour).

* HRES 200 fulfills the Cultural Diversity Elective.

**If E/RS Focus Elective satisfies another element of the core, and undergraduate business elective is used for ECON 901, program is 153 credit hours.

*** Three credit hours must be accounting elective if fewer then 30 accounting undergraduate hours are taken.

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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 and a minor in Human Resources. The Department also offers a Bachelor of Arts in Economics degree through the College of Social Sciences.

FACULTY

Faculty: DR. ABU-RASHED, *chair*; DR. BERTAUX, DR. COBB, DR. MARMO, DR. RANKIN, DR. SEN, DR. WEBB

Senior Fellow: DR. DONNELLY

Visiting: DR. PESCATRICE, DR. TURNER

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: 64 hours, including

- Mathematics: MATH 150, Calculus, and MATH 156, General Statistics
- Social sciences: ECON 200, Microeconomic Principles, and ECON 201, Macroeconomic Principles

Business core requirements: 35 hours.

Major Requirements: 18 hours

- 18 hours of economics courses above the business core: ECON 305, 306, 495, 9 hours of economics electives, at least 3 hours of which must be at the 400-level.
- One human resources course other than HRES 330 or 499 may be substituted for one 300 level economics elective, with written permission from the chair.
- A 2.000 cumulative average must be attained in the economics courses.

Electives:

- 3 hours of business electives.
- 3 hours of general electives.

B.S.B.A. Economics

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

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Freshman Year			
MATH 150, Calculus	3	MATH 156, General Statistics	3
History I Elective	3	History II Elective	3
ENGL 101 or 115, Eng Comp or Rhetoric ...	3	ECON 200, Microeconomic Principles	3
Foreign Language Elective	3	Foreign Language Elective	3
INFO 200, Managing Info Technology	3	MKTG 300, Principles of Marketing	3
BUAD 101, Business Profession I	0	BUAD 102, Business Profession I	0
Total	15	Total	15



Sophomore Year

ECON 201, Macroeconomic Principles 3	Literature Elective 3
ACCT 200, Financial Accounting 3	ACCT 201, Managerial Accounting 3
THEO 111, Theological Foundations 3	PHIL 100, Ethics as Intro to Philosophy 3
HRES 200, HR in a Diverse Society * 3	MGMT 300, Managerial Behavior 3
Science Elective 3	ECON 300, Int'l Trade & Business 3
BUAD 201, Business Profession II 0	BUAD 202, Business Profession II 0
Total 15	Total 15

Junior Year

Theology Scrip/Hist or Christ Sys Elective .. 3	PHIL 290, Theory of Knowledge 3
STAT 200, Intermediate Business Stats 3	Science Elective 3
Science Elective 3	ECON 306, Macroeconomic Analysis 3
ECON 305, Microeconomic Analysis 3	BLAW 300, Legal Environment 3
MGMT 301, Managerial Communications .. 2	MGMT 201, Quality & Prod in Operations . 3
ENGL/CLAS/SPAN 205, Lit & Moral Imag 3	Fine Arts Elective 3
BUAD 301, Business Profession III 0	BUAD 302, Business Profession III 0
Total 17	Total 18

Senior Year

Theology Ethics or Rel/Cult Elective 3	Philosophy Elective 3
FINC 300, Business Finance 3	Economics Elective (400 level) 3
Economics Electives 6	ECON 495, Managerial Economics 3
Business Elective 3	E/RS Focus Elective ** 3
BUAD 401, Business Profession IV 0	General Elective 3
	BUAD 402, Business Profession IV 0
Total 15	Total 15

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.

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

- * HRES 200 fulfills the Cultural Diversity Elective.
- **If E/RS focus elective is double counted, program is 122 credit hours.

REQUIREMENTS FOR THE ECONOMICS MINOR

- 15 hours of economics: ECON 200, 201, 305 or 306, and two upper division (300 or 400) courses.
- Students in the Williams College of Business may not count ECON 300 in the minor.
- A 2.000 cumulative average must be attained in the courses of the minor.



BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE IN HUMAN RESOURCES

In today's increasingly complex business world, there is a need for human resources leaders with well-rounded professional training. Although the primary goal of the program is to provide the professional training necessary for graduates to obtain human resources jobs, the major should be especially appealing to students with broad interests. Reflecting this broad approach, the field of human resources is studied from economic, political, psychological, and legal perspectives. For example, some courses, such as Industrial Psychology, are approached from a psychological perspective, while others, such as Human Resources Law, are approached from legal and political perspectives. In still other courses, such as Labor Relations, Personnel Administration and Current Human Resources Issues, economic, psychological and legal perspectives are combined into a single course.

In sum, the major is sufficiently broad to appeal to students with wide interests, yet specific enough to provide the necessary professional skills that are attractive to prospective employers. The Human Resources major prepares graduates for professional positions in human resources, industrial relations, and government work. It also serves as excellent preparation for graduate programs in human resources management or industrial relations, as well as for law school.

Requirements for the Human Resources Major

Undergraduate core curriculum requirements: 64 hours, including

- Mathematics: MATH 150, Calculus, and MATH 156, General Statistics
- Social science: ECON 200, Microeconomic Principles, and ECON 201, Macroeconomic Principles

Business Core Requirements: 35 hours

Major Requirements

- 18 hours of human resources courses: HRES 495, and fifteen hours of electives. 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.
- 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>
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Freshman Year

MATH 150, Calculus	3	MATH 156, General Statistics	3
History I Elective	3	History II Elective	3
ENGL 101 or 115, Eng Comp or Rhetoric ...	3	ECON 200, Microeconomic Principles	3
Foreign Language Elective	3	Foreign Language Elective	3
INFO 200, Managing Info Technology	3	MKTG 300, Principles of Marketing	3
BUAD 101, Business Profession I	0	BUAD 102, Business Profession I	0
Total	15	Total	15

Sophomore Year

ECON 201, Macroeconomic Principles	3	Literature Elective	3
ACCT 200, Financial Accounting	3	ACCT 201, Managerial Accounting	3
THEO 111, Theological Foundations	3	PHIL 100, Ethics as Intro to Philosophy	3
HRES 200, HR in a Diverse Society *	3	MGMT 300, Managerial Behavior	3
Science Elective	3	ECON 300, Int'l Trade & Business	3
BUAD 201, Business Profession II	0	BUAD 201, Business Profession II	0
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	Human Resources Elective	3
Human Resources Elective	3	ENGL/CLAS/SPAN 205, Lit & Moral Imag	3
MGMT 301, Managerial Communications	2	MGMT 201, Quality & Prod in Operations	3
BLAW 300, Legal Environment	3	Fine Arts Elective	3
BUAD 301, Business Profession III	0	BUAD 302, Business Profession III	0
Total	17	Total	18

Senior Year

Theology Ethics or Rel/Cult Elective	3	Philosophy Elective	3
FINC 300, Business Finance	3	Human Resources Elective	3
Human Resources Electives	6	HRES 495, Current Human Res. Problem	3
Business Elective	3	E/RS Focus Elective **	3
BUAD 401, Business Profession IV	0	General Elective	3
Total	15	Total	15

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.

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

* HRES 200 fulfills the Cultural Diversity Elective.
 **If E/RS Focus Elective is double counted, program is 122 credit hours.

REQUIREMENTS FOR THE HUMAN RESOURCES MINOR

The Human Resources minor is available to students in the College of Arts and Sciences, the College of Social Sciences, and the Williams College of Business. In particular, it is designed to give business and non-business majors skills that will enhance their attractiveness to employers upon graduation. Since all managers are people managers, the HR minor benefits all future managers. It also provides an opportunity to pursue a business speciality in HR.

Human Resources concerns the total activity of an organization, business, or firm as these activities relate to the work force. Such activities include employment law, recruiting and selection, training and development, performance management, compensation and benefits, workplace diversity, and dispute resolution methods.

Outside of the classroom, the HR co-op allows students to expand their knowledge by working one-on-one with HR professionals in the field, earning income and academic credit at the same time.

- 15 hours of human resource including HRES 200, 495 **OR** 303, and three upper division human resource elective courses.
- A 2.000 cumulative average must be attained in the courses of the minor.

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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. BALYEAT, DR. CAGLE, DR. GLASGO, MS. HOLMES, DR. HYLAND, DR. S. JOHNSON, DR. S. WEBB

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE IN FINANCE

The Bachelor of Science in Business Administration in Finance develops an appreciation of financial management and financial operation. Everyone majoring in Finance must take courses designed to acquaint him or her with the various financial records of the firm, the character and appraisal of corporate securities, and the financial techniques applicable to the various phases of the discipline. In addition, the student may choose elective subjects.

Requirements for the Finance Major

Undergraduate core curriculum requirements: 64 hours, including

- Mathematics: MATH 150, Calculus, and MATH 156, General Statistics
- Social Science: ECON 200, Microeconomic Principles, and ECON 201, Macroeconomic Principles

Business Core Requirements: 35 hours

Major Requirements

- 18 hours of finance and accounting courses: FINC 365, 401, 485, 495, one finance elective, and either 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>
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Freshman Year

MATH 150, Calculus	3	MATH 156, General Statistics	3
History I Elective	3	History II Elective	3
ENGL 101 or 115, Eng Comp or Rhetoric ...	3	ECON 200, Microeconomic Principles	3
Foreign Language Elective	3	Foreign Language Elective	3
INFO 200, Managing Info Technology #	3	MKTG 300, Principles of Marketing	3
BUAD 101, Business Profession I	0	BUAD 102, Business Profession I	0
Total	15	Total	15

Sophomore Year

ECON 201, Macroeconomic Principles	3	STAT 200, Intermediate Business Stats	3
ACCT 200, Financial Accounting	3	ACCT 201, Managerial Accounting	3
THEO 111, Theological Foundations	3	PHIL 100, Ethics as Intro to Philosophy	3
MGMT 300, Managerial Behavior	3	Literature Elective	3
Science Elective	3	FINC 300, Business Finance	3
BUAD 201, Business Profession II	0	BUAD 202, Business Profession II	0
Total	15	Total	15



Junior Year

ACCT 350, Financial Analysis OR	Science Elective	3
ACCT 301, Intermediate Acct II	FINC 485, Computer App in Finance	3
Science Elective	HRES 200, HR in a Diverse Society *	3
FINC 365, Investments	BLAW 300, Legal Environment	3
MGMT 301, Managerial Communications ..	MGMT 302, Quality & Prod in Operations .	3
Theology Scrip/Hist or Christ Sys Elective ..	PHIL 290, Theory of Knowledge	3
ENGL/CLAS/SPAN 205, Lit & Moral Imag	BUAD 302, Business Profession III	0
BUAD 301, Business Profession III		0
Total	Total	18

Senior Year

ECON 300, International Trade & Bus	FINC 495, Cases and Problems in Finance ..	3
FINC 401, Financial Management	General Elective	3
Business Elective	Finance Elective	3
Fine Arts Elective	E/RS Focus Elective **	3
Theology Ethics or Rel/Cult Elective	Philosophy Elective	3
BUAD 401, Business Profession IV	BUAD 402, Business Profession IV	0
Total	Total	15

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.

Freshman Year	30
Sophomore Year	30
Junior Year	35
Senior Year	<u>30</u>
Total Hours	**125

Students who need additional computer skills may also be required to take INFO 100, Business Computer Applications (1 semester hour)

* HRES 200 fulfills the Cultural Diversity Elective.

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

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THE DEPARTMENT OF MANAGEMENT INFORMATION SYSTEMS

The Department of Management Information Systems offers the Bachelor of Science in Business Administration degree in Information Systems, a minor in Information Technology, and a certificate in Information Technology.

FACULTY

Faculty: DR. CRABLE, *chair*; DR. BRAUN, DR. FROLICK, DR. MURPHY, DR. OKUNOYE, DR. SENA, DR. TESCH

Adjunct Faculty: MR. BRAUN, MR. CEVIK, MS. FROLICK, MR. JABLONSKI, MR. KROGER, MR. MOSER, MR. SKOOG

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 an analyst, or information systems manager or programmer. The major is conducive to a double major or as a minor to another major in the University since technology is critical to any profit or non-profit business today.

Requirements for the Information Systems Major

Undergraduate core curriculum requirements: 64 hours, including

- Mathematics: MATH 150, Calculus, and MATH 156, General Statistics
- Social science: ECON 200, Microeconomic Principles, and ECON 201, Macroeconomic Principles

Business Core Requirements: 35 hours

Major Requirements:

- 21 hours of information systems courses: INFO 250, 357, 358, 450, 495 and either 359 or 362, and 3 hours of Information Systems elective (INFO 304-499, exclude 403).
- A 2.000 average must be attained in the information systems courses.

Electives:

- 3 hours of business electives (usually Co-op).



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>
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Freshman Year

MATH 150, Calculus3	MATH 156, General Statistics 3
History I Elective3	History II Elective 3
ENGL 101 or 115, Eng Comp or Rhetoric ...3	ECON 200, Microeconomic Principles 3
Foreign Language Elective3	Foreign Language Elective 3
INFO 200, Managing Info Technology#3	MKTG 300, Principles of Marketing 3
BUAD 101, Business Profession I0	BUAD 102, Business Profession I 0
Total 15	Total 15

Sophomore Year

ECON 201, Macroeconomic Principles 3	INFO 358, Data Management 3
ACCT 200, Financial Accounting3	ACCT 201, Managerial Accounting 3
THEO 111, Theological Foundations3	PHIL 100, Ethics as Intro to Philosophy 3
HRES 200, HR in a Diverse Society *3	MGMT 301, Managerial Communications .. 2
Literature Elective3	STAT 200, Intermediate Business Stats 3
INFO 250, Intro to Programming3	Science Elective I 3
BUAD 201, Business Profession II0	BUAD 202, Business Profession II 0
Total 18	Total 17

Junior Year

INFO 359, Hardware & Software OR	INFO 357, Data Networking 3
INFO 362, Prgm for Mod Bus App3	Science Elective II 3
FINC 300, Business Finance3	MGMT 300, Managerial Behavior 3
ECON 300, Int'l Trade & Bus Environment. 3	Theology Scrip/Histor Christ Sys Elective .. 3
PHIL 290, Theory of Knowledge3	MGMT 302, Quality & Prod in Operations . 3
Business Elective or Co-op3	BUAD 302, Business Profession III 0
BUAD 301, Business Profession III0	
Total 15	Total 15

Senior Year

Theology Ethics or Rel/Cult Elective3	Philosophy Elective 3
ENGL/CLAS/SPAN 205, Lit & Moral Imag 3	INFO 495, System Development Project 3
INFO 450, Sys Analysis & Design ***3	BLAW 300, Legal Environment 3
Fine Arts Elective3	E/RS Focus Elective ** 3
Science Elective III3	INFO Elective 3
BUAD 401, Business Profession IV0	BUAD 402, Business Profession IV 0
Total 15	Total 15

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.

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



Students who need additional computer skills may also be required to take INFO 100, Business Computer Applications (1 semester hour)

* HRES 200 fulfills the Cultural Diversity Elective.

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

***INFO 450 and INFO 495 must be taken in consecutive semesters senior year.

REQUIREMENTS FOR INFORMATION TECHNOLOGY (IT) MINOR

- 15 credit hours
- Required courses: INFO 200, INFO 328 or 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 have an associate or bachelor a degree, and wish to continue their education in information systems.
- Requirements are identical to those of the IT Minor: 15 credit hours, including INFO 200 or its equivalent, INFO 328 or 358, INFO 359 and 6 hours of information systems electives. A 2.000 cumulative average must be attained in these courses.

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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 Management and Entrepreneurial Studies.

FACULTY

Faculty: DR. KRISHNAN, *chair*; DR. BAUCUS, DR. BYCIO, DR. CLARK, DR. CUNNINGHAM, DR. HUMAN, DR. KILBOURNE, DR. KLOPPENBORG, DR. PARK, DR. SHRIBERG, DR. WU

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE IN MANAGEMENT

Students gain an appreciation for the planning, organizing, leading, controlling, and improving of the business process required to meet the demands contemporary customers place on businesses. Our majors:

1. Learn the language of Management and Entrepreneurship used in the business world.
2. Are given an understanding for the significance of variation in human behavior in organizations.
3. Develop self-awareness, along with capabilities in problem solving, decision making, creativity, and communication.
4. Receive preparation for a wide variety of roles, including leader, entrepreneur, intrapreneur, project manager, and functional manager.
5. Are encouraged to approach business problems in an ethical, socially responsible manner.

This degree is designed for individuals who have career aspirations as management trainees, personnel trainees, in business education, or who plan to attend law school.

Students interested in teaching certification in business should consult with the chair of the Education Department for certification requirements.

Requirements for a Major in Management

Undergraduate core curriculum requirements: 64 hours, including

- Mathematics: MATH 150, Calculus, and MATH 156, General Statistics
- Social science: ECON 200, Microeconomic Principles, and ECON 201, Macroeconomic Principles

Business core requirements: 35 hours

Major Requirements:

- 18 hours in management courses: MGMT 309, 385, 495, and 9 hours of electives.
- A 2.000 cumulative average must be attained in the courses of the major.

Electives:

- 3 hours of business electives, with suggested courses of ACCT 350, HRES 313, 321, 345 and MGMT 303 or 403.
- 3 hours of general electives.



B.S.B.A. Management

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

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

MATH 150, Calculus	3	MATH 156, General Statistics	3
History I Elective	3	History II Elective	3
ENGL 101 or 115, Eng Comp or Rhetoric ...	3	ECON 200, Microeconomic Principles	3
Foreign Language Elective	3	Foreign Language Elective	3
INFO 200, Managing Info Technology#	3	MKTG 300, Principles of Marketing	3
BUAD 101, Business Profession I	0	BUAD 102, Business Profession I	0
Total	15	Total	15

Sophomore Year

ECON 201, Macroeconomic Principles	3	HRES 200, HR in a Diverse Society *	3
ACCT 200, Financial Accounting	3	ACCT 201, Managerial Accounting	3
THEO 111, Theological Foundations	3	PHIL 100, Ethics as Intro to Philosophy	3
MGMT 300, Managerial Behavior	3	Literature Elective	3
Science Elective	3	STAT 200, Intermediate Business Stats	3
BUAD 201, Business Profession II	0	BUAD 202, Business Profession II	0
Total	15	Total	15

Junior Year

Theology Scrip/Hist or Christ Sys Elective ..	3	PHIL 290, Theory of Knowledge	3
MGMT 302, Quality & Prod. in Operations ..	3	Science Elective	3
Science Elective	3	MGMT 385, Project Management	3
MGMT 309, Organization Des & Dev	3	BLAW 300, Legal Environment	3
MGMT 301, Managerial Communications ..	2	FINC 300, Business Finance	3
ENGL/CLAS/SPAN 205, Lit & Moral Imag ..	3	Fine Arts Elective	3
BUAD 301, Business Profession III	0	BUAD 302, Business Profession III	0
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
BUAD 401, Business Profession IV	0	General Elective	3
Total	15	BUAD 402, Business Profession IV	0
		Total	15

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.

Freshman Year	30
Sophomore Year	30
Junior Year	35
Senior Year	<u>30</u>
Total Hours	**125



Students who need additional computer skills may also be required to take INFO 100, Business Computer Applications (1 hour)

* HRES 200 fulfills the Cultural Diversity Elective.

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

BACHELOR OF OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE IN ENTREPRENEURIAL STUDIES

Xavier's undergraduate major in Entrepreneurial Studies is designed to help prepare students to:

1. Provide progressive leadership for existing family businesses,
2. Start their own businesses, and/or
3. Pursue corporate careers in creating and managing innovation.

The strength of our free enterprise economy depends heavily on entrepreneurs: individuals who identify new product or service opportunities, who develop workable plans for capitalizing on those opportunities, and who assume personal risk and take the initiative in creating and then managing the new or expanded enterprises which those plans make possible.

Requirements for a Major in Entrepreneurship

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** (12 hours):

- ENTR 305 Creativity and Innovation
- ENTR 311 New Venture Planning
- ENTR 341 Managing the Entrepreneurial Venture
- ENTR 303 Co-op **OR**
- ENTR 495 Small Business Consulting

B. **MARKETING ELECTIVE** (3 hours, choose 1 of the following):

- MKTG 302 Marketing Research
- MKTG 350 Advertising
- MKTG 361 Professional Selling

C. **ELECTIVES** (3 hours, choose any 1 of the following)

- ACCT 350 Financial Analysis for Managers
- ENTR 303 Co-op
- ENTR 403 Co-op
- FINC 475 Real Estate Finance
- MGMT 314 Leadership
- MGMT 325 International Management
- MGMT 385 Project Management
- MKTG 302 Marketing Research
- MKTG 310 Business to Business Marketing
- MKTG 320 International Marketing
- MKTG 325 Marketing Services
- MKTG 328 Direct Marketing
- MKTG 329 Data Mining
- MKTG 330 Retailing Marketing
- MKTG 340 Supply Chain Logistics
- MKTG 351 Sales Promotion
- MKTG 355 New Product Development
- MKTG 357 E-Commerce
- MKTG 361 Professional 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.

Requirements for a Minor in Entrepreneurial Studies

- Required Entrepreneurship Courses (9 hours)
 - ENTR 305 Creativity and Innovation (3 hours)
 - ENTR 311 New Venture Plannins (3 hours)
 - ENTR 341 Managing the Entrepreneurial Venture (3 hours)
- Required Business Courses (6 hours)*
 - ACCT 200 Introductory Financial Accounting (3 hours)
 - MKTG 300 Principles of Marketing (3 hours)
- Elective Business Courses (3 hours)*
 - BLAW 300 Legal Environment (3 hours)
 - HRES 200 Human Resources in a Diverse Society (3 hours)
 - ECON 200 Microeconomics (3 hours)

* Included in Business Core for WCB students.

B.S.B.A. Entrepreneurial Studies

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

<i>First Semester</i>	<i>Credit Hours</i>	<i>Second Semester</i>	<i>Credit Hours</i>
Freshman Year			
MATH 150, Calculus	3	MATH 156, General Statistics	3
History I Elective	3	History II Elective	3
ENGL 101 or 115, Eng Comp or Rhetoric ...	3	ECON 200, Microeconomic Principles	3
Foreign Language Elective	3	Foreign Language Elective	3
MKTG 300, Principles of Marketing	3	INFO 200, Managing Info Technology #	3
BUAD 101, Business Profession I	0	BUAD 102, Business Profession I	0
Total	15	Total	15
Sophomore Year			
ECON 201, Macroeconomic Principles	3	HRES 200, HR in a Diverse Society *	3
ACCT 200, Financial Accounting	3	ACCT 201, Managerial Accounting	3
THEO 111, Theological Foundations	3	PHIL 100, Ethics as Intro to Philosophy	3
MGMT 300, Managerial Behavior	3	Literature Elective	3
Science Elective	3	FINC 300, Business Finance	3
BUAD 201, Business Profession II	0	BUAD 202, Business Profession II	0
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	ENTR 311, New Venture Planning	3
ENTR 305, Creativity & Innovation	3	BLAW 300, Legal Environment	3
MGMT 301, Managerial Communications ..	2	MGMT 302, Quality & Prod in Operations .	3
ENGL/CLAS/SPAN 205, Lit & Moral Imag	3	Fine Arts Elective	3
BUAD 301, Business Profession III	0	BUAD 302, Business Profession III	0
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
Marketing 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
BUAD 401, Business Profession IV	0	BUAD 402, Business Profession IV	0
Total	15	Total	15

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.

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

Students who need additional computer skills may also be required to take INFO 100, Business Computer Applications (1 hour).

* HRES 200 fulfills the Cultural Diversity Elective.

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

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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. SCHERTZER, *chair*; DR. AHUJA, DR. BURNS, DR. HAYES, DR. HANVANICH, DR. KASHYAP, DR. MANOLIS, DR. TADEPALLI, DR. M. WALKER

Adjunct Faculty: MR. DUFEK (Executive in Residence)

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE IN MARKETING

Marketing is the dynamic process by which individuals and organizations strive to anticipate and satisfy consumers' needs and wants. In a free enterprise, freedom of choice society, this is accomplished through marketing research, product planning and pricing, promotion (advertising and selling), and distribution.

The Marketing major develops an understanding of the concepts, functions and institutions of marketing, an appreciation of consumer orientation, and the ability to analyze marketing problems and formulate marketing policies.

This program is particularly relevant to the student planning a career in sales, advertising, consumer relations, merchandising, brand management, marketing management, marketing research, retailing services, purchasing, business logistics, small business operations, executive management, consulting, business education or work in certain government agencies.

Requirements for the Marketing Major

Undergraduate core curriculum requirements: 64 hours, including

- Mathematics: MATH 150, Calculus and MATH 156, General Statistics
- Social science: ECON 200, Microeconomic Principles and ECON 201, Macroeconomic Principles

Business core requirements: 35 hours

Major Requirements

- 18 hours of marketing courses and a minimum GPA of 2.000.
- Foundations (9 hours required): MKTG 302, 400 and 495.

Electives:

- Take at least 3 hours from MKTG 310, 325 or 370.
- Take 3 hours from MKTG 304-499 (except MKTG 400, 403, 495).
- Complete one of the two following options:
 1. Co-op Program: Take 3 hours from MKTG 303 or 403.
 2. Another elective: Take 3 hours from MKTG 304-499 (except MKTG 400, 403 and 495).
- Students must earn a grade of "C" or better in MKTG 300 to advance to upper level marketing courses.
- MKTG 400: Students must complete 6 hours (including at least 3 hours of MKTG 310, 325 or 370) before taking MKTG 400. They must have completed ACCT 200 and FINC 300.
- MKTG 495: MKTG 400 is a prerequisite for MKTG 495. Students must earn a "C" or better in MKTG 400 before they can take MKTG 495.

NOTE: MKTG 400 is only offered in the Fall semester, and MKTG 495 is only offered in the Spring semester.



B.S.B.A. Marketing

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

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

MATH 150, Calculus	3	MATH 156, General Statistics	3
History I Elective	3	History II Elective	3
ENGL 101 or 115, Eng Comp or Rhetoric ...	3	ECON 200, Microeconomic Principles	3
Foreign Language Elective	3	Foreign Language Elective	3
INFO 200, Managing Info Technology #	3	MKTG 300, Principles of Marketing	3
BUAD 101, Business Profession I	0	BUAD 102, Business Profession I	0
Total	15	Total	15

Sophomore Year

ECON 201, Macroeconomic Principles	3	HRES 200, HR in a Diverse Society *	3
ACCT 200, Financial Accounting	3	ACCT 201, Managerial Accounting	3
THEO 111, Theological Foundations	3	PHIL 100, Ethics as Intro to Philosophy	3
Literature Elective	3	MGMT 300, Managerial Behavior	3
Science Elective	3	STAT 200, Intermediate Business Stats	3
BUAD 201, Business Profession II	0	BUAD 202, Business Profession II	0
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/SPAN 205, Lit & Moral Imag ..	3	Fine Arts Elective	3
BUAD 301, Business Profession III	0	BUAD 302, Business Profession III	0
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
BUAD 401, Business Profession IV	0	BUAD 402, Business Profession IV	0
Total	15	Total	15

Scheduling Notes:

- Consult the "Undergraduate Core Curriculum" requirements of the Catalog.
- E/RS Focus Elective requirement may be used to satisfy another element of the core or the major.

Freshman Year	30
Sophomore Year	30
Junior Year	35
Senior Year	<u>30</u>
Total Hours	**125



Students who need additional computer skills may also be required to take INFO 100, Business Computer Applications (1 hour)
* HRES 200 fulfills the Cultural Diversity Elective.
**If E/RS Focus Elective is double counted, program is 122 credit hours.

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WILLIAMS COLLEGE OF BUSINESS CENTERS

Center for Business Ethics & Social Responsibility

The Williams College of Business Center for Business Ethics and Social Responsibility was established in October 2001 for the purpose of increasing the exposure, awareness and appreciation of ethical issues among students, faculty and the local business community. The Center assists faculty in the Williams College of Business in integrating social issues from within and outside businesses into their courses and is a catalyst for addressing ethical issues within the regional business community.

STAFF

Director: PROF. FIORELLI

Associate Director: PROF. TRACEY

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

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Xavier Entrepreneurial Center

The Xavier Entrepreneurial Center provides educational, scholarship and outreach activities designed to develop ethical entrepreneurial leaders who apply creativity, innovation, planning and implementation skills for the benefit of the organizations in which they participate and work.

STAFF

Director:

Faculty: Melissa Baucus, Ph.D., Associate Professor of Management and Entrepreneurship, Sherrie E. Human, Ph.D., Associate Professor of Management and Entrepreneurship, other resource personnel from the local, national, and international venture community.

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COURSE DESCRIPTIONS

Accounting	264	Finance	341
American Sign Language	271	French	343
Arts	265	German	344
Biology	271	Greek	347
Business Administration	274	Health Services Administration	348
Business Law	274	History	350
Chemistry	276	Human Occupational Studies	356
Classics	283	Human Resources	357
Communication Arts	285	Information Systems	359
Computer Science	292	Italian	362
Criminal Justice	278	Japanese	362
Economics	293	Latin	363
Education		Management	367
Administration	295	Marketing	371
Athletic Training	297	Mathematics	364
Children's Literature	299	Medical Technology	366
Counseling	300	Military Science	370
Early Childhood Education	302	Music	374
Elementary Education	303	Nepali	380
Foundations	305	Nursing	380
Health Education	306	Occupational Therapy	385
Human Resource Development ...	307	Philosophy	387
Middle Childhood Education	308	Physics	390
Montessori Education	309	Political Science	392
Multi-Age/Secondary Education .	311	Psychology	394
Physical Education	313	Radiologic Technology	402
Reading Education	316	Social Work	405
Special Education	319	Sociology	403
Sport Management	317	Spanish	408
Workshop	329	Statistics	410
English	333	Theology	410
English as a Second Language	339	Theatre	419
Entrepreneurial Studies	338	University Studies	420



(ACCT) Accounting

Undergraduate Courses

- ACCT200 **INTRODUCTORY FINANCIAL ACCT** (3) A foundation course which provides an introduction to fundamental concepts and to financial statements.
- ACCT201 **INTRODUCTORY MANAGERIAL ACCT** (3) Management's use of accounting data in planning, operations, controlling activities, and decision making. Pre-requisite: ACCT 200
- ACCT300 **INTERMEDIATE FINANCIAL ACCT I** (3) Study of financial accounting theory and principles applicable to the accumulation, analysis, measurement, reporting, and interpretation of selected economic events. The first of a two course sequence. Pre-requisite: ACCT 200-minimum grade of "C" ACCT 201-minimum grade of "C"
- ACCT301 **INTERMEDIATE FINANCIAL ACCT II** (3) The second of a two course sequence focusing on the study of financial accounting theory and principles. Pre-requisite: ACCT 300-minimum grade of "C"
- ACCT303 **CO-OP EDUCATION/ACCOUNTING: JR** (3) An elective cooperative experience where students earn academic credit while performing approved accounting-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.750 GPA, Department approval required
- ACCT311 **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. Pre-requisite: ACCT 200-minimum grade of "C"
- ACCT312 **VOLUNTEER INCOME TAX ASSISTANCE** (3) A service learning course that includes additional study of federal and state income tax topics, marketing and administration of tax preparation services, and preparation of federal and state income tax returns for low income and elderly taxpayers. Pre-requisite: ACCT 311 or equivalent with grade of "C" or better
- ACCT321 **COST ACCOUNTING** (3) The study of the process of measuring, interpreting, and communicating information that assists managers in achieving organizational goals. Pre-requisite: ACCT 200-minimum grade of "C" ACCT 201-minimum grade of "C"
- ACCT350 **FINANCIAL ANALYSIS FOR MANAGERS** (3) An overview of corporate financial reporting, emphasizing the areas of financial statement presentation, disclosure, and analysis. Pre-requisite: ACCT 201
- ACCT403 **CO-OP EDUCATION/ACCOUNTING: SR** (3) An elective cooperative experience where students earn academic credit while performing approved accounting-related work experience. Pre-requisite: MGMT 301 55 credit hours completed, 2.750 GPA
- ACCT421 **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 topics of internal controls and professional ethics. Pre-requisite: ACCT 301
- ACCT431 **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. Pre-requisite: ACCT 301
- ACCT495 **ANALYSIS OF ACCOUNTING SYSTEMS** (3) Examines manual and computerized accounting information systems and the tools needed to design these systems. The database approach to accounting systems is explored specifically the REA model of accounting. This course integrates the upper division courses of the accounting major. Pre-requisite: ACCT 301
- ### Graduate Courses
- ACCT701 **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. Pre-requisite: Admission to the Executive MBA program
- ACCT703 **MANAGERIAL ACCOUNTING** (3) Integration of accounting into the management decision process is the central theme of this course. Consideration is given to behavioral as well as the technical implications of management control systems. The three types of management accounting constructions - Full cost, differential and responsibility - and their uses are covered. Pre-requisite: ACCT 701 Admission to the Executive MBA program
- ACCT803 **ACCOUNTING CONCEPTS & ANALYSIS** (3) A foundation course which emphasizes the preparation, analysis, and interpretation of accounting statements.
- ACCT901 **ACCT ANALYSIS FOR MGMT DECISIONS** (3) This course focuses on the development of accounting information to support planning, evaluation, and control. Applications to both routine and strategic decision making contexts are discussed. Pre-requisite: Completion of the foundation and business skills courses
- ACCT902 **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. Pre-requisite: ACCT 803
- ACCT947 **TAX RESEARCH & PRACTICE** (3) Tax research concerning regulations governing CPA's attorneys, statutes of limitations, rules of evidence, etc. Pre-requisite: ACCT 902 or equivalent.
- ACCT948 **TAXATION: GIFTS, ESTATES, TRUSTS** (3) Tax laws of the Federal Gift Tax, Federal Death Tax, valuation of gifts, estates and trusts, family tax planning, and income planning of trusts and estates. Pre-requisite: ACCT 902 or equivalent.
- ACCT955 **ADVANCED MANAGERIAL ACCOUNTING** (3) A study of Management planning and control systems and the decision making processes in different organizational structures. Pre-requisite: ACCT 901 FINC 901
- ACCT958 **ADVANCED AUDITING** (3) An extension of the auditing course which focuses on the application of auditing techniques. The course will address methods and technologies used in conducting an audit. Pre-requisite: ACCT 421 or equivalent

(ARTS) Art

Studio Courses

The following listings are studio courses in which two hours laboratory activity 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.

- ARTS100 **SEMINAR: FRESHMAN ART MAJORS** (1) The role of art in human life and society is examined through the investigation of historical and contemporary artists' writings and work with an emphasis on the students' own creative initiative, artistic growth and commitment. For art majors. Co-requisite: ARTS 101
- ARTS101 **TWO-DIMENSIONAL DESIGN** (3) Fundamental aspects of two-dimensional design: object rendering, nature rendering, studies in perspective, black/white composition principles, material studies and introduction to color theory. For Art majors and minors only.
- ARTS102 **DRAWING** (3) A development of the fundamentals - concepts and skills - of drawing through a broad range of aesthetic expressions and multisensory exercises.
- ARTS103 **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.



- ARTS104 **PRINTMAKING** (3) (ARTS204, ARTS304, ARTS404) An introduction to print media in one of the following areas: relief (i.e., collograph, woodcut, linoleum cut), lithography (stone and plate), intaglio, monotype, or screenprinting. Emphasis is on technical mastery alongside development, edition printing, print suites, conceptual awareness, shop etiquette, and personal growth.
- ARTS105 **THREE-DIMENSIONAL DESIGN** (3) In this studio course, students will learn about the elements and principles of three dimensional design, which will serve as an introduction to the study of three dimensional art. Students will be introduced to the basic design elements of form, space, volume, mass, weight, planes and surfaces, line texture, light and color, as well as the design concepts of proportion, scale, balance, movement, rhythm/repetition, emphasis/dominance. Students will gain a working knowledge of structural patterns of form, linear and planar analysis of form, analysis of implied form, and of manipulative devices applied to form. For Art majors and minors only.
- ARTS106 **FIBER ARTS** (3) (ARTS206, ARTS306, ARTS406, ARTS506) 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, silk paper, feltmaking, painting/designing on textstamping, stenciling, printing from nature, discharge dyeing and quilting. On-loom fiber experiences include, but are not limited to: pattern weaving, tapestry, double weave techniques, painted warp and weft weaving, and dyeing.
- ARTS107 **SCULPTURE I** (3) (ARTS207, ARTS307, ARTS407, ARTS507) Introduction to basic sculptural processes and materials. Basic wood and metal fabrication, modeling, mold making, and non-ferrous casting. Introduction to power tools and power equipment as well as introductory oxy-acetylene welding. Pre-requisite: ARTS 105
- ARTS109 **CERAMICS** (3) (ARTS209, ARTS309, ARTS409, ARTS509) 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.
- ARTS111 **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.
- ARTS112 **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.
- ARTS116 **DESIGNING ON SILK** (3) This workshop offers artists, educators and interested individuals an opportunity to learn different methods of dyeing silk to create textile designs and art to wear. Surface design techniques will be utilized including, Batik, Low water immersion dyeing, Shibori, painting with dye and inks, stamping, quilting, and color removal. Students will be encouraged to explore individual interests to achieve a personal body of work. May be taken to fulfill Fine Arts requirement.
- ARTS126 **CREATIVE VESSELS** (3) This workshop is for anyone interested in exploring their creative spirit. Through exploration and experimentation with mixed-media sculpture, students will gather natural materials, found objects and use commercially made materials to create three-dimensional vessels. A variety of construction techniques will be taught, including weaving natural materials and reed, coiling, handmade silk paper, and wire. Surface design techniques, including drawing, painting, printing, dyeing, and color removal will be encouraged to further enhance a personal statement. May be taken to fulfill Fine Arts requirement.
- ARTS142 **GRAPHIC DESIGN** (3) (ARTS242, ARTS342, ARTS442, ARTS542) An introduction to visual communication graphics and design with an emphasis on printed



- matter. Illustrative graphics, symbol/logo design, typography, lettering, layout principles/grid systems, camera-ready art and an introduction to computer technology are highlights of the course. For art majors and minors only. Pre-requisite: ARTS 101
- ARTS202 **ADVANCED DRAWING I** (3) (ARTS302, ARTS402) Anatomy. Primary focus is on compositional structures, real or invented, of the human skeleton, the figure (model is provided), and other natural images to establish an integrated personal vision at a level qualitatively beyond previous involvement in the field of drawing.
- ARTS203 **ADVANCED PAINTING I** (3) (ARTS303, ARTS403) Advanced studies in one of the following: oils, acrylics, watercolors and/or mixed media. Choice of medium may be different from ARTS 103. Appropriate experimentation with different structures and techniques is the primary concern. Student is expected to establish an integrated personal vision at a level qualitatively beyond previous involvement in the field of painting.
- ARTS204 **ADVANCED PRINTMAKING I** (3) (ARTS104, ARTS304, ARTS404, ARTS504) 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.
- ARTS205 **FIGURE MODELING** (3) Modeling in clay from the nude model. Developing observational skills, eye-hand coordination in modeling a complex three dimensional form. Strong life drawing component desirable. Study of the human body and anatomy. Mold making and casting in non-ferrous materials may be done with selected projects. Required for sculpture concentration. Pre-requisite: ARTS 107 or permission of instructor
- ARTS206 **ADVANCED FIBER ARTS I** (3) (ARTS106, ARTS306, ARTS406, ARTS506) Students completing one introductory semester may register for this class to further explore fiber techniques. A student who has completed the off-loom semester may register for the on-loom fiber experience. A student who has completed the on-loom semester may register for the off-loom fiber experience. Pre-requisite: ARTS 106 or permission of instructor .
- ARTS207 **SCULPTURE II** (3) (ARTS107, ARTS307, ARTS407, ARTS507) Advanced wood and metal fabrication, rubber mold making and casting. Use of oxy-acetylene and MIG welder, plasma cutter and other metal working equipment as well as all power tools. Wood lamination, construction, carving, and the use of all power tools and equipment involved in these processes. Pre-requisite: ARTS 107
- ARTS209 **ADVANCED CERAMICS I** (3) (ARTS109, ARTS309, ARTS409, ARTS509) A thorough investigation of the potter's wheel (throwing) as a clay forming process. Issues of form and function and their interrelationship are explored. Various kiln firing methods are included. Pre-requisite: ARTS 109
- ARTS242 **ADVANCED GRAPHIC DESIGN I** (3) (ARTS142, ARTS342, ARTS442) Solve visual communication problems while learning three electronic (computer) techniques (object oriented drawing, bitmapped painting and electronic page assembly). Pre-requisite: ARTS 142
- ARTS302 **ADVANCED DRAWING II** (3) (ARTS202, ARTS402) Media Exploration. Primary focus is on color and layering through a controlled medium, an uncontrolled medium, and mixed media in order to nurture an integrated personal vision at a level qualitatively beyond previous involvement in the field of drawing.
- ARTS303 **ADVANCED PAINTING II** (3) (ARTS203, ARTS403) Advanced studies in the medium of choice from ARTS 103 or ARTS 203. Student is expected to nurture an integrated personal vision at a level qualitatively beyond previous involvement in the field of painting.
- ARTS304 **ADVANCED PRINTMAKING II** (3) (ARTS104, ARTS20,4 ARTS404, ARTS504) 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.
- ARTS305 **EXPERIMENTAL SCULPTURE I** (3) (ARTS405) (Assemblage, Conceptual and Process Art) Exploring the visual and expressive qualities of Assemblage, Found Object, Conceptual and Process Art. Projects will explore concept and idea within these forms. Students may choose diverse materials, mediums and processes employed in their projects. Requirement for sculpture concentration BFA students. Pre-requisite: ARTS 107 or permission of instructor
- ARTS306 **ADVANCED FIBER ARTS II** (3) (ARTS106, ARTS206, ARTS40,6 ARTS506) 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. Pre-requisite: ARTS 106 and ARTS 206 or permission of instructor
- ARTS307 **EXPERIMENTAL SCULPTURE II** (3) (ARTS407) (Performance/Installation Art) Performance art as a visual art concept and mixed media. Installation art either as a result/residue of Performance or as will be subject of this course. Any medium (including electronic), object, or process may be employed (in both Performance and Installation). Students from other disciplines and departments are welcome. Can count as a non-art major art requirement. Requirement for sculpture concentration BFA students. Pre-requisite: ARTS 305 or permission of instructor
- ARTS309 **ADVANCED CERAMICS II** (3) (ARTS109, ARTS209, ARTS409, ARTS509) After one semester of handbuilding (ARTS 109) and one semester of throwing on the potter's wheel (ARTS 209), students in ARTS 309 can choose which process they plan to investigate further. Emphasis is on the union of aesthetics and good craftsmanship. Involvement in all areas of studio operations is required. Pre-requisite: ARTS 109, ARTS 209
- ARTS342 **ADVANCED GRAPHIC DESIGN II** (3) (ARTS142, ARTS242, ARTS442 ARTS542) Critically solve practical design problems while expanding electronic techniques emphasizing 1-, 2-, and 4-color production methods. Basic web page design and production are explored. Pre-requisite: ARTS 242
- ARTS402 **ADVANCED DRAWING III** (3) (ARTS202, ARTS302) Thematic Series. 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.
- ARTS403 **ADVANCED PAINTING III** (3) (ARTS203, ARTS303) Advanced studies in the same medium of choice as in ARTS 303 to establish a mastery of said medium. Student is expected to produce a thematic body of work.
- ARTS404 **ADVANCED PRINTMAKING III** (3) (ARTS104, ARTS204, ARTS304, ARTS504) 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.
- ARTS405 **ADVANCED SCULPTURE I** (3) (ARTS305) Exploration and search for personal style and direction. Materials, processes and conceptual issues will be explored in depth. Pre-requisite: ARTS 207, ARTS 307 or permission of instructor
- ARTS406 **ADVANCED FIBER ARTS III** (3) (ARTS106, ARTS206, ARTS306, ARTS506) This course is an advanced study of fiber art techniques, encouraging the student's investigation and exploration of their personal artistic statement. The emphasis is on individual exploration and growth in fiber art, promoting creative thinking and self-evaluation. Pre-requisite: ARTS 306 or permission of instructor
- ARTS407 **ADVANCED SCULPTURE II** (3) (ARTS307) Continuation and development of issues and problems dealt with in Advanced Sculpture I. Finalizing the exploration and search for personal style and direction. Pre-requisite: ARTS 405 or permission of instructor



- ARTS409 **ADVANCED CERAMICS III** (3) (ARTS109, ARTS209, ARTS309, ARTS509)
A deeper investigation of either throwing or handbuilding, working on a larger scale, along with exploring various production techniques. Becoming responsible for all aspects of studio management is required. Pre-requisite: ARTS 109, ARTS 209, ARTS 309
- ARTS442 **ADVANCED GRAPHIC DESIGN III** (3) (ARTS142, ARTS242, ARTS342, ARTS542) Elaborate design products (the annual report, the expanded corporate identity) are conceived and executed using electronic techniques with emphasis on product as well as practical production. Pre-requisite: ARTS 342
- ARTS491 **INDEPENDENT STUDY** (1 to 3) Problems related to department fields, although not specifically included in the catalog, may be requested by the student and elected with the approval of the instructor and permission of the chair.
- ARTS492 **TUTORIAL** (3) Special reading and study for advanced students.

Lecture Courses

The following listings are lecture courses supplemented with slides, films, tours and related experiences. They do not require studio activities.

- ARTS161 **HUMANITIES I** (3) Art, music, and literature from Prehistoric times to the Middle Ages, using feature-length films to dramatize cultural patterns.
- ARTS162 **HUMANITIES II** (3) Art, music, and literature from the Renaissance to the 20th century, using feature-length films to dramatize cultural patterns
- ARTS208 **TOPICS IN CONTEMPORARY ART** (3) A seminar course investigating the driving forces and trends in the art scene from the seventies to the present in Europe and North America. Special emphasis on criticism and postmodern issues. Counts as an art history requirement for art majors and minors. Pre-requisite: ARTS 271 or permission from instructor
- ARTS213 **INCARNATING TOTEM & TABOO** (3) A study which frames ethical questions concerning pragmatic issues in the making, collecting, curating, and viewing of visual art, and fulfilling the E/RS Focus elective Pre-requisite: PHIL 100, THEO 111 Co-requisite: PHIL 100, THEO 111
- ARTS261 **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.
- ARTS262 **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.
- ARTS270 **HISTORY OF ART I** (3) A survey of art and architecture from its prehistoric beginnings through the Middle Ages.
- ARTS271 **HISTORY OF ART II** (3) A survey of western art and architecture from the Renaissance to the present.
- ARTS272 **ART OF THE 20TH CENTURY** (3) A study of European and American art and architecture from about 1900 to the present.
- ARTS273 **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.
- ARTS274 **WOMEN, ART & SOCIETY** (3) A historical survey of women artists from pre-history to the twentieth century. Socio-political, psychological, economic issues, and themes affecting women's participation in the visual arts are examined. A multi-cultural and multi-media perspective, giving full attention to the diversity of women's ways of creating art is utilized.

Professional Courses

The following courses are professional courses for students seeking a specific career. They combine lecture, studio work and practice in their respective fields.

- ARTS221 **EARLY & MIDDLE CHILDHOOD ART** (3) (ARTS222, ARTS52,1 ARTS522)
A comprehensive introduction to art education at the elementary school level



- employing both theory and practice. The creative and mental stages of development are emphasized. Course not open to Freshmen.
- ARTS222 **ART IN EARLY CHILDHOOD EDUCATION** (3) (ARTS522) Art production techniques, art appreciation, history and aesthetics. Active emphasis on age appropriate (3-8) art activities as well as the student's own artistic development. For non-Art majors only.
- ARTS223 **SECONDARY SCHOOL ART** (3) (ARTS523) A thorough investigation of the instructional techniques, resources and philosophies necessary in teaching art at the secondary level.
- ARTS493 **INTERNSHIP** (1 to 3) Practical experiences of art in the real world, for the purpose of developing the ability to function in the professional arena. Pre-requisite: Minimum two courses in internship area.

Required Senior Courses

- The following listings are required of senior art majors and designed especially for them.
- ARTS441 **SENIOR SEMINAR** (3) A study of the practical aspects and concerns of aspiring artists in the contemporary art scene, including its trends, patterns and venues. Provides graduating students with essential skills and knowledge to function as a practicing artist outside of the college environment. Art majors only, usually in senior year.
- ARTS490 **SENIOR CONCENTRATION** (3 to 6) An intense in-depth study of selected studio field. Students pursuing the art education or the history of art concentration may submit a written thesis. Specific faculty approval necessary.

Graduate Courses

Graduate courses are independently developed. Definition of direction and choice of media is determined by each student and approved by professor.

- ARTS502 **ADVANCED DRAWING** (3) Graduate courses are independently developed. Definition of direction and choice of media is determined by each student and approved by professor.
- ARTS503 **ADVANCED PAINTING** (3) Graduate courses are independently developed. Definition of direction and choice of media is determined by student and approved by professor.
- ARTS504 **ADVANCED PRINTMAKING** (3) (ARTS104, ARTS204, ARTS304, ARTS404) Graduate courses are independently developed. Definition and choice of media is determined by each student and approved by professor.
- ARTS505 **ADVANCED SCULPTURE** (3) Graduate courses are independently developed. Definition of direction and choice of media is determined by each student and approved by professor. Pre-requisite: ARTS 105
- ARTS506 **ADVANCED FIBER ARTS** (3) (ARTS106, ARTS206, ARTS306, ARTS406) Graduate courses are independently developed. Definition of direction and choice of media is determined by each student and approved by professor.
- ARTS507 **ADVANCED SCULPTURE** (3) Graduate courses are independently developed. Definition of direction and choice of media is determined by each student and approved by professor.
- ARTS509 **ADVANCED CERAMICS** (3) (ARTS109, ARTS209, ARTS309, ARTS409) Graduate courses are independently developed. Definition of direction and choice of media is determined by each student and approved by professor.
- ARTS521 **EARLY & MIDDLE CHILDHOOD ART** (3) (ARTS221) A comprehensive introduction to art education at the elementary school level employing both theory and practice. The creative and mental stages of development are emphasized.
- ARTS522 **ART IN EARLY CHILDHOOD EDUCATION** (3) (ARTS222) Art production techniques, art appreciation, history and aesthetics. Active emphasis on age appropriate (3-8) art activities as well as the student's own artistic development.
- ARTS523 **SECONDARY SCHOOL ART** (3) (ARTS223) A thorough investigation of the instructional techniques, resources and philosophies necessary in teaching art at the secondary level.



- ARTS542 **ADVANCED GRAPHIC DESIGN** (3) (ARTS142 ARTS242 ARTS342 ARTS442) Graduate courses are independently developed. Definition of direction and choice of media is determined by each student and approved by professor.
- ARTS591 **INDEPENDENT STUDY** (1 to 3) Problems related to department fields, although not specifically included in the catalog, may be requested by the student and elected with the approval of the instructor and permission of the chair.

(ASLN) American Sign Language

It may be possible to fulfill the language requirement by taking American Sign Language as the courses have limited availability.

Lower Division Courses

- ASLN101 **ELEM AMERICAN SIGN LANGUAGE I** (3) An introduction to basic signing through emphasizing the acquisition of high-frequency vocabulary, facial expression, and the development of cultural awareness.
- ASLN102 **ELEM AMERICAN SIGN LANGUAGE II** (3) The second semester elementary course which is a continuation of ASLN 101 Pre-requisite: ASLN 101 (unless waived)
- ASLN201 **INTERM AMERICAN SIGN LANGUAGE I** (3) The first semester intermediate course which is a continuation of ASLN 102 with a particular emphasis on the development of a more creative use of the language. Pre-requisite: ASLN 102 (unless waived)
- ASLN202 **INTERM AMERICAN SIGN LANGUAGE II** (3) A communicative-oriented course emphasizing receptive and expressive skills through the study of authentic materials dealing with the Deaf world. This course includes a comprehensive grammar review. Pre-requisite: ASLN 201 (unless waived)

(BIOL) Biology

- BIOL102 **LIFE: HUMAN BIOLOGY** (2) Each course (102-120) emphasizes a different aspect of biology and its impact on human society.
- BIOL104 **LIFE: BIOLOGY OF WELLNESS** (2) Each course (102-120) emphasizes a different aspect of biology and its impact on human society.
- BIOL110 **LIFE: HUMAN REPRODUCTION TODAY** (2) This course will focus on human reproduction, both the physiological processes involved in traditional reproduction and the new technologies that allow the manipulation of human fertility. We will begin with the human reproductive system and its normal control by the endocrine system. After considering some of the potential causes of infertility, we will consider the new technologies of fertility drugs, artificial insemination, in vitro fertilization, gamete transfer, sperm injection, genetic selection, surrogate motherhood, cloning, and the cryopreservation of gametes, embryos, and gonad tissue. Pre-requisite: PHIL 100, THEO 111
- BIOL112 **LIFE: GROWING & EVOLVING** (2) Each course (102-120) emphasizes a different aspect of biology and its impact on human society.
- BIOL116 **LIFE: MICROBES & HUMANS** (2) Each course (102-120) emphasizes a different aspect of biology and its impact on human society.
- BIOL118 **LIFE: THE WORLD OF PLANTS** (2) Each course (102-120) represents a different aspect of biology and its impact on human society.
- BIOL119 **LIFE: CURRENT TOPICS** (2) Is designed to introduce non-majors to some of the most important concepts in the field of Biology, but also to provide information on new advances, controversial areas and exciting breakthroughs in the field. Interactive learning with discussion in groups is part of the course, as are group projects and some library research. Student input will be of importance in the choice of some of the topics to be discussed. Videos, slides, and other class demonstrations are planned as part of the learning process.



- BIOL120 **LIFE: ECOLOGY & PEOPLE** (2) Each course (102-120) emphasizes a different aspect of biology and its impact on human society. Pre-requisite: or Co-requisite: PHIL 100, THEO 111
- BIOL125 **LIFE LAB: INVESTIGATION I** (1) Exercises, experiments, dissections, and field trips to accompany BIOL 102-120, 130.
- BIOL127 **LIFE LAB: INVESTIGATION II** (1) Exercises, experiments, dissections, and field trips to accompany BIOL 102-120.
- BIOL130 **INTRO TO LIFE SCIENCES** (3) Cells, heredity, ecology, evolution, plant and animal morphology, and physiology. For Education majors only. Requires BIOL 125.
- BIOL140 **HUMAN ANATOMY AND PHYSIOLOGY I** (3) The major human systems emphasizing the skeletal, muscular, and nervous systems.
- BIOL141 **HUM ANATOMY & PHYSIOLOGY I LAB** (1) Human skeletal material and dissection of a representative mammal. Histology of tissues and organs with physiological exercises and demonstrations.
- BIOL142 **HUMAN ANATOMY AND PHYSIOLOGY II** (3) Continuation of BIOL 140 stressing the circulatory, immune, excretory, digestive, endocrine, and reproductive systems. Pre-requisite: BIOL 140-passing grade.
- BIOL143 **HUM ANATOMY & PHYSIOLOGY II LAB** (1) Continuation of anatomical approach of BIOL 141 with related physiological studies and demonstrations.
- BIOL160 **GENERAL BIOLOGY I** (3) Principles of molecular, cellular, and organismal biology, emphasizing the physiology of vertebrates. Preparation for most 200 level courses.
- BIOL161 **GENERAL BIOLOGY I LAB** (2) Laboratory exercises demonstrating the principles of cellular biology, genetics, and vertebrate systems.
- BIOL162 **GENERAL BIOLOGY II** (3) Topics in taxonomy, evolution, animal behavior, and ecology. Preparation for most 200 level courses. Pre-requisite: BIOL 160 or permission of department chair.
- BIOL163 **GENERAL BIOLOGY II LAB** (2) A study of the eucaryotic kingdoms with emphasis on Animalia, using living and preserved specimens and field trips. Pre-requisite: BIOL 161 or permission of department chair.
- BIOL200 **MICROBIOLOGY** (3) Basic study of microbes, their activities, control, role in disease and host immune responses. Intended for Nursing and Pre-Pharmacy students.
- BIOL201 **MICROBIOLOGY LAB** (1) Microscopic examination of the diversity of microbes, including monerans, fungi, and protists. Students learn basic culture, isolation, and identification techniques in bacteriology.
- BIOL204 **FUNCTIONAL NEUROSCIENCE** (3) The structure, function, and pathology of the nervous system. Intended for Occupational Therapy students.
- BIOL210 **GENERAL BOTANY** (2) The morphology, physiology, and reproduction of representatives of each plant division are studied with emphasis on the seed plants. Pre-requisite: BIOL 160-163 or permission of the instructor.
- BIOL211 **GENERAL BOTANY LAB** (2) Observations of living and preserved plants, experimentation, and field trips to illustrate structure and life processes in various plant groups.
- BIOL222 **IMMUNOLOGY** (2) An introduction to the specific mechanisms by which the human body reacts to foreign biological materials.
- BIOL230 **GENETICS** (3) Principles of heredity, the genetic control of development, molecular genetics, and population genetics, Pre-requisite: BIOL 160-163 or permission of the instructor.
- BIOL231 **GENETICS LABORATORY** (1) Laboratory exercises to provide students with experience in modern molecular genetics and methods of manipulating and studying nucleic acids.
- BIOL240 **EVOLUTION** (2) Evidence for and the mechanisms of evolutionary processes. Pre-requisite: BIOL 160-163 or permission of the instructor.



- BIOL244 **ANIMAL BEHAVIOR** (2) Study of the innate, learned, aggressive, social and sexual behavior of animals as evolutionary products. Pre-requisite: BIOL 160-163 or permission of the instructor.
- BIOL250 **ECOLOGY** (3) The relationships between organisms and their living and non-living environments. Pre-requisite: BIOL 102-127 or BIOL 160-163 or permission of the instructor.
- BIOL251 **ECOLOGY LAB** (1) Laboratory and field exercises to illustrate ecological principles. Local aquatic and terrestrial habitats are investigated.
- BIOL280 **TOPICS IN BIOLOGY** (1 to 3) Short-term courses designed to explore biological phenomena of current interest. Pre-requisite: BIOL 160-163 and permission of Chair.
- BIOL290 **SPECIAL PROBLEMS IN BIOLOGY** (1 to 4) Independent study in some specialized area of biology. Pre-requisite: Permission of Chair
- BIOL301 **ZOOS ARE CLASSROOMS** (1) (EDWS345, EDWS544) Demonstrate how zoos may be used as an educational facility. Animal behavior, ecology, evolution, conservation, adaptations, classification, and other zoo-related topics will be examined.
- BIOL304 **PLANTS IN THE CLASSROOM** (2) (EDWS390) Lectures, lab activities and field trips to demonstrate how plant material may be used in the classroom.
- BIOL330 **MEDICAL GENETICS: IMPLICATIONS** (3) The principles of human genetics, risks, screening, diagnosis, applications of genetic ethics to problems. Pre-requisite: BIOL 160-163, BIOL 230
- BIOL340 **ADVANCED PHYSIOLOGY** (3) Functional processes of the human body, interrelationships of the systems, and some homeostatic and immunological applications. For nursing curriculum. Pre-requisite: BIOL 140-143 Permission of Chair required to apply as elective requirement for all departmental majors.
- BIOL354 **VERTEBRATE ANATOMY** (2) Description of the development of selected vertebrates, followed by comparative adult anatomy, emphasizing the evolutionary connections among vertebrates that are demonstrated in their development. Pre-requisite: BIOL 160-163
- BIOL355 **VERTEBRATE ANATOMY LAB** (2) Exercises which demonstrate major principles to accompany BIOL 354
- BIOL360 **CELL BIOLOGY** (2) A contemporary view of cell structure and function. Pre-requisite: BIOL 160-163 or permission of instructor.
- BIOL398 **SEM: ENVIRONMENTAL STUDIES** (3) (ECON398) An environmental issue is selected and each student is responsible for investigating a facet of the problem. The seminar format provides a mechanism for sharing ideas for proper procedure in investigating the problem, analyzing and interpreting data, and exploring the economic, ecological, and ethical consequences of alternative problem resolutions. Pre-requisite: BIOL 160-163 or BIOL 250/251
- BIOL410 **VERTEBRATE PHYSIOLOGY** (2) Contraction, perception, metabolism, circulation, respiration, coordination, and excretion in vertebrates, emphasizing humans. Pre-requisite: BIOL 160-163 or permission of instructor.
- BIOL411 **VERTEBRATE PHYSIOLOGY LAB** (2) Exercises which demonstrate major principles to accompany BIOL 410 utilizing living specimens and computer based instrumentation.
- BIOL420 **GENERAL HISTOLOGY** (2) Structure and function of animal tissues as revealed by light microscopy, electron microscopy, and histochemistry. Pre-requisite: BIOL 160-163 or permission of instructor.
- BIOL421 **GENERAL HISTOLOGY LAB** (2) A microscopic study of fixed materials employing routine and histochemical techniques to demonstrate cell, tissue, and organ morphology.
- BIOL440 **BIOCHEMISTRY** (3) (CHEM440) A lecture course treating the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. Pre-requisite: CHEM 242



- BIOL450 **BACTERIOLOGY (2)** The morphology, physiology, and genetics of bacteria including the impact of these organisms on humans. Pre-requisite: BIOL 160-163 or permission of instructor
- BIOL451 **BACTERIOLOGY LAB (2)** The techniques for isolation, identification, culturing, and physiological study of bacteria.
- BIOL460 **DEVELOPMENTAL BIOLOGY (3)** The major events in development, including gametogenesis, fertilization, cleavage divisions, embryonic polarization, germ layer formation, and morphogenesis, and the underlying cellular, molecular, and genetic mechanisms that control these events. Pre-requisite: BIOL 230/231
- BIOL461 **DEVELOPMENTAL BIOLOGY LAB (1)** Exercises that demonstrate gametogenesis, fertilization, cleavage divisions, embryonic polarization, germ layer formation, and morphogenesis.
- BIOL495 **DIRECTED STUDY (1 to 4)** A variety of independent studies, including an internship program with the Cincinnati Zoo, and undergraduate research beginning in the sophomore and junior years.
- BIOL498 **METHODS OF BIOL RESEARCH I (1 to 2)** The gathering and interpreting of experimental data from living organisms. Projects vary depending on faculty advisor. Pre-requisite: Senior standing or approval of Chair
- BIOL499 **METHODS OF BIOL RESEARCH II (1 to 2)** A continuation of BIOL 498 emphasizing experimental design and controls together with the written and oral presentation of scientific reports.

(BLAW) Business Law

Undergraduate Courses

- BLAW300 **LEGAL ENVIRONMENT (3)** Provides a background in the legal environment of business. Topics include: contracts, business torts, product liability, business entities, and employment discrimination. Pre-requisite: Junior status

Graduate Courses

- BLAW734 **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. Pre-requisite: Admission to Executive MBA Program

(BUAD) Business Administration

Business Profession Courses

- BUAD101 **THE BUSINESS PROFESSION I (0)** Self-Assessment and Awareness. Provides an introduction to business careers and ethics. Students will identify their skills, interests and values and how they relate to careers and work environments. Required for all business freshmen.
- BUAD102 **THE BUSINESS PROFESSION I (0)** Self-Assessment and Awareness. Provides an introduction to business careers and ethics. Students will identify their skills, interests and values and how they relate to careers and work environments. Required for all business freshmen.
- BUAD201 **THE BUSINESS PROFESSION II (0)** Preparing for Business Life. Focuses on career and market exploration, job search skills, resume design and writing, business practices and cooperative education opportunities. Required for all business sophomores.
- BUAD202 **THE BUSINESS PROFESSION II (0)** Preparing for Business Life. Focuses on career and market exploration, job search skills, resume design and writing, business practices and cooperative education opportunities. Required for all business sophomores.



- BUAD301 **THE BUSINESS PROFESSION III** (0) Planning your Career Search. Centers on job search resources and professional associations, interviewing and networking. Required for all business juniors.
- BUAD302 **THE BUSINESS PROFESSION III** (0) Planning your Career Search. Centers on job search resources and professional associations, interviewing and networking. Required for all business juniors.
- BUAD401 **THE BUSINESS PROFESSION IV** (0) Beginning your Career. Explores job placement opportunities, evaluating a job offer, professional associations and community service. Required for all business seniors.
- BUAD402 **THE BUSINESS PROFESSION IV** (0) Beginning your Career. Explores job placement opportunities, evaluation a job offer, professional associations and community service. Required for all business seniors.

Graduate Courses

- BUAD704 **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. Pre-requisite: Admission to Executive MBA Program and all core courses.
- BUAD779 **INTERNATIONAL BUSINESS** (4) The course is designed to help students understand the complex world in which multinational corporations, national and international agencies and individuals interact. It touches on the economic, cultural, financial and political environments of international trade. Economic analysis, marketing and financial strategies used to operate in this environment are particularly developed. Pre-requisite: Admission to the Executive MBA program
- BUAD780 **DOING BUSINESS IN ASIA** (3) Gain a basic familiarity with Asian management strategies, techniques and philosophies that may differ from those practiced in the United States. Develop a better appreciation for cultural differences and how they impact business conduct. Pre-requisite: Admission to the Executive MBA program
- BUAD781 **DOING BUSINESS IN EUROPE** (3) Gain a basic familiarity with European management strategies, techniques and philosophies that may differ from those practiced in the United States. Develop a better appreciation for cultural differences and how they impact business conduct. Pre-requisite: Admission to the Executive MBA program
- BUAD784 **DOING BUSINESS IN SOUTH AMERICA** (3) Gain a basic familiarity with Latin American management strategies, techniques, and philosophies that may differ from those practiced in the United States. Develop a better appreciation for cultural differences and how they impact business conduct. Pre-requisite: Admission to the Executive MBA program
- BUAD901 **LEGAL, ETHICAL & REG ENVIRONMENT** (2) Examines antitrust, administrative law, liabilities and other legal, regulatory or ethical issues confronting business.
- BUAD904 **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. Pre-requisite: All Integrated Functions, business and system skills, and foundation skills courses as well as all core courses
- BUAD913 **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.
- BUAD921 **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. Pre-requisite: Admission to the on-site MBA program
- BUAD925 **SERVICE LEARNING PRACTICUM (3)** Student teams serve as consultants to not-for-profit organizations or companies that are committed to serving their community. The course will include lectures and readings, development and execution of a consulting plan, teaming in all aspects of the course, and reflection on experience. Pre-requisite: All Integrated Functions courses
- BUAD941 **YEAR2 INTEGRATION PROJECT/PAPER (3)** A year-long integrative course that builds upon the MBA core curriculum. Students develop a project that demonstrates their facility in using the concepts, tools and skills learned throughout the MBA program. Pre-requisite: Admission to the on-site MBA program and completion of the first year coursework.
- BUAD980 **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.
- BUAD981 **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.
- BUAD984 **DOING BUSINESS IN SOUTH 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.

(CHEM) Chemistry

Lower Division Courses

- CHEM102 **CHEMISTRY IN SOCIETY I (2)** A course for the non-science major. The relationship between chemistry and contemporary society.
- CHEM103 **CHEMISTRY IN SOCIETY I LAB (1)** Chemical experimentation which illustrates the concepts described in CHEM102
- CHEM104 **CHEMISTRY IN SOCIETY II (2)** A course for the non-science major. The impact of basic chemical discoveries and of certain organic and biochemical compounds on society. Fulfills the E/RS Focus elective when taken with CHEM 105 Pre-requisite: PHIL 100, THEO 111 Co-requisite: PHIL 10,0 THEO 111
- CHEM105 **CHEMISTRY IN SOCIETY II LAB (1)** Chemical experimentation which illustrates the concepts described in CHEM 104. Fulfills the E/RS Focus elective when taken with CHEM 104. Pre-requisite: PHIL 100, THEO 111 CHEM 103 Co-requisite: PHIL 100, THEO 111
- CHEM106 **CHEM & PHYSICS OF PHOTO I (2)** A course for the non-science major. Chemical and physical principles underlying photography are presented.
- CHEM107 **CHEM & PHYSICS OF PHOTO I LAB (1)** Exemplification of principles taught in CHEM 106
- CHEM108 **CHEM & PHYSICS OF PHOTO II (2)** A continuation of CHEM 106 applying the principles to black and white photographic processes.
- CHEM109 **CHEM & PHYSICS OF PHOTO II LAB (1)** A continuation of CHEM 107
- CHEM150 **PHYSIOLOGICAL CHEMISTRY (3)** A basic understanding of the composition, structure, and chemical reactions of substances in living systems.
- CHEM151 **PHYSIOLOGICAL CHEMISTRY LAB (1)** Chemical experimentation which illustrates the concepts described in CHEM 150.
- CHEM160 **GENERAL CHEMISTRY I (3)** A pre-professional course approved by the American Chemical Society for chemistry majors and required of many other science majors. Atomic and molecular structure, states of matter, stoichiometry, and chemistry of representative main group elements. Pre-requisite: Students must have a demonstrated competency in mathematics of MATH105 or above.



- CHEM161 **GENERAL CHEMISTRY I LAB** (1) Practice in the basic operations of chemical laboratory work. Co-requisite: CHEM 160
- CHEM162 **GENERAL CHEMISTRY II** (3) A continuation of CHEM 160. Subjects include thermodynamics, equilibrium, acids and bases, kinetics, redox processes, and transition metal chemistry. Pre-requisite: CHEM 160
- CHEM163 **GENERAL CHEMISTRY II LAB** (2) A continuation of CHEM 161. The laboratory work includes qualitative and quantitative inorganic analysis. Pre-requisite: CHEM 161 Co-requisite: CHEM 162
- CHEM165 **GENERAL CHEMISTRY II LAB** (1) Laboratory to accompany CHEM 162 emphasizing quantitative measurements. Pre-requisite: CHEM 161 Co-requisite: CHEM 162

Upper Division Courses

- CHEM220 **PRINCIPLES OF PHYSICAL CHEMISTRY** (3) For students in the life science and BS Chemical Science programs. Aspects of physical chemistry most relevant to living systems. Pre-requisite: CHEM 162
- CHEM221 **ANALYTICAL CHEMISTRY** (1) Lecture and Laboratory course. Application of wet and instrumental analytical methods to substances of clinical interest. Pre-requisite: CHEM 163
- CHEM226 **QUANTITATIVE ANALYSIS** (3) An introductory course in analytical chemistry covering gravimetric and titrimetric methods of analysis. Statistical analysis of data is performed. Pre-requisite: CHEM 162, CHEM 163
- CHEM227 **QUANTITATIVE ANALYSIS LAB** (1) Laboratory experiments to demonstrate the concepts discussed in CHEM 226. Pre-requisite: CHEM 163 Co-requisite: CHEM 226
- CHEM240 **ORGANIC CHEMISTRY I** (3) A pre-professional course approved by the American Chemical Society for chemistry majors and required of many other science majors. Introductory course treating the structure, preparation, reactions, and properties of organic compounds. Pre-requisite: CHEM 162 with a grade of "C" or better or the permission of Chemistry Department Chair.
- CHEM241 **ORGANIC CHEMISTRY I LAB** (1) The practice of fundamental operations involved in the synthesis, separation, purification, and identification of organic compounds. Pre-requisite: CHEM 163 or CHEM 165
- CHEM242 **ORGANIC CHEMISTRY II** (3) A continuation of CHEM 240 which extends the treatment of fundamental organic chemistry Pre-requisite: CHEM 240
- CHEM243 **ORGANIC CHEMISTRY II LAB** (1) Continuation of the laboratory work of CHEM 241 with increased emphasis on the reactions and synthesis of organic systems. Pre-requisite: CHEM 241 Co-requisite: CHEM 242
- CHEM300 **CHEMICAL LITERATURE** (1) An introduction to the nature and use of the chemical literature, general research procedures, technical report writing, and computerized literature searches. Pre-requisite: Junior standing
- CHEM320 **PHYSICAL CHEMISTRY I** (3) An introduction to theoretical chemistry with emphasis on thermodynamics and chemical equilibrium. Pre-requisite: CHEM 162
- CHEM322 **PHYSICAL CHEMISTRY II** (2) A continuation of CHEM 320. Chief emphasis on chemical kinetics and kinetic molecular theory. Pre-requisite: CHEM 320
- CHEM325 **PHYSICAL CHEMISTRY LABORATORY** (1) A laboratory course to demonstrate basic principles of physical chemistry. Pre-requisite: CHEM 320 Co-requisite: CHEM 322, CHEM 330
- CHEM330 **QUANTUM CHEMISTRY** (2) An introduction to quantum chemistry and molecular structure. Pre-requisite: CHEM 162
- CHEM340 **INSTRUMENTAL ANALYSIS** (3) Discussion of modern analytical chemistry with emphasis on instrumentation and measurement techniques. Pre-requisite: CHEM 320 or CHEM 220
- CHEM341 **INSTRUMENTAL ANALYSIS LABORATORY** (1) Practice in the use of chemical instrumentation as available. Pre-requisite: CHEM 340



- CHEM400 **RESEARCH/SEMINAR** (1) Capstone course for the chemistry and chemical science major. Undergraduate research performed under the direction of a faculty member. Students share the results of their research and interact with outside speakers during weekly seminar sessions. A written thesis is the final product of these activities.
- CHEM411 **ORGANIC SYNTHESIS & ANALYSIS** (3) Synthesis and analysis of organic compounds. Emphasis chromatographic and spectroscopic methods of identification and estimation. Pre-requisite: CHEM 242, CHEM 243
- CHEM420 **INORGANIC CHEMISTRY** (3) Modern theories of bonding and structure, spectroscopy, redox chemistry, and reaction mechanisms. Coordination compounds, organometallic clusters, and catalysis. Pre-requisite: CHEM 330
- CHEM421 **INORGANIC CHEMISTRY LAB** (1) Laboratory techniques and practice in synthetic inorganic chemistry. Pre-requisite: CHEM 420
- CHEM430 **RADIOCHEMISTRY** (2) Lecture on basic principles of radiochemistry and the methodology of instrumental techniques.
- CHEM431 **RADIOCHEMISTRY LAB** (1) Laboratory to accompany CHEM 430
- CHEM435 **MEDICINAL CHEMISTRY** (3) The science and economics of medicinal chemistry. The discovery, structure activity relationships, synthesis and mechanism of action of several classes of drugs are discussed. Pre-requisite: CHEM 242
- CHEM440 **BIOCHEMISTRY** (3) (BIOL440) A lecture course treating the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. Pre-requisite: CHEM 242
- CHEM450 **TOPICS IN ORGANIC CHEMISTRY** (2) An extension of fundamental organic chemistry to include more specialized topics not previously considered or extensively treated. Pre-requisite: CHEM 242
- CHEM460 **TOPICS IN BIOORGANIC CHEMISTRY** (2) A course devoted to the synthesis, reactions, and structure of organic molecules involved in biological processes. Pre-requisite: CHEM 242
- CHEM495 **DIRECTED STUDY** (1 to 3) Study of a specific topic of interest under the direction of a faculty member.

(CJUS) Criminal Justice

Undergraduate Courses

- CJUS101 **INTRODUCTION TO CRIMINAL JUSTICE** (3) (SOCW101) An overview of the history and legal basis of the criminal justice system, its structures, its functions, and interface with the individual elements.
- CJUS102 **INTRO TO LAW ENFORCEMENT** (3) Overview of policing problems and procedures; legal and philosophical issues in law enforcement; organization and administration of police agencies.
- CJUS103 **INTRO TO CORR: PRAC & 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, probation, and parole. All of these are reviewed in relation to contemporary social and political realities, along with their ethical dimension.
- CJUS167 **INTRODUCTION TO SOCIAL WORK** (3) (SOCH167, SOCW167) The social welfare institution and social work. The three major purposes of social work: (1) enhancement of problem solving; (2) knowledge of systems that provide people with resources and services; and (3) the successful linkage of people with these systems.
- CJUS210 **BASIC CONST LAW & AMER JUSTICE I** (3) (CJUS610) Examines the principles, structures and functions of the courts. Special emphasis is given to rights and obligations of various role players in the criminal justice system, including especially those who work within the correctional facilities.



- CJUS230 **BASIC CONST LAW & AMER JUST II** (3) (CJUS630) Emphasizes application to issues of jurisdiction, processes and constitutional principles affecting them. Special focus is given to management and procedural issues, and this course, in combination with the previously listed CJUS 210, presents a very strong treatment of all legal and ethical issues.
- CJUS233 **HUM DIGNITY IN THE HELPING PROF** (2 to 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.
- CJUS239 **CRIMINALISTICS I** (3) Study of legal scientific physical evidence: e.g. fingerprinting, DNA analysis and famous crime scene investigations.
- CJUS240 **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.
- CJUS241 **CRIMINAL LAW II** (3) An in-depth study of the criminal justice process with focus on the actors, strategies, institutions and processes which constitute law enforcement and relates the events of major cases to academic literature and policies.
- CJUS243 **CORRECTIONAL COUNSELING & COMM** (3) (CJUS643) Is required and deals directly with necessary verbal, nonverbal and writing skills. It also emphasizes cross-cultural communications and presents practical skills exercises relating to all of the above.
- CJUS245 **PRIVATE SECURITY** (3) (CJUS645) This course provides a rigorous introductory foundation to the field of Private Security, including its development, philosophies, responsibilities and functions, plus its principles, legal authority, and effects on society.
- CJUS246 **RISK MANAGEMENT** (3) (CJUS646) This course presents a rigorous introduction to the theoretical concepts of Risk Management, through various analytical concepts, survey techniques, insurance requirements, program development and operational activities, from a security practitioner's perspective.
- CJUS260 **CURRENT ISSUES IN CRIM JUSTICE** (3) (CJUS660) A required course which complements CJUS 101 Introduction to Criminal Justice: Police Courts and Corrections; CJUS 103 Introduction to Corrections: Practice and Procedures; CJUS 621/631 Juvenile Justice in a Changing Society; and relates numerous current political and social issues to adult and juvenile corrections.
- CJUS265 **CLASS AND CLASS CONFLICT** (3) (SOCI365) Class, status, and power in social life. Systems of inequality examined within a cross-cultural perspective.
- CJUS266 **CRIME & PERSONALITY** (3) (CJUS566, EDCO566, PSYC366) An elective course which complements the required CJUS 366 Understanding Juvenile and Adult Offender Behavior. This course deals with the root causes of crime in the individual and in the culture. Consideration of personality dynamics and treatment approaches are major elements of this course.
- CJUS276 **PSYCHOLOGY OF DELINQUENCY** (2) (CJUS676, PSYC276) An elective course dealing with types and causes of juvenile delinquency together with brief case history analysis.
- CJUS321 **JUVENILE JUSTICE IN A CHG SOC** (3) (CJUS621) 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.
- CJUS332 **CAPITAL PUNISHMENT: OTHER ISSUES** (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.



- CJUS336 **UNDERSTAND JUV/ADULT OFFEND BEHV** (3) (CJUS636) This required course explores types of offenders, including special issues of women and offenders with special needs, the origins of criminal behavior, and subcultures.
- CJUS350 **TREATING SEX OFFENDERS & VICTIMS** (1) (EDWS440, PSYC267, SOCW350) This workshop will explore treatment issues and approaches for working with sex offenders, victims, and other family members.
- CJUS364 **OVERVIEW OF CONTEMP CORRECTIONS** (3) (CJUS664) Compares historical and contemporary methodologies, presents and critiques jail and prison programs, applies court decisions to current practices, and generally analyzes institutional and 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.
- CJUS381 **METHODS OF RESEARCH IN CJUS** (3) Acquaints the student with research methodology in general, and explores the value and ethics of particular research areas such as evaluative research etc.
- CJUS391 **PRACTICUM IN CRIMINAL JUSTICE** (1 to 3) A required, non-classroom, on-the-job experience which provides the student the opportunity to observe correctional, law enforcement, or court settings; relate to professionals in the field; and obtain "hands-on" experience which cannot be obtained as effectively any other way. This required course strongly complements CJUS 103 Introduction to Corrections: Practice and Procedures; CJUS 260 Current Issues in Criminal Justice; CJUS 264 Overview of Contemporary Corrections; and CJUS 321 Juvenile Justice in a Changing Society, by providing actual experience in these areas. This practicum requiring 300 clock hours is one of the very major ingredients and one of the best experiences provided to the student in the entire program. The opportunity presented for them to integrate the theory and concepts presented in the classroom with day to day reality and actual practice of the profession is invaluable. Pre-requisite: CJUS 101
- CJUS392 **CRIMINAL JUSTICE PRACTICUM II** (1 to 3) An elective, non-classroom, on-the-job experience which provides the student additional opportunity to integrate the theory and concepts presented in the classroom with day to day reality and actual practice of the profession. This practicum requires 300 clock hours. See CJUS 391 for more information about the types of activities that might be included. Pre-requisite: CJUS 101
- CJUS408 **WOMEN & SOCIETAL VIOLENCE** (1) (EDWS408, PSYC408, SOCW408) A historical perspective on violence against women. Modern day forms of violence against women and intervention will be studied. Prosecution of cases will be presented and treatment strategies for offenders will be explored.
- CJUS430 **INTRO TO RATIONAL BEHAV THERAPY** (2) (EDCO434) Rational emotive behavioral therapy is a self-help form of counseling which teaches people how to increase their skill in reasoning so that they will be better able to deal with problems and stresses of daily living. It can enable normal people to improve their lives and disturbed people to regain emotional and mental health.
- CJUS434 **THE DISRUPTIVE CHILD** (3) (CJUS634) A view of children's behavior-disruptive vs. delinquent. Diagnosis, treatment, and other diversionary practices are studied.
- CJUS439 **CRIMINALISTICS II** (3) Reviews the more intricate areas of anthropology, questioned documents, DNA processes, legalities of homicide scenes, and scientific applications of homicide.
- CJUS441 **RATIONAL-EMOTIVE BEHAV THERPY II** (1) The course is designed to assist the graduate and undergraduate student in the intricacies of REBT theory, concepts, comprehension, and application.
- CJUS444 **ADDICTIVE BEHAVIORS** (3) (SOCW444) Examination of addiction theory and process through comparison of variety of substance and process addictions. Pre-requisite: PSYC 101, SOCI 101, SOCW 167 or permission of instructor



- CJUS449 **CRIMINALISTICS III** (3) This course is designed to familiarize the undergraduate and graduate student in specific areas of forensic science. The areas included in this course are forensic psychology, drug analysis, hostage negotiation techniques, legal considerations in crime scene investigations and forensic anthropology issues.
- CJUS463 **COUNSELING CHALLENGING YOUTH** (1) (EDWS563, PSYC380, SOCW463) Workshop participants will learn a number of practical strategies for building and maintaining therapeutic relationships with challenging youth and families. The strategies will be formatted around six guiding principles common to most human services professionals who successfully engage this population. Participants will be challenged to assess their own attitudes, beliefs, and behaviors related to challenging youth via lecture, demonstrations, small group activities, and role plays.
- CJUS499 **SPECIAL READINGS IN CJUS** (0.01 to 3) A selective number of texts, periodicals, research papers, etc., related directly to areas of criminal justice are reviewed and student reports critiqued.

Graduate Courses

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

- CJUS501 **FOUND OF CORRECTIONS** (3)
- CJUS503 **INSTITUTIONAL CORRECTIONS** (3)
- CJUS505 **NON-INSTITUTIONAL CORRECTIONS** (3)
- CJUS540 **CORRECTIONAL ADMINISTRATION** (3)
- CJUS550 **ALCOHOL AND CRIMINALITY** (3)
- CJUS566 **CRIME & PERSONALITY** (3) (CJUS266, EDCO566, PSYC366) An elective course which complements the required CJUS 366 Understanding Juvenile and Adult Offender Behavior. This course deals with the root causes of crime in the individual and the culture. Consideration of personality dynamics and treatment approaches are major elements of the course.
- CJUS599 **SPECIAL READINGS IN CORRECTIONS** (0.01 to 3) Reviews the current criminal justice literature in areas of research, treatment, management, law, and forensic science within the criminal justice arena.
- CJUS606 **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.
- CJUS608 **COMMUNITY-BASED CORRECTIONS** (3) Theory and practice in noninstitutional model.
- CJUS610 **BASIC CONST LAW & AMER JUSTICE I** (3) (CJUS210) Examines the principles, structures, and functions of the courts. Special emphasis is given to rights and obligations of various role players in the criminal justice system, including especially those who work within the correctional facilities.
- CJUS611 **LAW & JUSTICE IN AMERICA** (3) Presents legal issues in all three segments of the American criminal justice system. Constitutional and statutory rights and obligations are considered along with policy considerations. Major emphasis in the course is placed on student initiative in learning. Therefore, it is strongly recommended that CJUS 610, Basic Constitutional Law & American Justice or its equivalent be completed before enrolling in this course.
- CJUS620 **SOCIOLOGY OF CRIME & DELINQUENCY** (3) Social foundations of the criminal justice system are examined, along with the social causation of crime and societal response. The understanding of crime within the social context is presented along with in-depth exploration of cross-cultural, subcultural and other demographic expositions.



- CJUS621 **JUVENILE JUSTICE IN A CHG SOC** (3) (CJUS321) Critiques the development of social control of child behavior in the U.S. from its historical roots to contemporary times. Presents and analyzes legal trends in juvenile court and correctional operations and evaluates contemporary practice and methodology in the juvenile justice system and in the adult system. Landmark legal cases from *Kent v. U.S.* through *Shall v. Martin* and other currently prevailing decisions are related to their impact on current practice. Concepts such as waiver, status offenders, and violence in contemporary society are given special attention in relation to their ethical and legal dimensions.
- CJUS630 **CON LAW & AMERICAN JUSTICE II** (3) (CJUS230) 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.
- CJUS634 **THE DISRUPTIVE CHILD** (3) (CJUS434) A view of children's behavior-disruptive vs. delinquent. Diagnosis, treatment, and other diversionary practices are studied.
- CJUS636 **UNDERSTAND JUV/ADULT OFFEND BEHV** (3) (CJUS336) This required course explores types of offenders, including special issues of women, and offenders with special needs, the origins of criminal behavior and subcultures.
- CJUS642 **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.
- CJUS643 **CORRECTIONAL COUNSELING & COMM** (3) (CJUS243) Deals directly with the necessary verbal, nonverbal, and writing skills. It also emphasizes cross-cultural communication and presents practical skill exercises relating to all of the above.
- CJUS645 **PRIVATE SECURITY** (3) (CJUS245) This course provides a rigorous introductory foundation to the field of Private Security, including its development, philosophies, responsibilities and functions, plus its principles, legal authority, and effects on society to the present state.
- CJUS646 **RISK MANAGEMENT** (3) (CJUS246) This course presents a rigorous introduction to the theoretical concepts of Risk Management, through various analytical concepts, survey techniques, insurance requirements, program development and operational activities, from a security practitioner's standpoint.
- CJUS660 **CURRENT ISSUES IN CRIM JUSTICE** (3) (CJUS260) A required course which complements CJUS 101 Introduction to Criminal Justice: Police, Courts and Corrections; CJUS 103 Introduction to Corrections: Practice and Procedures; CJUS 621/321 Juvenile Justice in a Changing Society, and relates numerous current political and social issues to adult and juvenile corrections.
- CJUS664 **OVERVIEW OF CONTEMPORARY CORRECT** (3) (CJUS364) Compares historical and contemporary methodologies; presents and critiques jail and prison programs and practices including issues of security, classification, etc., applies pertinent court decisions to current practices and generally analyzes institutional and 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.
- CJUS676 **PSYCHOLOGY OF DELINQUENCY** (2) (CJUS276, PSYC276) An elective course dealing with types and causes of juvenile delinquency together with brief case history analysis.
- CJUS683 **RESEARCH & PLANNING IN CJUS** (3) Social and policy science research designs applied to policy formulation, implementation and evaluation. Models are presented and analyzed and the link of research to practice is clearly established.



- CJUS784 **RESEARCH ESSAY: SEMINAR** (3) Completion of an acceptable research paper. Individual research designs are directed and executed in the classroom setting.
- CJUS792 **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 non-institutional setting, and especially to evaluate their own response to the demands and challenges of actual work in a correctional setting. This is an essential part of the student’s program and is absolutely required and can never be waived for graduation from the program.

(CLAS) Classics

- CLAS101 **ANCIENT MEDITERRAN CIV I: GREECE** (3) An introduction to the methodologies of ancient historical study and an account of the growth and development of ancient Greek civilization from the prehistoric to the Roman era.
- CLAS102 **ANCIENT MEDITERRAN CIV II: ROME** (3) An introduction to the methodologies of ancient historical study and an account of the growth and development of ancient Roman civilization from its archeological and legendary beginnings through the Roman republic into the time of the emperors.
- CLAS120 **FROM HOMER TO PLATO** (3) This course provides an understanding of the development of ancient Greek culture and history by examining the values, customs, institutions, and major historical events that shaped the Greek world, in particular Athens and Sparta, through primary and secondary source readings. An important goal is to gain insight into the Greek origins of key social, political, and cultural ideas and concepts that have contributed to the formation of Western civilization.
- CLAS121 **FROM ALEXANDER TO CLEOPATRA** (3) This course is designed to continue the investigation of the ancient Greek world, as the Greeks begin to spread across the Levant into the Middle East (momentarily as far as India). Many of the social, political, and cultural ideas and concepts developed by the Greeks that were studied in CLAS120 will continue to be explored for their contribution to the formation of Western civilization. Pre-requisite: CLAS 120
- CLAS130 **EPIC AND ADVENTURES OF HEROES** (3) (ENGL130) An inquiry into the epic genre, the epic hero, and epic values through a careful reading of several ancient and medieval poems.
- CLAS142 **CLASSICAL TRAGEDY** (3) (ENGL142) A study of the tragic form, its poetry, and its use of myth through a careful reading of several plays of Aeschylus, Sophocles, Euripides, and Seneca.
- CLAS146 **CLASSICAL COMEDY & SATIRE** (3) (ENGL146) A study of ancient classical writings, comedies, which were presented on the stage, and satirical poems.
- CLAS160 **FROM ROMULUS TO OCTAVIAN** (3) This course aims to provide students with an understanding and appreciation of the roots of Western civilization by exploring the culture of the ancient Romans. The purpose of this course is to build an appreciation of early Roman culture and life through a study of its history, government, social changes, and prominent personalities.
- CLAS161 **FROM AUGUSTUS TO ATTLA** (3) This course aims to provide students with an understanding and appreciation of the roots of Western civilization by exploring the politics and culture of the Roman Empire. This complex period of history will be examined through a study of its history, government, social changes, and prominent personalities. Pre-requisite: CLAS 160



- CLAS170 **NEAR EASTERN CIV I: EGYPT & NUBIA** (3) The purpose of this course is to acquaint the students with the richness and complexity of the history of Egypt, particularly looking at how its relations with its neighbors changed over time as it looked first in one direction and then another for commercial and political links.
- CLAS171 **NEAR EASTERN CIV II: BIBLE LANDS** (3) The purpose of this course, one which should be key for an institution such as Xavier, is to explore the integrated histories of the lands of the Bible. Students will read, hear, speak, and write about the history of the early civilizations which jockeyed for power and control of the two great commercial-military prizes: ports on the Mediterranean and control of the Tigris-Euphrates catchments. Pre-requisite: CLAS 170
- CLAS173 **INTRODUCTION TO BIBLICAL HEBREW** (3) (THEO273) The purpose of this course is to provide basic instruction in the grammar, vocabulary, and syntax of Hebrew. This course is Classical Hebrew for students of the Old Testament who want to read and translate the Hebrew Bible, use a critical edition, and consult dictionaries, grammars, concordances, and commentaries.
- CLAS174 **READINGS IN BIBLICAL HEBREW** (3) (THEO280, THEO579) The purpose of this course is to provide basic instruction in the grammar, vocabulary, and syntax of Hebrew. This course is Classical Hebrew for students of the Old Testament who want to read and translate the Hebrew Bible, use a critical edition, and consult dictionaries, grammars, concordances, and commentaries.
- CLAS205 **CLASSICAL LIT & MORAL IMAGINA** (3) An examination of ethical and social issues drawn from the Greco-Roman past which illuminate contemporary society. Fulfills E/RS Focus Literature and the Moral Imagination requirement. Pre-requisite: PHIL 100, THEO 111 Co-requisite: PHIL 100, THEO 111
- CLAS210 **WORD ORIGINS & VOCABULARY DEVEL** (3) This is a course on the etymology of English words, especially those of classical (Greek or Latin) origin. It introduces students to some basic principles of word formation, the history of the English language, and the influence of other cultures on their own. Emphasis is placed on medical, legal, and scientific terminology.
- CLAS211 **THE DEAD SEA SCROLLS** (3) (THEO211) To introduce undergraduates to the Dead Sea Scrolls (DSS), their history, their (mis-?) representation in the popular media, the scandal surrounding them, what English translations of them are available, and what is currently being done with them.
- CLAS217 **INTRO TO THE CHURCH FATHERS** (3) (THEO217) The first centuries of Christianity as reflected in the patristic writers. The chief Fathers. The evolution of doctrine. The unfolding of revelation. The consciousness of the indwelling spirit.
- CLAS239 **ANCIENT LIT, MAGIC & THE OCCULT** (3) This course focuses on the influence myth and magic had on the Graeco-Roman cultures. The interrelation between ritual magic, derivative superstition, and women is a major component of this course. Emphasis will be placed on the study of witchcraft, the correlation between magic and religion, the influence of the occult on ritual, and the psychology of magic.
- CLAS240 **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.
- CLAS241 **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.
- CLAS242 **CLASSICAL MYTHOLOGY: LITERATURE** (3) A study of the ancient classical myths, primarily through its surviving literature, highlighting the meaning and influence of its myths.
- CLAS251 **NEAR EASTERN MYTHOLOGY: ART** (3) The major monuments of the ancient Near East are explored as a backdrop to the art, history, and literature of Near Eastern cultures.



- CLAS252 **NEAR EASTERN MYTHOLOGY: LIT** (3) The major literary works of the ancient Near East are explored as a backdrop to the art, history, and literature of Near Eastern cultures.
- CLAS261 **GREEK ARCHAEOLOGY** (3) The major monuments of Greek antiquity explored as a backdrop to the art, history, and literature of ancient Greece.
- CLAS262 **ROMAN ARCHAEOLOGY** (3) The major monuments of Roman antiquity explored as a backdrop to the art, history, and literature of ancient Rome.
- CLAS371 **ART/ARCH/ECON/SOC-LATE ANTIQUITY** (3) A study of the coexistence of several religious and ethical systems, highlighting symbiosis and cross-fertilization. Fulfills the E/R & S Focus elective. Pre-requisite: THEO 111, PHIL 100; Co-requisite: THEO 111, PHIL 100
- CLAS372 **WOMEN IN ANTIQUITY** (3) A multi-media study of the lives of Greek and Roman women and minorities organized around topics and issues of contemporary interest. Fulfills the E/RS Focus Elective. Pre-requisite: PHIL 100, THEO 111; Co-requisite: PHIL 100, THEO 111
- CLAS397 **DIRECTED STUDY** (1 to 3) Credit and content of course by advance agreement between the professor and student.
- CLAS399 **HAB CAPSTONE THESIS** (1 to 3) Senior thesis/pre-seminar course.

(COMM) Communication Arts

General Courses

- COMM100 **SURVEY OF COMMUNICATION STUDIES** (3) Surveys the development of major areas of study in communication.
- COMM101 **ORAL COMMUNICATION** (3) Speech fundamentals as applied to public speaking and listening skills.
- COMM103 **HUMAN COMMUNICATION** (3) Speech fundamentals as applied to public speaking, interpersonal communication, and group dynamics. NOTE: not available to Communication Arts majors
- COMM106 **EFFECTIVE WRITING** (3) Creative solutions to writing problems in a variety of practical and theoretical situations.
- COMM110 **ART OF THE FILM** (3) Film as a modern art form, treating motion, sound, editing, light, acting, director's style, and film analysis.
- COMM111 **FILM HISTORY AND DIRECTORS** (3) Motion picture history with a focus on certain great directors
- COMM112 **MEDIA AESTHETICS** (3) Principles of visual and aural aesthetics especially as applied to television and motion pictures.
- COMM113 **NON-FICTION FILM** (3) Development of the nonfiction film from Flaherty to "cinema of truth." Current documentaries on controversial topics will be stressed.
- COMM114 **FILM CRITICISM** (3) Cultivating criteria for judging films from viewing and analysis. Leading theories studied.
- COMM197 **A SOC & CULT HIST OF AMER MOVIES** (2) (HIST285) Hollywood has always taken historical themes for some of its most ambitious projects, a trend that has become even more pronounced in the past decade. What has not always been understood is that Hollywood and the development of the American movie industry has been a central element in the social and cultural history of 20th century America. Thus, this workshop has two purposes: to critically examine various film images of American history and equally important, to place Hollywood and its products in the larger context of 20th century American history.
- COMM199 **SPECIAL STUDY** (1 to 3) An in-depth study of a specific topic or area in communication. Pre-requisite: Permission of advisor
- COMM207 **INTERPERSONAL COMMUNICATION** (3) Understanding of and classroom practice in effective communication between persons.
- COMM209 **GROUP DYNAMICS** (3) Dynamic and participative strategies in group process skills. Learn by participating and doing.



- COMM216 **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.
- COMM222 **COMMUNICATION THEORY** (3) Nature, purpose, scope, and process of communication. Models, learning, language, and certain theories.
- COMM223 **SURVEY OF MASS MEDIA** (3) Models and processes of mass communication, including electronic media, advertising, film, records, etc.
- COMM224 **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
- COMM280 **ALFRED HITCHCOCK IN HOLLYWOOD** (2) (EDWS284, HIST280) This course is designed for undergraduates and serves as both an in-depth investigation of a major artist and an exploration of American attitudes and institutions during World War II, the Cold War, and the upheavals of the 1960s and early 70s. Students are required to do a significant amount of reading and writing.
- COMM288 **UN-"HAPPY DAYS": FEAR IN 1950'S** (2) (EDWS288, HIST288) This course is designed for undergraduates and serves to introduce students to the study of mass media as well as a crucial decade in American history. It also explores the use and misuse of history, calling into question the tendency to serve up history in ten year units (i.e., the opening lecture is "The Fifties: 1935-1992"). Students are required to do a significant amount of reading (two books and a handful of reviews) and writing (five short reaction papers and a longer analytical paper).
- COMM289 **MOVIES AND CITIES** (2) (HIST289, SOCI289) The course is designed for undergraduates and serves as an introduction to both American urban history and the history of movies. It also acquaints students with interdisciplinary methods. Students are required to do a significant amount of reading and writing.
- COMM297 **AMERICA THROUGH THE LENS** (2) (EDWS286, HIST286) Films and television programs will be analyzed in order to both identify the cultural and historical messages they contain. The formulas and conventions of Hollywood genres will be examined. This understanding of genre will serve as a primary analytical tool as we de-construct the films and television programs studied in class.
- COMM299 **SPECIAL STUDY** (1 to 3) An in-depth study of a specific topic or area in communication. Pre-requisite: Permission of advisor.
- COMM301 **PRESENTATIONAL SPEAKING** (3) Preparation and delivery of oral presentations for business and professions. Emphasizes persuasion, evidence, organize sequences, and uses of multimedia aids. Pre-requisite: COMM 101
- COMM310 **THE HORROR FILM** (3) An analysis and history of the horror film, with attention to the myths behind the subject matter.
- COMM311 **THE WESTERN FILM** (3) An analysis and history of western film with attention to the reality and myths behind the subject matter.
- COMM312 **HISTORY OF THE DETECTIVE FILM** (3) A look at the mythic dimensions behind this particularly endemic American film genre.
- COMM316 **PHOTOGRAPHY II** (3) Lecture-lab experience to improve skills in creating and developing quality photographs. Pre-requisite: COMM 216 or approval of instructor.
- COMM327 **INTERPERSONAL CONFLICT MGMT** (3) An examination of the process nature of conflict and an evaluation of various conflict styles.
- COMM329 **COMMUNICATION RESEARCH TECHNIQUE** (3) Studies the major techniques for conducting research for communication; primary and secondary research.
- COMM364 **SPECIAL EVENTS PLANNING** (3) This course is designed to introduce students to the process involved in planning, organizing, and executing major events. Pre-requisite: COMM 230 or COMM 240 or COMM 260 or COMM 270
- COMM399 **SPECIAL STUDY** (1 to 3) An in-depth study of a specific topic or idea in communication. Pre-requisite: Permission of advisor
- COMM403 **ARGUMENTATION AND DEBATE** (3) Practice in the skill of reasoned argumentation, research and analysis through the debate activity. Pre-requisite: COMM 101 or approval of instructor



- COMM406 **TECHNICAL WRITING** (3) An examination of those particular writing skills used in the development of training manuals.
- COMM410 **WAR & PEACE IN LITERATURE & FILM** (3) (POLI410) Overview of political issues related to war and peace illustrated with examples from literature and film. Treatment of war and peace in the media from Civil War to Vietnam War.
- COMM411 **SHORT STORY/SHORT FILM** (3) A detailed study of the film versions of some famous short stories. Comparisons and contrasts will illuminate the author's point of view behind the changes involved.
- COMM423 **GENDER AND COMMUNICATION** (3) An examination of gender differences in communication and how they impact our daily lives.
- COMM424 **NON VERBAL COMMUNICATION** (3) The study of the various components of nonverbal communication and how they greatly influence our lives in many arenas, including the family, politics, and the workplace.
- COMM499 **SPECIAL STUDY** (1 to 3) An in-depth study of a specific topic or area in communication. Pre-requisite: Permission of advisor

COMMUNICATION ARTS: ADVERTISING

The goal of the advertising area is to prepare students for a career in the field of advertising. This program offers a comprehensive study of advertising including the principles of advertising, copywriting, media planning, research, and management. Students work closely with the faculty and their academic advisors in planning their course of study and career options.

- COMM230 **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.
- COMM231 **ADV PRODUCTION TECHNIQUES** (3) The objective of this course is to familiarize the advertising major with the fundamentals of producing advertisements for print and the electronic media.
- COMM232 **DESKTOP PUBLISHING IN ADV** (3) Teaches the student the skills required to produce advertising layouts, newsletters, and presentation materials, using computers and desktop publishing software programs in Xavier University's computer laboratories.
- COMM235 **DESKTOP IMAGING** (3) Students will be given a basic knowledge of and hands-on training in the use of Adobe Photoshop software.
- COMM330 **CREATIVE CONCEPTS IN ADVERTISING** (3) This course analyzes the creative, research, and business principles involved in the preparation of the advertising message. It focuses on the copywriting and design process, and the development of the advertising campaign. Pre-requisite: COMM 230
- COMM332 **MEDIA PLANNING** (3) A study of the characteristics of the various communication media and the methodologies employed in measuring their relative efficiencies in delivering the advertising message to the target audiences. Pre-requisite: COMM 230
- COMM334 **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.
- COMM338 **INTERNSHIP IN ADVERTISING I** (3) Practical experience in a real world situation.
- COMM430 **ADVERTISING CAMPAIGNS** (3) Case histories of recent brand advertising campaigns conducted by US companies and practical experience in developing campaigns for real brands using real background data.
- COMM432 **DIRECT RESPONSE ADVERTISING** (3) Examines the structure and organization of direct response advertising. Focus will be on creative methods and research procedures for preparing and evaluating direct advertising campaigns.
- COMM438 **INTERNSHIP: ADVERTISING II** (3) Practical experience in a real world situation.



- COMM439 **SEM: ADVERTISING PRACTICE & MGMT** (3) This course examines how advertising is applied and managed in order to achieve an organization's marketing objectives. Utilizes materials taught in other advertising courses. Pre-requisite: COMM 330, COMM 332

COMMUNICATION ARTS: ELECTRONIC MEDIA

The Electronic Media major will prepare students for entry-level positions in radio, television, cable and corporate video. The program emphasizes those skills which are necessary for work in both the commercial and noncommercial broadcast areas, as well as corporate uses of the electronic media.

- COMM240 **FUNDAMENTALS: ELECTRONIC MEDIA** (3) History and current developments. Basic technical matters which dictate the shape and form of the electronic media.
- COMM250 **VIDEO PRODUCTION & TECH** (3) Operation of video equipment including cameras, switcher, audio, character generator, VTRs and lighting. Basic video production techniques (studio and field) including 3/4 inch editing.
- COMM251 **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?
- COMM254 **TELEVISION PROGRAM DEVELOPMENT** (3) The design, development, and scripting of professional-level programming. Stresses critical thinking, organization, imagination, and communication strategies
- COMM340 **AUDIO PRODUCTION & TECHNOLOGY** (3) Technical and theoretical basis. Techniques of tape editing, special effects, commercial production, and documentary production. Lab.
- COMM341 **RADIO LAB** (3) Advanced experience in production and public radio operations-WVXU. Pre-requisite: COMM 340 or permission of advisor.
- COMM343 **RADIO/TV/CABLE PROGRAMMING** (3) The practical and theoretical world of programming for the electronic media. Pre-requisite: COMM 240
- COMM344 **BROADCAST ANNOUNCING** (3) Principles, preparation, and delivery of announcements, newscasts, and other projects. Pre-requisite: COMM 340
- COMM345 **INTRO TO BROADCAST JOURNALISM** (3) Survey of writing styles used in the broadcast industry, including advertising, journalism, and script writing. Pre-requisite: COMM 240
- COMM346 **INTRO TO BROADCAST WRITING** (3) Survey of writing styles used in the broadcast industry, including advertising, journalism, and script writing. Pre-requisite: COMM 240
- COMM347 **BROADCAST SALES** (3) Giving the potential sales representative the proper background to make sales calls, understand the media business from a sales standpoint, and overcome common obstacles. Pre-requisite: COMM 240
- COMM348 **INTERNSHIP IN ELEC MEDIA RADIO I** (3) Practical experience in a real-world situation.
- COMM350 **TELEVISION LAB** (3) Experience in TV production or research. Pre-requisite: COMM 250
- COMM352 **TELEVISION NEWS PRODUCTION** (3) Introduction to the process of assembling and producing local television news programs.
- COMM353 **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.
- COMM355 **TELEVISION SCRIPT WRITING** (3) Introduction to the writing skills and mechanics of creating scripts for television.
- COMM357 **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.



- COMM358 **INTERNSHIP: ELEC MEDIA/TV I** (3) Practical experience in a real world situation.
- COMM440 **ADVANCED AUDIO PRODUCTION** (3) Continuation of COMM 340 for students interested in professional audio engineering. Pre-requisite: COMM 340 or approval of advisor
- COMM444 **RADIO REPORTING & PERFORMANCE** (3) Gathering and reading of news, in-person and telephone interviews. News delivery styles. "Air-check" tape. Lab.
- COMM446 **RADIO/T.V. NEWSWRITING** (3) Styles and formats of broadcast newswriting.
- COMM447 **BROADCAST MANAGEMENT** (3) Study of station management, organization, and operational techniques. Pre-requisite: COMM 240
- COMM448 **INTERNSHIP: ELEC MEDIA/RADIO II** (3) Practical experience in a real-world situation.
- COMM450 **LIGHTING FOR TELEVISION & FILM** (3) Opportunities to address a wide variety of lighting challenges. Students work in the studio and in the field on specific advanced lighting techniques. Pre-requisite: COMM 250
- COMM451 **INTRODUCTION TO VIDEO GRAPHICS** (3) Creative elements of conceptualizing, generation, and 2D animation within a high resolution paint system. Integration of paint system with live/video and character generation.
- COMM452 **VIDEO POST PRODUCTION** (3) Operation of advanced post-production system. A/B Time Code Editing, switcher effects, electronic graphics and video paint system operation. Pre-requisite: COMM 250 or approval of instructor.
- COMM453 **AESTHETICS IN VIDEO POST-PRODUCT** (3) Provides an understanding of and practice in the aesthetic principles and techniques of the video post-production process. Pre-requisite: COMM 452
- COMM454 **INTRO TO NON-LINEAR VIDEO EDITING** (3) Teaches students how to use the AVID, non-linear editing system; also covers aesthetics and editor-client interaction. Pre-requisite: COMM 250
- COMM455 **LIFESTYLES/WORKPLACES: TV & FILM** (3) Production and marketing approaches for the visual media as demonstrated by professionals in the field. Pre-requisite: COMM 250
- COMM456 **ADVANCED TV PRODUCTION** (3) Students produce a scripted program. Focus on production values contributing to a professional quality program. Pre-requisite: COMM 250
- COMM457 **CAMERAWORK IN TV & FILM** (3) Intensive focus on camera technique and operation for film and television. Pre-requisite: COMM 250
- COMM458 **INTERNSHIP: ELEC MEDIA/TV II** (3) Practical experience in a real world situation.
- COMM459 **TELEVISION DIRECTING** (3) Focus on developing creativity in context of directing in front of and behind the camera and from the control room. Pre-requisite: COMM 250

COMMUNICATION ARTS: ORGANIZATIONAL COMMUNICATION

The Organizational Communication area will provide students with the knowledge and skills necessary for successful communication within organizations in both 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.

- COMM260 **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.
- COMM264 **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.



- COMM360 **ORGANIZATIONAL COMM THEORY** (3) Examines the theories which guide communication processes in organizations and how they influence coordination, motivation, leadership and productivity.
- COMM363 **WRITTEN COMM IN ORGANIZATIONS** (3) Concepts which guide the writing of organizational communication professionals and practical application of those concepts. Standards of correctness are expected.
- COMM366 **COMPUTER APPL IN ORG COMM** (3) Survey of how technology is used in organizational contexts.
- COMM368 **INTERN IN ORGANIZATIONAL COMM I** (3) Practical experience in an organizational setting. Consult with your advisor for qualifications and requirements.
- COMM460 **ADVANCED ORGANIZATIONAL COMM** (3) Critical case study analysis of communication processes and practices. Along with the analysis, students will be expected to construct proposals for interventions.
- COMM462 **PRIN & PRACT 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.
- COMM467 **CURRENT ISSUES IN ORG COMM** (3) An in-depth look at the most important communication problems and challenges facing organizations today. COMM468 **INTERN IN ORGANIZATIONAL COMM II** (3) Practical experience in an organizational setting. Consult with your advisor for qualifications and requirements.
- COMM469 **SENIOR SEM: ORGANIZATIONAL COMM** (3) The capstone course of the organizational communication major, this course asks students to use and reflect on the theories and skills they have learned throughout the major. Pre-requisite: Senior standing

COMMUNICATION ARTS: PUBLIC RELATIONS

The Public Relations major combines comprehensive theory and specific practical skills, in the context of a humanistic liberal education, to prepare students for public relations careers in the corporate, private nonprofit, and public sectors; or for a broad range of other careers that benefit from careful thinking and clear communication.

- COMM270 **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.
- COMM271 **PUBLIC RELATIONS WRITING** (3) Develops skills in public relations writing, primarily for print media, including both public media and controlled media; laboratory approach includes writing with a computer. Pre-requisite: ENGL 101 or ENGL 115
- COMM272 **PR PUBLICATION TECHNIQUES** (3) Develops skills in desktop publishing, as well as familiarity with traditional production techniques, to produce newsletters, brochures, flyers and other printed material used in public relations. Pre-requisite: ENGL 101 or ENGL 115
- COMM275 **NEWSWRITING** (3) Develops skills used in writing for the printed public news media, as well as a journalistic perspective. Pre-requisite: ENGL 101 or ENGL 115
- COMM276 **COPYEDITING** (3) Develops skills used in proofreading, rewriting, revising, and editing copy to effect a readable, contemporary style for print media. Pre-requisite: ENGL 101 or ENGL 115
- COMM277 **NEWS REPORTING** (3) Develops skills used in the public news media to cover events, speeches and other news under deadline pressures; includes research and interviewing techniques. Pre-requisite: ENGL 101 or ENGL 115
- COMM278 **BASICS OF PUBLISHING** (3) Presents the processes employed in publishing both public and controlled print media; includes both traditional and desktop publishing techniques



- COMM370 **MEDIA AND PUBLIC RELATIONS** (3) Presents the advanced practice of public relations, giving particular attention to the design and management of publicity and programs that deal effectively with the news media. Pre-requisite: COMM 270 COMM 271
- COMM371 **ADVANCED PR WRITING** (3) Develops advanced writing skills for public relations programs; gives particular attention to backgrounds, brochures, handbooks, annual and quarterly reports, and scripts for broadcast, AV and film. Pre-requisite: COMM 271 or approval of coordinator.
- COMM374 **MEDIA ETHICS** (3) An examination of ethical problems within the mass media. Fulfills the E/RS Focus Elective. Pre-requisite: PHIL 100, THEO 111, ENGL 205 or CLAS 205
- COMM375 **FEATURE WRITING FOR PUBLICATION** (3) Develops skill in writing feature articles for print media. Pre-requisite: ENGL 101 or ENGL 115 plus at least one additional college writing course.
- COMM376 **PR & FUNDRAISING: NONPROFIT ORGS** (3) Presents the principles and practices of public relations and fundraising as applied in the nonprofit sector, including such fields as human services, education, health care, the arts and culture, social action, and religion. Pre-requisite: Junior status
- COMM377 **CORPORATE COMM IN MARKETING MIX** (3) Presents the principles and practices of public relations as applied in the business and industrial sector; gives particular attention to such areas as employee relations and unionization, investor relations, marketing communications, and regulatory and governmental affairs. Pre-requisite: Junior status
- COMM378 **INTERN: PUBLIC RELATIONS I** (3) Provides students with hands-on experience in a real public relations setting, under the direct supervision of a professional public relations practitioner. Pre-requisite: 15 hours of Communication Arts, including: COMM 270 COMM 271 Junior status approval of the coordinator of the public relations major
- COMM470 **GOVERNMENT PR & PUBLIC AFFAIRS** (3) Presents the principles and practices of public relations as applied in government and politics, and as applied by the private sector in dealing with government.
- COMM471 **WRITING FOR CORPORATE COMM** (3) Develops skills in writing position papers, executive speeches and other top-level corporate communications. Pre-requisite: COMM 271 or COMM 275
- COMM474 **LAW & ETHICS IN MASS COMM** (3) Important ethical and legal issues which affect contemporary mass communication.
- COMM477 **SENIOR SEMINAR: PUBLIC REL MGMT** (3) Presents management theories and techniques as applied to public relations activities and functions; workshop approach provides students skills for developing public relations campaigns. Pre-requisite: 15 hours of Communication Arts including: COMM 270, COMM 271 Senior status
- COMM478 **INTERN: PUBLIC RELATIONS II** (3) Provides students with advanced hands-on experience in a real public relations setting, under the direct supervision of a professional public relations practitioner. Pre-requisite: 21 hours of Communication Arts including: COMM 378 Senior status approval of the Public Relations major coordinator
- COMM479 **PUBL RELATIONS ETHICS IN SOCIETY** (3) A comprehensive Senior-year seminar that examines the major ethical and legal principles that guide the responsible practice of professional communications in American society. Pre-requisite: Senior status



(CSCI) Computer Science

- CSCI115 **COMPUTER LITERACY FOR RADIOGRAPH** (1) Computer terminology and concepts with emphasis on applications in Radiologic Technology.
- CSCI170 **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. Co-requisite: CSCI 172 for CSCI majors/minors
- CSCI174 **PROGRAMMING IN "C"** (1) Introduction to the basic syntax of C through a series of weekly two-hour laboratory exercises and programming projects. Pre-requisite: CSCI 170, CSCI 180 or consent of instructor
- CSCI175 **C/C ++** (3) Structured programming and problem solving. Data manipulation, functions, arrays, structures, pointers, and files. Fundamental algorithms. Pre-requisite: Proficiency in a structured computer language such as PASCAL.
- CSCI180 **COMPUTER SCIENCE II** (3) Program design: advanced syntax of a programming language; dynamic memory; recursion; sorting; searching; stacks; queues; social and ethical issues related to software design and reliability. Pre-requisite: CSCI 170
- CSCI181 **COMPUTER SCIENCE LAB** (1) Introduction to the syntax of a programming language and to program design techniques. Co-requisite: CSCI 180
- CSCI210 **MACHINE ORGAN & ASSEMBLY LANG** (3) Machine level representation of data, assembly level machine organization, memory system organization and architecture, number representation and errors, assembly language. Pre-requisite: CSCI 170
- CSCI220 **DATA STRUCTURES & ALGORITHMS** (3) Trees, hashing, advanced sorts, numerical algorithms, algorithm analysis, algorithm design and problem solving strategies. Pre-requisite: CSCI 180 MATH 180
- CSCI250 **LANGUAGES & AUTOMATA** (3) Finite-state-automata and regular expressions, context-free grammars, pushdown automata. Turing machines, computability and undecidability, complexity classes. Pre-requisite: MATH 180, CSCI 170; CSCI 180 is also recommended
- CSCI255 **ARCHITECTURE & ASSEMBLER LANG** (3) (INFO360)
- CSCI260 **SOFTWARE ENGINEERING** (3) Software development process; software requirements and specifications; software design and implementation; verification and validation. Pre-requisite: CSCI 220
- CSCI300 **PROGRAMMING LANGUAGES** (3) History of programming languages; virtual machines; sequence control; data control; scoping; parameter passing; sharing and type checking; run-time storage management; programming language semantics; programming paradigms. Includes a brief introduction to several different languages as examples of paradigms. Pre-requisite: CSCI 220, CSCI 250
- CSCI310 **COMPILER CONSTRUCTION** (3) Study of grammars, syntax, semantics, interpreters, and compilers. Including the construction of a simple language and a compiler/interpreter. Pre-requisite: CSCI 220, CSCI 250; CSCI 260 is also recommended
- CSCI320 **OPERATING SYSTEMS** (3) Operating system software and hardware design and implementation; tasks and processes; process coordination, synchronization, and scheduling; physical and virtual memory organization; file systems and naming; security and protection. Pre-requisite: CSCI 210, CSCI 220; CSCI 260 is also recommended
- CSCI321 **NUMERICAL ANALYSIS** (3) (MATH321) Accuracy; function evaluation and approximation; systems of linear equations; nonlinear equations; numerical differentiation and integration; solutions to differential equations. Pre-requisite: CSCI 180 MATH 171
- CSCI330 **ADVANCED/APPLIED SYSTEMS** (3) Databases design, relational database, model, human-user interfaces, computer graphics, networking, device management, distributed and real-time systems. Pre-requisite: CSCI 320, CSCI 210; MATH 210 is also recommended



- CSCI350 **ADVANCED ALGORITHMS & THEORY** (3) Advanced algorithm design and analysis of algorithms; NP-Completeness, parallel algorithms; heuristic techniques for intractable problems. Pre-requisite: CSCI 220; CSCI 250 is also recommended
- CSCI370 **ARTIFICIAL INTELLIGENCE** (3) Methods of problem solving in artificial intelligence. Heuristics, evaluation functions, search strategies, and a survey of AI projects. Introduction to LISP or other language used for AI programming. Pre-requisite: CSCI 220
- CSCI380 **TOPICS IN COMPUTER SCIENCE** (1 to 3) Advanced computer science topics, specified by instructor.
- CSCI390 **SENIOR SEMINAR & PROJECT** (2 to 3) Design, implementation, documentation, and presentation of a significant computer science project. Pre-requisite: Senior Computer Science major
- CSCI395 **COOP EDUCATION IN COMP SCI** (3) Integrates professional work experience with classroom training by providing students with advanced hands on work experience in a real software engineering environment under the direct supervision of a professional software developer. Pre-requisite: CSCI 170, CSCI 180, CSCI 181, CSCI 210, CSCI 220, CSCI 260, COMM 207 Students must meet Co-Op program requirements and have the approval of their departmental advisor.
- CSCI397 **SPECIAL READING IN COMP SCIENCE** (3) Credit by arrangement with instructor.

(ECON) Economics

Undergraduate Courses

- ECON200 **MICROECONOMIC PRINCIPLES** (3) Principles governing the efficient allocation of the nation's scarce resources. Economic behavior of consumers, producers, and resource owners.
- ECON201 **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. Pre-requisite: ECON 200
- ECON209 **ECONOMICS AND PUBLIC ISSUES** (3) Analysis of a series of public issues from economic and ethical perspectives. ECON 209 does not count as an economics elective or a business elective, but does count as an E/RS Focus elective. Pre-requisite: PHIL 100, THEO 111; Co-requisite: PHIL 100, THEO 111
- ECON300 **INT'L TRADE & BUS 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. Pre-requisite: ECON 201
- ECON303 **CO-OP EDUCATION/ECONOMICS: JR** (3 to 6) An elective cooperative experience where students earn academic credit while performing approved economic-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.750 GPA, departmental approval
- ECON305 **MICROECONOMIC ANALYSIS** (3) An in-depth study of consumer behavior, production costs, the firm, market structure, factor markets, and general equilibrium analysis. Pre-requisite: ECON 201
- ECON306 **MACROECONOMIC ANALYSIS** (3) Theoretical foundations of understanding GDP, inflation, unemployment, and economic growth. Controversies in modern macro theory. Pre-requisite: ECON 201
- ECON315 **HISTORY OF ECONOMIC THOUGHT** (3) Ideas and theories of major contributors to economic thought, including, Smith, Mill, Marx, and Keynes. Primary sources will be used. Fulfills the E/RS focus elective. Pre-requisite: ECON 201, PHIL 100, THEO 111
- ECON316 **GLOBALIZATION** (3) (POLI316, THEO316) Over the last decade globalization has been the cause of much hope and promise; at the same time it has been the cause of the student, worker and environmentalist protests all over the world. The course



- will be an interdisciplinary examination of the political, cultural, economic, theological, and ethical dimensions of globalization. It will be team-taught by faculty from economics, political science, theology and the E/RS program. There will also be a number of invited experts from the US and abroad who will meet with the class.
- ECON320 **NATURAL RESOURCE ECONOMICS** (3) Economic analysis of managing the environment and allocating natural resources. Historical roots and ethical consequences of existing problems and policies are explored. Fulfills the E/RS Focus elective. Pre-requisite: ECON 200, PHIL 100, THEO 111; Co-requisite: PHIL 100, THEO 111
- ECON323 **INTRO TO MATHEMATICAL ECONOMICS** (3) Synthesis of mathematical techniques and economic theory. A mathematical review of economic models, static equilibrium, comparative statics, optimization, dynamic analysis, and mathematical programming. Pre-requisite: ECON 201, MATH 150
- ECON330 **COMPARATIVE ECON SYSTEMS** (3) Study of systemic properties of alternative capitalist, socialist, traditional, and utopian economies. Pre-requisite: ECON 201
- ECON340 **U.S. ECONOMIC HISTORY** (3) (HIST320) Economic evolution of the U.S. from colonial times to the present. Pre-requisite: ECON 201
- ECON341 **ECON OF DEVELOPING COUNTRIES** (3) Analysis of the main problems of developing countries, methods of generating growth and development, and consideration of the international distribution of wealth. Pre-requisite: ECON 201
- ECON390 **TOPICS IN ECONOMICS** (3) Selected problems. Examples include: energy, natural resource, environmental and urban economics. May be taken for credit more than once. Pre-requisite: ECON 201
- ECON398 **SEM: ENVIRONMENTAL STUDIES** (3) (BIOL398) A practicum which provides experience in measuring environmental damage and performing cost benefit analysis of alternative solutions. A local environment issue is selected and each student is responsible for investigating a facet of the problem, analyzing and interpreting data, and exploring the economic, ecological and ethical consequences of alternative problem resolutions. Pre-requisite: BIOL 250, ECON 320
- ECON403 **CO-OP EDUCATION/ECONOMICS: SR** (3 to 6) An elective cooperative experience where students earn academic credit while performing approved economic-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.750 GPA, departmental approval required
- ECON406 **ADVANCED MACROECONOMICS** (3) Detailed study of varying topics in macroeconomic analysis. Pre-requisite: ECON 306
- ECON410 **APPLIED ECONOMETRICS** (3) The construction and testing of economic models. Emphasis given to linear regression techniques, special problems in estimating economic relationships, and interpretation of results. Pre-requisite: ECON 305 or ECON 306, STAT 200
- ECON430 **INDUSTRIAL ORGANIZATION** (3) Basic conditions, market structures, conduct and performance of American industry. Public policy related to the problems of monopoly and business conduct. Pre-requisite: ECON 305
- ECON440 **PUBLIC FINANCE** (3) Role of government in the economy. An analysis of the principles of government expenditure and taxation. Pre-requisite: ECON 305
- ECON450 **INTERNATIONAL ECONOMICS** (3) Basis for trade between nations. Barriers to trade. Balance of payments. Exchange rate determination. Monetary and fiscal policies in an open economy. Pre-requisite: ECON 305, ECON 306; Co-requisite: ECON 306
- ECON460 **LABOR ECONOMICS** (3) Analysis of labor market behavior. Issues of compensation, human capital investment, unionization, discrimination, and the influence of the labor market on the macro economy. Pre-requisite: ECON 305
- ECON495 **MANAGERIAL ECONOMICS** (3) Applied microeconomic analysis for decision-making within the business firm. Emphasis on forecasting, demand and cost estimation, pricing techniques, project and risk evaluation. Pre-requisite: ECON 305, STAT 200



ECON499 **TUTORIAL COURSE** (2 to 3) Special reading and study for advanced students. Approval of department chair and dean required.

Graduate Courses

- ECON705 **APPLIED ECONOMIC ANALYSIS** (4) Students analyze the economic behavior of the consumer and producer and combine economic theory and applications in order to understand and evaluate the national and international environment. Classical and contemporary economic models provide the framework for analysis and real world application. Current economic issues and the impact of monetary and fiscal policies are considered. Pre-requisite: Admission to the Executive MBA program
- ECON801 **MACROECONOMIC ANALYSIS** (2) Introduction to the economic way of thinking: scarcity, choice, opportunity cost, comparative advantage, and supply and demand analysis. Basic macroeconomic terminology. The aggregate demand explanation of economic fluctuations. Introduction to monetary and fiscal policy.
- ECON802 **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. Pre-requisite: ECON 801 or equivalent
- ECON901 **GLOBAL ECONOMIC ENVIRONMENT** (3) Description and analysis of macroeconomics policies in a global environment, with emphasis on how international trade and capital flows affect the impact of monetary, fiscal, and supply-side policies on traditional macroeconomic variables. Pre-requisite: ECON 801, ECON 802 or equivalent
- ECON902 **MANAGERIAL ECONOMICS** (3) Economic analysis as applied to practical business operations. Topics include demand analysis, forecasting, cost analysis, and pricing techniques. Pre-requisite: ECON 901
- ECON927 **INTERNATIONAL ECON & BUSINESS** (3) Growth and direction of trade, internationalization of business, role of governments. Mechanics of financing foreign trade and investment. Pre-requisite: ECON 801
- ECON932 **BUSINESS FORECASTING** (3) Development and application of statistical techniques used in short-term forecasting. Pre-requisite: STAT 801, ECON 901
- ECON935 **BUSINESS & PUBLIC POLICY** (3) Analysis of the role and impact of public policy in a market environment including an analysis of the causes and consequences of market failure, antitrust legislation and enforcement issues, and social regulation such as consumer and environmental protection legislation. Pre-requisite: ECON 901
- ECON990 **SEM: CURRENT ECON PROBLEMS** (3) Topics selected from current significant theory and policy issues. Pre-requisite: ECON 901
- ECON995 **INDIVIDUAL READINGS & RESEARCH** (2 to 3) Open to especially qualified students with the consent of the department chair and dean.

(ED _) Education

(EDAD) EDUCATION: ADMINISTRATION

Graduate Courses

- EDAD543 **SUPERVISION OF INSTRUCTION** (3) Study of formative and summative supervision processes with emphasis on accountability and utilizing supervision for individual professional growth. Includes practical application of state mandated instructional policies and processes.
- EDAD547 **CONTEMPORARY PROBLEMS OF ED** (1 to 3) Study of current problems that are proving perplexing within the multiple context of administration and leadership: finance, law, curriculum, philosophy, political, and research
- EDAD560 **PUPIL PERS ACCTNG & RECORDS MGMT** (3) Designed to prepare Kentucky school personnel for Director of Pupil Personnel.



- EDAD561 **ADMIN OF PUPIL PERSONNEL SERVICE** (2 to 3) Duties and functions involved in administering pupil personnel services and in pupil accounting. Responsibilities of the director of pupil personnel. Systemized record management.
- EDAD562 **POLITICAL STRUCTURE & PUBLIC REL** (3) Relations of school and community. Effective use of public relations media- press, radio, television. The political system, structures, and schools.
- EDAD563 **SCHOOL BUS AFFAIRS & PHYS FACIL** (3) Budgetary control, purchasing, food, supplies, equipment and machinery, school insurance, plant records, maintenance and repair, pupil transportation, utilization of facilities. In addition, the school construction process is reviewed and analyzed.
- EDAD564 **ADMIN OF STAFF PERSONNEL** (3) Staff personnel program, hiring, fringe benefits, salary schedules, staff development and evaluation. Employer-employee relations, collective bargaining and contract management.
- EDAD565 **SCHOOL LAW I** (3) Legal framework within which schools operate. Federal and state precedents. State code. Legal provisions for school finance.
- EDAD566 **SCHOOL FINANCE & ECONOMICS** (3) Current issues, financing American elementary and secondary education, revenue sources and expenditures. Ohio school financing. Economic system and cycles. The economy and its influence on the schools.
- EDAD570 **POLICY PLANNING & EVALUATION** (3) Strategic planning, assessment and evaluation of educational programs and student achievement.
- EDAD572 **EDUCATIONAL TECHNOLOGY** (3) Computer technology for school management within the administrative functions of pupil personnel, staff personnel, financial management, and non-instructional services.
- EDAD660 **CURR DESIGN & TEACH STRATEGIES** (3) Theory and practice of curriculum design, development, implementation and evaluation. Correlates curriculum and teaching strategies. Includes formative and summative supervisory functions.
- EDAD771 **INTERNSHIP: PRINCIPAL I** (3)
- EDAD772 **INTERNSHIP: SPEC - RESEARCH I** (3)
- EDAD773 **INTERNSHIP: SEPC - STAFF PERS I** (3)
- EDAD774 **INTERNSHIP: SPEC - CURR INST I** (3)
- EDAD775 **INTERNSHIP: SPEC - PUPIL SVCS I** (3)
- EDAD776 **INTERNSHIP: SPEC - SCH/COM RELAT I** (3)
- EDAD777 **INTERNSHIP: SPEC - VOCATIONAL ED I** (3)
- EDAD778 **ADVANCED ADMINISTRATIVE PRACTICE** (3) A 100 field experience in organizational, strategic, instructional, and community and political leadership. Class activities include administrative theory, resume writing, and in interview skills.
- EDAD779 **INTERNSHIP: SUPERINTENDENCY I** (3)
- EDAD781 **INTERNSHIP: PRINCIPAL II** (3)
- EDAD782 **INTERNSHIP: SPEC - RESEARCH II** (3) Administrative licensure requirements include a six-hour internship in the specific area for which licensure is being sought. The student is expected to actively participate in a specific dimension of leadership in the school and/or school district as well as other related agencies or groups. The student will work under the supervision of a Xavier faculty member and a designated school representative. The student will be expected to develop a portfolio during the internship.
- EDAD783 **INTERNSHIP: SPEC - STAFF PERS II** (3) Administrative licensure requirements include a six-hour internship in the specific area for which licensure is being sought. The student is expected to actively participate in a specific dimension of leadership in the school and/or school district as well as other related agencies or groups. The students will work under the supervision of a Xavier faculty member and a designated school representative. The student will be expected to develop a portfolio during the internship.
- EDAD784 **INTERNSHIP: SPEC - CURR INST II** (3) Administrative licensure requirements include a six-hour internship in the specific area for which licensure is being sought.



- The student is expected to actively participate in a specific dimension of leadership in the school and/or school district as well as other related agencies or groups. The student will work under the supervision of a Xavier faculty member and a designated school representative. The student will be expected to develop a portfolio during their internship.
- EDAD785 **INTERNSHIP:SPEC - PUPIL SVCS II (3)** Administrative licensure requirements include a six-hour internship in the specific area for which licensure is being sought. The student is expected to actively participate in a specific dimension of leadership in the school and/or school district as well as other related agencies or groups. The student will work under the supervision of a Xavier faculty member and a designated school representative. The student will be expected to develop a portfolio during their internship.
- EDAD786 **INTERNSHIP:SPEC-SCH/COM RELAT II (3)** Administrative licensure requirements include a six-hour internship in the specific area for which licensure is being sought. The student is expected to actively participate in a specific dimension of leadership in the school and/or school district as well as other related agencies or groups. The student will work under the supervision of a Xavier faculty member and a designated school representative. The student will be expected to develop a portfolio during the internship.
- EDAD787 **INTERNSHIP:SPEC-VOCATIONAL ED II (3)** Administrative licensure requirements include a six-hour internship in the specific area for which licensure is being sought. The student is expected to actively participate in a specific dimension of leadership in the school and/or school district as well as other related agencies or groups. The student will work under the supervision of a Xavier faculty member and a designated school representative. The student will be expected to develop a portfolio during the internship.
- EDAD789 **INTERNSHIP:SUPERINTENDENCY II (3)**

(EDAT) EDUCATION: ATHLETIC TRAINING
Undergraduate Courses

- EDAT143 **INTRO TO ATHLETIC TRAINING (3)** Overview course including basic components of a comprehensive athletic training career outlining the prevention, recognition and evaluation of athletic injuries. History, philosophy and career opportunities of the profession; emergency procedures; tissue healing; taping procedures; ethical and legal considerations; and the organization and administration of athletic training programs.
- EDAT150 **ATHLETIC TRAINING PRACTICUM I (1)** A practicum for students preparing to become athletic trainers. Emphasis on introductory skills, techniques, and training room management. Includes a focus on risk management/injury prevention and acute care of athletic injuries and illnesses as well as evaluation of visceral injuries and illnesses, assessment of general medical conditions and disabilities. Pre-requisite: EDAT 143 EDAT 323 and admission to the program
- EDAT250 **ATHLETIC TRAINING PRACTICUM II (1)** A practicum for students preparing to become athletic trainers. Emphasis on the skills of taping, padding, and bracing. Pre-requisite: EDAT 150 and documented 100 cumulative hours of athletic training clinical experience
- EDAT323 **RECOG & EVAL- ATHLETIC INJURIES (3) (EDAT523)** A comprehensive study of the screening of internal injuries in athletic participation. Emphasis on prevention, recognition, and treatment of life-threatening injuries. Pre-requisite: EDAT 143
- EDAT343 **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.
- EDAT344 **THERAPEUTIC EXERCISE (3)** A comprehensive study of the application of manual therapy, neuromuscular re-education, movement and exercise as each relates



to the varied and detailed goals of rehabilitation and re-conditioning for injured physically active individuals. Emphasis on pathologies and their relationships to therapeutic exercise. Pre-requisite: EDAT 343

EDAT345 **ORTHOPEDIC INJURIES I** (3) (EDAT545) A comprehensive study of the lower extremity including foot, ankle, knee, thigh, hip, and pelvis with attention to prevention, recognition, and rehabilitation of related injuries.

EDAT346 **ORTHOPEDIC INJURIES II** (3) (EDAT546) A comprehensive study of the upper extremity including fingers, hand, wrist, arm and shoulder complex with special attention to prevention, recognition and rehabilitation of related injuries.

EDAT347 **ORTHOPEDIC INJURIES III** (3) (EDAT547) A comprehensive study of the head, neck, and spine with special attention to prevention, recognition, and rehabilitation of related injuries.

EDAT350 **ATHLETIC TRAINING PRACTICUM III** (1) A practicum for students preparing to become athletic trainers. Emphasis on therapeutic modalities, therapeutic exercise and pharmacological practices. Pre-requisite: EDAT 250 and documented 300 cumulative hours of athletic training clinical experience

EDAT386 **ADVANCED KINESIOLOGY** (2) (EDAT586) In-depth study designed for Athletic Training majors. Study of human movement including analysis of muscular physiology, biomechanics, principles of physics as applied to joint movement through individual muscular contractions. Emphasis on biomechanical analysis for the prevention and treatment of athletic injuries. Pre-requisite: BIOL 140 BIOL 143 Co-requisite: EDAT 387

EDAT387 **ADVANCED KINESIOLOGY LAB** (1) Laboratory course covering concepts in EDAT 386. Co-requisite: EDAT 386

EDAT450 **ATHLETIC TRAINING PRACTICUM IV** (1) A practicum for students preparing to become athletic trainers. Emphasis on advanced injury assessment techniques, psychosocial intervention and referral, professional development, and health care administration. Pre-requisite: EDAT 350 EDAT 375 and documented 550 cumulative hours of athletic training clinical experience

EDAT470 **INDEPENDENT STUDY** (1 to 3) Investigate an area of interest within the area of sports medicine. Pre-requisite: Advisor's approval

EDAT492 **ATHLETIC TRAINING: SENIOR SEMINAR** (3) (EDAT592) A culminating experience which presents an extensive overview of the entire professional preparation in Athletic Training. Resume writing, job interviewing skills, and graduate school selection are included. Pre-requisite: documented 800 cumulative hours of athletic training clinical experience.

EDAT495 **INTERNSHIP IN ATHLETIC TRAINING** (1 to 9) (EDAT595) The student athletic trainer will assist in the total operation of a training room, all sports teams, and day-to-day management. Pre-requisite: EDAT 410 EDAT 492 documented 1100 cumulative hours of athletic training clinical experience

Graduate Courses

EDAT523 **ADV REC & EVAL OF INTER INJURIES** (3) (EDAT323) A comprehensive study of the screening of internal injuries in athletic participation. Emphasis on prevention, recognition, and treatment of life-threatening injuries. Pre-requisite: EDAT 543

EDAT543 **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.

EDAT545 **ADV ORTHOPEDIC INJURIES I** (3) (EDAT345) A comprehensive study of the lower extremity including the foot, ankle, knee, thigh, hip, and pelvis with attention to prevention, recognition and rehabilitation of related injuries.



- EDAT546 **ADV ORTHOPEDIC INJURIES II** (3) (EDAT346) A comprehensive study of the upper extremity including the fingers, hand, wrist, arm, and shoulder complex with attention to prevention, recognition, and rehabilitation of related injuries.
- EDAT547 **ADV ORTHOPEDIC INJURIES III** (3) (EDAT347) A comprehensive study of the head, neck, and spine with attention to prevention, recognition, and rehabilitation of related injuries.
- EDAT586 **ADVANCED KINESIOLOGY** (3) (EDAT386) In-depth study designed for Athletic Training majors. Study of human movement including analysis of muscular physiology, biomechanics, and principles of physics as applied to joint movement through individual muscle contractions. Emphasis on biomechanical analysis for the prevention and treatment of athletic injuries. Pre-requisite: BIOL 140-143, MATH 165
- EDAT592 **ADV SEMINAR/EXAM PREP** (3) (EDAT492) A cumulating experience which presents an extensive overview of the entire professional preparation in Athletic Training. Resume writing, job interviewing skills, and graduate school selection are included. Pre-requisite: EDAT 450 documented 800 cumulative hours of athletic training clinical experience
- EDAT595 **ADV INTERNSHIP IN ATHLETIC TRAIN** (1 to 9) (EDAT495) The student athletic trainer will assist in the total operation of a training room, all sports teams, and day-to-day management during their final semester. Pre-requisite: EDAT 592, EDAT 410, documented 1100 cumulative hours of athletic training clinical experience

(EDCH) EDUCATION: CHILDREN'S LITERATURE

Undergraduate Courses

- EDCH305 **STORYTELLING AS A CULTURAL CRAFT** (3) (EDCH505) Study and practice in the art of storytelling. Emphasis on both classroom application and formal program presentation.
- EDCH310 **WRITING & PUBLISHING FOR CHILDREN** (3) (EDCH510) Detailed guidance for all aspects of teaching, using and developing writing for children, from workshop methods to pre-writing and revising, to issues of grammar and evaluation, to publication of various genre of writing.
- EDCH315 **ADOLESCENT LITERATURE** (3) (EDCH515) Focused study of the literature available for classroom use of the adolescent. Current and classic authors and illustrators of both fiction and nonfiction studies.
- EDCH320 **MULTI-CULTURAL LIT FOR CHILDREN** (3) (EDCH520) Multiculturalism and the politics of Children's Literature. Study of literature by and about African Americans, Native Americans, Hispanics, and other racially and ethnically diverse peoples. Strategies for classroom use and selection.
- EDCH324 **CHILDREN'S LIT FOR EARLY CHILD** (3) (EDCH524) Children's literature for early childhood licensure. Study of literary genre to include picture books, poetry, traditional literature, fiction and nonfiction appropriate for language development and curriculum of the emergent reader.
- EDCH326 **CHILDREN'S LIT FOR MIDDLE CHILD** (3) (EDCH526) Children's literature for the middle school licensure. Study of literary genre from picture books to non-fiction as it applies across the content curriculum of the middle school.

Graduate Courses

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

- EDCH501 **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.
- EDCH505 **STORYTELLING AS A CULTURAL CRAFT** (3) (EDCH305) Study and practice in the art of storytelling. Emphasis on both classroom application and formal program presentation.



- EDCH510 **WRITING & PUBLISHING FOR CHILDREN** (3) (EDCH310) Detailed guidance for all aspects of teaching, using and developing writing for children, from workshop methods to pre-writing and revising, to issues of grammar and evaluation, to publication of various genre of writing.
- EDCH515 **ADOLESCENT LITERATURE** (3) (EDCH315) Focused study of literature available for classroom use of the adolescent. Current and classic authors and illustrators of both fiction and nonfiction studies.
- EDCH520 **MULTI-CULTURAL LIT FOR CHILDREN** (3) (EDCH320) Multiculturalism and the politics of Children's Literature. Study of literature by and about African Americans, Native Americans, Hispanics, and other racially and ethnically diverse peoples. Strategies for classroom use and selection.
- EDCH524 **CHILDREN'S LIT FOR EARLY CHILD** (3) (EDCH324) Children's literature for early childhood licensure. Study of literacy genre to include picture books, poetry, traditional literature, fiction and non-fiction appropriate for language development and curriculum of the emergent reader.
- EDCH525 **ANAL OF CHILD LIT IN GLOBAL SOC** (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.
- EDCH526 **CHILDREN'S LIT FOR MIDDLE CHILD** (3) (EDCH326) Children's literature for the middle school licensure. Study of literary genre from picture books to non-fiction as it applies across the content curriculum of the middle school.

(EDCO) EDUCATION: COUNSELING

Undergraduate Courses

- EDCO141 **CAREER AND LIFE PLANNING** (2) Course is designed to provide knowledge and skill in personal career and life planning, particularly for those who are undecided about their college major and/or future career plans. Emphasis is placed on identifying strengths, clarifying values, exploring career options and developing effective decision-making skills.
- EDCO434 **INTRO TO RATIONAL BEHAV THERAPY** (2) (CJUS430, CJUS530) Rational emotive behavioral therapy is a self-help form of counseling which teaches people how to increase their skill in reasoning so that they will be better able to deal with problems and stresses of daily living. It can enable normal people to improve their lives and disturbed people to regain emotional and mental health.

Graduate Courses

- EDCO501 **LIFESPAN DEVELOPMENT** (3) Understanding of the nature and needs of individuals at all developmental levels, learning theory and personality development, normal and abnormal behavior, lifespan transitions.
- EDCO509 **COUNSELING RESEARCH METHODS** (3) Investigation into counseling research. Review of literature, planning research, and methods of conducting research.
- EDCO519 **COPING WITH DEATH & DYING** (2) Awareness of the grief process. Counseling techniques to assist those experiencing loss.
- EDCO533 **COUNSELING THEORIES & TECHNIQUES** (3) Theory of counseling, case method, relationships to testing and to other sources of data, interviewing, place and value of records, clinical procedures.
- EDCO534 **ELEMENTARY SCHOOL COUNSELING** (2) Principles, philosophy, administration, and organization of guidance services in the elementary school setting. Role and function of the counselor.
- EDCO536 **GROUP PROCESS** (3) Laboratory course with required participation in a growth group. Individual relations. For counseling, teaching, and persons involved in personnel work.
- EDCO537 **INTRO TO SCHOOL COUNSELING** (3) Administrative operations related to school counseling services, personnel and staffing, budget, and public relations.



- EDCO579 **PSYCHOLOGICAL & ACHIEVE TESTING** (2) Group tests. Testing procedures. Rationale of intelligence, aptitude, achievement, interest, and personality tests. Selection and evaluation of group tests.
- EDCO630 **INTRO TO COMMUNITY COUNSELING** (2) Historical developments and current practice in various counseling settings.
- EDCO631 **COUNSELING ISSUES AND ETHICS** (2) Ethical responsibilities of the counselor and counseling as a profession.
- EDCO632 **INTRODUCTION TO REALITY THERAPY** (2 to 3) Theory, practice, strength, dynamics of failure, success identity.
- EDCO633 **SUBSTANCE ABUSE** (2) Follow-up of disease concept of alcoholism. Exploration of intervention techniques in alcohol and other drugs.
- EDCO634 **BRIEF COUNSELING INTERVENTIONS** (2) This course is an introductory seminar to brief solution-oriented counseling principles and techniques. Examination of underlying values and assumptions of brief counseling with particular emphasis on the theory and practice of intervention strategies and techniques.
- EDCO636 **CAREER COUNSELING** (3) A study of career choice theories. Sources of occupational information assessment. Models related to career development programs in various settings.
- EDCO638 **CROSS-CULTURAL COUNSELING** (2) Impact of culture on the counseling process as well as an understanding of cultural differences (e.g., race, gender, ethnicity).
- EDCO639 **DRUG COUNSELING** (2) Concepts of drug and alcohol counseling. Various models of chemical dependency are explored.
- EDCO640 **FAMILY RELATIONS** (2) Issues related to the family and various theories of family counseling.
- EDCO642 **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.
- EDCO662 **SPECIAL STUDY: COUNSELING** (1 to 3) Individualized in-depth study of specialized counseling topic.
- EDCO669 **COUNSELING PRACTICUM I** (3) Practicum experience involves completing audio-taped interviews with bona fide clients and producing case history write-ups. Students in EDCO 669 must carry liability insurance purchased through the university.
- EDCO670 **SCHOOL COUNSELING INTERNSHIP** (2 to 6) This field course comes at the end of the Counseling Program and serves in lieu of a comprehensive exam. A minimum of 600 clock hours of supervised counseling experiences in a School Counseling Program is required. Normally students are expected to find their own placement. However, please consult the program clinical coordinator needed. Students in EDCO 670 must carry liability insurance purchased through the University. Pre-requisite: EDCO 533, EDCO 536, EDCO 631, EDCO 669
- EDCO671 **COUNSELING INTERNSHIP** (1 to 6) An experiential integrative field placement in counseling under the direction of an approved supervisor. The experience requires a minimum of 600 hours, of which 240 hours are in direct services which include the diagnosis and treatment of mental and emotional disorders and conditions. Pre-requisite: EDCO 533, EDCO 536, EDCO 631, EDCO 669
- EDCO760 **PERSONALITY & 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.
- EDCO761 **APPL OF PSNTY THEORY TO CLIN POP** 3) Description, evaluation, and application of specific personality theories in the context of mental health work with children, adolescents, young and middle-life adults, and the aged.



- EDCO762 **INTEL & PERSONALITY ASSESSMENT** (4) Emphasis is placed on methods of administering and interpreting individual and group standardized tests. Evaluation techniques of mental and emotional status, including use of assessment procedures and diagnosis and treatment planning are reviewed.
- EDCO763 **DIAGNOSIS OF PSYCHOPATHOLOGY** (3) A conceptual overview of the foundations of psychodiagnostics. Exposure to both psychodynamic concepts and theory as well as behavioral, descriptive diagnosis as advocated by the DSM IV-R. This includes the development of a framework for identifying the signs and symptoms of psychosis, personality disorders, and neuroses in children, adolescents, young, and middle-life adults, and the aged.
- EDCO764 **COUNSELING AND PSYCHOTHERAPY** (3) Theoretical and applied understandings of the psychotherapeutic process including the study of the psychological methods of intervention such as person-centered, psychoanalytic, hypnotherapy, and psychotherapy. Also covered are educational intervention methods such as rational-emotive therapy, reality therapy, and psychosocial rehabilitation.
- EDCO765 **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.
- EDCO766 **INTERVENTION SKILLS FOR SMD** (3) Specific interventions and treatment strategies with severely mentally disabled individuals in both individual and group settings including developing and implementing a treatment plan, reporting and assessing progress of treatment, appropriate psychological, educational, and specialized intervention techniques for use with clients.
- EDCO773 **COUNSELING PRACTICUM II** (2) A supervised training experience providing individual or group counseling to bona fide clients seeking services from counselors.

(EDEC) EARLY CHILDHOOD

Undergraduate Courses

- EDEC210 **EARLY CHILDHOOD DEVELOPMENT** (3) Specific study of children ages three to eight, developmental differences in young children, growth and health, developmentally appropriate practice in educational settings, assessment practices with young children. Pre-requisite: EDFD 110
- EDEC230 **PLAY IN EARLY CHILDHOOD EDUC** (3) Theory and practice concerning development aspects of play, creativity, imagination, and their relationship to music, movement, and creative drama. Teacher's role in preparation of the play environment, including issues of special needs children. Pre-requisite: EDFD 100, EDFD 110, EDEC 210
- EDEC325 **METHODS OF OBSERVATION/COLLABOR** (3) Observation techniques, classroom management, assessment, parent and staff communication, and field practice in observation. Consultation/collaboration skills with child service professionals. Pre-requisite: EDFD 100, EDFD 110, EDEC 210
- EDEC330 **MATH/SCIENCE BLOCK-EARLY CHLD ED** (6) Math and science instructional strategies, skills and content integrated with field experience in early childhood settings. Formal and informal assessment strategies. Ohio Model Competency-Based Math and Science Programs reviewed. Adaptations and modifications for diverse learners. Field experiences. Pre-requisite: EDFD 100, EDFD 110, EDEC 210
- EDEC331 **EARLY CHILDHOOD MATH/SCI COHORT** (4) This course is designed to prepare students to teach science and mathematics to children at age 3 to grade 3. Learning format consists primarily of hands-on, minds-on activities, demonstrations, peer teaching, class discussions, and field experiences. Attention to National and Ohio standards. Pre-requisite: Cohort admission and progression. Co-requisite: EDEC 325, EDEC 336



- EDEC335 **LANG ARTS/SOCIAL ST-EARLY CHD ED (6)** Instructional strategies. Oral and written language skills. Reading and children's literature for the integrated curriculum. Integrated language arts and social studies. Formal and informal assessment strategies. Ohio Model Competency-Based Language Arts and Social Studies Programs reviewed. Adaptations for diverse learners. Pre-requisite: EDFD 100, EDEC 210, EDRE 312, EDCH 324, and Field experience
- EDEC336 **EARLY CHILDHOOD LA/SOC ST COHORT (4)** This course is designed to prepare students to integrate language arts and social studies using instructional strategies, oral and written language skills, reading and children's literature for the integrated curriculum, formal and informal assessment strategies, adaptations for diverse learners, as well as review the Ohio Model Competency - Based Language Arts and Social Studies Programs for children age 3 to grade 3. Pre-requisite: Cohort admission and progression. Co-requisite: EDEC 325, EDEC 331
- EDEC340 **INTEGRATED CURR-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. Pre-requisite: EDFD 100, EDFD 110, EDEC 210
- EDEC450 **STUDENT TEACHING:EARLY CHILDHOOD (1)** Fourteen weeks of supervised full day student teaching under a master teacher. Reflective practice and team teaching. Weekly seminar. Pre-requisite: EDFD 100, 200, and 300 level courses EDEC 100, 200, and 300 level courses; Co-requisite: EDEC 451
- EDEC451 **SEMINAR: CURRENT ISSUES/EARLY CH (1)** This seminar will address pertinent issues to teacher certification, professional development, and career preparation for the early childhood teacher. Pre-requisite: EDFD 100, 200, and 300 level courses EDEC 100, 200, and 300 level courses; Co-requisite: EDEC 450
- EDEC455 **COHORT: CURRENT ISSUES (1)** This seminar style course addresses pertinent issues related to the day to day student teaching experience, professional conduct, teacher licensure and career preparation. Emphasis on NAEYC standards and Pathwi/ Praxis criteria. Pre-requisite: Majors Only.

Graduate Courses

- EDEC555 **EARLY CHILDHOOD CARE/PRACTICES (6)** This course holistically examines aspects of working as an early childhood professional with families and children birth through age 8. Issues on the education and care of these young children with and without disabilities from various cultural and socioeconomic backgrounds will be studied. Issues include, but are not limited to, full day childcare, early intervention, early childhood special education, early childhood education, and best practices in facilitating young children's learning and development. The course content examines current theories, theorists, programs, and practices in early childhood care/education and child development. The course requires 20 hours of supervised field experience. Pre-requisite: Students must be admitted to the early childhood graduate cohort.
- EDEC558 **PLAY AND ARTS IN EARLY CHILDHOOD (4)** Theory and practice concerning developmental aspects of play and creativity and their relationship to music, movement, creative drama and the visual arts. Art production techniques. Active emphasis on age appropriate art activities as well as student's own artistic development. Teacher's role in preparation of environment for children from diverse backgrounds and special needs. Pre-requisite: Majors Only.

(EDEL) EDUCATION: ELEMENTARY EDUCATION

Undergraduate Courses

- EDEL201 **ARTS AND 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. Pre-requisite: ARTS 221, MUSC 120 or MUSC 121 EDEL 100, EDEL 251, EDFD 140, EDFD 142



- EDEL311 **TEACHING SCIENCE** (2) (EDEL511) Curriculum integrated course in teaching science methods. Pre-requisite: EDEL 100, EDFD 140, EDFD 142
- EDEL312 **TEACHING SOCIAL STUDIES** (2) (EDEL512) Emphasis on social science curriculum, multicultural implications and instructional strategies. Pre-requisite: EDEL 100, EDEL 251, EDFD 140, EDFD 142
- EDEL313 **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. Pre-requisite: EDEL 100, EDEL 251, EDFD 140, EDFD 142
- EDEL314 **TEACHING READING** (3) (EDEL514) Developmental process of reading, reading in the content areas, determining needs of children. Pre-requisite: EDEL 100, EDEL 251, EDFD 141, EDFD 142
- EDEL315 **TEACHING MATHEMATICS** (3) (EDEL515) Mathematics in the elementary school. Materials, methods, and content. Pre-requisite: EDEL 100, EDEL 251, EDFD 140, EDFD 142
- EDEL316 **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. Pre-requisite: EDEL 100, EDEL 251, EDFD 140, EDFD 142
- EDEL317 **TEACHING LANGUAGE ARTS** (3) (EDEL517) Curriculum, oral and written language, spelling, mechanics of writing, linguistics. Pre-requisite: EDEL 100, EDEL 251, EDFD 140, EDFD 142
- EDEL318 **SOCIAL STUDIES/MULTICULT BLOCK** (5) (EDEL518) Methods for teaching the social sciences with a multicultural perspective. Field work highlights cultural diversity. Field and clinical experiences required. Pre-requisite: EDEL 100, EDEL 251, EDFD 140, EDFD 142
- EDEL326 **CHILDREN'S LITERATURE** (3) (EDEL526) Survey of literature available for elementary age children; how to use literature in the classroom.
- EDEL327 **ADOLESCENT LITERATURE** (3) (EDCH515) Survey of literature available for adolescents; how to use literature in the classroom.
- EDEL370 **JUNIOR FIELD EXPERIENCE** (2) Observation, teaching and evaluation; major subject areas: reading, language arts, mathematics, social studies, and science. Pre-requisite: All methods courses, EDEL 370 not taken when block courses are taken.
- EDEL471 **ELEM STUDENT TEACHING & SEMINAR** (9) (EDEL474, EDEL475, EDEL476, EDEL477) Classroom teaching, five days a week for 15 weeks.
- EDEL472 **CURR DESIGN & TEACH STRATEGIES** (3) Final preparation course for entry into the profession. Integrates the diverse learnings of classroom and field work.
- EDEL474 **ELEM STU TEA & SEM: SPEC ED DH** (9) (EDEL471, EDEL475, EDEL476, EDEL477) Classroom teaching, five days a week for 15 weeks.
- EDEL477 **ELEM STU TEA & SEM: SPEC ED SLD** (9) (EDEL471 EDEL474 EDEL475 EDEL476) Classroom teaching, five days a week for 15 weeks.
- EDEL498 **INDEPENDENT STUDY** (1 to 3) Readings and assignments under direction of professor.
- Graduate Courses**
- EDEL500 **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.
- EDEL511 **TEACHING SCIENCE** (2) (EDEL311) Curriculum integrated course in science.
- EDEL512 **TEACHING SOCIAL STUDIES** (2) (EDEL312) Curriculum, multicultural applications.
- EDEL514 **TEACHING READING** (3) (EDEL314) Developmental process of reading, reading in the content areas, determining needs of children.
- EDEL515 **TEACHING MATHEMATICS** (3) (EDEL315) The modern mathematics curriculum in the elementary school. Materials, methods, and content.



- EDEL517 **TEACHING LANGUAGE ARTS** (3) (EDEL317) Curriculum, oral, and written language, spelling, mechanics of writing, linguistics. Multicultural implications.
- EDEL518 **SOCIAL STUDIES/MULTICULT BLOCK** (5) (EDEL318) Methods for teaching the social sciences with a multicultural perspective. Field work highlights cultural diversity. Field and clinical experiences required. Pre-requisite: EDEL 100, EDEL 251, EDFD 140, EDFD 142
- EDEL526 **CHILDREN'S LITERATURE** (3) (EDEL326) Survey of literature available for elementary age children; how to use literature in the classroom.
- EDEL527 **ADOLESCENT LITERATURE** (3) Survey of literature available for adolescents; how to use literature in the classroom.

(EDFD) EDUCATION: FOUNDATIONS

Undergraduate Courses

- EDFD100 **INTRODUCTION TO EDUCATION** (3) This course provides an introduction to the foundational, philosophical, and organizational patterns of United States education. Topics will include the review of history, philosophy, societal impact, and school culture. Ohio Pathwise emphasis. Lesson planning introduced. Required field
- EDFD110 **HUMAN DEVELOPMENT & LEARNING** (3) An introductory course presenting theories on human growth, development, and learning. Students will apply theories in course activities including observations, media presentations, and film reviews. Students will develop and demonstrate observational skills and practices in writing educational reports. Students will develop an understanding of thematic stages of development and their application to life long learning from birth to adolescence. Students will demonstrate an understanding of the physical, cognitive, and social/emotional domains of development and the developmental effects of family, culture, and other environmental factors. Required field experience in diverse settings.
- EDFD251 **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.
- EDFD260 **CULTURAL DIVERSITY IN EDUCATION** (3) (EDFD560) Issues of ethnicity, class, poverty, gender, religion, and schooling. Multicultural perspective in teaching/learning. Field experiences.
- EDFD499 **SPECIAL STUDY:** (1 to 3) Permission of department chair required.

Graduate Courses

- EDFD500 **SOCIAL, HIST, PHIL FOUND OF AM ED** (3) The major philosophical, historical, and social influences affecting education in American society. Incorporates professional ethics and values for administrators.
- EDFD501 **PHILOSOPHY OF EDUCATION** (3) The historic development of educational philosophy and theories. Evaluation of major current philosophies. Societal differences.
- EDFD502 **HISTORY OF AMERICAN EDUCATION** (3) Colonial period, the early national period, educational developments of the 19th century, the 20th century, the political, social, economic scene. Multicultural society. Educational ideas.
- EDFD503 **ADVANCED EDUCATIONAL PSYCHOLOGY** (3) (PSYC503) Major aspects of child, adolescent and adult growth and development. The learn process and factors influencing learning.
- EDFD504 **PSYCH & LEARN THEORY & PRACTICE** (3) Curricular and instructional decisions on research applied theory, informed practice, and recommendations of learned societies with regard to cognitive development, human development,



- learning styles, contemporary methodologies, and content priorities. Students needs based on gender, ethnicity, culture, social class, and exceptionalities.
- EDFD505 **EDUCATIONAL ADMINISTRATION (3)** (EDFD305) 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.
- EDFD507 **EDUCATIONAL RESEARCH (2)** Methodology of educational research. Statistics in research. Locating educational research. Co-requisite: EDFD 508
- EDFD508 **EDUCATIONAL RESEARCH PAPER (1)** This course is taken in conjunction with EDFD 507 and requires a research project and paper. Co-requisite: EDFD 507
- EDFD510 **ADV HUMAN DEVELOP & LEARNING (3)** An advanced course presenting theories on human growth, development, and learning. Students will apply theories in course activities including observations, media presentations, and film reviews. Students will develop and demonstrate observational skills and practices in writing educational reports. Students will develop an understanding of thematic stages of development and their application to life-long learning from birth to adolescence. Students will demonstrate an understanding of the physical, cognitive, and social/emotional domains of development and the developmental effects of family, culture, and other environmental factors. Required field experience in diverse settings - 5 hours.
- EDFD560 **CULTURAL DIVERSITY IN EDUCATION (3)** (EDFD260) This course introduces students to various issues embedded within the concepts of diversity, education and a pluralistic society. Students will gain an understanding of the change in demographics within our society and how they are reflected in the process of schooling.
- EDFD576 **ETHICS FOR EDUCATORS (2)** This workshop offers a means of professional and personal development appropriate for educators as they face ethical difficulties, moral dilemmas, value conflicts and challenges. Lecture, discussion, problem-solving, role-playing, field based experiences, video, journal, essays, and short fiction.

(EDHE) EDUCATION: HEALTH EDUCATION

Undergraduate Courses

- EDHE168 **FIRST AID, SAFETY, & CPR (3)** Course certifies students through the American Red Cross in both First Aid and Community CPR in the course titled Responding to Emergencies. Stresses assessment and treatment of musculoskeletal injuries; effective rescue moves; positive healthy life-style behavior; blood-borne pathogen transmission prevention.
- EDHE288 **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.
- EDHE375 **NUTRITION (2)** (EDPE644) Nutrition and its role in human performance. The classes of nutrients, their physiological functions, and their role in sports and fitness. nutritional supplements and ergogenic doping will also be addressed.
- EDHE387 **CURRENT ISSUES & ETHICS IN H.E. (2)** Health aspects of human sexuality specific to sexually transmitted diseases, HIV infection, AIDS, and on death, dying, and the bereavement process. Pollution and health. Threatening technological advances to human life. Biomes of the world, and ecological and environmental issues.
- EDHE461 **ENVIRONMENTAL HEALTH (2)** Various types of pollution, technological advances and their effect on an individual's health and environment.



EDHE470 **INDEPENDENT STUDY** (1 to 3) Investigate an area of interest within the area of health education. Pre-requisite: Advisor's approval

(EDHR) EDUCATION: HUMAN RESOURCE DEVELOPMENT

Graduate Courses

- EDHR605 **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.
- EDHR606 **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.
- EDHR607 **CONSULTING FOR ORG 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.
- EDHR608 **ADVISING FOR CAREER DEVELOPMENT** (2) Identifying a personal plan for self-growth. Helping others identify career plans that are aligned with organizational career-management processes.
- EDHR609 **ASSESSING & EVALUATING HRD PROG** (3) Identifying ideal and actual performance and performance conditions and diagnosing causes of discrepancies. Determining the impact of interventions on individual or organizational effectiveness.
- EDHR610 **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.
- EDHR611 **DEVELOPING HRD PROGRAMS** (1) Preparing course material, job aids, and instructor guides. Includes exposure to print, computer, audio, and video-based technology.
- EDHR612 **FACILITATE LEARN 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.
- EDHR613 **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.
- EDHR614 **APPLYING/DESIGNING HRD RESEARCH** (3) Reading, understanding, interpreting, applying and designing HRD research. Translating the information into implications for improved individual or organizational performance.
- EDHR615 **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.
- EDHR616 **TECHNOLOGY IN HRD** (1) Provides an introduction to the use of various technologies (i.e., computer-based learning, on-line learning, groupware, presentation and authoring software) in designing, delivering, and managing HRD programs in organizations.
- EDHR644 **MOTIVATION & BEHAVIOR IN ORG** (3) (MGMT944, PSYC644) To help students gain knowledge of various concepts and controversies relating to attempts to explain the motivation and behavior of people in organizations.
- EDHR670 **PRACT: PERSONNEL TRAIN/ED/DEV I** (1 to 3) A supervised practicum or internship in personnel training and development within a for- or not-for-profit organization.



- EDHR671 **PRACT: PERSONNEL TRAIN/ED/DEV II** (1 to 3) An advanced supervised practicum or internship in personnel training and development within a for- or not-for-profit organization.
- EDHR672 **PRACTICUM IN HUMAN RESOURCE DEV** (1 to 3) A supervised practicum or internship in human resource development within a for- or not-for-profit organization.
- EDHR680 **ADV ST: PERSONNEL TRAIN/ED/DEV** (1 to 3) An advanced, individualized program of study in the field of personnel training, education and development.
- EDHR681 **SP STUDY: PERSONNEL TRAIN/ED/DEV** (1 to 3) An individualized program of study in the field of personnel training, education and development.
- EDHR682 **SP STUDY IN HUMAN RESOURCE DEV** (1 to 3) An individualized program of study in the field of human resource development.

(EDMC) EDUCATION: MIDDLE CHILDHOOD EDUCATION

Undergraduate Courses

- EDMC212 **NATURE & NEEDS OF ADOLESCENTS** (3) Development of young adolescents in family and society. Health and safety. Risk behaviors. Pre-requisite: EDFD 100, EDFD 110
- EDMC325 **ARTS IN ED: MIDDLE CHILDHOOD** (3) Art, music, and drama integrated into the middle school curriculum.
- EDMC340 **MIDDLE SCHOOL PHIL & SCHOOL ORG** (3) The varied roles of the middle school teacher in the school community. Goals, philosophy and mission of middle childhood education. Pre-requisite: EDFD 100 and 200 level courses
- EDMC345 **INTRO TO EDMC COLLARB/CLASS MGMT** (3) Collaborative nature of middle school structure and teaching. Interdisciplinary teaming. Effective teaching and management strategies. Field experiences. Pre-requisite: EDFD 100 and 200 level courses
- EDMC351 **EDMC LANG ART CURR/PED & ASMT** (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 preservice teacher. Field experiences. Pre-requisite: EDFD 100 and 200 level courses
- EDMC352 **EDMC MATH CURR/PED & 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. Pre-requisite: EDFD 100 and 200 level courses
- EDMC353 **EDMC SCIENCE CURR/PED & ASMT** (3) Theory and research will provide a foundation for science teaching. Hands on active teaching strategies; integration of science content; the nature of science; use of electronic educational technology; science and society issues; assessment for student outcomes; classroom management and safety for the science classroom. Pre-requisite: EDFD 100 and 200 level courses
- EDMC354 **EDMC SOC STUDIES CURR/PED & ASMT** (3) Content of social studies disciplines integrated into a comprehensive plan of instruction. Age appropriate methods, curricula, and assessment for the middle school learner. Classroom, clinical, and field settings. Pre-requisite: EDFD 100 and 200 level courses
- EDMC455 **STUDENT TEACHING: MIDDLE SCHOOL** (1) Fifteen week student teaching. Grade level chosen to broaden experience within 4-9 grade range. Both concentration fields taught. Focus on knowledge and skills expected for entry year teachers in the State of Ohio. Student teaching supervised and evaluated by cooperating teachers and university supervisors. Reflection and analysis emphasized. Pre-requisite: EDFD 100, EDFD 200 and EDMC 300 level courses Co-requisite: EDMC 456
- EDMC456 **SEM: CURRENT ISSUES IN EDMC** (1) This seminar will address pertinent issues to teacher certification, professional development and career preparation for the middle childhood teacher. Pre-requisite: EDFD 100, 200, 300 level courses EDMC 100, 200, 300 level courses Co-requisite: EDMC 455



(EDME) EDUCATION: MONTESSORI

Undergraduate Courses

- EDME305 **KINDERGARTEN METHODS & MATLS 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.
- EDME350 **METHODS OF OBSERVATION OF CHILD** (3) (EDME550) The student will learn to observe the normal development of children from ages 2 1/2 to twelve years of age.
- EDME351 **MONTESSORI ED: PHIL APPROACH** (3) (EDME551) Introductory course explaining the main principles of Dr. Montessori.
- EDME352 **MONT CURR DES & TCH STRAT I: PRIM** (3) (EDME552) This course is taken with the first semester practicum. This course supports the student teacher in preparing appropriate materials for children. The student must keep a journal on a child with special needs. They study drama, art and music and how to integrate these subjects into the early childhood curriculum.
- EDME353 **MONT MATH & GEOMETRY METHODS** (3) (EDME553) 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.
- EDME354 **MONT LANGUAGE ARTS & READ METH** (3) (EDME554) Instructional strategies for the development of social studies and science skills.
- EDME355 **MONT CULTURAL SUBJECTS METHOD** (3) (EDME555) Instructional strategies for the development of oral and written language skills.
- EDME356 **MONT INTEGRATION OF CURR: PRIM** (3) (EDME556) Planning integrated curriculum for young children. Topics that will be covered are: plant science, animal science, physical science, social studies, child abuse, special needs children, and African American studies.
- EDME359 **FULL DAY CHILD CARE** (3) (EDME559) Research supported theories and issues concerning developmentally appropriate practices for early childhood centers, birth to eight years of age. Topics include: Day Care Licensing, transitions, administration, use of community resources, children's home experiences, child abuse, program planning, making adaptations for the special needs child, and parent involvement. Students will participate in field experiences in classrooms with children from births to eight years of age.
- EDME363 **EARLY COGNITIVE DEVELOPMENT** (3) (EDME563, PSYC715) Introduces the student to all aspects of child development from birth through adolescence.
- EDME364 **EARLY CHILDHOOD/MONTESSORI METH** (3) (EDME564) Instructional strategies for the development of the senses, gross motor, fine motor, independent living activities, art and music.
- EDME366 **MONT CURR DES & TE STRAT I: EA CLD** (3) (EDME566) Planning of integrated curriculum for early childhood programs. Demonstrate how these strategies may change in diverse settings and with special needs children.
- EDME367 **MONT CURR DES & TE STRAT II: EA CLD** (3) (EDME567) Planning of integrated curriculum for early childhood programs. Demonstrate how these strategies may change in diverse settings and with special needs children.
- EDME376 **PHONICS SKILLS FOR EARLY CHILDHD** (3) (EDME576) Introductory course examining the child's development of language from birth nine years of age. Instruction in how to teach phonics is the main emphasis in this course. Phonics will be integrated into the exploration of reading and writing skills.
- EDME377 **EARLY CHILDHOOD MATH & SCIENCE** (3) (EDME577) Instructional strategies for teaching math and to children from ages three to eight years of age.
- EDME470 **MONT PRIMARY PRACTICUM I** (6) (EDME670) Student teaching for fifteen weeks. The student must be in the classroom from 8:30 until 3:30 five days a week.



- EDME471 **MONT PRIMARY PRACTICUM II** (6) (EDME671) This course is the second semester of a two semester practicum.
- EDME473 **MONT EARLY CHILDHOOD PRACT I** (6) (EDME673) This course is the first semester of a two semester practicum the student will work in both urban and suburban settings.
- EDME474 **MONT EARLY CHILDHOOD PRACT II** (6) (EDME674) This course is the second semester of a two semester practicum.

Graduate Courses

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

- EDME550 **METHODS OF OBSERVATION OF CHILD** (3) (EDME350) The student will learn to observe the normal development of children from ages 2 1/2 to twelve years of age.
- EDME551 **MONTESSORI ED: PHIL APPROACH** (3) (EDME351) Introductory course examining the main principles of Dr. Montessori.
- EDME552 **MONT CURR DES & TE STRAT I: PRIM** (3) (EDME352) This course supports the student teacher in preparing appropriate materials for children. They study drama, art, and music; and how to integrate these subjects into the early childhood curriculum.
- EDME553 **MONT MATH & GEOMETRY METHODS** (3) (EDME353) 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.
- EDME554 **MONT LANGUAGE ARTS & READ METH** (3) (EDME354) Instructional strategies for the development of oral and written language skills.
- EDME555 **MONT CULTURAL SUBJECT METHOD** (3) (EDME355) Instructional strategies for the development of social studies and science skills.
- EDME556 **MONT INTEGRATION OF CURR: PRIM** (3) (EDME356) Planning integrated curriculum for young children. Topics that will be covered are: plant science, animal science, physical science, social studies, child abuse, special needs children, and African American studies.
- EDME559 **FULL DAY CHILD CARE METHODS** (3) (EDME359) Research supported theories and issues concerning developmentally appropriate practices for early childhood centers, birth to eight years of age.
- EDME563 **EARLY COGNITIVE DEVELOPMENT** (3) (EDME363 PSYC715) Study of early childhood development. The course will include basic development theories and recent research in development.
- EDME564 **EARLY CHILDHOOD/MONTESSORI METH** (3) (EDME364) Instructional strategies for the development of the senses, gross motor, fine motor, independent living activities, art, and music.
- EDME566 **MONT CURR DES&TE STRAT I: EA CLD** (3) (EDME366) Planning of integrated curriculum for early childhood programs. Demonstrate how these strategies may change in diverse settings and with special needs children.
- EDME567 **MONT CURR DES&TE STRAT II:EA CLD** (3) (EDME367) Planning of integrated curriculum for early childhood programs.
- EDME570 **MONT 9-12 MATH CURR** (4) This course will introduce the student to the following: decanomial, square root, divisibility, cross multiplication, fractions, decimals, percentage, ratio, integers, algebra, cubing and cube root.
- EDME571 **MONT 9-12 GEOMETRY CURR** (2) The student will study advanced geometry that include such topics as polygons, area, pythagoreum theorem, and the study of volume.
- EDME572 **MONT 9-12 GEOGRAPHY & HIST CURR** (2) Research all aspects of geography and history. To learn the relationships between geography and history.
- EDME573 **MONT 9-12 BOTANY & ZOOLOGY CURR** (2) An advanced study of plants and animals will be introduced in this course. The role that plants and animals have in the universe.



- EDME574 **MONT 9-12 PHYSICAL SCIENCE CURR** (2) Experiments will help a child understand the mysteries of the universe. The student will study chemistry, geology, meteorology, and physics.
- EDME575 **MONT 9-12 LANG & CHILDREN'S LIT** (2) The class will mirror the integration of language in the classroom. A rich literature-based program will be introduced into the child's environment.
- EDME576 **PHONICS SKILLS FOR EARLY CHILDHD** (3) (EDME376) Introductory course examining the child's development of language from birth to nine years of age. Instruction in how to teach phonics is the main emphasis in this course. Phonics will be integrated into the exploration of reading and writing skills.
- EDME577 **EARLY CHILDHOOD MATH & SCIENCE** (3) (EDME377) Instructional strategies for teaching math to children from ages three to eight years of age.
- EDME670 **MONT PRIMARY PRACTICUM I** (3) (EDME47) Student teaching for fifteen weeks. The student must be in the classroom from 8:30 until 3:30 five days a week.
- EDME671 **MONT PRIMARY PRACTICUM II** (3) (EDME471) Second semester of student teaching. The students will be in the classroom from 8:30 until 3:30 five days a week.
- EDME673 **MONT EARLY CHILDHOOD PRACT I** (3) (EDME473) This course is the first semester of a two semester practicum. The student will work in both urban and suburban settings.
- EDME674 **MONT EARLY CHILDHOOD PRACT II** (3) (EDME474) This course is the second semester of a two semester practicum.
- EDME911 **OBSERVATION: KEY TO CLSSRM BEHAV** (1) Independent course that helps the student to observe in his/her classroom. Reflective journaling, timed observation and assessment tools are part of the curriculum.

(EDMS) EDUCATION: MULTI-AGES/SECONDARY EDUCATION

Undergraduate Courses

- EDMS100 **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.
- EDMS131 **PROFESSIONAL EDUCATION** (3) This course provides an introduction to the teaching profession through a philosophical, historical and multicultural approach. The student will examine beliefs, motives, values and behaviors as they relate to the teaching profession. Field experiences are required. Pre-requisite: Permission of Director of Secondary Education
- EDMS207 **WORLD & CULTURAL GEOGRAPHY** (3) This course will provide students an understanding of the realms and regions of the world, including specific facts of the structure, location and issues.
- EDMS325 **METH/CURR/ASMT IN FOREIGN LANG** (3) (EDMS525) The methods, materials and current trends in teaching foreign languages in grades K - 12 will be studied. Field experiences are required. Pre-requisite: Permission of the Director of Secondary Education
- EDMS330 **METH/CURR/ASMT IN MATHEMATICS** (3) (EDMS530) This course provides an introduction to the teaching methodologies, assessment techniques and curricular issues as they pertain to the teaching of mathematics. Field experiences are required. Pre-requisite: EDMS 131
- EDMS331 **METH/CURR/ASMT IN ENGLISH LANG** (3) (EDMS531) This course provides an introduction to curricular content, teaching methodology and assessment techniques as they pertain to candidates preparing for initial licensure in the teaching of English language arts. Field experiences are required. Pre-requisite: EDMS 131
- EDMS332 **METH/CURR/ASMT IN SCIENCES** (3) (EDMS532) This course provides an introduction to teaching methodologies, safety issues, assessment techniques and curricular issues as they pertain to candidates preparing for initial licensure in the teaching of science. Field experiences are required. Pre-requisite: EDMS 131



- EDMS333 **METH/CURR/ASMT IN SOCIAL STUDIES (3)** (EDMS533) This course provides an introduction to teaching methodologies, assessment techniques and curricular issues as they pertain to candidates preparing for initial licensure in the teaching of social studies. Field experiences are required. Pre-requisite: EDMS 131
- EDMS335 **METH/CURR/ASMT IN ANCIENT LANG (3)** (EDMS535) This course provides an introduction to the teaching methodologies, assessment techniques, and curricular issues as they pertain to candidates preparing for initial licensure in the teaching of Ancient Languages. Field experiences.
- EDMS350 **TECHNOLGY & TOPICS FOR EDUCATORS (3)** (EDMS550) This course explores topics which include technology in education, school law and teacher liability, classroom management, discipline and instructional planning. Field experiences are required.
- EDMS411 **CLINICAL EXPERIENCES: SECONDARY (1)** Clinical experiences in the preschool school, among childhood and middle school learners, and adolescent to young adult learners. Diagnosis of learning problems. Remediation. Assessment techniques. A weekly seminar.
- EDMS470 **STUDENT TEACHING: SECONDARY (9)** A weekly seminar and daily laboratory experience in secondary school teaching for one semester under a master teacher. Prior to registration, the student must make a formal application by the stated deadline and meet the GPA and other requirements on file in the Education Department. UNDERGRADUATE CREDIT ONLY
- EDMS471 **STUDENT TEACHING: MULTI-AGE (9)** A weekly seminar and daily laboratory experience in the elementary and in the secondary school teaching for the entire semester under master teachers. Prior to registration, the student must make a formal application by the stated deadline and meet the GPA and other requirements on file in the Education Department. UNDERGRADUATE CREDIT ONLY

Graduate Courses

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

- EDMS525 **METH/CURR/ASMT IN FOREIGN LANG (3)** (EDMS325) The methods, materials and current trends in teaching foreign languages in grades K - 12 will be studied. Field experiences are required. Pre-requisite: Permission of the Director of Secondary Education
- EDMS530 **METH/CURR/ASMT IN MATHEMATICS (3)** (EDMS330) This course provides an introduction to the teaching methodologies, assessment techniques and curricular issues as they pertain to the teaching of mathematics. Field experiences are required. Pre-requisite: EDMS 131
- EDMS531 **METH/CURR/ASMT IN ENGLISH LANG (3)** (EDMS331) This course provides an introduction to curriculum content, teaching methodology and assessment techniques as they pertain to candidates preparing for initial licensure in the teaching of English language arts. Field experiences are required. Pre-requisite: EDMS 131
- EDMS532 **METH/CURR/ASMT IN SCIENCES (3)** (EDMS332) This course provides an introduction to teaching methodologies, safety issues, assessment techniques and curricular issues as they pertain to candidates preparing for initial licensure in the teaching of science. Field experiences are required. Pre-requisite: EDMS 131
- EDMS533 **METH/CURR/ASMT IN SOCIAL STUDIES (3)** (EDMS333) This course provides an introduction to teaching methodologies, assessment techniques and curricular issues as they pertain to candidates preparing for initial licensure in the teaching of social studies. Field experiences are required. Pre-requisite: EDMS 131
- EDMS535 **METH/CURR/ASMT IN ANCIENT LANG (3)** (EDMS335) This course provides an introduction to the teaching methodologies, assessment techniques, and curricular issues as they pertain to candidates preparing for initial licensure in the teaching of Ancient Languages. Field experiences.
- EDMS550 **TECHNOLOGY & TOPICS FOR TEACHERS (3)** (EDMS350) This course explores topics which include technology in education, school law and teacher



liability, classroom management, discipline and instructional planning. Field experiences are required.

(EDPE) EDUCATION: PHYSICAL EDUCATION

Undergraduate Courses

- EDPE193 **HISTORY & PHIL OF SPORT & PE (2)** History, philosophies, principles, curriculum, management, and trends in modern physical education and sport in Western civilization. The course will emphasize the philosophical comprehension of views in sport and PE.
- EDPE214 **AEROBIC YOGA (2)** A beginners course in Hatha Yoga with an introduction to the philosophy of Yoga and an asana practice (postures). The asana practice will use a Vinyasa style Yoga (flowing postures together) with emphasis on postures that work the cardiovascular system and that build strength, flexibility, balance and alignment.
- EDPE238 **ACTIVE GAMES & CONTESTS (2)** A wide range of elementary physical education games and contests for the gymnasium, playground, field and classroom. Activities are analyzed with regard to age appropriateness and game structure.
- EDPE240 **ELEMENTARY GYMNASTICS & RYTHMICS (2)** The techniques and methods are designed and organized the student a logical system for presenting educational gymnastics, rhythmic, tumbling skills. Class demonstrations and presentations illustrate that logical relationships are evident between tumbling skills and skills performed on the apparatus. Activities to develop the student's sense of rhythm in dance, music, and sport.
- EDPE267 **PHYSIOLOGY OF EXERCISE (3)** (EDPE667) Human physiology as it relates to exercise and physical activities. Bioenergetics, muscle physiology, cardiovascular physiology, environmental physiology, ergogenics, special populations, and health and fitness.
- EDPE269 **COACHING GOLF (2)** (EDPE569) Playing golf. Golf course operations. Putting, short game, iron play, wood play, and course management. Rules of golf and proper golf etiquette. History of the game, golf and the workplace, coaching, equipment, and organization of outings.
- EDPE271 **INTERMEDIATE & ADV GYMNASTICS (2)** (EDPE571) A logical system for presenting gymnastics and tumbling skills performed on the apparatus. Physics or mechanics of physical action. A logical basis for analyzing success or failure of the learner.
- EDPE272 **COACHING FOOTBALL (2)** (EDPE572) A study of the theories, skills, strategies and methods related to coaching football.
- EDPE273 **COACHING BASKETBALL (2)** (EDPE573) Develop basic basketball coaching skills for youth, junior and high school levels.
- EDPE274 **COACHING BASEBALL (2)** (EDPE574) Introduce students to the fundamentals of baseball and coaching. The students will be able to identify these skills and teach them to their players. In addition to the fundamentals of baseball and coaching, the students will also be introduced to strategies employed during the game and in the building of a team and a program.
- EDPE275 **COACHING TRACK & FIELD (2)** (EDPE575) Study history of track and field and examine philosophies and trends in coaching. To develop knowledge of the various events and the proper organization of track meets.
- EDPE276 **THEORY & PRINCIPLES OF COACHING (2)** (EDPE576) Coaching in general. The role of a coach in various aspects. Basic knowledge on developing a positive coaching philosophy, applying coaching principles, and using sport management skills in coaching practices effectively.
- EDPE277 **COACHING VOLLEYBALL (2)** Introduce students to the game of volleyball in terms of both individual knowledge and techniques of the game and coaching skills at a beginning level.



- EDPE278 **COACHING SOCCER** (2) (EDPE578) An overview of the game of soccer from a coaching perspective. The course will focus on player development, practice organization, match analysis, team preparation, and soccer organizations.
- EDPE279 **TEACHING RACQUET SPORTS** (2) (EDPE579) Introduce students to the fundamentals of racquet sports (tennis, badminton, squash and racquetball).
- EDPE313 **STRENGTH & CONDITIONING PROG DEV** (3) Organization and administration of individual and sport-specific strength and conditioning programs and weight management.
- EDPE342 **METH IN SECONDARY PHYS ED** (3) (EDPE542) Instructional strategies and competencies in teaching secondary physical education. Efficient and effective methods through a variety of class activities.
- EDPE377 **ORG & ADM OF HEALTH, PE & ATH TR** (3) The administrative and managerial duties of the physical education teacher, athletic trainer, sport administrator, and coach. Leadership and supervision, organizational structure and climate, human relations communication, sport law, equipment purchasing, budget management, pre-participation physical examinations, drug testing, and facility and event management.
- EDPE381 **ASSESSMENT AND EVALUATION** (3) (EDPE581) The fundamental concepts and techniques of tests and measurements that are applied to studies in sport and physical education. The basic statistical tools to treat collected data for the analysis and interpretation of test results.
- EDPE384 **ELEM SCH HLTH/PE FOR CLASS TEACH** (3) (EDPE596) Background information, skills, and activities teachers need to implement comprehensive school health and physical education at various grade levels. The basic information to develop and present a variety of lessons and activities in health and physical education.
- EDPE385 **PHYSICAL ED IN THE ELEM SCHOOL** (2) (EDPE585) A survey of the current trends in elementary and middle school physical education. Past trends, meeting children's needs through games and play, curriculum development, youth sports, and the relationship between physical activity and intellectual growth.
- EDPE386 **KINESIOLOGY** (2) (EDPE654) Fundamentals of human motion as it relates to physical education activities and skill performance. Fundamental principles of muscle action, muscle control, and biomechanics pertaining to movement. Co-requisite: EDPE 387
- EDPE387 **KINESIOLOGY LAB** (1) Study of fundamentals of human motion as they relate to physical education activities and skill performance. Fundamental principles of muscle action pertaining to movement. Co-requisite: EDPE 386
- EDPE388 **BIOMECHANICS** (3) (EDPE653) An analysis, evaluation and application of mechanical factors influencing a wide range of motor skill movements.
- EDPE392 **SENSORY INTEGRATION & MOV ED** (3) (EDPE642) The physical education teacher and coach recognizing and identifying sensory, motor development, motor learning, and performance processes. Practical application of skill acquisition, use of feedback, and preparations and strategies for designing practice.
- EDPE460 **CURRICULUM IN PHYSICAL ED** (2) (EDPE560) Development and understanding of curriculum development. Focus on the social and psychological factors in curriculum development, and on the systematic planning, developing, implementing, evaluating, and improving of curriculum.
- EDPE470 **INDEPENDENT STUDY** (1 to 3) Investigate an area of interest within the area of sport studies. Pre-requisite: Advisor's approval
- EDPE472 **STU TEACH: PHYS ED K-12 & SEM** (9) Daily laboratory experience in pre-K-12 teaching. Weekly on-campus seminar. A semester under a master teacher. Permission of the Director of Secondary Education is required.



Graduate Courses

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

- EDPE542 **METHODS IN SECONDARY PHYS ED** (3) (EDPE342) Instructional strategies and competencies in teaching secondary physical education with efficient and effective methods through a variety of class activities.
- EDPE560 **CURRICULUM IN PHYSICAL ED** (3) (EDPE460) The understanding and development of curriculum. Focus on the social and psychological factors to be considered in curriculum development, and on the systematic planning, developing, implementing, evaluating, and improving of curriculum.
- EDPE569 **COACHING GOLF** (3) (EDPE269) Playing golf and how a golf course operates. Putting, short game, iron play, wood play, and course management. The rules of golf and proper golf etiquette. The history of the game; golf and the workplace; coaching; equipment; and organization of outings.
- EDPE571 **ADV GYMNASTICS & TUMBLING** (3) (EDPE271) Techniques and methods are designed and organized for a logical system for presenting gymnastics and tumbling skills performed on the apparatus. Basic physics or mechanics and physical action. Further understanding is required to provide a logical basis for analyzing success or failure of the learner.
- EDPE572 **COACHING FOOTBALL** (3) (EDPE272) A study of the theories, skills, strategies and methods related to coaching football.
- EDPE573 **COACHING BASKETBALL** (3) (EDPE273) Develop basic basketball coaching skills for youth, junior and high school levels.
- EDPE574 **COACHING BASEBALL** (3) (EDPE274) Introduce students to the fundamentals of baseball and coaching. The students will be able to identify these skills and teach them to their players. In addition to the fundamentals of baseball and coaching, the students will also be introduced to strategies employed during the game and in the building of a team and a program.
- EDPE575 **COACHING TRACK & FIELD** (3) (EDPE275) Study history of track and field and examine philosophies and trends in coaching. To develop knowledge of the various events and the proper organization of track meets.
- EDPE576 **THEORY & PRINCIPLES OF COACHING** (3) (EDPE276) The profession of coaching. The roles of a coach in various aspects. The basic knowledge on developing a positive coaching philosophy, applying coaching principles, and using sport management skills in coaching practices effectively.
- EDPE578 **COACHING SOCCER** (3) (EDPE278) An overview of the game of soccer from a coaching perspective. The course will focus on player development, practice organization, match analysis, team preparation, and soccer organizations.
- EDPE581 **TEST & EVALUATION IN SPORT/PE** (3) (EDPE381) The fundamental concepts and techniques of test and measurement. The basic statistical tools to treat collected data for the analysis and interpretation of test results.
- EDPE585 **TRENDS: PHYS ED IN ELEM SCHOOL** (3) (EDPE385) Physical education with an emphasis on past trends, meeting children's needs through games and play, curriculum development, youth sports, and the relationship between physical activity and intellectual growth.
- EDPE596 **ELEM SCH HLTH/PE FOR CLASS TEACH** (3) (EDPE384) Background information, skills, and activities teachers need to implement comprehensive school health and physical education. The basic information to develop and present a variety of lessons and activities in health and physical education.
- EDPE640 **ADMIN OF SCH ATHLETIC & PHYS ED** (3) The administrative and managerial duties of the physical education teacher, athletic trainer, sport administrator, and coach. Such topics as leadership and supervision, organizational structure and climate, human relations communication, sport law, equipment purchasing, budget management, pre-participation physical examinations, drug testing, and facility and event management will be addressed.



- EDPE642 **SENSORY INTEGRATION & MOV ED** (3) (EDPE392) Recognizing and identifying sensory, motor learning, and performance processes. Practical application of skill acquisition, use of feedback, preparations, and strategies for designing practice.
- EDPE644 **NUTRITION** (3)(EDHE375) Nutrition and its role in human performance. Classes of nutrients, their physiological functions, and their role in sports and fitness. nutritional supplements and ergogenic doping.
- EDPE652 **LEADERSHIP IN OUTDOOR ED** (3) Techniques for outdoor education programs.
- EDPE653 **BIOMECHANICS** (3) (EDPE388) An analysis, evaluation and application of mechanical factors influencing a wide range of motor skill movements.
- EDPE654 **KINESIOLOGY** (3) (EDPE386) Fundamentals of human motion as they relate to physical education activities and skill performance. Fundamental principles of muscle action, muscle control, and biomechanics pertaining to movement.
- EDPE667 **PHYSIOLOGY OF EXERCISE** (3) (EDPE26) Human physiology as it relates to exercise and physical activity. Bioenergetics, muscle physiology, cardiovascular physiology, environmental physiology, ergogenics, special populations, and health and fitness.

(EDRE) EDUCATION: READING EDUCATION
Undergraduate Courses

- EDRE269 **PHONICS & FOUNDATION OF LITERACY** (3) (EDRE569) History of the English language, linguistics, and the use of phonetics as it relates to the reading process. Phonics as a major strategy in comprehension for emergent readers. Holistic philosophy and teaching.
- EDRE296 **ADULT AND FAMILY LITERACY** (3) The literature and key figures working in the area of literacy; the Literacy Volunteers of America certified training in Basic Reading Tutor Training. Research into the problem of illiteracy. Weekly in-service practice in a neighborhood literacy center. EDRE 296 is offered as part of the reading program and as an E/RS Focus elective course. Pre-requisite: PHIL 100, THEO 111; Co-requisite: PHIL 100, THEO 111
- EDRE312 **READING METHODS FOR EARLY CHILD** (3) (EDRE512) Development process of reading for emergent readers in early childhood. Holistic philosophy as it relates to phonics, stuctual analysis, spelling, comprehension, and children's literature. Integration of speaking, listening, reading, and writing strategies across the curriculum.
- EDRE314 **READING METHODS FOR MIDDLE CHILD** (3) (EDRE514) Developmental process of reading for the middle school child. Holistic philosophy as it relates to content reading material and determining the needs of children in the content classroom. Skills and strategies for higher level thinking, creative and informational writing, study skills and the use of children's literature.
- EDRE471 **CONTENT AREA LITERACY** (3) (EDRE671) The teaching of reading across the curriculum. Skill development, diagnostic techniques, prescriptive teaching, readability formulas and strategies, and materials for early childhood through secondary teaching.
- EDRE472 **THEORIES OF READING** (3) (EDRE672) An historic study and comprehensive analysis of the reading process from definition to application. Cyclical changes, current research and classroom application demonstration.
- EDRE478 **DIAGNOSIS/CORRECT OF READ DISAB** (3) (EDRE678) Formal and informal testing for reading related disabilities surveyed. Factors associated with reading problems. Miscue analysis, portfolio assessment emphasized. Assessment portfolio for classroom use developed.
- EDRE479 **PRACTICUM IN READING** (3) (EDRE679) Application of reading strategies and philosophical understandings of the reading process in a clinical setting. Holistic lesson planning and tutoring based upon portfolio assessment in EDRE 478.



Graduate Courses

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

- EDRE512 **READING METHODS FOR EARLY CHILD** (3) (EDRE312) Development process of reading for emergent readers in early childhood. Holistic philosophy as it relates to phonics, structural analysis, spelling, comprehension, and children's literature. Integration of speaking, listening, reading, and writing strategies across the curriculum.
- EDRE514 **READING METHODS FOR MIDDLE CHILD**(3) (EDRE314) Developmental process of reading for the middle school child. Holistic philosophy as it relates to content reading material and determining the needs of children in the content classroom. Skills and strategies for higher level thinking, creative and informational writing, study skills and the use of children's literature.
- EDRE569 **PHONICS & FOUNDATION OF LITERACY** (3) (EDRE269) History of the English language, linguistics, and the use phonics as it relates to the reading process. Phonics as a major strategy in comprehension for emergent readers. Holistic philosophy and reaching.
- EDRE671 **CONTENT AREA LITERACY** (3) (EDRE471) The teaching of reading across the curriculum. Skill development, diagnostic techniques, prescriptive teaching, readability formulas and strategies, and materials for early childhood through secondary teaching.
- EDRE672 **THEORIES OF READING** (3) (EDRE472) An historic study and comprehensive analysis of the reading process from definition to application. Cyclical changes, current research and classroom application demonstration.
- EDRE678 **DIAGNOSIS/CORRECT OF READ DISAB** (3) (EDRE478) Formal and informal testing for reading related disabilities. Factors associated with reading problems. Miscue analysis, portfolio assessment emphasized. Assessment portfolio for classroom use developed.
- EDRE679 **PRACTICUM IN READING** (3) (EDRE479) Application of reading strategies and philosophical understandings of the reading process in a clinical setting. Holistic lesson planning and tutoring based upon portfolio assessment in EDRE 678.

(EDSM) EDUCATION: SPORT MANAGEMENT

Undergraduate Courses

- EDSM110 **INTRO TO SPORT MANAGEMENT** (3) Management of programs in physical activities. Intercollegiate and interscholastic athletics. Professional sports. Recreational sports. Corporate fitness. Health clubs, country clubs and other activity centers.
- EDSM132 **SOCIOLOGY OF SPORT** (3) (SOCI232) Impact of sport on society. The social structures. The integration of sport with other social institutions.
- EDSM141 **ISSUES AFFECTING STUDENT-ATHLETE** (1) Personal and social issues such as time management, note and test taking, goal setting, alcohol/drug awareness. Knowledge and discussion of NCAA and Xavier Athletic Department regulations, Sports Nutrition, Title IX and gender equity.
- EDSM250 **PROF DEVELOPMENT IN SPORT MGMT** (3) The course is designed to prepare students to enter the sport industry. It is focused on identifying industry trends and their effect on employment in the field, exploring career paths, and developing effective job search skills. Pre-requisite: Sport management majors only or approval from instructor.
- EDSM310 **INTRO TO SPORT MARKETING** (3) Career opportunities in the sports industry. The evolution of the field and its place in our economy. Marketing plan, current trends. Marketing mix: sponsorships, special event fundraising, public relations, promotions, television, sports products.
- EDSM322 **FACILITY & EVENT MGMT** (3) Planning and managing athletic, physical education, recreation and other sport facilities. Basic concerns in developing and organizing events in sports areas.



- EDSM348 **LEGAL & ETHICAL ISSUES IN SPORT** (3) (EDSM598) Basic legal principles affecting the management of physical activity and sports programs. Liability, negligence and risk assessment.
- EDSM370 **BASIC AQUATICS & POOL MGMT** (2) Basic aquatic skills and pool management.
- EDSM377 **SPORT PSYCHOLOGY** (3) Sport situations and of the science of psychology. The mental side of sports.
- EDSM410 **SPORT ETHICS** (3) (EDSM610) This course is designed to provide an examination and discussion of ethical, managerial and moral issues related to individuals who work and participate in the area of sport and physical activity.
- EDSM495 **INTERNSHIP IN SPORT MGMT** (3 to 9) (EDSM695) Field experience within an area of interest. A total of 600 clock hours are required, which may be divided into three blocks of 200 hours. Culminating experience which may begin during the summer of a student's senior year. Internship site selection is a cooperative effort between the student and the advisor. Comprehensive portfolio is required.

Graduate Courses

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

- EDSM521 **PRIN OF MGMT IN SPORT ADMIN** (3) Past, current and future trends in the field of sport management. Administrative theory, function, and application within the field of sport management.
- EDSM522 **RESEARCH & STATISTICS** (3) Fundamental statistics and research methods. Current journals in sport administration. Representative samples. Historical, descriptive, experimental and philosophical research.
- EDSM523 **SPORTS ADMINISTRATION SEMINAR** (3) Current issues. Topics by guest practitioners. The diversity of the sport industry. Careers, position demands, and trends.
- EDSM595 **SPORTS ADMINISTRATION: MKTG** (3) The evolution of the field, its place in our economy, a marketing plan, current trends, case histories. Proposals offered by promoters. Career in sport marketing.
- EDSM596 **SPORTS ADMINISTRATION: FINANCE** (3) Sport and athletic/not-for-profit budgets-program based, project based, and line-item based. Formulating budgets. Budgeting cycles, political ramifications imposed and utilized in the federal cycle, fiscal year, and reserves. Financial markets, cash management, and municipal underwriting of recreation and parks facilities. Scale sheets, bond issues, BAN, VKX, sinking fund, etc. Grant-writing. Sources of funding, and endowment foundations.
- EDSM598 **LEGAL & ETHICAL ISS SPORT & PE** (3) (EDSM348) Legal and ethical issues with regard to youth, school, college, amateur and professional sports.
- EDSM622 **PERSONNEL ISSUES IN SPORT MGMT** (3) Personnel functions. Job analysis, job description, recruitment, employee selection and retention, EEOC and affirmative action, staff morale and development, leadership and organizational culture, job performance/evaluation and mentoring.
- EDSM625 **HIGH SCHOOL ATHLETIC ADMIN** (3) Current issues facing today's high school athletic director such as: student-athletes, faculty, staff development, administration, budget, and community relations in the operation and management of a high school athletic department.
- EDSM632 **SPORT EVENT MGMT & PROMOTION** (3) Operating special events with an emphasis on sports events. Administrative procedures, operational techniques, hospitality, public relations and marketing, and technical services. Practical application on scheduled events.
- EDSM642 **SPORT FUND-RAISING** (3) Fundraising as it relates to sports.
- EDSM652 **NCAA: RULE, REGULATION, POLICIES** (3) The development of collegiate sport and the NCAA from 1906-present. Critical issues facing collegiate sport today. The NCAA constitution, by-laws, and administrative structure. Comprehensive



- knowledge of the operating by-laws and operational differences between Division I, II, III.
- EDSM654 **WOMEN IN SPORT** (3) Cultural, social-psychological, and physiological issues related to gender that influence the nature and extent of involvement.
- EDSM662 **PR & COMMUNICATION IN SPORT** (3) The relationship between public relations practitioners and the media. The art of writing a press release. Coordination of a press conference. Advertising/marketing campaigns. Organization of special events. Management of a public relations crisis. Career opportunities.
- EDSM664 **FACILITY DESIGN & PLANNING** (3) Planning and managing athletic, physical education, recreation, and other sport facilities.
- EDSM666 **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.
- EDSM668 **ADMIN OF FITNESS & WELLNESS PROG** (3) Development and administration of current fitness and wellness principles.
- EDSM670 **INDEPENDENT STUDY** (1 to 3) Investigate an area of student interest within the sport industry. Advisor's approval.
- EDSM692 **SPORT ADMIN RESEARCH PROJECT** (3) Research project. Guidance from a faculty member.
- EDSM695 **INTERNSHIP IN SPORT ADMIN** (3 to 9) (EDSM495) The internship may be taken after successfully completing 15 semester hours. Will select either a three credit (200 clock hours) or six credit (400 clock hours) internship experience. Internships are planned and supervised learning activities. Take place in a sport industry.

(EDSP) EDUCATION: SPECIAL EDUCATION
Undergraduate Courses

- EDSP200 **SP ED: IDENTIFICATION & ISSUES** (3) (EDSP500) This course provides an overview of national and state policies, the etiology, assessments, classification, and issues of individuals and families with exceptional needs as well as the need for special education services and adaptations to the general education classroom. This course also addresses the process of collaborating to develop and write an individualized education program (IEP) to identify the adaptations and services needed by a student with a disability. Required field experience in diverse settings - 5 field hours.
- EDSP201 **INTRO TO EMOTIONALLY DIST CHILD** (3) (EDSP501, PSYC271) This course provides an overview of maladaptive behavior in school aged children and adolescents which addresses the psychological and medical factors affecting development. Other areas addressed are: social/emotional/family aspects; adaptive behaviors; social imperceptiveness; social competence, social isolation; learned helplessness; juvenile delinquency; medications; and evaluation of etiological factors.
- EDSP202 **SPEECH & LANGUAGE DEVELOPMENT** (2) (EDSP502) Acquisition, development, and problems of speech and language classroom practices, assessment, remediations, and supplement with student's speech and language needs and issues in learning settings.
- EDSP203 **SP ED: COMM & COLLABORATION** (3) (EDSP503) This course addresses the issues and practices concerning family systems and role of family; models and strategies for consultation and collaboration; effective communication with families, school personnel; and professional ethics, responsibilities and confidentiality. Students experience self-assessment and interpersonal skills needed for teaming and collaboration in educational settings with parents, teachers, administrators, paraprofessionals and other specialists covering all exceptionalities and cultural settings. Role playing, videotaping, and small group practices in teaming and collaboration roles. Required field experience in diverse settings - 5 field hours.



- EDSP204 **READ ASSESS & STRAT-LANG PROC PR (3) (EDSP504)** This course provides the students with the knowledge and skills for diagnostic assessment of developmental language processing problems related to literacy skills of reading, writing, listening and speaking for students with and without disabilities; reading remediation strategies including technology; speech and language acquisition and learning theories (first and second language); and supervision of reading/language instruction across the curriculum K-12 in diverse cultural school settings. Review Ohio curriculum for foreign instruction and Ohio Model Competency-Based Language Arts. Required field experiences in diverse settings - 10 field hours.
- EDSP205 **FOUNDATIONS IN EARLY CHILD SP ED (3) (EDSP505)** Students in this course address the historical and philosophical foundations of services for young children; impact of sensory impairments, physical and health disabilities for individuals, families, and society. Research supported theories and issues concerning early childhood special education practices and methods; identification of at risk needs awareness, IFSP and IEP procedures and issues, developmentally appropriate practices; biological and environmental learning and developmental factors; medical/health issues, responsibilities, training, and implications for learning and prevention for educational settings. Articulation of personal philosophy of special education. CPR and First Aid Training and certification required. Required field experiences in diverse settings
- EDSP348 **PHYSICAL/MENTAL/MED DISABILITIES (3) (EDSP648)** This course will expose students to the different types and causes of disabilities they are likely to find in their employment; learning about many of the different therapies, both pharmacological and other forms that have been proposed and presented to treat these disabilities; gaining of the knowledge and skills to help individuals and families with disabilities sort out the helpful from the hopeless therapies and treatments.
- EDSP360 **M/M CHARACTERISTICS & STRATEGIES (3) (EDSP560)** This course is designed to provide the students with a basic knowledge of mild to moderate disabilities. The course focuses on definitions and diversity in characteristics (including perceptual, cognitive, linguistic, academic, and social/emotional qualities) for individuals with mild to moderate disabilities as well as the major past and present educational and legal issues relevant to those individuals. Required field experience in diverse settings - 6 field hours.
- EDSP361 **FIELD EXPERIENCE (1) (EDSP56)** Field experiences related to area of licensure: observation, interviewing and participating in diverse learning settings. IEP procedures and ethics. Professional organizations and development addressed. Seminar discussion group. Meets every other week for 2 hours. Dates listed in "Schedule of Classes."
- EDSP362 **M/M SUPPORT SERVICES (3) (EDSP562)** Students in this course address service, transitional and resources issues, strategies, techniques used to integrate students with mild/moderate disabilities into diverse educational, social and community settings. Emphasis is on service delivery needs and issues for families; career vocational, health/medical and safety issues, training and intervention/prevention services; working with and guiding paraprofessionals; and support services for at risk students which includes legal aspects and responsibilities. First Aid and CPR training and certification required. Required field experience in diverse settings - 10 field hours.
- EDSP363 **SPED: ASSESSMENT & EVALUATION (3) (EDSP563)** The student taking this course will demonstrate the ability to administer non-biased formal assessments. They will be able to make the connection between assessment and instruction, use assessment information in eligibility program and placement decisions for individuals with mild/moderate learning needs, including those from culturally and/or linguistically diverse backgrounds. Students will also demonstrate the ability to select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with mild/moderate and at-risk disabilities. This is a LAB class that



- requires administering, scoring, and explaining test results. Students will keep a test log to document the field hours.
- EDSP364 **DAP INSTRUCTIONAL MATERIALS (3)** (EDSP564) University students will demonstrate the ability to select and use specialized instructional strategies for students with mild/moderate learning needs that are age and ability appropriate. This will include multiple theoretical approaches as well as instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval. Students use strategies to facilitate maintenance and generalization across environments. Students use methods to teach mathematics appropriate to students with disabilities. This is a lab class, students are expected to create developmentally appropriate educational materials after class and demonstrate their use in class.
- EDSP365 **CURR PRACTICES:MILD DISABILITIES (3)** (EDSP565) This course focuses on the role or responsibilities of the intervention specialists as it relates to curriculum adaptations and modifications and research supported instructional strategies and practices related to individual mild learner needs with a variety of disabilities. Students will develop and implement instructional plans for active learner participation which incorporates application of assessment, planning, implementing, and managing procedure for individual learners with mild cognitive and mild to severe affective/social/emotional behavioral needs across the curriculum. Required field experiences in diverse settings - 30 hours.
- EDSP366 **M/M ADAPT & MOD IN CURR PRAC II (3)** (EDSP566) Middle school and secondary grades (grades 7-12) curriculum theories adaptations and modification practices related to individual mild and moderate learner needs. Designing learning environments and instructional programs for active learner participation which incorporates application of assessments, program evaluation, planning, implementing, and management procedures for individual learners with mild and moderate cognitive and affective/social/cultural needs across the curriculum. Required field experiences in diverse settings- 30 hrs.
- EDSP367 **SP ED: BEHAV & SOC SKILLS MGMT (3)** (EDSP567) This course is designed to provide the student with the knowledge to develop and implement instructional and behavioral plans and programs for students with emotional and behavior problems that address social skills; strategies for crises prevention and intervention; self advocacy; procedures to increase self-awareness, self-management, self control; self-reliance, and self-esteem; self-enhancing behavior in response to societal attitudes and actions. Students will be prepared to manage verbal and physical acting out behaviors. Required field experiences in diverse settings - 8 hours.
- EDSP368 **SP ED: CURRENT ISSUES (2)** (EDSP568) Seminar course addressing current professional issues across all the exceptionalities, practices, and trends in Special Education. Professional development/goal setting, organization involvement/commitment, ethical practices with peers, families, agencies and community. Demonstrate proficiency in oral/written communication. Speakers, individual readings, research and discussions.
- EDSP370 **M/I CHARACTERISTICS & STRATEGY (3)** (EDSP570) This course is designed to provide the student with a basic knowledge of moderate to severe disabilities. Topics include definitions, identification procedures, due process rights, cultural and linguistic diversity, and characteristics for individuals with intellectual disabilities, including medical aspects; individuals who display developmental as well as multiple handicaps; and other conditions. The course will also deal with the major past and present educational, social/emotional, and legal issues relevant to those individuals. These issues will be referenced to inclusive practices that focus on the similarities between students with moderate to severe disabilities and their typical peers. Required field experience in diverse settings - 6 hours.
- EDSP372 **COMMUNICATION STRATEGIES & TECH (3)** (EDSP572) This course will focus on understanding and implementation of everyday functional communication methods and techniques through various theories, systems and technologies for individual students with moderate and intensive needs; classroom strategies and



- techniques in learning environment; selection/implementation of augmentative or alternative communication devices/systems; adaptations/assistive technology; medical care and methods with technology/family support and resources. LAB field experience is required with documentation.
- EDSP373 **M/I ASSESSMENT & EVALUATION (3)** (EDSP573) University students taking this class will demonstrate the ability to administer nonbiased formal and informal assessments. They will be able to make the connection between assessment and instruction. Students will also demonstrate the ability to select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with moderate/severe disabilities (including functional assessments, task analysis and alternate assessments). Students will demonstrate the procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities. Students demonstrate the reliable methods of response of individuals who lack typical communication and performance behaviors. This is a LAB class which requires that student
- EDSP374 **CURR PRAC:MODERATE DISABILITIES (3)** (EDSP574) This course focuses on curriculum theories and practices related to students with moderate disabilities in elementary through secondary education programs. Course content will focus on designing applied curriculum and multi-leveled instruction for active learner participation in inclusive educational environments which incorporate evaluating, planning, implementing, and managing procedures that are appropriate for individual needs. Required field experience in diverse settings - 30 hours.
- EDSP375 **M/I INSTRUCTIONAL METH & ACOM II (3)** (EDSP575) Middle school and secondary (grades 7 - 12) theories, methods, and practices related to individuals with developmental disabilities and multi-handicapped. Designing learning environments and instructional programs for active learner participation identified moderate and intensive which incorporates evaluation, planning, implementing, and management procedures that are age appropriate for individual learners. Addressing adaptive, functional, social community, and vocational needs access the curriculum. Required 30 hours of field experience.
- EDSP376 **M/I SUPPORT SERVICES (3)** (EDSP576) This course focuses on the relationship between local and state support delivery services for individuals with moderate and intensive physical, mental and medical disabilities K-12; networks, organizations, resources, strategies and techniques used to integrate students requiring moderate/intensive services into diverse educational, social, and community settings including assistive technology/devices, residential treatment, rehabilitation, career/vocational, health/medical; use strategies that promote successful transitions for individuals with exceptional learning needs; identify supports needed for integration into various program placements; structure, direct and support the activities of paraeducators, volunteers, and tutors; assist family in planning transitions; and, act ethically in advocating for appropriate service. Required field experience in diverse settings - 10 hours. CPR and First Aid Training and Certification required.
- EDSP380 **CLASSROOM MANAGEMENT (3)** (EDSP580) Seminar course for teacher preparation (K - 12) concerning laws, policies, and ethical principles regarding behavior management, planning and implementation; establishing and maintaining positive classroom management; effective teaching/learning conditions and adaptations necessary for a healthy learning environment; useful and practical organizational procedures; problem solving/decision making techniques and strategies; communication skills necessary for classroom management; management practices concerning diverse classroom population and individualized learning. Required field experiences in diverse settings - 10 hours.
- EDSP389 **PROG PRAC:SEVERE/INTENSIVE DISAB (3)** (EDSP589) This course focuses on specialized interventions for individuals with physical and health disabilities in educational settings; specialized materials for individuals with disabilities; prevention and intervention strategies for individuals with disabilities; technology for planning and managing the teaching and learning environment; select and plan



- for integration of related services into the instructional program, create or adapt appropriate learning plans; design and implement curriculum strategies for medical self-management procedures; use appropriate adaptations and assertive technology for all individuals with disabilities. Required field experiences in diverse settings - 30 hours.
- EDSP391 **ECSPED LEARNING THEORIES (3)** (EDSP591) Students will investigate and observe learning theory models as a foundation for early childhood intervention - understand development of infants and young children along with the ability to identify specific disabilities and describe implications for development and learning; use instructional practices based on knowledge of the child, family, community, and the curriculum; and support and facilitate family and child interactions as primary contexts for learning and development. Required field experiences in diverse settings - 6 hours.
- EDSP392 **ECSPED: OBSERVATION & ASSESSMENT (3)** (EDSP592) Students will demonstrate knowledge and skills with Early Childhood/Special Education intervention assessment, evaluation, techniques and report writing. This LAB course includes how to select, adapt, and administer formal and informal performance based assessment for specific sensory/motor, cognitive, and social disabilities; data collection, summarization, information integration and team collaboration in various settings (home, public/private centers, schools, classrooms, community agencies); staff and program assessment and evaluation; consultation service practice. LAB field experience required.
- EDSP393 **ECSPED: CURRICULUM PRACTICES (3)** (EDSP593) Students in this course will demonstrate curriculum practices of selection, designing and developing ECSPED intervention classroom methods/materials; implement developmentally appropriate individual family/activities; systematic instruction; assess develop/progress; participation with interdisciplinary, interagency and intra-agency teams; design/plan/implement process and strategies for transitions; demonstrate understanding of foundations of curriculum, research-based practices. Required field experiences in diverse settings - 30 hours.
- EDSP395 **INDEPENDENT STUDY & RESEARCH (3)** Special topics examined through independent research. Pre-requisite: Must be approved by instructor
- EDSP400 **M/M STUDENT TEACHING (0)** This clinical experience course is taken when the student has finished all of the required coursework, completed the application process, and passed all required tests. Required clinical experience in diverse settings - 16 weeks.
- EDSP401 **TEACHING SEMINAR (2)** (EDSP601) Students will demonstrate and articulate professional and personal philosophies of special education, including ethics and standards, objective judgements; research applications and reflective practices concerning teaching/learning. Completion of professional portfolio is required. Pre-requisite: Permission of Director of Special Education
- EDSP402 **M/I STUDENT TEACHING (0)** This clinical experience course is taken when the student has finished all of the required coursework, completed the application process, and passed all required tests. Required clinical experience in diverse settings - 16 weeks.
- EDSP403 **ECSPED STUDENT TEACHING (0)** This clinical experience course is taken when the student has finished all of the required coursework, completed the application process, and passed all required tests. Required clinical experience in diverse settings - 16 weeks.
- EDSP448 **SERVICE PROVIDERS: INTERNSHIP (9)** Participation in two (2) separate field placements, each eight (8) weeks in duration. From pre-internship experiences, these placements will be planned, supervised and evaluated through collaboratively developed goals and objectives. Student will assume duties of the placement role which will be guided by the job description of the agency or institution.



Graduate Courses

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

- EDSP500 **SP ED: IDENTIFICATION & ISSUES** (3) (EDSP200) This course provides an overview of national and state policies, the etiology, assessments, classification, and issues of individuals and families with exceptional needs as well as the need for special education services and adaptations to the general education classroom. The course also addresses the process of collaborating to develop and write and individualized education program (IEP) to identify the adaptations and services needed by a student with a disability. Required field experience in diverse settings - 5 field hours.
- EDSP501 **INTRO TO EMOTIONALLY DIST CHILD** (2 to 3) (EDSP201, PSYC271) This course provides an overview of maladaptive behavior in school aged children and adolescents which address the psychological and medical factors affecting development. Other areas addresses are: social/emotional/family aspects; adaptive behaviors; social imperceptiveness; social competence; social isolation; learned helplessness; juvenile delinquency; medications; and evaluation of etiological factors.
- EDSP502 **SPEECH & LANGUAGE DEVELOPMENT** (2) (EDSP202) Acquisition, development, and problems of speech and language classroom practices, assessment, remediations, and supplement with student's speech and language needs and issues in learning settings.
- EDSP503 **SPED: COMM & COLLABORATION** (3) (EDSP203) This course addresses the issues and practices concerning family systems and rold of family; models and strategies for consultation and collaboration; effective communication with families, school personnel; and, professional ethics, responsibilities and confidentiality. Students experience self-assessment and interpersonal skills needed for teaming and collaboration in educational settings with parents, teachers, administrators, paraprofessionals, and othper specialists covering all exceptionalities and cultural settings. Role playing, videotaping, and small group practices in teaming and collaboration roles. Required field experience in diverse settings - 5 hours.
- EDSP504 **READ ASSESS & STRAT-LANG PROC PR** (3) (EDSP204) This course provides the candidate with the knowledge and skills for diagnostic assessment of developmental language processing problems related to literacy kiskills of reading, writing, listening, and speaking for students with and without disabilities; reading remediation strategies including technology; speech and language acuisition and learning theories (first and second language); and, supervision of reading/language instruction across the curriculum K-12 in diverse cultural school settings. Review Ohio curriculum for foreign instruction and Ohio Model Competency-Based Language Arts. Required field experiences in diverse settings - 10 hours.
- EDSP505 **FOUNDATIONS IN ECSPED** (3) (EDSP205) Students in this course address the historical and philosophical foundations of services for young children; impact of sensory impairments, physical and health disabilities on individuals, families and society. Research supported theories and issues concerning early childhood special education practices and method; identification of at risk needs awareness, IFSP and IEP procedures and issues; developmentally appropriate practices; biological and environmental learning and developmental factors; medical/health issues, responsibilities, training and implications for learning and prevention for educational settings. Articulation of personal philosophy of special education. CPR and First Aid Training and certification required. Required field experience in diverse settings - 10
- EDSP560 **M/M CHARACTERISTICS & STRATEGIES** (3) (EDSP360) This course is designed to provide the candidates with a basic knowledge of mild to moderate disabilities. the course focuses on definitions and diversity in characteristics (including peceptual, cognitive, linguistic, academic, and social/emotional qualities) for individuals with mild to moderate disabilities as well as the major past and present educational and legal issues relevant to those individuals. Required field experience in diverse settings - 6 hours.



- EDSP561 **FIELD EXPERIENCE (1)** (EDSP361) Field experiences related to area of licensure: observation, interviewing and participating in various M/M learning settings focus on IEP procedures and ethics. Professional organizations and development addressed. Seminar discussion group. Required 10 hours of field experience.
- EDSP562 **M/M SUPPORT SERVICES (3)** (EDSP362) Students in this course address service, transitional and resource issues, strategies, techniques used to integrate students with mild/moderate disabilities into diverse educational, social, and community settings. Emphasis is on service delivery needs and issues for families; career/vocational. Health/medical, and safety issues, training and intervention/prevention services; working with and guiding paraprofessionals; and, support services for at risk students which includes legal aspects and responsibilities. First Aid and CPR training and certification required. Required field experience in diverse settings - 10 hours.
- EDSP563 **SPED: ASSESSMENT & EVALUATION (3)** (EDSP363) The student taking this course will demonstrate the ability to administer non-biased formal assessments. They will be able to make the connection between assessment and instruction, use assessment information in eligibility programs, and placement decisions for individuals with mild/moderate learning needs, including those from culturally and/or linguistically diverse backgrounds. Students will also demonstrate the ability to select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with mild/moderate and at-risk disabilities. This is a LAB class that requires administering, scoring, and explaining test results. Students will keep a test log to document the field hours.
- EDSP564 **DAP INSTRUCTIONAL MATERIALS (3)** (EDSP364) University students will demonstrate the ability to select and use specialized instructional strategies for students with mild/moderate learning needs that are age and ability appropriate. This will include multiple theoretical approaches as well as instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval. Students use strategies that facilitate maintenance and generalization across environments. Students use methods to teach mathematics appropriate to students with disabilities. This is a lab class, students are expected to create developmentally appropriate educational materials after class and demonstrate their use in class.
- EDSP565 **CURR PRACTICES: MILD DISABILITIES (3)** (EDSP365) This course focuses on the role or responsibilities of the intervention specialists as it relates to curriculum adaptations and modifications and research supported instructional strategies and practices related to individual mild learner needs with a variety of disabilities. Students will develop and implement instructional plans for active learner participation which incorporates application of assessment, planning, implementing, and managing procedure for individual learners with mild cognitive and mild to severe affective/social/emotional/behavioral needs across the curriculum. Required field experience in diverse settings - 30 hours.
- EDSP566 **M/M ADAPT & MOD IN CURR PRAC II (3)** (EDSP366) Middle school and secondary (grades 7 - 12) curriculum theories adaptations and modification practices related to individual mild and moderate learner needs. Designing learning environments and instructional programs for active learner participation which incorporates application of assessment, program evaluation, planning, implementing, and management procedures for M/M individual learner cognitive and affective needs across curriculum. Required 30 hours of field experience.
- EDSP567 **SPED: BEHAV & SOC SKILLS MGMT (3)** (EDSP367) This course is designed to provide the candidate with the knowledge to develop and implement instructional and behavioral plans and programs for students with emotional and behavioral problems that address social skills; strategies for crises prevention and intervention; self-advocacy; procedures to increase self-awareness, self-management, self-control, self-reliance, and self-esteem; self-enhancing behavior in response to societal attitudes and actions. Students will be prepared to manage verbal and physical acting out behaviors. Required field experience in diverse settings - 6 hours.



- EDSP568 **SP ED: CURRENT ISSUES (2)** (EDSP368) Seminar course addressing current professional issues, practices, and trends in Special Education. Professional development/goal setting, organization involvement/commitment, ethical practices with peers, families, agencies, and community. Demonstrate proficiency in oral/written communication. Speakers, individual readings, research and discussions.
- EDSP570 **M/I CHARACTERISTICS & STRATEGY (3)** (EDSP370) This course is designed to provide the student with a basic knowledge of moderate to severe disabilities. Topics include definitions, identification, procedures, due process rights, cultural and linguistic diversity, and characteristics for individuals with intellectual disabilities, including medical aspects; individuals who display developmental as well as multiple handicaps; and other conditions. The course also will deal with the major past and present educational, social/emotional, and legal issues relevant to those individuals. These issues will be referenced to inclusive practices that focus on the similarities between students with moderate to severe disabilities and their typical peers. Required field experience in diverse settings - 6 hours.
- EDSP572 **COMMUNICATION STRATEGIES & TECH (3)** (EDSP372) This course will focus on the understanding and implementation of everyday functional communication methods and techniques through various theories, systems, and technologies for individual students with moderate and intensive needs; classroom strategies and techniques in learning environment; selection/implementation of augmentative or alternative communication devices/systems; adaptations/assistive technology; medical care and methods with technology/family support and resources. LAB field experience is required with documentation.
- EDSP573 **M/I ASSESSMENT & EVALUATION (3)** (EDSP373) University students taking this class will demonstrate the ability to administer nonbiased formal and informal assessments. They will be able to make the connection between assessment and instruction. Students will also demonstrate the ability to select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with disabilities (including functional assessments, task analysis and alternate assessments). Students will demonstrate the procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities. Students demonstrate the reliable methods of response of individuals who lack typical communication and performance behaviors. This is a LAB class which requires that students administer, score
- EDSP574 **CURR PRAC: MODERATE DISABILITIES (3)** (EDSP374) This course focuses on curriculum theories and practices related to students with moderate disabilities in elementary through secondary education programs. Course content will focus designing applied curriculum and multi-leveled instruction for active learner participation in inclusive educational environments which incorporate evaluating, planning, implementing, and managing procedures that are appropriate for individual needs. Required field experience in diverse settings - 30 hours.
- EDSP575 **M/I INSTRUCTIONAL METH & ACOM II (3)** (EDSP375) Middle school and secondary (grades 7 - 12) theories, methods, and practices related to individuals with developmental disabilities and multi-handicapped. Designing learning environments and instructional programs for active learner participation identified moderate and intensive which incorporates evaluation, planning, implementing, and management procedures that are age appropriate for individual learners. Addressing adaptive, functional, social community, and vocational needs access the curriculum. Required 30 hours of field experience.
- EDSP576 **M/I SUPPORT SERVICES (3)** (EDSP376) This course focuses on the relationship local and state support delivery services for individuals with moderate and intensive physical, mental, and medical disabilities K-12; networks, organizations, resources, strategies and techniques used to integrate students requiring moderate/intensive services into diverse educational, social, community settings including assistive technology/devices, residential treatment, rehabilitation, career/vocational, health/medical; use strategies that promote successful transitions for individuals with



- exceptional learning needs; identify supports needed for integration into various program placements; structure, direct, and support the activities of paraeducators, volunteers, and tutors; assist family in planning transitions; and, act ethically
- EDSP579 **AUTISM AND PDD (3)** Students in this course focus on autism and PDD problems, needs and issues. This also includes informal classroom assessment; management; instructional planning; implementing IEP goals and objectives into instructional methods and techniques; family and cultural issues; curriculum designing, development, implementation, adaptation/modification; communication/technology issues; and social/relationship problems. Required 5 hours of field experience.
- EDSP580 **CLASSROOM MANAGEMENT (3)** (EDSP380) Seminar course for teacher preparation K-12 concerning laws, policies, and ethical principles regarding behavior management, planning and implementation, establishing and maintaining positive classroom management; effective teaching/learning conditions and adaptations necessary for a healthy learning environment; useful and practical organizational procedures; problem solving/decision-making techniques and strategies; communication skills necessary for classroom management; management practices concerning diverse classroom population and individualized learning. Required field experiences in diverse settings - 10 hours.
- EDSP581 **PLAY & ITS ROLE IN DEVEL & LEARN (3)** Students will focus on demands and management of the learning environment. This includes teacher attitudes and behaviors. Course will also address play based skills and techniques; behavior management techniques; social skills planning and implementation; creating, supporting, facilitating interactive safe diverse learning environments. Required field experience in diverse settings - 8 hours.
- EDSP582 **GIFTED/TALENTED CHARA & STRAT (3)** Students in the course will focus on the identification of gifted/talented (P-12), legal policies/procedures; rights and responsibilities of family, students, educators, professionals, and institutions associated with the education of the gifted/talented; theories of intelligence and creativity, comparisons of tools and strategies, characteristics and needs of gifted/talented; placement options, effects of cultural identity, family, economic, physical/linguistic, academic, and social/emotional development; enrichment and acceleration needs of gifted/talented. Required field experience in diverse settings - 6 hours.
- EDSP583 **RESOURCE MAT & TECH: GIFT/TALENT (3)** Students in this course will have knowledge of and demonstrated skills with special resources materials and technologies for gifted/talented; technology assisted lessons; use technology for planning and managing the teaching and learning environment; independent/research activities; problem solving; critical thinking skills; evaluate learner products and portfolios; create and maintain records; resource materials and technology resources for gifted/talented instructional planning. Lab time required.
- EDSP584 **G/T ASSESSMENT & INSTRUCTION (3)** This course will provide an overview of assessment and instructional relationships for gifted/talented. Cultural, family, social and community effects on assessment and instruction will be discussed. Terminology, state/federal/legal provisions, regulations, and guidelines of assessment, referral, placement, and instruction practices will also be discussed. This is a LAB course that requires candidates to administer, score, and explain test results.
- EDSP585 **G/T PROGRAM DESIGN & PRACTICES I (3)** This course focuses on how to select, adapt, and use instructional strategies and materials according to characteristics of individuals with gifts and talents; effective management of teaching and learning for these students; acceleration, enrichment, and counseling within a continuum of service options; grouping practices that support differentiated learning environments; ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage; demonstration of use of instructional time; integration of curriculum and instructional strategies. Required field experience in diverse settings - 30 hours.



- EDSP586 **G/T PROGRAM DESIGN & PRACTICE II** (3) Students will have knowledge of and demonstrate skill with research curriculum design, development, coordination, and implementation based on various teaching program assessment needs, documentation, issues, design, development, demonstrate instructional implementations, sequencing, integration with reflection, involving the individual and family in program planning and implementation; respect and sensitivity to cultural, linguistic and gender differences; and program assessment needs, documentation, issues, design, development, coordination, and implementation. Required field experiences in diverse settings - 30 hours.
- EDSP589 **PROG PRAC:SEVERE/INTENSIVE DISAB** (3) (EDSP389) This course focuses on specialized interventions for individuals with physical and health disabilities in educational settings; specialized materials for individuals with disabilities; prevention and intervention strategies for individuals with disabilities; technology for planning and managing the teaching and learning environment; select and plan for integration of related services into the instructional program; create or adapt appropriate learning plans; design and implement curriculum strategies for medical self-management procedures; use appropriate adaptations and assistive technology for all individuals with disabilities. Required field experiences in diverse settings - 30 hours.
- EDSP591 **ECSPED LEARNING THEORIES** (3) (EDSP391) Students will investigate and observe learning theory models as a foundation for early childhood intervention - understand development of infants and young children along with the ability to identify specific disabilities and describe implications for development and learning; use instructional practices based on knowledge of the child, family, community, and the curriculum; and support and facilitate family and child interactions as primary contexts for learning and development. Required field experiences in diverse settings - 6 hours.
- EDSP592 **ECSPED: OBSERVATION & ASSESSMENT** (3) (EDSP392) Students will demonstrate knowledge and skills with Early Childhood/Special Education intervention assessment, evaluation, techniques, and report writing. This LAB course includes how to select, adapt, administer formal and informal performance based assessment for specific sensory/motor, cognitive, and social disabilities; data collection, summarization, information integration, and team collaboration in various settings (home, public/private centers, schools, classrooms, community agencies); staff and program assessment and evaluation; consultation service practice. LAB field experience required.
- EDSP593 **ECSPED: CURRICULUM PRACTICES** (3) (EDSP393) Students in this course will demonstrate curriculum practices of selection, designing, and developing ECSPED intervention classroom methods/materials, implement developmentally appropriate individual/family activities; systematic instruction; access development/progress; participation with interdisciplinary, interagency and intra-agency teams; design/plan/implement process and strategies for transitions; demonstrate understanding of foundations of curriculum, research-based practices. Required field experiences in diverse settings - 30 hours.
- EDSP601 **TEACHING SEMINAR** (1 to 2) (EDSP401) Students will demonstrate and articulate professional and personal philosophies of special education, including ethics and standards, objective judgments; research applications and reflective practices concerning teaching/learning. Completion of professional portfolio is required. Pre-requisite: Permission of Director of Special Education
- EDSP603 **M/M TEACHING PRACTICUM** (3) This clinical experience course is taken when the student has finished all the required coursework, completed the application process and passed all required tests. Required clinical experience in diverse settings - 16 weeks.
- EDSP604 **M/I TEACHING PRACTICUM** (3) (EDSP404) This clinical experience course is taken when the student has finished all the required coursework, completed the



- application process and passed all required tests. Required clinical experience in diverse settings - 16 weeks.
- EDSP605 **G/T TEACHING PRACTICUM (3)** This clinical experience course is taken when the student has finished all the required coursework, completed the application process and passed all required tests. Required clinical experience in diverse settings - 16 weeks.
- EDSP606 **ECSPEd TEACHING PRACTICUM (3)** This clinical experience course is taken when the student has finished all the required coursework, completed the application process and passed all required tests. Required clinical experience in diverse settings - 16 weeks.
- EDSP695 **IND READING & RESEARCH (1 to 6)** Special topics examined through independent research. Must be approved by instructor.

(EDWS) EDUCATION: WORKSHOP
Undergraduate Courses

- EDWS284 **ALFRED HITCHCOCK IN HOLLYWOOD (2)** (COMM280, HIST280) This course is designed for undergraduates and serves as both an in-depth investigation of a major artist and an exploration of American attitudes and institutions during World War II, the Cold War, and the upheavals of the 1960s and early 70s. Students are required to do a significant amount of reading and writing.
- EDWS286 **AMERICA THROUGH THE LENS (2)** (COMM297, HIST286) Films and television programs will be analyzed in order to both identify the cultural and historical messages they contain. The formulas and conventions of Hollywood genres will be examined. This understanding of genre will serve as a primary analytical tool as we de-construct the films and television programs studied in class.
- EDWS288 **UN-"HAPPY DAYS": FEAR IN 1950'S (2)** (COMM288, HIST288) This course is designed for undergraduates and serves to introduce students to the study of mass media as well as a crucial decade in American history. It also explores the use and misuse of history, calling into question the tendency to serve up history in ten year units (i.e., the opening lecture is "The Fifties: 1935-1992"). Students are required to do a significant amount of reading (two books and a handful of reviews) and writing (five short reaction papers and a longer analytical paper).
- EDWS310 **ADDICTION: AN EPIDEMIC (1)** (PSYC407, SOCW407) Various forms of addiction are becoming the leading social problems of this century. An overview of addiction will be imparted as well as specific manifestations such as sex, gambling, eating disorders, and drugs. The impact of addiction on the individual, family, and society will be discussed.
- EDWS339 **SEXISM & RACISM IN SOCIETY (1)** (PSYC340, SOCW340) This course will explore the causes and effects of racial and gender stereotyping, prejudice, and discrimination on the individual, institutional, and cultural level. Emphasis will be on education, the workplace, interpersonal relations, and communication.
- EDWS345 **ZOOS ARE CLASSROOMS (1)** (BIOL301, EDWS544) Demonstrate how zoos may be used as an educational facility. Animal behavior, ecology, evolution, conservation, adaptations, classification, and other zoo-related topics will be examined.
- EDWS355 **MAKING SIMPLE MUSICAL INSTR: K-8 (2)** (EDWS535, MUSC380) Hands-on workshop building and playing simple musical instruments. No musical or technical skills are required. Designed for the general kindergarten to 8th grade classroom teacher. Along with musical activities creative ways of teaching math, science, history, the visual arts, and multi-cultural awareness will be explored.
- EDWS360 **FAMILY AND SOCIETY (2)** (SOCW310) A study of marriage preparation, partner selection, marital adjustment, family structure and functions, and marital dissolution. Current problems facing the family will be explored with an emphasis on macro and micro intervention strategies which may be employed for problem resolution.



- EDWS370 **INTERVENTION WITH ABUSED CHILD (1)** (SOCW348) This course is designed to acquaint the student with the different types of child abuse, family dynamics, and profiles of victims and offenders. Knowledge of various intervention strategies will be imparted.
- EDWS372 **CHAOS-FREE CLASSROOM MANAGEMENT (2)** (EDWS572) This workshop will be offered in a literature based constructivist classroom. Participants will experience how to develop a classroom environment that supports constructivist teaching, establish teaching routines for self-management learning, and create a community of learners without chaos.
- EDWS386 **GEOGRAPHY ACROSS THE CURRICULUM (2)** (EDWS586) Integrate geography by using a whole language approach through reading, creative writing, research, grammar, and other areas such as art, music, and the sciences. The goal is to teach an appreciation of world cultures.
- EDWS390 **PLANTS IN THE CLASSROOM (2)** (BIOL304) Lectures, lab activities and field trips to demonstrate how plant material may be used in the classroom.
- EDWS408 **WOMEN & SOCIETAL VIOLENCE (1)** (CJUS408, PSYC408, SOCW408) A historical perspective on violence against women. Modern day forms of violence against women and intervention will be studied. Prosecution of cases will be presented and treatment strategies for offenders will be explored.
- EDWS414 **MOTIVATING FOR ACHIEVEMENT (2)** (EDWS714) Concept of motivation as it applies to achievement will be defined, analyzed and discussed in depth. Internal and external motivation, the role of self, the environment, communication, goal setting and reward systems, concept of empowerment will be explored.
- EDWS440 **TREATING SEX OFFENDERS & VICTIMS (1)** (CJUS350 PSYC267 SOCW350) This workshop will explore treatment issues and approaches for working with sex offenders, victims, and other family members.
- EDWS441 **PHONICS MERGED WITH WHOLE LANG (2)** (EDWS641) Course will offer a brief theoretical overview, then demonstrate a sequenced language program for children between the ages of 4 and 8. Emphasis will be on developing a systematic phonics program that incorporates the principles of whole language. Students will demonstrate their understanding of the integration by creating language materials that can be used by children in different stages of skill acquisition. The workshop will engage students in activities that demonstrate the integrated curriculum in all areas of language acquisition: reading, writing, spelling, listening, and talking.

Graduate Courses

- EDWS501 **ADAPT TEACH TECH TO LEARN STYLES (2)** (EDWS301) 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.
- EDWS507 **PROFESSIONAL ETHICS FOR EDUCATOR (1)** The focus of this workshop will be exploring the ethical situations facing the professional educator through group discussions, individual reactions to various scenarios. This will include the impact of the ethical decisions relating to various aspects of the educational setting.
- EDWS511 **CATHOLIC SCHOOL LEADERSHIP: FPS (2)** Focuses on the knowledge and skills needed to foster exciting and challenging visions of Catholic school leadership as we move into the new millennium. Looks at the latest research and thinking about leadership, and particularly as the literature distinguishes it from management or administration.
- EDWS512 **CATH SCHOOL LEADERSHIP: PPT (2)** Professional development workshop which addresses the practical aspects of administrative leadership in a Catholic



- school. Focuses on the many problem solving challenges that administrators and teachers face on a daily basis.
- EDWS513 **LEADING A CATHOLIC SCHOOL: FMD (2)** A professional development workshop that applies the skills and dynamics of effective leadership to the successful administration of a Catholic school. Addresses the essential requirements and implications of what it means to be the educational and spiritual leader of a Catholic school.
- EDWS515 **RELIGIOUS FOUND FOR C. S. LEADER (2)** Focuses on what educational leaders and teachers in a Catholic school must possess within themselves in order to promote a living and conscious faith among students. At the heart of this endeavor is a working knowledge of the basic beliefs of the Church, the meaning of the catechetical process, faith development, how to read and interpret the Scriptures, how to assist students in being at home with the sacraments and the Eucharist as the source and summit of Christian life.
- EDWS519 **CHILD & ADOLESCENT CHRONIC ILL (1)** (PSYC714, SOCW414) This intensive course will examine the child and adolescent with chronic illness and discuss treatment approaches from a multi-disciplinary or biopsychosocial intervention model. The instructor will draw upon extensive experience and observations from working in clinics, hospitals or in the field with children who have been diagnosed with such disorders as: cancer, hemophilia, AIDS, diabetes, sickle cell anemia, endocrine/growth problems, cleft palate, genetic anomalies, mental health DSM-IV disorders, as well as children with multiple handicaps and disabilities. Emphasis will be given to practical ways counselors and other mental health professionals and teachers can build and maintain therapeutic relations with children who have been dealt this difficult challenge of handling a chronic or life threatening illness. Additionally, this course will give special attention to identifying needs, assessing and treating families and siblings of children who have chronic illness.
- EDWS520 **GESTALT THERAPY (1)** (PSYC615, SOCW484) Introduction to theoretical foundations and therapeutic techniques of Gestalt therapy with particular emphasis on experimental learning.
- EDWS535 **MAKING SIMPLE MUSICAL INSTR: K-8 (2)** (EDWS355, MUSC380) Hands-on workshop building and playing simple musical instruments. No musical or technical skills are required. Designed for the general kindergarten to 8th grade classroom teacher. Along with musical activities creative ways of teaching math, science, history, the visual arts, and multi-cultural awareness will be explored.
- EDWS541 **EDUC: CHALLENGING PERCEPTIONS (1)** This workshop will explore challenges facing the teaching profession. The emphasis will focus on perceptions, conceptions about the educational career experience. Designed specifically for teachers who are within their first five years of their career. What districts, personnel, administration can do for you.
- EDWS544 **ZOOS ARE CLASSROOMS (1)** (BIOL301, EDWS345) Demonstrate how zoos may be used as an educational facility. Animal behavior, ecology, evolution, conservation, adaptations, classification, and other zoo-related topics will be examined.
- EDWS563 **COUNSELING CHALLENGING YOUTH (1)** (CJUS463, PSYC380, SOCW463) Workshop participants will learn a number of practical strategies for building and maintaining therapeutic relationships with challenging youth and families. The strategies will be formatted around six guiding principles common to most human services professionals who successfully engage this population. Participants will be challenged to assess their own attitudes, beliefs, and behaviors related to challenging youth via lecture, demonstrations, small group activities, and role plays.
- EDWS572 **CHAOS-FREE CLASSROOM MANAGEMENT (2)** (EDWS372) This workshop will be offered in a literature based constructivist classroom. Participants will experience how to develop a classroom environment that supports constructivist teaching, establish teaching routines for self-management learning, and create a community of learners without chaos.



- EDWS580 **MARITAL & FAMILY THERAPY (2)** (PSYC627, SOCW472) Provides an overall introduction into marital and family therapy in teaching a range of psychological disorders. Acquaints the student with the latest advances in assessment and therapeutic intervention procedures from a marital and family therapeutic perspective.
- EDWS586 **GEOGRAPHY ACROSS THE CURRICULUM (2)** (EDWS386) Integrate geography by using a whole language approach through reading, creative writing, research, grammar, and other areas such as art, music, and the sciences. The goal is to teach an appreciation of world cultures.
- EDWS624 **TEACHING WITH TECHNOLOGY (2)** Designed to prepare teachers to integrate computer and other technologies into the curriculum. Teachers will have the opportunity to explore and apply word processing, databases, spreadsheets, CD-ROM's, multimedia presentation software, scanners, digital cameras, educational software, Internet, and other technological resources/media. Teachers will learn to effectively integrate technology into curricular objectives.
- EDWS625 **COGNITIVELY GUIDED MATH INSTRUCTN (1)** This course is to provide instruction in teaching K-3 arithmetic operations using contextual work problems. The focus is on materials developed by educational research conducted by faculty at the University of Wisconsin.
- EDWS641 **PHONICS MERGED WITH WHOLE LANG (2)** (EDWS441) Course will offer a brief theoretical overview, then demonstrate a sequenced language program for children between the ages of 4 and 8. Emphasis will be on developing a systematic phonics program that incorporates the principles of whole language. Students will demonstrate their understanding of the integration by creating language materials that can be used by children in different stages of skill acquisition. The workshop will engage students in activities that demonstrate the integrated curriculum in all areas of language acquisition: reading, writing, spelling, listening, and talking.
- EDWS649 **HARDWARE & SOFTWARE OVERVIEW (3)** (INFO949) Analysis of the architecture of microcomputers, workstations, and small to mid-range computers. Pre-requisite: INFO 904 or equivalent
- EDWS667 **INTEGRATING SCIENCE & LITERATURE (2)** This course develops concepts and vocabulary related to themes in children's literature by using simple, easily-understood experiments. Topics which will be addressed include ecology, health, physical science, plants and animals. Science concepts have been selected from the National Science Educational Standards. Examples are: balance, inquiry, cycles and systems.
- EDWS714 **MOTIVATING FOR ACHIEVEMENT (2)** (EDWS414) Concept of motivation as it applies to achievement will be defined, analyzed and discussed in depth. Internal and external motivation, the role of self, the environment, communication, goal setting and reward systems, concept of empowerment will be explored.
- EDWS718 **THE DYNAMICS OF CULTS (1)** This workshop focuses on the recent proliferation of cult activity and the issues that are raised by a study of this phenomenon. Practical strategies and suggestions for understanding this topic will be offered. Issues to be examined include: commonly held myths, the vulnerability of individuals to deceptive manipulation, the techniques of attitude change and personality conversion, how conversion states are maintained, the importance of critical thinking, the processes involved in leaving cultic groups and the rehabilitation needs of ex-members.
- EDWS719 **CHILDHOOD PSYCHOPATHOLOGY (1 to 2)** (PSYC716, SOCW483) Identification, assessment and treatment procedures useful in working therapeutically with a range of psychological disorders experienced by children and adolescents.



(ENGL) English

Lower Division Courses

- ENGL101 **ENGLISH COMPOSITION** (3) Guidance in writing more clearly, thoughtfully, and creatively. Focus on the writing process including heuristics, revision, organization, editing.
- ENGL115 **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.

- ENGL120 **ENGLISH LIT UNDESIGNATED** (3)
- ENGL121 **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.
- ENGL122 **STUDIES IN DRAMA** (3) Introduction to drama as literary text and performance. Includes study of major plays from the Classical period through the present.
- ENGL124 **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.
- ENGL128 **STUDIES IN BLACK LITERATURE** (3) Introduction to the literature of Black cultures in Africa and the African diaspora, including the United States and Caribbean.
- ENGL130 **EPIC AND ADVENTURES OF HEROES** (3) (CLAS130) An inquiry into the epic genre, the epic hero, and epic values through a careful reading of several ancient and medieval poems.
- ENGL132 **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.
- ENGL142 **CLASSICAL TRAGEDY** (3) (CLAS142) A study of the tragic form, its poetry, and its use of myth through a careful reading of several plays of Aeschylus, Sophocles, Euripides, and Seneca.
- ENGL146 **CLASSICAL COMEDY & SATIRE** (3) (CLAS146) A study of ancient classical writings, comedies which were presented on the stage, and satirical poems.

Sophomore Courses

Prerequisite: ENGL 101 or ENGL 115

- ENGL205 **LITERATURE & MORAL IMAGINATION** (3) Personal and social ethical issues in literature. Honors section required of English majors. Fulfills E/RS Focus Literature and the Moral Imagination requirement. Pre-requisite: PHIL 100, THEO 111
- ENGL221 **POETRY** (3) An intensive critical and historical study of British and American poetry. Required of English majors.

Upper Division Courses

- ENGL301 **EXPOS/RESEARCH WRITING** (3) This course is designed to aid majors and non-majors in the composition of non-fiction essays, reports and research papers.
- ENGL302 **MODERN LITERARY THEORY** (3) Study of contemporary literary theory and its application to selected texts. Required of English majors.
- ENGL303 **HISTORY OF LITERARY CRITICISM** (3) From Aristotle through the modern period. Recommended for students planning to go to graduate school in English.
- ENGL304 **TEACHING & RESEARCH IN WRITING** (3) (ENGL504) Current theories on the teaching of writing in secondary school. Instruction and practice in expository writing.
- ENGL307 **WRITING INTERNSHIP** (3) This course is designed to facilitate independent study between students and faculty. It may also be used to accredit work performed outside the classroom — usually in a business setting — by students.



- ENGL308 **CREATIVE WRITING** (3) Introduction to creative writing, including practice in poetry, drama, and fiction.
- ENGL309 **CREATIVE WRITING: POETRY** (3) Instruction and intensive practice in writing poetry.
- ENGL310 **CREATIVE WRITING: FICTION** (3) Instruction and intensive practice in writing fiction.
- ENGL312 **TECHNICAL WRITING** (3) An introduction to the various modes of technical writing, including manuals, reports and critical analyses.
- ENGL314 **WRITING JOURNALS & AUTOBIOGRAPHY** (3) (ENGL514) Critical study of these forms and instruction in writing them.
- ENGL315 **COMPOSITION TUTORING** (3) (ENGL515) Training in the theory and practice of composition tutoring. Required of all prospective Writing Center tutors.
- ENGL318 **CREATIVE NONFICTION** (3) Instruction and intensive practice in writing essays, articles and other nonfiction genres. Pre-requisite: ENGL 101 or ENGL 115
- ENGL320 **TOPICS IN LINGUISTICS** (3) (ENGL520) 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).
- ENGL321 **HISTORY OF THE ENGLISH LANGUAGE** (3) The socio-historical story of English. Origins, variation, change, legitimization, maintenance and spread of a world language.
- ENGL322 **ETHNOLINGUISTICS** (3) A socio-anthropological study of language, culture, and communication. Conversational and discourse analysis. No linguistics background necessary.
- ENGL340 **WORLD DRAMA** (3) (ENGL540) This course will direct students through a broad survey of international plays. We will focus our studies on plays on non-American (including non-Western) origin. course requirements will include an oral presentation and a research paper. Readings will be drawn from some of the following playwrights: Sophocles and Euripides (Greek), Shakespeare and Churchill (English), Ibsen (Norwegian), Brecht (German), Beckett and Friel (Irish), Soyinka (Nigerian), Fugard (South African), Makoto (Japanese), Gambaro (Argentinian), Wertebaker (Australian), Cesaire (West Indian).
- ENGL344 **MAJOR BLACK WRITERS OF THE WORLD** (3) (ENGL544) Study of black authors from around the world with emphasis on African, Caribbean, and British Commonwealth writers.
- ENGL350 **MODERN JEWISH FICTION** (3) The narrative tradition of European and American Jewish writers from the late nineteenth century to the present.
- ENGL352 **AFRICAN LITERATURE** (3) This course explores modern African fiction from a number of writers from different countries, including Soyinka and Achebe.
- ENGL355 **MODERN CATHOLIC NOVELISTS** (3) In the modern world a commitment to Catholicism is rare among fiction writers. The question pursued in this course is how Catholicism affects a writer's imagination, his/her conception of character, moral conflict, and spiritual presence. Writers studied in this course are Willa Cather, Mauriac, Graham Greene, Caroline Gordon, Flannery O'Connor, Walker Percy, Robert Stone and W.C. Sebald. Students will write one long comparative paper and several shorter response papers. Pre-requisite: ENGL 205
- ENGL358 **BLACK AMERICA SINCE 1865** (3) (HIST325) Examination of historical and literary texts by black Americans from 1865 through the mid-1960s.
- ENGL359 **WOMEN & MINORITIES: IMAGE IN FILM** (3) Primarily taught as a workshop, this course examines the way women and ethnic minorities are portrayed in popular cinema.
- ENGL360 **MAJOR WOMEN AUTHORS** (2 to 3) Study of women authors of selected genres and periods.
- ENGL361 **16TH/17TH CENT WOMEN'S LITERACY** (3) A study of the literacy and literature of ordinary and celebrated women in England and America.



- ENGL362 **TECHNOLOGIES OF GENDER** (3) (SOCI362) Examination of the ways in which women's bodies are both constructed and deconstructed in postmodern culture and the ethical, social, and political implications of these processes for the well-being of women. We will focus on technologies of gender, i.e., those sets of cultural practices that make the body gendered. Fulfills E/RS Focus elective. Pre-requisite: PHIL 100, THEO 111; Co-requisite: PHIL 100, THEO 111
- ENGL363 **WOMEN WRITERS OF THE 90'S** (3) Study of literature by British and American women of the 1790s, 1890s, and 1990s in its social, historical, and cultural contexts.
- ENGL366 **FEMINISM AND LITERATURE** (3) This course will focus on making connections between feminist theory and literature, in particular utopian/dystopian writing by women from the 17th through 20th centuries.
- ENGL370 **WRITINGS BY SEXUAL MINORITIES** (3) This course focuses on the literature produced by gay and lesbian writers.
- ENGL371 **WAR & PEACE IN WORLD LITERATURE** (3) The representation and interpretation of war and peace primarily in European and American literature. Fulfills the E/RS Focus elective. Pre-requisite: PHIL 100, THEO 111; Co-requisite: THEO 111, PHIL 100
- ENGL372 **WAR & PEACE IN LIT & FILM** (3) This course examines the debates and arguments concerning war and pacifism in a variety of literary texts and popular films.
- ENGL374 **MARXISM AND LITERATURE** (3) This course offers a critical reading of literary texts through the lens of various modes of Marxist critical methodology.
- ENGL375 **MODERN IRISH WRITERS** (3) This course focuses on 20th century Irish writers like James Joyce, Flann O'Brien and William Butler Yeats.
- ENGL376 **MODERN ANGLO-IRISH LITERATURE** (3) Poetry, drama, and fiction by a variety of authors including Yeats, O'Casey, and Joyce.
- ENGL384 **POP CULTURE IN AMERICA** (3) This course examines the impact popular culture - especially as film and music - has had on American life and values in general.
- ENGL385 **SCIENCE FICTION** (3) This course examines the work of a literary genre often underestimated in terms of its impact on ideas about the future, ethics and politics.
- ENGL390 **SEM: MODERN JEWISH FICTION** (3) A seminar for majors, minors and honor students, focusing on contemporary Jewish fiction - Philip Roth and Cynthia Ozick, for example.
- ENGL391 **SEM: MAJOR WOMEN AUTHORS** (3) A seminar for majors, minors and honor students, focusing on women writers across the centuries, from Charlotte Bronte to Alice Walker.
- ENGL397 **SEM: ELECTRONIC LITERACY** (3) This course is an introduction to computer use and facility. Primarily for the novice unfamiliar with the Internet and its potential.
- ENGL408 **DANTE AND THE MODERN READER** (3) Close reading of Dante's "Vita Nuova" and the canticles of the "Commedia."
- ENGL410 **CHAUCER: THE CANTERBURY TALES** (3) A close reading of the major Tales in Middle English. This course emphasizes the cultural, historical, and philosophical elements in the texts with a special consideration of Chaucer's response to the anti-feminist tradition of the Middle Ages.
- ENGL415 **EARLY ENGLISH LITERATURE** (3) Critical and cultural study of classic texts from Beowulf through Spenser.
- ENGL425 **SHAKESPEARE** (3) Major plays in the genres of tragedy, comedy, tragicomedy, and history.
- ENGL429 **RENAISSANCE DRAMA** (3) (ENGL629) Non-Shakespearean drama of the Elizabethan and Jacobean periods: Marlowe, Jonson, Webster, and others.
- ENGL430 **17TH CENTURY LITERATURE** (3) The poetry and prose of the 17th century from Donne to Milton.
- ENGL435 **MILTON** (3) This course focuses on the major works of poet/critic John Milton.



- ENGL441 **18TH CENTURY BRITISH LITERATURE** (3) British poetry, drama, and fiction including works by Dryden, Behn, Pope, Swift, Defoe, Sterne, and Wollstonecraft.
- ENGL450 **BRITISH ROMANTIC LITERATURE** (3) (ENGL550) Poetry and selected nonfiction prose from 1780 to 1830.
- ENGL462 **VICTORIAN WRITING** (3) This course focuses on the aesthetics of the Victorian authors.
- ENGL463 **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.
- ENGL464 **ENGLISH NOVEL: DICKENS TO CONRAD** (3) A close reading of the major novels of the mid and late nineteenth century. Attention will be given to three long (700-900) page novels as well as two shorter novels. Emphasis will be on the treatment of significant themes such as gender relations, class relations, imperialism, sexuality, social and historical change, and moral conflict and ambiguity. The nineteenth century is the great age of the novel in England and this course will attempt to introduce students to the range, depth, and complexity of this form.
- ENGL470 **MODERN BRITISH LITERATURE** (3) Twentieth-century British poetry, fiction, and drama. Student should have some background in the analysis of poetry.
- ENGL472 **MODERN DRAMA** (3) British, American, and European drama from Ibsen to the present.
- ENGL480 **AMER RENAISSANCE: 1830-1865** (3) Textual and cultural study of Transcendentalism, the American romance, and other writing of this period.
- ENGL481 **AMERICAN REALISM: 1865-1915** (3) Textual and cultural study of various genres from the Civil War to the eve of Modernism.
- ENGL482 **MODERN AMERICAN FICTION** (3) Textual and cultural study of American short stories and novels from 1915 to 1945.
- ENGL483 **MODERN AMERICAN POETRY** (3) Textual and cultural study of poets such as Pound, Eliot, Williams, and Stevens.
- ENGL484 **AFRO-AMERICAN LITERATURE** (3) Textual and cultural study of Afro-American writing from the 18th century to the present.
- ENGL485 **AMERICAN GOTHIC LITERATURE** (3) Texts of terror and horror in American literature of the 19th and 20th centuries.
- ENGL486 **CONTEMPORARY AMERICAN FICTION** (3) (ENGL686) This course examines 20th and 21st century literature by American writers.
- ENGL487 **CONTEMP AMERICAN POETRY** (3) This course explores American poetry written after the 1940s and concerns a variety of poetic movements after Modernism.
- ENGL488 **HUMOR IN AMERICAN LITERATURE** (3) This course is organized historically to trace a variety of important forms of humor in American literature from the eighteenth century (such authors as Ben Franklin and Royall Tyler) through the nineteenth century (including humor of the Old Southwest, Herman Melville, Mark Twain, and Charles Chesnut), the earlier twentieth century (e.g., William Faulkner and James Thurber), and the past fifty years with its rich range of humor from Flannery O'Connor and Joseph Heller to Woody Allen and Garrison Keillor. Making connections across these periods, the course will ask what, if anything, might be distinctive about American humor and attempt to place our readings and discussion in theoretical as well as historical contexts. Although the focus of the course will be on literature, students will be invited to make connections between the readings and humor they experience on television and in films. Pre-requisite: ENGL 205
- ENGL490 **SEM: CONTEMP AMERICAN POETRY**(3) Intensive study of selected contemporary poets.
- ENGL499 **SENIOR SEMINAR**(3) Topics vary. Required of senior English majors.



Graduate Courses

- ENGL504 **TEACHING & RESEARCH IN WRITING** (3) (ENGL304) Current theories on the teaching of writing in secondary school. Instruction and practice in expository writing.
- ENGL509 **ADVANCED CREATIVE WRITING** (3) For the serious student who has completed the introductory creative writing courses.
- ENGL512 **LITERARY THEORY** (3) Current theory about the nature of literature and interpretation.
- ENGL513 **DIRECTED STUDY** (3) Credit and content of course by advance agreement between the professor and the student.
- ENGL514 **WRITING JOURNALS & AUTOBIOGRAPHY** (3) (ENGL314) A course designed to assist the student in connecting to the inner self.
- ENGL515 **COMPOSITION TUTORING** (3) (ENGL315) Training in the theory and practice of composition tutoring. Required of all prospective Writing Center tutors.
- ENGL520 **LINGUISTICS** (3) (ENGL320) 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).
- ENGL521 **HISTORY OF THE ENGLISH LANGUAGE** (3) The socio-historical story of English. Origins, variation, change, legitimization, maintenance, and spread of a world language.
- ENGL525 **SHAKESPEARE** (3) Study of selected plays and themes.
- ENGL544 **MAJOR BLACK WRITERS OF THE WORLD** (3) (ENGL344) Study of black authors from around the world with emphasis on African, Caribbean, and British Commonwealth writers. Unlike the undergraduate version of this course, graduate students are required to read more (7-9 novels) and write more (15-20 page research papers).
- ENGL560 **STUDIES IN WOMEN'S LITERATURE** (2 to 3) Study of women's writing and theoretical approaches to women's literature.
- ENGL566 **FEMINISM AND LITERATURE** (3) This course will focus on making connections between feminist theory and literature, in particular utopian/dystopian writing by women from the 17th through 20th centuries.
- ENGL570 **WRITINGS BY SEXUAL MINORITIES** (3) Course focuses on writings by gay and lesbian writers.
- ENGL601 **LANGUAGE OF HUMANITIES** (3) Critical study of topic-, audience-, and author-directed discourse. Intensive practice in writing.
- ENGL610 **CHAUCE-MAJOR WORKS** (3) Study of such texts as The Canterbury Tales and Troilus and Criseyde.
- ENGL615 **EARLY ENGLISH LIT** (3) Examines the literature of medieval England.
- ENGL630 **STUDIES IN 17TH CENT LITERATURE** (3) A survey course which examines the literature of 17th century Europe, including the Metaphysical pPets.
- ENGL640 **STUDIES IN 18TH CENT LITERATURE** (3) A survey course which examines the literature of 18th century Europe, including the poetry of Alexander Pope.
- ENGL650 **ENGLISH ROMANTIC POETS** (3) This course examines the work of Wordsworth, Keats, Shelley, Coleridge, Byron and Clare.
- ENGL655 **STUDIES IN VICTORIAN AUTHORS** (3) A survey of major English writers of the late 19th century.
- ENGL660 **STUDIES IM MODERN BRITISH LIT** (3) A survey of 20th century British writers up to the 1960s.
- ENGL672 **MODERN DRAMA** (3) A survey of major dramatists and plays from around the world, focusing on the 20th and 21st centuries.
- ENGL681 **AMERICAN REALISM: 1865-1915** (3) Focus on the realist writers - Dos Passos, Howell, Crane, etc. - of the late 19th and early 20th century.
- ENGL682 **MODERN AMERICAN FICTION** (3) Focuses on early 20th century American fiction from Faulkner, Hemingway, Fitzgerald and others.
- ENGL683 **MODERN AMERICAN POETRY** (3) Focuses on poetry from the early 20th century, including Stevens, Eliot, Pound and others.



- ENGL686 **CONTEMPORARY AMERICAN FICTION** (3) (ENGL486) Explores the wide range of styles exhibited by current American writers, from Toni Morrison and Philip Roth to Leslie Scalapino and Don DiLillo.
- ENGL687 **CONTEMP AMERICAN POETRY** (3) Explores the wide range of styles exhibited by current American writers, from Lucille Clifton, Philip Levine and Charles Bernstein to Nathaniel Mackey, Edward Hirsch and Susan Howe.
- ENGL690 **SEMINAR: VICTORIAN AUTHORS** (3) Study of selected topics and authors from this period.
- ENGL691 **SEMINAR: VICTORIAN POETRY & ART** (3) Study of the interaction between poetry and the visual arts during this period.
- ENGL693 **SEMINAR: MODERN JEWISH FICTION** (3) Study of selected European and American Jewish writers of fiction from the late 19th century to the present.
- ENGL694 **SEMINAR: CONTEMP AMER FICTION** (3) Study of selected American poets and poetic movements from the past few decades.
- ENGL695 **SEM: CONTEMPORARY AMERICAN POETRY** (3) Study of selected American poets and poetic movements of the past few decades.
- ENGL700 **MASTER'S THESIS** (6) Individual study leading to the completion of the M.A. thesis. See department chair for further information.
- ENGL701 **MASTER'S THESIS** (3) Individual study leading to the completion of the M.A. thesis. See department chair for further information. Pre-requisite: Department chair approval

(ENTR) Entrepreneurial Studies

The Prefix ENTR (Entrepreneurial Studies) designates courses offered through the Management Department which are particularly relevant for students interested in entrepreneurship. Other relevant courses may be found in the departmental listings for Marketing, Finance, and Accounting.

Undergraduate Courses

- ENTR303 **CO-OP EDUCATION/ENTREP ST: JR** (3) An elective cooperative experience where students earn academic credit while performing approved entrepreneurial-related work experience. Pre-requisite: MGMT 301 55 credit hours completed, 2.75 GPA, department approval
- ENTR305 **CREATIVITY & INNOVATION** (3) (MGMT305, MKTG305) Covers the framing processes and techniques individuals, groups, and organizations can use to enhance creativity and innovation. Pre-requisite: Sophomore status.
- ENTR311 **NEW VENTURE PLANNING** (3) Identification and screening of business opportunities; analysis of personal, marketing, financial, and operational factors for start-ups; writing a business plan. Pre-requisite: ACCT 200, ENTR 305, MKTG 300
- ENTR341 **MANAGING THE ENTR VENTURE** (3) Financial, legal, marketing, interpersonal, and organizational issues in owning/operating a small and growing business. Pre-requisite: ENTR 305 ENTR 311
- ENTR403 **CO-OP EDUCATION/ENTREP ST: SR** (3) An elective cooperative experience where students earn academic credit while performing approved entrepreneurial-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.750 GPA, departmental approval required
- ENTR494 **CONTEMP ISSUES IN ENTREPRENEURSP** (1 to 3) The field of entrepreneurship changes rapidly and successful entrepreneurs must continually stay abreast of current trends and developments. This course focuses on current issues of importance to those involved in innovation and entrepreneurship.
- ENTR495 **SMALL BUSINESS CONSULTING** (3) An individual project contributing to the growth of a new or existing small business. Pre-requisite: ENTR 305, ENTR 311, ENTR 341. Open to non-ENTR majors only with permission of the instructor required



Graduate Courses

- ENTR711 **ENTREPRENEURSHIP** (3) Students learn how to identify and evaluate a potential business venture opportunity, how to develop a business plan to take advantage of a promising opportunity, and how to gather the financial and human resources necessary to start a business. Case analyses and a business plan project are required. Pre-requisite: Admission to the Executive MBA program
- ENTR911 **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. Pre-requisite: Prerequisites/Corequisites ACCT 901, FINC 901, MKTG 901
- ENTR921 **ENTREPRENEURIAL MARKETING** (2) (MKTG921) Understand the challenges and acquire the skills and information needed to maximize marketing results with minimal marketing resources.
- ENTR931 **CORPORATE INTRAPRENEURSHIP** (2) Managing innovation and creativity in large organizations. New venture development teams. Joint venture, acquisition, and licensing strategies. Pre-requisite: MGMT 901
- ENTR940 **PURCHASE AND SALE OF CLOSELY HELD FIRM** (3) (FINC940) Techniques for valuing closely held firms and methods of structuring a purchase or sale. Pre-requisite: FINC 901
- ENTR941 **MANAGING NEW & GROWING VENTURE** (2) (MGMT941) Develops understanding as to why some ventures (new and/or existing) achieve their goals, grow, and attract resources while others stagnate or go bankrupt. Business simulations, interactive multimedia programs, guest speakers, and field trips will be used to accomplish course objectives. Pre-requisite: ACCT 901, FINC 901, MKTG 901
- ENTR943 **VENTURE CAPITAL** (1) Analysis of the venture capital industry. How to find and work with professional investors. Principles and examples of creative deal making. Pre-requisite: ACCT 901, FINC 901
- ENTR946 **HARVESTING ENTREPRENEURIAL VENTURE** (1) Founding new enterprise, elements of a successful IPO, the transition from entrepreneurial to professional management.
- ENTR947 **FRANCHISING** (1) Analysis and evaluation of franchising opportunities. Developing franchise systems. Developing effective franchiser-franchisee relationships.
- ENTR951 **FAMILY BUSINESS ISSUES** (2) Resolving personal and interpersonal issues, ownership succession issues, and strategic planning issues in family-owned businesses.
- ENTR994 **CURRENT ISSUES IN ENTREPRENEURSHIP** (1 to 3) The field of entrepreneurship changes rapidly, and successful entrepreneurs must continually stay abreast of current trends and developments. This course focuses on current issues of importance to those involved in innovation entrepreneurship. Pre-requisite: ENTR 911 or consent of department chair.
- ENTR995 **INDIVIDUAL READING & RESEARCH** (1 to 3) Open to especially qualified students with the consent of the chair of the department and the dean.
- ENTR998 **SMALL BUSINESS CONSULTING** (3) Student teams serve as consultants to small business enterprises. Site visits, problem analysis, and recommended solutions. Pre-requisite: ACCT 901, FINC 901, MKTG 901

(ESLG) English as a Second Language

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.

- ESLG101 **INDIVIDUALIZED INSTRUCTION** (0) Independent study/tutorial; English language and business communication skills. Non-credit, Pass/Fail.



Grammar

- ESLG111 **BEGINNING GRAMMAR** (0) The form, meaning and use of basic English grammar is reviewed.
- ESLG121 **INTERMEDIATE GRAMMAR** (1 to 2) This course covers the form, meaning and use of selected intermediate-level grammatical structures. Pre-requisite: ESLG 111 or equivalent proficiency.
- ESLG127 **HIGH INTERMEDIATE GRAMMAR** (1 to 2) The course covers the form, meaning and use of selected high intermediate-level grammatical structures. Pre-requisite: ESLG 121 or equivalent proficiency.
- ESLG131 **ADVANCED GRAMMAR** (1 to 2) This course covers the form, meaning and use of selected advanced-level grammatical structures. Pre-requisite: ESLG 127 or equivalent proficiency.

Listening and Discussion

- ESLG113 **BEGINNING LISTENING/SPEAKING** (0) Covers the basics of listening for content, with emphasis on understanding main ideas. Note-taking is introduced. Speaking practice reinforces simple grammatical structures.
- ESLG122 **INTERMEDIATE LISTEN/DISCUSSION** (0.50 to 1) Listening to academic lectures for main ideas and supporting details, note-taking and test-taking strategies are covered. Informal listening and speaking includes group discussion, basic presentation skills and role-play. Pre-requisite: ESLG 113 or equivalent proficiency
- ESLG129 **HIGH INTERMEDIATE LISTEN/DISCUSS** (0.50 to 1) Course includes listening for advanced-level content, taking notes, and recalling information. Functional speaking tasks, group work, and formal and informal presentation skills are practiced. Pre-requisite: ESLG 122 or equivalent proficiency
- ESLG133 **ADVANCED LISTENING/DISCUSSION** (0.50 to 1) Course includes listening for advanced-level content, taking notes, and recalling information. Functional speaking tasks, group work, and formal and informal presentation skills are practiced. Pre-requisite: ESLG 122 or equivalent proficiency

Reading and Writing

- ESLG110 **BEGINNING READING/WRITING** (0) Writing objectives for students include development of basic sentence structure, punctuation, and paragraph skills. Focus in reading is on comprehending main ideas; vocabulary study supports both reading and writing.
- ESLG120 **INTERMEDIATE READING/WRITING** (1 to 2) Simple academic-style texts form the major reading component. Students work to improve comprehension of main ideas and supporting details. Writing is done primarily at the paragraph level, with emphasis on organization, development, and improving grammar. Pre-requisite: ESLG 110 or equivalent proficiency
- ESLG125 **HIGH INTERMEDIATE READ/WRITING** (1 to 2) College reading skills are practiced and applied to academic texts and fiction. In writing, students learn to self-edit for typical grammar and word-choice errors. Common rhetorical styles are practiced, with more emphasis on essay-length papers. Pre-requisite: ESLG 120 or equivalent proficiency
- ESLG130 **ADVANCED READING/WRITING** (1 to 2) College reading skills are practiced and applied to academic textbooks, current news periodicals and journals. (Fiction and literature are not emphasized.) Students work to expand vocabulary and refine editing skills. Longer academic writing tasks are covered, including argumentation, summarizing and paraphrasing, synthesis, and a documented "mini" research paper. Pre-requisite: ESLG 125 or equivalent proficiency



Elective Courses

Elective courses are offered on a rotating basis. Contact the Center for ESL for the courses being offered each semester.

- ESLG100 **PRONUNCIATION** (0) Open to students at all levels. Students learn and practice basic pronunciation skills, with additional emphasis on stress, intonation, and rhythm.
- ESLG115 **CONV ENGLISH THROUGH VIDEO I** (0) Open to students of all levels; suggested for beginning and intermediate levels. With a story-based video series, students improve listening comprehension and learn and practice American English vocabulary, culture, and speech conventions.
- ESLG138 **TOEFL PREPARATION** (0.50 to 1) Review and practice of the language skills needed for the Test of English as a Foreign Language. Must be at high intermediate or advanced level to enroll.
- ESLG139 **CAREER ENGLISH** (0) Functional business speaking and writing tasks are practiced, with emphasis on American cultural values in the workplace. Students apply concepts from class in a semester-long project requiring interviews and a presentation. Must be at the high intermediate or advanced level to enroll.
- ESLG140 **ORAL FLUENCY** (0) A course designed to improve students' ability to speak in groups and make presentations. Cultural notions of appropriate participatory style and behavior are emphasized. Must be at high intermediate or advanced level to enroll.

(FINC) Finance

Undergraduate Courses

- FINC300 **BUSINESS FINANCE** (3) The basic principles and techniques used in the financial management of a business with special emphasis on the corporation. Pre-requisite: ACCT 200
- FINC303 **CO-OP EDUCATION/FINANCE: JR** (3 to 6) An elective cooperative experience where students earn academic credit while performing approved finance-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.750 GPA, department approval
- FINC305 **PERSONAL INVESTING** (3) Introductory course in investments designed to introduce students to the world of investing. Topics include the stock and bond markets, mutual funds, retirement planning, home mortgages and insurance. This course is open to all students.
- FINC365 **INVESTMENTS** (3) Evaluation, selection and management of securities and portfolios including a study of theory using analytical approaches. Pre-requisite: FINC 300
- FINC370 **FINANCIAL INSTITUTIONS** (3) A study of the operations and management of the major financial institutions in the U.S. and the regulatory environment in which they operate. Pre-requisite: FINC 300
- FINC401 **FINANCIAL MANAGEMENT** (3) Financial theory and its applications to corporation finance. Pre-requisite: FINC 300
- FINC403 **CO-OP EDUCATION/FINANCE: SR** (3 to 6) An elective cooperative where students earn academic credit while performing approved finance-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.750 GPA, departmental approval required
- FINC460 **SECURITY ANALYSIS** (3) Review of fundamental analysis, intrinsic security analysis and technical timing tools. Pre-requisite: FINC 365
- FINC465 **OPTIONS & FUTURES MARKETS** (3) Options and futures strategies, the valuation of options and futures, and the theory of hedging. Pre-requisite: FINC 365
- FINC475 **REAL ESTATE FINANCE** (3) Properties and principles of institutions, instruments, and methods used to finance commercial, industrial and residential real estate. Pre-requisite: FINC 300



- FINC476 **INTERNATIONAL FINANCE** (3) International monetary system, international money and capital markets, and financing of international business. Pre-requisite: FINC 300
- FINC477 **ANALYTICAL METHODS OF FINANCE** (3) Mathematical and quantitative techniques used in finance. Pre-requisite: FINC 300
- FINC480 **RISK MANAGEMENT & INSURANCE** (3) Types of non-speculative risk facing individuals and businesses will be explored. The methods available to handle risks will then be examined. The insurance industry, its regulatory environment, and insurance contracts provided by commercial insurers and federal and state governments and including those for the risk of: premature death, health, disability, automobile ownership, home ownership, and business ownership will be examined. Pre-requisite: FINC 300
- FINC485 **COMPUTER APPLICATIONS IN FINANCE** (3) The course is designed to develop the students' ability to integrate an electronic spreadsheet into the identification, analysis and solution stages of financial problems. Through this course, students will gain a conceptual as well as a practical understanding of spreadsheets and will be equipped with the spreadsheet skills needed to engage in economic financial modeling. Pre-requisite: FINC 300, INFO 301 consent of instructor required for non-finance majors
- FINC495 **CASES & PROBLEMS IN FINANCE** (3) Integrates the subjects of the core finance courses. Consists of case studies involving financial analysis, capital budgeting, capital structure, and related areas. Pre-requisite: ACCT 350 or ACCT 301, FINC 401 and FINC 365 (one prereq/one coreq) Co-requisite: FINC 401 or FINC 365 (one prereq/one coreq)
- FINC497 **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.
- FINC499 **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

- FINC701 **MANAGERIAL FINANCE** (4 to 5) The central theme is developing a managerial perspective for key financial decisions while creating shareholder value. Topics include: financial analysis, working capital management, time value of money, capital budgeting, cost of capital, capital structure, dividend policy, financial ethics and valuation of debt and equity securities. Pre-requisite: Admission to the Executive MBA program
- FINC801 **CORPORATE FINANCE** (3) The basic principles and techniques used in the financial management of a business with special emphasis on the corporation. Pre-requisite: ACCT 803 or equivalent. Recommended: ECON 802 and STAT 801
- FINC901 **MANAGERIAL FINANCE** (3) In-depth study of corporate finance. Topics include capital budgeting, capital structure, financial analysis, and related corporate theory. Lectures, cases, readings. Pre-requisite: All Business Skills and required Foundation Skills courses
- FINC902 **INVESTMENT MANAGEMENT** (3) Evaluation, selection, and management of securities and portfolios. Includes a study of theory using analytical approaches. Pre-requisite: FINC 901
- FINC921 **OPTIONS & FUTURES MARKETS** (3) Options and futures strategies: the valuation of options and futures, the theory of hedging. Pre-requisite: FINC 901
- FINC932 **INTERNATIONAL FINANCE & INVEST** (3) Background, techniques, and concepts necessary to invest in the global security market: overview of international economic environment, foreign exchange markets, international finance, investment portfolios, equity, bond market and foreign currency futures and options, gold and gold-linked investments. Pre-requisite: FINC 901
- FINC940 **PUR,SALE,VAL OF CLOSELY HELD FRM** (3) (ENTR940) Techniques for valuing closely held firms and methods of structuring a purchase or sale. Pre-requisite: FINC 901



- FINC951 **MONEY AND CAPITAL MARKETS** (3) Financial institutions and markets, the theory of interest rate determination, monetary policy, and fiscal policy. Pre-requisite: FINC 801 or equivalent
- FINC953 **PROBLEMS & CASES IN FINANCE** (3) Case studies involving financial analysis, capital budgeting, capital structure, and related areas. Pre-requisite: FINC 901
- FINC960 **SECURITY ANALYSIS** (3) Review of fundamental analysis, intrinsic security analysis and technical timing tools. Pre-requisite: FINC 901
- FINC963 **FIXED INCOME & DEBT MANAGEMENT** (3) Evaluation, selection, and management of fixed income securities and debt positions. Pre-requisite: FINC 901
- FINC975 **REAL ESTATE FINANCE** (3) Analyze investments in real estate with emphasis on financial considerations while also giving explicit attention to the social political, marketing, legal and physical factors affecting investment decisions and performance. Pre-requisite: FINC 901
- FINC985 **FINANCIAL THEORY** (3) Examines the concepts and foundations of financial theories. Pre-requisite: FINC 902
- FINC995 **INDIVIDUAL READING & RESEARCH** (2 to 3) Open to especially qualified students with the consent of the chairman of the appropriate department and dean.

(FREN) French

Lower Division Courses

- FREN101 **ELEMENTARY FRENCH I** (3) An introduction to basic language skills through emphasizing the acquisition of high-frequency vocabulary and the development of cultural awareness.
- FREN102 **ELEMENTARY FRENCH II** (3) The second semester elementary course which is a continuation of FREN 101. Pre-requisite: FREN 101 unless waived
- FREN201 **INTERMEDIATE FRENCH I** (3) The first semester intermediate course which is a continuation of FREN 102 with a particular emphasis on the development of more creative use of the language. Pre-requisite: FREN 102 unless waived
- FREN202 **INTERMEDIATE FRENCH II** (3) A communicative-oriented course emphasizing reading and writing skills through the study of authentic materials dealing with francophone culture. This course includes a comprehensive grammar review. Pre-requisite: FREN 201 unless waived
- FREN203 **INTRO TO BUSINESS FRENCH** (3) Development of four skills in the context of the contemporary francophone business world by means of readings, discussions and written practice. Emphasis on the terminology of commercial French. May be taken as an alternative to FREN 202.

Upper Division Courses

Prerequisite: FREN 202/203 or the equivalent. Students MUST take at least one of the following courses before enrolling in other upper division courses: FREN 300-351.

- FREN300 **ADVANCED FRENCH I** (3) An upper-division course which is a continuation of FREN 202.
- FREN301 **ADVANCED FRENCH II** (3) An upper-division course which offers advanced grammar study through authentic texts.
- FREN302 **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.
- FREN303 **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.
- FREN315 **BUSINESS FRENCH I** (3) A continuation of FREN 203 as preparation for the Paris Chamber of Commerce examination, the certificat pratique.



- FREN350 **FRENCH CULTURE/CIVILIZATION I** (3) Representative history and civilization of France.
- FREN351 **FRENCH CULTURE/CIVILIZATION II** (3) Representative history and civilization of the francophone world.
- FREN399 **SENIOR PROJECT** (1) Research for senior project.
- FREN420 **SURVEY OF FRENCH LITERATURE I** (3) A chronological study of French literature and civilization in the seventeenth and eighteenth centuries.
- FREN421 **SURVEY OF FRENCH LITERATURE II** (3) A chronological study of French literature and civilization in the nineteenth and twentieth centuries.
- FREN430 **THE MIDDLE AGES & RENAISSANCE** (3) A chronological study of French literature and civilization in the Middle Ages and the sixteenth century.
- FREN432 **THE SIXTEENTH CENTURY** (3) An in-depth study of representative authors from the French Renaissance, such as Ronsard, Du Bellay, and Montaigne.
- FREN434 **THE SEVENTEENTH CENTURY** (3) An in-depth study of representative authors of the French baroque and classical periods, such as Corneille, Descartes, Pascal, La Fontaine, Moliere, Racine.
- FREN436 **THE EIGHTEENTH CENTURY** (3) An in-depth study of representative authors of the Age of Enlightenment, such as Diderot, Voltaire, Rousseau.
- FREN438 **THE NINETEENTH CENTURY** (3) An in-depth study of representative authors of French Romanticism and Realism, such as Chateaubriand, Hugo, Balzac, Flaubert.
- FREN439 **FRENCH THEATRE** (3) A chronological study of the development of the French theater from the Middle Ages to the present.
- FREN440 **THE TWENTIETH CENTURY** (3) An in-depth study of representative authors of the twentieth century, such as Proust, Gide, Sartre, Camus.
- FREN450 **CLASSICAL FRENCH THEATRE: MYTH/MORAL** (3) An in-depth study of the French classical playwrights, Corneille, Moliere and Racine. Taught in English; does not count toward major, minor or language certification. Fulfills the E/RS Focus elective. Pre-requisite: PHIL 100, THEO 111; Co-requisite: PHIL 100, THEO 111
- FREN451 **CONTEMPORARY FRENCH THEATRE** (3) A study of twentieth-century French theatre's major movements and representative dramatic works.
- FREN452 **FRENCH COMEDY** (3) A chronological study of the development of French comedy from the medieval farce to the present.
- FREN453 **FRENCH TRAGEDY** (3) A chronological study of the development of French tragedy, melodrama, and tragi-comedy from the medieval Passion plays to the present.
- FREN461 **FRENCH WOMEN WRITERS** (3) A chronological study of representative French women writers from the Middle Ages to the present.
- FREN495 **DIRECTED STUDY: LANGUAGE** (1 to 3) Independent study.
- FREN496 **DIRECTED STUDY: CULTURE/CIV** (1 to 3) Independent study.
- FREN497 **DIRECTED STUDY: LITERATURE** (1 to 3) Independent study.

Graduate Courses

- FREN700 **GRADUATE RESEARCH: FRENCH** (3) Research for M.A. Degree.

(GERM) German

Lower Division Courses

- GERM101 **ELEMENTARY GERMAN I** (3) An introduction to basic language skills through the acquisition of high-frequency vocabulary and the development of cultural awareness.
- GERM102 **ELEMENTARY GERMAN II** (3) The second semester elementary course with added emphasis on reading and speaking in the target language. Pre-requisite: GERM 101 (or by placement test)



- GERM201 **INTERMEDIATE GERMAN I** (3) The first semester intermediate course with emphasis on the development of more creative, independent use of the target language. Pre-requisite: GERM 102 (or by placement test)
- GERM202 **INTERMEDIATE GERMAN II** (3) A communicative-oriented course emphasizing reading and writing skills through the study of authentic materials dealing with the culture of the German speaking world. Pre-requisite: GERM 201 or by placement test.

Upper Division Courses

All upper division courses are taught entirely in German! Prerequisite: GERM 202 or by placement test.

- GERM300 **ADVANCED GERMAN I** (3) The course offers advanced grammar study through active reading and discussion of authentic, everyday German texts.
- GERM301 **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.”
- GERM302 **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.
- GERM303 **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.
- GERM315 **BUSINESS GERMAN** (3) German business etiquette and business practice as well as the language of German business magazines are practiced through discussions of texts from German business magazines and authentic business letters as well as recreations of real life business situations. This course is a preparation for the international German Business Exam.
- GERM316 **ADVANCED BUSINESS GERMAN** (3) (GERM616) Advanced Business German is a continuation of GERM 315: Business German. The emphasis is on intercultural conduct in business situations, the vocabulary of German business and economics, advanced grammar review, and ultimately the preparation for the international Business German examination “Prüfung Wirtschaftsdeutsch” (PWD) which is usually administered in April of each year. The course offers an in-depth exposure to the spoken and written language of the German-speaking business world: formalities and conventions of business correspondence, ‘Lebenslauf,’ business in the media, conference terms and codes of behavior, abbreviation usage in the corporate world, documents relating to forms of enterprises and their financing, taxes, reports on the economics of German-speaking countries, and simulations of business situations.
- GERM320 **STYLISTICS & ADVANCED READING** (3) To sharpen both the grammar and the written/oral communication skills of the participants through reading and discussing diverse German texts from Spiegel, FAZ, Profil is the goal. Particular emphasis will be given to written analysis.
- GERM340 **GERMAN HISTORY & CIVILIZATION** (3) (GERM640) This overview of the history and culture of the German speaking world offers an introduction to the socio-political, economic and philosophical issues from 800A.D. to the present. This content based advanced German course is intended to sharpen the oral and written communication skills of the student as well as deepen their knowledge of Central European history and thought. This course is taught entirely in German.
- GERM350 **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.



- GERM351 **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.
- GERM399 **SENIOR PROJECT** (1) Research for senior project.
- GERM410 **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.
- GERM420 **INTRO TO GERMAN LITERATURE I** (3) A chronological survey of Germanic literature from its Medieval beginnings (Hildebrandslied) to the highlights of the Romantic period (Taugenichts). Presentation based on genres and movements.
- GERM421 **INTRO TO GERMAN LITERATURE II** (3) A chronological study of Germanic literature from the highlights of the Classical period (Goethe, Schiller) to the present.
- GERM430 **THE GERMAN SHORT STORY** (3) Social, political, cultural, and economic issues of contemporary Germany are discussed as presented in the postwar short stories of Borchert, Boll, Kaschnitz, Langasser, Siegfried Lenz, Bichsel.
- GERM435 **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.
- GERM440 **CONTEMPORARY GERMAN LITERATURE** (3) Various forms of literature from poetry to the radio and television play are used to explore commonalities/differences in the works of Grass, Boll, Johnson, Eich, Walser, Bernhard, Hildesheimer, Seghers and Frisch.
- GERM441 **GERMAN WOMEN WRITERS-20 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").
- GERM442 **MAENNERLITERATUR-FRAUENLITERATUR** (3) The literature of men and women writers is traced through the ages and literary styles and modes are compared.
- GERM444 **GERMAN SPEAKING WORLD 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.
- GERM454 **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.
- GERM460 **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.
- GERM465 **CULTURE AS REFLECTED IN DRAMA** (3) On the basis of discussing German dramas, the periods they reflect are discussed.
- GERM468 **CULTURAL REFLECTIONS IN LIT** (3) Poems, novellas, novels, and short stories are examined as genres and how they deal with the sociopolitical issues of their time.
- GERM470 **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.
- GERM494 **SELECTED READING** (3) A course created specifically for the special needs of a particular student.
- GERM495 **DIRECTED STUDY: LANGUAGE** (1 to 3) Independent study.
- GERM496 **DIRECTED STUDY: CULTURE/CIV** (1 to 3) Independent study.
- GERM497 **DIRECTED STUDY: LITERATURE** (1 to 3) Independent study.



Graduate Courses

- GERM616 **ADVANCED BUSINESS GERMAN (3)** (GERM316) Advanced Business German is a continuation of GERM 315: Business German. The emphasis is on intercultural conduct in business situations, the vocabulary of German business and economics, advanced grammar review, and ultimately the preparation for the international Business German examination “Prüfung Wirtschaftsdeutsch” (PWD) which is usually administered in April of each year. The course offers an in-depth exposure to the spoken and written language of the German-speaking business world: formalities and conventions of business correspondence, “Lebenslauf” business in the media, conference terms and codes of behavior, abbreviation usage in the corporate world, documents relating to forms of enterprises and their financing, taxes, reports on the economics of German-speaking countries, and simulations of business situations.
- GERM640 **GERMAN HISTORY & CIVILIZATION (3)** (GERM340) This overview of the history and culture of the German speaking world offers an introduction to the socio-political, economic, and philosophical issues from 800 A.D. to the present. This content based advanced German course is intended to sharpen the oral and written communication skills of the student as well as deepen their knowledge of Central European history and thought. This course is taught entirely in German.
- GERM700 **GRADUATE RESEARCH: GERMAN (3)** Research for the M.A. Degree.

(GREK) Greek

Lower Division Courses

- GREK101 **ELEMENTARY GREEK I (3)** One semester. The ancient Greek language, syntax, vocabulary, and morphology. The skills necessary to read ancient Greek.
- GREK102 **ELEMENTARY GREEK II (3)** One semester. A continuation of GREK 101.
- GREK201 **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.
- GREK202 **ATTIC TRAGEDY (3)** Selected readings from various authors and genres.
- GREK203 **PLATO: SELECTED READINGS (3)** The Apology and other selections.
- GREK241 **KOINE GREEK I (3)** (THEO241) Readings from the New Testament and Septuagint. Pre-requisite: GREK 101, GREK 102 or the equivalent
- GREK242 **KOINE GREEK II (3)** A continuation of GREK 241. Readings may also include non-scriptural writings.

Upper Division Courses

- GREK311 **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.
- GREK321 **HOMER ILIAD (3)** A study of the epic.
- GREK322 **HOMER ODYSSEY (3)** A study of the epic.
- GREK331 **PLATO: THE REPUBLIC (3)** A critical reading of selections from the Republic.
- GREK341 **THUCYDIDES (3)** A critical reading of selections from the Histories.
- GREK351 **AESCHYLUS (3)** A selection of readings from several plays.
- GREK361 **HISTORY OF GREEK LITERATURE (3)** A final Greek course meant to be a summation and synthesis of the achievement of Greek literature.
- GREK397 **SPECIAL STUDY: PROSE (3)** credit and content by arrangement
- GREK398 **SPECIAL STUDY: POETRY (3)** Credit and content by arrangement.
- GREK399 **HAB CAPSTONE THESIS (1 to 3)** credit and content by arrangement.



(HESA) Health Services Administration

Graduate Courses

- HESA511 **MANAGERIAL CONCEPTS IN H.C. ORGS** (3) Discusses behavioral theory and its underlying principles as applied to the development of managerial and team work skills for health services administrators.
- HESA515 **HEALTH CARE WORKFORCE STRATEGY** (2) Introduces students to fundamental human resource functions: recruitment and selection, performance management, compensation and benefits, training and development, employee labor relations as they are implemented in health care organizations. The course will explore the unique strategic imperatives and challenges of workforce development in a health care organization. Pre-requisite: HESA 511
- HESA519 **STRATEGIC MANAGEMENT & MARKETING** (3) Applies organizational theories to the understanding and management of the processes by which leaders and their top management teams formulate organizational mission, assess external environments and align internal resources in the implementation of organizational strategies designed to maximize strengths and opportunities and to eliminate weaknesses and threats. Pre-requisite: HESA 511
- HESA521 **QUANT METHODS FOR H.C. MGMT** (3) Discusses the nature and application of various quantitative methods for analyzing and improving organizational systems and processes within the health care field. Pre-requisite: Basic Statistics Course
- HESA523 **QUALITY IMPROVE TECH IN H.C. MGMT** (3) Introduces the theoretical application of statistical quality management in health care as well as the practical application of quality improvement methods in health care settings. Pre-requisite: HESA 511, HESA 521
- HESA529 **INFO SYSTEMS FOR HEALTH SERVICES** (2) This course introduces students to theory, technology, and practical application of information systems. Emphasis is placed on preparing managers to interact with multidisciplinary personnel to design, acquire and maintain information systems for integrated health care delivery. Pre-requisite: HESA 551
- HESA551 **MANAGEMENT ACCOUNTING FOR H.C.** (3) Examines basic concepts of the structure and use of information to support managers' decision models. Introduces activity-based techniques for costing sales of health services, delivery activities and alternative organization structures. Covers accounting techniques to support the control of operations. Focuses on the relationship of costs to revenues in competitive, integrated care delivery systems. Pre-requisite: Basic accounting course
- HESA555 **CORPORATE FINANCE FOR H.C. ORGS** (3) Examines basic principles and techniques used in the financial management of a health care facility, with special emphasis on the capital acquisition problems within the health care industry and their relationship to external pressures on the industry's structure. Pre-requisite: HESA 551
- HESA559 **FINANCIAL MANAGEMENT OF H.C. ORG** (3) Examines special financial management topics in the health care industry, such as leasing, refunding debt, risk analysis, outsourcing, and merging. Places special focus on the management implications of revenue flows under various payment systems within integrated delivery systems and the effects of regulation. Pre-requisite: HESA 551 HESA 555 (or for dual degree students) ACCT 901 FINC 901
- HESA561 **CLINICAL PROC FOR H.C. ADMIN** (2) Prepares students to become conversant with clinicians by introducing them to basic concepts, terminology, disease processes and clinical issues and by exposing them to clinical experiences in the classroom and in patient care environments.
- HESA565 **DESCRIPTIVE EPIDEMIOLOGY** (1) Introduces students to the concepts, skills, and data sources involved in epidemiology and to the application of descriptive epidemiology to population health management and health services. This course presents concepts which are more fully applied in HESA 569.



- HESA569 **MANAGERIAL EPIDEM & MEDCRE ANAL** (2) Students are introduced to the application of epidemiologic literature in health services management through an applied project using a health status analysis. Methods to determine risk factors for health problems are discussed and examined in this project. Pre-requisite: HESA 521, HESA 565
- HESA571 **HEALTHCARE SERVICES IN THE U.S.** (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.
- HESA575 **HEALTH ECONOMICS** (3) Examines the application of economic principles to the allocation of scarce resources in health care; the use of economic theory to understand problems of organization, delivery, and financing of health services; and the choices available to society regarding these issues.
- HESA579 **HEALTH POLICY & POLICY ANALYSIS** (2) Provides an overview of health policy in the United States and introduces both qualitative and quantitative methods for analyzing health policy with attention given to the political and economic perspectives on health policy questions. Pre-requisite: HESA 571, HESA 575
- HESA581 **HEALTH CARE LEGAL ASPECTS** (3) Describes the legal climate within which the health care institution operates with an emphasis on the legal concepts that influence the activities of health care administrators. Pre-requisite: HESA 571
- HESA583 **ETHICAL ISSUES IN HEALTH CARE** (3) Introduces students to the dominant ethical theories and principles. the current ethical issues in health care: professional, clinical, social, business and organizational, and provide students with the opportunity to begin to formulate an ethical position related to these issues.
- HESA599 **INTEGRATIVE SEM ON HLTH SVCS ADM** (2) Integrates the specialized discipline and knowledge learned from previous HESA courses through the use of case analysis. Students are challenged to formulate strategies that address complex problem situations faced by managers of health services organizations. Pre-requisite: HESA 511, HESA 519, HESA 521, HESA 523, HESA 559, HESA 565, HESA 569, HESA 571, and HESA 575.
- HESA601 **PROFESSIONAL DEVELOPMENT I** (0) Introduces students to professional organizations, trade organizations and accrediting agencies that serve and support the health care industry. Invited executive speakers discuss their respective organizations' missions, philosophies and functions.
- HESA602 **PROFESSIONAL DEVELOPMENT II** (0) Focuses on preparing students for administrative residence search. Students prepare resumes and letters and undertake mock interviews as preparatory measures. Residence search begins at the end of the spring semester and continues through summer and fall semesters for MHSA students. Dual degree students begin their active residency and/or fellowship searches generally in the fall semester of their second year. Pre-requisite: HESA 601
- HESA603 **PROFESSIONAL DEVELOPMENT III** (0) Brings to campus regional and national executives who have exhibited leadership in health care management. These executives discuss issues and topics of interest. Students also assist in preparing for the annual Fall Leadership Conference. Pre-requisite: HESA 602
- HESA604 **PROFESSIONAL DEVELOPMENT IV** (0) Prepares students for administrative residency. Preceptors and current administrative residents visit campus to share their expectations and experiences. Local and regional CEOs, senior managers and other professionals also address pertinent health care topics in a seminar format. Pre-requisite: HESA 603
- HESA634 **ADV QUALITY IMPROVEMENT METHODS** (3) Applies quality improvement practices including total quality management and quality function deployment to service organizations at an advanced level. Pre-requisite: HESA 523
- HESA646 **MARKETING IN A MANAGED CARE ENV** (2) Examines the use of marketing concepts, functions and policies as well as the role of marketing within the current managed health care environment. Data sources on the Internet and software/



- databases related to health care marketing are utilized in class experiences and in a project. Pre-requisite: HESA 571
- HESA651 **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.
- HESA655 **ADMIN OF AGENCIES SERVING AGED (3)** Examines and evaluates the range and relationship of community services, both existing and proposed, for chronically ill patients and an aging population. Pre-requisite: HESA 651
- HESA659 **ADM OF INSTITUTIONS SERVING AGED (3)** Examines the role of the administrator in developing and administering policies and programs to meet the needs of chronically ill patients and an aging population. Pre-requisite: HESA 651
- HESA662 **MEDICAL GROUP MANAGEMENT (2)** Expands and applies knowledge of teamwork, statistical analysis, financial management, organizational theory, strategic management and interpersonal skills to enhance the student's ability to engage physicians in the development, governance and management of medical groups. Pre-requisite: HESA 571
- HESA672 **HEALTH INS SYSTEMS & CONCEPTS (2)** Covers the fundamental knowledge and skills necessary for interacting with or operating managed care insurance organizations in the current health care environment. Projects will be completed using problems related to managed care insurance and management of health care utilization risk. Pre-requisite: HESA 551, HESA 565, HESA 569, HESA 571
- HESA686 **CORPORATE ETHICAL ISSUES IN H.C. (3)** Develops systematic methods of analyzing the ethical implications of corporate policies, practices and strategic decisions as they relate to internal and external stakeholders as well as to society itself. Pre-requisite: HESA 589
- HESA710 **IND STUDY IN HEALTH ADMIN I (1 to 3)** Permits the student to individually investigate current issues related to the management of health care organizations under the guidance of a faculty member.
- HESA711 **IND STUDY IN HEALTH ADMIN II (1 to 3)** Continuation of HESA 710
- HESA720 **INSTITUTION & COMMUNITY ANALYSIS (2)** Provides the student with firsthand, in-depth skills in analyzing the internal operations of a health care institution, including governance, departmental structure, planning and financial management, and human resources development, as well as the external environments impacting the organization.
- HESA730 **PRACTICUM IN EXECUTIVE DEVEL I (2)** Provides students with the opportunity to observe executive role models and to assess and develop their own management philosophies.
- HESA750 **MASTER'S PROJECT I (3)** Requires students to conduct an individual integrative project that addresses an aspect important to both the student and the preceptor through either hypothesis testing, management studies, competency demonstrations, or case studies analyzing organizational policy or program implementation processes.
- HESA751 **MASTER'S PROJECT II (3)** Continuation of HESA 750

(HIST) History

Lower Division Courses

- HIST105 **WORLD HISTORY I (3)** A survey of pre-1500 world societies with an emphasis on non-western cultures.
- HIST106 **WORLD HISTORY II (3)** A survey of world societies since 1500 with an emphasis on non-western cultures.
- HIST123 **AFRICAN HISTORY I (3)** A survey of African societies from human evolution and hunter-gathering societies to the mighty states of West Africa in the medieval era. Attention is paid as well to historiography and historical sources in early African history.



- HIST124 **AFRICAN HISTORY II** (3) A survey of African societies from 1500 on. Examines both internal political and economic developments as well as the trans-Atlantic slave trade and the era of colonialism that result from European contact. Pre-requisite: HIST 123
- HIST133 **EUROPEAN HISTORY I** (3) A topical survey of Western Civilization from Greece to the Reformation emphasizing aspects of political, social and cultural history.
- HIST134 **EUROPEAN HISTORY II** (3) A topical survey of European history from the 16th century to the 20th century emphasizing aspects of political, social, and economic and intellectual history. Pre-requisite: HIST 133
- HIST143 **U.S. HISTORY I** (3) Study of the United States from its colonial beginnings through the Civil War, with particular emphasis on the American Revolution, the formative years of the new nation, and the coming of the Civil War.
- HIST144 **U.S. HISTORY II** (3) Study of the United States from the aftermath of the Civil War to the present, with particular emphasis on Reconstruction, impact of industrialization and urbanization, foreign policies, and post-World War II American culture. Pre-requisite: HIST 143
- HIST151 **LATIN AMERICAN HISTORY I** (3) This course will survey major developments in Latin American history and civilization from prequest times through the Independence era of the nineteenth century. Our particular emphasis will be on understanding the unique ethnic and cultural interaction that resulted from the diverse encounters among indigenous peoples, Europeans, and Africans in the Americas.
- HIST152 **LATIN AMERICAN HISTORY II** (3) This course will survey major developments in Latin American history from approximately 1810 to the present. Through lectures, a variety of readings, in-class discussions, and films, this course will explore the political, economic, and social processes that have shaped modern Latin America. Pre-requisite: HIST 151
- HIST154 **WAR & PEACE IN MODERN WORLD** (3) Survey of Europe and America since the 18th century with special emphasis on political, cultural, economic and strategic issues related to war and peace. Pre-requisite: HIST 105, HIST 133 or HIST 143 Prerequisite/Corequisite PHIL 100, THEO 111
- HIST161 **ASIAN HISTORY I** (3) In our modern-day, interconnected world, events in Asian countries such as Afghanistan, India, Iraq or Indonesia, for example, directly affect our lives in the US. Yet cross-cultural encounters - both friendly and hostile - have taken place for thousands of years. Moreover, modern-day interactions are deeply rooted in past experiences and events, and can only be fully understood with knowledge of this history. We will examine Asian history until 1500 CE, giving special attention to the role of religions in Asian societies, including Islam, Buddhism, and Hinduism. Forms of government, types of economies, and art and culture will also be explored.
- HIST162 **ASIAN HISTORY II** (3) In this course we will examine the history of Asia from 1500 CE to the present, looking at how societies developed, changed, and interacted with one another in a pre-modern context. In the current day, there is an ever greater amount and intensity of contact between peoples and cultures from different parts of the world. In our interconnected world, what happens in Afghanistan, India, Iraq or Indonesia, for example, directly affects our lives in the United States. These modern-day interactions are deeply rooted in past experiences and events, and can only be fully understood when we have knowledge of this history. In the course we will pay special attention to the impact of and responses to European colonial expansion in Asia. Pre-requisite: HIST 161
- Upper Division Courses**
- HIST210 **AMER DEMOCRACY: HIST & PRACTICE** (3) An historical and practical investigation of American democracy.



- HIST245 **CINCINNATI HISTORY & POLITICS** (3) (POLI211) A political history of Cincinnati with an analysis of contemporary urban politics.
- HIST280 **ALFRED HITCHCOCK IN HOLLYWOOD** (2) (COMM280, EDWS284) This course is designed for undergraduates and serves as both an in-depth investigation of a major artist and an exploration of American attitudes and institutions during World War II, the Cold War, and the upheavals of the 1960s and early 70s. Students are required to do a significant amount of reading and writing.
- HIST285 **HOLLYWOOD: A SOC & CULT HIST** (2 to 3) (COMM197) Hollywood has always taken historical themes for some of its most ambitious projects, a trend that has become even more pronounced in the past decade. What has not always been understood is that Hollywood and the development of the American movie industry has been a central element in the social and cultural history of 20th century America. Thus, this workshop has two purposes: to critically examine various film images of American history and equally important, to place Hollywood and its products in the larger context of 20th century American history.
- HIST286 **AMERICA THROUGH THE LENS** (2) (COMM297, EDWS286) Films and television programs will be analyzed in order to both identify the cultural and historical messages they contain. The formulas and conventions of Hollywood genres will be examined. This understanding of genre will serve as a primary analytical tool as we de-construct the films and television programs studied in class.
- HIST287 **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.
- HIST288 **UN-"HAPPY DAYS": FEAR IN 1950'S** (2) (COMM288, EDWS288) This course is designed for undergraduates and serves to introduce students to the study of mass media as well as a crucial decade in American history. It also explores the use and misuse of history, calling into question the tendency to serve up history in ten year units (i.e. the opening lecture is "The Fifties: 1935-1992"). Students are required to do a significant amount of reading (two books and a handful of reviews) and writing (five short reaction papers and a longer analytical paper).
- HIST289 **MOVIES AND CITIES** (2) (COMM289 SOC1289) The course is designed for undergraduates and serves as an introduction to both American urban history and the history of movies. It also acquaints students with interdisciplinary methods. Students are required to do a significant amount of reading and writing.
- HIST301 **COLONIAL AMERICA** (3) Examines the establishment and evolution of Anglo-American colonial societies to 1754, emphasizing their social, economic, cultural, and political development.
- HIST302 **FORMATIVE YEARS OF REP 1763-1789** (3) Thirteen colonies become a national state. Emphasis on the causes of the American Revolution and the writing of the Constitution of 1789.
- HIST303 **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.
- HIST304 **THE AGE OF JACKSON** (3) Probes the origins of the market revolution in America and its impact upon social, cultural and political institutions.
- HIST306 **CIVIL WAR & RECONSTRUCTION** (3) Examines the causes and consequences as well as the experience of civil war, focusing on 1848 to 1877.
- HIST309 **AGE OF BIG BUSINESS: 1885-1920** (3) A survey of the period emphasizing political, social, and economic topics.
- HIST313 **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.
- HIST317 **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.
- HIST320 **U.S. ECONOMIC HISTORY (3)** (ECON340) 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.
- HIST321 **NATIVE AMERICAN HISTORY (3)** This course provides an overview of Native American history from the peopling of the Americas to the present. It challenges students to consider the ways in which the history of Indian peoples is intertwined with the larger narrative of American history. Topics covered include the development of agriculture in North America, Native American cultural diversity, the encounter with European and African peoples, the ongoing struggle for sovereignty. Emphasis is placed upon the ways Native American peoples coped with the colonization of their continent and continue to perpetuate their cultural identities in the midst of a non-Native American population.
- HIST323 **AFRICAN-AMERICAN HIST 1600-1865 (3)** This course examines the African and African-American experience in British North America and the United States. It stresses that the institution of chattel slavery varied according to time and location. Special emphasis is placed upon the resistance of the enslaved, cultural continuities and discontinuities with Africa, the development of free black communities, African-American religion, and family life under slavery.
- HIST324 **AFRICAN-AM STRUGGLE FOR EQUALITY (3)** Examines African-American movements for racial equality within a chronological framework. Focusing on African-American writers and activists, it will stress relationships between racial and national identities. The course will examine continuing debates over the meaning of equality. Based on their historical understanding, students will discuss current arguments about Black identity, affirmative action, and multiculturalism.
- HIST325 **BLACK AMERICA SINCE 1865 (3)** (ENGL358) Beginning with a discussion of the transition from slavery to freedom after the Civil War, this course examines the urbanization of black America, the development of black institutions and political power, the civil rights and black power movements, and the role of race in the contemporary world.
- HIST327 **HISPANIC MINORITY IN US HIST (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.
- HIST329 **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.
- HIST330 **POLITICS OF CENT/EAST EUROPE (3)** (POLI330) This course will concentrate on post, present, and future political developments in those eight East European countries where communist parties once ruled. Our goal is to understand the region's diversity and analyze common and diverging points of the communist and post-communist experiences.
- HIST332 **BEER, BASEBALL & POP CULTURE (3)** Examines popular culture in industrializing America as a means of exploring social change and cultural conflict. The course links such topics as temperance and prohibition, the rise of sports, and the emergence of mass culture as phenomena which both reflected and shaped the distribution and uses of political power.
- HIST334 **SOCIAL UNREST IN RECENT AMERICA (3)** Social unrest in the United States from the 1960s to the present.
- HIST340 **HISTORY OF MEXICO (3)** An overview of the history of Mexico from prehistoric times to the present - stressing the years from Independence to the 1990s.
- HIST341 **ARGENTINA, BRAZIL, CHILE, URUGUAY (3)** Covers the history of the Southern Cone countries - with an emphasis on the late 19th and 20th centuries.
- HIST342 **THE CARIBBEAN & CENTRAL AMERICA (3)** Provides an historical overview from the days of the Caribes and Arawacs and Mayas- through the age of the



- “Banana Republics” to the present.
- HIST343 **GRAN COLUMBIA** (3) Traces the 19th and 20th century history of those countries that remain of the great dream of South American unity of Simon Bolivar- Columbia, Venezuela, Ecuador.
- HIST344 **CONTEMPORARY LATIN AMERICA** (3) Emphasizes late 19th and 20th century realities in Latin American history - Dependency Economics, dictatorships, debts, and the role of the U.S.A.
- HIST346 **JAPAN SINCE 1868** (3) Includes the fall of the Tokugawas, the Meiji period, and the Post World War II boom era.
- HIST347 **MODERN CHINA** (3) Includes the decline of the Manchus, the nationalist period, and the Communist era.
- HIST351 **ZIONISM & MODERN ISRAEL** (3) This course traces the growth of the Zionist movement at the end of the 19th century, first in Russia and then in Western Europe and the U.S., and its role in the creation of modern Israel coupled with an examination of Israel’s history since 1948. There are two major goals in this course: to trace the development of modern Jewish nationalism as a response to 19th century anti-Semitism and understand its relationship to the creation of Israel; and second, to examine how new interpretations of Israel’s history published in the past decade challenge the myths and presuppositions underlying the creation and development of the state.
- HIST358 **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.
- HIST359 **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.
- HIST360 **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.
- HIST366 **TUDORENGLAND** (3) A survey of the political, intellectual, social, and economic history of England from 1485 - 1603.
- HIST367 **STUART ENGLAND** (3) A survey of the political, intellectual, social and economic history of England from 1608 - 1688.
- HIST368 **THE ENGLISH REFORMATION** (3) (THEO248) An examination of the historiography of the English Reformation and of the political, social, and religious backgrounds course of the reformation in England from the late middle ages through the reign of Elizabeth I.
- HIST370 **THE BRITISH EMPIRE** (3) An examination of issues of 19th and 20th century British Empire.
- HIST372 **VICTORIAN & EDWARDIAN ENGLAND** (3) Survey of English history 1830s - World War One.
- HIST373 **ENGLAND SINCE 1914** (3) Survey of English history and England’s role in world affairs with major emphasis on 1914-1945.
- HIST375 **MODERN IRELAND** (3) Survey of Irish history with major emphasis on the period after 1840; includes the history of Northern Ireland.
- HIST377 **MODERN FRANCE** (3) Survey of French history and culture since 1789.
- HIST378 **FRANCE: REVOLUTION** (3) French history 1789-1815.
- HIST383 **NAZI GERMANY** (3) German history, 1920s - 1945.
- HIST386 **RUSSIA 1801-1917** (3) A general survey of the late imperial period from the reign of Alexander I to the 1917 Revolution.
- HIST387 **USSR SINCE 1917** (3) (HIST588 POLI387) A survey of the Soviet period emphasizing the 1917 Revolution and the Stalin era to better understand contemporary events.
- HIST389 **WOMEN IN EUROPEAN HISTORY** (3) This course examines the central experiences of European women from the French Revolution to the Present. We will



- focus on women's involvement in social and political movements (progressive and reactionary), women's work, the changing relationship to the state (suffrage, welfare, legislation), the family, the emergence of modern feminism, women and war, and consumer culture. The course will also explore the evolution of the nature and meanings of masculinity and femininity.
- HIST392 **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.
- HIST395 **HISTORY OF SOUTH AFRICA (3)** South Africa is one of the wealthiest nations on the African continent and yet for the last three hundred years its riches have been in the hands of the white minority. The history of South Africa cannot be understood only within the context of European/African relations. For Dutch (Afrikaaner) and British settlers often have not shared economic and political interests. Moreover, Africans, such as Khoi, Xhosa, and Zulu have also been in conflict. The history of South Africa then, provides the opportunity to study a racially complex society in which interracial relations, and sometimes intraracial relations, were (and still are) troublesome.
- HIST402 **SEM: RELIGION IN AMERICAN LIFE (3)** Examines the relationship between religion and culture in a specific era of American life (e.g. colonial America, Jacksonian America, the Gilded Age). Fulfills the E/R & S Focus elective. Prerequisite: PHIL 100 THEO 111
- HIST404 **SEM: HISTORICAL ARCHAEOLOGY (3)** This course is designed to provide students with an opportunity to practice the discipline of archaeology while engaging them in historical research. They will gain experience in archival, field excavation, and laboratory techniques.
- HIST405 **SEM: AMERICAN REVOLUTION (3)** A study of the causes and issues which contributed to the coming and character of the American Revolution.
- HIST410 **SEM: URBAN AMERICA (3)** Examines the impact of urbanization on American thought, culture, and society between the Civil War and the Great Depression.
- HIST412 **SEM: SHAPING THE AMER CHARACTER (3)** By focusing on cultural, social, and intellectual matters, this course studies various interpretations of American character.
- HIST414 **SEM: TOPICS IN NATIVE AMER HIST (3)** This course will introduce students to the history of Native American peoples and to the particular methodological problems involved in studying peoples who have left limited documentation.
- HIST415 **SEM: PUBLIC HISTORY (3)** This course will provide students with basic preparation for work in cultural resource management, historic preservation, and museum fields.
- HIST428 **SEM: LATIN AMERICA (3)** Directed research on selected topics in Latin American History - Seminar approach (emphasis on computer research techniques).
- HIST431 **SEM: MEDIEVAL SEX & FAMILY (3)** An examination of the elements leading to the development of a Christian theology of the family and of Christian sexual morality and how that morality changed within the social, intellectual, and political milieu of the middle ages.
- HIST432 **SEM: EUROPEAN HISTORY/HISTORIANS (3)** Analysis of the methods, practices, and theoretical assumptions employed by contemporary historians of Europe.
- HIST441 **SEM: TUDOR ENGLAND (3)** An examination of selected topics in English history 1485 - 1603.
- HIST450 **SEM: AFRICAN WOMEN (3)** This course seeks to place the role of women in African societies in an historical context exploring how their roles and lives have changed (and stayed the same) under the influence of their own societies and cultures, economic development, colonial rule, Islam, and Christianity. The primary goal is to seek to understand African women from their own perspective. Thus, we begin the course by exploring the differences between Western ideas of feminism and gender and African constructions of the same.



- HIST451 **SEM: AFRICAN CHRISTIANITY (3)** This seminar will explore the diverse ways Africans appropriated Christianity and interpreted it within their own cultural constructs to produce a distinctive African Christianity. The goal of the course is to look at evangelization and conversion within a particular historical context.
- HIST455 **SEM: POLI & VIOLENCE N IRELAND (3)** Reading and research, 20th century Ireland.
- HIST465 **SEM: MODERN RUSSIA (3)** Selected topics in the history of late Imperial Russia.
- HIST466 **SEM: THE STALIN ERA (3)** Selected topics in the era of Josef Stalin from the pre-revolution to his death.
- HIST468 **SEM: EUROPEAN SOCIAL HISTORY (3)** Reading and research on 19th and 20th century European social and family issues.
- HIST470 **SEM: WAR, CULTURE & SOC: 20TH CEN (3)** Reading and research in the nonmilitary aspects of war. Fulfills the E/RS Focus elective. Pre-requisite: PHIL 100, THEO 111
- HIST471 **SEM: BLACK DEATH (3)** The outbreak of disease and death known as the Black Death killed up to one-half of the European population in the fourteenth century and dramatically affected European society. In this seminar, we will explore the causes, general effects, and specific repercussions of this epidemic. Each student will complete the common course readings (primary and secondary sources), make class presentations on other assigned readings, and write a significant research paper.
- HIST480 **SEM: HISTORY WITHOUT DOCUMENTS (3)** This seminar is an introduction to sources and techniques used by historians for reconstructing the histories of pre-literate societies, including those of groups embedded within larger literate ones. The goal will be to understand different kinds of archaeological, linguistic, oral, and ethnographic data available, some of the ways these are interpreted by archaeologists, anthropologists, and historians, and how we as historians interpret and employ their data and interpretations for our own purposes.
- HIST494 **SEM: US REFORM MVT 1830-1930 (3)** This seminar will examine organized, voluntary efforts to reform American society in the century before the New Deal. Reform movements to improve social conditions were widespread in the century between 1830 and 1930, reflecting both the optimism of reformers and the absence of government responsibility for the welfare of citizens. Problems addressed by reformers included slavery, economic deprivation and dislocation caused by industrialization, lack of urban services, child welfare, health and diet, the economic and political dependence of women, individual and collective violence, and alcoholism. Discussions will focus on a set of common readings, and each student will complete a 25-page research paper based on primary sources.
- HIST498 **READING AND RESEARCH (3)** Special topics examined through independent research.
- HIST598 **DIRECTED READINGS (3)** Special topics examined through independent research.

(HOCS) Human Occupational Studies

Undergraduate Courses

- HOCS301 **HUMAN OCCUPATION ACROSS LIFESPAN (3)** Built on foundation of principles of human growth and development, provides overview of humans as occupational beings. Introduce concepts of doing, being, becoming. Introduction to occupational science and review of occupational performance across developmental trajectory from birth to death. Includes categorical aspects of productive, pleasurable, and restorative occupations at individual and group levels. Co-requisite: HOCS 303
- HOCS303 **TECHNLGY FOR LIFE PARTICIPATN I (2)** In-depth instruction in use of multi-media and general technology as teaching-learning and personal management tools for occupational roles across the lifespan. Introduction to human factors and



- ethical ramifications related to use. includes software applications, database and search engine use, and judging validity of information attained. Co-requisite: HOCS 301
- HOCS321 **ANALYSIS OF OCCUPATIONAL PERFORM** (3) Analysis of human performance from individual (performance skills), contextual perspective, (culture, spirituality, physical, social, personal, temporal, and virtual aspects), and activity demands. Introduction of occupation as means vs. occupation as ends, and meaning of objects. Pre-requisite: HOCS 301, HOCS 303; Co-requisite: HOCS 323, HOCS 325
- HOCS323 **OCCUPATNL JUSTICE I: FOUNDATIONS** (3) Overview of occupational participation and barriers at individual, community, and societal levels nationally and internationally. Explore concepts of occupational deprivation, imbalance, adaptation, and occupational justice. Includes discussion of U.S. public policy related to equalizing rights of people who are occupationally disadvantaged and effect on occupational functioning. Includes opportunities for service learning. Pre-requisite: HOCS 301, HOCS 303; Co-requisite: HOCS 321, HOCS 325
- HOCS325 **HIST PERSP: OCCUP AS CHNG AGENT** (2) Historical overview of international and national trends in occupation used as a therapeutic tool including Ancient Greece, Biblical era, Jesuit roots, 18th and 19th centuries, up to and including current events. Includes intrapersonal (e.g. healing) and interpersonal (e.g. formation of communities) effects. Formation of valuing social consciousness embedded throughout course. Pre-requisite: HOCS 301, HOCS 303; Co-requisite: HOCS 321, HOCS 323
- HOCS401 **TRANSFORMATIVE NATURE OF OCCUPAT** (3) Review of literature regarding impact of occupational participation on biological, psychological, social, emotional, mental, and spiritual health and well-being. Includes overview of contemporary theory of promoting health and preventing disease through lifestyle choices related to occupational participation. Pre-requisite: HOCS 301, HOCS 303, HOCS 321, HOCS 323, HOCS 325; Co-requisite: HOCS 403, HOCS 405
- HOCS403 **CREATIVE & SYSTEMATIC INQUIRY I** (3) Overview of systematic inquiry process, introduction to qualitative research, and use of evidence based decision making. Includes survey/needs assessment as beginning research method. Instruction in creative design process. Includes ethical ramifications of research. Pre-requisite: HOCS 301, HOCS 303, HOCS 321, HOCS 323, HOCS 325; Co-requisite: HOCS 401, HOCS 405
- HOCS405 **OCCUPATNL JUSTICE II: INDP STUDY** (2) Through community based projects, service learning, discussion, and personal reflection, students will continue to build an understanding of role of culture and occupational apterns in the construction of life meaning. In-depth study of occupational justice in local community and relationship to global communities. May serve as a preparatory course for those students participating in an international service learning experience. Pre-requisite: HOCS 301, HOCS 303, HOCS 321, HOCS 323, HOCS 325; Co-requisite: HOCS 401, HOCS 403

(HRES) Human Resources

Undergraduate Courses

- HRES200 **HUMAN RESOURCES IN A DIVERSE SOC** (3) Issues examined are: workplace laws, recruiting, hiring, setting wages, evaluating employees, benefits, discipline, labor relations, and the international concerns. Because it also fulfills the Cultural Diversity Elective requirement, it addresses stereotyping, discrimination and prejudices as they relate to work issues.
- HRES301 **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.



- HRES302 **LABOR RELATIONS** (3) Evaluation of collective bargaining as a method for dealing with issues and problems involved in union-management relations. Focus on relationships and contract negotiations. Mock negotiations used.
- HRES303 **CO-OP EDUCATION/HUMAN RES: JR** (3 to 6) An elective cooperative experience where students earn academic credit while performing approved human resources-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.750 GPA, department approval required
- HRES305 **DISPUTE SETTLEMENT** (3) Analysis of the settlement of disputes in business; emphasis on contract administration and the arbitration process. Casework.
- HRES310 **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.
- HRES313 **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.
- HRES321 **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.
- HRES325 **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.
- HRES330 **INDUSTRIAL-ORGANIZATIONAL PSYCH** (3) (MGMT321, PSYC321) Application of psychological principles and procedures to a variety of organizations. Research, measurement and human behavior are emphasized.
- HRES340 **WORKFORCE DEV PROGRAMS & POLICY** (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.
- HRES345 **COMPENSATION THEORY & PRACTICE** (3) An examination of the logic and practices involved in current programs for compensating employees.
- HRES401 **MORALITY & EMPLOYMENT ISSUES** (3) Uses leading philosophic concepts and normative principles to apply analytic and descriptive tools to critical workplace issues. Fulfill E/RS Focus elective. Pre-requisite: PHIL 100, THEO 111 One must be prerequisite and the other prerequisite or corequisite.
- HRES403 **CO-OP EDUCATION/HUMAN RES: SR** (3 to 6) An elective cooperative experience where students earn academic credit while performing approved human resources-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.750 GPA, departmental approval required
- HRES495 **CURRENT HUMAN RESOURCES PROBLEMS** (3) Analysis of current human resource issues facing workers and their managers. Topics will vary to keep course current.
- HRES499 **TUTORIAL IN HRES** (2 to 3) Content to be determined according to the needs of the student. Pre-requisite: Approval of program director and dean

Graduate Courses

- HRES701 **HUMAN RESOURCES** (3) The focus is on emerging issues in human resources development and description of the continuous analytical comprehensive process of strategic human resource management. Topics include: traditional versus strategic human resources management, measurement of human resources effectiveness, the role of human resources in continuous improvement processes, international human resource management and diversity initiatives. Pre-requisite: Admission to the Executive MBA program



- HRES901 **INTRO TO HUMAN RESOURCES (2)** Key processes of human resource management including selection, employee development, performance management, reward systems, and employee relations. Pre-requisite: All Business Skills and Foundation Skills courses
- HRES903 **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.
- HRES911 **DISPUTE RESOLUTION & ARBITRATION (3)** Analyzes the settlement of disputes in business without resorting to the legal system. Emphasis on employer/employee disputes in both union and nonunion contexts. Case work.
- HRES912 **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.
- HRES913 **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.
- HRES915 **PERSONNEL PSYCHOLOGY (3) (PSYC522)** Psychological dimensions of human resource functions in organizations. Job analysis, personnel selection, orientation and placement, performance evaluations, training and development, employment legislation and related topics, with emphasis upon current research and literature.
- HRES917 **PERSONNEL TRAINING & DEVELOPMENT (3)** An examination of the field of training and developing the workforce as it occurs in industry and government.
- HRES918 **EMPLOY & 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.
- HRES919 **COMPENSATION ISSUES (3)** An examination of contemporary problems and issues involved in programs for compensating employees.
- HRES995 **INDIVIDUAL READING & RESEARCH (2 to 3)** Open to especially qualified students with the consent of the program director and dean.

(INFO) Information Systems

Undergraduate Courses

- INFO100 **BUSINESS COMPUTER APPLICATIONS(1)** A computer-based training course for developing core competencies using productivity tools relevant for business applications.
- INFO200 **MANAGING INFORMATION TECHNOLOGY (3)** An introduction to the theory and the applications of computer-based information systems in organizations with an emphasis on the management of modern information technologies used to support business. This course also includes problem solving with spreadsheets and databases. Pre-requisite: INFO 100 or equivalent.
- INFO250 **INTRODUCTION TO PROGRAMMING (3)** An introduction to object oriented programming logic, the concepts of structure, and problem solving concepts in an object oriented environment using Visual Basic.NET. Pre-requisite: INFO 200 or equivalent
- INFO303 **CO-OP EDUCATION/INFO SYS: JR (3 to 6)** An elective cooperative experience where students earn academic credit while performing approved information systems-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.750 GPA, department approval required
- INFO328 **DATABASE MANAGEMENT (3)** This is an introductory survey course in database concepts, history, evolving trends, design and implementation. There will be a conceptual portion and a “hands-on” development portion of the course. This



- course is designed to be a fundamentals course. Pre-requisite: INFO 200 or equivalent
- INFO329 **DATA MINING (3)** (INFO979, MKTG329, MKTG979) The students will receive an introduction to the basic theory, tools and techniques of data mining, including prediction, associations, clustering and recommendation systems. The course will be delivered from two points of view: the technological view and the marketing management view. The students will use data mining tools when doing their team projects for customer relationship management. The teams will experience the implementation of these algorithms on real data.
- INFO357 **TELECOMMUNICATIONS & NETWORKING (3)** A study of data communications and networking theory and technologies. Students will be exposed to telecommunication configurations, network and web applications, wired and wireless architectures, topologies and protocols, installation and configuration of network and devices such as hubs, router, and bridges. Pre-requisite: INFO 200
- INFO358 **DATA MODELING AND MANAGEMENT (3)** The study of the theory of modeling enterprise activities in terms of their data. Data bases are implemented emphasizing the relational model. Pre-requisite: INFO 200 or equivalent
- INFO359 **HARDWARE & SOFTWARE OVERVIEW (3)** Analysis of the architecture of micro computers, workstations, and small mid-range computers, with emphasis on comparative operating systems and environments. Pre-requisite: INFO 200 or equivalent
- INFO362 **PROGRAMMING FOR MODERN BUS APPL (3)** Introduce students who have a basic understanding of computer concepts to programming languages currently being used by the business community. Contact the department for information on specific languages currently covered. Pre-requisite: INFO 250 or equivalent
- INFO374 **INTRO TO WEBSITE DEVELOPMENT (3)** Tools and techniques for designing and developing quality Web pages with a concentration on the implementation of efficient and effective Web sites for personal use, small businesses, corporate offices, and entrepreneurial ventures. Pre-requisite: INFO 200 or equivalent
- INFO378 **E-BUSINESS (3)** Electronic commerce is an essential element for most modern businesses. This course will study all aspects of electronic commerce including the structure, organization, and use of the Internet as a means of conducting business. An emphasis will be placed on evaluating, organizing, and developing efficient models of electronic transactions. Pre-requisite: INFO 374 or equivalent
- INFO403 **CO-OP EDUCATION/INFO SYS: SR (3 to 6)** An elective cooperative experience where students earn academic credit while performing approved information systems-related work experience. Pre-requisite: MGMT 301 or equivalent, 55 credit hours completed, 2.750 GPA, departmental approval
- INFO450 **SYSTEMS ANALYSIS AND DESIGN (3)** Structured tools and techniques for the development of computerized information systems with emphasis on the process involved in the analysis and design of the development process using a structured life cycle approach. Special emphasis will be placed on team development and on quality control for the development of effective and efficient information systems. Pre-requisite: FINC 300, MGMT 300, MKTG 300 or equivalent or permission of instructor; Co-requisite: INFO 358
- INFO490 **CONTEMPORARY ISSUES IN INFO SYS (3)** Current issues, developments and future trends in the advancement of information systems in business. Pre-requisite: Junior/Senior status or permission of instructor
- INFO495 **SYSTEM DEVELOPMENT PROJECT (3)** This capstone course is a direct follow-up to INFO 450 in which student teams will apply skills and techniques from other INFO and business courses for the purpose of implementing and delivering a computerized business information system. Pre-requisite: INFO 450 or equivalent
- INFO499 **TUTORIAL COURSE (2 to 3)** Research in scholarly journals on information systems. May also be used for a Senior Project. Open to students only with the consent of the department chair and dean.



Graduate Courses

- INFO700 **MANAGEMENT OF TECHNOLOGY (2)** This course examines the systems and technology involved in the production of goods and the delivery of services. The focus is on the use of information and technology to influence the design, operation and control of productive systems to enhance competitive advantages. Topics covered include analysis of current information and assessment of an organization's value discipline, strategic use of information and operations systems, and trends in information technology development. Pre-requisite: Admission to the Executive MBA program
- INFO902 **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. Pre-requisite: Admission to the on-site program
- INFO903 **SYSTEMS OF OPERATIONS & TECH (3)** The study of the issues, methods, information, and technology involved in the creation and use of information systems in a corporate environment. The focus is on the manager's influence on the design, operation, control and communication ability. Current organizational systems and technology are evaluated. Case studies are used extensively as the content for individual and team activities. The course explores the implications created by technology as we continue to move into an information-based economy. Pre-requisite: All business skills and foundation courses
- INFO904 **CONCEPTS OF MANAGERIAL COMP TECH (3)** Basic introduction to computer-based information system technologies. This is a foundation course required for some INFO electives.
- INFO924 **VIRTUAL WORKPLACE MANAGEMENT (3) (MGMT924)** Examination of virtual office management. Provides a study of the movement toward virtual office environments. Participants will gain an understanding of virtual office implementation strategies and management issues using class discussion, cases, and team exercises.
- INFO926 **KNOWLEDGE MANAGEMENT (3)** A study of organizational, managerial, and technological issues of knowledge management (KM). Case studies and presentations will examine KM issues and strategies. It will highlight the tools and techniques used both to implement and measure the KM strategies.
- INFO928 **DIGITAL ENTERPRISE (3)** Goals of the course are to understand the impact that E-Business has on business today, the role of IS/IT in creating and changing organizational structures along with management techniques for E-Business, to develop skills for competitive advantage in this changing environment.
- INFO940 **ANALYSIS & DESIGN OF MIS (3)** Analysis and design of information systems for management with emphasis on current MIS environments. Pre-requisite: INFO 904 or equivalent
- INFO943 **INFO TECHNOLOGY & PROCESS IMPROV (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.
- INFO945 **IT PROJECT MANAGEMENT (3)** Analysis of information systems with emphasis on implementation of large and medium size MIS projects. The class will concentrate on information technology project management concepts and techniques. In addition, key contemporary MIS topics such as Service Level Management and MIS Operations will be addressed. A combination of class lectures, guest speakers, case studies and real life experience will be used to develop understanding and practical application of Project Management concepts. Pre-requisite: INFO 904 or equivalent



- INFO949 **HARDWARE & SOFTWARE OVERVIEW (3)** (EDWS649) Analysis of the architecture of microcomputers, workstations, and small to mid-range computers. Pre-requisite: INFO 904 or equivalent
- INFO960 **DEVELOPMENT TECHNOLOGIES FOR WEB (3)** Tools and techniques for designing and developing quality Web pages with a concentration on the implementation of efficient and effective Web sites for personal use, small business, corporate offices, and entrepreneurial ventures. Pre-requisite: INFO 904 or equivalent
- INFO970 **BUSINESS TELECOMM & NETWORKING (3)** A study of the basic technical concepts of data communications, telecommunications, and networking along with managerial aspects and practical applications. Topics include concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks. LAN, MAN, WAN, wireless systems, distributed systems, network design and management issues are discussed. Pre-requisite: INFO 904 or equivalent
- INFO972 **COMPUTER AND NETWORK SECURITY (3)** This Course will concentrate on the fundamentals of network, operating systems and application security. Students will study a variety of security techniques including defense, response and forensics. Extensive analysis, reading and writing will be integral to this course. Pre-requisite: INFO 904 or equivalent
- INFO974 **DATABASE MANAGEMENT (3)** This course is designed to take database projects from concept to implementation with a hands-on approach. Personal and enterprise level database management systems (Oracle, MySQL, MS Access) will be used. Pre-requisite: INFO 904 or equivalent
- INFO995 **TOPICS IN MIS INDIVIDUAL READING (1 to 3)** New trends, concepts and issues of MIS are examined and related to business environments.

(ITAL) Italian

- ITAL101 **ELEMENTARY ITALIAN I (3)** An introduction to basic Italian language skills through emphasizing the acquisition of high frequency vocabulary and development of cultural awareness.
- ITAL102 **ELEMENTARY ITALIAN II (3)** A continuation of ITAL 101. Pre-requisite: ITAL 101 or equivalent
- ITAL201 **INTERMEDIATE ITALIAN I (3)** A continuation of ITAL 102 with a particular emphasis on the development of more creative use of the language. Pre-requisite: ITAL 102 or equivalent
- ITAL202 **INTERMEDIATE ITALIAN II (3)** This course emphasizes a communicative, culture-based approach for intermediate students of Italian continuing from Italian 201. This approach is unique as it not only teaches and assesses the four skills of reading, writing, speaking, and listening, but should help to develop a fifth skill of cultural competency. This course consists of several components and enables the learner to function in everyday situations using authentic language and culturally appropriate behavior. Pre-requisite: ITAL 201 or equivalent

(JAPN) Japanese

- JAPN101 **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.
- JAPN102 **ELEMENTARY JAPANESE II (3)** The second semester elementary course which is a continuation of JAPN 101. Emphasizes listening and situational conversation. Pre-requisite: JAPN 101 or equivalent



- JAPN201 **INTERMEDIATE JAPANESE I** (3) The first semester intermediate course which is a continuation of JAPN 102 with a particular emphasis on the development of more creative use of the language and culture. Pre-requisite: JAPN 102 or equivalent
- JAPN202 **INTERMEDIATE JAPANESE II** (3) A communicative-oriented course integrating the skills of reading, writing, listening, and speaking situational, functional Japanese through the study of authentic materials. The course includes a comprehensive grammar review. Pre-requisite: JAPN 201 or equivalent
- JAPN300 **ADVANCED JAPANESE I** (3) An upper-division course that is a continuation of JAPN 202. Its goal is to develop the basic language skills of listening, speaking, reading, writing and cultural understanding along with an intensive study of grammar. Pre-requisite: JAPN 202
- JAPN301 **ADVANCED JAPANESE II** (3) A language development course which emphasizes listening, speaking, reading, writing and cultural aspects with development of advanced structures. Pre-requisite: JAPN 202 and permission of instructor

(LATN) Latin

Lower Division Courses

- LATN101 **ELEMENTARY LATIN I** (3) The ancient Latin language. Syntax, vocabulary, and morphology. The skills necessary to read Latin.
- LATN102 **ELEMENTARY LATIN II** (3) A continuation of LATN 101 with readings from simpler Latin texts.

Upper Division Courses

- LATN111 **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.
- LATN112 **INTENSIVE ELEMENTARY LATIN II** (3) For students who have had six hours of college level Latin, or its equivalent. Selected, short readings from Vergil with an emphasis on intensive grammar review.
- LATN201 **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.
- LATN202 **INTERMEDIATE LATIN II: POETRY** (3) For students who have had six hours of college level Latin or its equivalent. Selected short readings from Vergil with an emphasis on intensive grammar review.
- LATN211 **CICERO: ORATIONS** (3) A critical reading of selections from the orations.
- LATN212 **VERGIL: AENEID** (3) A comprehensive, critical, and in depth reading of the Aeneid.
- LATN231 **HORACE: ODES AND EPODES** (3) Reading and study of the majority of the shorter poems.
- LATN232 **CATULLUS** (3) Examination and explication of his poems.
- LATN241 **LATIN PROSE COMPOSITION** (3) Intensive grammar instruction through composition into Latin from English.
- LATN253 **LIVY** (3) A critical reading of selections from the Histories, the main source for the history of the Roman Republic.
- LATN263 **CAESAR** (3) Readings from the de Bello gallico and de Bello civili.
- LATN273 **CICERO: LETTERS** (3) An examination of the society and history revealed through Cicero's private correspondence.
- LATN283 **CICERO: ESSAYS** (3) A critical reading of the importance of Cicero's contribution to the history of philosophy through his essays.
- LATN293 **HORACE SATIRES AND EPISTLES** (3) Reading and study of Horace's longer poems, which wittily upbraid contemporary Roman society.
- LATN311 **HISTORY OF ANCIENT ROME** (3) An intensive introduction to the history of Rome from the early Republican period to the rise of Christianity, relying upon a reading of primary sources.



- LATN321 **ROMAN COMEDY** (3) Selections from Plautus and Terence with a view to their influence on Renaissance and modern comedy.
- LATN331 **LUCRETIUS** (3) Detailed reading of selections from Lucretius' philosophical epic poem.
- LATN341 **TACITUS** (3) A critical reading of selections from the *Annales*, the main source for the history of the early Roman Empire.
- LATN351 **ROMAN SATIRE** (3) Translation and comparison of selections from the satirical works of Varro, Horace, Seneca, Persius, and Juvenal.
- LATN361 **HISTORY OF LATIN LITERATURE** (3) A final Latin course meant to be a summation and synthesis of the achievement of Latin literature.
- LATN371 **MEDIEVAL LATIN** (3) Students will closely read and translate Latin texts from the close of antiquity to around 1400. A review of the basics of Latin grammar empirically, analyzing the language and style of each text and attending to variations in usage and vocabulary in "medieval" Latin. Pre-requisite: LATN 202
- LATN397 **SPECIAL STUDY: PROSE** (3) Credit and content by arrangement.
- LATN398 **SPECIAL STUDY: POETRY** (3) Credit and content by arrangement.
- LATN399 **HAB CAPSTONE THESIS** (1 to 3) Credit and content by arrangement.

(MATH) Mathematics

The Xavier University admission requirement of two units of high school mathematics is assumed for all mathematics courses. Students deficient in arithmetic and basic algebra may require remedial work before taking any college mathematic courses.

Two courses of similar content cannot be elected to fulfill a requirement in mathematics.

Lower Division Courses

- MATH105 **FUNDAMENTALS OF MATH** (3) Integers, rational numbers, exponents, order of operations. Functions in context, and their algebraic and graphical representation. Linear and quadratic equations. Introduction to the graphing calculator. This course does not count toward the core requirement in mathematics.
- MATH110 **PRINCIPLES OF CONTEMPORARY MATH** (3) Patterns and problem solving in counting and calculating with integers. Operations with fractions, rationals, and irrationals. Probability and statistics. For Education majors only.
- MATH111 **PRINCIPLES OF GEOMETRY** (3) Geometric figures and reasoning. Measurement and geometry with coordinates. Equations and inequalities, graphs of linear and nonlinear relations. Motions in geometry. For Education majors only.
- MATH112 **SURVEY OF PROBLEM SOLVING** (3) Problem solving techniques applied to set theory, logic, numeration systems, number theory, functions, patterns, relations, and matrices. History of selected mathematical ideas. Use of technology in problem solving. For Education majors only. Pre-requisite: MATH 112 or equivalent
- MATH113 **MATHEMATICS OF FINANCE** (3) Simple and compound interest, discounting, annuities, amortization and sinking funds, stocks, bonds, insurance.
- MATH114 **WOMEN IN MATHEMATICS** (3) Course focuses on work done by women mathematicians in areas like number theory, groups, sequences, pre-calculus concepts, and geometry. Other topics include quilting and the geometry of women in South Africa. Pre-requisite: MATH 105 or equivalent.
- MATH115 **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.
- MATH116 **ELEMENTARY STATISTICS** (3) Description of sample data. Simple probability, theoretical distributions, normal and binomial estimation. Tests of hypotheses, correlation, regression.
- MATH120 **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.



- MATH147 **CALCULUS FROM HISTORICAL PERSPEC** (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.
- MATH150 **ELEMENTS OF CALCULUS I** (3) Modeling data with polynomial functions, exponential functions, and logistic functions. Rates of change and the derivative. Application of the derivative including optimization and inflection points. The result of change and the definite integral. Pre-requisite: MATH 120 or equivalent
- MATH151 **ELEMENTS OF CALCULUS II** (3) Modeling with trigonometric functions, functions of several variables, contour maps, partial derivatives, and optimization with and without constraints. Pre-requisite: MATH 150 or equivalent
- MATH154 **MILESTONES IN MATHEMATICS** (3) Charts milestones in various branches of mathematics through the reading of original sources: number theory, infinity, Euclidean and non-Euclidean geometry, and algebra are all possible threads of development. Pre-requisite: MATH 120 or equivalent
- MATH156 **GENERAL STATISTICS** (3) Descriptive statistics, probability distributions, confidence intervals, hypothesis testing, regression, correlation, Chi-square tests analysis of variance, and nonparametric tests.
- MATH170 **CALCULUS I** (4) Limits and continuity. Transcendental functions. The derivative, techniques of differentiation, and applications of the derivative. Parametric equations. The definite integral, numerical integration, antiderivatives, and method of substitution.
- MATH171 **CALCULUS II** (4) Numerical integration, applications of the definite integral, techniques of integration, and improper integrals. Taylor polynomials. Sequences and series. Polar coordinates. Pre-requisite: MATH 170
- MATH180 **ELEMENTS OF DISCRETE MATHEMATICS** (3) Logic, methods of proof, mathematical induction, algorithmic thinking, recursion, set theory, functions and relations. Emphasis on proof-writing.

Upper Division Courses

- MATH200 **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.
- MATH210 **ELEMENTARY LINEAR ALGEBRA** (3) Geometry of 2- and 3-dimensional space. Systems of linear equations. Matrices and matrix arithmetic. Determinants, linear transformations, eigenvalues and eigenvectors, quadratic forms. Pre-requisite: MATH 180
- MATH220 **CALCULUS III** (4) Vectors, lines and planes. Functions of several variables, partial derivatives and applications, gradient and directional derivative. Multiple integrals, line integrals, Green's Theorem. Pre-requisite: MATH 171
- MATH230 **DIFFERENTIAL EQUATIONS** (3) Modeling with ordinary differential equations. Analytical, qualitative, and numerical techniques for first-order equations, first-order nonlinear systems, and linear systems. Pre-requisite: MATH 220
- MATH240 **LINEAR ALGEBRA** (3) Vector spaces, bases, linear transformations, change of basis. Eigenvalues and eigenvectors. Pre-requisite: MATH 210

Enrollment in the courses numbered 300 or above requires completion of MATH 210, 220, and 230 or departmental approval.

- MATH300 **GREAT MOMENTS IN MATHEMATICS** (3) Some of the highlights in the historical development in mathematics with special attention given to the invention of non-Euclidean geometry and its importance for mathematics and Western thought.
- MATH301 **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.



- MATH302 **THEORY OF NUMBERS** (3) Divisibility and primes, linear congruencies, quadratic residues and reciprocity. Diophantine equations, multiplicative functions, distribution of primes.
- MATH310 **SURVEY OF STATISTICS** (3) Probability, central limit theorem, estimation, hypothesis testing, regression and correlation, nonparametric methods, goodness of fit, linear models.
- MATH311 **MATHEMATICAL STATISTICS I** (3) Probability, probability distributions, characteristics of distributions, sampling, estimation.
- MATH312 **MATHEMATICAL STATISTICS II** (3) Hypothesis testing, confidence intervals, regression, analysis of variance, nonparametric tests. Pre-requisite: MATH 311
- MATH320 **INTRO TO OPERATIONS RESEARCH** (3) Deterministic and stochastic models, network analysis. Linear, nonlinear and integer programming. Classical optimization, inventory theory, queueing, Markov analysis.
- MATH321 **NUMERICAL ANALYSIS** (3) (CSCI321) Measures accuracy, sources of error, function evaluation and approximation, systems of linear equations, nonlinear equations, numerical differentiation and integration, and solutions to differential equations. Pre-requisite: CSCI 170
- MATH325 **MATHEMATICAL MODELING** (3) The synthesis, formulation and solution of various problems in applied mathematics and related fields.
- MATH330 **GRAPH THEORY** (3) Graphs, subgraphs, trees, isomorphism, Eulerian and Hamiltonian paths, planarity, digraphs, connectivity, and chromatic number. Other topics may be included.
- MATH340 **ABSTRACT ALGEBRA I** (3) Groups, isomorphism, homomorphism, normal subgroups, rings, ideals, fields. Pre-requisite: MATH 240
- MATH341 **ABSTRACT ALGEBRA II** (3) A continuation of MATH 340. Topics may include Boolean algebra, lattice theory, combinatorial group theory, coding theory, Galois theory, commutative rings. Pre-requisite: MATH 340
- MATH360 **ELEMENTARY TOPOLOGY** (3) Metric spaces, topological spaces, continuity, convergence, compactness, connectedness, and separation axioms.
- MATH370 **REAL ANALYSIS** (3) Rigorous development of calculus of functions of a single variable. The real number system, topology of the real line, continuity, uniform continuity, the derivative, the Riemann integral, sequences and series of real numbers, and uniform convergence.
- MATH372 **APPLIED ANALYSIS** (3) Vector analysis, special functions, orthogonal sets of functions. Sturm-Liouville theory. Fourier series, integrals and transforms.
- MATH380 **COMPLEX VARIABLES** (3) Complex numbers, analytic functions, complex integration, series representation of analytic functions, the calculus of residues.
- MATH397 **SPREAD & STUDY FOR ADV STUDENTS** (3) (Credit by special arrangement.) Pre-requisite: MATH 340

(MEDT) Medical Technology

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

- MEDT100 **MED TECH CLIN PROG SUMMER** (2) Clinical program consisting of lectures, laboratory experience and patient contact in a hospital laboratory. Students spend a total of twelve months gaining experience as student medical technologists studying the various clinical laboratory sciences.
- MEDT200 **MED TECH CLIN PROG FALL** (2) Clinical program consisting of lectures, laboratory experience, and patient contact in a hospital laboratory. Students spend a total of twelve months gaining experience as student medical technologists studying the various clinical laboratory sciences.
- MEDT300 **MED TECH CLIN PROG SPRING** (2) Clinical program consisting of lectures, laboratory experience and patient contact in a hospital laboratory. Students spend a total of twelve months gaining experience as student medical technologists studying the various clinical laboratory sciences.



MEDT450	INTRO MED LAB SCIENCE (0)
MEDT451	INTRO TO MED LAB SCIENCE-LAB (0)
MEDT453	URINALYSIS (3)
MEDT455	CLINICAL MICROSCOPY/URINALYSIS (3)
MEDT457	CLINICAL CHEMISTRY (3)
MEDT461	HEMATOLOGY & HEMOSTASIS (3)
MEDT463	HEMATOLOGY & COAGULATION (3)
MEDT465	HEMATOLOGY (0)
MEDT471	MEDICAL MICROBIOLOGY (7)
MEDT473	CLINICAL MICROBIOLOGY (3)
MEDT475	MEDICAL BACTERIOLOGY (3)
MEDT481	SEROLOGY (0)
MEDT483	TOXICOLOGY (3)
MEDT484	LABORATORY MANAGEMENT (2)
MEDT485	MEDICAL MYCOLOGY (3)
MEDT486	RENAL FUNCTION (4)
MEDT487	IMMUNOLOGY (3)
MEDT489	DIAGNOSTIC PARASITOLOGY (3)
MEDT491	MYCOLOGY & VIROLOGY (3)
MEDT493	CLINICAL PATHOLOGY (3)
MEDT495	IMMUNOHEMATOLOGY (3)
MEDT499	IND STUDY (3)

(MGMT) Management

Undergraduate Courses

MGMT300	MANAGERIAL BEHAVIOR (3) Lectures, cases, and experiential exercises are used to introduce the management functions of planning, organizing, staffing, leading and controlling.
MGMT301	MANAGERIAL COMMUNICATIONS (2) Essentials of communicating effectively in business with accent on career communication skills.
MGMT302	QUALITY & PRODUCT IN OPERATIONS (3) An introduction to quality and operations topics and management science techniques. Topics include goals of service and production operations, optimization, project scheduling, simple quality tools, inventory models, simulation, and waiting line models. Continual improvement of operations is stressed. Pre-requisite: MATH 156, INFO 301
MGMT303	CO-OP EDUCATION/MANAGEMENT: JR (3) An elective cooperative experience where students earn academic credit while performing approved management-related work experience. Pre-requisite: MGMT 301 55 credit hours completed, 2.75 GPA, departmental approval required
MGMT305	CREATIVITY & INNOVATION (3) (ENTR305, MKTG305) Covers the framing processes and techniques individuals, groups, and organizations can use to enhance creativity and innovation. Pre-requisite: MGMT 300
MGMT309	ORGANIZATION DESIGN & DEVELOPMENT (3) Theory and design of organizational systems, organizational performance, culture and development. Pre-requisite: MGMT 300
MGMT310	TEAMWORK & TEAM BUILDING (3) Analysis of forces controlling group formulation and development in business and organizational work situations. Techniques for analyzing and productively managing informal groups. Pre-requisite: MGMT 300
MGMT314	LEADERSHIP (3) An analysis of various theories and approaches to leadership emphasizing team building and situational leadership. The course includes skill development, experiential activities, theoretical constructs, and guest speakers who are leaders in a variety of settings. Pre-requisite: MGMT 300



- MGMT321 **INDUSTRIAL-ORGANIZATIONAL PSYCH** (3) (HRES330, PSYC321) Psychological bases for organizational decisions from employment to the maintenance of motivation and job satisfaction of people. Research, measurement and practical application are emphasized. Pre-requisite: MGMT 300
- MGMT325 **INTERNATIONAL MANAGEMENT** (3) A framework for understanding human resource and cultural issues related to international management. Lectures and discussion group projects, and guest speaker visits. Pre-requisite: ECON 300, MGMT 300
- MGMT385 **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 302 MGMT 300
- MGMT390 **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. Pre-requisite: MGMT 300
- MGMT403 **CO-OP EDUCATION/MANAGEMENT: SR** (3) An elective cooperative experience where students earn academic credit while performing approved management-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.750 GPA, departmental approval required
- MGMT410 **QUALITY PLANNING & IMPROVEMENT** (3) A comparison of modern approaches to quality. In quality planning, product and process are developed to satisfy customers. In quality improvement, both organization-wide and process improvements are studied. Quality function deployment and management planning tools are used. Pre-requisite: STAT 200, MGMT 302
- MGMT495 **STRATEGY FORMULATION & IMP** (3) Provides an opportunity to integrate business core and major related knowledge through the use of selected cases. Pre-requisite: Senior status FINC 300 MKTG 300 MGMT 300
- MGMT499 **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

- MGMT744 **MOTIVATION & BEHAVIOR IN ORG** (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. Pre-requisite: Admission to the Executive MBA program
- MGMT901 **MANAGING ORGANIZATIONAL SYSTEMS** (2) Develops an understanding of organizations as dynamic evolving systems.
- MGMT902 **INTERPERSONAL SKILLS** (2) Developing interpersonal skills, including self-assessment, listening, business writing, oral communications, interviewing, and small group meeting proficiency.
- MGMT903 **OPERATIONS MANAGEMENT** (2) Understand the concepts and tools needed to control and improve the operations function. Develop skills in resolving problems and improving quality and productivity, gathering and analyzing data and making decisions.
- MGMT914 **PRINCIPLES OF LEADERSHIP** (3) An overview and analysis of a variety of theories and approaches to leadership emphasizing team building and leadership lecturers. Skill building and the development of a personal theory of leadership will be emphasized. Pre-requisite: MGMT 901, MGMT 902, MGMT 903
- MGMT922 **EXECUTIVE PRACTICES** (3), Designed to have the student distill from experience and study a personal leadership style. This style is then practiced in teams that



- research and discuss cultural variables affecting management in various countries.
Pre-requisite: MGMT 901, MGMT 902, MGMT 903
- MGMT924 **VIRTUAL WORKPLACE MANAGEMENT (3)** (INFO924) Examination of virtual office management. Provides a study of the movement toward virtual office environments. Participants will gain an understanding of virtual office implementation strategies and management issues using class discussion, cases, and team exercises.
- MGMT925 **MULTINATIONAL MANAGEMENT (3)** Planning international trade, sources of information, structuring multinational firms, personnel development, communication/motivation in cross-cultural perspective. Pre-requisite: MGMT 901, MGMT 902, MGMT 903
- MGMT933 **SUPPLY CHAIN MANAGEMENT (3)** Introduces the topic in an integrated enterprise approach to the flow of goods and services from suppliers to customers. Pre-requisite: MGMT 903
- MGMT941 **MANAGING NEW & GROWING VENTURE (2)** (ENTR941) Develops understanding as to why some ventures (new and/or existing) achieve their goals, grow, and attract resources while others stagnate or go bankrupt. Business simulations, interactive multimedia programs, guest speakers, and field trips will be used to accomplish course objectives. Pre-requisite: ACCT 901, FINC 901, MKTG 901
- MGMT944 **MOTIVATION & BEHAVIOR IN ORG (3)** (EDHR644, PSYC644) Role of motivation in performance within organizations, various concepts of motivation, leadership, and group interaction are studied, with emphasis on research findings. Pre-requisite: MGMT 901, MGMT 902, MGMT 903
- MGMT946 **PERFORMANCE ASSESSMENT (3)** Examines theory of performance assessment in organizations, purpose of assessment, formal and informal methods of data collection and measurement, creation of standards of performance, judgmental processes, rater goals and motivation, and measures of error and accuracy in assessment. Includes individual, group/team organizational levels of analysis, fit of measurement systems to organizational culture and societal context in which the organization operates. Perceptions of fairness and ethical/moral issues are also covered.
- MGMT950 **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. Various quality management philosophies are explored. In addition, students will investigate the contributions of other prominent individuals and examples of current practices from successful organizations. Pre-requisite: MGMT 903
- MGMT953 **QUALITY CERTIFICATION (3)** This course covers the requirements of the different types of quality certification (ISO 9000, etc.) and the process that an organization goes through to achieve this goal. Organizations that have recently achieved certification will be used as examples. Each student will prepare a feasibility study detailing what it would take for an organization of their choice to receive an appropriate kind of quality certification. Pre-requisite: Recommended MGMT 950
- MGMT954 **PROJECT MANAGEMENT (3)** The purpose of this course is to prepare students to plan, organize, lead, participate in, control, and improve projects.
- MGMT977 **MENTAL HEALTH ORG SYSTEMS (2)** This course is designed to expose students to the responsibilities of management in directing the activities of mental health organizations. Its goal is to provide an understanding of the primary models and theories used in managing organizations, & to assist students in preparing a response to an RFP for managed mental health services.
- MGMT995 **INDIVIDUAL READING & RESEARCH (1 to 3)** Open to especially qualified students with the consent of the chair of the department and the dean.



(MILS) Military Science

Lower Division Courses

- MILS101 **FOUNDATIONS OF OFFICERSHIP** (1) Detailed examination of the unique duties and responsibilities of the commissioned Army Officer. Includes discussion of the organization and role of the Army, a review of basic life skills pertaining to fitness and communications and an analysis of Army values and expected ethical behavior and an introduction to leadership.
- MILS102 **FRESHMAN LEADERSHIP LAB I** (1) Military courtesy, customs and traditions of the service, development of self-confidence, drill and ceremonies, physical training, rappelling, rifle marksmanship training, and other basic skills.
- MILS103 **BASIC LEADERSHIP** (1) Presents fundamental leadership concepts and doctrine. Opportunities to practice basic skills that underlie effective problem solving and apply active listening and feedback skills. Examine the officer experience and those factors that influence leader and group effectiveness.
- MILS104 **FRESHMAN LEADERSHIP LAB II** (1) Military courtesy, customs and traditions of the service, development of self-confidence, drill and ceremonies, physical training, rappelling, rifle marksmanship training, and other basic skills.
- MILS201 **INDIVIDUAL LEADERSHIP STUDIES** (3) Develops knowledge of self, self-confidence and individual leadership skills. Develops problem solving and critical thinking skills. Opportunities to apply communication, feedback and conflict resolution skills.
- MILS202 **SOPHOMORE LEADERSHIP LAB I** (1) Functions and responsibilities of junior Noncommissioned Officers with particular attention devoted to the continued development of leadership potential. Drill and ceremony, map reading, physical training, leadership reaction, and practical field experiences are stressed.
- MILS203 **LEADERSHIP AND TEAMWORK** (3) Focuses on self-development guided by knowledge of self and group processes. Challenges current beliefs, knowledge and skills. Develops individual leadership skills through practice exercises.
- MILS204 **SOPHOMORE LEADERSHIP LAB II** (1) Functions and responsibilities of junior Noncommissioned Officers with particular attention devoted to the continued development of leadership potential. Drill and ceremony, map reading, physical training, leadership reaction, and practical field experiences are stressed.
- MILS299 **LEADERSHIP TRAINING** (4) If eligible, students may apply to the chair. Six weeks of paid summer ROTC training at Fort Knox, Kentucky. Camp graduates are eligible to enter the ROTC advance course.

Upper Division Courses

- MILS301 **LEADERSHIP AND PROBLEM SOLVING** (3) Examines basic skills that underlie effective problem solving. Analyze the role officers played in the transition of the Army from Vietnam to the 21st century. Review the features and execution of the Leadership Development Program. Analyze military missions and plan military operations. Execute squad battle drills and squad tactics.
- MILS302 **JUNIOR LEADERSHIP LAB I** (1) Designed to develop leadership potential by participation in the planning and conducting of training, development of personnel management skills and by emphasizing the functions, duties, and responsibilities of Commissioned Officers and Noncommissioned Officers. Physical training and preparation for the summer advance camp are emphasized.
- MILS303 **LEADERSHIP AND ETHICS** (3) Probes leader responsibilities that foster an ethical command climate. Develops cadet leadership competencies and prepares them for success at the National Advanced Leadership Camp. Recognize leader responsibilities to accommodate subordinate spiritual needs. Apply principles and techniques of effective written and oral communications.
- MILS304 **JUNIOR LEADERSHIP LAB II** (1) Designed to develop leadership potential by participation in the planning and conducting of training, development of personnel management skills and by emphasizing the functions, duties and responsibilities of



- Commissioned Officers and Noncommissioned Officers. Physical training and preparation for the summer advance camp are emphasized.
- MILS399 **LEADER DEVELOPMENT ASSESSMENT** (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.
- MILS401 **LEADERSHIP AND MANAGEMENT** (3) Builds on National Advanced Leadership Camp experience to solve organizational and staff problems. Discuss staff organization, functions, and processes. Analyze counseling responsibilities and methods. Examine principles of subordinate motivation and organizational change. Apply leadership and problem solving principles to a complex case study.
- MILS402 **SENIOR LEADERSHIP LAB I** (1) Emphasizes the functions, duties and responsibilities of junior Army Officers with special attention directed toward developing advanced leadership potential, personal communications (oral and written) skills and through active participation in the planning and conduct of training.
- MILS403 **OFFICERSHIP** (3) Capstone course designed to explore topics relevant to second lieutenants entering the Army. Describe legal aspects of decision-making and leadership. Analyze Army organization for operations from tactical to strategic level. Assess administrative and logistics management functions. Discuss reporting and PCS process. Perform platoon leader actions. Examine leader responsibilities that foster an ethical command climate.
- MILS404 **SENIOR LEADERSHIP LAB II** (1) Emphasizes the functions, duties, and responsibilities of junior Army Officers with special attention directed toward developing advanced leadership potential, personal communications (oral and written) skills and through active participation in the planning and conduct of training.
- MILS499 **DIRECTED STUDY** (1 to 3) Open to especially qualified students with the consent of the department chair.

(MKTG) Marketing

Undergraduate Courses

- MKTG300 **PRINCIPLES OF MARKETING** (3) Marketing involves exchanges. The activities involved in marketing products, services, and ideas are examined within a framework of customer management are explored. Topics include global marketing environment, market analysis and segmentation, consumer behavior, product development and management, pricing, promotion, and distribution. Marketing is examined from its role as a central function of business and non-profit organizations, and from its dominant role in a market economy. Prerequisite for upper division courses unless waived by department chair.
- MKTG302 **MARKETING RESEARCH** (3) Marketing research, methodologies, and managerial utilization of research findings Pre-requisite: STAT 200 MKTG 300 (grade "C" or better)
- MKTG303 **CO-OP EDUCATION/MARKETING: JR** (3 to 6) An elective cooperative experience where students earn academic credit while performing approved marketing-related work. Pre-requisite: MGMT 301, 55 credit hours completed, 2.750 GPA, department approval required
- MKTG305 **CREATIVITY & INNOVATION** (3) (ENTR305, MGMT305) Covers the framing processes and techniques individuals, groups, and organizations can use to enhance creativity and innovation.
- MKTG310 **BUSINESS TO BUSINESS MARKETING** (3) Dynamics of marketing from a business to a business. Buyer behavior and market structure are analyzed in the context of the 4Ps. Pre-requisite: MKTG 300 (grade "C" or better)



- MKTG320 **INTERNATIONAL MARKETING** (3) Conditions peculiar to international marketing of goods and services and their effects on marketing strategy. Pre-requisite: MKTG 300 (grade “C” or better)
- MKTG325 **MARKETING SERVICES** (3) The marketing of services will be explored with special emphasis on how they differ from packaged and industrial goods. Pre-requisite: MKTG 300 (Grade “C” or better)
- MKTG328 **DIRECT MARKETING** (3) Direct marketing as a tool, its strategies, techniques and measurement systems are studied. Pre-requisite: MKTG 300 (Grade “C” or better)
- MKTG329 **DATA MINING** (3) (INFO329, INFO979, MKTG979) The students will receive an introduction to the basic theory, tools and techniques of data mining, including prediction, associations, clustering and recommendation systems. The course will be delivered from two points of view: the technological view and the marketing management view. The students will use data mining tools when doing their team projects for customer relationship management. The teams will experience the implementation of these algorithms on real data.
- MKTG330 **RETAILING MARKETING** (3) Retailing is the largest industry and the dominant employer in the U.S. economy. The industry is explored, with particular emphasis on understanding the activities of retailers, both large and small. Topics include shopper behavior, store location, store layout, product presentation, and customer service. The criteria for success in retailing, the impact of technology on retailing, and the retail process examined within the larger domain of marketing. Beneficial to all marketing and business majors, as well as others engaged in shopping activities. Pre-requisite: MKTG 300 (Grade “C” or better)
- MKTG350 **ADVERTISING** (3) Creative and institutional aspects of advertising and their relationship to market and product attributes. Effects of legal and social environment. Pre-requisite: MKTG 300 (Grade “C” or better)
- MKTG351 **SALES PROMOTION** (3) The use of sales promotions as promotional tools are examined. The development, implementation and budgeting of sales promotions are studied. Pre-requisite: MKTG 300 (Grade “C” or better)
- MKTG355 **PRODUCT DEVELOPMENT** (3) Focuses on new products as a major source of corporate growth. Included are such topics as: identification of new business opportunities; the stages of new product development; risk assessment and reduction. Pre-requisite: MKTG 300 (Grade “C” or better)
- MKTG357 **E-COMMERCE** (3) In order for business students to really understand e-commerce, they must understand the relationships among e-commerce business organizations, the role of Internet technologies and the social and legal context of e-commerce. This course will develop the guidelines necessary for the planning and implementation of a successful e-commerce strategy applicable for a wide variety of organizations. Pre-requisite: MKTG 300 (Grade “C” or better)
- MKTG361 **PROFESSIONAL SELLING** (3) Dynamics of selling and techniques of persuasive leadership. Explores selling as a profession through multiple channels. Relationship selling and customer relationship management. Pre-requisite: MKTG 300 (Grade “C” or better)
- MKTG370 **CONSUMER BEHAVIOR** (3) Marketing strategy implications of consumer behavior. Provides a basic understanding of the major concepts and theories in consumer decision making and behavior. Considers psychology and other social sciences as they contribute to the understanding of these notions. Pre-requisite: MKTG 300 (Grade “C” or better)
- MKTG390 **ETHICAL ISSUES IN MARKETING** (3) Current developments in consumerism and consumer protection. Ecology, social responsibility, and ethical issues. Governmental roles. Pre-requisite: MKTG 300 (Grade “C” or better)
- MKTG399 **TUTORIAL IN MKTG: JUNIOR LEVEL** (2 to 3) Research, meeting, and attendance at scheduled lectures as determined by the advisor. Pre-requisite: Permission of the chair and dean



- MKTG400 **MARKETING MANAGEMENT (3)** Marketing planning. The coordination of all aspects of marketing in a case-based format. Pre-requisite: six hours of upper division marketing courses
- MKTG403 **CO-OP EDUCATION/MARKETING: SR (3 to 6)** An elective cooperative experience where students earn academic credit while performing approved marketing-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.750 GPA, departmental approval required
- MKTG491 **MARKETING PRACTICUM (3)** Designed for undergraduate students participating in non-paid internships, the goals and objectives of these internships and course approval are the responsibility of the chair.
- MKTG495 **MARKETING PLANNING & ANALYSIS (3)** Developing and applying marketing strategy in a simulated business environment. Pre-requisite: FINC 300, MKTG 400 six hours of upper division marketing courses
- MKTG499 **TUTORIAL IN MKTG: SENIOR LEVEL (2 to 3)** Research, meeting, and attendance at scheduled lectures as determined by the advisor. Pre-requisite: permission of the chair and dean

Graduate Courses

- MKTG700 **MARKETING STRATEGY (4)** This course provides grounding in marketing, emphasizing marketing strategy formulation and implementation in light of the organization's objectives. There is an emphasis on using analytical approaches to make marketing decisions. Pre-requisite: Admission to the Executive MBA program
- MKTG801 **MARKETING CONCEPTS (2)** Marketing involves changes. The activities involved in marketing products, services, and ideas are examined within a framework of customer management are explored. Topics include global marketing environment, market analysis and segmentation, consumer behavior, product development and management, pricing, promotion, and distribution. Marketing is examined from its role as a central function of business and non-profit organizations, and from its dominant role in a market economy.
- MKTG901 **MARKETING STRATEGY (3)** The strategic planning process as it applies to marketing management, current literature and techniques. Pre-requisite: All business skills and required foundations skills courses
- MKTG902 **MARKETING RESEARCH (3) (PSYC553)** Methods and techniques of marketing research; its use as a tool of management; cases in marketing research. Pre-requisite: MKTG 901
- MKTG921 **ENTREPRENEURIAL MARKETING (2) (ENTR921)** Understand the challenges and acquire the skills and information needed to maximize marketing results with minimal marketing resources.
- MKTG926 **MULTINATIONAL MARKETING (3)** Product decisions, pricing decisions, and channel decisions in the world market environment. Stresses cultural differences. Pre-requisite: MKTG 901
- MKTG928 **DIRECT MARKETING (3)** The use of direct marketing as a powerful business to business and consumer marketing tool is explored. Pre-requisite: MKTG 901
- MKTG929 **INTEGRATED MKTG COMMUNICATIONS (3)** A study of integrated marketing communications planning, strategies and procedures and the current rules that govern the dynamics of marketing to today's business and consumer marketplaces. Emphasis is on the application of integrated direct marketing to increase sales by synchronizing advertising, direct mail, telemarketing and field sales. Pre-requisite: MKTG 801
- MKTG930 **SERVICE MARKETING (3)** The principles, practice, and scope of service marketing are explored. Pre-requisite: MKTG 901
- MKTG932 **E-COMMERCE (3)** E-commerce is creating new electronic markets where prices are transparent, markets are global and trading is highly efficient. It is having a direct impact on an organization's relationship with suppliers, customers, competitors, and their partners, as well as how organizations market products, advertise, and their brand strategy. This course examines successful and unsuccessful e-commerce strategies among contemporary organizations.



- MKTG957 **ADV ISSUES IN INTERNET MARKETING** (3) This course will explore a wide range of Internet-related topics including strategic planning, technology trends, legal issues and the application of permission-based on-line marketing. Students will be asked to complete an on-line business project that applies these concepts. Pre-requisite: MKTG 901
- MKTG960 **SELLING & SALES MANAGEMENT** (3) Explore dimensions of selling as a marketing function and the application of theories of management to the selling function within organizations. Pre-requisite: MKTG 901
- MKTG961 **MARKETING MANAGEMENT** (3) Application of marketing concepts and theory to actual situations via case method. Individual reports and presentations. Pre-requisite: MKTG 901
- MKTG963 **BUSINESS TO BUSINESS MARKETING** (3) Problems of marketing industrial products. Management of the marketing channels and pricing, selling, and distribution of the products. Pre-requisite: MKTG 901
- MKTG964 **CONSUMER BEHAVIOR THEORY** (3) Evaluation of research findings from behavioral sciences and other disciplines. Relationship to marketing. Pre-requisite: MKTG 901
- MKTG965 **ADVERTISING THEORY & PRACTICE** (3) The role of advertising in the marketing process. The advertising campaign, its creative and media components. The decision processes. Pre-requisite: MKTG 901
- MKTG967 **INTERNATIONAL SALES & 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. Pre-requisite: MKTG 901
- MKTG968 **PRODUCT PLANNING & DEVELOPMENT** (3) The entire process of new product development from idea generation to commercialization is developed. Pre-requisite: MKTG 901
- MKTG970 **ETHICAL ISSUES IN MARKETING** (3) Current developments in marketing as related to social issues: consumerism, social responsibility, ethical issues, and governmental roles. Pre-requisite: MKTG 901
- MKTG995 **INDIVIDUAL READINGS & RESEARCH** (2 to 3) Open to especially qualified students with the consent of the chair of the appropriate department and dean.

(MUSC) Music

Lower Division Courses

- MUSC100 **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.
- MUSC101 **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.
- MUSC110 **WORLD MUSIC** (3) This course explores music as it exists in many cultures, including Africa, India and Latin America. Emphasis is on traditional and popular music.
- MUSC111 **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.
- MUSC112 **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.
- MUSC113 **MUSIC & HUMAN EXPERIENCE** (3) Introduction to major works of Music Literature focusing on shared human experiences and their interpretation in music.



- MUSC114 **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.
- MUSC115 **AFRICAN-AMERICAN MUSIC** (3) Survey of Black music styles from the 17th to 20th century; emphasis on African roots of this tradition and historical and sociocultural contexts that give birth to a Black music tradition.
- MUSC116 **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.
- MUSC120 **FUNDAMENTALS OF SCHOOL MUSIC** (2) For classroom teachers. Basic methods and materials for early and middle childhood grades
- MUSC154 **DANCE AND MOVEMENT I** (1) Technical aspects of dance through medium of theatrical dance movement. Ideas and movement problems explored through rhythmic, stretching and body strengthening activities. Students with no dance exposure can participate to improve body coordination and natural aptitudes for dance.
- MUSC155 **DANCE AND MOVEMENT II** (1) Technical aspects of dance through medium of theatrical dance movement. Ideas and movement problems explored through rhythmic, stretching and body strengthening activities. Students with no dance exposure can participate to improve body coordination and natural aptitudes for dance.
- MUSC156 **ADVANCED DANCE AND MOVEMENT I** (1) Continuation of MUSC 154/155.
- MUSC157 **ADVANCED DANCE AND MOVEMENT II** (1) A continuation of MUSC 154/155.
- MUSC158 **BALLET I** (1) Ballet techniques presented and practiced. An introduction to the fundamentals of ballet technique and body mechanics that govern ballet's classical foundation. Designed to establish groundwork for developing proper working patterns, in placement, turnout, breathing and balance.
- MUSC159 **BALLET II** (1) This course is a continuation of ballet dancing, (Ballet I, MUSC 158). This discipline challenges the body and the mind. The execution of ballet technique provides exercises, improves posture and promotes grace and coordination. Learning the joy of movement and the appreciation of aesthetic beauty will be emphasized.
- MUSC160 **BALLET INTERMEDIATE/ADVANCED** (1) This is a systematic and comprehensive study of classical ballet presented as an exploration of ballet technique in the dance studio. The course outlines the traditional ballet class including work at the barre and center, using combinations and choreography which challenges the mind and body. French terminology will be used. This is a continuation of Ballet II with more advanced steps added.
- Upper Division Courses**
- MUSC200 **THEORY I** (3) Study of elements of musical organization; four-part harmonization and analysis.
- MUSC201 **SIGHTSINGING & DICTATION I** (1) Course is designed to develop the ability to read at sight diatonic progressions, and to identify and notate intervals, scale degrees, tonal relationships and simple rhythms. The course utilizes computer assisted drills.
- MUSC202 **THEORY II** (3) Continuation of MUSC 200. Pre-requisite: MUSC 200 or permission of instructor
- MUSC203 **SIGHTSINGING & DICTATION II** (1) Continuation of MUSC 201
- MUSC204 **JAZZ THEORY I** (2) The advanced study of Jazz styles and techniques in both writing and improvisation with emphasis on analysis, form, history and repertoire. Pre-requisite: MUSC 101 MUSC 206 MUSC 306
- MUSC205 **JAZZ THEORY II** (2) Continuation of MUSC 204.
- MUSC206 **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.
- MUSC210 **MUSIC HISTORY & LITERATURE I** (3) This course traces the path of Western music history and literature from antiquity through the end of the Renaissance period. Included in the course are the primary biographical facts for composers, a review of their works, aural identification of works and the social/historical circumstances of each era. Pre-requisite: Majors or Minors Only. Fine Arts Elective.
- MUSC211 **MUSIC HISTORY & LITERATURE II** (3) This course traces the path of Western music history from the early Baroque period through the end of the Classical Period including the music of Ludwig van Beethoven. Included in the course are the primary biographical facts about composers, a review of selected works, the development of contrasting style, the role played by social/historical forces that influenced these styles, study of selected scores and aural examination of the works studied. Pre-requisite: Majors or Minors Only. Fine Arts Elective.
- MUSC221 **MUSIC METH FOR EARLY & MIDDLE CH** (2) Focus on creativity and curriculum design Pre-K - 8. For music majors or with permission of instructor.
- MUSC230 **LITURGICAL MUS IN AMER CATH CULT** (3) This course will investigate the role of music from liturgical, theological and musical perspectives and the current influences of popular Catholic culture.
- MUSC252 **ADVANCED CLASS GUITAR** (1) Group instruction in guitar techniques for the more experienced guitar student.
- MUSC278 **PRIVATE LESSON: COMPOSITION** (1) Students begin by studying and creating simple musical works in styles that they have some degree of familiarity with. Works for one or two performers and standard instrumentation and voice categories are studied and applied to the new development of the "creative voice within the individual" and encourages the student to continually develop skills in harmony, melody, rhythm and timbre that will enable that voice to be realized in a written composition and live performance. More advanced students will write for more performers and in varied styles and more varied instrumentation and voices. All students are encouraged to experiment and venture into new areas. It is the creation and recreation (musical score or performance) that is emphasized, not just the discovery of new ideas. Pre-requisite: Majors or Minors Only.
- MUSC279 **INDEPENDENT STUDY** (1) Areas of study related to the music field, although not specifically included in the catalog, may be requested by the student and elected with the approval of the instructor and permission of the chair.
- MUSC300 **THEORY III** (3) Continuation of MUSC 202; special emphasis on harmonic developments during the Romantic period (chromaticism, altered chords).
- MUSC301 **SIGHTSINGING & DICTATION III** (1) Advanced sightsinging and eartraining material including sightsinging examples from the standard literature, four part harmonic dictation, and more complex examples of melodic and rhythmic dictation.
- MUSC302 **THEORY IV** (3) Continuation of MUSC 300. Basic compositional techniques and analysis; twentieth-century harmonic vocabulary.
- MUSC303 **SIGHTSINGING & DICTATION IV** (1) Continuation of MUSC 301
- MUSC304 **PRODUCING ELECTRONIC MUSIC I** (3) (MUSC604) Introduction to hardware and software related to electronic music production, with a focus on music sequencing, digital recording and printing.
- MUSC305 **PRODUCING ELECTRONIC MUSIC II** (3) (MUSC605) Continuation of MUSC 304. Advanced studies in computer based composition, orchestration and synchronization of studio hardware/software for commercial music applications. Additional skills will be developed in computer music engraving, digital mixing and editing and master recording production.
- MUSC306 **TECH OF JAZZ WRITING & ARRANGING** (2) The presentation, examination, practice and exercise of techniques and methods applied in the organization and creation of jazz writing and arranging. Pre-requisite: MUSC 101 or equivalent
- MUSC307 **JAZZ IMPROVISATION WORKSHOP** (2) An in-depth application of jazz improvisation styles to the live performance situation with an emphasis on accumu-



- lated repertoire. Pre-requisite: MUSC 101, MUSC 206 or equivalent
- MUSC310 **MUSIC HISTORY & LIT III** (3) This course traces the path of Western music history from the Romantic period through the end of the Twentieth Century. Included in the course are the primary biographical facts about composers, a review of selected works, the development of contrasting styles, the role played by social/historical forces that influenced these styles, study of selected scores and aural examination of the works studied. Pre-requisite: MUSC 210, MUSC 211 For Majors, Minors, Honors only. Fine Arts elective.
- MUSC311 **SEM: MUSIC HISTORY & LIT IV** (3) A seminar that focuses in depth on a particular topic in music history. Pre-requisite: MUSC 210, MUSC 211, MUSC 310 For Majors, Minors, Honors only. Fine Arts elective.
- MUSC320 **METHODS FOR ADOL & YNG ADULTS I** (3) Overview of role, and responsibility of music teacher. Vocal, instrumental, and general music education. (For music majors only)
- MUSC321 **METHODS FOR ADOL & YNG ADULTS II** (3) Emphasis on instrumental and choral methods and materials. Practical guide for the music educator. Pre-requisite: MUSC 320
- MUSC322 **TEACHING MUSIC WITH TECHNOLOGY** (2) (MUSC522) Using the latest music writing computer programs and innovative technological advances in the development of music study and production.
- MUSC328 **CHILDREN'S CHORAL & VOCAL WKSHOP** (1 to 2) (MUSC628) A workshop for directors of children's or youth choirs to aid in teaching children the basics of vocal and choral technique while working with the Greater Cincinnati Children's Choir and its director.
- MUSC330 **MUSIC FOR THE LITURGY** (3) Survey of sacred music appropriate for liturgical celebrations throughout the church year.
- MUSC331 **CHURCH SERVICE PLAYING** (1) A practical course in hymn playing and the accompaniment of psalmody and other liturgical songs.
- MUSC332 **INTRO TO ORGAN IMPROVISATION** (1) Basic concepts and techniques of organ improvisation. Includes stylistic approaches from the Baroque to the present.
- MUSC340 **OPERA WORKSHOP** (1 to 3) An introduction to operatic performance including body movement, vocal and dramatic projection, audition procedures, and the musical and dramatic preparation and performance of operatic repertoire. Pre-requisite: Permission of instructor
- MUSC341 **OPERA WORKSHOP II** (1 to 3) Continuation of MUSC 340.
- MUSC350 **FUNCTIONAL PIANO** (2) Development of basic skills needed for playing accompaniments and harmonizations at the keyboard. Designed for students who wish to teach school music. Pre-requisite: Permission of instructor
- MUSC380 **MAKING SIMPLE MUSICAL INSTR: K-8** (2) (EDWS355, EDWS535) Hands-on workshop building and playing simple musical instruments. No musical or technical skills are required. Designed for the general kindergarten to 8th grade classroom teacher. Along with musical activities creative ways of teaching math, science, history, the visual arts, and multi-cultural awareness will be explored.
- MUSC399 **INDEPENDENT STUDY** (1 to 3) Areas of study related to the music field, although not specifically included in the catalog, may be requested by the student and elected with the approval of the instructor and permission of the chair.
- MUSC400 **FORM AND ANALYSIS** (3) Intensive study of larger musical forms; works selected from representative works of instrumental and vocal music literature. Pre-requisite: MUSC 302
- MUSC401 **ORCHESTRATION ARRANGING** (3) The technique of scoring for orchestra, band, and diverse instrumental ensembles. Pre-requisite: MUSC 302 or equivalent
- MUSC402 **COMPOSITION** (3) Introduction to creative writing in simple musical forms. Pre-requisite: MUSC 400 or equivalent
- MUSC403 **COUNTERPOINT** (3) Advanced course of contrapuntal writing in the style of eighteenth-century composers. Emphasis on chorale prelude and fugue.



- MUSC410 **SONG LITERATURE** (3) Survey of vocal repertoire from the preclassical to the present; course also includes discussion of style and performance technique.
- MUSC420 **CONDUCTING I** (3) Fundamentals of conducting. Basic techniques, and study of shorter choral and instrumental works. Pre-requisite: MUSC 202; Co-requisite: MUSC 260
- MUSC421 **CONDUCTING II** (3) Continuation of MUSC 420. Study of more complex examples from instrumental and choral literature. Co-requisite: MUSC 260
- MUSC422 **ADVANCED CONDUCTING I** (3) A more advanced and in-depth study of MUSC 420.
- MUSC423 **ADVANCED CONDUCTING II** (3) A more advanced and in-depth study of MUSC 421.
- MUSC424 **PIANO PEDAGOGY** (2) Principles of teaching piano; survey of teaching materials.
- MUSC425 **VOICE PEDAGOGY** (3) A concise dialogue and practicum concerning the teaching of singing, i.e. vocal technique and vocal styles.
- MUSC426 **FOUNDATIONS OF MUSIC EDUCATION** (3) (MUSC626) A comprehensive study of Music Education: history, philosophy, theory, and practical application.
- MUSC427 **CONTEMP APPROACHES IN MUSIC ED** (3) (MUSC627) Introduction to Orff and Kodaly methodology; curricular innovations for all levels of school music, Pre-K - 12.
- MUSC479 **INDEPENDENT STUDY** (1 to 3) Areas of study related to music field, although not specifically included in the catalog, may be requested by the students and elected with the approval of the instructor and permission of chair.

Graduate Courses

- MUSC522 **TEACHING MUSIC WITH TECHNOLOGY** (2) (MUSC322) Using the latest music writing computer programs and innovative technological advances in the development of music study and production.
- MUSC604 **PRODUCING ELECTRONIC MUSIC I** (3) (MUSC304) Introduction to hardware and software related to electronic music production, with a focus on music sequencing, digital recording and printing.
- MUSC605 **PRODUCING ELECTRONIC MUSIC II** (3) (MUSC305) Continuation of MUSC 604. Advanced studies in computer based composition, orchestration, and synchronization of studio hardware/software for commercial music applications. Additional skills will be developed in computer music engraving, digital mixing and editing and master recording production.
- MUSC626 **FOUNDATIONS OF MUSIC EDUCATION** (3) (MUSC426) A comprehensive study of Music Education: history, philosophy, theory, and practical application.
- MUSC627 **CONTEMP APPROACHES IN MUSIC ED** (3) (MUSC427) Introduction to Orff and Kodaly methodology; curricular innovations for all levels of school music, Pre-K - 12.
- MUSC628 **CHILDREN'S CHORAL & VOCAL WKSHOP** (1 to 2) (MUSC328) A workshop for directors of children's or youth choirs to aid in teaching children the basics of vocal and choral technique while working with the Greater Cincinnati Children's Choir and its director.

INSTRUMENTAL TECHNIQUES

The following four courses provide an understanding of techniques and teaching strategies of the various families of instrument. Designed for those interested in teaching music, they will lead toward basic performance competence and pedagogy.

- MUSC351 **STRING TECHNIQUES** (1) Provides an understanding of techniques and teaching strategies of string instruments. Designed for those interested in teaching music, it will lead toward basic performance competence and pedagogy.
- MUSC352 **WOODWIND TECHNIQUES** (1) Provides an understanding of techniques and teaching strategies of woodwind instruments. Designed for those interested in teaching music, it will lead toward basic performance competence and pedagogy.



- MUSC353 **BRASS TECHNIQUES** (1) Provides an understanding of techniques and teaching strategies of brass instruments. Designed for those interested in teaching music, it will lead toward basic performance competence and pedagogy.
- MUSC354 **PERCUSSION TECHNIQUES** (1) Provides an understanding of techniques and teaching strategies of percussion instruments. Designed for those interested in teaching music, it will lead toward basic performance competence and pedagogy.

APPLIED MUSIC

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

PRIVATE LESSONS

- MUSC280 **PRIVATE LESSON: PIANO** (1)
MUSC281 **PRIVATE LESSON: ORGAN** (1)
MUSC282 **PRIVATE LESSON: VOICE** (1)
MUSC283 **PRIVATE LESSON: GUITAR** (1)
MUSC284 **PRIVATE LESSON: VIOLIN** (1)
MUSC285 **PRIVATE LESSON: VIOLA** (1)
MUSC286 **PRIVATE LESSON: CELLO** (1)
MUSC287 **PRIVATE LESSON: DOUBLE BASS** (1)
MUSC288 **PRIVATE LESSON: FLUTE** (1)
MUSC289 **PRIVATE LESSON: OBOE** (1)
MUSC290 **PRIVATE LESSON: CLARINET** (1)
MUSC291 **PRIVATE LESSON: SAXOPHONE** (1)
MUSC292 **PRIVATE LESSON: BASSOON** (1)
MUSC293 **PRIVATE LESSON: FRENCH HORN** (1)
MUSC294 **PRIVATE LESSON: TRUMPET** (1)
MUSC295 **PRIVATE LESSON: TROMBONE** (1)
MUSC296 **PRIVATE LESSON: TUBA** (1)
MUSC297 **PRIVATE LESSON: PERCUSSION** (1)
MUSC298 **PRIVATE LESSON: JAZZ VOICE/INST** (1)
MUSC299 **PRIVATE LESSON: HARP** (1)

GROUP INSTRUCTION

- MUSC150 **CLASS PIANO** (1) Group instruction in basic piano techniques.
MUSC151 **CLASS VOICE** (1) Group instruction in the basic techniques of voice production.
MUSC152 **CLASS GUITAR** (1) Group instruction in the basic guitar techniques.

ENSEMBLES

- MUSC260 **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.
- MUSC263 **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.
- MUSC266 **CHAMBER WINDS** (1) A select ensemble consisting of wind, brass, and percussion. Through the study and performance of original works from the 15th to the late 20th century, students will learn ensemble and chamber music skills.
- MUSC267 **PERCUSSION ENSEMBLE** (1) Study and performance of standard percussion literature. Participation with consent of director.
- MUSC268 **GUITAR ENSEMBLE** (1) Study and performance of music for guitar ensemble from all style periods. Participation with consent of director.
- MUSC269 **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.
- MUSC270 **CHAMBER ORCHESTRA** (1) Study and performance of standard chamber orchestra literature for strings and other instruments. Participation with consent of director.



MUSC271 **JAZZ ENSEMBLE** (1) Study and performance of original compositions and traditional Jazz repertoire from the pre-bop era to the present, including contemporary Jazz-Rock-Blues-Pop Fusion transcriptions and arrangements. Participation with consent of director.

MUSC277 **PIANO ENSEMBLE** (1) Piano Ensemble is an academic course of study designed to advance technical and interpretive skills and to artistically perform ensemble compositions of all styles and periods. Public performance is required.

(NEPL) NEPALI

NEPL101 **ELEMENTARY NEPALI I** (3) An introduction to basic language skills through emphasizing the acquisition of high-frequency vocabulary and the development of cultural awareness. This course is ONLY OFFERED to participants in the Service Learning Program in Nepal and will only be offered in Nepal. Pre-requisite: Participation in the Service Learning Program in Nepal.

NEPL102 **ELEMENTARY NEPALI II** (3) The second semester elementary course with added emphasis on reading and speaking in the target language. This course is ONLY OFFERED to participants in the Service Learning Program in Nepal and will only be offered in Nepal. Pre-requisite: NEPL 101 or equivalent and participation in the Service Learning Program in Nepal.

(NURS) Nursing

Undergraduate B.S.N. Courses

NURS130 **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.

NURS132 **HEALTH AND CULTURE I** (3) Focus on culture as it relates to the universal properties of transition and health. Exploration of the impact of culture on health will begin to develop self awareness and sensitivity. Issues related to diversity will be discussed. Fulfills the Culture Diversity elective requirement. Substitute for UNST 100.

NURS224 **NURS THERAPEUTICS I: ASSESSMENT** (4) Introduction of theoretical framework for assessment of clients experiencing developmental transitions. Major components for holistic assessment including physical and psychological growth and development across the life span are discussed. Components of the therapeutic relationship as they relate to the holistic assessment process are introduced. Pre-requisite: BIOL 140, BIOL 141, BIOL 142, BIOL 143, SOCI 101, Math elective, NURS 130, NURS 132, 2.500 GPA, Co-requisite: NURS 225, CHEM 150, CHEM 151

NURS225 **NURS THERAPEUTICS I: PRACTICUM** (2) Introduction of methods of health assessment for clients across the life span. Emphasis will be on physical assessment and communication skills. Laboratory and beginning field experiences will be provided. Six hours of clinical Practicum weekly. Pre-requisite: NURS 132; Co-requisite: NURS 224

NURS230 **NURS THERAPEUTICS II** (4) An analysis of nursing therapeutics used with individuals experiencing transitions. Promotive, preventive, and intervenience strategies including pharmacology and nutrition are introduced. The research and theoretical basis for the selection of therapeutics is emphasized. The importance of decision making in selecting appropriate therapeutics to achieve and manage outcomes is discussed. Pre-requisite: NURS 224, NURS 225, CHEM 15, CHEM 151; Co-requisite: NURS 231, BIOL 200/201, NURS 364



- NURS231 **NURS THERAPEUTICS II PRACTICUM (2)** Application of promotive, preventative, and intervenience nursing therapeutics to be used with individuals experiencing transitions in primary, secondary, and tertiary health care settings. Laboratory and field experiences will be provided. Six hours of clinical practicum weekly. Pre-requisite: NURS 224, NURS 225; Co-requisite: NURS 230, NURS 364
- NURS242 **PHYSICAL ASSES/HISPANIC PATIENTS (1)** The student will gain experience in the appropriate Spanish, health care-related language in assessing and implementing nursing care for Hispanic patients. Assignments are parallel to the 200 level Nursing courses and designed to promote Hispanic cultural skill as students continue their journey to acquiring cultural competence with Hispanic patients. This course is the first 1 credit hour component of a 3 credit hour nursing elective.
- NURS299 **LOWER DIVISION KNOWLEDGE & SKILL (1 to 3)** Throughout the upper division nursing courses, students' skills and competencies are evaluated for lower division nursing course work. Upon successful demonstration of selected nursing practice behaviors students who are graduates of diploma programs are granted 33 semester credit hours for lower division nursing course work. Students who are graduates of associate degree nursing programs will have 33 semester credits of the lower division nursing courses from their associate degree transcript substituted for the NURS 299 credits on the BSN transcript.
- NURS310 **INDEPENDENT STUDY IN NURSING (1 to 3)** Opportunity to pursue a topic or project of individual interest. Subject to approval of department chair.
- NURS320 **PROFESSIONAL DEVELOPMENT I (3)** The study of professional nursing and its education and practice as related to the individual nurse.
- NURS325 **HEALTH & CULTURE II (3)** Focuses on identified cultural groups and how culture influences the values, attitudes, and practices of an individual, family, and group as related to health and caring. Fulfills the Cultural Diversity Elective requirement. Substitute for UNST 100.
- NURS333 **HEALTH ASSESSMENT (2)** Health assessment skills are presented and practiced. Variations for age and culture are included. Family and mental health status assessment tools are used. Six contact hours. Course is open to non-matriculated students. Pre-requisite: R.N. Status
- NURS360 **ADULT TRANSITIONS (4)** Focus on facilitating health outcomes in adults experiencing health-illness transitions in primary, secondary, and tertiary health care settings. Focus on fostering skill in planning, implementing, and evaluating nursing therapeutics used to facilitate health outcomes for adults. Twelve hours of clinical practicum weekly. Pre-requisite: NURS 230, NURS 231, NURS 364; Co-requisite: NURS 361
- NURS361 **ADULT TRANSITIONS PRACTICUM (4)** Application of promotive, preventative, and intervenience nursing therapeutics in adults experiencing health-illness transitions in primary, secondary, and tertiary health care settings. Focus on fostering skill in planning, implementing, and evaluating nursing therapeutics used to facilitate healthy outcomes for adults. Twelve hours of clinical practicum weekly. Co-requisite: NURS 360
- NURS364 **PATHOPHYSIOLOGY (3)** The relationship of normal body functioning to physiological changes associated with dysfunction of an organ or organ system is discussed. General concepts of disease processes are addressed in order to provide rationale for diagnosis and health illness transitions. Pre-requisite: BIOL 140, BIOL 141, BIOL 142, BIOL 143, CHEM 150, CHEM 151
- NURS370 **INTRO TO NURSING RESEARCH (3)** Focus is on the analysis and utilization of nursing research literature to facilitate nursing care of individuals, families, and communities. The use of the principles and methods of research as a means for developing critical reasoning vital to professional judgement is emphasized. Pre-requisite: NURS 230, NURS 231, MATH 116 or MATH 156 or approved statistics course.
- NURS372 **FAMILIES IN TRANSITIONS (4)** Focus on facilitating healthy outcomes for families experiencing transitions. Family transitions, developmental and situational,



- through the life-cycle are explored. Issues surrounding health-illness transitions in the family are also discussed. Diversity of family life related to ethnicity/culture is emphasized. Twelve hours of clinical practicum weekly. Pre-requisite: NURS 230, NURS 231, NURS 364; Co-requisite: NURS 373
- NURS373 **FAMILIES IN TRANSITIONS PRACT (4)** Application of promotive, preventive, and intervenience nursing therapeutics to be used with families experiencing transitions. Experiences are provided with families in various stages of development. Skills in assessing, planning, implementing, and evaluating nursing therapeutics for individuals and families are emphasized. Twelve hours of clinical practicum weekly. Co-requisite: NURS 372
- NURS380 **RECLAIM YOUR JOY:HOLISTIC HEALTH (1)** This workshop guides participants to reclaim their joy by experiencing their own creativity. Participants examine ways to deal with life in a more effective, inventive, and fulfilling manner. Exploration of the four directions of the medicine wheel, guided meditation, shamanic journeying, nature mandalas, and other areas are covered.
- NURS385 **OPTIMIZE YOUR HEALTH & VITALITY (1)** This workshop guides participants in ways to take charge of their health. This course combines eastern and western healing practices and principles to assist participants in maintaining their highest level of wellness. They learn to integrate mind, body, and spirit healing modalities of energy therapy, transformational breath work, guided imagery, shamanic journeying, and herbal and nutritional supplementation to balance and energize their life.
- NURS390 **LEADERSHIP & MANAGING CARE (3)** Relates the concepts of management to the management of nursing care. Leadership roles of the nurse in health care delivery system are explored. Pre-requisite: NURS 320, NURS 325, NURS 334
- NURS409 **STUDENT NURSE INTERNSHIP I (1)** The student nurse internship program is a collaborative agreement between Xavier University and cooperating hospitals. The program is designed to provide students with additional socialization into nursing opportunities and clinical practice in either medical-surgical, critical care, obstetrics, emergency care, perioperative care or pediatrics. Following an orientation period, the student will work along with a preceptor for a 36 - 40 hour week commitment for ten weeks. The student works the preceptor's schedule.
- NURS410 **STUDENT NURSE INTERNSHIP (3)** The student nurse summer internship program is a collaborative agreement between Xavier University and cooperating hospitals. The program is designed to provide students with additional socialization into nursing opportunities and clinical practice in either medical-surgical, critical care, obstetrics, emergency care, perioperative care or pediatrics. Following an orientation period, the student will work along with a preceptor for a 36 - 40 hour week commitment for ten weeks. The student works the preceptor's schedule.
- NURS442 **NURSING & COMMUNITY HEALTH (3)** Focus on nursing care within the context of community macro systems. Examples of major concepts included are health policy making; aggregated, vulnerable populations; resource accessibility; epidemiology; vital statistics; and world wide concerns. Co-requisite: NURS 443
- NURS443 **NSG PRACTICE & APPLICATION II (2)** Health care management and various nursing roles within communities of increasing complexities. Nursing strategies aimed at disease prevention, promotion and restoration of health will be applied to the management of identified community health problems. Six hours of practicum weekly. Co-requisite: NURS 442
- NURS460 **WOMEN'S HEALTH ISSUES (2 to 3)** A discussion of the health issues affecting women as individuals and as a group. The influence of the existing health care and social structures on women's treatment and perception of illness will be examined. (Open to non-nursing students.) Elective course.
- NURS465 **CARE OF THE OLDER ADULT (2 to 3)** Emphasis placed on the normal aging process and the continuing development of care of the older adult. Health promotion, prevention, diagnosis and treatment, maintenance, and restoration of individuals in their later years. (Open to non-nursing students.) Elective course.
- NURS466 **EXPRESSIONS OF HOPE (2 to 3)** Examines expressions of hope and suffering



- through art, music, history, and the religious values, beliefs and mysteries that surround the needs of the human spirit. Examination of the relevance of issues of faith, hope and the ethical aspects of personal responsibility in sharing in the needs of others. (Open to non-nursing students.) Elective course.
- NURS468 **FROM ACUPUNCTURE-ZINC: PAIN MGMT** (3) Explores traditional methods of pain management and comfort measures as well as complementary modalities that can be applied to bring about a sense of wellness and calm. (Open to non-nursing students.) Elective course.
- NURS469 **DEATH: THE UNIVERSAL EXPERIENCE** (3) Examine current and past issues related to death and dying. Explore pertinent theories on death and dying, and bereavement care provided to clients and families. Applicable, historical and current perceptions and rituals will be discussed, as well as ethical and spiritual issues. (Open to non-nursing majors.) Elective course.
- NURS470 **COMMUNITY HEALTH NURSING** (4) Focuses on communities experiencing common transitions. the community as a client is emphasized. Assessment, planning, intervention, and evaluation of nursing therapeutics appropriate to community outcomes are discussed. Pre-requisite: NURS 300-all courses within level. Co-requisite: NURS 471
- NURS471 **COMMUNITY HEALTH NURSING PRACT** (4) Application of promotive, preventive, and intervenience nursing therapeutics to be used with communities experiencing transitions. Practicum experience within community based organizations is provided. Community assessment skills, accessing community resources and evaluation of policy are emphasized. Twelve hours of practicum per week. Pre-requisite: NURS 300-all courses within level. Co-requisite: NURS 470
- NURS472 **CARE OF THE COMPLEX CLIENT** (4) This course prepares the student to integrate knowledge from all previous courses in order to assess, plan, implement and evaluate care of the complex client. The various roles of the nurse as a participant within the health care system will be examined. Introduction to health care delivery systems, resource management, and quality improvement will be explored. Pre-requisite: NURS 300-all courses within level. Co-requisite: NURS 473
- NURS473 **CARE OF COMPLEX CLIENT PRACTICUM** (4) This course provides experiences enabling the student to participate in the care of the complex client. Management and coordination of care in various health care settings is emphasized. Twelve hours of practicum weekly. Pre-requisite: NURS 300 - all courses within level. Co-requisite: NURS 472
- NURS496 **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.
- NURS498 **SENIOR SEMINAR** (3) Taken in the final semester, this course focuses on the student's transition to entry-level practice. An inspection of personal transitions within the practice of nursing is examined. This capstone course allows the student to explore the educational transition of the program and to anticipate the professional transition into practice. Professional responsibilities and duties are emphasized. Students will write a scholarly paper. A seminar course to be taken in the last semester. Pre-requisite: NURS 300-all courses first semester senior level

Graduate Courses

- NURS500 **HEALTH CARE ETHICS-NURSE LEADERS** (3) This foundational course examines ethical frameworks and their significance to the delivery of health care. Ethical dilemmas are analyzed and application made using personal and professional processes of valuing and discernment. Pre-requisite: Graduate standing
- NURS501 **THEORETICAL BASES FOR NURS PRACT** (3) Introduction to the role of theory in knowledge development and its relationship to nursing research, practice, and administration. Critical analysis of selected theoretical models within the discipline of nursing and of theories and concepts from other disciplines as used in



- nursing. Examination of the application of models, theories and concepts in nursing practice, administration, and research.
- NURS502 **NURSING RESEARCH** (3) Exploration of modes of inquiry for systematic study of the application, use, and evaluation of nursing innovations in clinical practice. Emphasis is placed on the identification and solution of clinical problems through scientific inquiry. Pre-requisite: Course in statistics
- NURS503 **EPIDEMIOLOGY** (3) Principles and statistical methods used in the study of the distribution and determinants of injury and disease in human populations are presented for use in the planning, delivery, and evaluation of health services. Resources for epidemiological and biostatistical methods of reasoning for determining predictions about the distribution and determinants of injury and disease found in selected studies related to student's concentration. Open to non-nursing majors. Pre-requisite: NURS 502 or approved research course.
- NURS505 **HEALTH CARE INFORMATICS** (2) An introduction to the attitudes, knowledge, strategies, and processes needed to incorporate information technology within a successful career as a clinician, administrator, educator and researcher.
- NURS507 **MGMT HUMAN RESOURCES-HEALTHCARE** (2) Overview of the roles and responsibilities of the nurse in effective and efficient management of human, financial, and material resources.
- NURS600 **HEALTHCARE ECON FOR NURSE LEADER** (2) This course will explore economic analysis of health care markets and related public policy issues. the health care system is examined with relation to behavior of consumers as well as insurance and regulation with special emphasis on current events. Pre-requisite: Graduate standing
- NURS630 **ORG BEHAVIOR FOR NURSING LEADERS** (3) Administrative theory from a macro perspective including organizational structure, culture, leadership, management functions, and power. Theories and research from nursing and related disciplines will be studied. Pre-requisite: permission of instructor
- NURS632 **MGMT PROCESSES - NURSING LEADERS** (3) Position of the nurse administrator within the complex organizational structure of health care systems (a micro perspective) The role of the nurse administrator in planning, decision making, and change is explored. Pre-requisite: NURS 631, NURS 636
- NURS636 **FINANCIAL MGMT FOR NURSING ADM** (2) Fiscal accountability: cost accounting, budgeting and cost benefit and effectiveness analysis.
- NURS640 **FORAY INTO FORENSIC NURSING** (2) An exploration into a new specialty area of practice for registered nurses. Forensic role behaviors in several settings will be identified, and the role of the forensic nurse specialist will be introduced. This course will explore practice issues within the subspecialties of sexual assault nurse examiner, child abuse specialist, elder abuse specialist, battered woman specialist, psychiatric forensic examiner, and legal nurse consultant.
- NURS646 **VIOLENCE AS A HEALTHCARE ISSUE** (3) This course examines the ethical and legal responsibilities of healthcare providers and agencies working with populations at risk for interpersonal violence. Emphasis will be placed on the forensic role behaviors of the nurse specialist dealing with child abuse, elder abuse, and domestic violence.
- NURS660 **ADULT LEARNER IN HEALTHCARE ORG** (3) This course provides theoretical foundations and learning activities for the purpose of understanding and teaching the adult learner. This information will provide a framework for facilitating learning within the adult population and creating and managing educational programs in the healthcare environment.
- NURS690 **HEALTHCARE POLICY-NURSE LEADERS** (2) Processes of health care policy formation at the federal, state, and local levels and within the private sector. Ethical issues of health care policy formation and implementation. Pre-requisite: Permission of instructor
- NURS695 **SPECIAL TOPICS** (1 to 3) Individual or group in depth study of a specific topic under faculty supervision. Contract with instructor required before registration. Pre-requisite: Permission of instructor



- NURS703 **GRADUATE NURSING PRACTICUM I (2)** This course is designed for application of theory and principles from all previous courses, with particular emphasis in the area of concentration. Individually modified course objectives, supervised experiences, periodic seminar discussions, and written practicum logs are methods used to facilitate the learning experience.
- NURS705 **GRADUATE NURSING PRACTICUM II (2)** This course is designed for application of theory and principles from all previous courses, with particular emphasis in the area of concentration. Individually modified course objectives, supervised experiences, periodic seminar discussions, and written practicum logs are methods used to facilitate the learning experience.
- NURS797 **SCHOLARLY PROJECT (2)** A capstone course. Further development of students' skills of critical thinking, systematic inquiry, and scholarly writing. A major paper prepared for publication is expected. To be taken during the last 6-12 hours in student's program.

(MOCT) Occupational Therapy

Graduate Courses

- MOCT501 **CREATIVE & SYSTEMATIC INQUIRY II (4)** Methodology and evidence-based decision making related to quantitative research. Culminates in the writing of proposal for graduate research project. Includes inter- and intra-disciplinary collaboration, grant writing, ethical ramifications of research, scientific reasoning process and professional writing for dissemination. Includes reflective components regarding lifelong responsibility for maintaining expertise in evidence based practice. Co-requisite: OCH 503 OCH 505 OCH 507
- MOCT503 **TECHNLGY FOR LIFE PARTICIPATN II (2)** An introduction to assistive technologies, including overview of service delivery models, funding strategies documentation and public policies influencing the acquisition and ethical use of assistive technology. The application of universal design principles, ergonomics, seating and positioning as tools for enhancing occupational performance included. Co-requisite: OCH 501, OCH 50,5 OCH 507
- MOCT505 **TECHNIQUES & TOOLS FOR OT PROC (3)** Introduction to professional and technical knowledge and skills for practice. Overview of occupational therapy process and therapeutic tools for practice: therapeutic use of self; group leadership and design; teaching-learning process; measurement tools. Includes review of documentation and ethical ramifications and pertinent evidence in literature. Co-requisite: OCH 501, OCH 503, OCH 507
- MOCT507 **PROFESSIONAL ISSUES I (2)** Overview of history of profession; state, national, and international professional organizations and regulatory authorities; AOTA official documents; principles of professional behavior. Introduction to intra- and interprofessional codes of ethics. Emphasis on development of intra- and interpersonal communication skills and commitment to active participation in professional organizations. Co-requisite: OCH 501, OCH 503, OCH 505
- MOCT601 **GRADUATE RESEARCH PROJECT I (2)** Implementation of approved research proposal with data gathering according to professional and ethical standards. Opportunities for collaboration with intra- and interdisciplinary health discipline students to collect data. Continuation of reflective process. Includes discussion to develop strategies for problem solving and to ensure compliance with ethical standards. Pre-requisite: OCH 501, OCH 503, OCH 505, OCH 507; Co-requisite: OCH 603, OCH 605, OCH 607, OCH 609, OCH 611
- MOCT603 **DOM & PROC I: BIRTH TO EAR ADULT (6)** Combination lecture and lab; covers scope of occupational therapy process according to Occupational Therapy Practice Framework from birth through young adult age group at individual, group, community, and society levels. Content includes conditions resulting in impaired occupational performance and interventions for health promotion, prevention, and



- remediation. Clinical reasoning and evidence based practice are used throughout. Pre-requisite: OCH 501, OCH 503, OCH 505, OCH 507; Co-requisite: OCH 601, OCH 605, OCH 607, OCH 609, OCH 611
- MOCT605 **ADAPT & TECH FOR OCC PART I** (2) Overview of assistive technology and adaptations to facilitate occupational participation for birth-young adult population related to productivity, restoration, and relaxation. includes ethical issues, legislation, and advocacy. Emphasis on client-centered and occupation based intervention principles. Application of roles of practitioner, educator, consultant, and advocate. Pre-requisite: OCH 501, OCH 503, OCH 505, OCH 507; Co-requisite: OCH 601, OCH 603, OCH 605, OCH 609, OCH 611
- MOCT607 **LEVEL I FIELDWORK: DOM & PROC I** (1) Student assigned to practice site reflective of birth-young adult age group for 40 hours during semester. Includes seminar to discuss settings and service delivery, inter- and intra-disciplinary team relationships, referral to specialists, and relevant ethical issues. Supervisory relationships explored, professional behavior developed, and self-reflection continues. Pre-requisite: OCH 501, OCH 503, OCH 505, OCH 507; Co-requisite: OCH 601, OCH 603, OCH 605, OCH 609, OCH 611
- MOCT609 **THEORETICAL FOUND & CLIN REASON** (3) Overview of how theory is developed and importance of theoretical foundation in occupational therapy practice. reviews systems theory (open and closed), chaos theory, and complexity theory. Reviews current major theoretical foundations and frames of reference across the lifespan. Emphasis on clinical reasoning for decision making in practice. Pre-requisite: OCH 501, OCH 503, OCH 505, OCH 507; Co-requisite: OCH 601, OCH 603, OCH 605, OCH 607, OCH 611
- MOCT611 **PROFESSIONAL ISSUES II** (3) Administrative, managerial, leadership, and supervisory realms of OT practice reviewed including relevant ethical ramifications. Includes program planning and evaluation; supervisory roles and responsibilities; marketing and advocacy strategies; reimbursement and documentation; and policy of various service delivery models and the resultant influence on community and on occupational therapy practice. Pre-requisite: OCH 501, OCH 503, OCH 505, OCH 507; Co-requisite: OCH 601, OCH 603, OCH 605, OCH 607, OCH 609
- MOCT631 **GRADUATE RESEARCH PROJECT II** (2) Culmination of graduate research project. Student analyzes and interprets data and writes final paper according to professional standards. Paper is disseminated via oral presentation and poster presentation. Student also produces and submits manuscript for publication in professional journal. Includes structured seminar time. Pre-requisite: OCH 501-507, OCH 601-611; Co-requisite: OCH 631, OCH 635, OCH 637, OCH 641
- MOCT633 **DOM & PROC II: EAR AD THROUGH ED** (6) Combination lecture and lab; covers scope of OT process according to Occupational Therapy Practice Framework for young adult through elderly age group at individual, group, community, or society levels. Content includes conditions resulting in impaired occupational performance and interventions for health promotion, prevention, and remediation. Clinical reasoning and evidence-based practice are used throughout. Pre-requisite: OCH 501-507, OCH 603-611; Co-requisite: OCH 631, OCH 635, OCH 637, OCH 641
- MOCT635 **ADAPT & TECH FOR OCC PART II** (2) Overview of assistive technology and adaptations to facilitate occupational participation for young adult through elderly population related to productivity, restoration, and relaxation. Includes ethical issues, legislation, and advocacy. Emphasis on client-centered and occupation-based intervention principles. Application of roles of practitioner, educator, consultant, and advocate. Pre-requisite: OCH 501-507, OCH 601-611; Co-requisite: OCH 631, OCH 633, OCH 635, OCH 641
- MOCT637 **LEVEL I FIELDWORK: DOM & PROC II** (1) Student assigned to practice site reflective of young adult-elderly age group for 40 hours during semester. Includes seminar to discuss settings and service delivery, inter- and intra-disciplinary team



relationships, referral to specialists, and relevant ethical issues. Supervisory relationships explored, professional behavior developed, and self-reflection continues. Pre-requisite: OCTH 501-507, OCTH 601-611; Co-requisite: OCTH 631, OCTH 633, OCTH 635, OCTH 641

MOCT641 **PROFESSIONAL ISSUES III** (3) Evolution of emerging models of health care delivery systems and OT practice settings addressed. Includes entrepreneurship to promote development of OT practice at settings in need and advocacy and marketing to affect change at state, national, and international levels. Review of requirements for professional credentialing at national and state levels. Overview of applied ethics. Pre-requisite: OCTH 501-507, OCTH 601-611; Co-requisite: OCTH 631, OCTH 633, OCTH 635, OCTH 637

MOCT691 **LEVEL II FIELDWORK** (3) Student assigned to a practice facility for a three month time period and functions as an intern on a full time basis under the supervision of a certified/licensed occupational therapist. Pre-requisite: Successful completion of all OCTH courses with a minimum cumulative GPA of 3.000 and permission of department chair.

MOCT692 **LEVEL II FIELDWORK** (3) Student assigned to a practice facility for a three month time period and functions as an intern on a full time basis under the supervision of a certified/licensed occupational therapist. Pre-requisite: Successful completion of all MOCT courses with minimum cumulative GPA of 3.000 and permission of department chair.

(PHIL) Philosophy

Lower Division Course

PHIL100 **ETHICS AS INTRO TO PHILOSOPHY** (3) The goals of human life; the first principles of morality; virtue, duty, law, responsibility. Special emphasis on justice, along with some discussion of the Deontological, Utilitarian and Natural Law/Right theories that are central to contemporary treatments of practical and professional ethics.

Upper Division Courses

PHIL290 **THEORY OF KNOWLEDGE** (3) The interplay between human knowledge and the world it knows, the possibility of objective knowledge, and the nature and developments of modern science as a theoretical and practical project.

PHIL300 **ORIGINS OF PHILOSOPHY** (3) A study of the revolution in thought which created philosophy and science in ancient Greece. Presocratic philosophers and Sophists.

PHIL301 **ANCIENT PHILOSOPHY** (3) A survey of Ancient Greek Philosophy, with emphasis on Plato and Aristotle.

PHIL302 **MEDIEVAL CHRISTIAN PHILOSOPHY** (3) A survey of the central medieval Christian philosophers from Augustine to Ockham. Pre-requisite: PHIL 10,0 PHIL 290

PHIL304 **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.

PHIL305 **CONTEMPORARY PHILOSOPHY** (3) A treatment of philosophical movements and issues in the new millennium.

PHIL306 **20TH CENTURY CONTINENTAL PHILOS** (3) One or more of the important continental philosophical movements in the twentieth century, such as phenomenology, existentialism, Marxism, post-structuralism.

PHIL307 **20TH CENTURY ANALYTIC PHILOSOPHY** (3) An examination of the movements in analytic philosophy of the past century, including the rise of logical and linguistic analysis and logical positivism.

PHIL308 **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.



- PHIL309 **MEDIEVAL ISLAMIC & JEWISH PHIL** (3) A survey of some of the central texts in Islamic and Jewish medieval philosophy. A major focus is the relationship between Greek philosophy (reason) and revelation (Islamic and Jewish) in the medieval period.
- PHIL310 **EXISTENTIALISM** (3) A study of authors such as Kierkegaard, Dostoyevsky, Nietzsche, Unamuno, Jaspers, Heidegger, Sartre, Marcel, and Camus who have investigated what it means to be an existing individual.
- PHIL311 **SYMBOLIC LOGIC** (3) The elements of propositional calculus and predicate calculus; the structure of deductive systems.
- PHIL312 **PHILOSOPHICAL HERMENEUTICS** (3) Hermeneutics, originally a term for the art of interpreting the bible, came to mean, first the method of philology and of the human sciences (history, literature, philosophy) and finally, with Heidegger and Gadamer, the only understanding possible after metaphysics. This course examines Gadamer's Truth and Method and thinkers who contest Gadamer's theses, such as Emilio Betti, Quentin Skinner, and Leo Strauss. Pre-requisite: PHIL 100, PHIL 290
- PHIL315 **PHILOSOPHY OF RELIGION** (3) An examination of the philosophical investigation of religion by reading classic philosophical texts on religion, particularly texts from the Enlightenment and post-Enlightenment periods.
- PHIL317 **PHILOSOPHICAL ANTHROPOLOGY** (3) The principal philosophical topics relating to the nature of the human being, especially life, intellection, freedom, personhood, and community. Fulfills the E/RS Focus elective. Pre-requisite: PHIL 100, THEO 111; Co-requisite: PHIL 100, THEO 111
- PHIL319 **REASON AND DESIRE** (3) A consideration of different conceptions of human desire in Classical and Modern philosophers. Among the questions to be addressed are the general relation between reason and desire, whether we can act from reason instead of from desire, and whether we can, or should, control what desires we have.
- PHIL320 **PHILOSOPHY OF SCIENCE** (3) A study of philosophical problems arising out of the presuppositions, methods and results of the natural sciences, focusing particularly on the effectiveness of science as a means for obtaining knowledge.
- PHIL321 **BUSINESS ETHICS** (3) Case studies of several critical issues in business, analyzed according to the contemporary context and ethical principles. Fulfills the E/RS Focus elective. Pre-requisite: PHIL 100, THEO 111; Co-requisite: PHIL 100, THEO 111
- PHIL329 **BIOETHICS** (3) Moral issues arising in health care delivery, including social policy as well as clinical problems. Fulfills the E/RS focus elective. Pre-requisite: PHIL 100, PHIL 290. Co-requisite: ENGL 205, THEO 111.
- PHIL331 **PHILOSOPHY AND LITERATURE** (3) A consideration of the quarrel between philosophy and poetry, with an emphasis on the roles of reason and the passions in action.
- PHIL333 **PHIL OF ART & BEAUTY(AESTHETICS)** (3) Principal theories of beauty and contemplation, of art and creative intuition, of truth and symbolism of works of art.
- PHIL334 **PHILOSOPHY OF WOMEN** (3) Application of philosophical method to a contemporary issue. Historical survey of philosophers' conceptions of woman.
- PHIL336 **SPECULATIVE FEMINISM** (3) Applications of feminist theory to problems in metaphysics, epistemology, and philosophy of human nature.
- PHIL340 **METAPHYSICS** (3) Metaphysics is the science that investigates what it means to be or exist. This course will examine the nature of metaphysics, and the role it has played in the history of philosophy. For majors and minors only.
- PHIL342 **GERMAN IDEALISM** (3) This course studies the major late eighteenth and early nineteenth century German philosophers, including Fichte, Schelling, and Hegel. Kant will be presented as background to these thinkers. Major topics will include nature, freedom, and history.
- PHIL351 **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.
- PHIL354 **PHILOSOPHY IN AMERICA** (3) A study of distinctive American philosophical movements of the Nineteenth and Twentieth Centuries.
- PHIL362 **ANCIENT POLITICAL PHILOSOPHY** (3) A study of ancient political philosophy with emphasis on classic texts of Plato and Aristotle.
- PHIL363 **MEDIEVAL POLITICAL PHILOSOPHY** (3) An examination of four of the principal political philosophers of the Middle Ages: namely Augustine, Thomas Aquinas, William of Ockham and Marsilius of Padua focusing on two central issues: the relation of church and state within the single entity "Christendom" and the problem of the relation of law and natural right. Pre-requisite: PHIL 100, PHIL 290
- PHIL364 **MODERN POLITICAL PHILOSOPHY** (3) A study of the principal problems and texts of modern political philosophy starting from Machiavelli.
- PHIL366 **ARISTOTLE** (3) Study of the main philosophical works of Aristotle.
- PHIL367 **PLATO** (3) Study of the interpretation of selected dialogues of this great philosopher.
- PHIL368 **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.
- PHIL371 **C. S. PEIRCE** (3) An investigation of some of Peirce's most important works in metaphysics, phenomenology, philosophy of science and theory of signs.
- PHIL373 **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.
- PHIL374 **HOBBS** (3) A study of major philosophical works of Thomas Hobbes
- PHIL375 **KANT** (3) A study of the major philosophical works for Immanuel Kant.
- PHIL376 **HEGEL** (3) Introduction to the philosophical system of Hegel and to post-Hegelian developments.
- PHIL377 **SCHOPENHAUER** (3) An examination of the philosophical pessimism of Arthur Schopenhauer by reading his central work, "The World As Will and Representation," and a consideration of his powerful influence on late nineteenth and early twentieth century culture.
- PHIL378 **VICO** (3) This course will examine several key texts in the development of Giambattista Vico's thought, culminating in the Science Nuova. Themes include Vico's method, his critique of Cartesianism, his theory of history, and his rethinking of natural law.
- PHIL379 **NIETZSCHE** (3) An in-depth reading of several of Nietzsche's works, emphasizing his relation to the philosophical tradition as well as to the history of the twentieth century. Pre-requisite: PHIL 100, THEO 111; Co-requisite: PHIL 100, THEO 111
- PHIL380 **HUSSERL** (3) A careful textual study of major works by Edmund Husserl.
- PHIL381 **JOSIAH ROYCE** (3) A study and critique of the Problem of Christianity by this prophet of secular Christianity.
- PHIL382 **JOHN STUART MILL** (3) A study of the philosophy of John Stuart Mill, the 19th century philosopher of utilitarian ethics and liberal political theory. Pre-requisite: PHIL 100, THEO 111; Co-requisite: PHIL 100, THEO 111
- PHIL391 **HEIDEGGER** (3) Study of Heidegger's great work, Being and Time, and of his later thought.
- PHIL395 **DIRECTED STUDY** (3) Independent study related to the field of philosophy.
- PHIL399 **THESIS REVIEW** (0) A review of progress on the Senior Thesis, ongoing throughout the Spring term, for graduating senior majors.



(PHYS) Physics

Lower Division Courses

- PHYS112 **OUR UNIVERSE: COLOR & IMAGES** (2) Fascinating introductory course on light color, mirrors, lenses, photographic film, lasers, and holograms. Co-requisite: PHYS 113
- PHYS113 **OUR UNIVERSE: COLOR & IMAGES LAB** (1) Laboratory required to accompany PHYS 112.
- PHYS114 **OUR UNIVERSE: PHYSICAL SCIENCE** (2) Survey of mechanics, heat, light, and atomic physics. Primarily for education majors. Satisfies science core requirement. Co-requisite: PHYS 115
- PHYS115 **OUR UNIVERSE: PHYSICAL SCILAB** (1) Laboratory required to accompany PHYS 114.
- PHYS116 **OUR UNIVERSE: THE EARTH** (2) An introductory course in earth science. Co-requisite: PHYS 117
- PHYS117 **OUR UNIVERSE: THE EARTH LAB** (1) Laboratory required to accompany PHYS 116.
- PHYS118 **OUR UNIVERSE: THE SKY** (2) Introductory course in astronomy. Co-requisite: PHYS 119
- PHYS119 **OUR UNIVERSE: THE SKY LAB** (1) Laboratory is required to accompany PHYS 118.
- PHYS122 **OUR UNIVERSE: ENERGY SOURCE/USE** (2) An introductory course that surveys various forms of energy and studies practical economical applications. Co-requisite: PHYS 123
- PHYS123 **OUR UNIVERSE: ENERGY LAB** (1) Laboratory to accompany PHYS 122.
- PHYS124 **OUR UNIVERSE: IN THE BEGINNING** (2) This course explores the historical progression of our beliefs regarding the origin and structure of the universe. Specifically, the course will present and critique cosmological models put forth by Greek philosophers, medieval theologians, and modern scientists (but with the greatest emphasis placed on modern Big Bang cosmology). One of the overall goals of the course will be to show how astronomical observations were used by each of these groups to build up their view of cosmology.
- PHYS125 **OUR UNIVERSE: IN BEGINNING LAB** (1) The lab is designed to support concepts being explored in the lecture such as: motion, spectra, astronomical distances and cosmological time.
- PHYS140 **TECHNICAL PHYSICS** (2) For occupational therapy and radiologic technology students. Kinematics, force laws, momentum, energy, work, power, heat, temperature, waves.
- PHYS141 **RADIOLOGIC PHYSICS** (2) Energy, the structure of matter, electricity, magnetism, radioactivity, and the nature and production of X-rays. Calculations in radiology. For radiologic technology students. Pre-requisite: MATH 105
- PHYS160 **COLLEGE PHYSICS I** (3) For premedical, pre-dental, and others. Mechanics, heat, sound, electromagnetism, optics, and modern physics. Fulfills Occupational Therapy curriculum. Pre-requisite: Algebra; Co-requisite: PHYS 161 laboratory
- PHYS161 **INTRODUCTORY PHYSICS LAB I** (1) This laboratory accompanies PHYS 160 or PHYS 170 lectures.
- PHYS162 **COLLEGE PHYSICS II** (3) For premedical, pre-dental, and others. Mechanics, heat, sound, electromagnetism, optics, and modern physics. Pre-requisite: PHYS 160 Co-requisite: PHYS 163 laboratory
- PHYS163 **INTRODUCTORY PHYSICS LAB II** (1) This laboratory accompanies PHYS 162 or 172 lectures. Pre-requisite: PHYS 161
- PHYS170 **UNIVERSITY PHYSICS I** (3) Calculus level course for chemistry, computer science, mathematics, applied physics, and physics majors. Mechanics, heat, sound. Co-requisite: PHYS 161



- PHYS171 **EXPLORATIONS IN PHYSICS** (1) Laboratory for physics majors to be taken with PHYS 170.
- PHYS172 **UNIVERSITY PHYSICS II** (3) Continuation of PHYS 170. Electromagnetism, optics, and modern physics. Co-requisite: PHYS 163

Upper Division Courses

- PHYS206 **ADVANCED STUDY BASIC PHYSICS I** (3) The broad implications of the fundamental principles of general physics. Pre-requisite: General physics or equivalent
- PHYS207 **ADVANCED STUDY BASIC PHYSICS II** (3) The broad implications of the fundamental principles of general physics. Pre-requisite: General physics or equivalent
- PHYS242 **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.
- PHYS243 **ELECTRONICS I LAB** (1) Laboratory to accompany PHYS 242, PHYS 244 respectively.
- PHYS244 **ELECTRONICS II** (2) Digital components and circuits, microcomputer architecture and machine language programming, interfacing circuits.
- PHYS245 **ELECTRONICS II LAB** (1) Laboratory to accompany PHYS 242, PHYS 244 respectively.
- PHYS330 **MODERN PHYSICS I** (3) The atomic view of matter, electricity, and radiation; the atomic models of Rutherford and Bohr, relativity, x-rays, and introduction to quantum mechanics.
- PHYS331 **MODERN PHYSICS LAB I** (1) Photoelectric effect, e/m for electrons, black body radiation, vacuum techniques, ionization potentials, Bragg diffraction, atomic spectra, x-ray spectra.
- PHYS340 **MODERN PHYSICS II** (3) Natural and artificial radioactivity, nuclear reactions, high-energy physics, and fundamental particles. Pre-requisite: PHYS 330
- PHYS341 **MODERN PHYSICS LAB II** (1) Experiments in radioisotope techniques, nuclear particle counting, activation analysis, scattering, and reactor criticality.
- PHYS350 **THEORETICAL MECHANICS I** (3) Statistics, equilibrium of rigid bodies, analysis of structure, friction, machines.
- PHYS351 **THEORETICAL MECHANICS II** (3) Dynamics, kinematics of particles and rigid bodies, conservation of energy and momentum, inertial matrices.
- PHYS355 **ADVANCED PHYSICS LAB** (1) Advanced techniques on research grade experimental equipment. A partial list includes vacuum deposition system, x-ray diffractometer, nonlinear optical light generation, optical tweezing and atomic force microscope. Advanced calculus based error analysis techniques and communication components will be emphasized.
- PHYS360 **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.
- PHYS361 **ELECTROMAGNETISM II** (3) Continuation of PHYS 360
- PHYS364 **PHYSICAL OPTICS** (3) Electromagnetic wave theory is used to derive the laws of optics: reflection, refraction, diffraction, Fresnel integrals, and theory of dispersion.
- PHYS365 **PHYSICAL OPTICS LAB** (1) Experiments in Physical Optics, including diffraction, Michelson's interferometer, multiple beam interference, polarization, fiber optics, and holography.
- PHYS376 **QUANTUM MECHANICS I** (3) The mathematical formalism of quantum mechanics and its physical interpretation. Pre-requisite: PHYS 330
- PHYS377 **QUANTUM MECHANICS II** (3) Continuation of PHYS 376
- PHYS382 **THERMODYNAMICS** (3) Thermodynamic variables and processes, internal energy of a system, first and second laws of thermodynamics, Carnot cycle, entropy, and irreversibility.



- PHYS388 **ASTROPHYSICS** (3) The applied fields of astronomy and astrophysics.
PHYS389 **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.
PHYS390 **SPECIAL STUDIES** (3) Area to be specified.
PHYS395 **PHYSICS RESEARCH** (1 to 3) Area to be specified.
PHYS397 **SPECIAL READINGS** (1 to 3) Area to be specified.
PHYS398 **PHYSICS THESIS** (1) Experimental or theoretical work completed with faculty advisor. Oral and written presentation required at conclusion.

(POLI) Political Science

Lower Division Courses

- POLI120 **COMPARATIVE GOVT AND POLITICS** (3) Introduction to and comparison of political systems in several national settings.
POLI140 **AMERICAN GOVERNMENT AND POLITICS** (3) Introduction to the theory and practice of the American political system.

Upper Division Courses

- POLI211 **CINCINNATI HISTORY & POLITICS** (3) (HIST245) A political history of Cincinnati with an analysis of contemporary urban politics.
POLI212 **URBAN ADMIN & PUBLIC POLICIES** (3) Overview of the administration issues involved in governing and managing cities, particularly as they pertain to the policy making process.
POLI215 **FRENCH POLITICS** (3) Examination of government, political processes and issues in contemporary France, including relations with the U.S.
POLI219 **IRISH GOVERNMENT AND POLITICS** (3) Examination of Irish politics, North and South, with emphasis on changes due to socioeconomic and cultural change.
POLI220 **GOV'T & POLITICS OF S EAST ASIA** (3) A political and geographic survey of the varied and colorful countries of East Asia, in which the technological revolution is proceeding at a fast pace.
POLI224 **MIDDLE EAST POLITICS** (3) (HIST224) Examination of recent history, government, political processes and issues in the contemporary Middle East, including relations with the U.S.
POLI229 **POLITICS OF CENT AMER: NICARAGUA** (3) Overview of contemporary history and politics of Central America focusing on theories of revolution, development, dependency, and democracy. Fulfills the E/RS Focus elective. Pre-requisite: PHIL 100, THEO 111; Co-requisite: PHIL 100, THEO 111
POLI232 **POLITICS OF JAPAN** (3) Examination of recent history, government, political processes and issues in contemporary Japan, including relations with the U.S.
POLI234 **GOVERNMENT & POLITICS OF CHINA** (3) Examination of recent history, government, political processes and issues in contemporary China, including relations with the U.S.
POLI240 **STATE & LOCAL GOVERNMENT** (3) The structure, organization, and activities of state and local government.
POLI241 **GOVERNING CINCINNATI** (3) Examination of the politics and government of Cincinnati, including local campaign politics, policy decision-making, and the influences of local media.
POLI242 **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.
POLI246 **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.



- POLI275 **POLITICS OF WAR AND PEACE** (3) Review of major approaches to the study of war and peace.
- POLI277 **INTERNATIONAL RELATIONS** (3) The theory of international relations, nationalism, imperialism, disarmament and arms control, diplomacy, collective security.
- POLI301 **POLITICAL PHILOSOPHY** (3) Survey of the major Western political philosophers, such as Aristotle, Machiavelli, Hobbes, Locke, Rousseau, and Mill.
- POLI302 **LIBERALISM AND ITS CRITICS** (3) In-depth examination of the theory, practice, and critiques of liberalism.
- POLI316 **GLOBALIZATION** (3) (ECON316, THEO316) Over the last decade globalization has been the cause of much hope and promise; at the same time it has been the cause of the student, worker and environmentalist protests all over the world. The course will be an interdisciplinary examination of the political, cultural, economic, theological, and ethical dimensions of globalization. It will be team-taught by faculty from economics, political science, theology and the E/RS program. There will also be a number of invited experts from the US and abroad who will meet with the class.
- POLI325 **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.
- POLI326 **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.
- POLI330 **POLITICS OF CENT/EAST EUROPE** (3) (HIST330) This course will concentrate on post, present, and future political developments in those eight East European countries where communist parties once ruled. Our goal is to understand the region’s diversity and analyze common and diverging points of the communist and post-communist experiences.
- POLI340 **THE PRESIDENCY** (3) The nature and function of executive power in the American political system.
- POLI344 **THE CHALLENGE OF PEACE** (3) (THEO345) In-depth exploration of the personal, political, practical, and spiritual aspects of peace.
- POLI345 **PRESSURE GROUPS & CONGRESS** (3) A study of pressure groups and group theory as it applies to the United States. Special emphasis on the structure and operation of Congress.
- POLI347 **CIVIL LIBERTIES & CIVIL RIGHTS** (3) Detailed reading of American constitutional law cases in civil liberties & civil rights. Emphasis is on class discussion of the legal, political, social, and moral issues raised in the published opinions of Supreme Court justices.
- POLI350 **POLITICAL THEORY & AMER REGIME** (3) Detailed reading of the writings of American statesmen from the founding to modern times with a view to understanding the United States as regime. Fulfills the E/RS Focus elective. Pre-requisite: PHIL 100, THEO 111; Co-requisite: PHIL 100, THEO 111
- POLI352 **PRINCIPLES OF RESEARCH** (3) (SOC1352) In-depth study of the basic steps and processes in scientific inquiry.
- POLI359 **CAMPAIGNS, ELECTIONS & PARTIES** (3) Examination of electoral politics, political parties, and campaign processes and issues in the U.S.
- POLI363 **LINCOLN & CONDITIONS OF FREEDOM** (3) Detailed study of the writings of Abraham Lincoln, particularly as they pertain to the conditions of human freedom under modern democracy.
- POLI373 **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.
- POLI374 **U.S. FOREIGN POLICY** (3) A survey of American foreign policy since World War II with special emphasis on contemporary issues.



- POLI376 **INTERNATIONAL LAW** (3) The nature and uses of international law, international legal persons, recognition, and succession. State territory. Jurisdiction. The law of treaties. Legal regulation of the use of force.
- POLI378 **INTERNATIONAL ORGANIZATIONS** (3) The United Nations, modern society of sovereign nations, international law, diplomacy, and peacekeeping.
- POLI379 **REVOLUTION AND CHANGE** (3) A survey of the major theoretical approaches to the processes of political and social change especially in developing countries.
- POLI381 **POLITICS OF WESTERN EUROPE** (3) (HIST381) This course will explore the political history, institutions, actors, processes, policies, and political culture of Western Europe, with particular emphasis on Germany, France, and Great Britain. Investigation of the major issue of European integration, with focus on the changing definition, role, and significance of the European Union. Examining of current debates over the limits of a united Europe, a single European currency, and a wider EU membership. The course will also consider the political implications for Europe of the end of Communist systems in the East and the formation of new political alignments in Central and Eastern Europe, as well as Russia. Finally, we will study Europe's developing role in a new world of complex interdependence.
- POLI387 **SOVIET & POST-SOVIET POLITICS** (3) (HIST387, HIST588) A survey of the Soviet period emphasizing the 1917 Revolution and the Stalin era to better understand contemporary events.
- POLI390 **SEMINAR: INTERNATIONAL RELATIONS** (3) Senior comprehensive paper based on research methods and survey of the scholarly literature in the field.
- POLI391 **SEMINAR: AMERICAN GOVERNMENT** (3) Senior comprehensive paper dealing with problems of American government and politics.
- POLI392 **INTERNSHIP: POLICY ANALYSIS** (6) Examination of the methods of policy analysis through hands-on experience in a relevant organization.
- POLI394 **ADVANCED READING & RESEARCH** (3) In-depth analysis of a topic or project of individual interest. Open to exceptional students upon faculty recommendation and with approval of department chairperson.
- POLI396 **INTERNATIONAL AFFAIRS INTERNSHIP** (3) Examination of processes and issues in the field of international affairs through hands-on experience in a relevant organization.
- POLI398 **INTERNSHIP: CITY GOVERNMENT** (3) Examination of the processes and issues in local government through hands-on experience in a political office or related organization.
- POLI401 **WASHINGTON DC INTERNSHIP** (3 to 9) See department for application materials.
- POLI402 **WASHINGTON DC INTERN COURSE** (3) An elective course taken through the Washington Center for Internships and Academic seminars.
- POLI410 **WAR & PEACE IN LITERATURE & FILM** (3) (COMM410) Overview of political issues related to war and peace illustrated with examples from literature and film. Treatment of war and peace in the media from Civil War to Vietnam War.
- POLI490 **DIRECTED STUDY** (1 to 3) Opportunity to pursue a topic or project of individual interest. Subject to approval of department chairperson.

(PSYC) Psychology

Lower Division Courses

- PSYC100 **EFFICIENT READING & STUDY SKILLS** (1) Critical reading comprehension, study skills, writing skills with emphasis on the integration of reading and writing, understanding what is read, and developing good study habits. Improve ability to interpret, analyze, and evaluate general reading material and specific course contents.
- PSYC101 **GENERAL PSYCHOLOGY** (3) Basic psychological processes such as sensation, perception, motivation, learning, abnormal, social and, personality development.



- PSYC121 **GEN EXPERIMENTAL PSYCH I** (2) Introduction to the scientific method used in psychology, covering topics such as sensation, perception, learning, emotion, motivation. Fulfills science requirement for non-psychology majors. Co-requisite: PSYC 122
- PSYC122 **GEN EXPERIMENTAL PSYCH I LAB** (1) Laboratory experiments demonstrating principles described in the lectures (PSYC121). Co-requisite: PSYC 121
- PSYC123 **GEN EXPERIMENTAL PSYCH II** (2) Introduction to the structure and function of the nervous system, which serves as the basis for the study of human behavior and psychopathology. Fulfills science requirement for non-psychology majors. Pre-requisite: PSYC 121, PSYC 122; Co-requisite: PSYC 124
- PSYC124 **GEN EXPERIMENTAL PSYCH II LAB** (1) Experiments demonstrating principles described in the lectures (PSYC 123). Co-requisite: PSYC 123

Upper Division Courses

- PSYC210 **STATISTICAL TECHNIQUES** (3) Basic statistics in psychology and education. Measures of central tendency and variability, correlational techniques, and experimental test of differences among groups.
- PSYC221 **EXPERIMENTAL PSYCHOLOGY I** (2) Basic exploration of the scientific method as applied to psychology. Includes research design and appropriate statistical analyses. Required for psychology majors, minors, and Honor's students. Pre-requisite: PSYC 101, PSYC 210; Co-requisite: PSYC 223
- PSYC222 **EXPERIMENTAL PSYCHOLOGY II** (2) Advanced exploration of the scientific method as applied to psychology. Includes research design and appropriate statistical analyses. Required for psychology majors. Pre-requisite: PSYC 221 Non-psychology majors need permission of chair to enroll. Co-requisite: PSYC 224
- PSYC223 **EXPERIMENTAL PSYCHOLOGY I LAB** (1) Development of hypotheses, design and carry out psychological research, analyze data and interpret results. Required for psychology majors. Pre-requisite: Non-psychology majors need permission of chair to enroll. Co-requisite: PSYC 221
- PSYC224 **EXPERIMENTAL PSYCHOLOGY II LAB** (1) Development of hypotheses, design, and carry out psychological research, analyze data and interpret results. Required for psychology majors. Pre-requisite: Non-psychology majors need permission of chair to enroll. Co-requisite: PSYC 222
- PSYC231 **DEVELOPMENTAL PSYCHOLOGY** (3) Factors influencing a person's life span. Application to stages of physiological maturation, developmental tasks, social learning, personality integration.
- PSYC232 **CHILD PSYCHOLOGY** (3) The study of growth and development; heredity and environmental factors; early and later childhood to puberty.
- PSYC233 **ADOLESCENT PSYCHOLOGY** (2 to 3) Interrelated physical, social, and moral development associated with youth and adolescence.
- PSYC261 **SOCIAL PSYCHOLOGY** (3) (SOCW261) The individual's personality, attitudes, behavior in multi-individual situations.
- PSYC267 **TREATING SEX OFFENDERS & VICTIMS** (1) (CJUS350, EDWS440 SOCW350) This workshop explores treatment issues and approaches for working with sex offenders, victims, and other family members.
- PSYC271 **INTRO TO EMOTIONALLY DIST CHILD** (3) (EDSP201 EDSP501) Symptoms of maladaptive behavior in youngsters. Evaluation of etiological factors. Personality disorders, services, facilities and agencies for treatment.
- PSYC276 **PSYCHOLOGY OF DELINQUENCY** (2) (CJUS276 CJUS676) Types and causes of juvenile delinquency together with brief case histories.
- PSYC277 **ABNORMAL PSYCHOLOGY** (3) Dynamics of the disturbed personality; symptoms, causes, treatment of psychoneuroses, psychoses, deviant personalities.
- PSYC285 **PSYCHOLOGY OF RELIGION** (3) The discipline which examines religiousness and the religious personality from a psychological perspective.
- PSYC301 **HISTORY & SYSTEMS OF PSYCHOLOGY** (3) Modern scientific psychology including its various schools and their backgrounds.



- PSYC310 **MARRIAGE AND THE FAMILY** (3) (SOCI310, THEO310) An interdisciplinary course taught simultaneously by a psychologist, sociologist, and theologian, each looking at marriage and family from his/her perspective. In addition, married couple specialists from law and medicine present as guest speakers.
- PSYC321 **INDUSTRIAL-ORGANIZATIONAL PSYCH** (3) (HRES330, MGMT321) Psychological bases for organizational decisions from employment to the maintenance of motivation and job satisfaction of people. Research, measurement and practical application are emphasized.
- PSYC340 **SEXISM & RACISM IN SOCIETY** (1) (EDWS339, SOCW340) This workshop explores the causes and effects of racial and gender stereotyping, prejudice, and discrimination on the individual, institutional, and cultural level. Emphasis is on education, the workplace, interpersonal relations, and communication.
- PSYC350 **PSYCHOLOGY AND THE LAW** (3) Demonstrates a fundamental bridge between psychology and the law. The student is 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.
- PSYC365 **PSYCHOLOGY OF WOMEN** (3) Study of the biological, psychological, and social needs and issues of women.
- PSYC366 **CRIME & PERSONALITY** (3) (CJUS266, CJUS566, EDCO566) Root causes of crime in the individual and in the culture. Consideration of personality dynamics and treatment approaches.
- PSYC367 **PSYCHOLOGY OF AGING** (3) The interrelationship between biological-cognitive personality and social changes associated with aging.
- PSYC368 **HEALTH PSYCHOLOGY** (3) A survey of the field of health psychology. Examines a number of health issues by considering the interaction of biological, psychological, and social factors.
- PSYC370 **HUMAN SEXUALITY** (3) A survey of the psychology of humans as sexual beings.
- PSYC375 **THEORIES OF ADDICTION** (3) Material covered in this course includes historical and current perspectives on drug addiction. Basic pharmacology and neuroanatomy are reviewed. Current empirical understanding of the nature and effects of cocaine, nicotine, caffeine, alcohol, depressants, opiates, marijuana, hallucinogens and psychiatric drugs are covered. Additionally, students are exposed to current controversies regarding drugs, drug regulation and drug prevention.
- PSYC379 **PSYC-ACHIEVEMENT TESTING** (3) Principles of mental testing- norms, reliability, validity- along with a familiarization of various psychological tests and discussion of factors in mental testing, e.g., anxiety, maturation, ethics, sources, scoring techniques.
- PSYC380 **COUNSELING CHALLENGING YOUTH** (1) (CJUS463, EDWS563, SOCW463) Workshop participants will learn a number of practical strategies for building and maintaining therapeutic relationships with challenging youth and families. The strategies are formatted around six guiding principles common to most human services professionals who successfully engage this population. Participants are challenged to assess their own attitudes, beliefs, and behaviors related to challenging youth via lecture, demonstrations, small group activities, and role plays.
- PSYC407 **ADDICTION: AN EPIDEMIC** (1) (EDWS310, SOCW407) This workshop examines the various forms of addiction are becoming the leading century. An overview of addiction is imparted as well as specific manifestations such as sex, gambling, eating disorders, and drugs. The impact of addiction on the individual, family, and society are discussed.
- PSYC408 **WOMEN & SOCIETAL VIOLENCE** (1) (CJUS408, EDWS408, SOCW408) A workshop that takes a historical perspective on violence against women. Moviolence against women and intervention are studied. Prosecution of cases is presented and treatment strategies for offenders are explored.
- PSYC409 **GROUP DYNAMICS** (3) (SOCW409) In depth consideration of basic dynamics and processes operating in groups and the various strategies used in the group approach as they relate to educational, business, social and personal interactions and problems.



- PSYC426 **PHYSIOLOGICAL PSYCHOLOGY** (3) An overview of the structure and function of the human nervous system as it is involved in human behaviors such as memory, emotion, learning, and psychological disorders. Pre-requisite: PSYC 221, PSYC 222
- PSYC427 **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.
- PSYC429 **PSYC OF SENSATION & PERCEPTION** (3) Examines how the senses gather information from the outside world and how that information is transformed and interpreted by the nervous system. Topics include visual and auditory processing, perceptual organization, illusions, movement and time perception, and perceptual development.
- PSYC452 **INTRO TO CLINICAL PSYCHOLOGY** (3) Provides an understanding of the different types of activities typically engaged in by clinical psychologists.
- PSYC464 **THEORIES OF PERSONALITY** (3) Description and evaluation of current personality theories.
- PSYC477 **SPORTS PSYCHOLOGY** (3) The course will deal with behavior and sports emphasizing the areas of personality and sports, anxiety and arousal in sports motivation, aggression, group dynamics, socialization and exercise.
- PSYC481 **READINGS IN PSYCHOLOGY** (1 to 3) Library research project assisted and supervised by staff member. Required research paper. Psychology majors only. Pre-requisite: Approval of department chair.
- PSYC490 **PRACTICUM IN PSYCHOLOGY** (1 to 3) Interviewing, behavior observation, test administration, report writing, and group dynamics through on-the-job training. Psychology majors only, Pre-requisite: Approval of department chair.
- PSYC499 **SENIOR COMPREHENSIVE REVIEW** (3) Capstone course required of all majors. Review of fundamental areas of psychology. Pre-requisite: Senior standing

Graduate Courses

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

- PSYC502 **HISTORY & PHILOSOPHICAL ISSUES** (3) Review conceptual foundations of modern psychology. This review traces the roots of modern psychology, highlights the major figures of psychology as well as the often overlooked contributions of women and ethnic minorities.
- PSYC504 **THEORIES OF PERSONALITY** (3) (PSYC464) Advanced study regarding the structure and functions of personality as well as an evaluation of current personality theories.
- PSYC505 **PROF PROBLEMS & ETHICS IN PSYCH** (3) Professional issues in psychology including principles of ethics and their applications.
- PSYC506 **ADVANCED SOCIAL PSYCHOLOGY** (3) This course provides an overview of social psychological theories. Applications of those theories and relevant research are examined in terms of clinical themes, industrial-organization themes, and multicultural themes.
- PSYC508 **DIVERSITY** (3) This is an applied course on cultural diversity. Study of various ethnic and cultural norms are 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.
- PSYC511 **ADVANCED STATISTICS I** (2) Statistical analyses emphasizing partial and semi-partial correlations, multiple regression, ANOVA, MANOVA, ANCOVA, logistic regression, discriminant analysis, and factor analysis. Pre-requisite: PSYC 210 or its equivalent
- PSYC512 **ADVANCED STATISTICS II** (2) Continuation of PSYC 511. Pre-requisite: PSYC 511 or equivalent
- PSYC520 **COMPUTER STATISTICS LANGUAGE I** (1) Application and interpretation of statistical packages for use in psychological research. Co-requisite: PSYC 511



- PSYC521 **COMPUTERSTATISTICS LANGUAGE II** (1) Continuation of PSYC 520. Pre-requisite: PSYC 520; Co-requisite: PSYC 512
- PSYC522 **PERSONNEL PSYCHOLOGY** (3) (HRES915) Psychological dimensions of human resource functions in organizations, primarily focusing on personnel selection, employee orientation and placement, employment legislation and related topics with a strong emphasis upon current research and literature.
- PSYC530 **LEARNING & MOTIVATION** (3) Theories of learning and motivation mainly within the context of education. Three families of learning theory: mental discipline, stimulus-response conditioning, cognitive psychology. Particular emphasis upon the place of intrinsic motivation.
- PSYC553 **MARKETING RESEARCH** (3) (MKTG902) Methods and techniques of marketing research; its use as a tool of management; cases in marketing research.
- PSYC580 **CLINICAL PSYCHOPATHOLOGY** (3) Study of descriptive and dynamic psychopathology via DSM-IV and psychodynamic theory. Clinical interviewing and diagnostic criteria.
- PSYC582 **ASSESSMENT I: INTELLIGENCE** (3) Administration of individual tests of intelligence (WAIS-III, WISC-IV) and cognitive functioning (WMS-III). Introduction to analysis of test scores and report writing.
- PSYC585 **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.

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

- PSYC590 **INTERNSHIP: GENEXPER PSYCHOLOGY** (3) Supervised experience in the student's area of interest/concentration.
- PSYC593 **INTERNSHIP IN I/O PSYCHOLOGY** (3) A 120-hour field experience within the general area of I/O psychology. In some instances, students design and carry out projects in the service of organizations. In other situations, students participate in on-going activities in ways to help serve organizational needs.
- PSYC607 **ADVANCED DEVELOPMENTAL PSYCH** (3) Introduction to core issues in developmental psychology - developmental perspective on psychological theory and research; sub-discipline in psychology with its own history, perspective, methodologies, and traditions of measurement and analysis; appreciation of a developmental perspective in clinical work; importance of culture and diversity in developing a clinical perspective.
- PSYC609 **LEARNING & COGNITION** (3) Analysis of the experimental literature and theories of learning and cognition, including conditioning, memory, attention, problem solving, and decision making.
- PSYC610 **BIOLOGICAL BASES OF BEHAVIOR** (3) A survey of the biological underpinning of human behavior with an emphasis on structure and function of the human nervous system particularly as it pertains to processes such as learning, memory, emotions, and psychological disorders.
- PSYC615 **GESTALT THERAPY** (1) (EDWS520, SOCW484) This workshop is an introduction to theoretical foundations and therapeutic techniques of Gestalt therapy with particular emphasis on experiential learning.
- PSYC621 **ADV RESEARCH DESIGN & ANALYSIS** (3) Intensive survey of experimental procedures and advanced issues in experimental procedures and analysis; introduction to individual laboratory research with special focus on methodological issues. Pre-requisite: PSYC 511, PSYC 520 and PSYC 512, PSYC 521
- PSYC623 **RESEARCH PRACTICUM** (3) The research practicum provides students with the opportunity to apply principles from statistics and research design courses to empirical research projects. Students are assigned a research question at the beginning of the semester. Students perform a brief review of relevant literature to the question and then design a program of studies to empirically test the question and



- generate and analyze data for the design. Students are involved in ongoing discussion of strengths, weaknesses, challenges and ethical issues of each project.
- PSYC627 **MARITAL & FAMILY THERAPY (2)** (EDWS580, SOCW472) A workshop designed to educate students in the systems perspective in dealing with a range of psychological disorders. Diagnostic and treatment strategies presented along with practical training in marital and family interventions. Advances in marital and family research are presented.
- PSYC629 **INTERVENTION TECH: BEHAV THERAPY (3)** Theoretical and empirical bases of behavior therapy coupled with applied aspects of the therapeutic process. Projects using behavioral therapeutic techniques in a variety of settings with various clinical problems required.
- PSYC641 **ASSESS TECH IN INDUST/ORG PSYCH (4)** The role of assessment in I-O psychology. Skill development in conducting job analyses and writing job descriptions; constructions, evaluating and using employment tests; developing and carrying out surveys; coverage of all phases of performance evaluation; and meeting other assessment needs within the field of I-O psychology.
- PSYC643 **SEM: INDUSTRIAL/ORG PSYCHOLOGY (3)** Thorough review of current topics in I-O psychology as well as the area of leadership, with an emphasis on both research and popular literature. Students are expected to be largely responsible for the presentation of information.
- PSYC644 **ORGANIZATIONAL PSYCHOLOGY (3)** (EDHR644, MGMT944) Concepts attempting to explain the motivation and behavior of employees in organizations. Topics include job satisfaction, work motivation, absenteeism, turnover, organizational commitment, organizational citizenship behaviors and job design with a strong emphasis on current research and literature.
- PSYC645 **TRAIN & DEVEL IN ORGANIZATIONS (3)** This course presents an overview of the important issues in training and development. Students apply the concepts and knowledge learned to real world situations.
- PSYC650 **PROFESSIONAL DEVL & PRACTICUM I (3)** This is a didactic and experiential class designed to socialize the students in a variety of applied areas within the area of clinical psychology. Students become acquainted with information about practical aspects of psychological service provision, current professional and ethical issues relevant to that experience and the role of psychological organizations in one's development. Professional development addresses four general areas: clinical knowledge, clinical skills, self-knowledge, and research thinking.
- PSYC651 **PROFESSIONAL DEVL & PRACTICUM II (3)** Continuation of PSYC 650. Pre-requisite: PSYC 650
- PSYC685 **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.
- PSYC689 **RESEARCH IN PSYCHOLOGY (3)** Research project supervised by a faculty member. Pre-requisite: Approval of department chair
- PSYC699 **MASTER'S THESIS (3 to 6)** Culminating scholarly activity requiring literature review, collection and analysis of data and discussion of results. A formal proposal and oral defense of the written thesis are required.
- PSYC703 **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.
- PSYC704 **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.



- PSYC705 **CLINICAL NEUROPSYCHOLOGY** (3) Study of brain-behavior relationships. This course reviews classic neuropsychological presentations of frequently encountered neurologic disorders.
- PSYC706 **ALCOHOL AND SUBSTANCE ABUSE** (3) This course examines the concept of addiction as it is understood by psychologists. It is designed to provide exposure to leading theories of drug initiation, abuse and dependence. Information about the physical and psychoactive effects of the major categories of abuse and dependence producing drugs are covered. Assessment strategies and treatment modalities are discussed.
- PSYC710 **INTERVENT TECH: GROUP THERAPY** (3) This course is designed to teach the significant theoretical aspects of group therapy. Students will become familiar with the stages of development of groups, the goals of each stage, the characteristic behavior of members within each stage as well as the appropriate leader interventions. Knowledge of factors that make groups effective, ethical guidelines and qualities/behaviors that make effective group leaders, and cultural issues that impact groups will be addressed.
- PSYC712 **FORENSIC PSYCHOLOGY** (3) Examines the bridge between psychology and the law, emphasizing the forensic psychologist's role in the legal system. Attention is given to developing a foundation in forensic knowledge, skills, and attitude for professional psychologists. Forensic issues including assessment and intervention strategies, consultation, interdisciplinary forensic problem-solving, courtroom testimony, and ethics are emphasized.
- PSYC714 **CHILD & ADOLESCENT CHRONIC ILL** (1) (EDWS519, SOCW414) This intensive workshop examines the child and adolescent with chronic illness and discuss treatment approaches from a multi-disciplinary or biopsychosocial intervention model. The instructor draws upon extensive experience and observations from working in clinics, hospitals or in the field with children who have been diagnosed with such disorders as: cancer, hemophilia, AIDS, diabetes, sickle cell anemia, endocrine/growth problems, cleft palate, genetic anomalies, mental health DSM-IV disorders, as well as children with multiple handicaps and disabilities. Emphasis is given to practical ways counselors and other mental health professionals and teachers can build and maintain therapeutic relations with children who have been dealt this difficult challenge of handling a chron
- PSYC715 **EARLY COGNITIVE DEVELOPMENT** (3) (EDME363, EDME563) Review of theories of the nature and development of the human cognitive system and how it relates to developmental processes. Special attention is paid to Piaget's theory of cognitive development.
- PSYC716 **CHILDHOOD PSYCHOPATHOLOGY** (1 to 2) (EDWS719, SOCW483) Workshop that examines identification, assessment and treatment procedures use therapeutically with a range of psychological disorders experienced by children and adolescents.
- PSYC718 **ASSESSMENT OF CHILD & ADOLESCENT** (3) Designed to teach a variety of clinical assessment strategies to assist in diagnosis and clinical decision-making skills. The complexities of developing youth and their social systems are examined in light of multi-model as Interpreting assessment data with sensitivity to cultural and ethnic differences is also addressed. Pre-requisite: PSYC 720
- PSYC720 **CHILD & ADOLES 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.
- PSYC721 **THERAPY & PSYCHOPATH IN GEROPSY** (3) Focus of the course is twofold: assessment and treatment. When assessing and treating older adults, psychologists must consider the relevant bio-psycho-social factors. Students will express their conceptualization of cases according to a biopsychosocial framework, DSM-IV diagnostic criteria, and the major models of psychotherapy; describe and defend their treatment plan for many common disorders in later life, incorporating empirically



- proven effective interventions; and identify the ethical principles operative in cases and describe how they will resolve ethical dilemmas according to APA ethical guidelines and principles.
- PSYC730 **INTERVENTION TECH: CONSULTING** (3) Consultation is studied within a process service delivery role, especially applied to the clinical psychologist. Both consulting as an individual and as part of a team are studied as applied to a number of different areas: health care agencies; forensic agencies academic agencies; athletics and corporations. The emphasis on specific areas may change from time to time. Basics of grant writing, aspects of program evaluation, diversity issues, consulting vs. counseling and therapy, ethical issues related to consulting are explored. Students are expected to become familiar with consulting research and theory as well as fundamentals of consulting practice.
- PSYC731 **INTERVENTION TECH:PSYCHODYNAMICS** (3) This course is presented to teach both a theoretical and applied understanding of the psychotherapeutic process, emphasizing psychoanalytic theory and technique. Pre-requisite: Permission of department chair
- PSYC732 **INTERVENT TECH: CHILD & ADOL** (3) Theoretical framework regarding the psychological treatment of children and adolescents, current research data, and treatment methods presented in dealing with a range of childhood and adolescent disorders. Special emphasis is placed on empirically validated treatment interventions. Pre-requisite: PSYC 720 PSYC 718
- PSYC740 **ASSESSMENT OF OLDER ADULTS** (3) Students become familiar with the theory, research, and practice of various assessment methods used with older adults. This course exposes students to common clinical assessment issues with this population (e.g., what factors need to be ruled out, and how to go about an assessment to answer specific referral questions). Students write several assessment reports based upon case vignettes, in which they integrate biopsychosocial assessment evidence. Pre-requisite: PSYC 651
- PSYC747 **INTERV TECH: MARITAL & FAM THER** (3) Designed to education students in the systems perspective in dealing with a range of psychological disorders. Diagnostic and treatment strategies presented along with practical training in marital and family interventions. Advances in marital and family research are presented.
- PSYC760 **CLINICAL PRACTICUM III** (3) Supervised experience in a clinical setting.
- PSYC761 **CLINICAL PRACTICUM IV** (3) Continuation of PSYC 760. Pre-requisite: PSYC 760
- PSYC787 **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.
- PSYC788 **RESEARCH II** (3) Continuation of PSYC 787. Pre-requisite: PSYC 787
- PSYC789 **RESEARCH III** (3) Continuation of PSYC 788. Pre-requisite: PSYC 788
- PSYC790 **CONTINUOUS MAJOR RESEARCH** (3) Continuation of PSYC 699. Pre-requisite: PSYC 699
- PSYC850 **CLINICAL PRACTICUM V** (3) Supervised experience in a clinical setting.
- PSYC851 **CLINICAL PRACTICUM VI** (3) Continuation of PSYC 850. Pre-requisite: PSYC 850
- PSYC896 **RESEARCH & CLINICAL ISSUES: SMDP** (3) A non-traditional, knowledge-based introduction to the research and clinical issues involved in working with severely mentally ill persons and their families. Takes a broad-based approach to the overview of the field and addresses theory and practice methods in this area. Students are acquainted with the social, political and professional context in which mental health practice and research take place.
- PSYC897 **INTERVENT TECH: SMD POPULATION** (3) This course is designed to teach assessment and intervention techniques for working with severely mentally ill persons and their families. Uses psychological and psychosocial development theory and research as a basis for case and treatment conceptualization. Further



- acquaints students with the social, political, and professional context in which mental health practice and research take place.
- PSYC900 **TUTORIAL IN PSYCHOLOGY** (1 to 3) Content to be determined according to the needs of the student in regards to a particular skill/knowledge area. Approval of the department chair is required.
- PSYC998 **INTERNSHIP PLANNING** (1) Continuation of doctoral student preparation for internship experience.
- PSYC999 **INTERNSHIP** (2) Intensive, full-time supervised experience in a clinical setting approved by the director of clinical training. Pre-requisite: Matriculation in psychology department doctoral program and approval of department chair

(RADT) Radiologic Technology

Undergraduate Courses

- RADT150 **MEDICAL TERMINOLOGY** (1) Medical word roots, stems, prefixes and suffixes. Common medical abbreviations.
- RADT152 **NURSING PROCEDURES** (1) Nursing concepts as applied to radiology. Basic patient care, communication skills, professional ethics, emergency procedures and isolation techniques.
- RADT160 **RADIOGRAPHIC POSITIONING I** (2) Didactic and laboratory instruction in routine radiographic positioning of the chest, abdomen, upper extremities, bony thorax, esophagus, stomach, large intestines, biliary and urinary systems. Co-requisite: RADT 161
- RADT161 **RADIOGRAPHIC PRACTICUM I** (1) Radiographic clinical competency training and evaluation, Tuesdays and Thursdays during the fall semester at an affiliate hospital (16 hours/week). Co-requisite: RADT 160
- RADT162 **RADIOGRAPHIC POSITIONING II** (2) Didactic and laboratory instruction in routine radiographic positioning of the lower extremities, pelvis, cervical, thoracic, and lumbar spine, skull and facial bones. Pre-requisite: RADT 160, RADT 161; Co-requisite: RADT 163
- RADT163 **RADIOGRAPHIC PRACTICUM II** (1) Radiographic clinical competency training and evaluation, Tuesdays and Thursdays during the spring semester at an affiliate hospital (16 hours/week). Pre-requisite: RADT 160, RADT 161; Co-requisite: RADT 162
- RADT165 **RADIOGRAPHIC PRACTICUM III** (3) Radiographic clinical competency training and evaluation during the summer months. First summer session, Monday and Wednesday at an affiliate hospital (16 hours/week). Second summer session, Monday through Friday at an affiliate hospital (40 hours/week). Pre-requisite: RADT 162, RADT 163, RADT 172, RADT 180
- RADT170 **PRIN OF RADIOGRAPHIC EXPOS I** (2) Basic concepts of radiation protection, the process of radiographic image production, and the specific equipment accessories used to produce high quality images. Co-requisite: RADT 161
- RADT172 **PRIN OF RADIOGRAPHIC EXPOS II** (2) Controlling and influencing factors of radiographic quality. Pre-requisite: RADT 170; Co-requisite: RADT 161
- RADT180 **RADIATION PROTECTION AND BIOLOGY** (2) How to use ionizing radiation in a safe and prudent manner, maximum permissible doses, effects of ionizing radiation on living tissue. Pre-requisite: RADT 161, RADT 170
- RADT250 **GENERAL RADIOGRAPHY** (2) Specialized radiographic positioning procedures including radiographic anatomy. Pre-requisite: RADT 160 - 163; Co-requisite: RADT 261
- RADT260 **SPECIAL PROCEDURES** (2) Special radiographic procedures including angiography. Contrast media. Pre-requisite: RADT 160 - 163; Co-requisite: RADT 261
- RADT261 **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). Pre-requisite: RADT 165



- RADT263 **RADIOGRAPHIC PRACTICUM V** (2) Advance radiographic clinical competency training and evaluation, spring semester on Mondays, Wednesdays and Fridays at an affiliate hospital (24 hours/week). Pre-requisite: RADT 261
- RADT265 **RADIOGRAPHIC PRACTICUM VI** (3) Continuation of RADT 263, summer semester, Monday through Friday (2 months 40 hours/week). Pre-requisite: RADT 263, RADT 280, RADT 292
- RADT270 **PRIN OF RADIOGRAPHIC EXPOS III** (2) Radiographic technique charts and designs. Exposure conversion problems. Anodecooling and tube rating. Pre-requisite: RADT 172; Co-requisite: RADT 261
- RADT280 **PATHOLOGY** (2) Study of diseases and the radiographic evaluation of the disease processes. Pre-requisite: RADT 250, RADT 260
- RADT292 **IMAGING EQUIPMENT & FILM PROCESS** (2) Defines the design, maintenance, and quality assurance of radiologic equipment and film processing equipment including the processing chemicals. Pre-requisite: RADT 270; Co-requisite: RADT 263
- RADT294 **RADIOGRAPHIC SECTIONAL ANATOMY** (2) Gross sectional anatomy of the head, neck, thorax, abdomen, pelvis and vertebral column as they appear on diagrams, computed tomography and magnetic resonance scans. Pre-requisite: RADT 160 RADT 162 BIOL 140 - 143 or Registered Radiographers by the A.R.R.T. who have graduated from an accredited school of Radiologic Technology.

(SOCI) Sociology

Lower Division Courses

- SOCI101 **INTRODUCTION TO SOCIOLOGY** (3) Social behavior within the context of group structure, society, and culture. Basic sociological terminology and methodology.
- SOCI167 **INTRODUCTION TO SOCIAL WORK** (3) (CJUS167, SOCW167) The social welfare institution and social work. The three major purposes of social work: (1) enhancement of problem solving; (2) knowledge of systems that provide people with resources and services; and (3) the successful linkage of people with these systems.
- SOCI180 **CULTURE & SOCIETY** (3) Cross cultural study of human values, norms, and behavior. Contemporary American as well as remote and prehistoric cultures will be investigated from the anthropological perspective.

Upper Division Courses

- SOCI216 **SOCIOLOGY OF RELIGION** (3) (THEO305) Examination of the major components of religion, the interdependence between religion and other societal institutions, and religion's role in social conflict and change. Fulfills the E/R & S Focus elective.
- SOCI232 **SOCIOLOGY OF SPORT** (3) (EDSM132) Organized sport as an important institutional component of American culture and society.
- SOCI240 **POPULATION TRENDS & ANALYSIS** (3) Introduction to the basic methods and theories of demography.
- SOCI245 **APPALACHIAN IN URBAN LIFE** (3) Subcultural contact with the urban community. Social and economic adjustment problems of this group.
- SOCI250 **RACIAL ETHNIC MINORITIES** (3) Minority groups in contemporary United States. Social processes involved in dominant minority relations.
- SOCI262 **WOMEN IN AMERICAN SOCIETY** (3) Women in social, economic, and structural (bureaucratic) settings. An examination of changing roles and status.
- SOCI264 **SOCIAL CHANGE** (3) (SOCW264) Studying alterations in cultural patterns, social structure, and social behavior.
- SOCI265 **COLLECTIVE BEHAVIOR** (3) Overview of theory and research on various forms of collective behavior, including fads, fashions, urban legends, crowds, riots, and social movements.



- SOCI269 **POPULAR CULTURE** (3) Critical perspectives on the production, interpretation, and effects of popular culture.
- SOCI270 **IRISH HISTORICAL SOCIOLOGY** (3) This course entails readings, lectures, and travel to the most important sites in Ireland that explain the evolution of Irish identity based on different migrations.
- SOCI285 **MAGIC & WITCHCRAFT** (3) Mysticism and the supernatural in social context. The meanings and functions of magic and witchcraft within various cultural contexts.
- SOCI289 **MOVIES AND CITIES** (2) (COMM289, HIST289) The course is designed for undergraduates and serves as an introduction to both American urban history and the history of movies. It also acquaints students with interdisciplinary methods. Students are required to do a significant amount of reading and writing.
- SOCI290 **CRIMINOLOGY AND PENOLOGY** (3) (CJUS290) Causative theories of crime. Crimes and criminals in the context of behavioral systems. Policies and programs of legal treatment.
- SOCI292 **JUVENILE DELINQUENCY** (3) Multiple factors involved in delinquent behavior. Definition, extent, causation, and treatment.
- SOCI300 **SOCIOLOGICAL THEORIES** (3) European and American theorists. Origin, growth, and change of social order and the individual's place in society.
- SOCI310 **MARRIAGE AND THE FAMILY** (3) (PSYC310, THEO310) Sociological insights concerning marriage and family systems. Dating, love, sex roles, and parenting.
- SOCI316 **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.
- SOCI352 **PRINCIPLES OF RESEARCH** (3) (POLI352) In-depth study of the basic steps and processes in scientific inquiry.
- SOCI353 **APPLIED RESEARCH METHODOLOGY** (3) Ethnographic research methods. Senior comprehensive research paper. Pre-requisite: SOCI 352
- SOCI358 **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.
- SOCI362 **TECHNOLOGIES OF GENDER** (3) (ENGL362) Examination of the ways in which women's bodies are both constructed and deconstructed in post modern culture and the ethical, social, and political implications of these processes for the well-being of women. We will focus on technologies of gender, i.e., those sets of cultural practices that make the body gendered. Fulfills the E/RS Focus elective. Pre-requisite: THEO 111 PHIL 100 Co-requisite: PHIL 100, THEO 111
- SOCI365 **CLASS AND CLASS CONFLICT** (3) (CJUS265) Class, status, and power in social life. Systems of social inequality examined within a cross-cultural perspective.
- SOCI366 **UTOPIAN COMMUNITIES** (3) Course examines, in historical and contemporary settings, Utopian writings and actual attempts at establishing Utopian situations.
- SOCI375 **SOCIOLOGY OF MEDICINE/HEALTHCARE** (3) Critical perspective on issues in the health status of populations and distribution of medical services in society.
- SOCI382 **SOCIAL SYSTEMS IN THE LIFE CYCLE** (2) (SOCW382) The importance of organizations, communities, society, and global influences in assessing human behavior in the social environment.
- SOCI398 **INTERNSHIP: SOCIAL SERVICE** (3) Examination of the processes and issues involved in social service programs through hands-on experience in a social service agency or organization.
- SOCI412 **DYNAMICS OF OLDER ADULTS** (3) The process and experience of aging in social, political, and economic context.
- SOCI495 **DIRECTED STUDY** (1 to 3) Opportunity to pursue a topic or project of individual interest. Subject to approval of department chairperson.



(SOCW) Social Work

Lower Division Courses

- SOCW101 **INTRODUCTION TO CRIMINAL JUSTICE** (3) (CJUS101) An overview of the history and legal basis of the criminal justice system, its structures, its functions and interface with the individual elements.
- SOCW167 **INTRODUCTION TO SOCIAL WORK** (3) (CJUS167 SOCI167) The social welfare institution and social work. The three major purposes of social work: (1) enhancement of problem solving; (2) knowledge of systems that provide people with resources and services; and (3) the successful linkage of people with these systems.

Upper Division Courses

- SOCW204 **CONTEMPORARY SOCIAL PROBLEMS** (3) A systematic study of major social problems in modern society.
- SOCW208 **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.
- SOCW211 **COMPUTER APP FOR SOCIAL SCIENCES** (1 to 3) (PSYC211) 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.
- SOCW221 **JUVENILE JUSTICE IN A CHG SOC** (3) A required course which emphasizes juvenile court philosophy and practices, prevailing case law, applicable federal and state legislation, current trends and development of standards, alternatives to incarceration, comparison of the treatment of the juvenile offender in the juvenile justice system as opposed to the adult system, and a historical overview.
- SOCW260 **CURRENT ISSUES IN CRIM 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.
- SOCW261 **SOCIAL PSYCHOLOGY** (3) (PSYC261) The individual's personality, attitudes, and behavior in multi-individual situations.
- SOCW264 **SOCIAL CHANGE** (3) (SOCI264) Studying alterations in cultural patterns, social structure, and social behavior.
- SOCW265 **OVERVIEW OF CONTEMP CORRECTIONS** (3) Compares historical and contemporary methodologies, presents and critiques jail and prison programs, applies court decisions to current practices, and generally analyzed institutional and 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.
- SOCW270 **FAMILIES IN POVERTY** (3) Analyzes the causes and consequences of poverty for families in America. Antipoverty policy responses are also considered.
- SOCW299 **CHILD WELFARE AND DEVELOPMENT** (3) The course will offer the student knowledge and understanding of human development from pregnancy and birth through infancy, early childhood, and middle childhood. Materials will stress both normative and problematic aspects of human behavior. A core of theories, concepts, skills, and information is given to prepare the student with knowledge for viewing human transitions through social interaction from birth through childhood. Biological, psychological, and social aspects of growth and development are examined using a systems orientation (e.g. the influences of family, groups, organizations, communities and society). Pre-requisite: or Co-requisite: PSYC 101, SOCI 101
- SOCW300 **HUMAN LIFE CYCLE II: ADOLES-ADULT** (3) (PSYC300) Psychological, physiological, and social approaches to development and experience from adolescence to death. Interdisciplinary. Pre-requisite: SOCW 299



- SOCW310 **FAMILY AND SOCIETY** (2 to 3) (EDWS360) A study of marriage preparation, partner selection, marital adjustment, family structure and functions, and marital dissolution. Current problems facing the family will be explored with an emphasis on macro and micro intervention strategies which may be employed for problem resolution.
- SOCW313 **LIFESTYLES IN A CHANGING SOCIETY** (2 to 3) An in-depth study of American culture and the effects it has upon the relationship of the individual to the social order; a look at societal child-rearing practices, autonomy, and self-actualization.
- SOCW315 **SOCIAL INSTITUTION AS A SYSTEM** (3) A critical analysis of society's response to social welfare needs and problems; society's attempt to meet these problems through purposeful programs and organizations based on prevailing social values and in relationship to other societal institutions. Pre-requisite: SOCW 167
- SOCW316 **SOC POLICY & CONTEMPORARY ISSUES** (3) Existing social welfare policy in light of current social issues, developing trends in social welfare policy and their impact on existing human needs.
- SOCW318 **TRENDS IN MODERN SOC: RACE REL** (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.
- SOCW320 **PRE-PLACEMENT SEMINAR** (1) Designed to assist the student in selecting and arranging field instruction. Topics examine preparation for field placement. Pre-requisite: SOCW-415; Co-requisite: SOCW 415
- SOCW325 **WOMEN/MEN: MYTH & REALITY** (3) Changing roles of men and women in American culture, sex roles, sex stereotyping, and socialization of the sexes. Social conditions and attitudes which affect the role and status of women and men in the institutions of society are explored.
- SOCW330 **COMMUNITY ORGANIZING** (3) A study of the theories, principles, and techniques of community organization with an emphasis on practical research.
- SOCW337 **ADOLESCENT CRISIS** (3) A study of the issues and problems of the adolescent.
- SOCW340 **SEXISM & RACISM IN SOCIETY** (1) (EDWS339, PSYC340) This course will explore the causes and effects of racial and gender stereotyping, prejudice, and discrimination on the individual, institutional, and cultural level. Emphasis will be on education, the workplace, interpersonal relations, and communication.
- SOCW348 **INTERVENTION WITH ABUSED CHILD** (1) (EDWS370) This course is designed to acquaint the student with the different types of child abuse, family dynamics, and profiles of victims and offenders. Knowledge of various intervention strategies will be imparted.
- SOCW350 **TREATING SEX OFFENDERS & VICTIMS** (1) (CJUS350, EDWS440, PSYC267) This workshop will explore treatment issues and approaches for working with sex offenders, victims, and other family members.
- SOCW352 **RESEARCH METHODOLOGY** (3) An in-depth study of the basic steps and processes in scientific inquiry.
- SOCW382 **SOCIAL SYSTEMS IN THE LIFE CYCLE** (2) (SOCI382) The importance of organizations, communities, society, and global influences in assessing human behavior in the social environment.
- SOCW395 **DIRECTED STUDY** (1 to 3) Individualized study in an area of faculty expertise.
- SOCW402 **CHILD ABUSE** (3) Designed to acquaint the student with the various forms of child abuse and neglect. Family dynamics and characteristics of offenders and victims will be studied.
- SOCW407 **ADDICTION: AN EPIDEMIC** (1) (EDWS310, PSYC407) Various forms of addiction are becoming the leading social problems of this century. An overview of addiction will be imparted as well as specific manifestations such as sex, gambling, eating disorders, and drugs. The impact of addiction on the individual, family, and society will be discussed.
- SOCW408 **WOMEN & SOCIETAL VIOLENCE** (1) (CJUS408, EDWS408 ,PSYC408) A historical perspective on violence against women. Modern day forms of violence



- against women and intervention will be studied. Prosecution of cases will be presented and treatment strategies for offenders will be explored.
- SOCW409 **GROUP DYNAMICS** (3) (PSYC409) In depth consideration of basic dynamics and processes operating in groups and various strategies used in the group approach as they relate to educational, business, social and personal interactions and problems.
- SOCW414 **CHILD & ADOLESCENT CHRONIC ILL** (1) (EDWS519, PSYC714) This intensive course will examine the child and adolescent with chronic illness and discuss treatment approaches from a multi-disciplinary or biopsychosocial intervention model. The instructor will draw upon extensive experience and observations from working in clinics, hospitals or in the field with children who have been diagnosed with such disorders as: cancer, hemophilia, AIDS, diabetes, sickle cell anemia, endocrine/growth problems, cleft palate, genetic anomalies, mental health DSM-IV disorders, as well as children with multiple handicaps and disabilities. Emphasis will be given to practical ways counselors and other mental health professionals and teachers can build and maintain therapeutic relations with children who have been dealt this difficult challenge of handling.
- SOCW415 **THEORY & METHODS OF SOCW PRAC I** (3) Theories and bodies of knowledge as basis for social work intervention. Values and skills associated with the practice of social work. Emphasis is placed on individuals, families, and groups. Pre-requisite: SOCW 167, SOCW 300, SOCW 315, PSYC 232
- SOCW416 **THEORY & METHODS OF SOCW PRAC II** (3) Knowledge and application of the fundamentals of social work practice, the problem-solving process, effective use of self as an agent of change. Emphasis is placed on organizations, communities, and society. Pre-requisite: SOCW 415
- SOCW417 **SOCIAL WORK FIELD INSTRUCTION** (4) Students are provided with an opportunity to work directly with clients in an existing social service agency under the supervision of a skilled practitioner. Pre-requisite: SOCW 415 Co-requisite: SOCW 419 SOCW 420
- SOCW418 **SOCIAL WORK FIELD INSTRUCTION** (4) Students are provided with an opportunity to work directly with clients in an existing social service agency under the supervision of a skilled practitioner. Pre-requisite: SOCW 415 Co-requisite: SOCW 419 SOCW 420
- SOCW419 **SOCIAL WORK SEMINAR** (2) Designed to provide the student with an opportunity to integrate the knowledge and theory acquired in the classroom with the experiential learning gained from actual work experience. Pre-requisite: SOCW 320 SOCW 415 SOCW 417 Co-requisite: SOCW 417, SOCW 418
- SOCW420 **SOCIAL WORK SEMINAR** (2) Designed to provide the student with an opportunity to integrate the knowledge and theory acquired in the classroom with the experiential learning gained from actual work experience. Pre-requisite: SOCW 320, SOCW 415, SOCW 417, SOCW 418; Co-requisite: SOCW 417, SOCW 418
- SOCW424 **RESEARCH PAPER** (1) A research paper is completed in a substantive area important to social work. Pre-requisite: SOCW 352
- SOCW432 **RES. & CL ISSUES: SMD POPULATION** (3) A survey of the chronic patients with severe emotional problems, etiology, diagnosis, and treatment issues.
- SOCW444 **ADDICTIVE BEHAVIORS** (3) (CJUS444) Examination of addiction theory and process through comparison of variety of substance and process addictions. Pre-requisite: PSYC 101 SOCI 101 SOCW 167 or permission of instructor
- SOCW463 **COUNSELING CHALLENGING YOUTH** (1) (CJUS463, EDWS563, PSYC380) Workshop participants will learn a number of practical strategies for building and maintaining therapeutic relationships with challenging youth and families. The strategies will be formatted around six guiding principles common to most human services professionals who successfully engage this population. Participants will be challenged to assess their own attitudes, beliefs, and behaviors related to challenging youth via lecture, demonstrations, small group activities, and role plays.
- SOCW472 **MARITAL & FAMILY THERAPY** (2) (EDWS580 PSYC627) Provides an overall introduction into marital and family therapy in teaching a range of psycho-



logical disorders. Acquaints the student with the latest advances in assessment and therapeutic intervention procedures from a marital and family therapeutic perspective.

- SOCW483 **CHILDHOOD PSYCHOPATHOLOGY** (1 to 2) (EDWS719, PSYC716) Identification, assessment and treatment procedures useful in working therapeutically with a range of psychological disorders experienced by children and adolescents.
- SOCW484 **GESTALT THERAPY** (1) (EDWS520, PSYC615) Introduction to theoretical foundations and therapeutic techniques of Gestalt therapy with particular emphasis on experimental learning.

(SPAN) Spanish

Lower Division Courses

- SPAN101 **ELEMENTARY SPANISH I** (3) An introduction to basic language skills emphasizing the acquisition of high-frequency vocabulary and the development of cultural awareness.
- SPAN102 **ELEMENTARY SPANISH II** (3) The second semester elementary course which is a continuation of SPAN 101. Pre-requisite: SPAN 101 (unless waived)
- SPAN201 **INTERMEDIATE SPANISH I** (3) The first semester intermediate course which is a continuation of SPAN 102 with a particular emphasis on the development of more creative use of the language. Pre-requisite: SPAN 102 (unless waived)
- SPAN202 **INTERMEDIATE SPANISH II** (3) The second semester intermediate course emphasizing reading and writing skills through the study of authentic materials dealing with the Hispanic world. Pre-requisite: SPAN 201 (unless waived)
- SPAN205 **HISPANIC LIT & MORAL IMAGINATION** (3) An examination of ethical and moral issues from the literature of the Spanish-speaking world that illuminate contemporary society. Course given in translation does not fulfill requirements for Spanish major or minor. Fulfills E/R & S Focus Literature and the Moral Imagination requirement. Pre-requisite: PHIL 100 or THEO 111; Co-requisite: PHIL 100 or THEO 111

Upper Division Courses

Pre-requisite 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.

- SPAN300 **ADVANCED SPANISH I** (3) A language development course which emphasizes equally listening, speaking, reading, writing, and cultural aspects with an extensive grammar review.
- SPAN301 **ADVANCED SPANISH II** (3) This course offers advanced and comprehensive structure of the Spanish language, emphasizing listening, writing, reading, and cultural aspects. Pre-requisite: SPAN 202 or equivalent
- SPAN302 **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.
- SPAN303 **SPANISH COMPOSITION** (3) Designed for the development of both formal and informal writing skills. Types of writing include journal, letter, summary, and analytical.
- SPAN304 **SPANISH VOCABULARY IN CONTEXT** (3) Study of technical and functional vocabulary in selected situations not found in traditional textbooks.
- SPAN305 **READINGS IN SPANISH** (3) Readings from literary and nonliterary sources chosen to improve reading skills, with continued practice of listening, speaking and writing skills. Pre-requisite: SPAN 202 or equivalent
- SPAN306 **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.
- SPAN325 **HISTORY OF THE SPANISH LANGUAGE** (3) (SPAN625) Study of the evolution and development of the Spanish language from Latin to present day Spanish.



- SPAN326 **SPANISH LANGUAGE FOR TEACHERS** (3) (SPAN626) Study of the Spanish language designed to increase knowledge and competence through discussion and practice of language usage.
- SPAN328 **PHONETICS AND DIALECTOLOGY** (3) (SPAN628) Study of the phonetic system of the Spanish language, including transcription and identification of dialectical features.
- SPAN350 **SPANISH CIVILIZATION** (3) Representative culture and history of Spain.
- SPAN351 **LATIN-AMERICAN CIVILIZATION** (3) Representative culture and history of Latin America from its beginnings to the independence.
- SPAN353 **INTRO TO LATIN AMERICAN STUDIES** (3) An introduction to Latin American Studies concentrating on historical, sociopolitical and cultural issues. Taught in English. Does not count towards major, minor, or language certification in Spanish. Fulfills the E/RS Focus elective. Pre-requisite: or Co-requisites: PHIL 100 and THEO 111
- SPAN399 **SENIOR PROJECT** (1) Research for senior project.
- SPAN400 **INTRO TO HISPANIC LITERATURE** (3) An introduction to literature with a chronological study of genres and movements and analysis of excerpts from representative authors.
- SPAN415 **HISPANIC LIT IN THE CLASSROOM** (3) (SPAN615) Study of strategies for integrating literature with language and culture in the secondary Spanish classroom.
- SPAN421 **SPANISH LITERATURE & CIV I** (3) A chronological study of Spanish literature and civilization from medieval period through the 17th century.
- SPAN422 **SPANISH LITERATURE & CIV II** (3) A continuation of SPAN421 covering the 18th and 19th centuries.
- SPAN423 **SPANISH LITERATURE & CIV III** (3) A continuation of SPAN 422 covering the 20th century.
- SPAN427 **SPANISH-AMERICAN LIT & CIV I** (3) A chronological study of Spanish-American literature and civilization from the colonial period through the 18th century.
- SPAN428 **SPANISH-AMERICAN LIT & CIV II** (3) A continuation of SPAN 427 covering the 19th and early 20th centuries.
- SPAN429 **SPANISH-AMERICAN LIT & CIV III** (3) A continuation of SPAN 428 covering the latter part of the 20th century.
- SPAN433 **SPANISH LITERATURE OF GOLDEN AGE** (3) Representative author(s) and genre(s) of the 16th and 17th centuries.
- SPAN436 **19TH CENTURY SPANISH LITERATURE** (3) Representative authors and works of romanticism, realism, and naturalism.
- SPAN439 **20TH CENTURY SPANISH LITERATURE** (3) Representative authors and genres from the Generation of 1898 to the present day.
- SPAN440 **HISPANIC POETRY** (3) Representative Spanish and Spanish-American poets.
- SPAN444 **19TH CENTURY SPANISH-AMER LIT** (3) Representative author(s) and genre(s).
- SPAN445 **20TH CENTURY SPANISH-AMER LIT** (3) Representative author(s) and genre(s).
- SPAN450 **HISPANIC LITERATURE** (3) Analysis of excerpts from representative authors.
- SPAN495 **DIRECTED STUDY: LANGUAGE** (1 to 3) Independent study.
- SPAN496 **DIRECTED STUDY: CULTURE/CIV** (1 to 6) Independent study.
- SPAN497 **DIRECTED STUDY: LITERATURE** (1 to 3) Independent study.

Graduate Courses

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

- SPAN615 **HISPANIC LIT IN THE CLASSROOM** (3) (SPAN415) Study of strategies for integrating literature with language and culture in the secondary Spanish classroom.
- SPAN625 **HISTORY OF THE SPANISH LANGUAGE** (3) (SPAN325) Study of the evolution and development of the Spanish language from Latin to present day Spanish.



- SPAN626 **SPANISH LANGUAGE FOR TEACHERS** (3) (SPAN326) Study of the Spanish language designed to increase knowledge and competence through discussion and practice of language usage.
- SPAN628 **PHONETICS AND DIALECTOLOGY** (3) (SPAN328) Study of the phonetic system of the Spanish language, including transcription and identification of dialectical features.
- SPAN695 **DIRECTED STUDY: LANGUAGE** (1 to 3) Independent study.
- SPAN696 **DIRECTED STUDY: CULTURE/CIV** (1 to 3) Independent study.
- SPAN697 **DIRECTED STUDY: LITERATURE** (1 to 3) Independent study.
- SPAN700 **GRADUATE RESEARCH: SPANISH** (3) Research for the M.A.

(STAT)

Undergraduate Course

- STAT200 **INTERMEDIATE BUSINESS STATISTICS** (3) Descriptive statistics, sampling and statistical inference within the context of business applications. Simple and multiple regression, including residual analysis and multicollinearity problems. Additional topics may include analysis of variance and time-series forecasting models. Pre-requisite: MATH 156 and INFO 301

Graduate Courses

- STAT721 **STATISTICS FOR MANAGERS** (2 to 3) Models and formulas of descriptive and inferential statistics are presented using Microsoft Excel software, with an emphasis on the business applications of each. Pre-requisite: Admission to the Executive MBA program
- STAT801 **MANAGERIAL STATISTICS** (3) Descriptive statistics, statistical inference, linear regression, auto correlation analysis and forecasting models.
- STAT942 **STATISTICS FOR QUAL IMPROVEMENT** (3) A broad introduction to statistical tools relevant to business quality problems. Topics include control charts and process capability studies, simple and fractional factorial experimentation, the Taguchi Method, EVOP philosophy, and an overview of acceptance sampling. Pre-requisite: STAT 801, MGMT 901, MGMT 950-recommended

(THEO) Theology

Undergraduate Courses

- THEO111 **THEOLOGICAL FOUNDATIONS** (3) A basic study of human and religious faith, especially the Christian faith, the connection between faith and religion, the personal and social value of religion, the diversity of world religions, and the issues connected with religious diversity and global responsibility; a basic understanding of Theology and how it relates to faith, along with different ways of reading scripture and tradition and how those readings affect issues of gender, class, race, violence, evil, and sin.
- THEO203 **THE EASTERN ORTHODOX CHURCH** (3) This course is designed as a detailed survey meant to familiarize the students with the history of the Orthodox Church over the course of its existence from the day of Pentecost to the present. The first half of the course (culminating in a Mid-term Exam) will deal primarily with the history of the Orthodox Church. The second half of the course (culminating in a Final Exam) will concentrate on the theology of the Orthodox Church comprehensively understood - doctrine, spiritual life, liturgy, iconography, moral/ethical issues, etc.
- THEO205 **CHRISTIAN MYSTICISM** (3) This course enables the students to explore the mystical traditions and their implications for theology and spirituality.
- THEO206 **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.



- THEO208 **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.
- THEO209 **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.
- THEO210 **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.
- THEO211 **THE DEAD SEA SCROLLS** (3) (CLAS211) An introduction to the Dead Sea Scrolls, their history, and their impact on biblical criticism.
- THEO213 **CONTEMPORARY PROTESTANT THEOLOGY** (3) An overview of Protestant theological thinking, with a particular focus on trends and leading Protestant theologians of the 20th and 21st centuries.
- THEO217 **INTRO TO THE CHURCH FATHERS** (3) (CLAS217) The Fathers of the first five centuries. The Church's defense against pagans and heretics. Confrontation with the Empire. Development of doctrine.
- THEO219 **CHRISTIANITY IN THE AMERICAS** (3) This course surveys the history, belief, lifestyle, ritual, and organization of various Christian groups in the United States. The survey of these Christian groups will be complemented by investigation into specific spiritual journeys of individual citizens. Throughout the course special attention will be given to justice issues, including the role of women and matters of race.
- THEO222 **CHRISTIAN LIFE AND CELEBRATION** (3) Theology of the Christian life; liturgy, religious psychology, secular involvement, the Christian virtues, prayer, Christian community.
- THEO223 **SACRAMENTS TODAY** (3) Meaning of sacraments in general and Catholic sacraments in particular. Historical and theological development of the seven ecclesiastical sacraments and their place in contemporary liturgical, pastoral, and spiritual renewal.
- THEO224 **SAINTS & HERETICS** (3) Explores the relationship between the heterodoxy and orthodoxy in the development of Christian doctrine.
- THEO225 **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.
- THEO227 **THE CATHOLIC REFORMATION** (3) This course examines the development of the Catholic tradition in the sixteenth century, identifying elements of change and continuity as Europe faced challenges of religious reform, nationalism, and political upheaval.
- THEO229 **WHY A CHURCH?** (3) This course explores the need for and origin of the church. It also examines contemporary theories about the proper tasks and mission of the church in the context of individual and social needs.
- THEO230 **CHURCH AFTER VATICAN II** (3) A study of the major themes and persons of Vatican II in their historical context. Special attention to how the Council's major themes continue to affect church and society.
- THEO232 **APPROACHES TO GOD** (3) Divine transcendence and the possibilities of human knowledge and experience of God. Contemporary problems of belief, unbelief, atheism, and images of God.
- THEO233 **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.
- THEO234 **THE REFORMATION** (3) Protestant, Catholic, and "Anabaptist" attempts to revitalize a Christianity insufficiently Christian.
- THEO237 **THE PAPACY** (3) Study of the origin of the papacy and its later historical development, with attention to the theological, social, and political dimensions of the institution.



- THEO238 **US CATHOLICISM: PAST & PRESENT** (3) Explores the role of the Catholic Family, the response of Catholics to slavery and racism, the development of Catholic schools, the encounter of Catholicism with the larger culture, the tradition of Catholic social justice, and the growth of the local Ohio church.
- THEO239 **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.
- THEO241 **BIBLICAL GREEK** (3) (GREK241) Study of the language and theology of the Greek New Testament.
- THEO244 **HISTORY OF THE EARLY CHURCH** (3) Study of the formation and development of the Christian community and its beliefs and practices from the end of Jesus' public ministry to the beginning of the Middle Ages.
- THEO245 **GOD, CREATION & ECOLOGY** (3) To better understand the environment and the harm being done to it. To better integrate Christian beliefs with environmental concerns.
- THEO248 **THE ENGLISH REFORMATION** (3) (HIST368) An examination of the historiography of the English Reformation and of the political, social, and religious backgrounds of the reformation in England from the late Middle Ages through the reign of Elizabeth I.
- THEO249 **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.
- THEO251 **INTRO TO HEBREW SCRIPTURES** (3) An introduction to the literature of the Hebrew Bible, its interpretation, and theological import. The student will acquire tools for the critical analysis of Scripture as well as explore the Hebrew Bible's historical, sociological, and cultural contexts.
- THEO252 **INTRO TO CHRISTIAN SCRIPTURES** (3) An introduction to the literature of the New Testament, its interpretation, and theological import. The student will acquire tools for the critical analysis of Scripture as well as explore the Christian Bible's historical, sociological, and cultural contexts.
- THEO253 **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.
- THEO255 **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.
- THEO258 **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.
- THEO259 **HEALING DEADLY MEMORIES I** (3) (THEO691) An intensive investigation into the roots of anti-Semitism in the New Testament.
- THEO260 **HEALING DEADLY MEMORIES II** (3) (THEO692) An exploration of theological and social consequences of the search for anti-Semitism in the New Testament.
- THEO261 **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.
- THEO262 **COMMUNITY OF BELOVED DISCIPLE** (3) (THEO662) An analysis of the Gospel and Letters of John in light of the historical and theological developments of the Johannine community.
- THEO263 **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?
- THEO264 **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.
- THEO265 **GOSPEL OF MARK** (3) Analysis of the Gospel of Mark in light of its historical, literary, and theological context.



- THEO266 **GOSPEL OF MATTHEW** (3) Study of this Jewish-Christian Gospel as an alternative to Rabbinic Judaism. Emphasis on the pursuit of wisdom and justice.
- THEO268 **SEM: PAUL & ANTI-JUDAISM** (3) Was Paul a primary reason for the separation of Jesus believers from their Jewish matrix? How can Paul be critically read today?
- THEO271 **NEW TESTAMENT CHRISTOLOGY** (3) An historical investigation into the ways early Jesus believers understood Jesus.
- THEO272 **NEW TESTAMENT ETHICS** (3) (THEO572) Through a critical examination of selected New Testament texts this course attempts to answer the challenge: Can the NT still speak to the moral crises today?
- THEO273 **INTRODUCTION TO BIBLICAL HEBREW** (3) (CLAS173) The goal of the course is to provide the student with a working knowledge of biblical Hebrew. At the end of the semester, the student will have acquired the skills needed to read independently passages directly from the Hebrew Bible, with the aid of a good grammar and lexicon. The initial teaching method is deductive; focusing on rules of grammar and syntax, forms of expression, vocabulary, and meaning. After that, the student will work from selections out of the book of Genesis, preparing annotated translations. Pre-requisite: THEO 111
- THEO274 **SEM: WORSHIP IN NEW TESTAMENT** (3) An historical consideration of how the early Jesus believers worshipped in the ancient world.
- THEO275 **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.).
- THEO276 **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.
- THEO277 **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.
- THEO278 **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.
- THEO279 **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.
- THEO280 **READINGS IN BIBLICAL HEBREW** (3) (CLAS174, THEO579) This course will incorporate an inductive approach to Biblical Hebrew at the undergraduate level. Students will read together in class actual texts from the Hebrew Bible; from Ruth, Jonah, and Deuteronomy (among others). Grammatical forms will be discussed and analyzed as they arise in the reading. Participants will gain knowledge in Hebrew vocabulary and idioms. Students will do this reading and analysis with the aid of a good grammar and lexicon. Pre-requisite: THEO 273- Introduction to Biblical Hebrew or equivalent
- THEO282 **SEM: JESUS SEMINAR** (3) An investigation into the historical authenticity of the Jesus traditions through intensive group work and debate.
- THEO289 **DEATH OF JESUS** (3) The greatest detective story ever told? This course deals critically with the who, what, when, why and how of the death of Jesus of Nazareth.
- THEO290 **CHRISTIAN DOCTRINE TODAY** (3) A study of contemporary systematic issues or figures. (For majors and other qualified students.)
- THEO295 **SENIOR SEMINAR: IDEAS & METHODS** (3) Review of different theological methodologies and their implications for the church and for the doctrines of God and Christ. As a final assignment, the student formulates, critically and synthetically, his or her own theological vision and defends it, thereby fulfilling the requirement of a senior thesis. Pre-requisite: THEO 111



- THEO303 **CHRISTIAN ETHICS: METHODS & QUES** (3) Introduction to the methods and central questions of Christian ethics. (Limited to majors and other interested and qualified students.) Fulfills the E/RS Focus elective. Pre-requisite: Prerequisites/Corequisites THEO 111, PHIL 100
- THEO304 **AIDS: AN ETHICAL INQUIRY** (3) Exploration of the ethical dilemmas rooted in the medical, social, political, and cultural reality of AIDS.
- THEO305 **SOCIOLOGY OF RELIGION** (3) (SOC1216) Examination of the major components of religion, the interdependence between religion and other societal institutions, and religion's role in social conflict and change.
- THEO306 **LIBERATION ISSUES & THEOLOGY** (3) Origins and developments of the theology of the liberation movements of women, Latin Americans, blacks, and other marginalized groups.
- THEO310 **MARRIAGE AND THE FAMILY** (3) (PSYC310, SOC1310) A practical overview of marriage in light of Church tradition and insights from contemporary studies. Team-taught with the interaction of a psychologist, sociologist, and theologian.
- THEO311 **FAITH AND JUSTICE** (3) Relationship between Christian faith and social justice viewed in Christian tradition and recent thought and documents of the Church. Fulfills the E/RS Focus Elective. Pre-requisite: PHIL 100, THEO 111; Co-requisite: PHIL 100, THEO 111
- THEO312 **CHRISTIAN HEALTH CARE ETHICS** (3) Evaluation of the options open within medicine- from structuring a health care policy which benefits all equally to deciding on humane ways of dying. Fulfills the E/RS Focus elective.
- THEO313 **CHRISTIAN SEXUAL ETHICS** (3) Ethical criteria Christians use in judging human sexuality from its origins throughout its development. Sex role socialization and common options in sexual behavior. Fulfills the E/RS Focus elective. Pre-requisite: THEO 111 PHIL 100 Co-requisite: PHIL 100 THEO 111
- THEO315 **CONTEMPORARY ETHICAL ISSUES** (3) (THEO615) Current issues in light of Christian faith. See course description for specific issues to be studied in a particular semester. Fulfills the E/RS Focus elective. Pre-requisite: THEO 111, PHIL 100; Co-requisite: PHIL 100, THEO 111
- THEO316 **GLOBALIZATION** (3) (ECON316, POLI316) Over the last decade globalization has been the cause of much hope and promise; at the same time it has been the cause of the student, worker and environmentalist protests all over the world. The course will be an interdisciplinary examination of the political, cultural, economic, theological, and ethical dimensions of globalization. It will be team-taught by faculty from economics, political science, theology and the E/RS program. There will also be a number of invited experts from the US and abroad who will meet with the class.
- THEO317 **WAR AND PEACE** (3) Survey of Church teaching on war and peace, followed by analysis of contemporary social and religious movements with regard to peace and war. How are Christians called to peace?
- THEO321 **MEDITATION: THEORY & PRACTICE** (3) (THEO551) Exploration of contemporary theories of meditation and their practical implications for Christian spirituality and prayer.
- THEO322 **BLACK THEOLOGY** (3) An interior view into the Black theological experience. Need to look at theology from a black perspective. Roots of the Black Church as its response to bigotry in white churches and society.
- THEO323 **AFRICAN SPIRITUALITY** (3) The aim of this course is to disclose and articulate the basic world views that mold African Traditional Spiritual unfolding and the consequent foundational and formative element in the ongoing disclosure and emergence of an African's humanity (spirituality).
- THEO324 **RUSSIAN RELIGIOUS MIND** (3) A history of Orthodox Theology from the Byzantine Empire through the Middle Ages up to the present age.
- THEO325 **CONTEMPORARY SPIRITUALITY** (3) Introduction to contemporary Christian approaches to creation spirituality, modern mysticism, conversion, and a spirituality of wholeness.



- THEO326 **WOMEN AND RELIGION** (3) Exploration of woman's nature and role in religion and society as described within different religious traditions. Special attention will be given to recent developments in Christian feminist theology. Fulfills E/RS Focus elective.
- THEO330 **IGNATIAN SPIRITUALITY** (3) Study of Ignatius Loyola and his spiritual journey in historical context and as the foundation of Jesuit relevancy for reform today. Pre-requisite: THEO 111
- THEO331 **FAITH & DOUBT IN MODERN LIT** (3) Study of questions of religious faith and doubt in contemporary western literature.
- THEO333 **JESUS IN FAITH & FICTION** (3) Modern fiction as it illuminates and is illuminated by the study of the Jesus of the gospels and of contemporary Christology.
- THEO334 **PROPHETS OF NON-VIOLENCE** (3) Exploration of the life and teachings of Dorothy Day, Mohandas Gandhi, and others and their implications for contemporary spirituality and theology.
- THEO336 **SPIRITUALITY AND HEALING** (3) This course will investigate cultural, social, scientific and religious attitudes concerning the body and healing. Principles and processes of healing will be examined from contemporary post-modern view and from religious texts, traditions and doctrine.
- THEO338 **RELIGIOUS EDUCATION: THEORY & PRA** (3) An examination of the key dimensions of religious education and contemporary methods of teaching religious education.
- THEO340 **US CATHOLIC CHURCH & 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.
- THEO343 **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.
- THEO344 **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.
- THEO345 **THE CHALLENGE OF PEACE** (3) (POLI344) In-depth exploration of the personal, political, practical, and spiritual aspects of peace.
- THEO346 **HUMAN COMMUNITY: NEEDS & RIGHTS** (3) Study of the theological and socioeconomic foundations of human community and of the concepts of justice and human rights. Fulfills the E/RS Focus elective. Pre-requisite: PHIL 100, THEO 111; Co-requisite: THEO 111, PHIL 100
- THEO350 **GOD ON THE UNDERGROUND RAILROAD** (3) Course explores the role of faith in the antebellum movement of slaves toward freedom along what came to be known as the Underground Railroad. The spiritual journey of numerous slaves, slaveholders, and so-called friends of the fugitive (both white and black agents of the Underground Railroad) will be traced in order to illustrate the role that God played in this quest for justice. Pre-requisite: THEO 111
- THEO352 **JUDAISM: CUSTOMS, PRAC & 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.)
- THEO353 **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.)
- THEO355 **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.
- THEO364 **RELIGION IN AN AGE OF SCIENCE** (3) Study of the recent findings of contemporary science concerning creation and human nature and the implications of these findings for Christian theology. Fulfills the E/RS Focus elective.
- THEO388 **THEOLOGY & ECOLOGY** (3) Exploration of the philosophical and theological issues underlying a sane approach to the protection of all life-forms within a finite world in which hard choices frequently have to be made.



- THEO391 **DIALOGUE & GLOBAL RESPONSIBILITY** (3) This course explores how the state of the world, its needs and crises, is calling all religions to learn from and to cooperate with each other in creating a world of greater social and ecological justice and well-being. Pre-requisite: THEO 111
- THEO495 **DIRECTED STUDY** (3) An undergraduate course of study done on an individual basis with a professor.

Graduate Courses

- THEO502 **CHRIST TRAD & TASK OF UNDERSTAND** (3) Enables the student to confront fundamental elements of the Christian tradition and to become aware of the need for a critical methodology.
- THEO504 **FOUNDATIONS OF SCRIPTURE STUDY** (3) Introduction to the literary, historical, and religious context of the Hebrew Bible and the New Testament.
- THEO505 **GOSPEL OF MARK** (3) In-depth analysis of the Gospel of Mark in light of historical, literary, and theological context. Present-day dialogue with the Gospel's fundamental theological questions.
- THEO506 **FOUND ISSUES IN CHRISTIAN ETHICS** (3) An introduction to Christian ethics, exploration of basic methodological questions, and discussion of selected contemporary issues.
- THEO508 **ANCIENT CHRISTIAN GOSPELS** (3) An intensive exploration of the multiple gospel traditions.
- THEO509 **PAUL: OUR BROTHER, OUR BETRAYER?** (3) Was Paul a traitor to Judaism? Did he intend to found a new religion? Or, was he a messianic Jew?
- THEO511 **PAUL'S CONCEPT OF COMMUNITY** (3) Dialogue on three levels: with Paul, with our own traditional understandings of community, and our present communal experience.
- THEO512 **NEW TEST FOUNDATIONS FOR LAITY** (3) As mainline Christian institutions falter and struggle, what can the emerging laity learn from a study of early Christian writings?
- THEO515 **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.
- THEO517 **JEREMIAH: PROPHET JUST SOCIETY** (3) A study of the prophet, his time and the religious background of his ministry and preaching. An attempt will be made to show the relevance of Jeremiah in today's world.
- THEO518 **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.
- THEO520 **SURVEY OF CHRISTIAN DOCTRINE I** (3) An introduction to the evolution of Christian thought, from the first century to the late Middle Ages, in four areas of theology: the nature of God, the person of Christ, the nature of humanity, and the structure and mission of the church.
- THEO524 **SURVEY OF CHRISTIAN DOCTRINE II** (3) An introduction to the evolution of Christian thought, from the late Middle Ages to the present in four areas of theology: the nature of God, the person of Christ, the nature of humanity, and the structure and mission of the church.
- THEO525 **LITURGICAL THEOLOGY** (3) This course explores the theological/pastoral issues inherent in the understanding and practice of Christian worship: Word and Eucharist, initiation, reconciliation, among others.
- THEO530 **CONTEMPORARY CHRISTOLOGIES** (3) A study of various systematic approaches to the mystery of Christ and specific Christological models.
- THEO531 **GOD: PROBLEM & MYSTERY** (3) Basic themes of the theological treatise on God (existence of God, atheism, creation, the Trinity) discussed within the context of fundamental questions of life (anxiety, death, evil, hope, and fulfillment).
- THEO532 **APPROACHES TO GOD** (3) After briefly reviewing the historical development of the classic formulation of the Christian doctrine of God, this course will explore



a variety of contemporary approaches for understanding God. Approaches to be considered may include neoorthodox, postliberal, liberationist, and feminist approaches. Topics to be considered include the reality of God; images of God; experience, scripture, hermeneutics and the God question; God and inter-religious dialogue.

- THEO533 **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.
- THEO534 **PROTESTANT THEOLOGY** (3) An exploration of important themes and issues in Protestant theology, including both classical and contemporary authors. The course may also include a comparison of the distinctiveness of Protestant theology in relation to Catholic theology.
- THEO540 **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.
- THEO544 **HEALTH CARE ETHICS** (3) (THEO320) Critical examination of health care theory and praxis in light of Christian social thought and moral theology.
- THEO545 **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.
- THEO548 **BIOETHICS** (3) This course begins with reflection on moral methodology, then moves to specific questions such as reproductive technology, genetics, physician-patient relationship, end-of-life issues, and the many justice questions related to health care systems.
- THEO552 **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.
- THEO553 **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.
- THEO555 **PSYCHOLOGY OF RELIGION** (3) (PSYC285) An exploration of the affective, cognitive, and subconscious dimensions of religious phenomena, including belief and faith, myth and symbol, the quest for meaning, and individual and social needs.
- THEO558 **SPIRITUALITY & MYSTICISM** (3) This course enables the students to explore the mystical traditions and their implications for theology and spirituality.
- THEO559 **CHRISTN SPIRITUALITY:PAST & PRES** (3) History of Christian spirituality and themes of contemporary spirituality.
- THEO561 **EARLY CHURCH THEOLOGY** (3) Study of the origin of theological reflection and its development during the first seven centuries of the church's life. Exploration of the theology of figures such as the Apologists, Origen, Tertullian, and Augustine.
- THEO564 **KEY THEMESHIST OF CHRISTIAN THG** (3) Examination of how significant theologians in different centuries have dealt with major issues. Representative figures include Origen, Augustine, Anselm, Aquinas, Luther, and Calvin.
- THEO565 **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.
- THEO567 **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.
- THEO570 **PROCESS THEOLOGY** (3) Evaluation of the use that contemporary theologians are making of process philosophy to reinterpret Christian tradition.
- THEO572 **NEW TESTAMENT ETHICS** (3) (THEO272) Through a critical examination of selected New Testament texts this course attempts to answer the challenge: can the NT still speak to the moral crises today?



- THEO573 **CATHOLICITY, PLURALISM, DISSENT** (3) Critically examines what it means for the church to be “catholic” in light of the many alternative conceptions of Christian existence and the current tension between some segments of the American church and the Vatican.
- THEO575 **THEOLOGY AND ECOLOGY** (3) A study of Christian doctrines, scripture and morality as they relate to environmental issues.
- THEO577 **RELIGION IN AN AGE OF SCIENCE** (3) Ian Barbour notes that there are four possible attitudes toward the relationship between religion and science: conflict, independence, dialogue and integration. This course will review all four attitudes, both in their historical development and contemporary context, and thus allow the student consciously to adopt his/her personal stance.
- THEO579 **READINGS IN BIBLICAL HEBREW** (3) (CLAS174 THEO280) This course incorporates an inductive approach to Biblical Hebrew at the Graduate level. Students will read together in class actual texts from the Hebrew Bible; from Ruth, Jonah, and Deuteronomy (among others). Grammatical forms will be discussed and analyzed as they arise in the reading. Participants will gain further knowledge in Hebrew vocabulary and idioms. Additional discussion will focus on theological implications of passages and possible applications for teaching these in the parish.
- THEO581 **FAITH & DOUBT IN MODERN LIT** (3) Explanation of attitudes of faith and doubt in significant works of modern literature, philosophy, and theology.
- THEO584 **PRAYING THE PSALMS** (3) (THEO284) This workshop will explore the use of the Psalms as a spiritual resource. Students will learn some classical and innovative approaches to the interpretation of the Psalms, including some attempts to reconstruct their use in the life of Ancient Israel. The workshop will also explore how the Psalms have been and are used in the life of the church; in personal piety, communal liturgy, preaching and daily prayer.
- THEO591 **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.
- THEO595 **CHRISTIAN ESCHATOLOGY** (3) A review of the classical concepts of Christian Eschatology (death, judgement, heaven and hell) and of various contemporary approaches to the same material: e.g., belief in resurrection and personal immortality in the light of contemporary neuroscience, the end of the world from both a theological and scientific perspective, time and eternity, etc.
- THEO600 **HUMAN RELATIONS** (3) Study of the theological and social foundations of human community, with special attention to topics such as human dignity, mutuality, human rights and obligations in relationships.
- THEO606 **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.
- THEO612 **INDIVIDUALISM & THE COMMON GOOD** (3) Study of American individualism and its ethical implications in the light of the work of Robert Bellah and others.
- THEO615 **CONTEMPORARY ETHICAL ISSUES** (3) (THEO315) In this course we will first consider a method for making moral decisions in light of Christian faith. Then we will study some current issues in the areas of medical, sexual, and social ethics.
- THEO657 **WOMEN MYSTICS** (3) Studies the influence of religious women throughout the history of Christianity through a reading of women’s mystical treatises.
- THEO666 **BOOK OF REVELATION** (3) (THEO275) Comparison with other apocalyptic and political thinking of its time. Subsequent use in history of Church and culture.
- THEO672 **THEOLOGY & CULTURE TO 1400** (3) A historical review of the development of doctrine during the ancient and medieval periods as contextualized by eastern and western Christianity. Themes to be explored include Christology, mysticism, ecclesiology, and the development of orthodoxy.
- THEO674 **THEOLOGY & CULTURE SINCE 1700** (3) Traces the interaction of Christian thought and modern consciousness from the eighteenth century to Vatican II. Special attention to the challenges posed to Christian theology by the rise of



- historical consciousness, the discoveries of the natural sciences, and the development of modern philosophy and psychology.
- THEO676 **AMERICAN CATHOLIC HISTORY** (3) This course was inspired in part by Joseph Bernadin, who when Archbishop of Cincinnati stated in 1975: "Our past and our present, like the past and present of any nation, present a canvas of contrasting light and shadow, virtue juxtaposed with vice. We should not gloss over our failings, but neither should we fail to celebrate our achievements." Recognizing both weaknesses and strengths within the American Catholic Church, this course explores from an historical perspective the question, "What does it mean to be Catholic in the United States?" Both the power of reason and imagination will be engaged when addressing this question.
- THEO688 **SPIRITUALITY & TRANSFORMATION** (3) (THEO356) An exploration of contemporary spirituality with an eye toward the transformation of mind, body, and spirit.
- THEO689 **HEARING THE PARABLES** (3) An intensive investigation of the parable tradition. What does it mean to say that Jesus spoke in parables?
- THEO691 **HEALING DEADLY MEMORIES I** (3) (THEO259) An intensive investigation into the roots of anti-Semitism in the New Testament.
- THEO692 **HEALING DEADLY MEMORIES II** (3) (THEO260) An exploration of theological and social consequences of the search for anti-Semitism in the New Testament.
- THEO695 **SPECIAL STUDY** (3) A graduate course of study done on an individual basis with a professor.
- THEO699 **MASTERS THESIS** (6) Research project to be done as a partial requirement of Theology Master's degree.

(THTR) Theatre

- THTR100 **INTRODUCTION TO THE THEATRE** (3) Analysis of the role of the theatre within the community, models of professional theatre practice within Cincinnati. Focus on the artistic, administrative, and technical infrastructures of theatre organizations, through a series of on-site visits. Students will attend a number of local theatres during the semester
- THTR210 **ACTING I** (3) Not only provides students with a valuable practical insight into the art of acting, but enables them to develop essential "transferable" skills in communication, time-management, and teamwork. Exposure to acting empowers students to develop personal confidence through exercises in role-play and improvisation, and explore important issues from a multiplicity of perspectives.
- THTR230 **STAGECRAFT** (3) Focus on the fundamentals of technical production: stagecraft, lighting, sound, costume, and make-up. Students will develop skills in basic operations and safety procedures. Projects may involve production work for the Xavier Players.
- THTR310 **ACTING II** (3) Building on the skills developed in Acting I, this class focuses on specific acting techniques associated with creating a Theatre of Conscience that seeks to engage with socio-political issues that directly affect a given community. Pre-requisite: THTR 210
- THTR350 **DIRECTING FOR THE STAGE** (3) Enables students to stage scenes and create original work. The resulting pieces of theatre should be presented to the Xavier community. Pre-requisite: THTR 310



(UNST) University Studies

- UNST100 **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.
- UNST300 **SERVICE LEARNING: NICARAGUA** (3) An interdisciplinary course that is a component of an immersion semester of study in Nicaragua. The guided service experience functions as the medium through which learning occurs. Fulfills the E/RS Focus elective. Pre-requisite: PHIL 100, THEO 111, HIST 151; Co-requisite: PHIL 100, THEO 111, HIST 151
- UNST301 **SERVICE LEARNING: URBAN** (3) An interdisciplinary course that is a component of an immersion semester of study in an urban setting. The guided service experience functions as the medium through which learning occurs. Fulfills the E/RS Focus elective. Pre-requisite: PHIL 100, THEO 111, HIST 143; Co-requisite: PHIL 100, THEO 111, HIST 143
- UNST302 **SERVICE LEARNING: ASIA** (3) An interdisciplinary course that is a component of an immersion semester of study in an Asian country. The guided service experience functions as the medium through which learning occurs. Fulfills the E/RS Focus elective. Pre-requisite: PHIL 100, THEO 111, HIST 161; Co-requisite: PHIL 100, THEO 111, HIST 161





NOTES:





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Director for Annual Fund and Athletic Giving



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AS, BLA (Xavier University)
Executive Director for Provost Operations

Academic Affairs

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Dean, College of Social Sciences

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BS, MS, PhD (Pennsylvania State University)
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BS, MEd, EdD (University of Cincinnati)
Acting Dean for Non-Traditional Programs

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BS, MS, PhD (University of Michigan)
Dean, College of Arts & Sciences

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BA, MEd (Xavier University)
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BS (Northern Kentucky University)
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TO BE FILLED
Director of Web Resources and Services

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BS, MS, PhD (University of Cincinnati)
Director of Institutional Research

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BA, MLS, PhD (University of Pittsburgh)
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Mission & Ministry

J. LEO KLEIN, S. J. (1970)
Litt B, MA, MA, STL PhD (Fordham University)
Vice President for Mission & Ministry

EUGENE J. CARMICHAEL, S. J. (1979)
BS, MEd, MDiv (Loyola University-Chicago)
Associate Vice President for Mission & Ministry

DEBRA K. MOONEY (1999)
BS, MS, PhD (Southern Illinois University)
Director of Ignatian Programs

CHRISTINE POTTER-WROBLEWSKI (1992)
BA, MEd (Xavier University)
Director of Campus Ministry

THOMAS J. SHEIBLEY (1995)
BA, MA (Xavier University)
Co-Director of Peace and Justice Programs

GEORGE W. TRAUB, S. J. (1972)
BLIH, PHL, MA, STL PhD (Cornell University)
Executive Director of Ignatian Programs

BENJAMIN J. URMSTON, S. J. (1971)
AB, MA, MRE, STL PhD (Union Institute)
Co-Director of Peace and Justice Programs

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BA, MA, PhD (University of Maryland)
Vice President for Student Development

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BS, MA, PhD (Ohio University)
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BA, MA, MTS, PhD (Ohio University)
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Chair of the Department

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BA, MA, PhD (University of Chicago)
Professor of Theology

ROSHAN D. AHUJA (1987)
BS, MBA, DBA (Mississippi State University)
Professor of Marketing

JOYCE S. ALLEN (1979)
BBA, CPA, MBA (University of Cincinnati)
Associate Professor of Accountancy

M. CHRISTINE ANDERSON (1995)
AB, MA, PhD (Ohio State University)
Associate Professor of History

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BS, PhD (University of California)
Assistant Professor of Biology

PHYLLIS AUGSPURGER (1990)
BSN, MSN, PhD (University of Cincinnati)
Associate Professor of Nursing

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BS, MSc, PhD (Tulane University New Orleans)
Associate Professor of Chemistry

TONGDONG BAI (2003)
BS, MA, PhD (Boston College)
Assistant Professor of Philosophy

R. BRIAN BALYEAT, CFA (2004)
BA, MBA, PhD (Duke University)
Assistant Professor of Finance

JOHN J. BARRETT (1999)
BA, MSW, MA, PhD (University of Alabama)
Assistant Professor of Psychology

NORMAN J. BARRY (1972)
AB, PhD (University of Toledo)
Professor of Psychology

MELISSA S. BAUCUS (2001)
BS, MBA, PhD (Indiana University)
Associate Professor of Management and Entrepreneurship

ROBERT BAUMILLER, S. J. (1995)
BS, STB, PhD, PhL (St. Louis University)
Professor of Biology and of Philosophy,
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SARAH-MARIE BELCASTRO (2002)
BS, MS, PhD (University of Michigan)
Assistant Professor of Mathematics

FRED BENDA (2001)
BA, MA, MDiv, PhD (University of Texas)
Visiting Faculty in Classics

NORMAN L. BERG (1969)
AB, MA, PhD (Queen's University)
Professor of Psychology

DAVID D. BERRY (1982)
BS, MS, PhD (University of Kentucky)
Assistant Professor of Mathematics

NANCY E. BERTAUX (1985)
BA, MA, PhD (University of Michigan)
Professor of Economics

JENNIFER E. BESTE (2003)
BA, MDiv, PhD (Yale University)
Assistant Professor of Theology

RICHARD H. BONVILLAIN (1971)
STB, PhD (University of Munich)
Associate Professor of Philosophy

JAMES BOOTHE (1987)
BS, MEd, EdD (Western Michigan University)
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Chair of the Department

LEO H. BRADLEY (1990)
BA, MEd, EdD (University of Cincinnati)
Associate Professor of Education

MICHELLE BRADY (1999)
BA, MA, PhD (Emory University)
Assistant Professor of Philosophy

GERALD F. BRAUN (1986)
BS, PhD (University of Cincinnati)
Assistant Professor of Information Systems

DONA L. BUEL (1983)
BS, BM, MM (College Conservatory of Music)
Associate Professor of Music
Chair of the Department

DAVID J. BURNS (2003)
BS, MBA, DBA (Kent State University)
Associate Professor of Marketing

PETER J. BYCIO (1987)
BSc, PhD (Bowling Green State University)
Professor of Management

SHANNON N. BYRNE (1994)
BA, MA, PhD (Northwestern University)
Assistant Professor of Classics



JULIE A. B. CAGLE (1992)

BS, MBA, PhD (University of South Carolina)
Associate Professor of Finance

DIANE CEO-DIFRANCESCO (1998)

BA, MA, PhD (University of Pittsburgh)
Assistant Professor of Spanish

CAROLYN CHAMBERS (1978)

BA, MS, PhD (University of California)
Professor of Biology
Chair of the Department

SUZANNE M. CHOUTEAU (1988)

BA, MA, MFA (University of Iowa)
Associate Professor of Art

BORIS CHUDNOVSKY (1996)

MS, PhD (Institute of Agricultural Mechanical Engineering)
Visiting Faculty in Mathematics

GLEN J. CHUN, S. J. (2003)

BS, MBA, MA (Loyola University - Chicago)
Visiting Faculty in Accounting
Assistant in Mission & Ministry Division

ADAM L. CLARK (2003)

BA, MDiv (Colgate University)
Assistant Professor of Theology

THOMAS D. CLARK (1981)

BA, MA, PhD (Indiana University)
Professor of Management

JERRY CLINE-BAILEY (1991)

BA, MA, PhD (University of Texas)
Associate Professor of English

LISA A. CLOSE-JACOB (1995)

BS, MS, PhD (University of Cincinnati)
Associate Professor of Biology

STEVEN A. COBB (1984)

BA, MA, PhD (Brown University)
Associate Professor of Economics

E. PAUL COLELLA (1979)

BA, MA, PhD (Fordham University)
Professor of Philosophy
Director of Philosophy, Politics and the Public Program

IRENE B. COMPTON (1991)

BA, MA, PhD (University of Cincinnati)
Associate Professor of Modern Languages

ELAINE A. CRABLE (1982)

BS, MEd, MBA, PhD (University of Georgia)
Associate Professor of Information Systems
Chair of the Department

CYNTHIA L. CROWN (1988)

BA, MA, PhD (University of Delaware)
Professor of Psychology

EDMUND P. CUEVA (1996)

BA, MA, MA, PhD (Loyola University)
Associate Professor of Classics
Chair of the Department

MARGARET G. CUNNINGHAM (1985)

BA, MS, PhD (University of Cincinnati)
Assistant Professor of Management

MELODY D'AMBROSIA (2004)

BA, MA, EdD (Spalding University)
Assistant Professor of Education

CHRISTINE M. DACEY (1980)

BS, MA, PhD (University of Ottawa)
Professor of Psychology
Chair of the Department

WILLIAM E. DAILY (1969)

BSBA, MEd, MA, PhD (University of Cincinnati)
Professor of Communication Arts
Director of E.P.U. (Cultural Diversity)

CRAIG M. DAVIS (1995)

BS, MS, PhD (Syracuse University)
Associate Professor of Chemistry

CHRISTINA DAVLIN (2000)

BA, MS, PhD (University of Utah)
Assistant Professor of Education

INDRA DE SILVA (2004)

BDev, MA, PhD (Michigan State University)
Associate Professor of Communication Arts
Chair of the Department

KEVIN DEVINE (1989)

BS, MBA, PhD (University of Nebraska)
Professor of Accountancy

ARTHUR J. DEWEY (1980)

AB, MDiv, ThD (Harvard University)
Professor of Theology

CYNTHIA L. DULANEY (1994)

BS, MA, PhD (University of Alabama)
Associate Professor of Psychology

DANIEL J. DWYER (2004)

BA, MA, PhD (The Catholic University of America)
Assistant Professor of Philosophy

LANI J. EBERLEIN (1982)

BA, PsyD (Baylor University)
Associate Professor of Psychology

CHRISTIAN M. END (2004)

BS, MA, PhD (Miami University)
Assistant Professor of Psychology

DOROTHY B. ENGLE (1990)

BA, PhD (Carnegie-Mellon University)
Associate Professor of Biology

FARIED ESACK (2002)

BTh, PhD (University of Birmingham - UK)
Besl Chair for Ethics, Religion and Society



JOANNE PHILLIPS ESTES (1995)

MS (Mercy College of Detroit)
Assistant Professor of Occupational Therapy

JOHN D. FAIRFIELD (1984)

BA, MA, PhD (University of Rochester)
Professor of History
Chair of the Department

GEORGE L. FARNSWORTH III (2003)

BS, MS, PhD (North Carolina State University)
Assistant Professor of Biology

MARCO FATUZZO (2000)

BA, PhD (Northwestern University)
Associate Professor of Physics

MIRIAM FINCH (1988)

BA, MS, PhD (University of Kansas)
Assistant Professor of Communication Arts

LINDA R. FINKE (1976)

AB, MS, PhD (Cornell University)
Associate Professor of Biology

NORMAN M. FINKELSTEIN (1980)

AB, MA, PhD (Emory University)
Professor of English

PAUL E. FIORELLI (1983)

BA, JD, MBA (University of Dayton)
Professor of Legal Studies
Director of Center for Ethics & Social Responsibility

CHRISTINA L. FISANICK (2003)

BA, MA, PhD (Ohio University)
Assistant Professor of English

DAVID C. FLASPOHLER (1962)

BS, MS, PhD (Rutgers University)
Professor of Mathematics

T. MICHAEL FLICK (1989)

BS, MEd, MA, PhD, EdD (University of Sarasota)
Professor of Education

ERNEST L. FONTANA (1966)

BS, MA, PhD (University of Notre Dame)
Professor of English

ROGER A. FORTIN (1966)

BA, MA, PhD (Lehigh University)
Professor of History
Academic Vice President and Provost

DOUGLAS C. FORTNER (2003)

BA, MA, PhD (Catholic University of America)
Assistant Professor of Philosophy

STEVEN H. FRANKEL (2003)

BA, MA, PhD (University of Chicago)
Assistant Professor of Philosophy

MARK N. FROLICK (2003)

BS, MBA, PhD (University of Georgia)
Professor of Information Systems
Western & Southern Financial Chair

HEATHER A. GALLEW (2001)

MS (D'Youville College)
Assistant Professor of Occupational Therapy

BRENDA S. GARDNER (1992)

AS, BA, MPA, PhD (University of Missouri-Columbia)
Associate Professor of Education - Human Resource Development
Director, MEd in HRD Program

CYNTHIA H. GEER (1997)

BA, MEd, EdD (University of Cincinnati)
Associate Professor of Education

NICHOLAS R. GEORGEFF (1998)

BS, MEd (Mansfield University)
Assistant Professor of Military Science

JOHN R. GETZ (1968)

AB, MA, PhD (University of Pennsylvania)
Professor of English

ANNA L. CASH GHEE (2003)

BS, MA, PhD (University of Cincinnati)
Assistant Professor of Psychology

MARIE J. GIBLIN (1994)

BA, MA, MPhil, PhD (Union Theological Seminary)
Associate Professor of Theology
Director of Ethics/Religion and Society Program

PHILIP W. GLASGO (1984)

BS, MBA, PhD (Ohio State University)
Associate Professor of Finance

TIMOTHY GOBIN (2002)

Professor of Military Science
Chair of the Department

JAN E. GOINGS (2002)

BS, MPA, PhD (Syracuse University)
Assistant Professor of Education

MICHAEL GOLDWEBER (1999)

BA, BSBA, MA, PhD (Dartmouth College)
Associate Professor of Computer Science

C. WALKER GOLLAR (1993)

BS, MA, PhD (University of Toronto)
Associate Professor of Theology

MICHAEL J. GRAHAM, S.J. (1989)

BSS, MA, MA, MDIV, PHD (University of Michigan)
Professor of History
President

ELIZABETH T. GROPPE (2001)

BA, MA, PhD (University of Notre Dame)
Assistant Professor of Theology



CHARLES J. GROSSMAN (1977)

BA, MS, MBA, PhD (University of Cincinnati)
Professor of Biology

RICHARD L. GRUBER (1968)

AB, MA, PhD (Loyola University of Chicago)
Associate Professor of History
Director of Graduate Humanities Program

HUIZHEN GUO (2004)

BS, MS (2), PhD (University of Louisiana at Lafayette)
Assistant Professor of Mathematics

LIN GUO (1994)

BS, MS, PhD (University of Cincinnati)
Associate Professor of Health Services Administration

WILLIAM J. HAGERTY (1969)

LittB, MA (2) (Loyola University-Chicago)
Associate Professor of Communication Arts

EDWARD P. HAHNENBERG (2003)

BA, MA, PhD (University of Notre Dame)
Assistant Professor of Theology

LEE B. HAMILL (1996)

BS, MEd, PhD (Indiana University)
Associate Professor of Education

MARC HAMILTON (2001)

Assistant Professor of Military Science

SANGPHET (SOM) HANVANICH (2004)

BS, MBA, PhD (Michigan State University)
Assistant Professor of Marketing

KATHLEEN J. HART (1988)

BS, MA, PhD (Virginia Polytechnic Institute)
Professor of Psychology

THOMAS J. HAYES (1976)

BS, MBA, MBA, PhD (University of Cincinnati)
Professor of Marketing

STANLEY E. HEDEEN (1968)

BA, PhD (University of Minnesota)
Professor of Biology

NEIL R. HEIGHBERGER (1968)

BS, PhD (University of Cincinnati)
Professor of Political Science
Dean, College of Social Sciences

DAVID T. HELLKAMP (1967)

BS, MA, PhD (University of Ottawa)
Professor of Psychology

STEVEN T. HERBERT (1995)

BS, PhD (Ohio State University)
Associate Professor of Physics

GRALEY HERREN (1998)

BA, MA, PhD (Florida State University)
Associate Professor of English

MARGO J. HEYDT (1997)

BA, MSW, EdD (University of Cincinnati)
Assistant Professor of Social Work

BRENNAN R. HILL (1984)

STL, MA, PhD (Marquette University)
Professor of Theology

IRENE B. HODGSON (1986)

BA, MA, PhD (Purdue University)
Professor of Modern Languages

VANESSA M. HOLMES (2002)

BS, PhD (Florida State University)
Assistant Professor of Finance

BARBARA M. HOPKINS (1980)

BA, PhD (Catholic University)
Associate Professor of Chemistry

KIMBERLY A. HOWES (2004)

BFA, MFA (Savannah College of Art & Design)
Assistant Professor of Art

SHERRIE E. HUMAN (1997)

BA, MPA, PhD (University of Kentucky)
Associate Professor of Management and Entrepreneurship

YOLANDER G. HURST (2002)

BS, MS, PhD (University of Cincinnati)
Assistant Professor of Criminal Justice

AMY HUSEMAN (2003)

BA, MA (University of Cincinnati)
Visiting Faculty in Modern Languages

DAVID C. HYLAND (2004)

BA, MSM, PhD (The Ohio State University)
Assistant Professor of Finance

GEORGE A. JACOB (1999)

BS, MS, PhD (University of Cincinnati)
Assistant Professor of Biology
Director of Medical Technology Program

ROBERT F. JEFFERSON (2002)

BA, AM, PhD (University of Michigan)
Assistant Professor of History

CAROLYN S. JENKINS (1980)

AB, MEd, MSW, PhD (University of Kentucky)
Associate Professor of Social Work

ELIZABETH L. JOHNSON (1997)

BS, MS, PhD (Indiana University)
Associate Professor of Computer Science

R. STAFFORD JOHNSON (1982)

BA, MS, PhD (University of Kentucky)
Professor of Finance



PHILLIP D. JONES (1983)

BS, MA, PhD (University of Tennessee)
Associate Professor of Management
Director for the Xavier University Cintas
Center and Xavier Consulting Group

WILLIAM A. JONES (1969)

AB, MBA, PhD (University of Notre Dame)
Associate Professor of Philosophy

HEM RAJ JOSHI (2003)

MSc, MS, PhD (University of Tennessee)
Assistant Professor of Mathematics

MICHAEL H. JURUS (2002)

BA (Canisius College)
Assistant Professor of Military Science

CHARLES J. KAPP (1977)

BS, MA, PhD (Florida Institute of
Technology)
Professor of Psychology

MARSHA KARAGHEUSIAN-MURPHY
(1986)

BS, BFA, MFA (Arizona State University)
Associate Professor of Art
Chair of the Department

VISHAL KASHYAP (2004)

BSc, MBA, PhD (University of
Massachusetts)
Assistant Professor of Marketing

SUSAN KENFORD (1998)

BA, MS, PhD (University of Wisconsin)
Associate Professor of Psychology

THOMAS P. KENNEALY, S. J. (1969)

AB, MA, PhL, MAT (Indiana University)
Associate Professor of Modern Languages
Associate Dean, Colleges of Arts & Sciences
and Social Sciences

THOMAS A. KESSINGER (1986)

BS, MEd, MA, PhD (University of
Cincinnati)
Assistant Professor of Education

LYNDA M. KILBOURNE (1996)

BA, PhD (University of Texas)
Associate Professor of Management and
Entrepreneurship

JAMES C. KING (1976)

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

MARGARET O'BRIEN KING (1988)

BSN, MEd, MS, PhD (Clayton College)
Associate Professor of Nursing

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

LittB, MA, MA, PhD (Fordham University)
Professor of Theology
Vice President for Mission & Ministry

TIMOTHY J. KLOPPENBORG (1990)

BS, MBA, PhD (University of Cincinnati)
Professor of Management

THOMAS D. KNESTRICK (2004)

BS, MEd, EdD (University of Cincinnati)
Assistant Professor of Education

DAVID J. KNUTSON (1994)

BA, MA, PhD (University of Wisconsin-
Madison)
Associate Professor of Modern Languages

ALEXANDRA S. KORROS (1986)

AB, MA, PhD (Columbia University)
Professor of History
Director of University Scholars Program

SHARON J. KORTH (1993)

BS, MEd, EdD (University of Cincinnati)
Associate Professor of Education

LON S. KRINER (1978)

BS, MA, PhD (University of Toledo)
Associate Professor of Education
Director of Graduate Counseling Programs

HEMA A. KRISHNAN (1993)

MS, MBA, PhD (University of Tennessee)
Associate Professor of Management
Chair of the Department

FELICIA E. KRUSE (1989)

BA, MA, PhD (Pennsylvania State
University)
Associate Professor of Philosophy

DEBORA L. KUCHEY (2000)

BA, MA, EdD (University of Cincinnati)
Assistant Professor of Education

HILRETH LANIG (1989)

BS, MSN (University of North Carolina at
Chapel Hill)
Assistant Professor of Nursing

ISAAC W. LARISON (2002)

BS, MA, PhD (Ohio State University)
Assistant Professor of Education

JOHN J. LAROCCA, S. J. (1977)

AB, MA, PhD (Rutgers University)
Professor of History
Director of Honors Bachelor of Arts
Program
Director of Catholicism and Culture
Program

BRENDAN LaROCQUE (2002)

BA, MA (2), PhD (University of Wisconsin)
Assistant Professor of History

ANDREA LESLIE (2002)

BA, MA (Union College – London,
England)
Visiting Faculty in English



GARY LEWANDOWSKI (1994)
BS, MS, PhD (University of Wisconsin -
Madison)
Associate Professor of Computer Science

DENNIS D. LONG (1980)
BA, MSW, PhD (University of Cincinnati)
Professor of Social Work
Chair of the Department

WILLIAM MADGES (1983)
HAB, MA, PhD (University of Chicago)
Professor of Theology
Chair of the Department

CHRIS MANOLIS (2002)
BA, MBA, PhD (University of Kentucky)
Associate Professor of Marketing

JOSÉ MARÍA MANTERO (1996)
BA, MA, PhD (University of Georgia)
Associate Professor of Modern Languages

ISAM MARAWI (1996)
BS, MS, PhD (University of Cincinnati)
Assistant Professor of Chemistry

MICHAEL MARMO (1970)
BA, MA, PhD (University of Illinois)
Professor of Economics/Human Resources

JAMES M. McCANN, S.J. (1997)
BA, MA, PhD (Princeton University)
Assistant Professor of Political Science
Director of Peace Studies Program

CATHY McDANIELS WILSON (2003)
BA, MS, EdS, PhD (University of Cincinnati)
Assistant Professor of Psychology and
National Underground Railroad Freedom
Center

GINGER K. McKENZIE (1992)
BA, MA, EdD (Texas Tech University)
Associate Professor of Education

YVONNE McKOY (1997)
BSN, MSN, PhD (Florida State University)
Associate Professor of Nursing

DANIEL J. McLOUGHLIN (1982)
BS, MS, PhD (University of Missouri)
Associate Professor of Chemistry
Chair of the Department

SARAH MELCHER (1999)
BS, MDiv, PhD (Emory University)
Assistant Professor of Theology

DAVID C. MENGEL (2003)
BA, MA, PhD (University of Notre Dame)
Assistant Professor of History

THOMAS G. MERRILL (2002)
BM, MM, DMA (University of Cincinnati)
Assistant Professor of Music

TARA ANNE MICHELS (1999)
BA, MA, PhD (University of Florida)
Associate Professor of Communication
Arts

JEFFREY D. MONROE (2003)
BS, MS (Central Missouri State
University)
Assistant Professor of Criminal Justice

LINDA W. MOORE, R.N. (1998)
BSN, MSN, PhD (University of
Cincinnati)
Associate Professor of Nursing

DENA COWEN MORTON (2000)
BA, MA, PhD (Johns Hopkins University)
Assistant Professor of Mathematics

JON D. MOULTON (1967)
AB, MA, PhD (New School for Social
Research)
Associate Professor of Political Science
Director of International Affairs Program

MORELL E. MULLINS JR. (2002)
BS, MA, PhD (Michigan State University)
Assistant Professor of Psychology

RICHARD J. MULLINS (2004)
BS, PhD (Indiana University)
Assistant Professor of Chemistry

DANA L. MUNTEANU (2004)
BA, MA, PhD (University of Cincinnati)
Visiting Faculty in Classics

MARIANNE C. MURPHY (2003)
BA, MBA, PhD (Arizona State University)
Assistant Professor of Information Systems

MARK S. NAGY (2000)
BS, MA, PhD (Louisiana State University)
Assistant Professor of Psychology
Director of Industrial/Organizational
Psychology Program

SUSAN NAMEI (1989)
BS, MSN (University of Cincinnati)
Assistant Professor of Nursing
Director of Service Learning Program

PETER J. NEIBERT (2004)
BS, MA, PhD (University of Idaho – Idaho
Falls)
Assistant Professor of Education

W. MICHAEL NELSON, III (1978)
BS, MS, ABPP, PhD (Virginia
Commonwealth University)
Professor of Psychology

KARA NORTHWAY (2004)
BA, MA, PhD (University of Kansas)
Assistant Professor of English

PRISCILLA M. O'CLOCK (1992)
BS, MBA, PhD (University of Nebraska)
Professor of Accountancy



WILLIAM O'CONNELL (2001)
BA, MA (2), PhD (University of Cincinnati)
Assistant Professor of Education

JULIA C. O'HARA (2002)
BS, MA (Indiana University)
Assistant Professor of History

ADEKUNLE OKUNOYE (2003)
BS, MSc, PhD (University of Turku)
Assistant Professor of Information Systems

DOUGLAS OLBERDING (1999)
BA, MA, EdD (University of Kentucky)
Assistant Professor of Education

DENNIS O'REILLY (1999)
BS, MS (University of Alabama)
Assistant Professor of Accountancy

DANIEL E. OTERO (1989)
BA, MA, PhD (Pennsylvania State University)
Associate Professor of Mathematics

KENNETH R. OVERBERG, S. J. (1978)
AB, MDiv, PhD (University of Southern California)
Professor of Theology

DAEWOO PARK (1992)
BA, MBA, PhD (Texas A&M University)
Professor of Management

RANDALL PATNODE (1999)
BS, MA, PhD (University of North Carolina)
Assistant Professor of Communication Arts

WALTKE R. PAULDING (2001)
BS, PhD (University of Florida)
Assistant Professor of Biology

JAMES E. PAWLUKIEWICZ (1989)
BA, MS, PhD (University of Kentucky)
Professor of Finance
Chair of the Department

ELIZABETH A. PAYNE (2002)
BS, MS, PhD (University of Kentucky)
Assistant Professor of Accountancy

VAN T. PHAM (2002)
BA, MA, PhD (Catholic University of America)
Visiting Faculty in Theology

KELLY E. PHELPS (2003)
BFA, MFA (University of Kentucky)
Assistant Professor of Art

RICHARD F. H. POLT (1992)
BA, MA, PhD (University of Chicago)
Professor of Philosophy

LESLIE ANN PROSAK-BERES (1988)
AB, MEd, PhD (University of Toledo)
Associate Professor of Education

DONALD M. PRUES (2003)
BA, MA (Xavier University)
Visiting Faculty in English

RICHARD J. PULSKAMP (1977)
BS, MS, PhD (University of Cincinnati)
Professor of Mathematics
Director of Institutional Research

RONALD W. QUINN (1991)
BS, MEd, EdD (Temple University)
Associate Professor of Education
Director of Health, Physical Education and Sports Studies
Head Women's Soccer Coach

TIMOTHY S. QUINN (1987)
BA, MA, PhD (Catholic University)
Professor of Philosophy

ETHAN RAATH (2001)
BA, MDiv, ThD (University of South Africa)
Visiting Faculty in Theology

CAROL A. RAINEY (2002)
BA, MA, PhD (University of Cincinnati)
Visiting Faculty in English

CAROL H. RANKIN (1984)
BA, MA, PhD (University of Houston)
Associate Professor of Economics

JOHN RAY (1989)
BA, MA, PhD (University of Chicago)
Associate Professor of Political Science

JACK REAMY (1991)
BS, MS, PhD (University of Texas)
Associate Professor of Health Services Administration

JO ANN M. RECKER, SND de N(1988)
BA, MA, PhD (Ohio State University)
Professor of Modern Languages
Chair of the Department

DAVID F. REID (2002)
BA, MA, PhD (University of South Carolina)
Visiting Faculty in English

ROBERT A. RETHY (1982)
BA, MA, PhD (Pennsylvania State University)
Professor of Philosophy
Chair of the Department

BRENT G. RICHARDSON (1997)
BA, MEd, EdD (The College of William and Mary)
Associate Professor of Education

JOHN G. RICHARDSON (1973)
BA, MS, EdD (University of Cincinnati)
Associate Professor of Criminal Justice
Chair of the Department



SANDRA RICHTERMEYER (2004)

BS, MS, MMBA, PhD (University of Colorado)

Associate Professor of Accountancy

LINDA S. RIEG (1992)

BSN, MBA, MSN (University of Cincinnati)

Associate Professor of Nursing

TIMOTHY M. RIORDAN (1973)

AB, MEd, PhD (Ohio State University)

Associate Professor of Education

IGNACIO F. RODENO (2002)

BA, MA, PhD (University of Massachusetts)

Assistant Professor of Modern Languages

BERND E. ROSSA (1994)

MS, PhD (Vanderbilt University)

Associate Professor of Mathematics

ALISON RUSSELL (1992)

BA, MA, PhD (University of Cincinnati)

Associate Professor of English

Writing Center Director

CAROL SCHEERER (1995)

BS, MEd (University of Cincinnati)

Associate Professor of Occupational

Therapy

Chair of the Department

CLINTON B. SCHERTZER (1974)

BSBA, MBA, PhD (University of Cincinnati)

Associate Professor of Marketing

Chair of the Department

IDA CRITELLI SCHICK (1992)

BA, MA, MS, PhD (Marquette University)

Professor of Graduate Program in Health

Services Administration

Chair of the Department

THOMAS A. SCHICK (1990)

BA, PhL, MA (Loyola University-Chicago)

Assistant Professor of Communication Arts

Academic Advisor

LINDA SCHMID (1990)

ADN, BSN, MSN (University of Cincinnati)

Assistant Professor of Nursing

SUSAN M. SCHMIDT (1980)

BSN, COHN-S, CNS, MSN, PhD

(University of Cincinnati)

Professor of Nursing

Chair of the Department

HEIDRUN SCHMITZER (2002)

BS, PhD (University of Regensburg)

Assistant Professor of Physics

JANET R. SCHULTZ (1997)

BS, MA, PhD (Miami University)

Professor of Psychology

Director of Clinical Training in PsyD

Program

AMIT SEN (2002)

BA, ME, PhD (North Carolina State University)

Assistant Professor of Economics

MARK SENA (2000)

BBA, MBA, PhD (University of Kentucky)

Assistant Professor of Information Systems

ARTHUR SHRIBERG (1983)

BS, MEd, MBA, EdD (Columbia University)

Professor of Management

MARGERY SHUPE (2000)

BS, MA, EdD (University of Cincinnati)

Assistant Professor of Education

J. DARRELL SIDES (2002)

BS (Middle Tennessee State University)

Assistant Professor of Military Science

KALEEL C. SKEIRIK (1982)

BM, MM, PhD (University of Cincinnati)

Professor of Music

Chair of the Department

DAVID L. SMITH (1981)

BFA, MFA (University of Cincinnati)

Associate Professor of Communication Arts

Director, Xavier Television Center

KATHLEEN R. SMYTHE (1997)

BA, MA, PhD (University of Wisconsin-Madison)

Associate Professor of History

JOHN H. SNEGOCKI (2001)

BA, MA, PhD (University of Notre Dame)

Assistant Professor of Theology

CHARLES SNODGRASS (2000)

BA, MA, PhD (Texas A&M University)

Assistant Professor of English

JAMES T. SNODGRASS III (1989)

AB, MS, PhD (Vanderbilt University)

Associate Professor of Mathematics

Chair of the Department

ROBIN C. SOTELO (1998)

BA (University of Cincinnati)

Visiting Faculty in Modern Languages

CHRISTOPHER STAAT (2000)

BA, MA (Miami University)

Visiting Faculty in Mathematics

KANDI M. STINSON (1988)

BA, MA, PhD (University of North Carolina)

Professor of Sociology

Acting Associate Vice President for

Academic Affairs

KARL W. STUKENBERG (1994)

BA, MA, PhD (Ohio State University)

Associate Professor of Psychology

Director of Psychological Services Center



CYNTHIA SUBLETT (2003)
BSN, MSN, DNSc (Widener University)
Assistant Professor of Nursing

JOHN J. SURDICK (1986)
BBA, MBA, PhD (University of Wisconsin)
Professor of Accountancy

KRISTI SWEENEY (2003)
BS, MA (Loras University)
Assistant Professor of Education

MICHAEL JOHN SWEENEY (1995)
BA, MA, MA, STB, PhD (Catholic University)
Associate Professor of Philosophy

AARON A. SZYMKOWIAK (2002)
BA, MA, PhD (Boston University)
Assistant Professor of Philosophy

RAGHU TADEPALLI (1997)
BCom, MBA, PhD (Virginia Polytechnic Institute and State University)
Professor of Marketing
Associate Dean, Williams College of Business

TOMAS TAMULIS (2004)
BS, MS, PhD (University of South Florida)
Assistant Professor of Health Services Administration

JONATHAN Y. TAN (2002)
LLB, MA, PhD (Catholic University of America)
Assistant Professor of Theology

DEBORAH TESCH (1999)
BA, MBA, DBA (Louisiana Tech University)
Assistant Professor of Information Systems

TRUDELLA H. THOMAS (1987)
BA, MA, MLS, PhD (University of Cincinnati)
Professor of English

WILLIAM THOMPSON (2002)
BS (United States Military Academy)
Assistant Professor of Military Science

KARIM M. TIRO (1999)
BA, MA, PhD (University of Pennsylvania)
Assistant Professor of History

HOLLY J. TOENSING (2002)
BA, MA, PhD (Vanderbilt University)
Assistant Professor of Theology

TERRENCE P. TOEPKER (1966)
BS, MEd, MS, PhD (University of Cincinnati)
Professor of Physics
Chair of the Department

ANN MARIE TRACEY (2004)
BA, JD (University of Cincinnati)
Assistant Professor of Accountancy

GEORGE W. TRAUB, S. J. (1972)
BLitt, PhL, MA, STL, PhD (Cornell University)
Jesuit Professor of Theology
Executive Director of Ignatian Programs

DAVID C. TRUNNELL (1968)
AB, MS (Xavier University)
Assistant Professor of Mathematics

NORMA H. URRUTIA (2003)
Associate in Teaching (Misericordia)
Visiting Faculty in Modern Languages

EDWARD J. VAN DERBECK (1976)
BA, MS (SUNY - Albany), CPA
Professor of Accountancy
Chair of the Department

WINSTON E. VAUGHAN (1999)
BS, MEd, PhD (Miami University)
Assistant Professor of Education

BRADFORD M. VESSELS (2004)
Ma (Missouri Webster University)
Assistant Professor of Military Science

JOSEPH F. WAGNER, S. J. (2004)
BS, MA, MDiv, PhD (University of California)
Assistant Professor of Mathematics/Computer Science and Education

THOMAS RICHARD WAGNER (2004)
BS, MA, PhD (Kent State University)
Assistant Professor of Communication Arts

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

MARY M. WALKER (1990)
BS, MBA, PhD (University of Cincinnati)
Professor of Marketing
Interim Vice President for Information Resources

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

SHELLY E. WEBB (1992)
BA, PhD (University of Kentucky)
Associate Professor of Finance

MICHAEL E. WEISSBUCH (1974)
BA, MA, PhD (Loyola University-Chicago)
Associate Professor of Sociology

DAWN M. WHARRAM (2001)
BA, MA (Bowling Green State University)
Visiting Faculty in Modern Languages



CYRIL W. WHITAKER, S. J. (2003)
AB, MEd, MA (Loyola University -
Chicago)
Visiting Faculty in Classics and Philosophy
Assistant in Mission & Ministry Division

TIMOTHY WHITE (1990)
BA, MA, PhD (University of Michigan)
Professor of Political Science
Director of Pre-Law Program

TYRONE WILLIAMS (1983)
BA, MA, PhD (Wayne State University)
Professor of English
Chair of the Department

CAROL L. WINKELMANN (1991)
BA, MA, PhD (University of Michigan)
Associate Professor of English

LIFANG WU (2004)
ABD (University of Iowa)
Assistant Professor of Management

JODI L. WYETT (2000)
BA, MA, PhD (Wayne State University)
Assistant Professor of English

STEPHEN A. YANDELL (2003)
BA, MA, (Indiana University)
Assistant Professor of English

STEPHEN C. YERIAN (1979)
AB, MS, PhD (The Ohio State University)
Associate Professor of Physics

TRACY YIN (2002)
BSN, MSN, PhD (University of Maryland)
Assistant Professor of Nursing

AMOS YONG (2004)
BA, MA (2), PhD (Boston University)
Visiting Professor of Theology
Brueggeman Chair



Academic Staff

HARRIET B. ARRASMITH (1996)

BA (University of Cincinnati)
Lab Instructor in Music

JHULES A. M. CLACK (2000)

BS, MS, PhD (University of Michigan)
Lab Instructor in Physics

ROY COHEN (2002)

BS, MS, MEd, PhD (Kennedy-Western University)
Lab Instructor in Biology

SHEILA DORAN (1981)

BS, BA, MEd (Xavier University)
Senior Academic Staff in Mathematics

DONNA J. ENDICOTT (1987)

BS (Xavier University)
Director of Radiologic Technology Program

MICHAEL T. GEHNER (1993)

BS, MS (University of Cincinnati)
Laboratory Instructor in Biology

MARIA DOLORES GODDARD (1986)

BA, MA, MA (Indiana University)
Senior Academic Staff in Modern Languages

SHEILA D. HAYNES (2002)

BS, PhD (Louisiana State University)
Lab Instructor in Chemistry

MARTHA V. HOLLAND (1980)

AB, MEd (University of Cincinnati)
Senior Academic Staff in Mathematics

SHELAGH J. LARKIN (1998)

BS, MSW (University of Kentucky)
Clinical Faculty in Social Work

VIMALA A. MAJETI (1982)

BS, MS, PhD (University of California-Los Angeles)
Senior Laboratory Instructor in Chemistry

MARGARET C. McDIARMID (1984)

BA, MA (Middlebury College)
Senior Academic Staff in Modern Languages
Director of Study Abroad

GEORGANNA JOARY MILLER (1993)

BS, OTR/L, MEd (Xavier University)
Academic Field Work Coordinator,
Occupational Therapy

ROSEMARY MILLER, OSF (1989)

BA, MA (Mundelein College)
Senior Academic Staff in Theology

CLEASTER V. MIMS (1991)

BS, MEd (Xavier University)
Academic Staff in Communication Arts

CLAIRE MORRESS (2001)

BS (University of Capetown)
Clinical Faculty in Occupational Therapy

RHONDA L. NORMAN (2003)

BA, MA, MEd, PhD (University of Cincinnati)
Clinical Faculty in Education

NEEMA NOURIAN (1994)

BS, MS (University of Cincinnati)
Laboratory Instructor in Biology

JENNIFER R. ROBBINS (2002)

BS, PhD (Stanford University)
Laboratory Instructor in Biology

PAMELA ROY (2003)

BS, MS, PhD (University of Cincinnati)
Laboratory Instructor in Biology

MARY WASHINGTON STROUD (1983)

BA, MS (University of Cincinnati)
Senior Laboratory Instructor in Chemistry

JENNIFER J. TIGHE (1998)

BA, MA (Miami University)
Academic Staff in Communication Arts

JAMES T. TURPIN (1990)

BS, MA (Western Kentucky University)
Laboratory Instructor in Physics

CECILE WALSH (2003)

RN, BSN, MSN (University of Cincinnati)
Clinical Instructor in Nursing

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



Distinguished Professors Emeriti

VYTAUTAS J. BIELIAUSKAS, 1958-1988 *Professor of Psychology* **KARL P. WENTERSDORF, 1956-1987**
Professor of English

Professors Emeriti

ALBERT F. ANDERSON JR., 1963-1993 <i>Professor of Education</i>	JAMES P. GAFFNEY, 1965-2001 <i>Professor of Education</i>
JERRY W. ANDERSON JR., 1978-1993 <i>Professor of Management</i>	RICHARD J. GARASCIA, 1942-1985 <i>Professor of Chemistry</i>
TAYLOR BAKER, 1973-1988 <i>Assistant Professor of Education</i>	DANIEL W. GEEDING, 1969-2002 <i>Professor of Management</i> <i>Director, Center for International Business</i>
BARBARA J. BARKER, 1977-2001 <i>Associate Professor of Chemistry</i>	JAMES GLENN, 1956-1995 <i>Associate Professor of English</i>
ANN BEIERSDORFER, RSM, 1980-2002 <i>Associate Professor of Art</i>	EDWARD J. GOODMAN, 1950-1982 <i>Professor of History</i>
ALBERT A. BOCKLET, 1974-1995 <i>Associate Professor of Health Services Administration</i>	MARY RUTH GRAF, R.S.M., 1974-1999 <i>Professor of Theology</i>
JOSEPH A. BRACKEN, S. J., 1982-2002 <i>Professor of Theology</i> <i>Director, Brueggeman Center for Interreligious Dialogue</i>	THOMAS H. HANNA, 1963-1987 <i>Professor of Education</i>
THOMAS J. BRUGGEMAN, 1957-1994 <i>Associate Professor of Mathematics</i>	JOHN B. HART, 1950-2000 <i>Professor of Physics</i>
NAPOLEAN BRYANT JR., 1970-1993 <i>Professor of Education</i>	ROBERT G. JOHNSON, 1954-1993 <i>Professor of Chemistry</i>
JOHN B. CAMEALY, 1977-1993 <i>Associate Professor of Management</i>	MAX J. KECK, 1992-2001 <i>Professor of Physics</i>
ELAINE M. CHARTERS, RSM, 1980-2002 <i>Professor of Biology</i> <i>Director of Medical Technology Program</i>	ROBERT C. KLEKAMP, 1957-1996 <i>Professor of Management</i>
EDWIN K. CLICKNER, 1968-1974 <i>Professor of Economics & Finance</i>	MARY GRACE KLEIN, 1969-1982 <i>Professor of Education</i>
RAYMOND J. COLLINS, 1973-1994 <i>Associate Professor of Mathematics</i>	JOSEPH J. KLINGENBERG, 1949-1985 <i>Professor of Chemistry</i>
DON J. COSGROVE, 1969-2000 <i>Professor of Psychology</i>	PAUL F. KNITTER, 1975-2002 <i>Professor of Theology</i>
CHARLES J. CUSICK, 1955-1992 <i>Professor of Biology</i>	EARL J. KRONENBERGER, 1962-1993 <i>Professor of Psychology</i>
JAMES A. DELANEY, 1963-1997 <i>Professor of Mathematics and Computer Science</i>	NEIL A. KUMPF, 1970-1994 <i>Associate Professor of Marketing</i>
LAWRENCE I. DONNELLY, 1958-1995 <i>Professor of Economics</i>	WILLIAM J. LARKIN III, 1956-2003 <i>Professor of Mathematics</i>
RICHARD E. DUMONT, 1963-1994 <i>Professor of Philosophy</i>	MARY ANN McCONNELL-FODOR, 1981-2002 <i>Associate Professor of Education</i>
JOHN N. FELTEN, S. J., 1957-1987 <i>Professor of Classics</i>	MARTHA A. McDERMOTT, 1967-1992 <i>Assistant Professor of Education</i>
	BONNIE J. MILLER, 1981-2002 <i>Associate Professor of Nursing</i>
	RAYMOND E. MILLER, 1965-2002 <i>Professor of Physics</i>



ROBERT J. MURRAY, 1960-1997

Professor of Classics

MILTON A. PARTRIDGE, 1966-1991

Professor of Education

CLAROY (SALLY) W. PRUDEN, 1975-1993

Professor of Education

GERALD QUATMAN, 1962-2002

Professor of Classics

JOHN RETTIG, 1968-1996

Professor of Classics

HELMUT J. ROEHRIG, 1981-2002

Professor of Music

JOHN C. ROTHWELL, 1964-1992

Professor of Finance

HANS SCHMIDT, 1967-1992

Professor of Psychology

BERNARD SCHMIDT, 1980-1999

Professor of Art

ROBERT A. SCHUTZMAN, 1961-1994

Professor of Accounting

ROMAN J. SCHWEIKERT, 1964-1987

Professor of Education

JAMES M. SOMERVILLE, 1971-1982

Professor of Philosophy

PAUL L. SIMON, 1963-2002

Professor of History

WILLIAM E. SMITH, 1956-2002

Professor of Accountancy

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

GEORGE G. TREBBI, JR., 1973-2004

Professor of Marketing

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

JOSEPH WESSLING, 1966-2000

Professor of English

EDWARD WILZ, 1986-1995

Professor of Accounting

ROBERT E. WUBBOLDING, 1969-2001

Professor of Education

* Dates represent years of service to Xavier.



Administrative/Professional Staff

JOHN ANDREW ADDINO (2001)

BA (Xavier University)
Studio Manager, TV Center

DAMEON ALEXANDER (2001)

BA (Xavier University)
Program Counselor, Student Support Services

GILLIAN L. ALLEN (2001)

BSID (Ohio State University)
Graphic Designer

GREG J. AMODIO (1995)

BS, MS (Queens College)
Associate 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, Information Systems & Services

AMANDA C. AULT (2001)

MS (Lamar University)
Assistant Coach, Women's Volleyball

TEKEIA AUSTER (2002)

BSJ, MPA (University of Dayton)
Assistant Director, Multicultural Affairs

PAULINE A. BABA (1997)

BS (Tulane University)
Coordinator of Training Services

ERIK MICHAEL BALL (2002)

BSBA (Xavier University)
Network Security Engineer, Information Systems & Services

ANDREW J. BARRY (1988)

BBA, MBA (Xavier University)
Director for Premium Seating and Ticketing, Athletics

STEPHANIE BATES (1982)

BA, MA, MEd (University of Cincinnati)
Associate Director for Center for Career and Leadership Development

ROBERT BAUMILLER, S. J. (1995)

BS, STB, PhD, PhL (St. Louis University)
Associate Dean for Health Education Programs

EUGENE L. BEAUPRÉ (1974)

BS, MA (Xavier University)
Director, Community Relations

GEOFFREY BEERS (2003)

BA (University of Cincinnati)
Conference Coordinator, Schiff Family Conference Center

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, Information Systems & Services

SUSAN BENSMAN (1978)

BS (Xavier University)
Senior Program Manager, Xavier Consulting Group

RICHARD J. BERES (1988)

BEd, MEd, PhD (University of Toledo)
Assistant Director of Training Services, Academic Computing

JAMES R. BERGEN (1999)

Project Manager, Physical Plant

KATHY BERGMAN (2002)

BSN, MSN (University of Cincinnati)
Laboratory Director, Nursing Department

RAEHEL BETZ (2003)

BSBA (John Carroll University)
On Campus Employment Opportunities Coordinator

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

ELIZABETH A. BLUME (2003)

BS, MCP (University of Cincinnati)
Associate Director, Community Building Institute

BEVERLY ANN BOBBITT (2001)

BA, MA (Eastern Kentucky University)
Assistant Director of Residence Life

CONSTANCE J. BONVELL (1977)

ABA, BSBA (Xavier University)
Production Control Technician, Information Systems & Services

MARIANNE M. BORGMANN (1986)

BA, MEd (Xavier University)
Associate Director of Admission

ROGER BOSSE (2003)

BA, MDiv, MA (University of Dayton)
Graduate Education Coordinator, Department of Education



MICHAEL DEAN BOWLING (2000)
Network Engineer, Information Systems & Services

ANGELA BOYCE-MATHIS (2003)
BS, PhD (Wayne State University)
Director of Enrollment Research and Communications

BRIAN P. BOYER (2001)
BA, MFA (Wayne State University)
Technical Director, Theatre

MICHAEL BRADBURY (2002)
BS (University of Tennessee - Chattanooga)
Assistant Coach, Women's Basketball

NANCY BRANDON (2003)
BA (University of North Carolina - Charlotte)
Marketing Manager, University Relations

JONATHAN BRENNAN (2002)
BS (Xavier University)
Underwriting Sales Coordinator, WVXU

JAMES BROCKHOFF (1961)
BA, MEd (Xavier University)
Head Coach, Men's/Women's Tennis

ELIZABETH L. BRONSIL (1978)
BS, MEd (Xavier University)
Director of Montessori Teacher Education

DAVID KELLY BROOKS (2003)
BS, MA (University of Alabama)
Director of Champs/Life Skills, Athletics

LISA BROWN (2003)
BAU, MA (Michigan State University)
Assistant Director of Residence Life

JAMES BUCHANAN (2000)
BA, MA, PhD (University of Chicago)
Director, Edward B. Brueggeman Center

BARRY JOSEPH BURNS (2000)
BS (University of Dayton)
Ticket Manager, Athletics

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

JENNIFER BUSH (1993)
BA, BS, MEd (Xavier University)
Executive Director of MBA Enrollment Services

SCOT S. BUZZA (2001)
MA (Yale University)
Director of Liturgical Music

PAUL H. CALME (1992)
AB, MA (Xavier University)
Director, Financial Aid

JACKLYN CAMPBELL (2003)
BS, MPH (Ohio University)
Assistant Director, Grant Services

MARY-KATE CARPENTER (2002)
BS, MS (Ball State University)
Assistant Director for the Annual Fund

GREGORY CARPINELLO (2002)
BA (Xavier University)
Campus Minister, Mission & Ministry

G. STEVEN CLEVES (1991)
BS, MD (University of Cincinnati Medical School)
Staff Physician

TINA MARIE COBERLEY (2002)
BSN (University of Toledo)
Staff Nurse

KRISTIN COLE (2002)
BA (University of Notre Dame)
Assistant Coach, Women's Basketball

W. ALLEN COLE III (1989)
BA, MEd (Xavier University)
University Registrar

WILLIAM T. COMAR (2001)
BA, MS (Miami University)
Director of Operations, Men's Basketball

LEWIS COMBS (2003)
BLA (Xavier University)
Director of Client Services, Information Systems & Services

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

KIMBERLY L. COSTANZO (1996)
Communications/Production Manager

MICHAEL COUCH (1980)
AS, BLA, MS (Xavier University)
Director of Safety and Security

MARY MAUREEN COZ (2002)
BA (Xavier University)
Director, Special Events and Protocol

JAY R. CRAWFORD (1986)
Network Engineer, WVXU-FM

DAWN L. CROOKS (2000)
BA (Central State University)
Coordinator, XMBA Program



FLOYD D. DEATON, JR. (1990)

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

KEVIN DEMAIN (2002)

BA, MA (Bowling Green State University)
Hall Director, Residence Life

ANN DINAN (2003)

BA, MSSA, PhD (Washington University)
Director, Learning Assistance Center

LESLIE DULLE (2003)

BS, MA (Miami University)
Assistant Director for Facilities/Informal
Recreation and Fitness, Department of
Recreational Sports

MICHAEL J. DUNN (1998)

BA, MS (Ohio University)
Director of Marketing for Athletics

GAVIN R. DURMAN (1998)

BS (University of Tennessee)
LAN System Administrator, Information
Systems & Services

STEVEN A. EASLEY (2001)

ABA (Valley Forge Military Junior College)
Coordinator of Technology and Information
Systems, Office of Admission

KATHLEEN EDWARDS (2003)

BA, MEd (University of Dayton)
Hall Director, Residence Life

THOMAS P. EISER (1984)

BA (Xavier University)
Assistant Athletic Director for Media
Relations and Sports Information Director

THOMAS ELFERS (2003)

BS, MEd (Miami University)
Assistant Coach, Men's & Women's Golf

TOM EMBRY (2003)

BS (University of Slippery Rock)
Events Coordinator, Cintas Center

DANIEL T. EMSICKE (2000)

BSBA (Xavier University)
Regional Director of Development

JONATHAN M. ENDRES (1990)

BA (Xavier University)
Programmer/Analyst, Information Systems &
Services

LINDA A. ENDRES (1972)

Senior Production Control Technician,
Information Systems & Services

JOYCE ESTERMAN (2003)

BS (Oklahoma State University)
Portal Project Manager, Office of Web
Development

TODD EVERETT (2003)

BSBA, MBA (University of Findlay)
Senior Associate Director of Financial Aid

BRIAN FAUST (2002)

BFAU (Xavier University)
Web Designer/Developer, Office of Web
Development

LEIGH ANN FIBBE (2000)

BFA, MA (Ohio State University)
Assistant Director of the Annual Fund

DIANNE B. FISK (2001)

BS/BA (Edgecliff College)
Director of Parent and Constituent Relations

ROSE ANN FLEMING (1982)

BA, MA, MEd, MBA, JD, PhD (Miami
University)
Coordinator of Academic/Athletic Advising

W. LEE FORBES (1986)

BA, MBA (Xavier University)
Programmer/Analyst, Information Systems &
Services

CHRIS GAGE (2002)

BS (Indiana University)
Assistant Coach, Men's/Women's Swimming

KEVIN M. GARRY (2000)

BSBA, MBA (Xavier University)
Director, Alumni Chapters

CHRISTI A. GIBBS (1989)

BSBA (Xavier University)
Financial Aid Counselor

SCOTT E. GILBERT (2000)

BLA (Xavier University)
Director of Purchasing

ANNE L. GOLDEN (1999)

BA, MEd (University of Maine)
Director for Contract Programs, ESL

KIMBERLIE L. GOLDSBERRY (1996)

BS, MA (Bowling Green State University)
Director Center for Career and Leadership
Development

MARILYN VOLK GOMEZ (1979)

BLA (Xavier University)
Director, Nursing Student Services

CELESTINE GOODLOE (1984)

BS, MS (Miami University)
Associate Director of Admission and
Director of Transfer Recruitment

SCOTT GOOGINS (2004)

BA (Ohio Wesleyan University)
Assistant Head Coach, Men's Baseball

WENDY N. GORDON (1995)

BSN (University of Cincinnati)
Staff Nurse



MEGAN PATER HALVERSON (1998)

BS (Xavier University)
Campus Minister

RICHARD HAMMERSLEY (2003)

Systems Administrator, Information Systems & Services

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)
Director of Underwriting & Membership Development, WVXU-FM

JILL HANTO (2002)

BS, RD (University of Minnesota)
Director, Schiff Family Conference Center

HOLLI HARRISON (2004)

BA (Centre College)
Financial Aid Counselor

LEE HAY (2000)

BA, MA (Morehead State University)
Operations Assistant for Music, WVXU

MARJORIE E. HAYS (1999)

Manager for Membership Data, WVXU-FM

JOHN HEILMAN (2002)

BA (University of Cincinnati)
Assistant Coach, Men's Baseball

JOHN P. HEIM, S. J. (1975)

BA, MEd (Xavier University)
Director, Piano & Guitar Series

JACK HERMANS (1989)

BS, MEd (Xavier University)
Head Coach, Men's Soccer

VIRGINIA R. HEWAN (1985)

AA, BLA, MEd, MS (Xavier University)
Director of Certification, Education

MARK B. HEYNE (2001)

BA (University of Dayton)
Morning Edition Anchor, WVXU

STEVEN L. HIRSCHBERG (1993)

BA, MA (University of Cincinnati)
News Reporter, WVXU-FM

VINCENT H. HOPKINS (1999)

BA (The Ohio State University)
Regional Director of Development

KARA HOUY (2001)

BA (Xavier University)
Program Assistant, Health Services Administration

LORRI KATHLEEN HOWELL (2000)

BS, MS (Northwestern University)
Residence Hall Director

ANN MARIE HUBBARD (2001)

BS (Xavier University)
Assistant Coach, Women's Soccer

JEFF HUTTON (1993)

BS, MEd (Xavier University)
Director of Secondary Education

DORIS S. JACKSON (1982)

BS, MA (Atlanta University)
Director of Academic Advising

JAMES W. JACKSON (1993)

BA (Edgecliff College)
Director for Principal Gifts and Stewardship, University Relations

TRINA L. JACKSON (2003)

BS, MCP (University of Cincinnati)
Program Director, Community Building Institute

PAUL JAMES (2000)

BLA, MEd (Oregon State University)
Director of Multicultural Affairs

ANTHONY L. JELKS (2001)

BA (Indiana University)
Assistant Director of Campus Services

M. JODY JENIKE (1989)

BS, MEd (Temple University)
Head Athletic Trainer

JEFF JOHNSON (1998)

BSDI (University of Cincinnati)
Broadcast Engineer, WVXU-FM

DRYDEN JONES (1997)

BA, MBA (Xavier University)
Sales and Marketing Director, Xavier Consulting Group

ALAN JOSEPH (1982)

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

THOMAS P. KENNEALY, S. J. (1969)

MA, STL, PhL, MAT (Indiana University)
Associate Dean, College of Arts & Sciences and College of Social Sciences

DAVID KESZEI (2004)

BS, MBA (Xavier University)
Director of Corporate Connections, MBA Program

PAUL D. KIEFFER (2000)

BSBA (Xavier University)
Programmer/Analyst, Information Systems & Services



JAMES C. KING (1976)
BA, MA, PhD (University of Michigan)
Director for Broadcasting WVXU and The XStar Radio Network

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

MARY KATHERINE KOCHLEFL (1995)
BA, MA, PhD (Indiana University)
Director for Grant Services

KATHANN M. KOEHLER (1999)
BA (St. Mary's of the Woods College)
Director for Guest and Estate Planning

JAMES P. KONERMAN (1987)
MD (University of Cincinnati Medical School)
Medical Director

MARJORIE (BETTY) KOST (2004)
BS, MS (Lamar University)
Assistant Registrar

HOLLEY KRAWIEC (2002)
BA (Franklin College)
Manager for Phonathon and Technological Solicitations

LORI A. LAMBERT (1987)
BA, MA, MEd (Xavier University)
Associate Director of Residence Life

HEIDI LARSON (2002)
BS, MEd (Xavier University)
Montessori Lab School Elementary Teacher

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

KEVIN M. LEWIS (1996)
BA (Xavier University)
Assistant Technical Director, Cintas Center

LAMONDA LEWIS (2002)
BS, MS (Marquette University)
Academic Coordinator, Student Support Services

KEVIN LAVELLE (2002)
BA (Xavier University)
Admissions Counselor

NICOLE LIKE (2003)
BSN (Xavier University)
Director of Operations, Women's Basketball

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

CHRIS MACK (2004)
BA (Xavier University)
Assistant Coach, Men's Basketball

MONTE MATHIS (2004)
BA (University of Toledo)
Assistant Coach, Men's Basketball

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

MOLLY E. MAHER (2003)
BA, MEd (University of Toledo)
Assistant Director of Student Success and Retention

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

DANIEL P. MANNING (2001)
BA, MM (University of North Carolina)
Director for University Singers

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

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

KEIANNA MATTHEWS (2004)
BS (Xavier University)
Admission Counselor

MARGARET A. MAYBURY (1985)
BLA (Xavier University)
Assistant Director for Enrollment and Student Services, Psychology Department

RANDY L. MAYS (2000)
Assistant Manager, Contract Cleaning

KARA McCOMB (2002)
BA, MS (Illinois State University)
Laboratory Coordinator, Biology Department

TIMOTHY McCORMICK (2003)
BA (Xavier University)
Operations Manager, Gallagher Student Center

DAVID M. McGINNIS (2001)
BA (University of Cincinnati)
Assistant Registrar

KEVIN McGUFF (2001)
BBA, MS (Miami University - Ohio)
Head Coach, Women's Basketball

MARK McLAUGHLIN (2003)
BA (Cleveland State University)
Director for Estate and Trust Services-Central, University Relations

TINA MEAGHER (2002)
BFA (University of Cincinnati)
Coordinator of Instructional Design, Instructional Technological Services Office



MICHAEL MEIER (1994)
BS, MA, MSW, PhD (University of Kentucky)
Counselor, Health and Counseling

RICHARD C. MENKE (1989)
BS (University of Kentucky)
Grounds & Structural Maintenance Supervisor

MARIO MERCURIO (2004)
BSBA (Xavier University)
Director of Basketball Administration

SHARON A. MERRILL (1993)
BS, MEd, EdD (University of Cincinnati)
Director of Special Education

GREGORY MEYER (1986)
Assistant Administrative Director of Physical Plant

PATRICIA D. MEYER (2000)
BSBA (Xavier University)
Acting Director, Weekend Degree Program

JAMES W. MILLER (1987)
BSBA, MA (Xavier University)
Director of Gallagher Student Center

SEAN E. MILLER (2001)
BA (University of Pittsburgh)
Head Coach, Men's Basketball

NORAH MOCK (2003)
BA, MBA (Xavier University)
Assistant Director for Annual Fund

SARAH MOCK (2002)
BS (Xavier University)
Director of Cooperative Education, Williams College of Business

KEVIN G. MOLLOY (2001)
BS (Northern Kentucky University)
Application Development Director, Information Systems & Services

STEPHANIE MOSIER (2003)
BAU, MS (Northwestern University)
Assistant Director, Learning Assistance Center

MICHAEL D. MULCAHEY (1999)
BS, MA (Western Michigan University)
Athletic Trainer

ROBERT MUNSON (2003)
BBA, CPA (University of Cincinnati)
Director of Financial Services

THOMAS NASTOLD (1986)
Director for Client Services, Information Systems & Services

STEPHEN NESTER (2003)
BS (University of Nebraska)
Coach, Men's and Women's Cross Country

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, Information Systems & Services

MATTHEW O'NEILL (2000)
BS, MBA (Xavier University)
Senior Accountant

MARY ALYCE ORAHOOD (2000)
BA (University of Arkansas at Little Rock)
Coordinator for Provost Operations

DAVID OVERBECK (2002)
BA (Xavier University)
Assistant Technical Director, Cintas Center

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 University)
Assistant Athletic Director for Business

NORMAN L. PARR (1987)
BA (University of Cincinnati)
Director of Bands

CONSTANCE L. PERME (1989)
BS, MBA (Xavier University)
Assistant Director of Human Resources

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

TRACY PROSSER (2002)
BS, MEd (Xavier University)
Assistant Coach, Strength and Conditioning

CAROLINE PURTELL (2004)
BA, MS (New York University)
Assistant Editor, University Relations

RONALD W. QUINN (1991)
BS, MEd, EdD (Temple University)
Director of Health, Physical Education and Sports Studies & Head Coach, Women's Soccer

GEORGE RATHMAN (1997)
BS, JD (University of Cincinnati)
Athletic Compliance Coordinator & Head Coach, Men's/Women's Swimming



JAMES RAY (1987)
BS (Xavier University)
Director of Recreational Sports

AMY M. REED (2002)
BA, MA (Morehead State University)
Director, Student Support Services

NICOLE REICHARDT (2003)
BS (Xavier University)
Montessori Lab School Early Childhood & Kindergarten Teacher

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

KARA A. RETTIG (2001)
BA, MA (University of Cincinnati)
Coordinator of Pre-professional Health Advising

TAMMY A. RILEY (1999)
BS (University of Dayton)
Programmer/Analyst, Information Systems & Services

TRACI LYNN RILEY (2000)
BS (University of Dayton)
Programmer/Analyst, Information Systems & Services

MARGARET A. ROBINSON (1979)
Programmer/Analyst, Information Systems & Services

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

LAURA M. RUWE (1991)
BAU, MBA (Xavier University)
Assistant Registrar

FRED P. SANSONE (1996)
BA (University of Cincinnati)
Director for Estate and Trust Services

RICHARD G. SCHABER (2003)
BA, MA (Morehead State University)
Assistant Editor, University Relations

THOMAS A. SCHICK (1990)
BA, PhL, MA (Loyola University-Chicago)
Academic Advisor, Academic Advising Center

ADRIAN SCHIESS (1985)
BS, MEd (Xavier University)
Director of Student Success and Retention

S. DOUGLAS SCHISLER (2001)
BS (University of Dayton)
Staff Accountant, Office of the Comptroller

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

DEBRA SCHNEIDER (1985)
BLA (Xavier University)
Assistant Bursar

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

SANDRA L. SCHUBERT (1983)
Residential Systems Manager

KATHY A. SELBY (1985)
Director, Advancement Services

PATRICK T. SHERIDAN (1997)
BA (Eastern Kentucky University)
Assistant Director of Operations, Cintas Center

CATHERINE E. SHERRICK (1998)
BA (College of Wooster)
Assistant Director of Admission

SHIRL SHORT (1998)
BS, MA, MA (University of Cincinnati)
Assistant Director, Center for Career and Leadership Development

MICHAELA SIEWERT (2003)
BA (Xavier University)
Admission Counselor

DAN SIMONDS (2004)
BA (Davidson College)
Head Coach, Men's Baseball

RANBIR SINGH (2003)
BS (University of Cincinnati)
Systems Administrator, Information Systems & Services

CHRISTINE SISSON (1986)
BA (College of Mt. St. Joseph)
Assistant Director of Financial Aid

NANCY N. SLAVEN (1990)
Loan Collection Manager

FRANCE G. SLOAT (2001)
BS (University of Colorado)
Senior Writer/Associate Editor, Marketing & Public Relations

LARRY SMITH (1980)
Manager of Campus Assessment

WILLIAM N. SMITH (1986)
BSBA (Xavier University)
Lieutenant/Assistant Director, Campus Police



MELANIE A. SPAEDY (2001)
MD (Creighton Medical School)
Staff Physician

CATHERINE J. SPRINGFIELD (1988)
BFA (Eastern Michigan University)
Director Performing Arts, Student Services

KATHERINE L. ST. DENNY (1996)
BFA (Rochester Institute of Technology)
Art Director, Marketing & Public Relations

ANDREW STEINBRECHER (2004)
BS (University of Cincinnati)
Senior Graphic Designer, University Relations

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

LEE STEVENSON (1985)
Manager of Campus Services Operations

CYNTHIA LOWMAN STIEBY (1995)
BS, MS (Miami University)
Apartment/Houses Manager

LAURA STITH (2000)
BS (Miami University)
Financial Aid Counselor

AMBER STOCKS (2002)
BS (University of Cincinnati)
Assistant Coach, Women's Basketball

CYNTHIA A. STOCKWELL (1988)
BA, MBA (Xavier University)
Executive Director of Undergraduate Program and International Field Experiences, Williams College of Business

GORDON L. SUGGS (1996)
BS, MBA (Cornell University)
Director for Technical Services, Information Systems & Services

MICHELLE SULLIVAN (2003)
BS, MEd (Wright State University)
Assistant Athletic Trainer

KAREN J. SYKES (2002)
BA, MA (College of Mount Saint Joseph)
Academic Advisor

W. ERIC SYKES (2002)
BS, MS (Purdue University)
Information Analyst, Strategic Information Resources

RAGHU TADEPALLI (1997)
BCom, MBA, PhD (Virginia Polytechnic Institute and State University)
Associate Dean, Williams College of Business

ERIC LEE TATE (2001)
BS (Ohio University)
Director of Editorial Services, Marketing & Public Relations

J. PHILLIP TAYLOR (1999)
Computer Systems Engineer

JENNIFER L. THACKER (1992)
BS, MEd (Xavier University)
Manager of Prospect Research

ANN M. THOMPSON (1999)
BA (Muskingum College)
News/Talk Producer, WXXU-FM

DENNIS A. TIERNEY (1986)
Laboratory Technician, Physics

DANA TINDALL (1995)
BA, MA (University of Dallas)
Associate Director of Learning Environments, Instructional Technology Services

MARK TIPTON (1992)
BFA (University of Cincinnati)
Operations Assistant/Programming, WXXU-FM

MARIE A. TOON (1984)
Associate Director of Financial Aid

ERIC P. TOTH (1997)
BS (University of Cincinnati)
Assistant Coach, Men's/Women's Tennis

ROBERT D. TOWNSEND (2000)
PhD (Ohio State University)
Accreditation Coordinator, Department of Education

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

MATTHEW ANTHONY TRIPEPI (2000)
BA (Xavier University)
Assistant Director, Alumni Chapters



MATTHEW TURNER (2001)
BS (Xavier University)
*Assistant Recreation Director of Intramural
Sports/Club Sports/Special Events*

ROBERT D. B. TURNER (2002)
BA, MA (Youngstown State University)
Production Manager, TV Studio

JOHN D. VENNEMEYER (1979)
BS (University of Cincinnati)
Comptroller

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

VINCENT E. VLAISAVICH (1999)
*Coordinator of Instructional Facilities,
Academic Computing*

JOHN J. WADELL (1998)
BSBA (Xavier University)
Admission/Advising Counselor, Education

KELLY E. WATSON (2000)
BSBA (Xavier University)
Assistant Director of Financial Aid

DANNY E. S. WEBB (1980)
AS (University of Cincinnati)
*Telecommunications Manager, Information
Systems & Services*

JENNIFER ANN WEED (2001)
BA, MEd (Kent State University)
Coordinator for Leadership and Orientation

B. PATRICK WELAGE (2001)
BA, MA (University of Denver)
*Associate Director of Academic Service
Learning*

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

ROSE WETTERAU (2003)
BS, MA, PsyD (Xavier University)
*Psychotherapist, Health and Counseling
Center*

MARTY L. WHITACRE (2001)
Manager of Printing Services

CAROL WILLIAMSON (2003)
BA (Wittenberg University)
Student Accounts Manager, Bursar's Office

BARRY C. WOOD (2001)
BBA (University of Cincinnati)
*Database Administrator, Information
Systems & Services*

ROBERT WRIGHT (2004)
Desktop Support Engineer

GINA L. YODER (2001)
BA (Michigan State University)
Head Coach, Women's Golf

ANNA YU (2003)
BS, MS (Wright State University)
*Database Administrator, Information
Systems & Services*

GEORGE H. ZAHN (1983)
BS (Xavier University)
Director of Network Operations, WVXU-FM

RENEE ZUCCHERO (2002)
BS, MA, PhD (Ball State University)
*Counselor/Wellness Coordinator, Health &
Counseling Center*

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



University Librarians

ELAINE M. CHENG (1989)

AB, MS (University of Illinois)
Public Services/Document Delivery Librarian

ANNE DAVIES (1999)

BA, MLS (University of Kentucky)
Education/Information Literacy Librarian

MICHELLE EARLY (1995)

BA, MLS (University of Kentucky)
Bibliographic Control Services Librarian

MARTHA FERRELL (1985)

BA, MA, MSLS (University of Kentucky)
Collection Development Librarian

PATRICIA A. GRECO (2002)

BA, MLS (Indiana University)
Curriculum Resources Librarian

MARGARET S. GROESCHEN (1998)

BS, MSLS (University of Kentucky)
Periodicals Librarian

DAPHNE MILLER (2002)

BA, MLS (Kent State University)
Cataloging Librarian

TIMOTHY J. McCABE (1978)

BA, MLS, MPA (Xavier University)
Public Services/Archives Librarian

ALISON W. MORGAN (2002)

BA, MSLS (University of Kentucky)
Public Services/Circulation Librarian

MARCIA POGGIONE (2000)

BA, MS, MLS (Kent State)
Assistant Director for Public Services

BETTY A. PORTER (1990)

AB, ME-PD, AM, MA (Xavier University)
Assistant Director for Education Services

JOHN K. STEMMER (1997)

BA, MA, MLS (Indiana University)
Assistant Director for Collection & Systems Services

VICTORIA L. YOUNG (1985)

BA, MEd, MLS (University of Michigan)
Education/Special Services Librarian

The date in paranthesis is the date of first appointment at Xavier.



American Jesuit Colleges and Universities

State	Institution	City	Founding Date
Alabama	Spring Hill College	Mobile	1830
California	Loyola Marymount University	Los Angeles	1914
	University of San Francisco	San Francisco	1855
	Santa Clara University	Santa Clara	1851
Colorado	Regis University	Denver	1877
Connecticut	Fairfield University	Fairfield	1942
Dist. of Columbia	Georgetown University	Wash. D.C.	1789
Illinois	Loyola University Chicago	Chicago	1870
Louisiana	Loyola University New Orleans	New Orleans	1912
Maryland	Loyola College in Maryland	Baltimore	1852
Massachusetts	Boston College	Boston	1863
	College of the Holy Cross	Worcester	1843
Michigan	University of Detroit Mercy	Detroit	1877
Missouri	Rockhurst College	Kansas City	1910
	Saint Louis University	Saint Louis	1818
Nebraska	Creighton University	Omaha	1878
New Jersey	Saint Peter's College	Jersey City	1872
New York	Canisius College	Buffalo	1870
	Fordham University	New York	1841
	Le Moyne College	Syracuse	1946
Ohio	John Carroll University	Cleveland	1886
	Xavier University	Cincinnati	1831
Pennsylvania	Saint Joseph's University	Philadelphia	1851
	University of Scranton	Scranton	1888
Washington	Gonzaga University	Spokane	1887
	Seattle University	Seattle	1891
West Virginia	Wheeling Jesuit University	Wheeling	1954
Wisconsin	Marquette University	Milwaukee	1881

(Seminaries and high schools are not included in this list.)

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES

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Alma Mater Xavier

Dear Alma Mater Xavier!
Undying troth we pledge to you
That we the living shall hold true
The faith of those of years now gone
Inviolate kept and thus passed on.
So may the trust within us dwell
And may this song our voices swell
Until resounds o'er hill and dell
Dear Alma Mater Xavier.





University Seal

The Seal of Xavier University

The seal of Xavier University combines three principal ideas: St. Francis Xavier, patron of the University; the Jesuit order of which he was a distinguished member; and the University. The five vertical stripes suggest the coat of arms of the Xavier family. A right arm wearing the Jesuit robe holds aloft the crucifix, signifying St. Francis Xavier preaching Christ crucified. The three seashells signify the three journeys of St. Xavier into Asia. Above the shield is the Jesuit seal, IHS, the first three letters of the name Jesus in Greek. Below is the Jesuit motto, AMDG [Ad Majorem Dei Gloriam], which translates “to the Greater Glory of God,” and *Vidit Mirabilia Magna*, a phrase from the psalms applied to St. Francis Xavier which translates “he has seen great wonders.”





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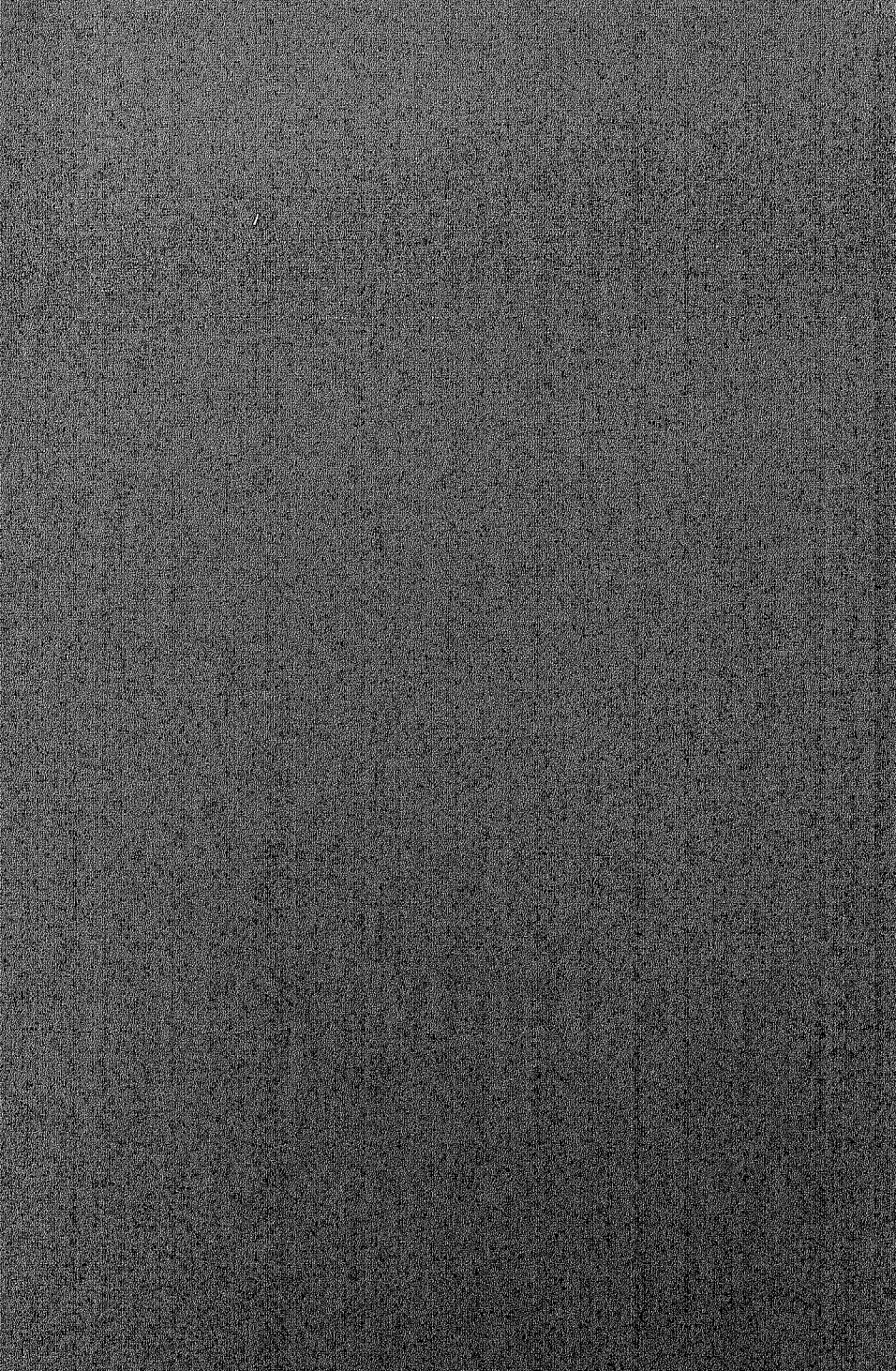
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Office of the Registrar

3800 Victory Parkway

Cincinnati, Ohio 45207-3131

Phone 513.745.3941

Fax 513.745.2969

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