



Saint Xavier  
UNIVERSITY



UNDERGRADUATE  
**CATALOG**  
2024-2025



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## About Saint Xavier University

Saint Xavier University was founded in Chicago by the Sisters of Mercy in 1846, holding the distinctions of being Chicago's first Catholic university as well as the first Mercy institution of higher learning in the world. Initially serving as a higher education institution for women and the poor, today the four-year, private Catholic institution serves a diverse population of men and women who seek a Mercy education that prepares them to become successful, productive and compassionate members of society.

To learn a little more about the University, check out the catalog pages below:

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**Saint Xavier**  
UNIVERSITY

## **University Mission Statement**

Saint Xavier University, a Catholic institution inspired by the heritage of the Sisters of Mercy, educates persons to search for truth, to think critically, to communicate effectively and to serve wisely and compassionately in support of human dignity and the common good.

*Approved by the Saint Xavier University Board of Trustees, October 12, 2005, and by the Members of the Corporation, the Sisters of Mercy, on October 20, 2005. Reaffirmed by the Saint Xavier University Board of Trustees, September 11, 2017. Updated by the Saint Xavier University Board of Trustees, September 30, 2020.*





## University Core Values

As it engages in a search for truth and knowledge, the Saint Xavier University community commits itself to practicing eight core values, both for personal enhancement and to understand and improve our world.

**Respect** moves us to understand the gifts and unique contributions of every person in the University community and to value diverse perspectives.

**Excellence** commits us to challenge ourselves to utilize our God-given gifts: intellectual, social, physical, spiritual and ethical.

**Compassion** compels us to stand with and embrace others in their suffering that, together, we may experience God's liberating and healing presence.

**Service** calls us to use our gifts, talents and abilities to advance the genuine well being of our community and those we encounter.

**Hospitality** draws us to do our daily work with a spirit of graciousness that welcomes new ideas and people of all backgrounds and beliefs.

**Integrity** gives us the ability to realize the greater good in our actions and programs, and challenges us to look at our work and ourselves holistically and as one united with others across the globe.

**Diversity** builds a community that fosters a climate that is open and welcoming to diverse people, ideas and perspectives; that promotes a constructive discourse on the nature of diversity; and that engages faculty, staff and students in activities that promote the University's core values.

**Learning for Life**, in the liberal arts tradition, encourages us to pursue knowledge and truth throughout our lives in ways that improve our communities and ourselves and that strengthen our understanding of each other.



## University History

Saint Xavier University is a comprehensive, coeducational, Catholic institution sponsored by the Sisters of Mercy of the Americas through the Conference for Mercy Higher Education. Founded by the Sisters of Mercy in 1846 and chartered in 1847, Saint Xavier's historic roots make it Chicago's oldest college, one of the first institutions of higher learning in Illinois as well as the first Mercy institution of higher learning in the world.

Founded as Saint Francis Xavier Academy for Females, Saint Xavier inaugurated college classes in 1915, became co-educational in 1969 and gained the status of a university in 1992.

The University currently serves a diverse population of students through a selection of undergraduate and graduate programs offered through the College of Liberal Arts and Education and the College of Nursing, Health Sciences and Business.

## Vision of Our Catholic and Mercy Identity

Saint Xavier University, founded and sponsored by the Sisters of Mercy, extends the teaching ministry of Jesus Christ to those seeking higher education. As an officially recognized ministry of the Catholic Church, the University grounds its core activities of teaching, learning, scholarship, and service in Catholic theological principles that affirm the goodness and value of all creation and posit a view of human persons as created in the image of God and thus free, rational, relational and endowed with inherent dignity.

As a Catholic university, Saint Xavier University challenges all the members of its community to search for truth, especially religious truth, and to engage in a dialogue between faith and reason that ultimately leads toward the contemplation of God's creation and social action for the common good. This search for truth demands careful observation, critical analysis, vigorous debate, personal and communal theological reflection, and ethical and engaged decision-making leading toward a life that respects both the inherent dignity of another and the worth of all creation. Setting the context for the search for truth, the University encourages its community, especially its students, to become familiar with the richness of the Catholic intellectual tradition and the imperatives of Catholic social teaching. Respecting academic freedom, the University strives to be a place where the vigorous discussion of ideas can occur, especially as they relate to its mission as a Catholic university. In the spirit of respectful and critical discourse, the University welcomes the breadth of the Catholic tradition as well as the voices of other religious and non-religious communities.

As a Mercy university, Saint Xavier University challenges its community members to teach, learn, research, and act not only for themselves but also for others. Thus, a seminal characteristic of the University is its commitment to service. Ideally, such service, whether direct or through the University's efforts to understand and remediate unjust systems, reflects the spirituality of Catherine McAuley, the founder of the Sisters of Mercy. This spirituality is grounded in the theology of the Incarnation, animated by the life, death and resurrection of Jesus, and expressed through acts of compassion that embody the spiritual and corporal works of mercy\*\*. In particular, the University community expresses special concern for those who are economically poor, especially women and children. In so doing, the University goes beyond simply passive expressions of heartfelt concern, and even willingness to stand with those who suffer. It seeks to right what is wrong and restore what is broken, thereby promoting human dignity, justice and the common good.

Saint Xavier University signifies and celebrates its Catholic and Mercy heritage in its symbolic, sacramental and liturgical expressions, and in its communal and collegial ethos. The University offers many opportunities to reflect, pray, worship and access the sacraments. It symbolizes its rich faith tradition through the appropriate placement of religious symbols and artwork. Further, it observes liturgical seasons and feasts central to its Catholic and Mercy heritage, and provides orientation and mentoring programs that educate the community about this identity.

Recognizing that the search for God and the celebration of God's presence is ubiquitous, the University provides opportunities for those of other faith traditions and those on a personal journey of faith to study, to express, to worship, to celebrate and to discuss their religious beliefs in a climate that is respectful, hospitable and open to all.

Offering the opportunity for higher education within a Catholic and Mercy context, Saint Xavier University honors Jesus Christ whom it recognizes as "the Way, the Truth and the Life," the motto of the University inscribed on its coat of arms.

*Approved by the Board of Trustees - March 30, 2008. Reaffirmed by the Board of Trustees - September 11, 2017.*

**\*\*Based largely on the gospel of Matthew, chapter 25, the works of mercy are as follows:** Spiritual Works of Mercy: Instruct the ignorant. Counsel the doubtful. Comfort the sorrowful. Admonish the sinner. Bear wrongs patiently. Forgive all injuries. Pray for the living and the dead. Corporal Works of Mercy: Feed the hungry. Give drink to the thirsty. Clothe the naked. Shelter the homeless. Visit the sick. Visit the imprisoned. Bury the dead.

## The Sisters of Mercy

Founders and sponsors of Saint Xavier University, the religious congregation of the Sisters of Mercy originated in Dublin, Ireland. Today, more than 6,000 Sisters of Mercy, along with more than 5,000 Mercy Associates and Companions, serve in more than 30 countries around the world on every continent except Antarctica.

Within that global Mercy community, the Institute of the Sisters of Mercy of the Americas accounts for more than 2,200 Sisters and some 3,000 Mercy Associates and Companions working in almost a dozen Central and South American nations, the Caribbean, Guam, the Philippines, and the United States. Through its Conference for Mercy Higher Education, the Sisters of Mercy of the Americas sponsor or co-sponsor 17 colleges and universities in the United States, including Saint Xavier University. These Mercy institutions of higher education serve over 34,000 undergraduate and graduate students.

### A Brief History

Founded in 1831 by Mother Mary Catherine McAuley, and quickly dubbed "the walking Sisters," the congregation of Roman Catholic women now known as the Sisters of Mercy moved beyond convent walls to walk amid and serve the poor, the sick and the uneducated of their day. Such "secular" work outside the convent was unusual at the time because most communities of women religious were cloistered, working only within convent walls. The availability of these new Sisters of Mercy, to carry the works of mercy to those in need, caused the congregation to spread with unusual rapidity. These were women "capable of combining personal spirituality with a pioneering spirit of initiative and independence," as the American founder Mother Frances Xavier Warde once put it.

In 1843, seven Sisters of Mercy left Ireland for Pittsburgh, the first Mercy Foundation in the United States. In 1846, the educational needs of Irish immigrants and others drew the Sisters of Mercy from Pittsburgh to Chicago.

Under the guidance of Mother Frances Xavier Warde, for whom the Warde Academic Center at Saint Xavier University is named, five Sisters of Mercy, all under the age of 25, arrived in a diocese that was barely three years old. The first and only group of women religious in Chicago for the next 10 years, the Sisters quickly established St. Francis Xavier Female Academy, the forerunner of Saint Xavier University and Mother McAuley Liberal Arts High School.

Within eight years of their arrival, all but one of the original group of SXU founders had died, most as a result of the nursing care they gave to victims of the epidemic diseases that periodically swept through the city. But other women had joined the Sisters of Mercy, devoting themselves to spreading the Good News of the Gospel by their good example, their prayer, their tireless acts of compassion and hospitality, and their institutional ministries.

Since 1846, Saint Xavier University has benefited from the continuous support of the Sisters of Mercy. The names of the Chicago Mercy pioneers and the Sister of Mercy Presidents are inscribed in the Mercy Heritage Walk leading into McDonough Chapel. These names recall the respect, compassion, hospitality, service and excellence with which the Sisters of Mercy have endowed SXU. Today, together with their lay faculty and staff colleagues, who increasingly and most ably share the responsibility for grounding the teaching and learning mission at Saint Xavier University in its Catholic and Mercy heritage, the Sisters of Mercy continue their mission of serving "the poor, the sick and the uneducated" in the name of Jesus Christ.

### University Celebrations of Mercy

#### Spirit of Mercy Day: September

Catherine McAuley opened the original House of Mercy in Dublin, Ireland on the September 24, 1827, the Feast of Our Lady of Mercy. Mercy institutions and ministries throughout the world recognize this day when Catherine McAuley realized her dream of creating a place where the poor, especially women and young girls, would find safe lodging and instruction in their faith and in skills that would lead to honorable employment. This work at the House of Mercy eventually led Catherine to establish the Sisters of Mercy in 1831.

Each year Saint Xavier University brings together the traditional opening of a new academic year Liturgy of the Holy Spirit with this foundational feast of the Sisters of Mercy and celebrates Spirit of Mercy Day. Liturgy and programs scheduled for the day highlight the values central to Mercy heritage. Hospitality extended to and by Sisters associated with the University is a part of each Spirit of Mercy Day at SXU. Service, especially the service of leadership, is honored and encouraged with the formal commissioning of representative leaders from all segments of the University community-

sponsors, trustees, administrators, faculty, staff, students and alumni. The Spirit of Mercy Day leadership commissioning takes place alongside the Academy Bell, a campus site richly symbolic of the Mercy spirit. Pre-dating the Chicago fire in 1871, the Academy bell regularly called the Sisters of Mercy to prayer and to teaching during Saint Xavier's early years as an Academy. Left behind but secretly salvaged by a savvy Sister of Mercy, the Academy bell was returned to Saint Xavier University and installed near the main entrance of the Warde Academic Center in 2004.

### **Mission Day: March**

The University annually honors Mother Frances Xavier Warde, the founder of the Sisters of Mercy in America in 1843 and the woman who brought the Sisters of Mercy to Chicago in 1846. Each year's ceremonies include a Eucharistic liturgy and the annual Mission Awards ceremony. This is a day whereby all members of the University community reflect on and renew their commitment to an educational mission that has persisted through 175 years of changing curricula and diversifying student populations. Mission Day weaves the strands of history into the current moment challenging the University community to celebrate its past and honor its legacy into the future. In keeping with that conviction, Mission Day puts particular focus on the culminating phrase of the Saint Xavier Mission Statement: "to serve wisely and compassionately in support of human dignity and the common good." A centerpiece of the day includes the presentation of awards in recognition of outstanding contributions to the life and mission of the University:

- The Mother Paulita Morris, R.S.M., Student Mission Award
- The Sister Isadore Perrigo, R.S.M., Staff Mission Award
- The Saint Xavier University Faculty Mission Award



## University Seal

From its earliest design honoring the Blessed Virgin Mary, to the Coat of Arms seal of today, the seal of Saint Xavier University, symbolizes a proud history of Catholic education in Chicago.

This seal, designed by founding art department chairperson and faculty member Sister Mary Solina Hicks, R.S.M., includes a black and white checkerboard and diagonal gold bars from the family coat of arms of Saint Francis Xavier; red and gold bars and a white Jerusalem cross taken from the shield of the Sisters of Mercy of the Americas; an open book to represent education; and the Scripture verse, "Via, Veritas, Vita," "I am the Way, and the Truth, and the Life." (John 14:6).

Saint Xavier University continues to use this seal as a symbol of its heritage and mission.

## SXU Philosophy Statement

Saint Xavier University continues to build upon the ideals of its founders and sponsors, the Sisters of Mercy, who in 1846, inspired by their Catholic faith and its mandate of union and charity, established an academy defined by intellectual rigor in the tradition of the liberal arts, the encouragement of religious faith, and action in solidarity with the economically poor of the world, especially women and children.

Consistent with this tradition, the University offers challenging undergraduate, graduate and professional programs, characterized by a collegial alliance of faculty, students, staff, administration and community members who are committed to providing coursework, resources, activities and instructional facilities that support excellence in teaching and learning. While chiefly concerned with students' intellectual development, the University also supports their moral and spiritual growth, and enhances their capacity for leadership through co-curricular programs.

At the heart of the academic mission is the University's commitment to a strong general education program that introduces students to college life and learning, broadens their knowledge in the arts and sciences, helps them integrate learning and community concerns, and prepares them for success in their major fields of study and life after graduation. In all programs of study, the University encourages the examination of fundamental questions of human concern, respectful dialogue in the context of diverse points of view and experience, as well as the search for truth and justice.

In an atmosphere of intellectual rigor made possible by academic freedom, University faculty develop and teach courses in their areas of advanced study, extend research in their disciplines, produce scholarly and creative work and serve the University and community. Faculty are also responsible for academic policies and the design and content of the University curriculum. In teaching, scholarship and service, faculty represent one of the most visible examples of the intellectual life of the University.

Students at Saint Xavier encounter a wide range of coursework, co-curricular activities, community experiences and support services designed to enhance their learning at all levels, and to help them develop more fully as confident, contributing citizen leaders of an ever-increasingly complex and global community. The University seeks students of diverse talents, experiences, knowledge, interests and cultures who are willing and prepared to learn and to seek excellence in themselves and others.

Vital to the success of teaching and learning are the dedicated members of variously skilled academic support services and the administrative leadership charged with fostering strategic planning, institutional assessment and effective stewardship and deployment of University resources.

The enduring fellowship of alumni, emeriti faculty, Sisters of Mercy sponsors, trustees and other friends and contributors in the community at large demonstrates their continuing faith in the central mission of Saint Xavier through various acts of giving, prayer and support.

Infusing this community of shared concern are the distinctive qualities and values of Saint Xavier University, including the belief that faith and reason can interact in mutually fruitful ways. Therefore, the University membership encourages a full search for truth, including religious truth, while respecting freedom of personal expression. It also promotes a vigorous and compassionate dialogue among the various faith traditions, and between them and the academic disciplines. At its foundation, teaching and learning at Saint Xavier are premised upon and committed to the fundamental dignity and unique worth of each human person.

Accepted by Faculty Senate, *March 28, 2006*  
Approved by the Board of Trustees, *May 10, 2006*  
Approved by the Corporate Member, *May 25, 2006*

Reaffirmed by The Board of Trustees, *September 11, 2017.*

## Saint Xavier University Campus

Saint Xavier's seventy-four acre Chicago campus is nestled in a residential neighborhood in southwest Chicago, consisting of several higher education classroom buildings including the Warde Academic Center, Graham School of Management, Driehaus Center, the Andrew Conference Center, and the off-campus Visual Arts Center. Surrounded by beautiful grounds and outdoor spaces, the Warde Academic Center, at 290,000 square feet, is the largest building on campus and houses numerous classrooms, science and computer laboratories, the McGuire Hall auditorium, the Robert and Mary Rita Murphy Stump Library, wireless internet Diner and Coffee Cats, a coffee kiosk.

The Urso Outdoor Sports Center is adjacent to the recently expanded Bruce R. Deaton Memorial Field, where Cougar football and soccer teams play. A new synthetic running track was installed around the football field in summer 2017 and the football field artificial turf was replaced in summer 2018. The 85,000 square foot **Shannon Center** is home to the Athletic Department, a 6,000 square foot fitness center, 1/8th-mile indoor running track, racquetball court, a large intramural practice gym and Bob Hallberg Court, where volleyball and basketball teams play. Every year the University holds the commencement ceremonies in the Shannon Center.

The **WXAV** radio station and **The Xavierite** newspaper operate out of the Campus Media Center near the softball field, home to the Cougars softball team. Richard R. Ferrell Memorial Field on the northwest side of campus is home to Cougar baseball. Clinical facilities for Speech and Learning Disabilities are located on the lower level of Pacelli Hall. Chapel Services are held in the 210 seat McDonough Chapel in the Mercy Ministry Center.

Lake Marion, a small lake surrounded by a lighted walking trail, is in the center of the campus and provides a scenic backdrop to many campus activities. Pacelli Hall is a traditional style residence hall for freshmen. Additionally, there are four "apartment-style" residence halls: O'Brien, Rubloff, Morris and McCarthy, which are centered on the expansive Schmitt Quadrangle. McCarthy and Morris halls have 50 apartments, with the majority of the units consisting of two bedrooms, two bathrooms, a living room and kitchenette. Inside Morris Hall is a Starbucks with wireless internet accessibility. Rhubarb's is a convenience store located within McCarthy Hall. Rubloff Hall was the first Leadership in Energy and Environment Design (LEED) residence hall to be built for higher education in Illinois. This "green" building is five stories with 26 apartments, offices for Residence Life and two expansive lounge or conference room spaces. This state-of-the-art environmentally sensitive complex received the U.S. Green Building Council LEED Gold certification. O'Brien Hall is also a "LEED" building. Both O'Brien Hall and Rubloff Hall have "green" roofs. These roofs align both buildings with many other sustainable, environmentally friendly operations.

Saint Xavier has 13 parking lots spread along the border of the campus. Parking Lot 6, located north of McCarthy Hall, is a 98-space pervious-paver parking facility, keeping with the University's commitment to environmental sensitivity. A campus shuttle also operates on and off campus for convenience and ease of transportation.

The University was gifted a tract of property along the south side of 103rd Street, the Driehaus Center, which includes Gilhooley's Grande Saloon, a traditional Irish Pub and former storefronts with parking situated one block west of the Graham School of Management. The red-bricked Southside pub and eatery consists of architectural artifacts of cut glass, stained glass, oak fretwork, gas lamps and original poster artworks from the American Poster Golden Age between 1890 and 1910. The storefronts have been converted into a counseling center, two classrooms, faculty offices, and the newly renovated Health Center.





## **Degrees Awarded**

The University by its charter of 1847 is authorized "to confer on such persons as may be considered worthy, such academic or honorary degrees as are usually conferred by similar institutions."

Saint Xavier University awards undergraduate students Bachelor of Arts (B.A.), Bachelor of Business Administration (BBA), Bachelor of Music (B.M.), Bachelor of Science (B.S.) or Bachelor of Science in Nursing (BSN) degrees.

Graduate students are awarded Master of Arts (M.A.), Master of Arts in Teaching (MAT), Master of Business Administration (MBA), Master of Science (M.S.), Master of Science in Exercise Science (MSES) or Master of Science in Nursing (MSN) degrees.

## Accreditation and Memberships

### Accreditation

The University is accredited at the institutional level by the [Higher Learning Commission of the North Central Association of Colleges and Schools](#) (230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411; 1-800-621-7440 or 1-312-263-0456).

The baccalaureate degree program in nursing and master's degree program in nursing at Saint Xavier University are accredited by the [Commission on Collegiate Nursing Education \(CCNE\)](#).

The programs in the Graham School of Management are accredited by the [Association to Advance Collegiate Schools of Business \(AACSB\)](#).

All programs in the Education Division are approved by the [Illinois State Board of Education \(ISBE\)](#) and the [Illinois Board of Higher Education \(IBHE\)](#). For state accreditation of programs in education, see the catalog section under the [Education Division](#).

Saint Xavier University is an accredited institutional member of the [National Association of Schools of Music \(NASM\)](#).

The master's (M.S.) education program in Speech-Language Pathology (residential) at Saint Xavier University is accredited by the [Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association \(ASHA\)](#), 220 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

Saint Xavier University is a school approved to train veterans and eligible persons under Title 38, U.S. Code.

### Memberships

**The University** holds membership in the [Associated Colleges of the Chicago Area \(ACCA\)](#), the [Association of Catholic Colleges and Universities \(ACCU\)](#), the [Conference for Mercy Higher Education \(CMHE\)](#), the [Council of Independent Colleges \(CIC\)](#), the [Federation of Independent Illinois Colleges and Universities \(FICU\)](#), the [Lilly Fellows Program \(LFP\)](#), the [National Association of Independent Colleges and Universities \(NAICU\)](#), the [Alliance for Hispanic Serving Institution Educators \(AHSIE\)](#), the [Hispanic Association of Colleges and Universities \(HACU\)](#), the [Illinois Council on Continuing Higher Education \(ICCHE\)](#) and The Council of Graduate Schools. Saint Xavier University is also recognized as a [Hispanic Serving Institution \(HSI\)](#).

The **College of Liberal Arts and Education** holds membership in the [Council of Colleges of Arts and Sciences \(CCAS\)](#). The Education Division holds membership in the [American Association of Colleges for Teacher Education \(AACTE\)](#) and the [Illinois Association of Colleges for Teacher Education \(IACTE\)](#).

The **College of Nursing, Health Sciences and Business** holds membership in the [American Association of Colleges of Nursing \(AACN\)](#), the [Illinois Association of Colleges of Nursing \(IACN\)](#), the [National League for Nursing \(NLN\)](#), the [National Organization of Nurse Practitioner Faculties \(NONPF\)](#), the [National Strength and Conditioning Association \(NSCA\)](#), the [Council of Academic Programs in Communication Sciences and Disorders \(CAPCSD\)](#), [Beta Gamma Sigma](#) and accreditation from the [Association to Advance Collegiate Schools of Business \(AACSB International\)](#).



## Access to Student Information

### The Family Educational Rights and Privacy Act of 1974 (FERPA)

Annually, Saint Xavier University informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This Act, with which the University intends to comply fully, was designated to protect the privacy of educational records, to establish the rights of students to inspect and review the educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

Local policy explains in detail the procedures to be used by Saint Xavier University for compliance with the provisions of the Act. Copies can be obtained from the [Dean of Students Office](#) and the [Office of Records and Registration](#). Questions concerning the Family Education Rights and Privacy Act may be directed to these offices. It is also printed in the [Student Handbook](#). Please see the [Access to Student Information](#) section in the Student Handbook for complete details.

### Authorization to Withhold Directory Information

The following is considered "directory information" at Saint Xavier University and will be made available to the general public unless the student notifies the Office of Records and Registration in person or in writing before the last day to add classes:

A student's name, chosen name, address, photo ID, date and place of birth, major, honors, awards, participation in recognized activities and sports, height and weight of athletes, class level, dates of enrollment, degrees conferred, dates of conferral, institutions attended immediately prior to admission, email address and photo ID.

Under the provisions of the Family Educational Rights and Privacy Act of 1974, you have the right to withhold disclosure of such directory information. Should you decide not to release any of this information, any requests for such information from Saint Xavier University will be refused.

You can download additional forms on our [FERPA](#) webpage.



## Athletics and Recreation

Women may compete in basketball, bowling, cross country, golf, soccer, softball, track and field and volleyball. Men may compete in baseball, basketball, bowling, cross country, football, golf, soccer, track and field and volleyball. Cheerleading and the dance team are also part of the **Athletic Department**.

Football competes in the **Mid-States Football Association** (MSFA). All others compete in the **Chicagoland Collegiate Athletic Conference** (CCAC). The entire Saint Xavier athletic program belongs to the **National Association of Intercollegiate Athletics** (NAIA).

Attendance at home games is free to Saint Xavier University students with a valid current SXU ID card. Students with a current Saint Xavier ID card also may enjoy the facilities at the **Shannon Center** free of charge.



## Policy Statement on University-Sponsored Student Surveys

Saint Xavier University is committed to the continuous improvement of services, facilities and other resources that support student learning and enhance the quality of the student experience. To this end, the University will gather information from students on a regular basis regarding their opinions, perceptions and needs both inside and outside of the classroom. All student surveys and evaluations sponsored by Saint Xavier University will be coordinated or administered through the Office of Institutional Research.

Methods will include but are not limited to: University-sponsored surveys, interviews, focus groups and other means. Participation in research-based assessment activities is always voluntary, and individual responses are kept entirely confidential. Additionally, before any research activities are conducted at Saint Xavier University, the **Institutional Review Board** evaluates and approves the entire process. The University encourages full participation, as it is in the best interests of students to share their ideas with those who may be in a position to effect positive changes.



## Bookstore

In a continuing effort to offer cost-savings and convenience to our students, Saint Xavier University has partnered with [Akademos](#), an industry leading provider of affordable textbooks, supplies and Cougar apparel. The SXU Bookstore is 100% virtual and available 24 hours a day, 7 days a week, and 365 days a year.

The SXU virtual bookstore is a complete online store that offers competitively priced new/used/rental textbooks, software, supplies, sportswear, gifts, alumni items and more. Visit it often to buy required textbooks and supplies and to view the newest Cougar spirit wear collection.

Log into the [SXU Bookstore website](#), or access your Canvas account to view your personalized semester course list and corresponding course materials. The online bookstore offers a variety of low-cost buying options, a peer-to-peer marketplace, free shipping on select orders and access to year-round guaranteed online buyback.

After placing an online textbook or merchandise order, you will receive an email confirmation and a second email when the order has been shipped to you. The online SXU Campus Bookstore ships textbooks and merchandise directly to you. Digital course material access is emailed directly to your student email address.

The bookstore accepts credit/debit cards and financial aid.

## Center for Learning and Student Support

The **Center for Learning and Student Support** provides a variety of academic resources and services to help students develop educational strategies and skills that will assist them on their path to graduation.

Located on the Chicago campus in L-108/110 of the Warde Academic Center, the Center for Learning and Student Support offers the following services to currently enrolled SXU students:

- Academic Support Coaching
- Peer Academic Tutoring
- Writing Consultations
- Access to Online Tutoring

### Peer Academic Tutoring

The Center for Learning and Student Support has tutors for over 50 courses at SXU. Students meet with tutors to review their course content, prepare for exams and quizzes, and hone study skills relevant to the course. SXU tutors are high performing students, who in tandem with the faculty, provide accurate information to students on what/how to study for the course at hand.

### Writing Studio

The Writing Studio offers writing support for students at all levels. Trained writing consultants frequently help students with grammar, development, organization, research, formatting, and a host of other writing-related topics. Students are welcome to bring in any genre of writing (research, creative pieces, analysis, argumentative essays) at any stage in the writing process.

### Academic Skills Development

The Center for Learning and Student Support academic support coaches work with students in one-on-one or small group sessions on developing academic skills necessary for success in college, including organization, note-taking, time management, and content skill needs.

### Additional Resources

Additional resources available at the Center for Learning and Student Support:

- Reference materials such as MLA and APA style guide
- Study Spaces

### Contact Information

Center for Learning and Student Support

Office: WAC L-108/110

Phone: 773-298-5148

Email: [studentsupport@sxu.edu](mailto:studentsupport@sxu.edu)

## Transfer Student Services Center

The Transfer Student Services Center (TSSC) is designed to enhance the overall experience for incoming and newly enrolled transfer students. The main goal of the TSSC is to ensure that the transfer student has a successful transition from a previous institution to the SXU community. The transfer process can be very challenging which is why the Transfer Student Services Center has been created to help students achieve a baccalaureate degree from SXU.

The following services for the TSSC are in place to assist our prospective and newly enrolled transfer students: clear and concise pathways for students to follow while at a community college, tailored transfer advising, a transfer-serving/transfer-friendly space, and a mentorship program for incoming transfer students.

The TSSC also supports several of our community partners with the opportunity to participate in the Guaranteed Admission Agreement. The goal of the **Guaranteed Admission Transfer Partnership** is to identify key support services that the transfer student will need in order to make for a smooth transition to the University. Full-time students who participate in this transfer partnership are provided a clear and precise pathway to earn quality, accessible and affordable associate and bachelor's degrees. There is a strong commitment between SXU and community colleges to facilitate the transfer and degree completion of students.

Transfer students are encouraged to participate in our **Transfer Peer Mentorship Program** which is designed to relieve transfer students from the stress of starting at a new school.

Transfer students have the opportunity to become a member of Tau Sigma which is a National Honor Society. Tau Sigma recognizes and promotes the academic excellence and involvement of transfer students. Membership is by invitation only as long as transfer student has completed a full-academic year at previous institution; enrolled as a full-time student at SXU; and achieves a GPA of 3.5 or higher their first term at SXU.

For more information about the Transfer Student Services Center, you may call 773-298-3510 or email, [transfercenter@sxu.edu](mailto:transfercenter@sxu.edu).

You may also visit the **Transfer Student Services Center** webpages for additional information, i.e., transfer partnerships, transfer guides and an unofficial transcript evaluation request.





## Campus Life

The Office of Campus Life sponsors programs and services designed to enhance students' involvement in the SXU community, thus supporting their academic, social and community engagement. Campus Life oversees: class programs, student activities and Registered Student Organizations (RSOs), as well as leadership and multicultural programs. Within each of these areas, we seek to provide resources, programs and services that enrich and support students' educational experiences, help them develop positive connections with peers, staff and faculty and to become active and engaged members of the SXU community. By participating in the events, programs, trainings and services offered by the Office of Campus Life, students learn to create programs and services for their peers and grow and develop as life-long learners and leaders.

**Leadership** includes both individual and organizational leadership development activities, such as direct advisement and supervision of RSOs and student leadership positions as well as trainings and workshops.

**Multicultural Programs** include heritage month celebrations and multicultural programming for the entire SXU community.

**Student Activities** supports and advises all of our Registered Student Organizations, including Student Government Association (SGA) and Student Activities Board (SAB).

For more information about the Office of Campus Life, the opportunities it offers or the activities it hosts, call 773-298-3974 or contact us at [studentlife@sxu.edu](mailto:studentlife@sxu.edu).



## **Public Safety/Campus Police**

**Public Safety**, working with the other service components of the University, is committed to the highest quality of protective services in order to maintain and improve our unique educational environment and quality of life. The campus is patrolled 24-hours a day by state-certified armed police officers with county-wide jurisdiction and additional trained security staff. Public Safety also provides:

- Security staff in all residence halls
- Shuttle transportation, protective escort service, vehicle registration and parking enforcement
- A Campus Emergency and Information Telephone System
- Emergency alerts
- On-campus dispatch center
- Emergency management
- Vehicle lockout, car battery jumps, lost and found

### **Office of Public Safety**

Police, Security and Emergency Management  
CSC-100, Campus Service Center  
773-298-3541 (Non-emergency)  
773-298-3911 (Emergency)

773-298-3950 (Office/Administration)  
[publicsafety@sxu.edu](mailto:publicsafety@sxu.edu)

\*Available 24 hours a day



## Robert and Mary Rita Murphy Stump Library

The [Robert and Mary Rita Murphy Stump Library](#) fulfills the course-related information needs of students through its electronic and print collections and research assistance. The library's search interface allows students to find journal articles, books, videos and more from the library and libraries around the world. Students can access more than 40,000 online journals, 60,000 books, and 6,000 DVDs. Students can also stream over 100,000 music tracks, and 2,500 videos. The library has over 30 desktop computers, printers, scanners, quiet and group study rooms.

Through the library's interlibrary loan service, students may also borrow items from over 90 academic libraries in Illinois.

Library staff can assist students with their research papers and projects.

No food is allowed anywhere in the library. Drinks with covers are permitted.

### Holiday Closings

The Robert and Mary Rita Murphy Stump Library observes all University-approved holiday closings.

### Library Hours

Library Hours can be found on the [Library website](#).



## **Campus Ministry**

Campus Ministry provides resources and opportunities for religious and spiritual growth to the Saint Xavier University community. Grounded in the Catholic faith and immersed in the heritage of the Sisters of Mercy, Campus Ministry seeks to preach the gospel of Jesus Christ while also affirming the diversity of traditions within our faith community. All are welcome, regardless of faith tradition, to participate in liturgy and prayer, faith formation and spiritual reflection, service and social justice projects, retreats and faith sharing and student ministerial leadership.

Sunday mass is celebrated in McDonough Chapel of the Mother of Mercy at 7 p.m. during the academic year. Noontime masses are celebrated on Wednesdays during the academic year. Check the university calendar for the most accurate mass times. McDonough Chapel is open year-round for private prayer and meditation.

Campus Ministry offices are located in the Mercy Ministry Center. Contact Campus Ministry at 773-298-3419 or [campusministry@sxu.edu](mailto:campusministry@sxu.edu); visit [Campus Ministry](#) for more information.

## Information Technology (IT)

Contact us at 773-298-HELP (4357) or visit [The Hub](#).

### Mission

The Saint Xavier University Information Technology Department provides an **effective** and **efficient** information technology environment by continuously improving the quality of technical services to enhance teaching and learning and to support University administrative functions.

### Self-Service

Self-Service, found in the [mySXU portal](#), offers a variety of self-service functions, including: search for classes, registration, schedule changes, make a payment, check financial aid and account status, check academic history and grades and petition for graduation.

Anyone can search for classes using Self-Service. Some features of Self-Service require a netID and a password that are given to you when you become an admitted student. For the initial registration, all undergraduate students and all graduate students in the College of Liberal Arts and Education or the College of Nursing, Health Sciences and Business must have the electronic approval of their advisors. Anyone applying to SXU can retrieve financial aid award information and admit status via Self-Service using assigned login information.

### Email

Each registered student receives an SXU email account which requires a University netID and password to access. This information is initially sent to all newly registered students via their personal email address of record. Students are encouraged to use this resource because the University communicates important information through this channel. If you did not receive your netID and password, or if you have questions about accessing your SXU email, please contact [The Hub](#) or call 773-298-HELP (4357). You are welcome to stop by the Warde Academic Center for assistance. All faculty, staff, and students must adhere to the [Acceptable Use of Technology policy](#).

### Software, Internet and Printer Access

Windows and Mac OS computers, networked printers and Internet access are available in the technology labs. Students use their netIDs and passwords to access lab computers, software applications, the Internet and the printers.

Printing documents in the labs requires an SXU identification card (Cougar Card) with sufficient print funds. Instructions for accessing these services can be viewed on [mySXU](#).

There are various technology labs on the Chicago campus, some of which are dedicated to classroom instruction. The University also has computers on wheels that can convert any classroom into a technology lab.

### The Hub - Schedule

[The Hub](#) is the first point of contact for technology assistance. Support is available during business hours, and trained staff can help with your campus computer, printer, network connections and access questions.



## Residence Life

The **Office of Residence Life** works to accommodate students in University housing and assist them in their transition to college and to living independently. Resident assistants (RAs) serve as student staff and are on duty daily in the residence halls. RAs host programs to build community and address transition issues, which foster an environment of healthy living, academic advancement and social interaction. Resident Peer Academic Leaders (RPALS), also student staff, provide academically focused programs, learning communities, facilitate study groups and provide information to residents on academic resources. The residential experience gives students opportunities to be involved with hall council and leadership positions. In addition, students living in University housing are on campus and available for study groups, club meetings, attendance at sporting events and all activities hosted by the University. They also have the convenience of meals provided as part of the room-and-board contract.

Research shows that students who live on campus are more connected to their experience and have a higher rate of persistence to graduation. Being steps away from classes, activities and support services is convenient and beneficial.

To find out more about University housing, contact the Office of Residence Life at 773-298-3977.



## Career Development Center

At Saint Xavier University, we recognize earning your degree is just the beginning of your career journey, and by evaluating your academic goals alongside your aspirations students can make well-informed decisions regarding their career pathways.

The Career Development Center supports students in their search for meaningful career paths through self-assessment and career planning, internship resources, alumni networking opportunities, and job-search-skills training. Programming is focused on helping students prepare for the world of work through personal career counseling and assessment, hands-on workshops, career information panels, and opportunities for students to connect with potential employers and graduate school options.

The Career Development Center integrates career development best practices into the services, workshops and appointments provided to help Saint Xavier University students achieve career readiness across competencies including career development, self-development, communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork, and technology.

## Champ's Career Closet

Champ's Career Closet is a free resource of new and gently used professional and business-casual clothing, shoes and accessories for SXU students that are preparing for an interview, internship or starting a new career.

The career closet is located in Room G-306 in the Warde Academic Center, and is open by appointment.

## Additional Resources

- [Resume, Cover Letter and References](#)
- [Internship and Job Search](#)
- [Career and Major Exploration](#)

## Contact Information

Students may schedule an appointment with the Career Development Center through Navigate or reach out to career development staff at [careerdevelopment@sxu.edu](mailto:careerdevelopment@sxu.edu).



## Student Media

Student Media offers students an opportunity to get involved with the University radio station and newspaper. Utilizing the latest digital technology, the student media experience helps prepare students to go into media work after graduation.

*WXAV* is the award-winning student-run radio station of Saint Xavier University. *Paste* magazine named *WXAV* one of the 40 best low-wattage stations in the country in September 2010. *WXAV* offers sports, public service programs, news and a dynamic, cutting-edge selection of music that broadcasts to over one million people in the Chicago area, as well as streaming live to the world on its [official website](#). For more information about *WXAV* Radio, call 773-298-3375.

*The Xavierite* is the award-winning student newspaper of Saint Xavier University. *The Xavierite* provides excellent opportunities for students to interact with the University's community by reporting on events that affect the University. *The Xavierite* develops critical job skills for the future of all our students, especially for our communication majors. *The Xavierite* provides an opportunity for all students to enjoy writing, editing, graphic design, photography and more while meeting people with a shared common interest. For more information, call 773-298-3375.





## Center for International Education

Saint Xavier University encourages students to bring an international perspective to their degree. Students can fulfill general education (including the global studies requirement) and/or major/minor course requirements through study abroad. Students can participate in short-term or semester abroad programs. SXU offers short-term study tours (one to three weeks) with SXU faculty and students. These study tours are part of a semester long course with travel during school breaks (winter break, spring break or summer semester). SXU students have the opportunity to participate in a semester or academic year abroad through program providers with college students from across the U.S.

### Saint Xavier University Credit

Students participating in short-term programs led by SXU faculty will register for the associated course(s) at Saint Xavier. A student participating in a study abroad program sponsored by another accredited U.S. or foreign university may earn Saint Xavier University credit provided the student obtains course approval in advance of the semester abroad. Upon receipt of an official transcript from the non-SXU sponsored program, the courses will be listed in the student's academic record according to the pre-approved SXU course equivalents. Grades earned abroad will be applied toward the student's cumulative GPA.

### Qualifications

Participating students in a short-term or semester abroad program are required to be in good academic standing and be 18 years of age or older by the program departure date. SXU sponsored programs require a minimum cumulative 2.0 GPA (or higher depending upon program requirements). SXU course prerequisites may apply.

To participate in non-SXU-sponsored program, students are required to have completed a minimum of 30 credit hours in residence at SXU (minimum of sophomore class standing) and have a cumulative GPA of 3.0 (some programs may have a higher GPA requirement).

SXU students are not permitted to study abroad in destinations under a U.S. State Department Travel Warning.

### Financial Aid

Federal and state financial aid, and some SXU institutional aid, can be applied towards the cost of a non-SXU-sponsored semester or academic-year abroad program. Before applying to a study abroad program, students should consult with the Saint Xavier University [Financial Aid Office](#).

### Study Abroad Opportunities

Students are encouraged to plan for their semester abroad as early as possible to get started. For more information, interested students can contact the Center for International Education Director, Kelly Reidy, at [reidy@sxu.edu](mailto:reidy@sxu.edu).



## TRIO

TRIO is a Student Support Services program federally funded by the U.S. Department of Education. TRIO provides assistance and support to students who are either first generation, low income or individuals with a documented disability. The staff works to promote academic progress with the ultimate goal of degree completion.

Students who are admitted to the program receive a number of services including:

- Academic advising
- Financial aid advising
- Financial literacy programming
- Tutoring\*
- Writing assistance\*
- Career exploration
- Mentoring
- Laptops (available for short-term checkout)
- Student leadership opportunities
- Service learning projects
- Exposure to cultural and academic activities
- Graduate school preparation

\*Services are coordinated through various departments.

TRIO is located in the Warde Academic Center, L-111. For more information, contact TRIO staff at 773-298-3342.

## Center for Accessibility Resources

The mission of the [Center for Accessibility Resources](#) at Saint Xavier University is to ensure that qualified individuals with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services, academic resources, and activities of the University. This will be enacted through the identification of reasonable modifications to institutional policies, procedures, and educational services and the provision of effective auxiliary aids and services.

In accordance with the provisions of Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008 (ADAAA), Saint Xavier University determines and provides reasonable accommodations on a case-by-case basis for qualified students who have demonstrated a need for these services. **All accommodation requests are the responsibility of the student.** If you suspect that a student has a disability or discloses a disability to you without presenting an official accommodation plan, please discuss your concern with the student and have him or her contact the staff in the Center for Accessibility Resources as soon as possible.

Reasonable accommodations are individualized and based on the nature of the documented disability and the requirements of specific courses. Accommodations are designed to meet the needs of students without fundamentally altering the nature of the University's instructional programs.

The accommodations process is an interactive partnership between students, faculty, and the Center for Accessibility Resources. **All accommodation requests must be submitted in a timely manner.** The student is ultimately responsible for being a self-advocate and discussing accommodation requests with instructors. Students who wish to disclose their disabilities may receive various academic accommodations, which are coordinated through the Center for Accessibility Resources in L-108. Some accommodations available to students include (but are not limited to):

- Extended time for tests
- A distraction-reduced testing environment
- Preferential classroom seating
- Priority Registration
- Books in an alternative format
- Readers and scribes
- Permission to record class lectures to supplement note-taking
- Note-takers
- Use of word-processors for tests
- Use of assistive technology

Testing accommodations for students with disabilities must be the sole responsibility of each student and be arranged in accordance with the faculty member and the staff in the Center for Accessibility Resources prior to the testing date. The student must present each faculty member with a testing accommodation form at least three, preferably five days in advance of the scheduled exam. The instructor should return the completed form (along with the test to be completed and any specific instructions) to the Center for Accessibility Resources in L-108 at least two days prior to the exam. The Center for Accessibility Resources is not a general testing center and does not proctor tests except for students with documented disabilities.

In collaboration with faculty and staff, the Center for Accessibility Resources' primary goal is to engage the University community to empower students, enhance equity, and to respect and value the diversity of our students by being inclusive of their needs.

For additional assistance regarding the Center for Accessibility Resources or for students with disabilities who wish to request accommodations, please contact the director of this department, Margaret Rose McDonnell, at 773-298-3308 or by email at [mcdonnell@sxu.edu](mailto:mcdonnell@sxu.edu). Belicia Espinal, coordinator for the Center for Accessibility Resources, may also be reached at 773-298-3956 or by email at [espinal@sxu.edu](mailto:espinal@sxu.edu) for further help. The Center for Accessibility Resources is located in L-108 (of the Warde Academic Center).



## **Counseling Center**

The **Counseling Center** offers a broad range of services delivered by a highly trained team of licensed professionals. Short-term, solution-focused personal counseling supports the mental and emotional health of Saint Xavier University students. Appropriate referrals are made when necessary. Wellness awareness is also served through outreach programming, such as screening days, social media and alcohol and other drug educational programming.

With respect for the needs of each individual student, the Counseling Center works with a diverse student body and assists them to develop the skills they need to make responsible and satisfying life decisions and choices and to achieve their personal and professional goals.

For more information, please call 773-298-4045 or stop by our office at 3911 W. 103rd Street (Dreihaus Center adjacent to the University Health Center).



## Board of Trustees

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Timothy G. Trahey '82, MBA (2019)



## Administration

Staff members are reflected as of July 1, 2024, since the Saint Xavier Catalog is updated each July. Current staff members can be found in the *Campus Directory*.

### President's Office

#### Keith Elder (2024)

President  
Ph.D.  
University of Maryland, Baltimore County

#### Donna Eastman (2018)

Senior Executive Assistant to the President  
B.A.  
Columbia College, Chicago

### Academic Affairs

#### Charlene Bermele (2003)

Interim Dean,  
College of Nursing, Health Sciences and Business  
DNP  
Loyola University, Chicago

#### Indranil Ghosh (2008)

Director, Graham School of Management  
Ph.D. in Economics  
Southern Methodist University

#### Cynthia Grobmeier (2012)

Director, Faculty Development  
Ph.D.  
Northern Illinois University

#### John M. McDonald (1992)

Interim Director, Robert and Mary Rita Murphy Stump Library  
M.A., Library and Information Science  
Dominican University

#### Angela Pirlott (2015)

Interim Dean, College of Liberal Arts and Education  
Ph.D. in Social Psychology  
Arizona State University

#### Saib Othman (2022)

Provost  
Ph.D. in Mathematics  
University of Iowa

## Business and Finance

#### Cynthia J. Coleman (1998)

Associate Director, Human Resources  
BBA in Marketing  
Saint Xavier University

#### Julie Cupp (2019)

Director, Financial Planning and Analysis  
B.S. in Accounting  
University of Illinois, Chicago

#### Kate Fitzgerald (2000)

Manager, Mail Box

#### Brian Goebel (2010)

Executive Director, IT Network and Infrastructure Services  
MBA in Management  
Saint Xavier University

#### Gerry Horan (2018)

Director, Human Resources  
Master of Human Resource Management  
Keller Graduate School of Management

#### Yvonne Huels (1997)

Manager, Print Services  
B.A. in Psychology  
Saint Xavier University

#### Molly E. Maley Gaik (1999)

Chief Information Officer  
MBA, Information Systems Concentration  
Keller Graduate School of Management

#### Leah Moore (2005)

Assistant Director,  
Facilities Management  
B.A. in Liberal Studies  
Saint Xavier University

#### Linda Moreno (1996)

Director, Auxiliary Services  
MBA in Service Management  
Saint Xavier University

#### Rola Othman (2005)

Director, Client Services  
Information Technology  
Ed.D. in Higher Education and Organizational Change  
Benedictine University

#### Peter Skach (2009)

Director, Facilities  
B.A. in Communication Design  
University of Illinois at Chicago

#### Jill Wisch (2009)

Controller, Accounting  
M.S. in Accounting  
Governors State University

## Enrollment

#### Ken Alston (2022)

Athletics Director  
M.A. in Sports and Fitness Administration  
Grambling State University

#### Debra Buczkiewicz (2008)

Director, Enrollment Operations  
B.A. in French  
Elmhurst College

#### Elena Carrillo (2008)

Director, Academic Planning  
Records and Registration  
MBA in Management  
Saint Xavier University

#### Laura Carrillo (2004)

Associate Director, Financial Aid  
B.S. in Elementary Education  
Saint Xavier University

#### Brian Condon (2006)

Associate Director, Graduate Requirement  
M.A. in Education  
Saint Xavier University

#### Ellen Cyrier (2021)

Associate Director, Undergraduate Admission and Recruitment Communications  
Master of Education in Educational Leadership  
Northern Arizona University

#### Gricelda Gonzalez (2008)

Assistant Director, Records and Registration  
B.A. in Liberal Studies  
Saint Xavier University

#### Jacqueline Griffin (2004)

Associate Director, Financial Aid  
MBA in Financial Planning  
Saint Xavier University

**Brian Hotzfield (2002)**

Vice President, Enrollment  
MBA in Project Management  
Saint Xavier University

**Kathleen Jacobs (2020)**

Assistant Director, Financial Aid  
B.F.A.  
University of Illinois

**Eileen Luce (2000)**

Director, Transfer Student Services  
Center  
MBA in Service Management  
Saint Xavier University

**Colleen Maloney (2022)**

Assistant Director, Transfer Student  
Services Center  
MLS, Master of Library Science  
Indiana University

**Margaret Rehfeld (1991)**

Executive Director, Records and  
Registration  
MBA in Management  
Saint Xavier University

**Susan Swisher (1994)**

Executive Director, Financial Aid  
B.A. in Psychology  
University of Iowa

**Michael Usher (2022)**

Assistant Vice President, Enrollment  
MBA in Entrepreneurship  
Loyola University Chicago

**Institutional Research****Jorge Arévalo (2008)**

Director, Institutional Effectiveness  
MBA in Marketing  
Southern Illinois University

**Kathleen Carlson (1997)**

Executive Director, Institutional  
Research/Special Assistant to the  
President  
Ph.D. in Experimental Psychology  
Loyola University of Chicago

**Carmel Horan (2001)**

Deputy Director, Institutional Research  
BBA in Finance  
Loyola University of Chicago

**Timothy Ritchie (2014)**

Coordinator, Education Quality and  
Assessment  
Ph.D. in Social and Organizational  
Psychology  
Northern Illinois University

**Mission and Heritage****Jenny DeVivo (2019)**

Executive Director, Mission and  
Heritage  
Ph.D. in New Testament and Early  
Christianity (Theology)  
Loyola University, Chicago

**Karen Soos (2023)**

Assistant Director, Campus Ministry  
M.Div.  
Catholic Theological Union

**Br. Alberto Varona (2023)**

Director, Campus Ministry  
M.Div.  
Catholic Theological Union

**Student Life****Mercedes Amador (2024)**

Executive Director, Student  
Development  
M.Ed., Higher Education and  
Postsecondary Education  
Arizona State University

**Daniel Murphy**

Chief of Police

**Keith O'Neill (2021)**

Dean of Students  
Title IX Coordinator  
Ph.D., Higher Education  
Administration  
Bowling Green State University

**Katy Thompson (1999)**

Vice President, Student Life  
M.A. in General Education  
Saint Xavier University

**Isaac Torres (2022)**

Housing Operations Specialist  
B.A. in Marketing and Management  
Saint Xavier University

**Keiana Winters (2021)**

Director, Counseling Center  
Ph.D., Clinical Education and  
Supervision  
Capella University

**Student Success and  
Inclusion****Joshua Bogaski-Baugh (2017)**

Executive Director, Student Success  
M.S. Ed. in Higher Education  
Southern Illinois University

**Alison Chandler (2020)**

Assistant Vice President, Student  
Success  
M.A. in Educational Psychology and  
Counselor Education  
Tennessee Tech University

**Christina Edwards (2021)**

Director, TRIO  
M.Ed. in Educational Leadership  
DePaul University

**Kelly Fox Reidy (2013)**

Director, Center for International  
Education  
B.A. in English  
Western Michigan University

**Manal Kanaan (2014)**

Director, High Impact Practices  
Ed.D. in Leadership, Learning and  
Stewardship  
University of St. Francis

**Peter Kreten (2008)**

Director, Student Media  
M.A. in Curriculum and Instruction  
Saint Xavier University

**Imelda Macías (2015)**

Assistant Vice President, Inclusive  
Excellence and HSI  
MBA in Marketing and Internet and  
Social Media Marketing  
Saint Xavier University

**Camila Márquez (2022)**

Associate Director, Multicultural  
Training and Development  
M.A., Law and Diplomacy  
Tufts University

**Margaret Rose McDonnell (2008)**

Director,  
Center for Accessibility Resources  
M.A. in Education  
Saint Xavier University

**Joanna Nemeš (2004)**

Executive Director, Academic Student Support  
Ph.D., Committee on Jewish Studies  
University of Chicago

**Natalie Page (2022)**

Vice President, Success and Inclusion  
Ed.D. in Education  
Northern Illinois University

**University Advancement****Diego Aleman Santiaguillo (2023)**

Alumni Fund/Alumni Director  
M.A., Student Development  
Northeastern Illinois University

**Jeanmarie Cusack (2005)**

Director, Alumni Relations  
B.A., Social Science/Sociology  
Saint Xavier University

**Adriana Moreno (2022)**

Database and Research Manager  
B.A., Theology  
Spring Hill College

**University Relations****Brian Bartelme (2015)**

Assistant Director, Digital Marketing  
B.A. in English  
Saint Xavier University

**Maggie Bresnahan (2022)**

Media Coordinator  
B.A. in Communications  
Saint Xavier University

**Anthony Cardinal Jr. (2024)**

Copywriter  
B.A. in English, Rhetoric and Writing  
Saint Xavier University

**Jacob Culp (2023)**

Digital Marketing Specialist  
M.A., Digital Humanities  
Concordia University Ann Arbor

**Michael Grimm (2008)**

Associate Director, Production Services  
B.A. in Communications and Studio Art  
Saint Xavier University

**Chris Hulbert (2014)**

Graphics and Web Designer for Special Projects  
Bachelor of Fine Arts  
Illinois State University

**Sylvia Lambert (2023)**

Multimedia Specialist

**Izla Olson (2020)**

Marketing Technology Manager  
BBA in Marketing  
Saint Xavier University

**Deb Rapacz (2009)**

Vice President, Marketing and Communications  
M.S. in Integrated Marketing Communications  
Northwestern University

**Nicole Reitz (2022)**

Content Specialist  
B.A. in Journalism  
Indiana University-Purdue University Indianapolis

**Laura Richardella (2014)**

Marketing Communications Manager  
B.A. in Communications  
Saint Xavier University

**Jose Tinajero (2023)**

Digital Coordinator  
B.A. in Communication  
Saint Xavier University

**Alejandra Torres (2002)**

Senior Graphic/Web Designer  
B.A. in Journalism  
Saint Xavier University

**Breeanna Villalpando (2019)**

Director, Marketing and Communications Projects  
M.A. in Professional Writing  
Chatham University

**Maggie Warrington (2021)**

Project Manager  
B.A. in Journalism Studies  
London Metropolitan University





## Faculty

*Faculty members are reflected as of July 1, 2024, since the Saint Xavier Catalog is updated each July. Current faculty members can be found in the [Campus Directory](#).*

**Pamela Abbott (2022)**

Lecturer of Nursing  
M.S. in Nursing  
Aspen University

**Asmah Abdallah (2019)**

Lecturer of Mathematics  
M.S. in Mathematics  
Governors State University

**Luz Acosta (2023)**

Assistant Professor of Criminal Justice  
M.A. in Criminology, Law, and Justice  
University of Illinois Chicago

**Imad Al-Saeed (2017)**

Assistant Professor of Computer Science  
Doctor of Computer Science  
Colorado Technical University

**Joshua Anderson (2022)**

Lecturer in  
Graham School of Management  
Ph.D. in Accounting  
Massachusetts Institute of Technology

**Christopher Appelt (2003)**

Associate Professor of Biology  
Ph.D. in Wildlife Science  
Texas A&M University

**Allen Babiarz-Lira (2022)**

Lecturer of Communications  
M.A. in Communications and Training  
Governors State University

**Paige Bajenski (2023)**

Lecturer of Nursing  
M.S. in Nursing  
Saint Xavier University

**Ranin Barham (2022)**

Lecturer of Biology  
M.Sc. in Biotechnology  
Rush University

**Jacqueline Battalora (2003)**

Professor of Sociology  
Ph.D. in Religious and Theological Studies  
Northwestern University

**Charlene Bermele (2003)**

Associate Professor of Nursing  
DNP  
Loyola University, Chicago

**Angelo Bonadonna (1996)**

Associate Professor of English  
Ph.D. in English  
University of Illinois at Chicago

**Zepure Boyadjian Samawi (1999)**

Professor of Nursing  
Ph.D. in Nursing  
Widener University

**Norman P. Boyer (1977)**

Associate Professor of English  
Ph.D. in Theatre  
University of Denver

**Caroline Bruno (2019)**

Lecturer of Nursing  
M.S. in Nursing  
Loyola University, Chicago

**Sharada Buddha (2006)**

Associate Professor of Chemistry  
Ph.D. in Chemistry  
Loyola University, Chicago

**Aaron Canty (2006)**

Professor of Religious Studies  
Ph.D. in Theology  
University of Notre Dame

**Margaret Kelly Carroll (1985)**

Professor of Education  
Ed.D. in Curriculum and Instruction  
Loyola University, Chicago

**Alak Chakravorty (2003)**

Associate Professor of Physics  
Ph.D. in Physics  
Illinois Institute of Technology

**Ernest Cherullo (2011)**

Instructor of Communication Sciences and Disorders  
Ed.D. in Educational Leadership  
University of Saint Francis

**Vincent Cicchirillo (2018)**

Assistant Professor of Marketing  
Ph.D. in Communication  
Ohio State University

**Matthew Costello (1991)**

Professor of Political Science  
Ph.D. in Political Science  
University of North Carolina

**Greg Coutts (1987)**

Associate Professor of Music  
Ph.D. in Music Theory  
Northwestern University

**Vincent Davis (2015)**

Instructor of Communication  
Ph.D. in Communication  
Regent University

**Anthony DeCesare (2023)**

Assistant Professor of Education  
Ph.D. in Philosophy of Education  
Indiana University

**Mary Desmond (2023)**

Associate Professor of Nursing  
Ph.D. in Nursing  
Loyola University

**Aaron Doubet (2023)**

Assistant Professor of Communication Sciences and Disorders  
Ed.D.  
Fontbonne University

**Angela Durante (2008)**

Professor of Sociology  
Ph.D. in Sociology  
Fordham University

**Jennifer Dusak (2021)**

Lecturer of Nursing  
M.S. in Nursing  
University of Saint Francis

**Joey Eisenmann (2024)**

Associate Professor of Exercise Science  
Ph.D. in Kinesiology  
Michigan State University

**Khaled El-Zayyat (2022)**

Assistant Professor, Director of Computer Science  
Ph.D. in Electrical Engineering  
University of Reno

**Jeffrey English (2017)**

Assistant Professor of Business  
DBA  
Grenoble Graduate School of  
Business, France

**Diego Espina Barros (2015)**

Assistant Professor of Spanish  
Ph.D. in Theory of Literature/  
Comparative Literature  
Universidade de Santiago

**Jennifer Fuller (2019)**

Lecturer of Art and Design  
M.S. in Digital Cinema  
DePaul University

**Vanessa Garcia (2021)**

Lecturer of Nursing  
M.S. in Nursing  
Chamberlain University

**Indranil Ghosh (2008)**

Professor of Economics  
Ph.D. in Economics  
Southern Methodist University

**Melanie Greenspan (2022)**

Assistant Professor/Clinical Supervisor  
of Communication Sciences and  
Disorders  
M.S. in Speech, Language and  
Learning  
Northwestern University

**Cynthia Grobmeier (2012)**

Faculty Specialist in Communication  
Ph.D. in Communication  
Northern Illinois University

**Brian Hill (2017)**

Associate Professor of Business  
Ed.D. in Adult Education  
National Louis University

**Monzurul Hoque (1994)**

Professor  
Graham School of Management  
Ph.D. in Economics  
University of Illinois

**Aisha Karim (2002)**

Associate Professor of English  
Ph.D. in Literature  
Duke University

**Christina Kent (2023)**

Lecturer of Nursing  
M.S. in Nursing  
Purdue University

**James Kiddle (2019)**

Associate Professor of Chemistry  
Ph.D. in Organic Chemistry  
Loyola University, Chicago

**Alexander King (2015)**

Associate Professor of Accounting  
Ph.D. in Business Statistics  
University of Illinois, Chicago

**Jean Kirk (2021)**

Assistant Professorial Lecturer of  
Nursing  
M.S. in Nursing  
Saint Xavier University

**Jinyoung Koh (2022)**

Assistant Professor of Psychology  
Ph.D. in Educational Psychology and  
Educational Technology  
Michigan State University

**Eric Krasich (2023)**

Lecturer of Exercise Science  
M.S. in Applied Sport and Exercises  
University of East London

**Joanna Kwak (2021)**

Lecturer of Nursing  
M.S. in Nursing  
Western Governors University

**Laura Laskowski-Ferrell (2019)**

Lecturer of Education  
Ph.D. in Educational Leadership  
University of St. Francis

**Patricia Lee (1988)**

Associate Professor of Music  
M.M. in Performance  
DePaul University

**Brad Leshinske (2018)**

Assistant Professor of Exercise  
Science  
Director of Interdisciplinary Health  
Science  
Ph.D. in Health Sciences  
Rocky Mountain University of Health  
Professions

**Cheryl Luczak (2008)**

Associate Professor  
Graham School of Management  
Ph.D. in Marketing  
University of Illinois, Chicago

**Troy Martin (1991)**

Professor of Religious Studies  
Ph.D. in Bible  
University of Chicago

**Anthony McBride (2023)**

Senior Lecturer of Criminal Justice  
Ph.D.  
Duquesne University

**Eileen McCann (2010)**

Clinical Nurse Educator,  
Associate Professor of Nursing  
DNP  
Rush University

**Steven McComis (2022)**

Lecturer of Biology

**Kathleen McInerney (2009)**

Professor of Education  
Ph.D. in Literacy and Culture  
University of Iowa

**Regina C. McNally (2014)**

Professor  
Graham School of Management  
Ph.D. in Business Administration  
University of Illinois, Champaign

**Kathleen McNellis Carey (2007)**

Associate Professor of Sociology  
Ph.D. in Sociology  
University of Chicago

**Thomas McNichols (2018)**

Assistant Professor of Music  
M.M. in Vocal Performance  
North Park University

**Jean Mehta (1987)**

Professor of Computer Science  
D.A. of Mathematics and Computer  
Science  
University of Illinois at Chicago

**W. Bradford Mello (2014)**

Professor of Communication  
Ph.D. in Communication  
University of Oklahoma

**Sandra Mendez (2022)**

Lecturer in Art  
MFA in Art  
Governors State University

**Ann Miller (2022)**

Assistant Professor of Nursing  
DNP  
Governors State University

**Hamid Mohammadi (1989)**

Professor in  
Graham School of Management  
Ph.D. in Management Sciences  
Illinois Institute of Technology

**Ricardo Monzon (2007)**

Associate Professor of Biology  
Ph.D. in Biology  
Northwestern University

**Kelsey Moreno (2022)**

Assistant Professor of Psychology  
Ph.D. in Brain and Behavior  
Psychology  
University of Southern Mississippi

**Arthur Morton (2006)**

Associate Professor of Philosophy  
Ph.D. in Philosophy  
University of Cincinnati

**Mary Murphy-Smith (2005)**

Clinical Nurse Educator,  
Associate Professor in Nursing  
DNP  
Rush University

**Jameson Neff (2023)**

Lecturer in Mathematics  
M.S. in Mathematics  
University of Illinois

**Giselle Núñez (2018)**

Assistant Professor  
of Communication Sciences and  
Disorders  
Ph.D. in Special Education  
University of Illinois at Chicago

**Karen O'Brien (2023)**

Professor, Director of Nursing  
Ph.D.  
University of Wisconsin-Milwaukee

**Colleen O'Hearn (2021)**

Lecturer in Nursing  
DNP  
Rush University

**Lisa Osier (2020)**

Assistant Professor  
of Communication Sciences and  
Disorders  
M.S. in Communication Sciences and  
Disorders  
Rockhurst University

**David Parker (2013)**

Associate Professor of Business Law  
J.D.  
Birmingham School of Law

**Nathan Peck (2001)**

Professor of Art and Design  
MFA in Intermedia  
University of Iowa

**Forrest Perry (2009)**

Associate Professor of Philosophy  
Ph.D. in Philosophy  
Vanderbilt University

**Megan Pet (2019)**

Assistant Professor of Nursing  
Doctor of Nursing Practice  
Saint Francis Medical College

**Angela Pirlott (2015)**

Associate Professor of Psychology  
Ph.D. in Social Psychology  
Arizona State University

**Faisal Rahman (1981)**

Professor  
Graham School of Management  
Ph.D. in Economics  
Saint Louis University

**Stacie Raymond (2010)**

Associate Professor of Biology  
D.C.  
Palmer College of Chiropractic

**Julie Reinhart (2009)**

Professor of Education  
Ph.D. in Instructional Systems  
Technology  
Indiana University

**Miriam Rodriguez-Guerra (2023)**

Assistant Professor of  
Communication Science Disorders  
Ph.D. in Hispanic Linguistics  
University of Arizona

**Jennifer Rogoz (2022)**

Lecturer in Nursing  
M.S. in Nursing  
Chamberlain University

**Catherine Ruggie Saunders (1983)**

Professor of Art and Design  
SXU Gallery Director  
MFA in Art  
University of Wisconsin-Madison

**Iman Saca (2004)**

Professor of Anthropology  
Ph.D. in Anthropology  
University of Illinois at Chicago

**Rania Sadeq (2023)**

Lecturer of Education  
Ed.D. in Educational Leadership  
Roosevelt University

**Biswajit Saha (2023)**

Lecturer of Chemistry  
Ph.D. in Organic Chemistry  
Kyushu University

**Shawn Salmon (2013)**

Assistant Professor of Music  
D.A. in Guitar Performance  
Ball State University

**Stefanie Sharer (2023)**

Lecturer of Mathematics  
M.S. in Mathematics  
Roosevelt University

**Kristina Simak (2022)**

Lecturer/Clinical Supervisor  
of Communication Sciences and  
Disorders  
M.A. in Speech, Language, Hearing  
Sciences  
University of Illinois at Urbana-  
Champaign

**Kathleen Soso (2018)**

Associate Professor of Nursing  
M.S. in Nursing  
Benedictine University

**Nat Soti (2022)**

Lecturer of Art  
Georgetown University

**Melissa Stefanko (2022)**

Lecturer in Education  
Ph.D. in Education Administration  
Indiana State University

**Tatiana Tatum (2006)**

Professor of Biology  
Ph.D. in Molecular-Cytogenetics  
University of Illinois

**Steven M. Taylor (2017)**

Associate Professor of Criminal  
Justice  
Ph.D. in Criminology, Law and Justice  
University of Illinois at Chicago

**Mary Beth Tegan (2006)**

Professor of English  
Ph.D. in English  
University of Southern California

**Thomas Thorp (1993)**

Professor of Philosophy  
Ph.D. in Philosophy  
State University of New York, Stony Brook

**Mary Tiberg (2018)**

Assistant Professor of Nursing  
Ph.D. in Nursing  
Loyola University, Chicago

**James Vanderhyde (2015)**

Associate Professor of Computer Science  
Ph.D. in Computer Science  
Georgia Institute of Technology

**Courtenay Vihtelic (2022)**

Assistant Professor of Nursing  
M.S. in Nursing  
Lewis University

**Lisa Watson (2017)**

Associate Professor of Nursing  
M.S. in Nursing  
Lewis University

**Julia B. Wiester (2011)**

Associate Professor of Chemistry  
Ph.D. in Chemistry  
Northwestern University

**Caroline K. Wilson (2014)**

Associate Professor of Nursing  
DNP  
DePaul University

**Karen Wood (1983)**

Associate Professor of Nursing  
D.N.Sc.  
Rush University

**Carry Zaras (2021)**

Lecturer  
in Communication Sciences Disorders  
M.S. in Communicative Disorders  
University of Wisconsin, Whitewater

**Faculty Emeriti****Kathleen Alaimo, Ph.D.**

Professor Emeritus of History

**Ruth Ann Althaus, Ph.D.**

Professor Emeritus of Business

**James Aman, Ph.D.**

Associate Professor Emeritus of  
Computer Science

**Phyllis Anderson-Meyer, Ph.D.**

Associate Professor Emeritus of  
Chemistry

**David Appel, M.A.**

Associate Professor Emeritus of  
History

**Florence A. Appel, D.A.**

Professor Emeritus of Computer  
Science

**Patricia D. Army, D.A.**

Associate Professor Emeritus of  
Mathematics

**Phyllis Baker, Ed.D.**

Associate Professor Emeritus of  
Nursing

**Michael Bathgate, Ph.D.**

Professor Emeritus of Religious  
Studies

**Susan Beal, Ph.D.**

Professor Emeritus of Mathematics

**Barbara Becker, D.A.**

Associate Professor Emeritus of  
Mathematics

**Mary Ann Bergfeld, R.S.M., MFA**

Associate Professor Emeritus of Art

**Jan Bickel, D.M.A.**

Professor Emeritus of Music

**Margaret Bogacz, D.A.**

Professor Emeritus of Mathematics

**C. Thomas Brockmann, Ph.D.**

Professor Emeritus of Anthropology

**Stanley Boyer, Ph.D.**

Professor Emeritus of Biology

**William J. Buckley, Ph.D.**

Associate Professor Emeritus of  
Physiology

**Linda J. Burke, Ed.D.**

Associate Professor Emeritus of  
Education

**Sandra Burkhardt, Ph.D.**

Professor Emeritus of Psychology

**Mary B. Campbell, Ph.D.**

Professor Emeritus of Education

**Christopher Chalokwu, Ph.D.**

Professor Emeritus of Geochemistry  
and Physical Science

**Avis Clendenen, Ph.D.**

Professor Emeritus of Religious  
Studies

**Donald A. Cyze, J.D.**

Associate Professor Emeritus Graham  
School of Management

**Karen Czarnik, Ph.D.**

Professor Emeritus of Communication  
Sciences and Disorders

**Arunas Dagys, D.A.**

Professor Emeritus of Mathematics

**Mary Janet Dahm, Psy.D.**

Associate Professor Emeritus of  
Nursing

**Julie Deisinger, Ph.D.**

Professor Emeritus of Psychology

**Margaret Douglas, M.S.**

Associate Professor Emeritus of  
Nursing

**John E. Eber, Ed.D.**

Professor Emeritus of Business

**David L. Elmendorf, Ph.D.**

Associate Professor Emeritus of  
Biology

**Dale Fast, Ph.D.**

Professor Emeritus of Biology

**Ann Filipski, Psy.D.**

Associate Professor Emeritus of  
Nursing

**Michael Flahive, Ph.D.**

Professor Emeritus of Communication  
Sciences and Disorders

**Alison Fraunhar, Ph.D.**

Associate Professor Emeritus of Art  
and Design

**Peg A. Gallagher, Ed.D.**

Associate Professor Emeritus of  
Nursing

**Mary Anne Gaynor, M.S.**  
Associate Professor Emeritus of  
Nursing

**Monte Gerlach, M.S.**  
Associate Professor Emeritus of Art

**Nancy Goodfellow, Ed.D.**  
Associate Professor Emeritus of  
Biology

**Jo Ann M. Gruca, Ph.D.**  
Associate Professor Emeritus of  
Nursing

**John Gutowski, Ph.D.**  
Professor Emeritus of English and  
Anthropology

**James Hagen, Ph.D.**  
Professor Emeritus Graham School of  
Management

**Susan Hampson, M.S.**  
Associate Professor Emeritus of  
Nursing

**Constance Hardy, DNP**  
Associate Professor Emeritus of  
Nursing

**Gail Harris-Schmidt, Ph.D.**  
Professor Emeritus of Communication  
Sciences and Disorders

**Nelson Hathcock, Ph.D.**  
Professor Emeritus of English

**Joan Hau, Ed.D.**  
Associate Professor Emeritus of  
Nursing

**Jayne Hileman, MFA**  
Associate Professor Emeritus of Art

**Judith Hiltner, Ph.D.**  
Professor Emeritus of English

**Peter Hilton, Ph.D.**  
Associate Professor Emeritus of  
Education

**Joyce A. Hunter, DBA**  
Associate Professor Emeritus Graham  
School of Management

**Marion Johnson, R.S.M., M.S.**  
Associate Professor Emeritus of  
Biology

**M. Tara Joyce, Ed.D.**  
Associate Professor Emeritus of  
Education

**Eileen Kearney, Ph.D.**  
Associate Professor Emeritus of  
Religious Studies

**Patricia L. Kelly, M.S.**  
Associate Professor Emeritus of  
Nursing

**Peter N. Kirstein, Ph.D.**  
Professor Emeritus of History

**Pamela Klick, M.A.**  
Clinical Professor Emeritus of  
Communication Sciences and  
Disorders

**Eileen Quinn Knight, Ph.D.**  
Professor Emeritus of Education

**David Kohut, M.L.S.**  
Associate Librarian Emeritus

**Augustus Kolich, Ph.D.**  
Associate Professor Emeritus of  
English

**Tamara Korenman, Ph.D.**  
Associate Professor Emeritus of  
Education

**Randolph Krohmer, Ph.D.**  
Professor Emeritus of Biology

**James Kusik, M.L.S.**  
Associate Librarian Emeritus

**H.J.G. Lawler, M.A.**  
Professor Emeritus of Humanities

**Mary Lebold, Ed.D.**  
Associate Professor Emeritus of  
Nursing

**E. Suzanne Lee, Ph.D.**  
Associate Professor Emeritus of  
Education

**Nan-Nan Lee, Ph.D.**  
Associate Professor Emeritus of  
Philosophy

**Carol LeFevre, Ph.D.**  
Associate Professor Emeritus of  
Education

**Nancy Lockie, Ed.D.**  
Professor Emeritus of Nursing

**Holly Mackley, Ph.D.**  
Associate Professor Emeritus of  
Education

**Ronald Mark, M.A.**  
Associate Professor Emeritus of  
Communication

**Eugenia McAvoy, M.A.**  
Assistant Professor Emeritus of  
Communication

**Thomas McGannon, Ph.D.**  
Professor Emeritus of Mathematics

**Julie McNellis, Ph.D.**  
Associate Professor Emeritus of  
Communication

**Larry Meneghini, DNP**  
Associate Professor Emeritus of  
Nursing

**Ralph Meyer, M.S.**  
Associate Professor Emeritus of  
Education

**Jack Montgomery, Ph.D.**  
Associate Professor Emeritus of  
Philosophy

**Martha Morris, M.M.**  
Associate Professor Emeritus of Music

**Algis Norvilas, Ph.D.**  
Professor Emeritus of Psychology

**Henry L. Novak, MBA**  
Associate Professor Emeritus of  
Business

**Darlene O'Callaghan, M.Ed.**  
Associate Professor Emeritus of  
Nursing

**Michael E. O'Keeffe, Ph.D.**  
Associate Professor Emeritus of  
Religious Studies

**Jessie Panko, Ph.D.**  
Professor Emeritus of Education

**Janice Pape, M.Ed.**  
Assistant Professorial Emeritus  
Lecturer of Physical Education

**Cathleen Paterno, Ed.D.**  
Associate Professor Emeritus of  
Education

**William A. Peters, Ph.D.**  
Associate Professor Emeritus of  
Education

**Patricia Petkus, M.A.**  
Faculty Specialist Emeritus of  
Mathematics

**Sandra Pfantz, D.P.H.**  
Associate Professor Emeritus of  
Nursing

**Michele Poradzisz, Ph.D.**  
Professor Emeritus of Nursing

**Carol Poston, Ph.D.**  
Professor Emeritus of English

**Ruth L. Rohlwing, Ed. D.**  
Associate Professor Emeritus of  
Education

**Anthony Rotatori, Ph.D.**  
Professor Emeritus of Psychology

**Monica Ryan, DNP**  
Associate Professor Emeritus of  
Nursing

**Susan Sanders, R.S.M., Ph.D.**  
Professor Emeritus of Political Science

**Mary Ann Santucci, Ed.D.**  
Professor Emeritus of Nursing

**Bernice Savitt, M.S.**  
Associate Professor Emeritus of  
Nursing

**Pamela Schwer, M.A.C.C.**  
Associate Professor Emeritus Graham  
School of Management

**William Sennett, Ph.D.**  
Associate Professor Emeritus of  
Communication Sciences and  
Disorders

**Maureen Schmitt, M.S.**  
Clinical Professor Emeritus of  
Communication Sciences and  
Disorders

**Charles Shanabruch, Ph.D.**  
Associate Professor Emeritus of  
Business

**William D. Smith, Ed.D.**  
Assistant Professor Emeritus of  
Education

**Suzanne Smith Kimble, M.Ed.**  
Associate Professor Emeritus of  
Nursing

**Maureen Spelman, Ed.D.**  
Professor Emeritus of Education

**Joel Sternberg, Ph.D.**  
Professor Emeritus of Communication

**William Stone, Ed.D.**  
Associate Professor Emeritus of  
Education

**Raymond Taylor, Ph.D.**  
Professor Emeritus of History

**Earl Thomas, Ed.D.**  
Associate Professor Emeritus of  
Education

**Robert Van Lanen, Ph.D.**  
Professor Emeritus of Chemistry

**Reza Varjavand, Ph.D.**  
Associate Professor Emeritus Graham  
School of Management

**Olga Vilella, Ph.D.**  
Professor Emeritus of Spanish

**Brent Wall, MFA**  
Associate Professor Emeritus of Art

**James Walker, Ph.D.**  
Professor Emeritus of Communication

**Abdul-Majid Wazwaz, Ph.D.**  
Professor Emeritus of Mathematics

**Benjamin Weeks, Ph.D.**  
Associate Professor Emeritus of  
Business

**Helen Weinfurter, R.S.M., M.A.**  
Associate Professor Emeritus of  
English

**Catherine Witek, Ph.D.**  
Associate Professor Emeritus of  
English

**Margaret Yates, M.S.**  
Associate Professor Emeritus of  
Chemistry

**Neil Younkin, Ph.D.**  
Associate Professor Emeritus of  
Business

**Carol Yukich, M.A.**  
Associate Professor Emeritus of  
Nursing

**Ursula Zyzik, M.A.L.I.S.**  
Associate Librarian Emeritus

## Academic Calendar

The academic calendar is subject to change. Please view the [academic calendar](#) on the website for the most up-to-date version.

### Fall Semester 2024-25 (2024F)

**Note:** For refund and withdrawal dates and information, please see the note at the end of the page.

August 1 to January 15	Apply on <b>Self-Service</b> for spring, summer, and winter 2025 graduation
August 14	Faculty Convocation
August 15	New Faculty Orientation/Adjunct Faculty Orientation
August 22 and 23	Cougar Trax
August 26	Fall (full semester) begins Fall I accelerated session begins
September 2	Labor Day: no classes
September 16	Final day to change a class from audit to credit
September 25	Spirit of Mercy Day (noon classes canceled)
October 14 to 20	Homecoming
October 16	Advising and Career Success Day
October 19	Fall I accelerated session ends
October 21	Fall II accelerated session begins
October 23	Final day to change a class from credit to audit or pass/fail
October 23 to November 7	Registration for spring, May Term and summer 2025 classes for currently enrolled students
November 4	Incomplete grades due from spring 2024 and summer 2024 terms
November 28 and 29	Thanksgiving Holiday
December 9 to 14	Final examinations
December 14	Fall (full semester) ends Fall II accelerated session ends

### Spring Semester 2024-25 (2025S)

**Note:** For refund and withdrawal dates and information, please see the note at the end of the page.

August 1 to January 15	Apply on <b>Self-Service</b> for summer 2025 and winter 2025 graduation
January 13	Spring (full semester) begins Spring I accelerated session begins
January 20	Martin Luther King Jr. Day: no classes

February 3	Final day to change a class from audit to credit
March 9	Spring I accelerated session ends
March 10 to 16	Spring Break
March 12	Final day to change a class from credit to audit or pass/fail
March 17	Spring II accelerated session begins
TBD	Advising and Career Success Day
March 19 to April 3	Registration for fall 2025 classes for currently enrolled students
March 24	Incomplete grades due from fall 2024 semester
March 26	Mission Heritage Day (noon classes canceled)
April 17 to 20	Easter Holiday
May 5 to 10	Final examinations
May 10	Spring (full semester) ends Spring II accelerated session ends
May 10	Annual Commencement Ceremonies

## Summer 2024-25 (2025U)

**Note:** For refund and withdrawal dates and information, please see the note at the end of the page.

May 12 to August 9	Summer sessions
May 26	Memorial Day Observed: no classes
June 19	Juneteenth: no classes
July 3 and 4	Independence Day Observed: University Closed
TBD by Instructor	Final examinations for summer

## Refund and Withdrawal Information

In order to accommodate our diverse population, Saint Xavier University is committed to offering courses in a variety of formats and timelines. The following table reflects refund policies based on the start date of the section:

Contact the [Office of Records and Registration](#) in room A-203 of the Warde Academic Center on the Chicago Campus or call 773-298-3501 for information on specific courses.

Students who register for a class are responsible for tuition unless they officially drop their course either in the Office of Records and Registration or through Self-Service on mySXU according to the refund schedule listed below. Fees are not refundable. Notifying the instructor or ceasing to attend the class does not constitute an authorized withdrawal.

A student may withdraw from a course without **academic penalty** until the 3/4 point of the semester or term. (Dates to be determined and published each semester by the Office of Records.) A grade of W will appear on the record for any class dropped after the official refund date. For students using U.S. Department of Veterans Affairs educational benefits, if your withdrawal results in an overpayment, you will need to work with the Office of Student Accounts/Office of Financial Aid to pay any outstanding balance for tuition and fees.

# of Weeks Class Meets	100% Refund within:
14 weeks or more	14 calendar days, counting the start date



5 to 13 weeks	10 calendar days, counting the start date
4 weeks or less	3 calendar days, counting the start date

## First-Year Programs

From the summer before your first semester through the end of your first academic year, all first-year students will participate in a number of programs designed to welcome, acclimate, engage and support new students. These programs include: Via, Cougar Trax, Welcome Week and Transitions.

### Via

Via First-Year Orientation is a tribute to the University motto *Via, Veritas, Vita* (Latin for "Way, Truth, Life" as it appears on the Saint Xavier University Seal). *Via* (translated as "the Way") will help students *find their way* as new members of the SXU community. *Via* sessions take place in the summer and are designed specifically to make your transition to college life as smooth as possible by providing an overview of University programs, policies and services and introducing you to Saint Xavier's Catholic, Mercy heritage and the Sisters of Mercy. All new first-year students entering SXU in the fall semester must attend *Via*. *Via* offers students the opportunity to meet new classmates, current SXU students, academic advisors, faculty and University leadership as well as receive their first semester class schedule.

### Cougar Trax

Cougar Trax is a mandatory, two-day program designed to welcome all new first-year students to the academic community and to allow them to experience a unique SXU tradition. This program includes a New Student Induction, meetings for students and more and is held on the Thursday and Friday before the fall semester begins. Welcome Week events will begin at the end of Cougar Trax and continue throughout the weekend and first week of classes.

### Welcome Week

The first week of the fall semester is known as Welcome Week. This annual tradition is designed to welcome all students -- new and returning -- to the new semester. The week includes a series of social, recreational, cultural and artistic programs held on campus, in the residence halls and in the Chicagoland area.

### Transitions

To continue the transition into college, first-year students are enrolled in Transitions, a one-credit, semester-long course that aims to aid students in adapting to university life from a variety of perspectives. The curriculum includes an introduction to the Saint Xavier University community; development of an appreciation for the broader culture of a university education; and diversity, wellness and success strategies.

New student programs are coordinated across the University through staff in the Dean of Students Office, Campus Life, the Transfer Student Services Center and the College of Liberal Arts and Education. Please contact the Dean of Students Office at 773-298-3123 with questions.



## Admission

### Undergraduate Admission

Undergraduate Admission assists first-year freshmen, transfers, returning adults, undergraduate international students, and undergraduate student veterans in the application and enrollment process at Saint Xavier University. The application process, admission requirements, timelines and deadlines vary based on student type and program, so please consult the information listed in this catalog and our [website](#) for details.

Prospective students may [request information](#) about the University and its programs, as well as [apply online](#). Upon receipt of an application, an admission counselor is assigned to assist applicants through the remaining steps in the application and enrollment process. Undergraduate Admission can be reached by calling 844-GOTO-SXU (844-468-6798) or emailing [admission@sxu.edu](mailto:admission@sxu.edu).

To view additional details please review the pages below:

- [Advanced Placement \(AP\), International Baccalaureate \(IB\) and Seal of Biliteracy](#)
- [Freshman Student Application Procedure](#)
- [Freshman Student Admission](#)
- [Degree Completion Admission](#)
- [Former Saint Xavier University Student Readmission](#)
- [International Student Admission](#)
- [Special Categories of Attendance](#)
- [Transfer Credit](#)
- [Transfer Student Admission](#)
- [Undergraduate Student Admission](#)
- [Veteran Admission Process](#)



## Undergraduate Student Admission

Saint Xavier University reviews applications for admission throughout the year. Freshman, transfer and adult students are encouraged to fill out the [online application](#) for admission.

Once a student has completed the application, they must submit required documents in order for their application to be reviewed. Incoming freshmen should refer to the [freshman student application procedure](#) to determine necessary documents to send for review. Transfer and adult students should refer to the [transfer student admission](#) section detailing required documents for submission.

When the application process is complete, the Admission Committee will review the student's application and submitted documents and will make an admission decision. The decision will be to admit, defer, deny or admit on probation. (See Disclaimer below). Applicants who are deferred generally are required to submit additional academic information. Denied applicants are not allowed to register at Saint Xavier University. Students admitted on probation may be required to participate in skill-building or college preparation activities.

All freshman, transfer and adult applicants for admission are notified of this decision on a rolling basis as their applications are completed. Saint Xavier University subscribes to the Candidate's Reply Date Agreement stating the student should accept or reject the offer of admission by May 1. Saint Xavier University continues to accept inquiries, applications and deposits until the beginning of the fall, spring and summer semesters.

To secure a place, the accepted student should submit an enrollment deposit of \$100, which will be applied toward tuition. It may be submitted [online](#), by mail, by phone and in-person.

*Disclaimer: Applicants to Saint Xavier University certify that the information submitted is complete and correct to the best of their knowledge and understand and acknowledge that the submission of false or incomplete information is grounds for denial of the application, withdrawal of any offer of acceptance, cancellation of enrollment or any appropriate disciplinary action. Additionally, the University reserves the right to deny or rescind admission if it learns at any time that the applicant has engaged in disrespectful, dishonest, or unethical behavior inconsistent with the University's [Core Values](#).*

## Freshman Student Admission

The Admission Committee is interested in applicants' academic quality and progress, as well as the ability and desire to do college work. Required documentation needed to complete the application process is subject to change. Applicants may be asked to submit additional documentation as requested by the Admission Committee. A current list of application requirements and needed materials can be found under the [freshman student application procedure](#).

High school preparation must include a minimum of 16 units (one unit of any subject consists of the work normally covered in one year).

The following subjects are strongly recommended:

English	4 Units
Mathematics	3 Units (Algebra, Geometry, Advanced Algebra/Trigonometry)
Natural and Social Sciences	4 Units Combined
Foreign Language	2 Units
Academic Electives	3 Units

Students planning to pursue programs in science, mathematics or computer science are recommended to have completed a fourth unit of high school mathematics. Students interested in nursing should complete high school biology and chemistry.

### Nursing

**Essential Abilities and Behaviors:** As part of the application process, all applicants to nursing programs must read and agree to a list of [essential abilities and behaviors](#).

**Health Requirements:** Nursing students are required to meet certain health requirements prior to starting clinical courses (in sophomore year at SXU). Students are also required to test negative for drugs in a 12 panel drug screening prior to beginning their clinical experience as required by clinical agencies. The University reserves the right to require random drug screenings based upon reasonable suspicion.

**Background Check:** Nursing students are responsible for completing and clearing a criminal background check as a condition of admission to the nursing program and must do so annually thereafter. All students shall have an ongoing duty to report any violations of this policy and/or state and/or federal law.



**Saint Xavier**  
UNIVERSITY

## **Freshman Student Application Procedure**

Applicants should visit our [Freshman Admission Requirements](#) page for our current application procedure as well as specialized procedures for some programs.

## Advanced Placement (AP), International Baccalaureate (IB) and Seal of Biliteracy

College credit is awarded to qualified students for specific advanced placement (AP) examinations offered through the [College Entrance Examination Board](#). Specific score criteria are available in the [Office of Records and Registration](#).

The AP examinations are administered in high school. The advanced placement (AP) credit is awarded after the student has successfully completed 12 credit hours at Saint Xavier University.

SXU also recognizes high school/college dual credit courses as long as the student receives a grade of C or better. Course equivalency and credit is reviewed and issued on a course-by-course basis.

<b>Advanced Placement (AP) Credits Awarded</b>			
<b>AP Exam</b>	<b>Minimum Score</b>	<b>SXU Equivalent</b>	<b>Credit Hours</b>
Art Design	3	ART 102	3
Art 3-D Design	3	ART 202	3
Art History	3	ART 103	3
Art (Studio)	3	ART 101	3
Biology	3	BIOL 101	3
Chemistry	3	CHEM 100	3
Computer Science Principles	3	CMPSC 112	3
Computer Science	3	CMPSC 202	4
	4	CMPSC 202-203	8
<i>English Lang/Comp OR</i>	3	ENGL 120 and 188	6
English Lit/Comp	3	ENGL 154 and 188	6
Environmental Science	3	NATSC 101	3
French Language	3	FRNCH 103	3
	4	FRNCH 103-104	6
French Literature	3	FRNCH 220	3
Geography	3	SOCSC 101	3
German Language	3	GERMN 103	3
	4	GERMN 103-104	6
History (US)	3	HIST 103-104	6
History (World)	3	HIST 101-102	6
History (European)	3	HIST 209-210	6
Italian Language	3	ITALN 103	3

	4	ITALN 103-104	6
<b>Math (Calc AB)</b>	3	MATH 201	4
<b>Math (Calc BC)</b>	3	MATH 201-202	8
<b>Math (Stats)</b>	3	MATH 135	4
<b>Macroeconomics</b>	3	ECON 200	3
<b>Microeconomics</b>	3	ECON 201	3
<b>Music Theory</b>	3	MUS 101	3
<b>Physics 1</b>	3	PHYS 201	4
<b>Physics 2</b>	3	PHYS 202	4
<b>Physics B (Non-calc)</b>	3	PHYS 201	4
<b>Physics C (Calc-based)</b>	3	PHYS 211	5
<b>Pol. Sci. (US Govt)</b>	3	POLSC 101	3
<b>Pol. Sci. (Comp Govt)</b>	3	POLSC 102	3
<b>Psychology</b>	3	PSYCH 101	3
<b>Research</b>	3	HUM 188	3
<b>Seminar</b>	3	HUM 188	3
<b>Spanish Language</b>	3	SPAN 101-102-103	9
	4	SPAN 101-102-103-104	12
<b>Spanish Literature</b>	3	SPAN 288	3
<b>AP credit is not posted unless/until a student is a current SXU student.</b>			
<b>AP scores will only be posted upon official notification (scores) sent directly from AP.</b>			
<b>AP # : 888-225-5427 to get transcripts sent here. SXU College Code is #1708.</b>			
<b>Revised: 4/18/18</b>			

## International Baccalaureate

The International Baccalaureate (IB) Program is where high school students follow a particular curriculum and is held to a specific set of standards as is mandated by the program. To culminate their coursework, students sit for exams which demonstrate knowledge in particular areas and could potentially earn credit for them at colleges and universities. Credits will be awarded as stated below:

<b>International Baccalaureate (IB) Credits Awarded</b>				
<b>IB Exam</b>	<b>Credits Awarded</b>	<b>SXU Equivalent</b>	<b>Standard Level Score</b>	<b>Higher Level Score</b>
<i>Anthropology</i>				
<b>Social and Cultural</b>	3	ANTH 101	5, 6 or 7	5, 6 or 7



<i>Art</i>				
<b>Visual Arts</b>	3	ART 103		5, 6 or 7
<i>Business</i>				
<b>Business</b>	3	BUSP 101	5, 6 or 7	5, 6 or 7
<i>Communication</i>				
<b>Theatre Arts</b>	3	COMM 230		5, 6 or 7
<i>Computer Science</i>				
<b>Information Tech in a Global Society</b>	3	CMPSC 111		5, 6 or 7
<b>Computer Science</b>	3	CMPSC 188		5, 6 or 7
<i>Economics</i>				
<b>Economics</b>	6	ECON 200-201		5, 6 or 7
<i>English</i>				
<b>Language and Literature</b>	3	ENGL 154	6 or 7	6 or 7
<i>Foreign Languages</i>				
<b>Arabic B</b>	3	ARAB 103	5, 6 or 7	
	6	ARAB 103-104		5, 6 or 7
<b>French B</b>	3	FRNCH 103	5, 6 or 7	
	6	FRNCH 103-104		5, 6 or 7
<b>German B</b>	3	GERMN 103	5, 6 or 7	
	6	GERMN 103-104		5, 6 or 7
<b>Classical Language: Greek</b>	3	GREEK 103	5, 6 or 7	
	6	GREEK 103-104		5, 6 or 7
<b>Classical Language: Latin</b>	3	LATIN 103	5, 6 or 7	
	6	LATIN 103-104		5, 6 or 7
<b>Spanish B</b>	3	SPAN 103	5, 6 or 7	

	6	SPAN 103-104		5, 6 or 7
<i>History</i>				
<b>World Hist.: Europe and Islamic World</b>	3	HIST 188		5, 6 or 7
<b>20th Century World History</b>	3	HIST 188		5, 6 or 7
<b>History of the Americas</b>	3	HIST 188		5,6, or 7
<i>Mathematics</i>				
<b>Mathematics: Analysis and Approaches</b>	3	MATH 105	5, 6 or 7	
	4	MATH 201		5, 6 or 7
<b>Mathematics: Applications and Interpretation</b>	3	MATH 105	5, 6 or 7	
	4	MATH 135		5, 6 or 7
<i>Music</i>				
<b>Music</b>	3	MUS 115		6 or 7
<i>Philosophy</i>				
<b>Philosophy</b>	3	PHIL 288		5, 6 or 7
<i>Political Sciences</i>				
<b>Global Politics</b>	3	POLSC 102		5, 6 or 7
<i>Psychology</i>				
<b>Psychology</b>	3	PSYCH 101		5, 6 or 7
<i>Science</i>				
<b>Biology</b>	3	BIOL 101		5, 6 or 7
<b>Chemistry</b>	3	CHEM 100		5, 6 or 7

<b>Environmental Systems and Societies</b>	3	BIOL 213	5, 6 or 7	5, 6 or 7
<b>Physics</b>	4	PHYS 201		5
	8	PHYS 201-202		6 or 7
<i>Social Sciences</i>				
<b>Geography</b>	3	SOCSC 101		6 or 7
<b>IB credit is not posted unless/until a student is a current SXU student.</b>				
<b>IB credit will only be posted upon official notification (scores) sent directly from the IB program.</b>				
<b>Revised: 4/18/18</b>				

### Illinois Seal of Biliteracy

Saint Xavier University accepts the Illinois Seal of Biliteracy and is equivalent to two (2) years or twelve (12) semester hours of credit for foreign language taken during high school. Credit will be given for the completion of introductory (101-104) coursework. The high school transcript must indicate the student will be receiving or has received the State Seal of Biliteracy. Students who have received a State Seal of Biliteracy must request course credit for their seal within three (3) academic years after graduating from high school (HB 4446, Rule 3-9a).

## Transfer Student Admission

### Admission Requirements and Application Procedures

Requirements and procedures are subject to change. For a complete list of current admission requirements and application procedures, please visit our [Transfer Admission](#) webpage.

### Non-Nursing Majors

#### Admission Requirements

Applicants from other accredited colleges/universities may be considered for admission to Saint Xavier University if they present evidence of at least a 2.0/4.0 grade-point average in all college-level coursework, unless noted below. Applicants with less than a 2.0 cumulative grade-point average in all college-level coursework will still be considered and have their application reviewed by the Admission Committee.

Transfer students are encouraged to call the [Office of Admission](#) to schedule an appointment for transfer evaluation and/or to request materials.

#### Application Procedures for Transfer Students

Applicants should submit the following to the [Office of Admission](#):

- A completed SXU application.
- An official transcript sent from each institution attended where college courses have been attempted.
- An official high school transcript or GED score report if fewer than 30 credit hours of college credit has been earned.
- For transfer students under 23 years of age and with fewer than 30 credit hours of transfer credit, an ACT or SAT score report is also required if that information is not included on the high school transcript.
- A personal statement may be required, discussing past academic experiences and future plans for success at Saint Xavier University. If planning to be a nursing major, an essay is required and should include reasons for choosing this major.

After notification of admission, the transfer student will receive an evaluation of his/her previous work from the [Transfer Student Services Center](#) at Saint Xavier University. This evaluation will include the number of transfer credits accepted and the extent to which the student has satisfied Saint Xavier University core requirements.

### Communication Sciences and Disorders

#### Admission Requirements

- Transfer applicants to the Communication Sciences and Disorders program:
  - Minimum 2.5 (on a 4.0 scale) cumulative college grade-point average (30 college credits or more) is required to enter the program. A minimum 3.0 GPA at SXU is required to continue in the program.
- Applicants to the Communication Sciences and Disorders program as a **post-baccalaureate student**:
  - Minimum 3.0 (on a 4.0 scale) cumulative college grade-point average

### Education Majors

#### Admission Requirements

Applicants who meet the following requirements will be considered for full admission to the Education Division:

- Minimum 3.0 (on a 4.0 scale) cumulative college grade-point average
  - Transfer applicants with fewer than 30 college credit hours completed must submit a final high school transcript or GED score report. High school transcripts must have the minimum 3.0 cumulative grade-point average requirement.

Applicants who do not meet the requirements for full admission to the Education Division will be reviewed on a case by case basis.

## Nursing (Traditional BSN) Majors

### Admission Requirements

Nursing is a competitive admission program at SXU. Applicants who meet the following requirements will be considered for admission, however, admission decisions are often based on the academic profile of the student, number of open spaces in the program, and the competitiveness of the applicant pool:

- A 2.75/4.0 cumulative grade-point average is required in all college-level coursework for transfer students.
- An in-depth essay on why the applicant wants to be a nurse and why he or she has chosen Saint Xavier University.
- A proficient ATI TEAS test score, within one year of application to the program, is required for consideration of admission into the nursing program. Only the first two ATI TEAS test attempts are allowed.
- A college biology and a college chemistry class is required before applying.
- A minimum of 12 credit hours at Saint Xavier while maintaining a cumulative 2.75 grade-point average may be needed before he or she can begin the nursing curriculum.

### Deadlines

Students must complete the entire application process by the deadline in order to be considered for admission. See the [transfer nursing deadline](#) details.

### Application Procedure for Transfer Nursing Students

In order to complete an application, all students must complete the following steps:

- Complete an [online application](#).
- Submit an in-depth essay on why the applicant wants to be a nurse and why he or she has chosen Saint Xavier University.
- Submit official transcripts from all colleges and universities attended.
- Read and agree to a list of [essential abilities and behaviors](#).
- ATI TEAS (Test of Essential Academic Skills) scores. Only the first two ATI TEAS test attempts are allowed.

The ATI TEAS test, administered through [ATI Testing](#) is a requirement of all students interested in applying to Saint Xavier University's nursing program. Only the ATI TEAS will be accepted, any student who has taken a previous version must take the ATI TEAS exam. For more information, students should review the following information:

- [Exam information](#) from ATI.
- ATI TEAS [testing information](#), including study guides and practice exams.
- Registration for the ATI TEAS is available on our Saint Xavier University's [testing registration](#) webpage. Students may also contact their local community colleges to see if the ATI TEAS test is administered at those locations.

## Nursing (Accelerated BSN) Majors

### Admission Requirements

Applicants who meet the following requirement will be considered for admission:

- A minimum of 3.0 cumulative grade-point average with an earned baccalaureate.

### Application Procedure for Accelerated Nursing Students

- Complete an [online application](#).
- Submit official transcripts from all colleges and universities attended.
- Submit two professional letters of recommendation.
- Submit a current resume or brief curriculum vitae.
- Submit an in-depth essay (300-500 words) describing reasons for career change and choosing nursing as a major. Explain any attributes or characteristics that demonstrate you are a good candidate for an Accelerated Nursing Program and your career goals as a nurse.
- Complete an interview with the director of the accelerated program.
- Read and agree to a list of [essential abilities and behaviors](#).

## Nursing LPN to BSN Majors

For admission requirements and application procedures for this program, visit our [Transfer into Nursing](#) webpage.

### Additional Information for Nursing Applicants

**Health Requirements:** Students are required to meet a set of minimum health requirements and are required to test negative for drugs in a 12 panel drug screening prior to beginning their clinical experience as required by clinical agencies. The University reserves the right to require random drug screenings based upon reasonable suspicion.

**Background Check:** Students are responsible for completing and clearing a criminal background check as a condition of admission to the nursing program and must do so annually thereafter. All students shall have an ongoing duty to report any violations of this policy and/or state and/or federal law.

**Nursing Information Sessions:** Students who are interested in finding out more information about our nursing programs and have additional questions are encouraged to sign up for a [Nursing Information Session](#) held several times a month by the Office of Admission. You may also [request more information](#).

## Transfer Credit

Transfer credit is evaluated by the [Transfer Student Services Center](#). All transfer credit is subject to validation by the academic program. The validation may include an evaluation of the course itself, competency testing or a request for additional documentation such as a course syllabus or catalog description.

Courses in some academic disciplines taken prior to specified dates may be unacceptable as transfer credit because of substantial developments in certain disciplines. Academic programs determine which transfer courses have an equivalent course at SXU.

The following transfer policy should be noted:

1. Courses acceptable for transfer credit must carry a grade of D or better. A grade of C or better is required where grades of C or better is a requirement by Saint Xavier University.
2. Grade-point averages are not transferable.
3. SXU will accept a maximum of 70 credit hours from community colleges and no more than 90 credit hours from a baccalaureate college/university to be counted toward the 120 credit-hour requirement for a bachelor's degree here at SXU.
4. SXU will accept up to 12 credit hours of transfer credit in academic fields not within the University's curriculum.
5. Saint Xavier University is a participant in the Illinois Articulation Initiative. You may learn more information on the [Illinois Articulation Initiative website](#), which will then direct you toward this section of the catalog.
6. All documents submitted for transfer analysis becomes the property of Saint Xavier University and cannot be returned or copied.



## Degree Completion Admission

Degree completion students should follow the same application procedures as those listed in [Undergraduate Student Admission](#), depending on status as a freshman or transfer student. However, ACT or SAT scores need not be submitted.

Degree completion students are encouraged to call the [Office of Admission](#) at 773-298-3050 or toll free at 844-468-6798 (844-GOTO-SXU) to schedule an appointment for transfer evaluation and/or to request information.

Applicants follow the admission criteria listed under [Transfer Student Admission](#) requirements in the catalog.



## Veteran Admission Process

The Office of Admission is committed to assisting veterans through the application and admission process. Saint Xavier University operates on rolling admission (**no deadlines except for nursing applicants**) for undergraduate programs for the spring (January), fall (August) and summer (June) semesters. Deadlines and start terms for graduate students vary per academic program.

For questions, please contact the Office of Admission at 773-298-3050 or [admission@sxu.edu](mailto:admission@sxu.edu).

## Undergraduate Veteran Student Express Application Process

- **Apply online** to Saint Xavier University. There is no application fee.
- The essay requirement is waived for veteran students for all majors **except nursing**. Individuals applying to nursing must submit a one-page essay describing their reasons for pursuing nursing.
- Submit transcripts for all colleges attended and military credits through the **Joint Service Transcript System** for Army, Navy, Marine Corps, and Coast Guard to the **Office of Admission**. For Air Force, please submit transcripts from the **Community College of the Air Force**. Students with fewer than 30 college credit hours completed must submit final high school transcripts.
- Veteran applicants are not required to submit standardized test scores such as ACT or SAT for admission. Some exclusions may apply.

## Service Member Readmission Process

Per Chapter 3 of Volume 2 of the Federal Student Aid Handbook, and in line with the Department of Defense (DoD) Voluntary Education Partnership Memorandum of Understanding (MOU), Saint Xavier University will readmit service members and reservists if they are unable to attend class or have to suspend their studies due to service requirements. Accommodations may include options such as withdrawal or leaves of absences, as well as readmission at the conclusion of active duty. Details regarding the accommodations made will be based on a student's specific military obligation.

The Office of Admission at Saint Xavier University serves students on a rolling basis, and in this manner, students can seek readmission at frequent intervals throughout the year. At the time of readmission, the service member will be admitted at the same enrollment status, with the same credit hours previously completed, and with the same academic standing, into the next available class or classes in the student's program beginning after the student provides notice of intent to re-enroll, unless a later date is requested. If the exact program is no longer offered, admittance will be offered to the program that is most similar to that program unless the student requests or agrees to admission to a different program.

If the student is admitted to the same program, for the academic year in which the student returns the University shall assess fees and tuition consistent with the provisions of 34 CFR 668.18(a)(2)(iii)(E)(1). If the student is admitted to a different academic program, and for subsequent academic years for a student admitted to the same program the University shall assess tuition and fees consistent with the provisions of 34 CFR 668.18(a)(2)(iii)(E)(2). The University is not required to readmit the student on the student's return if:

1. After reasonable efforts by the University, the University determines that the student is not prepared to resume the program at the point where the student left off;
2. After reasonable efforts by the University, the University determines that the student is unable to complete the program; or
3. The University determines that there are no reasonable efforts the University can take to prepare the student to resume the program at the point where the student left off or to enable the student to complete the program.

Service members are encouraged to contact the veteran compliance advisor at SXU for assistance with initiating specific procedures regarding withdrawals, leaves of absence, readmission, and information regarding other policies that may be particularly applicable to students in the military. The veteran compliance advisor will notify the Office of Records and Registration and, upon return, the service member will meet with an academic advisor to discuss resuming their studies.

## Former Saint Xavier University Student Readmission

Former students looking to return to Saint Xavier University after taking more than one semester off (excluding summer terms) have different requirements they must complete in order to be considered for readmission. Listed below are several categories that students may fall under.

### Students Returning After One Semester

Students who fall under this category and have not been academically dismissed from the University do not have to fill out an application for readmission. These students can contact the [Office of Records and Registration](#) or their advisor to schedule an advising appointment to register for classes for the upcoming semester.

Students are advised to send in official transcripts from any school they attended after leaving Saint Xavier University for the prior semester.

### Students Returning After More Than One Semester

Admitted undergraduate students who left Saint Xavier University in good academic standing and interrupted their college work for two or more semesters (excluding summer terms) must follow the steps below to reactivate their admission:

- Fill out an [updated transfer student application](#)
- Send in official transcript(s) from all schools attended after leaving Saint Xavier University

No application fee is required. Readmitted students are bound by the provisions of the University catalog that is in use at the time of their readmission. Students interested in returning to the nursing program need to follow the application procedure for transfer nurses listed on the [transfer student admission section](#).

### Students on Academic and/or Financial Aid Probation

Students who left the University while on academic and/or financial aid probation must contact the Office of Admission to [apply for readmission](#). A student who left the University while on academic probation would be placed on academic probation if readmitted. The student must maintain at least a 2.0 grade-point average during the first semester after readmission in order to regain good standing (for most majors).

### Amnesty Policy

For the purpose of financial aid, including academic scholarships and graduation with honors, grades earned at Saint Xavier University five years or more before returning to the University will not be calculated in the cumulative grade-point average. If you wish to apply the amnesty policy to your academic record, submit a request in writing to the [Office of Records and Registration](#).

### Dismissed Students

A student who was dismissed from Saint Xavier University for academic reasons will not be eligible to apply for readmission to Saint Xavier University for one semester following such action. This student should demonstrate successful academic work elsewhere between the time of dismissal and reapplication. A student who would be considered for readmission ordinarily would have completed 12 credit hours of college work with at least a 2.5 grade-point average at another accredited institution. The University may stipulate conditions for readmission.

Students who have been academically dismissed must follow these steps:

- Fill out an [updated transfer student application](#)
- The application personal statement should state the reasons for which the applicant considers the review and possible readmission justified.
- Send in official transcript(s) from all schools attended after leaving Saint Xavier University
- Check with the [Office of Financial Aid](#) to see if your account has any financial holds; you may reach Financial Aid at 773-298-3070.
- Additional information and/or materials may be requested at the time of application.



## International Student Admission

Application procedures and deadlines, as well as admission requirements, for international students are subject to change due to University and Federal requirements. For current procedures, deadlines and requirements, visit our [International Admission and Application Requirements](#) webpage.

The student will not be reviewed for admission until all documents are completed and received.

After the admission process is completed and the student is admitted to Saint Xavier University, the Form I-20 will be issued to the student. Upon arriving at the University's campus, the student should report to the [Center for International Education](#) (CIE). CIE assists arriving and current international students during their time at SXU. It is the student's responsibility to attend SXU on a full-time basis and to notify the Center for International Education of any change in status, including withdrawal. International students are not permitted to register as students-at-large.

## Special Categories of Attendance

### Unclassified Admission

#### Seeking Saint Xavier University Degree

The unclassified admission category is a temporary status for qualified students who are in the process of **applying** for admission but whose applications are incomplete.

The Admission Committee will review these candidates for regular admission when all official documents have been received. The Office of Admission must receive official transcripts by the add/drop date of the first semester of attendance.

If an unclassified admission student is not fully admitted by the **add/drop date** of the first semester of attendance, the admission status becomes student-at-large, and thus, the student is ineligible for financial aid. Scholarships and/or need-based aid will be revoked accordingly.

### Student-at-Large

#### Not Seeking Saint Xavier University Degree

A student who enrolls in classes as either part or full time, but does not intend to be a candidate for a degree at SXU, may take classes as a **student-at-large**. This category includes, among others:

1. A person who has completed his or her junior year of high school or a high school graduate who wishes to take college-level courses.
2. A student presently in good standing at another college or who left another college in good standing, who registers for one or more classes at Saint Xavier University and plans to transfer the credit to another institution.
3. A person holding a bachelor's degree who wishes to take courses for further enrichment.

No more than 27 credit hours of coursework earned as a student-at-large may be applied toward an undergraduate degree at Saint Xavier University. At that time, the student should indicate intent to continue as a student-at-large or request admission to the University as a degree-seeking student. The University reserves the right to request the student-at-large to provide official transcripts from previously attended schools, colleges or universities.

The student-at-large should consult the University catalog for course prerequisites. Students who register inappropriately for a course are at risk of being dropped from the class.

A student denied admission to Saint Xavier University or dismissed from Saint Xavier University may not register as a student-at-large. International students are not permitted to register as students-at-large.

Students who are eligible can complete the **Student-at-Large Registration Form**.



**Saint Xavier**  
UNIVERSITY

## **Admission Policy**

Saint Xavier University admits qualified students and does not discriminate on the basis of race, religion, sex, color, national or ethnic origin, sexual orientation, gender identity, veteran status or disability.



## General Financial Aid Information

### Office of Financial Aid

Saint Xavier University is committed to making your college education affordable. Each year we distribute over \$85 million in federal, state and institutional aid. More than 95 percent of our undergraduate students receive some form of financial aid.

Detailed in this catalog are the financial aid programs available to Saint Xavier University undergraduate students. Additional information can be found on the [Financial Aid](#) webpages.

Saint Xavier University offers many [scholarships](#) to students, which can be reviewed online.

Students interested in applying for financial assistance must complete a [Free Application for Federal Student Aid \(FAFSA\)](#) each academic year and meet the [Basic Eligibility Criteria](#) for receiving aid.

Please view the additional catalog pages for more information.

- [Federal](#)
- [State](#)
- [Institutional Financial Aid](#)

### Office of Student Accounts

Please view the catalog pages below for information about tuition and fees, payments, bills, fines, etc.

- [Tuition and Fees](#)
- [Payment Plans](#)
- [Financial Clearance](#)
- [Tuition and Fee Refunds](#)
- [U.S. Department of Veterans Affairs Pending/Returned Funds](#)
- [Graduation Policy](#)

## Federal Financial Aid

**Federal Pell Grant Program:** A federally funded grant program for undergraduate students with exceptional financial need. Award amounts are determined in part by your enrollment level.

**Federal Supplemental Educational Opportunity Grant (FSEOG):** A federally funded grant program for undergraduate students with exceptional financial need.

**Federal Direct Loan:** A federal loan with a variable, fixed interest rate. The principal and interest may be deferred until six months after the student is no longer enrolled at least half time. There are several repayment options available that are designed to meet the individual needs of borrowers. Your loan servicer can help you understand which repayment options are available to you. Generally, you'll have 10 to 25 years to repay your loan, depending on the repayment plan that you choose. There are two types of Federal Direct Loans: subsidized and unsubsidized (detailed below).

- **Federal Direct Loan Amounts Per Academic Year (Subsidized and Unsubsidized Combined):**

Freshman:	\$5,500
Sophomore:	\$6,500
Junior and Senior:	\$7,500

- **Federal Direct Subsidized Loan:** Available to students with financial need; student is not responsible for interest charges while enrolled at least half-time. This loan has a variable, fixed interest rate that readjusts annually on July 1 for loans borrowed in the upcoming year.
- **Federal Direct Unsubsidized Loan:** Available to all students, who file for financial aid using the FAFSA, regardless of financial need; interest begins to accrue immediately after disbursement. This loan has a variable, fixed interest rate that readjusts annually on July 1 for loans borrowed in the upcoming year. Independent students and dependent students whose parents do not qualify for the PLUS loan may borrow an additional \$4,000-\$5,000 annually (based on academic level). Students have the option to pay interest while in school or defer the interest until the loan goes into repayment.

**Direct PLUS Loan:** A credit-based loan borrowed by the parents of dependent undergraduate students. This loan has a variable, fixed interest rate that readjusts annually on July 1 for loans borrowed in the upcoming year. Repayment begins immediately, unless the option to defer payment until after the student's graduation is selected. The standard repayment term is 10 years. Parents may borrow up to the cost of education less other financial aid.

**Federal Work-Study:** A federally funded work program. Students work part-time, on-campus jobs, and wages are paid jointly by federal funds and the University. Students have the option of using their paychecks to make payments on their balance or to keep as personal spending money.

**Federal TEACH Grant (Teacher Education Assistance for College and Higher Education):** A federal grant program that provides grants of up to \$4,000 per year to students who intend to teach in a specified high-need field at a public or private elementary or secondary school that serves students from low-income families. Students must be admitted to the Education Department and have a GPA of at least 3.25. If the service obligation is not met, TEACH grant funds are converted to a Federal Direct Unsubsidized Loan. Interested students must apply annually by completing an **TEACH Grant Initial and Subsequent Counseling and Agreement to Serve**.

## State Financial Aid

**Illinois Monetary Award Program (MAP) Grant:** A state-funded grant program for undergraduate students who meet Illinois residency requirements and demonstrate financial need. Award amounts are based on the number of enrolled credit hours each semester. MAP grants are limited based on the number of applicants and funding levels appropriated by the Illinois General Assembly; in light of state funding constraints, reductions to estimated or actual MAP grants are possible. The current maximum award amount is \$8,400.

**Retention of Illinois Students & Equity (RISE) Act and Alternative Application:** The RISE Act is a state-funded grant that allows eligible undocumented students and transgender students who are disqualified from federal financial aid to apply for all forms of state financial aid. The Alternative Application for Illinois Financial Aid provides a pathway for these qualified students to apply for the Monetary Award Program (MAP) grants, the state's largest need-based grant program for low-income college students. Instead of completing the FAFSA to begin the MAP application process, these students may be eligible to complete the [Alternative Application for Illinois Financial Aid](#). The data from the application will be used to calculate an expected family contribution (EFC), which is used in determining a student's MAP eligibility. Award amounts are based on the number of enrolled credit hours each semester and the current maximum award amount is \$8,400.

**Minority Teachers of Illinois Scholarship Program:** A state-funded scholarship for designated minority students enrolled at least part-time in a teacher-education program or seeking initial teacher certification. Must maintain a minimum 2.5 grade-point average. A teaching commitment is required, and, if not satisfied, the scholarship converts to a loan. Award amount is a maximum of \$7,500 per year.

**Golden Apple Scholars of Illinois Program:** A state-funded scholarship, administered by the Golden Apple Foundation. Students are nominated by teachers, counselors, principals or themselves. A teaching commitment is required, and, if not satisfied, the scholarship converts to a loan. Award amounts range from \$2,500 to \$5,000, depending on academic level.





## Institutional Financial Aid

**Saint Xavier University Scholarships:** University-offered scholarships, based on prior academic credentials and awarded by the **Office of Admission** upon acceptance to the University. SXU scholarships are available to qualifying students who are enrolled full time and are contingent upon maintaining **good academic standing**. Full-time enrollment is defined as 12 or more credit hours per semester. Students may qualify for SXU scholarships for no less than eight full-time semesters (when enrolling as a freshman) or six full-time semesters (when enrolling as a transfer student).

**Saint Xavier University Grant:** Institutionally funded grant program for undergraduate students with exceptional financial need. Award amounts vary depending on financial need, amount of other aid and fund availability. Eligibility is automatically evaluated annually, when **FAFSA** results are received.

**Lifelong Learners Scholarship:** Offered by the **Office of Admission**, this scholarship provides up to \$1,250 per academic year to adult transfer students with a 2.5 GPA. Renewable based on maintenance of a 3.0 GPA.

**Athletic Scholarship:** Offered by the **Athletic Department**. Award amounts vary.

**Music Scholarship:** Offered by the Music Program. Award amounts vary.

**Art and Design Scholarship:** Offered by the College of Liberal Arts and Education. Award amounts vary.

A complete list of Saint Xavier University's **scholarships** can be reviewed online.



## **Tuition and Fees**

Full payment of tuition and fees is to be made by the semester due date each term. For students who are unable to pay the amount due in full by the semester due date, the University offers a five month payment plan. Students can view, pay their bill or enroll in the Cougar Payment Plan online through [Self-Service](#)

The Office of Student Accounts accepts cash, check, or money order in A-227 of the Warde Academic building. Check payments can be mailed to Student Accounts, 3700 W. 103rd St., Chicago, IL 60655. Online payments can be made by e-check (.35 fee) or with Visa, Mastercard, Discover, and American Express by credit cards (2.70% fee).

All student's accounts must be current and financially cleared in order to register for future semesters and any outstanding balance must be paid in full to receive a diploma upon graduation.



## Payment Plans

For students who are unable to pay tuition in full by the semester due date, the University offers a payment plan.

### Cougar Payment Plan

The **Cougar Payment Plan** allows you to spread all or part of your semester's tuition expenses over five interest-free monthly payments. The first payment is a down payment due with enrollment and the remaining monthly payments will be due on the fifth of the month.

Semester Enrollment includes:

- \$65 Enrollment Fee due with downpayment
- Five Month Payment Plan
- Enrollment opens with Fall billing on July 15
- **Fall:** August - December
- **Spring:** January- May

### Employer Reimbursement Payment Plan

The **Employer Reimbursement Payment Plan** is available to:

- Students who qualify for tuition reimbursement with an employer.
- Graduate nursing students whose employers offer 100% tuition reimbursement.

### Chicago Police Department (CPD) Tuition Deferment Program

The **Chicago Police Department (CPD) Tuition Deferment Program** is for Chicago police officers enrolled at SXU that will be reimbursed by the City of Chicago for their tuition charges.



## Financial Clearance

The **Office of Student Accounts** requires that every Saint Xavier University student receive financial clearance each semester. Financial clearance is the recognition that you have made appropriate arrangements to pay each semester's charges. If you fail to obtain financial clearance, you will be unable to obtain a valid ID card or move into the residence hall. In addition, students who do not obtain financial clearance by the end of the second week of classes each term may be assessed a \$100 late-clearance fee.

Ways you can obtain financial clearance:

- Your total financial aid (minus any loan-processing fees) meets or exceeds your charges for the semester (including approved federal PLUS or alternative loans).
- You have an active payment plan for the current term in good standing with the first payment paid.
- You pay your billing charges in full by the semester due date through **Self-Service**.
- You have paid all prior semester balances in full.



## Tuition and Fee Refunds

Students are financially obligated for all tuition and fees associated with registration. Failure to meet financial obligation may result in a cancellation of your registration.

Students who register for classes must pay all tuition and fees as billed unless they officially withdraw on **Self-Service** or in the **Office of Records and Registration** (A-203) by the withdrawal deadline. The University will not initiate withdrawals.

Notifying the instructor or ceasing to attend the class does not constitute an authorized withdrawal. A student must either drop classes online or officially withdraw within the published time period to be eligible to receive a tuition refund or adjustment.

Room charges are not refundable. Under exceptional circumstances, the Dean of Students may approve a room refund, on a prorated basis.

If, after registration, a student decides not to return to the University for the subsequent semester, he or she should withdraw in the Office of Records and Registration or on **Self-Service**.



## **U.S. Department of Veterans Affairs Pending/Returned Funds**

For students using U.S. Department of Veterans Affairs educational benefits, in Compliance with 38 USC 3679(e), and despite any policy to the contrary, Saint Xavier University will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch.33) or Vocational Rehabilitation and Employment (Ch. 31) benefits while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website.

Please note if a withdrawal from classes results in benefit funds being returned and a balance owed to Saint Xavier University, please work with the Office of Student Accounts or review payment plan options and make a payment in **Student Self-Service**



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## **Graduation Policy**

The University encourages students to participate in their graduation ceremony. Students who have met the academic requirements for graduation may participate in the commencement ceremony.



## Academic Policies and Procedures

Below are the academic policies and procedures that all students must follow while attending Saint Xavier University, as well as other additional academic information.

- Academic Catalog Policy
- Academic Dismissal
- Academic Integrity
- Academic Load
- Academic Minor Requirements
- Academic Misconduct
- Academic Probation
- Academic Status Grievance Procedure
- Academic Year
- Auditing of Courses
- Bachelor's Degree Requirements
- Class Absences
- Commencement Policy
- Course Grade Grievance Policy
- Course Waivers
- Credit for Prior Learning
- Dean's List/Honorable Mention
- Drop-Add/Withdrawal Policies
- Equivalency Testing
- Grading Policy
- Graduation Honors
- Illinois Articulation Initiative (IAI) Policy
- Placement Testing and First Year Requirements
- Registration
- Repeated Courses
- Second Bachelor's Degree Requirements
- Self-Service
- Student Advising Center
- Student Leave of Absence
- Transcripts
- Transfer Credit for Currently Enrolled Students



## Student Advising Center

At Saint Xavier University, academic advising is a pivotal component of the educational experience, used to empower students to think critically and to explore and identify academic and career interests. Through guidance and mentorship, advising encourages academic excellence and accountability and helps students to realize their full potential.

### Academic Advising Philosophy

Academic advising is a shared responsibility between student and advisor. Advisors work to inspire students by building relationships, empowering self-awareness and reflection, connecting students with appropriate resources, fostering personal development, and supporting various college-to-career pathways. Although advisors provide guidance and recommendations, students are ultimately responsible for making academic decisions and satisfying degree requirements.

Academic Advising practices at Saint Xavier are guided by the [National Academic Advising Association's \(NACADA\)](#) core competencies and core values as well as guidelines provided by the [Council for the Advancement of Standards \(CAS\) in Higher Education](#).

By engaging in the academic advising process at Saint Xavier University, students will be able to

- Recognize the value of general education as it relates to real-world skill development.
- Self-advocate and seek appropriate academic and support resources as needed.
- Demonstrate understanding of advising technologies, including the student planning system.
- Articulate academic and career goals, including the steps required to achieve them.

All matriculated undergraduate students are assigned an academic advisor during their first semester. Students can access their advisor's information, including email, through Navigate or Academic Planning. Advising and registration forms, including Add/Drop, Audit, Change of Name or Address, Change of Grade, Change of Major, Intent to Minor, and Pass/Fail Grade Request can be accessed through the [Records and Registration](#) website. Additional helpful resources related to academic advising include:

- [Academic Calendar](#) a listing of important dates and events tied to academics at the University.
- [Academic Catalog](#) an official University document that includes course descriptions, academic program information, and academic policies and procedures.

All undergraduate students should meet with their advisor at least once per semester on matters of academic planning and progress. Students should regularly view their progress program evaluation in [Self-Service](#) and Academic Planning for accuracy and progress towards graduation. The ultimate responsibility for making decisions about educational plans consistent with policies of the University rests with the student.

### Additional Advising Resources

- [Student Advising Center](#)
- [Academic Advising Resources for Students](#)
- [Academic Advising Resources for Advisors](#)



## Academic Catalog Policy

Part-time and full-time students enrolled in a continuous program must adhere to the program requirements stated in the catalog at the time of their matriculation into the University. The only exception to this practice occurs when state-certified programs, such as education, change requirements and require a definite time for implementation.

Student's who leave the University for more than two consecutive semesters must adhere to the program requirements in effect at the time they are readmitted to the University.



## Academic Dismissal

The academic records of students who earned a cumulative grade point average below 2.0 are reviewed at the end of the fall, spring, and summer terms. A determination is made if the student is dismissed or allowed to continue for another semester on strict academic probation. Each dismissed student will receive official notification via U.S. mail and through their SXU email account. All future registrations will be removed and/or blocked. Academic dismissal will be noted on the student's official transcript and will be part of the student's record.

A dismissed student may appeal to the dismissal committee during the period specified in the dismissal letter. The appeal, stating the reasons for which the student considers the review justified, must be submitted via SXU email to the address provided by the specified deadline. The development of an academic plan is required as part of the dismissal appeal process. The appeal will be reviewed by the dismissal committee. If the appeal is granted, notice will include the terms and conditions of continued study, and the student's status will be changed to strict academic probation. If the appeal is not granted, notice will include recommendations if the student plans to apply for readmission at a later date.

Direct questions to can be sent to [dismissals@sxu.edu](mailto:dismissals@sxu.edu).

## Academic Integrity

A commitment to academic integrity is at the heart of Saint Xavier's mission as an intellectual community, dedicated, in the words of the University Philosophy Statement, to the examination of fundamental questions of human concern, respectful dialogue in the context of diverse points of view and experience, as well as the search for truth and justice. For faculty and students alike, the scholarly enterprise requires clear and rigorous argument, acknowledging the sources of our ideas, the quality of the evidence that supports them and taking responsibility for the errors we have made.

The efforts of students to cultivate these academic skills and intellectual virtues in turn requires formative evaluation, accurately and justly assessing student progress. In order to achieve this, instructors must be certain that students' work is their own and that all records of accomplishment are authentic and reliable. In this context, when students misrepresent their knowledge or abilities, they are more than simply breaking the rules of academic conduct. Such behavior undermines not only the student's own academic progress, but the integrity of academic evaluation itself. For that reason, it may result in failure for the assignment, failure for the course, suspension from the University or permanent dismissal from the University.

The principles of academic integrity should govern all forms of academic work, from the content of papers, projects and presentations to one's conduct before and during examinations. These principles -- and thus the very possibility of honest evaluation -- can be jeopardized by a number of actions, including but not limited to:

- **Cheating** on an examination, including but not limited to, using cheat sheets or unauthorized materials, copying from peers or obtaining copies of tests through unauthorized means;
- **Unauthorized collaboration** with one's peers on assignments, exams, projects or presentations;
- **Plagiarizing**, which may include:
  - copying phrases or sentences word for word from a source without enclosing the copied words in quotation marks and indicating the actual source;
  - changing the wording of a source slightly, but still incorporating all the ideas of the source without indicating the source;
  - altering the wording significantly but still incorporating the main ideas from other sources without indicating, through standard forms of documentation, which sources have been used, thereby implying that the ideas are one's own;
- **Unacknowledged and unauthorized resubmission** of work completed in other courses;
- **Using unauthorized or falsified instruments of identification** with the intent of academic fraud; supplying false academic records (transcripts, grade reports, etc.) to any official of the University; forging, altering or making unauthorized use of University records or documents;
- **Hindering one's peers** by removing, misplacing or defacing library or other instructional materials.

Faculty and administrators who discover such violations should compile evidence sufficient to document the incident and may impose penalties appropriate to their purview. When the offense and proposed penalty entail suspension or dismissal from the University, the violation must be addressed in consultation with the appropriate dean and the provost.

Students who believe they have been wrongly accused and penalized may initiate a Course Grade Grievance, as described in the [Course Grade Grievance Procedure](#).



## **Academic Load**

Undergraduate students carrying 12 credit hours or more per semester are classified as full-time students. Full-time classification for summer is 12 credit hours.

### **100 and 200-Level Courses**

Considered lower-level undergraduate courses

### **300-Level Courses**

Considered upper-level undergraduate courses

Graduate students may not apply 300 level courses toward graduate degree requirements.

### **400 to 999-Level Courses**

Considered graduate-level courses

Undergraduate students may enroll in graduate courses only with the written permission of the dean/division director of the program in which the course is being offered.



## **Academic Minor Requirements**

1. Satisfactory completion of the requirements for the minor, as designated by the academic program.
2. Student's transferring from other institutions and working toward a minor must:
  - a. Satisfy all the standards and requirements of the corresponding minor at Saint Xavier in order to be awarded a minor at Saint Xavier University.
  - b. Complete a minimum of 9 credit hours of minor requirements at Saint Xavier University.

Requirements for minors at Saint Xavier University may not exceed 24 credit hours, unless necessitated by professional certification requirements.

## Academic Misconduct

Students are expected to conduct themselves in compliance with the **Code of Student Conduct**. Because "determination of whether a student is being disruptive in class is left to the sole discretion of the faculty member leading the class" (**Student Handbook**), faculty have the right to dismiss a disruptive student from a particular class meeting without prior notification. In cases of repeated disruptive behavior on the part of the same student, a faculty member may recommend to the program director, division director or school dean, in writing, that the student be removed from the course for the remainder of the current semester. The division director, program director or college dean will attempt to mediate the situation between the student and faculty member.

In the College of Liberal Arts and Education, if the program director or division director agrees with the faculty member's recommendation that the student be removed from the course, he or she will notify the dean of the college. The dean will attempt to mediate the situation between the student and faculty member within a reasonable period. In all colleges, if the dean affirms the recommendation to remove the student from the course, the dean should forward the recommendation and a summary of the reasons to the provost. The provost should attempt to resolve the matter through discussion with the concerned persons. The provost will notify the student by traceable mail either of his/her removal from the class, and the reasons, or the conditions under which he/she may remain in class. Should the determination be removal from class, the provost will notify the director of records and registration services, director of financial aid, dean of students and the student's academic advisor.

The student may appeal this decision in the following manner:

1. The student may submit a written grievance to the provost within five days.
2. The provost then constitutes a Student Academic Grievance Committee (SAGC). The SAGC is composed of three members: two faculty members and a student. One faculty member will be serving on and selected by the academic policies committee, another will be appointed by the provost and the student will be selected by the dean of students, from among the members of the **Student Government Association**. The academic policies committee representative will serve as chair of this committee.
3. The provost then forwards the grievance, and the SAGC must notify the faculty member and the student and hold a hearing. The SAGC must submit its written recommendations to the provost within 15 working days after its formation.
4. Within five days after the provost has received the decision of the committee, the provost must announce the decision to the student and faculty member.



## Academic Probation

The academic records of all enrolled undergraduate students are reviewed at the end of each semester and summer term. The University reserves the right to dismiss any student whose cumulative grade point average (GPA) falls below 2.0. Any continued student whose cumulative GPA is less than 2.0 will be placed on academic probation. Second-semester first year students who have a GPA below 2.0 and who have been allowed to continue for the spring semester must enroll and attend Rebound, a non-credit bearing course which focuses on academic recovery in their spring semester.

A student on probation must achieve a cumulative GPA of 2.0 within the next term of enrollment at the University. If, during the probationary period, the 2.0 cumulative GPA is approached and their term GPA has improved, they will remain on academic probation. If their term GPA does not improve and their cumulative GPA is under a 2.0, that student may be dismissed or placed on strict academic probation for one semester. A student who has not reached the 2.0 GPA standard at the end of the strict probation period is subject to the dismissal policies of the University. (See section on [academic dismissals](#).) Any student on probation may be required to carry a reduced course load. Probationary status is removed at the end of any grading period, provided the student has achieved a 2.0 cumulative GPA.





## Academic Status Grievance Procedure

A student notified of being suspended or dismissed for academic reasons may request a review by the provost's office in consultation with the dismissal committee. The written request must clearly indicate a substantive reason for the review. The provost, after consulting with the dismissal committee, will notify the student in writing of the review's outcome. The decision is final.



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## Academic Year

The academic school year is comprised of two 16-week semesters, the first ending mid-December, the second ending early May. Some classes are offered in shorter time frames within the semester. Classes are also offered in the summer during a variety of time frames. The [academic calendar](#) is enclosed within this catalog.



## Auditing of Courses

A student wishing to audit a course instead of taking it for credit must obtain written permission from the instructor of the course at the first class meeting and then register for the class in the [Office of Records and Registration](#) (WAC A-203). A student wishing to change from audit to credit must do so within the first three weeks of class. Students changing from credit to audit must do so no later than Monday of mid-term week and must secure the written permission of the instructor.

Students changing from credit to audit after the official institutional refund date are responsible for the full course tuition. A fee of \$125 is charged to audit a course. Students who take courses at Saint Xavier University and earn grades of D, F or W, or who audit courses, are not permitted to earn CLEP credit as a replacement.

Alumni of Saint Xavier University are entitled to audit credit courses free of charge. There is a \$25 registration fee. Information on this privilege may be obtained from [Office of Alumni Relations](#). Alumni who take advantage of this benefit must pay any and all fees (exclusive of tuition) associated with the course.



## **Bachelor's Degree Requirements**

1. Satisfactory completion of at least 120 hours of credit, including the curricular components of the major program.
2. Students transferring from other institutions must complete at Saint Xavier University:
  - a. at least 30 credit hours, normally the 30 immediately preceding graduation (excluding credit from CLEP or any other examinations).
  - b. approximately one-third of the requirement in the major area, including a clinical or practicum experience in programs requiring such a component.
3. A cumulative grade-point average of 2.0 or better, is required by the academic program (out of a possible 4.0). The GPA is based solely on work taken at Saint Xavier University.



## Class Absences

Class attendance is limited to registered students only. Dependents or siblings are not allowed to accompany students to class. Class visitation by a prospective student must be arranged through the Office of Admission and approved by the course instructor in advance.

Punctual and regular class attendance is expected of all students. Students are directly responsible to notify instructors of a class absence and can request the [Dean of Students Office](#) (773-298-3123 or [deanofstudents@sxu.edu](mailto:deanofstudents@sxu.edu)) to notify instructors of an illness or emergency.

Excessive absence, even for serious reasons, may disqualify a student from receiving academic credit. In the event of foreseeable absence, the student should make suitable arrangements with instructors regarding work in advance. Reported absences do not relieve the student of academic responsibilities nor do they guarantee approval for an excused absence. The student should take responsibility to obtain class notes and assignments. It is up to the discretion of the instructor to approve the opportunity to make-up any missed course activity. For prolonged absences, students are encouraged to contact an academic advisor or the Dean of Students Office, in addition to instructors.

## Excused Absences

Participating in University sponsored events such as academic conferences or athletic events, as well as the observance of religious holidays not officially observed by the University, for example, the Muslim holidays of Eid al-Fitr and Eid al Adaha, is considered an excused absence. An excused absence may not be counted as a missed class in a course in which attendance is a measure of academic performance. Reasonable extensions of time must be given for missed assignments and exams must be reasonably rescheduled without academic penalty. Students must inform their instructor reasonably well in advance in writing of their planned absence. Students are responsible for obtaining class notes and assignments and working with their instructor to complete any missed work.

## Commencement Policy

Participation in Saint Xavier University's commencement ceremony held in spring is limited to the following groups of students:

- Students who completed their degree requirements in the fall semester that immediately precedes the current spring semester.
- Students completing their degree requirements in the spring semester in which the commencement ceremony is held.
- Students who will be completing their degree requirements in the upcoming summer term (must be registered for summer courses).

Students finishing degree requirements in December 2024, May 2025 and August 2025 are invited to participate in the May 2025 ceremony. Diplomas will continue to be issued three times a year for those completing degree requirements in December, May and August. Students are encouraged to view their program evaluation through [Self-Service](#) on a regular basis and address deficiencies with their academic advisor. It is the responsibility of each student, along with guidance from their advisor, to complete all general education, major, minor (when applicable) and institutional requirements prescribed for each degree.

Students must apply for graduation for the term in which they are completing their degree requirements. Potential graduates must apply to Graduate online through [Self-Service](#) by the appropriate posted deadlines: August 1 through January 15 for May, August, and December graduates. Students who apply after the deadline will be charged and additional **\$100 late fine** and must fill out a paper form in the [Office of Records and Registration \(A-203/x3501\)](#).

All students are charged a \$175 Graduation fee (Undergraduate students at 90 hours; Graduate students at 24 hours). Students will receive a diploma after all financial obligations to the University have been met, and the Office of Records and Registration has fully verified the student's eligibility to academically graduate. Diplomas and transcripts with degree posted will be available approximately 6 weeks after the degree date.

Application Deadline	Awarding of Degrees
March 15, 2024	Fall 2024
January 15, 2025	Spring, Summer, and Fall 2025

## Course Grade Grievance Procedure

An eligible course grade grievance results from an allegation of improper academic evaluation.

Improper academic evaluation includes evidence of instructor error in calculating or reporting a final grade; evidence that the evaluation criteria noted in the syllabus were not followed; evidence that the evaluation criteria noted in the syllabus were not followed consistently when grading students in the same class.

Academic evaluation that is not eligible includes dissatisfaction with the evaluation criteria noted in the syllabus; dissatisfaction with the level of difficulty or work load associated with the course; objections regarding the style or quality of the instructor's teaching.

### Step 1: Resolution at the School Level

A student who wishes to question a final course grade is expected to discuss the matter first with the course instructor within the first 20 business days of the term subsequent to the term in which the disputed course grade was awarded. This discussion can take place in person, in writing or via University email account. It is anticipated that, in most cases, this discussion will suffice and the matter will not need to be carried further. Colleges will require students to meet with the division director of the program prior to Step 2.

### Step 2: Mediation

If the student grievance is not resolved through discussion with the instructor, the student may submit a Course Grade Grievance Form (hereinafter referred to as the "grievance form"), along with any documents that the student believes support the grievance. The grievance form and supporting documents must be submitted to the dean's office. The grievance should be filed in the school, in the office of the dean in which the course is being offered within the first 20 business days after the completion of Step 1.

*Note: The grievance forms will be housed in the dean's office of the College of Liberal Arts and Education and the College of Nursing, Health Sciences and Business.*

Once the grievance form is received by the dean, the formal course grade grievance process begins and the dean sends the paperwork to a mediator, selected by the dean for the case (a mediator may serve more than once). The mediator has 15 business days from receipt of the grievance form in which to complete Step 2.

If the mediator determines that a student grievance is not eligible to be resolved under this course grade grievance policy, the mediator indicates "Ineligible" on the grievance form, completes the rationale section and distributes copies of the form to the student, the faculty member, the faculty member's immediate administrative superior and the dean.

The student can provide a written appeal of the mediator's decision to the dean if applicable. The dean will either uphold the mediator's decision or grant the appeal and begin Step 3. The dean will send official notification of the decision to the student, the faculty member, the faculty member's immediate administrative superior and the mediator.

#### Eligible Course Grade Grievance

If the student submits a grievance that is eligible to be resolved under this course grade grievance policy, the mediator should inform the student of the course grade grievance process.

The mediator sends a copy of the student's grievance form and the supporting documents to the faculty member, so that the faculty member can respond to the grievance. The mediator is expected and encouraged to converse with the student, the faculty member and any other individual that might need to be included to help resolve the grievance. The mediator is encouraged to bring those specifically involved in the grievance together when the mediator believes such a meeting will help resolve the issue. The mediator has the latitude to request documentation and set deadlines for receipt of such documentation, as deemed necessary.

If the grievance is resolved, the mediator describes the resolution on the grievance form and distributes copies of the completed form to the student, faculty member, the faculty member's immediate administrative superior and the dean.

If the grievance is not resolved, the mediator indicates "not resolved: requires an Ad Hoc Committee review" on the grievance form and copies the student, faculty member, the faculty member's immediate administrative superior and the dean. At that point, the mediator is no longer involved. As a courtesy, the mediator would be notified of the outcome at the conclusion of the process.

### **Step 3: Ad Hoc Course Grade Grievance Committee**

The role of the Ad Hoc Course Grade Grievance Committee is to make a final decision on all course grade grievances that are not successfully resolved at the mediation level. The Ad Hoc Course Grade Grievance Committee will hereinafter be referred to as the Ad Hoc Committee.

#### **Structure of the Ad Hoc Committee**

##### **Formation of the Ad Hoc Committee**

The dean will form an Ad Hoc Committee (only after step 2 has been completed) within 10 business days of receiving the grievance form. Within these 10 business days, the dean will send the provost a notice of the committee formation and will send each committee member the following:

- written notice of the committee formation, date of the formal charge, date by which the committee should have its recommendation formulated, names and contact information of committee members;
- a copy of the grievance file that was established at the mediation level;
- written description of the Ad Hoc Committee function, timeline and process, as excerpted from the faculty and student handbooks.

Upon confirmation of willingness to serve by the three ad hoc committee members, the dean will formally charge the committee with the task of reviewing the case and coming to a conclusion. The conclusion must be decided within 25 business days of the formal charge of the committee. The dean will inform the student, faculty member and faculty member's immediate administrative superior in writing about the committee formation and timeline.

The Ad Hoc Committee will consist of three tenured or tenure-track full-time faculty members whose primary responsibility is teaching and who have no conflicts of interest with the case at hand (at least one member of the committee must be a tenured faculty member). These full-time faculty members need to be within the discipline of the course grade being grieved, or in programs where there are few or no full-time, tenure-track or tenured faculty, the dean will select faculty from within a closely allied field or within the school in which the grade is being grieved. One of the three members must be within the discipline or a closely allied field. The chair of the Ad Hoc Committee must be a tenured faculty member and will be designated as chair by the dean.

#### **Guidelines for the Ad Hoc Committee**

##### **Operation of the Ad Hoc Committee**

The Ad Hoc Committee chair will convene the committee as soon as possible after each member receives the charge and grievance file. Committee members will review the file and meet to discuss the merits of the matter. The chair of the committee will appoint someone with the sole responsibility of keeping minutes of meetings, and such minutes will become part of the grievance file. The committee will deliberate and achieve a simple majority decision as to its recommendation regarding the course grade in question.

The Ad Hoc Committee may or may not permit new information from those specifically involved in the grievance. Those specifically involved in the case may also request permission to submit new information pertinent to the case. The Ad Hoc Committee responds to the party as to whether or not the committee will allow the new information to be sent. If allowed, the Ad Hoc Committee may set deadlines for receipt of new information. All communication between the committee and the parties involved will be in writing.

Decisions of the Ad Hoc Committee are to be determined by simple majority.

#### **Outcome of the Ad Hoc Committee**

##### **Ad Hoc Committee Confirms Grade**

Within 25 business days of receiving the charge, the chair of the Ad Hoc Committee must submit a letter to the student, faculty member, faculty member's immediate administrative superior and the dean. The letter must include:

- date of the report
- validation of adherence to timeline
- facts of the case as considered
- rationale for keeping the original grade



- names of committee members and each member's original signature on the letter

If a simple majority of the Ad Hoc Committee has determined that the grade stands, the process ends.

### **Ad Hoc Committee Requests Grade Change**

Within 25 business days of receiving the charge, the chair of the Ad Hoc Committee must submit a letter to the faculty member, faculty member's immediate administrative superior, and the dean. The letter must include:

- date of the report
- validation of adherence to timeline
- facts of the case as considered
- rationale for recommendation for grade change
- names of committee members and each member's original signature on letter
- the recommendation of the committee

If the faculty member agrees with the recommendation of the Ad Hoc Committee to change the grade, the faculty member will communicate in writing his/her agreement to the ad hoc committee chair, his/her immediate administrative superior and the student within five business days of receipt of the letter. Within these same five days, the faculty member will initiate the grade change following the established procedure. The Ad Hoc Committee chair will contact the dean and the Ad Hoc Committee members regarding the grade change.

If the faculty member does not follow the recommendation to change the grade, the instructor's administrative superior and/or the chair of the Ad Hoc Committee will provide the dean with the rationale to change the grade and forward all documents in the grievance file to the dean for the dean's review. After reviewing the file, the dean will notify in writing the student, faculty member, the faculty member's immediate administrative superior, the registrar, the Ad Hoc Committee members and the provost of his/her final and binding decision and rationale for either changing or not changing the grade.

If the dean decides a grade change is warranted, the dean will be noted as the individual assigning the grade. The dean will follow appropriate internal procedures to change the grade.

#### **Upon conclusion of this process:**

- All copies of grievance files should be given to the dean.
- Approved meeting minutes should be included in the file.

## **Special Extenuating Circumstances**

### **Additional Timeline Guidelines**

If at any point during the process the student does not adhere to the established deadlines, the grievance shall be considered denied.

The mediator, dean or chair of the ad hoc committee can request additional time due to unforeseen circumstances (for example: the chair of the ad hoc committee may encounter difficulty coordinating the schedules of the committee members). The necessity for such flexibility is solely intended for the purpose of providing a fair and equitable process. The dean must approve any deviations in timeline, and those specifically involved in the grievance must be notified in writing of the timeline adjustment and the rationale.

Deviations from policy: special circumstances may require deviations from the provisions and guidelines of the course grade grievance policy. In such cases, the dean should determine adjustments necessary to best ensure a just outcome and one that follows as closely as possible to the spirit of expeditious and thorough implementation of the established policy.

## **Glossary of Terms**

A "mediator" can be an administrator or faculty member designated by the dean of each college.

"Business days" shall refer to Monday through Friday, excluding University holidays.

"Term subsequent" refers to fall for spring and summer disputed course grades, and to spring for fall disputed course grades.



## **Course Waivers/Substitutions**

A student requesting a substitution for a General Education University requirement is required to complete a form available from the director of general education. If the advisor, the director of General Education and the dean of the College of Liberal Arts and Education approve the substitution, it will be processed by the director of Academic Planning who will notify the student. Substitutions for program requirements are processed by the division director.

## Credit for Prior Learning

Saint Xavier University will accept credit for prior learning through the evaluation and review of a portfolio. The portfolio is an organized collection of essays, employment history (resume), professional training and other pertinent documentation indicating learning through work and life experiences. Students must thoroughly demonstrate how knowledge and skills gained through life experience is equivalent to college-level learning. Students are billed a \$300 evaluation and processing fee. Students are charged \$150 for additional reviews. For more information, contact Eileen Luce, director of Transfer Student Services Center, at [luce@sxu.edu](mailto:luce@sxu.edu) or email the [Transfer Student Services Center](mailto:transfercenter@sxu.edu) at [transfercenter@sxu.edu](mailto:transfercenter@sxu.edu).

### Prior Learning Through Portfolio Assessment Must Be:

1. Applicable to contexts other than the one in which it was earned (Example: Participation in a workshop about human resource policies about a specific organization may not qualify unless the learning focused on broad concepts that can be applied across various types of organizations);
2. Publicly identifiable;
3. Independent from credits previously transcribed from other institutions;
4. College level. The learning should be uniquely distinguished from learning everyone gains through common life experiences and should relate to the course and subject matter for which the student is earning credit;
5. Current and relevant;
6. Linked to established learning outcomes or other criteria consistent with standards for a given course;
7. Able to demonstrate that the competence has a subject area with theoretical and practical elements that can be identified and verified;
8. Pre-approved by the academic department for which the student is seeking credit.

Other ways that students may be able to earn credit for prior learning is through ACE credit (the American Council on Education) and CLEP credit (College-Level Examination Program).

### American Council on Education (ACE) Credit

Saint Xavier University is a member of the [American Council on Education \(ACE\)](#). This membership allows adult students the opportunity to obtain academic credit from military and workplace training programs from organizations such as business and industry, labor unions, professional and voluntary associations, technical and business schools, professional training suppliers and government agencies. These training organizations must be recognized by the American Council on Education (ACE) in order for the student to obtain credit. These credits do not apply toward the residency or entrance requirements, and they do not apply toward a student's GPA. ACE transcripts are posted without charge. For more information, call the Transfer Student Services Center at 773-298-3510.

### College-Level Examination Program (CLEP) Credit

Students may earn up to 27 college credits for designated courses through the [College-Level Examination Program \(CLEP\)](#). The University requires a minimum score of 50 on each exam. You may not receive credit for a CLEP exam if you are currently enrolled in that course or have earned credit for the equivalent course. You may not use CLEP to replace a failing grade or to repeat a class you dropped and received a W in. For information as to which course requirements can be satisfied through testing and for an examination schedule, students may check with the [Office of Records and Registration](#) or visit [College-Level Examination Program \(CLEP\)](#).

### Illinois Seal of Biliteracy

Saint Xavier University accepts the Illinois Seal of Biliteracy and as equivalent to two (2) years or (12 semester hours) of introductory college-level foreign language coursework (101-104) taken during high school. The high school transcript must indicate the student will be receiving or has received the State Seal of Biliteracy. Students enrolled at Saint Xavier University must request course credit for their seal through the Office of Records and Registration within three (3) academic years after graduating from high school as noted in the State of Illinois House Bill 4330.



## Dean's List/Honorable Mention

The University has established the Dean's List and Honorable Mention categories published at the end of the fall and spring semesters to recognize outstanding academic achievement. To be eligible for either, students must have completed a minimum of 15 credit hours of graded coursework at Saint Xavier University. Additionally, students must maintain a minimum cumulative GPA of 3.75 or higher, and not receive any grade of I, F or D during the most recent semester.

**Dean's List** students should have been enrolled for a minimum of 12 credit hours of graded coursework (carrying graded points) during the most recent semester and should have received a minimum semester GPA of 3.75.

**The Honorable Mention** category has been established to recognize exceptional part-time students. Those students completing at least 6 credit hours of graded coursework (carrying graded points) but less than 12 credit hours during the most recent semester and earning a semester GPA of 3.75 will be named.



## Drop-Add/Withdrawal Policies

1. A student who wishes to add or drop a class must do so either in the **Office of Records and Registration** (A-203) or online through **Self-Service**. Students are directed to retain a copy of all online (Self-Service) transactions for their records. A student may withdraw from a course without academic penalty until the 3/4 point of the semester or term (dates to be determined and published on Self-Service each semester by the Office of Records and Registration). It is the student's responsibility to take all action necessary to withdraw from a class. A grade of W will appear on the record for any withdrawal from a class after the institutional refund date.  
The University does not refund tuition for students who have failed to drop courses during the prescribed time period. Students who seek a tuition refund must submit a written request and meet with the Executive Director of Records and Registration Services. Students requesting a refund must be current with financial obligations to the University at the close of the term prior to the refund request. A University committee will review the circumstances surrounding the request and notify the student, in writing, of the result. All decisions are final. For students using U.S. Department of Veterans Affairs educational benefits, if your withdrawal results in an overpayment, you will need to work with the Office of Student Accounts/Office of Financial Aid to pay any outstanding balance for tuition and fees.
2. After the first week of a section, a student must have the instructor's signature to add a class. The last day a student may register for any course that has already begun will coincide with the last day to drop a course and receive a full refund.
3. Resident students must formally withdraw from housing when leaving permanently either in the Office of Residence Life or by completing the Housing Withdrawal Form on **Self-Service**.

## Medical Withdrawal

### Policy

A student may request a Medical Withdrawal in extraordinary cases in which a serious and unexpected condition (i.e., illness or injury) prevents them from continuing their classes and functioning as a student, and for which the regular university withdrawal process is not appropriate. This policy considers both physical and mental-health difficulties.

The illness or injury must have prevented the student from meeting the academic and social demands of their course(s) in the current or most recently-concluded academic term, for more than two weeks. The injury or illness must have begun or unexpectedly worsened during this particular academic term.

Examples:

- Severe injury or illness, with prolonged recovery, and/or ongoing, close medical monitoring;
- Severe complications of a chronic medical condition;
- New diagnosis of a life-threatening condition; or
- Non-elective surgery with prolonged recovery.

A Medical Withdrawal may allow a student to receive a potential grade-change(s) from a posted grade to a "W" for courses interrupted by an unexpected illness/injury, and/or financial reimbursement (as applicable). All requests for withdrawal require thorough and credible documentation.

A committee of staff who provide direct service to students will determine the appropriateness of the Medical Withdrawal request, and whether an administrative hold on the student's account is indicated. Members of this committee will include representatives from Academic Affairs (to include the student's program, department, or School/College), the Office of Student Accounts, the Center for Accessibility Resources, the Center for SUCCESS, the Dean of Students office, Financial Aid, and Records and Registration. Requests are reviewed on an as-needed basis.

Medical Withdrawal shall be granted for a minimum of one (1) semester and may be granted only after review and approval of the Medical Withdrawal Committee. Due to the nature of a medical situation, consideration is for a complete withdrawal from all courses in the current or most recently-concluded term.

The student's health and their ability to resume academic responsibilities are central to determine whether the student may return from a Medical Withdrawal. A student is encouraged to take the needed time off before returning to coursework, as a second Medical Withdrawal will not be granted within any 12-month period.

Current, up-to-date medical documentation must accompany requests to return from a Medical Withdrawal. A student is expected to actively engage in taking the necessary steps to seek treatment, consistent with the health condition. In such cases, the follow-through and compliance with treatment recommendations may be considered.

Removal of an administrative hold on a student's account must be authorized by a committee designee before the student can register for a future academic term or be readmitted to the university.

If a Medical Withdrawal request is approved, the student will be notified, and documentation will be forwarded to the appropriate offices (academic advisor, Center for Accessibility Resources, Center for SUCCESS, Office of Financial Aid, Office Records and Registration, etc.). University support services (counseling, etc.) may still be available to the student during their time away, as appropriate, and as approved by the Dean of Students.

Submitting this request does not guarantee a favorable outcome. A student who requests a Medical Withdrawal will receive notification if their request is denied. They should consult with their academic advisor, financial aid counselor, and/or the Office of Student Accounts to determine other options.

**Procedure (to request a Medical Withdrawal):**

A student should complete a **Medical Withdrawal Request Form**, and include the following information/documentation:

1. Student's name and contact information;
2. The student's personal statement, which explains in their own words, why/how they are unable to complete the course(s). The committee will have no background information to consider, so the student should fully explain the situation thoroughly.
3. Sufficient supporting documentation that provides evidence for the need to withdraw. All requests require some form of corroborating documentation, and in some cases, more than one type of documentation may be required. Documentation should include a letter from the attending health-care provider, typed on the health-care provider's letterhead/stationery, which specifies the following:
  - a. date of onset of illness;
  - b. the starting/ending dates during which the student is/was under professional care;
  - c. the general nature of the student's medical condition;
  - d. the last date the student was able to attend class(es);
  - e. why/how it prevented the student from completing coursework; and
  - f. the date of the student's anticipated return to class(es).
4. The course(s) title(s) from which the student will withdraw. Due to the nature of a medical situation, consideration is for a complete withdrawal from all courses in the current or most recently-concluded term.

All requests for a Medical Withdrawal for the current term must be submitted online no later than noon on the Wednesday of the last week of classes before Final Exam week. Requests received after this deadline will not be considered.

If a Medical Withdrawal request is approved, the student will be notified, and documentation will be forwarded to the appropriate offices (academic advisor, Office of Student Accounts, Center for Accessibility Resources, Center for SUCCESS, Office of Financial Aid, Office of Records and Registration, etc.).

Submitting this request does not guarantee a favorable outcome. A student who requests a Medical Withdrawal will receive notification if their request is denied. They should consult with their academic advisor and financial aid counselor to determine other options.

## Compassionate Withdrawal Policy

A student may request a Compassionate Withdrawal in extraordinary cases in which a serious and significant personal situation prevents them from continuing their classes and functioning as a student, and for which the regular university withdrawal process is not appropriate.

An extraordinary personal situation, not related to the student's own personal physical or mental health, must have prevented the student from meeting the academic and social demands of their course(s) in the current or most recently-concluded academic term, for more than two weeks. The situation must have begun or unexpectedly continued during this particular academic term.

Examples:

- Care of a seriously-ill child or spouse;
- Becoming the primary care-giver for another family member with a serious health condition;
- Death in the student's immediate family;
- Being a victim of a serious crime (assault, domestic violence, etc.); or
- Natural disaster, including house fire.

A Compassionate Withdrawal may allow a student to receive a potential grade-change(s) from a posted grade to a "W" for courses interrupted by an unexpected situation, and/or financial reimbursement (as applicable). All requests for withdrawal require thorough and credible documentation which is appropriate to the circumstances.

A committee of staff who provide direct service to students will determine the appropriateness of the Compassionate Withdrawal request, and whether an administrative hold on the student's account is indicated. Members of this committee will include representatives from Academic Affairs (to include the student's program, department, or School/College), the Office of Student Accounts, the Center for Accessibility Resources, the Center for SUCCESS, the Dean of Students office, Office of Financial Aid, and Office of Records and Registration. Requests are reviewed on an as-needed basis.

Compassionate Withdrawal shall be granted for a minimum of one (1) semester and may be granted only after review and approval of the Compassionate Withdrawal Committee. Usually, consideration is for a complete withdrawal from all courses. Application for less-than-complete withdrawal (i.e., for only certain courses of a student's entire course load during one academic term) must be especially well-documented to justify the selective nature of a Compassionate Withdrawal request for only certain course(s).

The student's ability to resume academic responsibilities are central to determine whether the student may return from a Compassionate Withdrawal. A student is encouraged to take the needed time off before returning to coursework, as a second Compassionate Withdrawal will not be granted within any 12-month period.

Current, up-to-date documentation must accompany requests to return from a Compassionate Withdrawal. Because of the nature and individual circumstances of a Compassionate Withdrawal Request, its supporting documentation will also vary and must be appropriate to the situation. For example, a Compassionate Withdrawal Request made to care for a seriously-ill child or other family member may require documentation similar to that needed in support of a Medical Withdrawal Request (physician's letter, etc.). Other required, acceptable documentation may include police reports, obituaries, legal documents, restraining orders, airline ticket receipts, newspaper clippings, etc. This documentation may be required for review upon a student's application to return to class(es).

Removal of an administrative hold on a student's account must be authorized by a committee designee before the student can register for a future academic term or be readmitted to the university.

If a Compassionate Withdrawal request is approved, the student will be notified, and documentation will be forwarded to the appropriate offices (academic advisor, Center for Accessibility Resources, Center for Career Development, Office of Financial Aid, Office of Records and Registration, etc.). University support services (counseling, etc.) may still be available to the student during their time away, as appropriate, and as approved by the Dean of Students.

Submitting this request does not guarantee a favorable outcome. A student who requests a Compassionate Withdrawal will receive notification if their request is denied. They should consult with their academic advisor, financial aid counselor, and/or the Office of Student Accounts to determine other options.

**Procedure (to request a Compassionate Withdrawal):**

A student should complete a [Compassionate Withdrawal Request Form](#), and include the following information and documentation:

1. Student's name and contact information;
2. The student's personal statement, which explains in their own words, why/how they are unable to complete the course(s). The committee will have no background information to consider, so the student should fully explain the situation thoroughly.
3. Sufficient supporting documentation that provides evidence for the need to withdraw. All requests require some form of corroborating documentation, and in some cases, more than one type of documentation may be required. Documentation should include a detailed explanation of the circumstances that require the student to withdraw from courses. This may include documentation similar to that needed in support of a Medical Withdrawal Request (physician's letter, etc.), or police

reports, obituaries, legal documents, restraining orders, airline ticket receipts, newspaper clippings, etc. Documentation should specify the following:

- a. the general nature of the student's circumstances;
  - b. the last date the student was able to attend class(es);
  - c. why/how it prevented the student from completing coursework; and
  - d. the date of the student's anticipated return to class(es).
4. The course(s) title(s) from which the student will withdraw. Usually, consideration is for a complete withdrawal from all courses. Application for less-than-complete withdrawal (i.e., for only certain courses of a student's entire course load during one academic term) must be especially well-documented to justify the selective nature of a Compassionate Withdrawal request for only certain course(s).

All requests for a Compassionate Withdrawal for the current term must be submitted online no later than noon on the Wednesday of the last week of classes before Final Exam week. Requests received after this deadline will not be considered.

If a Compassionate Withdrawal request is approved, the student will be notified, and documentation will be forwarded to the appropriate offices (academic advisor, Office of Student Accounts, Center for Accessibility Resources, Center for Career Development, Office of Financial Aid, Office of Records and Registration, etc.).

Submitting this request does not guarantee a favorable outcome. A student who requests a Compassionate Withdrawal will receive notification if their request is denied. They should consult with their academic advisor and financial aid counselor to determine other options.

***Policy approved 3/1/2022. Forms updated 11/16/2022.***



## Equivalency Testing

Saint Xavier University provides various options through which students can demonstrate subject-matter mastery of certain courses. If successfully passed or completed, credit toward the degree is awarded.

There are various equivalency examinations available: advanced placement (AP), the college-level examination program (CLEP) and international baccalaureate (IB).

1. **Advanced Placement (AP) and International Baccalaureate (IB)** exams are offered as part of a high school curriculum. Students must earn an acceptable score to receive college credit. Specific **score criteria and equivalency information** are available on the website. AP credit will only be awarded upon receipt of the scores **directly** to the University directly from the program.
2. **The College-Level Examination Program (CLEP)** is offered through the College Board and is administered by Records and Registration. CLEP offers a variety of 90-minute examinations that allow students to demonstrate knowledge in both general and subject areas. Most minimum acceptable scores are a 50, but there are some tests that a higher score is required before credit is allowed. **No partial credit** will be awarded for a score less than the minimum accepted score. **Acceptable CLEP credit** is reflected on the academic transcript. Students may not use CLEP credit to replace or raise a grade in any course in which the student has been previously enrolled. Students may not earn CLEP credit for courses below the level in which they have been placed or have completed. CLEP credit transferred from another institution is subject to the minimum standards required by the University. A maximum of 27 credit hours may be earned through CLEP. Students may repeat a CLEP examination three months after the examination was last taken. We follow the American College of Education (ACE) scoring guidelines, but we reserve the right to require a higher score. Students should contact the **Office of Records and Registration** for information about credit granted, **acceptable score levels**, eligibility for specific examinations and test registration.
3. **Illinois Seal of Biliteracy** is accepted by Saint Xavier University as equivalent to two (2) years or twelve (12) semester hours of credit for foreign language taken during high school. Credit will be given for the completion of introductory (101-104) coursework. The high school transcript must indicate the student will be receiving or has received the State Seal of Biliteracy. Students who have received a State Seal of Biliteracy must request course credit for their seal within three (3) academic years after graduating from high school. (HB4446, Rule 3-9a).

## Grading Policy

### Grade Reports

Students may access term grades as part of the academic record on **Self-Service**. Students who are not making satisfactory progress are informed periodically by the instructors.

Formal grade reports are available at the end of each grading period and are mailed to the student's home upon request. Please contact the **Office of Records and Registration** if you wish to have a formal grade report sent to your home.

### The Grading System

The amount of work accomplished by a student is expressed in credit hours. In general, one credit hour represents one hour of class or two to four hours of laboratory work a week for a semester. Variations from this general plan of equivalence are typical in such instructional modes as seminars, independent study and credit-by-examination. The quality of work is indicated by grade points earned per credit hour:

Grade	Description	Grade Points
A	Excellent	4
B	Good	3
C	Acceptable	2
D	Poor	1
F	Failure ***Requires last date of attendance	0
I	Incomplete	0
P	Pass (D or better)	0
R	Repeat	0
W	Withdrawal	0
X	Student did not attend	0
CI	Course In Progress	0

### Pass/Fail Grading

Students who have established and maintained a 2.0 grade-point average after completion of 15 hours at Saint Xavier University may take their elective credit hours on pass/fail grading. It is understood that instructors will allow a student to take any course that is an elective in the student's individual program on a pass/fail basis.

Pass/fail grading may not be taken in:

- any course fulfilling General Education requirements
- any course in the major field
- any course specified as required in a major program, even if that course is in a program other than the major

The P grade does not carry any grade points; therefore it does not affect the cumulative grade-point average.

The F grade **does** affect the cumulative grade-point average.

**The responsibility for finding out whether a course is required in an individual student's program rests with the student, not with the instructor of the course. Students should review their program evaluation on **Self-Service** to ensure that courses apply to their program.**

A student wishing to elect courses on a pass/fail basis should acquire a form from the **Office of Records and Registration** (A-203), secure the signature of the instructor and submit it to the Office of Records and Registration no later than Monday of mid-term week of the section.

A student who chooses pass/fail grading may not revert to regular grading after pass/fail has been elected. Courses taken as pass/fail may not be used to count toward graduation honors.

## **Incomplete Grades**

A student may request an incomplete grade from an instructor if there is a legitimate reason acceptable to the instructor and the student is making satisfactory progress at the time. The student and instructor agree on requirements and time limit for completion of the course. The agreed upon date is then entered by the Office of Records and Registration.

Requirements must be completed no later than the 10th week of the following semester (fall or spring). Failure to meet the stated requirements will result in an automatic grade of F. If a student carries more than one incomplete grade into the following semester, his/her course load should be reduced. Evaluation of academic standing is made from the grade reports at the end of each grading period and will not be deferred until work is completed on courses in which there was an incomplete.



## Graduation Honors

To be eligible for graduation honors, students must have completed at least fifty (50) graded credit hours (hours taken Pass/Fail, CLEP, IB, or AP do not count) at Saint Xavier University and earned a cumulative grade-point average of:

- 3.90 for Summa Cum Laude
- 3.70 for Magna Cum Laude
- 3.50 for Cum Laude

The cumulative GPA is based exclusively on credits earned at Saint Xavier and is the higher of (a) the GPA for all credits earned at Saint Xavier, or (b) the last 50 hours earned prior to graduation. If the student reaches and exceeds 50 hours in a term, then all courses earned that term are counted in the GPA for the "last 50 hours." The student is not allowed to pick the courses to equal exactly 50 hours. Graduation honors are recognized for undergraduate degrees only.

Honors announced during the commencement ceremonies are anticipated honors based upon grades posted to the student record, excluding the current active semester. The honors posted on the transcript, as part of the student's official record, are based upon grades earned through the final semester. The posted honors may differ from the announced honors.

## Placement Testing and First Year Requirements

Placement in English, math, foreign language, and chemistry courses is determined using multiple measures. Students may be required to complete a placement test or a summer workshop prior to taking a placement test.

### English General Education Requirement

1. All students are required to complete ENGL 120: Rhetoric and Writing.
2. Successful completion of English 120 or the equivalent with a grade of C or better in the course is required for graduation from Saint Xavier University. Courses not completed with a grade of C or better must be repeated the next semester.
3. Typically, transfer credit will be accepted as satisfying the English 120 core requirement only if that credit was earned before the student first attended Saint Xavier University.
4. Students are expected to enroll in English 120 during their first or second semester at the University and every following semester until they meet the core requirement. Failure to satisfy this English 120 requirement during the student's first 60 credit hours or first four semesters at the University may prevent students from registering for future semesters.

### Mathematics General Education Requirement

1. All incoming undergraduate students without acceptable transfer credit must complete a minimum of 3 semester hours of college-level mathematics. Specific academic programs may require the completion of additional math coursework.
2. All graduate and undergraduate students must complete math course prerequisites. Prerequisite completion may be demonstrated by placement or transfer credit.

### Chemistry Requirement

Students must place into a college-level math class in order to enroll in Chemistry 111: General Chemistry I or Chemistry 109: General, Organic and Bio-Chemistry Survey.

### Communications 101 General Education Requirement

1. Students are expected to enroll in Communications 101: Speech Fundamentals during their first year at the University.
2. Successful completion of Communications 101 or the equivalent with a grade of C or better is required for graduation from Saint Xavier University.
3. Normally, transfer credit will be accepted as satisfying the Communications 101 General Education requirement only if that credit was earned before the student first attended Saint Xavier University.
4. Students expecting to qualify for state teaching certificates are required to have 3 credit hours of speech.

### Academic Support Requirement

Newly admitted undergraduate students are expected to complete the following University requirement during the first semester of attendance in one of the two ways that follow:

1. **TS 100: Transitions** is a 1 credit-hour seminar required of all students entering Saint Xavier University with 29 credit hours or less. Students must complete Transitions in the first semester of attendance. The curriculum is an extended orientation that includes an introduction into the Saint Xavier University mission and core values, development of an appreciation of the broader culture of a university education, diversity, academic support services and strategies and the use of technology.
2. **ACSU 101: Transfer Student Orientation (TSO)** is designed for students with 30 or more transfer-hours or for students who have transferred the equivalent of a Transitions course. Completion of Transfer Student Orientation or Transitions is a graduation requirement. Topics covered include academic support services, library/computer facilities and student life. This course does not carry an academic credit.



## Registration

Current students register at a scheduled time in February or March for the fall semester and in October for the spring semester and summer term. Registration is then open until the beginning of the semester. All currently enrolled students may register through [Self-Service](#). Students with special circumstances may seek assistance in the [Office of Records and Registration](#). All students will be required to read and sign a financial agreement the first time they register at Saint Xavier University.

## Prerequisites

A prerequisite is a requirement that must be satisfied prior to enrollment in a particular course. A prerequisite may be another course, a minimum GPA or upper-level standing. Prerequisites/requisite courses are listed within the section description of course offerings on [Self-Service](#). It is the student's responsibility to be aware of any prerequisite requirements for a section in which they plan to enroll. If a student has not met prerequisites, they will be dropped from the course.



## Repeated Courses

When a course is repeated, only the higher grade is computed in the grade point average. In most instances, credit may be earned only once for a given course; a repeated course will be designated as such on the transcript. When a course is repeated at another institution, the original SXU grade remains on the transcript and will continue to be calculated into the GPA.

A course in which a grade of D or F was earned may be repeated only once. A course in which a W (withdrawal) was assigned may be repeated only once. For students in the School of Nursing, please refer to the Undergraduate Nursing Student Handbook.

A student who wishes to appeal this repeat policy and take a course for the third time should direct a petition in writing to the Director of Academic Planning at [registrar@sxu.edu](mailto:registrar@sxu.edu), who will forward the petition to the division director of the program of the repeated course. In the written appeal, the student needs to include the reasons why the student was not successful on their first two attempts and also what specific actions the student will take to be successful in this final attempt. The division director makes the final decision. This decision will be communicated to the student via their SXU email.

## **Second Bachelor's Degree Requirements**

### **Two Bachelor's Degrees Completed Concurrently**

1. Satisfactory completion of a minimum of 30 additional credit hours earned at Saint Xavier University.
2. Completion of all the requirements for the second degree major.

A second bachelor's degree will be conferred upon completion of a program of study approved by both the division director of the student's program major and the college dean. A student who pursues a second program at Saint Xavier University with a major in the same degree field (e.g., B.A. or B.S.) does not receive a second degree but rather adds another major to the original degree.

### **Previous Bachelor's Degree**

Students who enter Saint Xavier University with a previous bachelor's degree and have completed the general education coursework listed in the Illinois Articulation Initiative are permitted to fall under the articulation agreement. Therefore, if these students have fulfilled the general education requirements of the Illinois Articulation Initiative (IAI), they would be required to take ACSU 101: Transfer Student Orientation, Philosophy 150: The Examined Life and one religious studies course at Saint Xavier University to fulfill general education requirements.

Students who have earned a previous bachelor's degree, but have not completed the IAI general education core, are required to fulfill the remaining general education courses at Saint Xavier University.





## Self-Service

**Self-Service** on mySXU enables students to access student planning, register, make schedule changes, pay tuition bills, search for classes, verify enrollment and apply for graduation. Users are also able to view their financial aid awards, program evaluation, schedules, grades, grade-point average, academic history and test summary. All admitted Saint Xavier University students receive a login and password.



## Student Leave of Absence

Any full- or part-time traditional student in good academic standing may apply to the Executive Director of Records and Registration for a leave of absence, should one's degree program need to be interrupted for a legitimate reason. A leave of absence may be granted for one full academic year or two consecutive semesters (not including summer terms). The student's files will remain active in the [Office of Records and Registration](#) for one year. At the end of the leave of absence period, the student must notify Records and Registration of his or her intention to register. Application through Admission is not required. The student on leave also may take advantage of early registration along with regularly enrolled students. A student on leave does not qualify for special monetary loans or grants or other special arrangements which presuppose the status of a regular student.



## Transcripts

The official permanent academic records for all Saint Xavier University students are in the custody of the [Office of Records and Registration](#). Release of these records is protected by the "Family Education Rights and Privacy Act." A copy of a student's transcript will be sent only upon written request of the student (Pub. Law 93-380). A fee (\$11 for electronic copy or \$13.50 for a paper copy to be picked-up or sent, plus shipping and handling) will be charged for each transcript copy and the request will be processed within 3-5 business days of receipt. All transcripts from Saint Xavier University must be ordered through our online ordering service [Parchment](#). Directions for requesting a transcript are available on the Office of Records and Registration [Transcript Services](#) webpage.

## Transfer Credit Policy for Currently Enrolled Students

### Off-Campus Course Policy

Once enrolled at SXU, students generally complete their coursework at the University. However, students may petition to take a course at another accredited institution. **Generally, no more than 6 credit hours can be taken off campus after enrollment at Saint Xavier.** ENGL 120, COMM 101 and PHIL 140 must be taken at Saint Xavier University. Other specific programmatic restrictions may also apply (for example: Nursing students in the College of Nursing, Health Sciences and Business are encouraged to complete all science courses at SXU). Students should consult the catalog and their academic advisor to determine the specific restrictions for their major or minor.

Students who wish to take a course from another accredited institution must contact the [Transfer Student Services Center](#) (A-208) to obtain an off-campus course approval form prior to taking the course. At this time, a staff member from the Transfer Student Services Center will review student eligibility and determine approval requirements.

In order to ensure that the course being proposed for transfer credit is needed and will fulfill a program requirement as requested, the student must indicate on the off-campus approval form which requirement is being met. For example, does the course satisfy the Major, Minor, Elective or a specific General Education requirement? Once student obtains advisor approval, a Transfer Center staff member will get final approval from the school in which the major resides. **Courses taken without this prior approval will not be accepted for transfer credit.**

In addition to the general [University transfer credit policy](#), the following rules apply:

1. Courses that have been failed or in which the student did not earn a minimum acceptable grade at SXU cannot be retaken for credit outside of Saint Xavier University.
2. Course grades earned away from SXU must meet the requirements of the University program into which they are being credited.
3. Students cannot take a class off campus in a higher level than which they were placed by the SXU placement tests.
4. Students are asked to validate reason for requesting to take off-campus course, especially when SXU is offering same course.
5. Students on academic probation cannot take courses at another college without special permission from the provost.
6. Only courses that have received prior approval will be accepted for transfer credit.
7. An official transcript must be submitted to [transfercenter@sxu.edu](mailto:transfercenter@sxu.edu) to receive transfer credit.
8. Off-campus course/s will not factor into the SXU GPA.

## Illinois Articulation Initiative (IAI) Policy

### General Education Curriculum

Saint Xavier University is a participant in the Illinois Articulation Initiative which enables students to apply community college core courses toward a Saint Xavier bachelor's degree. This state-wide agreement allows students to follow a general education curriculum that transfers smoothly from over 100 participating schools into Saint Xavier's undergraduate programs.

Students who have completed an Associate in Art or Science degree (AA or AS) or have satisfied the [IAI General Education Core Curriculum](#) (IAI-GECC) are required to take two further mission-based courses at Saint Xavier University in order to complete their general education requirements. These courses are:

- Philosophy 150: The Examined Life (3)
- One religious studies course (3)

Students **may qualify** for SXU's IAI-GECC Articulation Agreement if the **majority** of the general education core has been completed prior to transferring. Any remaining required courses may be taken at Saint Xavier University after matriculation. Students who do not successfully complete the IAI-GECC will have their transfer courses reviewed on a course-by-course basis. [Transferology](#) is a great way to see how your credits transfer to SXU.

For a full discussion of general education transfer policies, see the [General Education page](#) of this catalog. Students may check their community college catalog for a detailed IAI information list.

All transfer students must complete a Transfer Student Orientation, ACSU 101 which is a graduation requirement. The Transfer team registers the transfer student for this orientation and is available as an online module through Canvas. There is no cost associated with it and carries zero credit hours.

Contact the Transfer Student Services Center at [transfercenter@sxu.edu](mailto:transfercenter@sxu.edu) for any additional questions.



## **Academic Programs and Course Offerings**

Please check out the catalog pages below.

- [University Curriculum](#)
- [University General Education Requirements](#)
- [Honors Program](#)
- [Pre-Professional Programs](#)
- [Air Force ROTC](#)
- [Army ROTC](#)



## University Curriculum

The curriculum expresses the University's commitment to the values of a liberal education while providing flexibility and diversity. Liberal education at Saint Xavier University has two main components:

- general education, emphasizing breadth and generality
- major or professional program, emphasizing depth and specificity

The general education curriculum is designed to be both foundational and exploratory, developing the critical skills of writing, speaking, reading and thinking as well as an understanding of the methods, findings, approaches and thought processes of the liberal arts disciplines. The latter component, the major or professional program, is designed to prepare students for careers or for advanced study in graduate school by providing thorough exposure to the origins, structures, contents and purposes of the diverse academic disciplines and professional programs.

A liberal education at Saint Xavier University leads students to precise expression, analytic thought, systematic inquiry, clear judgment, effective decision making, personal integrity, ethical responsibility, aesthetic sensitivity, informed citizenship and an active posture toward the examined life. These characteristics of a liberal education are the integrative goals for both the entire baccalaureate experience and for the conduct of every course in the Saint Xavier University curriculum.

### Special Note on Class Listings

The number of class hours each week is generally the same as the number of credit hours shown following the course title, except for those courses that offer independent study or that combine lecture and laboratory. In the latter case, the number of combined hours per week for lecture and laboratory is shown at the end of the course description.

## University General Education Requirements

The undergraduate curriculum at the University primarily consists of the courses a student takes in an academic major and the general education curriculum required of all students, regardless of major. General education comprises those courses and areas of study that the University believes are important for all undergraduates to study. Such courses help students develop the skills of reading, writing, discussion, quantitative reasoning and inquiry that enable them to do well in all their studies; they provide background information and context for a student's major studies; they address those questions and issues as well as develop those methods and habits of mind, which students will need not only as practitioners in a profession, but as citizens and human beings in today's world.

### University General Education Requirements

The general education curriculum is structured in terms of three developmental levels:

- **Level I** courses establish the foundations for success at the University and should be completed in the first year.
- **Level II** courses introduce the different fields of academic inquiry and knowledge in fine arts, history, religious studies, philosophy and the natural and social sciences.
- **Level III** includes course requirements in diversity studies and in global studies.

<b>Total hours in General Education</b>	<b>37 hours</b>
<b>Level I: Introduction to University Learning</b>	<b>13 hours</b>
Transitions (TS 100)	1 hour
The Examined Life (PHIL 140) or (PHIL 150) for transfer students	3 hours
Rhetoric and Writing (ENGL 120)	3 hours
Speech Fundamentals (COMM 101)	3 hours
College Level Mathematics (3 hours)	3 hours
<b>Level II: Requirements in Arts and Sciences</b>	<b>24 hours</b>
Theological Foundations (RELST 202) - English 120 is a pre-requisite	3 hours
Natural Science: (2 courses/2 disciplines) (1) Biological and (1) Physical Science At least one course must include a lab	6 hours
Social Sciences: (1 course)	3 hours
History: (1 course)	3 hours
History or Social Science: (1 course)	3 hours
Art, Humanities, Music, Literature: (1 course)	3 hours
Art, Humanities, Music, Literature, Religious Studies or Philosophy: (1 course)	3 hours



<b>Level III: Applied and Collaborative Learning</b> Note: Students complete the Level III requirements while completing either program requirements in their major or general education requirements in Level II therefore no additional hours are added in this section.	<b>0 hours</b>
Diversity Studies (1 course)	
Global Studies (1 course)	
Writing Intensive (1 course)	
Digital Literacy (1 course)	

**General Education Transfer Policy**

All transfer students must take ACSU 101: Transfer Student Orientation. It meets once, for no cost, and carries zero credit hours. This is a graduation requirement for transfer students.

**Transfer students with fewer than 30 hours**

All requirements of the general education curriculum.

**Transfer students with 30 or more hours**

Students who have completed the Illinois Articulation Initiative General Education Core Curriculum (IAI-GECC) requirements (37-41 hours) must take the following additional mission-based courses at SXU in order to fulfill their general education requirements:

- Philosophy 150: The Examined Life
- One religious studies course (200/300 level)

Students who have IAI-GECC courses outstanding may petition to complete the general education core curriculum at SXU.

All other students will be evaluated on an individual basis.

**Additional Notes on General Education Requirements**

- 1.Placement in Math, and Chemistry courses is determined using multiple measures.
- 2.General education courses may also fulfill program requirements in a major or a minor. Students should check with their advisors.

**To fulfill B.A. degree requirements:**

The B.A. requires six additional credit hours of humanities outside the major area. Courses that meet the General Education requirements in Art and Design, Foreign Languages, History, Literature, Music, Philosophy, and Religious Studies will fulfill this requirement.

**To fulfill BBA requirements:**

The BBA requires six additional credit hours of math/science or six additional credit hours of foreign language/culture or three credit hours of math/science and three credit hours of foreign language/culture.

## Pre-Professional Programs

Students interested in preparing for law school, medical school and other professional studies will find special advisors available to assist them in planning their programs.

Those considering law should give particular attention to courses emphasizing analysis of ideas, critical reading and effective communication. Courses in English, economics, psychology, history, philosophy, political science and communication are likely to be especially helpful. Consult the information provided by the [Pre-Law Program](#) or email [prelaw@sxu.edu](mailto:prelaw@sxu.edu).

Those interested in medicine, dentistry, physical therapy, veterinary science, and other allied health fields should consult the SXU website, [Pre-Professional Health Care Programs](#) webpage. Not all Pre-Health programs are degree-granting programs.

It is highly recommended that students contact the advisor from the Pre-Health Professions Program, Dr. Tatiana Tatum (Biological Sciences) at [tatum@sxu.edu](mailto:tatum@sxu.edu).



## Air Force ROTC

Air Force ROTC (AFROTC) is offered to Saint Xavier University students in cooperation with the [Air Force Aerospace Studies at the Illinois Institute of Technology](#) (IIT). Students who participate in AFROTC may be eligible for AFROTC scholarships, which may partially or fully pay your tuition at SXU. AFROTC is particularly interested in nursing students who may be eligible for non-competitive express scholarships that pay full tuition. There is also a particular interest in Computer Science, Biology and Chemistry majors. If anyone is interested in becoming a United States Air Force Aviator, this would be a program to investigate.

Upon completing your degree and the AFROTC program, you will earn a commission as an officer in the U.S. Air Force and serve a four-year commitment on active duty. For more information on Air Force ROTC and registration, contact the Unit Admissions Officer at 312-567-3525 or [afrotc@iit.edu](mailto:afrotc@iit.edu), or go to the [AFROTC website](#).

**Note:** AFROTC courses are mostly offered at the Illinois Institute of Technology, but some are also offered at Lewis University for the Saint Xavier University students.



## Army ROTC

Army ROTC (Reserve Officers' Training Corps) is offered to Saint Xavier University students in cooperation with the [University of Illinois at Chicago \(UIC\)](#). Students who participate in Army ROTC may be eligible for Army ROTC scholarships, which may partially or fully pay your tuition at SXU. To be eligible to enroll in Army ROTC, you must have at least two years remaining in your college degree program. Undergraduate and graduate students are eligible to enroll in ROTC. Eligible graduate students may receive scholarships for up to two years of their program. Individuals who have previous military service may also be eligible to enroll. Students must be enrolled full time at Saint Xavier to participate in Army ROTC.

Eligible students may receive an Army ROTC scholarship that pays three to four years full tuition, a books stipend of \$600 per semester and a monthly living stipend of up to \$500 per month. Contact the UIC Recruiting Operations Office for current eligibility requirements and deadlines.

Upon completion of your degree and the Army ROTC, you will earn a commission as second lieutenant in the active Army, Army Reserve or Army National Guard. For more information on Army ROTC and registration, contact the UIC Recruiting Operations Office at 312-413-2357 or [armyrotc@uic.edu](mailto:armyrotc@uic.edu). For more information, please visit the [Army ROTC website](#).



## Honors Program

The Honors Program at Saint Xavier University offers an enriched academic experience to highly motivated students. Qualified first-year students are invited to participate in the Honors Program, which provides a challenging, more integrated and cohesive cross-disciplinary foundation for their major concentrations. The program affords students the opportunity to integrate habits of critical inquiry, close reading and analytical writing, cultivated in their general education classes with their increasing proficiency in their major field. Honors students are encouraged to engage in field experiences beyond the classroom and pursue independent research and creative projects, working closely with faculty mentors. At all levels of engagement, students will be encouraged to take responsibility for their own learning and to make connections across seemingly discrete learning environments.

Students in the Honors Program enjoy the benefits of close advising and personalized registration to guarantee coordination of honors coursework with the requirements of their major. Students who complete the program will be awarded an Honors diploma upon graduation and their undergraduate transcripts will note their successful completion of honors coursework. This accomplishment supplies impressive credentials for future employment or graduate study. Honors students may pursue any major offered at Saint Xavier University. Qualified transfer students are also invited to participate in the program following an analysis of their previous college coursework.

## Admission to the Program

Students will be invited to apply to the program on the basis of the credentials they submit with their application to Saint Xavier University. Other highly motivated students with a keen interest in the program will also have the opportunity to apply. All Honors Program candidates will be considered for University scholarships.

## Honors Program Requirements

Requirements will vary depending upon the point at which students enter the Honors Program.

1. Participants who enter Honors in the fall as first-year students will be required to take the three first-year honors courses (HON 150, HON 151, HON 155/Communication.) In their second and/or third years, depending upon the scheduling of major requirements, they may take Honors electives, one Honors contract course, the Honors interdisciplinary seminar, or they may engage in a Fieldwork experience. Including the Honors Capstone course (HON 352/353), which may be taken for 1-3 credits per semester, they must complete a total of **six honors units**.
2. Participants who enter Honors in the second semester of their first or second year must complete **six or five units**, respectively, depending upon whether they are first or second-year students upon the point of entry.
3. Transfer students who begin with Honors in their third year (with at least 45 college credit hours) may participate with a **total of four units**, including HON 352/353.

### Honors Units may include:

1. Any three-hour course designated by the prefix HONOR can be used to satisfy General Education and/or major or minor requirements. Honors elective courses satisfy two GE requirements in the specified discipline.
2. Honors Interdisciplinary Seminar can be used to satisfy General Education and/or major or minor requirements. Each IDS course satisfies two GE requirements.
3. Honors Fieldwork Experience: Students may count major coursework and high-impact learning experiences toward their Honors requirements. The fieldwork experience might be an internship, a service-learning project, travel study, faculty-student research, clinicals, or professional observations. The fieldwork experience must result in some form of reflection, negotiated with the Honors Program director beforehand. Students who wish to enroll in the optional fieldwork course (HON 350) for a more structured pre-professional experience may do so when the course is offered. (0-3 credit hours)
4. Honors Contract Course: Students may complete one contract course with a professor teaching a three-four hour course at a 200-level or above. The contract will stipulate what additional projects or requirements they must complete for the course to satisfy an Honors Unit credit. Contracts must be approved by the Honors Program director. The contract process encourages students to take responsibility for their learning, both by having to negotiate criteria appropriate for an honors

designation and developing a creative plan within the course framework. Students should also enroll in the honors contract course (HON 310) for 0 credits.

5. Honors Capstone Project (2-6 credit hours in HON 352/353): This course is required of all students who wish to graduate with honors. The project proposal must be approved by the Honors Program director and the student's faculty mentor. The final project must be presented in a public forum.



## College of Liberal Arts and Education

The College of Liberal Arts and Education offers a broad array of disciplinary programs. The College provides all undergraduate students with a rigorous and forward-looking education in the liberal arts, social science and education and offers opportunities for students to major or minor in more than twenty areas of study. The College offers the bachelor of arts (B.A.), bachelor of science (B.S.) and bachelor of music (B.M.) degrees, pre-professional programs in law, early childhood, elementary, middle grades, and secondary education programs and numerous interdisciplinary programs.

The College also provides students with focus, depth and specificity in its disciplinary undergraduate programs. These programs engage students in the pursuit of knowledge in the discipline and cultivate facility with disciplinary modes of thought, research and practice, enabling graduates to pursue advanced study, service in the professions and the path of life-long learning. The curricula incorporate critical inquiry into the assumptions and practices of the various disciplines, inquiry that is essential for responsible citizenship and conscientious practice in the professions.

### Programs and Minors

The College offers 18 majors, 22 minors, and three degree completion programs.

Additionally, the College offers 10 graduate degree programs, along with additional graduate endorsements and certifications.

## African-American Studies Minor

The African-American Studies minor offers an interdisciplinary perspective on the collective histories, experiences, contributions, and social conditions of African-Americans in the United States and abroad, beginning with African roots and the Diaspora. Courses focus on the political, social, economic, scientific, and religious discourses that have shaped African-Americans.

This minor will integrate research and scholarship while enabling students to explore theories and methods that will enhance their awareness of race relationships, African-American culture, and African-American issues. Additionally, the minor will help students to better prepare themselves for professional endeavors, especially in such areas as health care, education, public service, and business. Students will have a better understanding of the diverse populations that many may serve in their careers. In addition to academic coursework, the African-American Studies minor sponsors public events throughout the year. These include panel discussions, lectures, and film screenings.

### Faculty

The African-American Studies minor draws upon the expertise of faculty in many academic areas within the University. These faculty offer courses appropriate to the scholarly study of African-American history, experience, contribution, and conditions.

### Requirements and Curriculum

The minor consists of **18 credit hours (six courses)**. Courses taken for the minor must have an African-American or African context. At least one course must be taken from each of the listed three thematic areas (African context, African-American focus, and race in America).

The following course is **required** and should be taken prior to, or in conjunction with, other approved African-American courses: **AAS 101: Introduction to African-American Studies**.

The following courses may be taken to fill the thematic area requirements, each of which are **3 credit hour courses**:

#### African Context

- HIST 242: History of Africa
- HIST 351: Colonial Legacy in Africa
- ENGL 333: Modern African Literature

#### African-American Focus

- HIST 228: African-American History
- POLSC 242: African-American Political Thought
- ENGL 331: Issues in African-American Literature
- MUS 138: History of Jazz
- HIST 220: History of Black Chicago

#### Race in America

- SOC 224: The Invention of Race
- SOC 225: Racial and Ethnic Relations
- EDU 315: Diversity in American Education

#### Additional Courses

- SOC 283: Gangs and Society
- SOC 325: Race, Class, Gender and the Law
- POLSC 207: Urban Politics
- HIST 310: History and Politics of Welfare in America

Special topic courses relevant to African-American studies may be included in the minor. Please consult [Self-Service](#) using the course type "African-American Studies" to find additional courses approved for the minor. Contact the director for more information.



## Art and Design

Visual communication is among the most basic of human languages. Through the study of art, students acquire a rich understanding of human nature, values, psychology, aesthetics and history. Well-prepared artists, designers and educators are crucial contributors to our increasingly complex visual world -- career opportunities are numerous. Graduates of our program now work in a variety of fields, such as educators at the secondary and collegiate level, art directors, illustrators and graphic designers in advertising agencies, studio photographers and filmmakers, museum and gallery curators, certified art therapists and as independent studio artists with professional gallery representation.

The faculty in Art and Design believe visual literacy should be an essential skill for every well-educated and productive citizen. Since the invention of photography and increasingly in the multi-media environment fostered today by computers, everyone is inescapably subject to both the riches and hazards of visual culture. Thus, we urge every university student to consider taking at least one art course to fulfill a general education requirement in the art, humanities, music and literature area.

Prospective art and design majors are offered a range of courses in several areas of specialization: art education, graphic design, game design, motion graphics and studio art. Regardless of which track a student selects, students are encouraged to gain a broad understanding of the history of their field, to acquire the vocabulary and facility in communicating their understanding and appreciation of art and to develop the skills necessary to create artistic statements of their own.

## Admission to the Program

All students are welcome to declare an Art and Design major (Art Education, Art Studio, Game Design and Motion Graphics, or Graphic Design). There is no formal admission process, however, students must receive a C or better in all of their classes and all students are required to submit portfolios every year. Failure to submit an annual portfolio will lead to removal from the department. By the end of the junior year, students choosing the studio, graphic design or art education track will submit another portfolio showing the artistic direction in which they will concentrate for the two-semester Senior Seminar, culminating in a professional group exhibition in the SXU Gallery.

## Programs of Study

Art and Design majors must select a track from one of the four options (art studio, graphic design, game design or art education) and earn grades of C or above in all courses required for the major. **Art education majors**, which is offered through our Education Division, must maintain a minimum grade-point average of 3.0 in the major.

### Art Studio Track

**Required** courses include:

- ART 101: Drawing I (3)
- ART 116: Computer Graphics (3)
- ART 201: Drawing II (3)
- ART 202: Design Three-Dimensional (3)
- ART 305: Senior Seminar I (3)
- ART 306: Senior Seminar II (3)
- 100-level Art History course (3)
- ART 222: Art of the Renaissance through the Enlightenment (3)
- ART 223: Modern and Contemporary Art (3)

Choose **six** electives from the list below:

- ART 105: Painting I (3)
- ART 205: Painting II (3)
- ART 203: Book as Art and Design (3)
- ART 206: Watercolor Painting (3)
- ART 209: Figure Drawing I (3)
- ART 309: Figure Drawing II (3)
- ART 210: Printmaking: Silkscreen and Lithography (3)

- ART 229: Printmaking: Relief and Intaglio (3)
- ART 207: Collage and Assemblage -- Alternative Expressions (3)
- ART 208: Ceramics: Hand Construction (3)
- ART 258: Ceramics: Wheel Throwing (3)
- ART 215: Sculpture: Modeling and Casting (3)
- ART 112: Photo I: Film (3)
- ART 113: Photo I: Digital (3)
- ART 212: Photo II: Digital Dark Room (3)
- ART 119: Digital Imagery (3)
- ART 315: Web Site Art and Design (3)
- ART 317: Photo III: Advanced Photography (3)
- ART 120: Graphic Design I (3)
- ART 124: Portfolio Seminar (3)
- ART 211: Typography (3)
- ART 116: Computer Graphics (3)
- ART 220: Graphic Design II (3)
- ART 237: Screen Printed Poster (3)

**Total credit hour requirement (45)**

**Graphic Design Track**

Required courses include:

- ART 101: Drawing I (3)
- ART 116: Computer Graphics\* (3)
- ART 119: Digital Imagery\* (3)
- ART 120: Graphic Design I\* (3)
- ART 211: Typography\* (3)
- ART 201: Drawing II (3)
- ART 202: 3D Design (3)
- 100-level Art History course (3)
- ART 223: Modern and Contemporary Art (3)
- ART 305: Senior Seminar (3)
- ART 306: Senior Seminar (3)

\*These four courses should be taken in this recommended sequence - ART 116, 119, 120, 211.

Choose **four** electives from the list below:

- ART 113: Digital Photography (3)
- ART 124: Portfolio Seminar (3)
- ART 220: Graphic Design II (3)
- ART 228: Design History (3)
- ART 237: Screen Printed Poster (3)
- ART 241: Illustration (3)
- ART 315: Web Design (3)
- ART 317: Advanced Photography
- ART 322: Advertising and Marketing (3)
- ART 327: Multimedia (3)
- ART 365: Internship (3)

**Total credit hour requirement (45)**

**Game Design and Motion Graphics Track**

Required course include:

**Introduction**

- ART 106: Introduction to Game Design (3)
- ART 113: Photography (3)

- ART 116: Computer Graphics (Vector Art) (3)
- ART 119: Digital Imagery (Pixel Art) (3)
- ART 108: Art in Virtual Reality (3)
- ART 128: Digital 3D Modeling (3)
- ART 138: History of Animation (3)

### **Intermediate**

- CMPSC 204: Game Design Theory (3)
- ART 238: Intermediate 3D (3)
- CMPSC: elective (200, 206, or similar) (3)
- ART 268: Character Animation (3)

Four electives (chosen from any of the approved elective courses listed below).

### **Advanced**

- ART 248: Motion Graphics (3)
- ART 327: Multimedia (Capstone) (3)

### **Recommended General Education Courses**

- HIST 201: Digital Humanities (3)
- ANTH 105: Archeology (3)
- ANTH 101: Cultural Anthropology (3)
- MUS 100: Fundamentals of Music Theory (3)
- MATH 110: Geometry for Art and Design Students (3)
- PHYS 101: Physics for Non-scientists (3)

### **Approved Electives for Game Design and Motion Graphics**

- ART 209: Figure Drawing I (3)
- CMPSC 200: Virtual Worlds (4)
- CMPSC 202: Programming I (4)
- CMPSC 203: Programming II (4)
- CMPSC 311: Data structures (4)
- CMPSC 206: Web Apps I (3)
- CMPSC 309: Issues in computing (3)
- MATH 112: College algebra (3)
- MATH 113: Trigonometry (3)
- MATH 201: Calculus I (4)
- MATH-200: Discrete math (3)
- MATH 110: Geometry for Art and Design (3)
- MGMT 330: Diversity in Organizations (3)
- MGMT 364: Entrepreneurship (3)
- MGMT 370: Organizational Behavior (3)
- MKTG 350: Digital Marketing (3)
- MUS 160: Music Production Techniques (3)
- COMM 220: Digital Audio Production (3)
- COMM 221: Digital Video Production (3)
- ENGL 210: Creative writing (3)
- PHYS 101: Physics for nonscientists (3)
- PHYS 201: General Physics I (4)
- PHYS 211: University Physics I (5)

**Total credit hour requirement (51)**

## Applied Graphic Design (Adult Degree Completion Program)

Applied Graphic Design is designed to offer Adult Degree Completion students a relevant contemporary knowledge of graphic design tools, theories and skills. Students will study the designed world at the intersection of print, web, motion and interactive graphics.

Graphic design conveys visual information with meaning and significance. Every aspect of our day-to-day world is designed. The careful integration of image and type create graphics that instruct, inspire, promote, and entice. Using typography, illustration, symbolism, and photography, graphic designers communicate ideas in visual terms. At Saint Xavier University, the development of a design vocabulary, knowledge of theory, technique and a philosophy of problem-solving methodologies make up the Graphic Design specialization. Studio projects stimulate the creative exploration of concepts in both traditional and contemporary media.

Students in the Applied Graphic design program must complete **11** courses for a major totaling 33 credit hours.

- ART 101: Drawing I (3)
- ART 103: Introduction to Art (3)
- ART 202: 3D Design (3)
- ART 116: Computer Graphics (3)\*
- ART 119: Digital Imagery (3)
- ART 120: Graphic Design I (3)\*
- ART 211: Typography (3)\*
- ART 113: Digital Photography (3)
- ART 315: Web Design (3)
- ART 327: Multimedia (3)
- FOSEM 350: Capstone Course or Internship or Alternate Capstone in consultation with advisor

**\*ComputerGraphics is a prerequisite for Graphic Design I and Typography**

**Total credit hour requirement (30)**

## Minors

### Art Studio

A minor in art and design will be awarded for the completion of any **six** courses (18 credit hours) selected from the regular offerings of the Art and Design program. Students should consult with a program advisor when planning their minor.

\*No more than 15 credit hours in transfer credit will be accepted toward the studio track minor in Art and Design.

\*At least 9 credit hours must be earned beyond your major requirements.

### Game Design

A minor in game design requires **six** specific courses (18 credit hours), **three** of which should be taken in the recommended sequence. This minor has significant career potential as it provides grounding in digital and web design.

\*At least 9 credit hours must be earned beyond your major requirements.

**Required** courses to be taken in suggested this sequence:

- ART 104: Intro to Game Design (3)
- ART 113: Photography (3)
- ART 116: Computer Graphics 3)

Choose **three** of the following elective courses:

- ART 119: Digital Imagery (3)
- ART 128: Digital 3D Modeling (3)
- ART 138: History of Animation (3)
- ART 209: Figure Drawing (3)
- ART 248: Motion Graphics (3)
- ART 268: Character Animation (3)
- ART 327: Multimedia (3)

- CMPSC 204: Game Design and Theory (3)

### **Graphic Design**

A minor in graphic design requires **six** specific courses (18 credit hours), **four** of which should be taken in the recommended sequence. This minor has significant career potential as it provides grounding in digital and web design.

\*At least 9 credit hours must be earned beyond your major requirements.

**Required** courses to be taken in suggested this sequence:

- ART 116: Computer Graphics (3)
- ART 119: Digital Imagery (3)
- ART 120: Graphic Design I (3)
- ART 211: Typography (3)

Choose **two** of the following courses:

- ART 113: Digital Photography (3)
- ART 220: Graphic Design II (3)
- ART 315: Web Site Art and Design (3)
- ART 322: Advertising in Marketing (3)



## Communication

The Communication program offers a rewarding curriculum that focuses on the process and effects of communication, the Internet and personal media, in both mediated and face-to-face contexts. The program develops effective communicators who not only are skilled in using communication technologies, but also understand that socially responsible communication is an interaction among people that requires both skill and sensitivity. Building on a foundation in the liberal arts that provides a broad-based general education, the study of communication teaches students how to express their ideas and values in spoken, written and visual messages. Students also learn how to evaluate the effectiveness of messages produced by others. Students majoring in communication can select from three tracks: strategic communication, media communication or sports communication.

### Communication Major

The major consists of 36 total credit hours.

#### Core Requirements (15 Credit Hours)

- COMM 200: Perspectives on Human Communication
- COMM 205: Mediated Message Production
- COMM 211: Introduction to Mass Communication
- COMM 324: Senior Seminar I: Communication Research
- COMM 369: Senior Seminar II: Research Applications

Students select one of three tracks (21 hours) to complete the major.

- **Strategic Communication** -- this track is targeted to students who seek to enter into corporate communication positions or non-profit communication positions
- **Media Communication** -- this track is targeted to students interested in pursuing careers in the consistently changing world of modern mass media
- **Sports Communication** -- this track is targeted to students interested in pursuing careers in sports management and sports promotion

\*All courses for the Communication major are three credit hours.

\*Students must obtain a grade of C or better for any course to be applied to the communication major or minor.

#### Strategic Communication

**Required** to complete this track:

- COMM 216: Introduction to Health Communication
- COMM 244: Introduction to Public Relations
- COMM 335: Organizational Communication

#### Media Communication

**Required** to complete this track:

- COMM 110: Newswriting and Reporting
- COMM 220: Digital Audio Production
- COMM 221: Digital Video Production

#### Sports Communication

**Required** to complete this track:

- COMM 206: Communicating with Social Media
- COMM 207: Sports Communication
- COMM 321: Electronic Journalism

Communication Electives - select any **five** communication courses or:

- ART 322: Advertising in Marketing
- ART 113: Photo 1: Digital
- ART 315: Website Art and Design
- COMM 256: Queer Cinema
- ENGL 235: Literature and Sports
- SOC 140: Sociology of Sports

## Applied Communication Degree Completion

Applied Communication is an online adult degree completion program designed to prepare the student for careers in communication-related and professional fields. Potential career areas include advertising, corporate relations, event planning, health communication, higher education, human resources, journalism, media production, media programming and management, the Internet and personal media, media research, organizational communication, public relations, speech writing, and training and consulting, among other possibilities.

The program develops effective communicators who not only are skilled in using communication technologies, but also understand that socially responsible communication is an interaction among people that requires both skill and sensitivity. The study of communication teaches students how to express their ideas and values in spoken, written and visual messages. Students also learn how to evaluate the effectiveness of messages produced by others.

### Transfer Policy

All transfer students must take ACSU 101: Transfer Student Orientation. It is a one-on-one orientation, for no cost and carries zero credit hours. This is a graduation requirement for transfer students.

### Transfer Students with fewer than 30 hours

All requirements of the general education curriculum, including the First-Year Seminar.

### Transfer students with more than 30 hours

Students who have completed the Illinois Articulation Initiative General Education Core Curriculum (IAI/GECC) requirements (37-41 hours) must take the following additional mission-based courses at SXU in order to fulfill their general education requirements:

- Philosophy 150: The Examined Life
- One religious studies course

Students have the opportunity to qualify for SXU's IAI/GECC Articulation Agreement as long as the majority of the general education core has been met prior to transferring. Any remaining general education courses may be taken from Saint Xavier University.

To receive a B.A. in Applied Communication a student must complete 120 hours of study that include the following:

1. The University General Education Requirements
2. Major requirements (30 Credit Hours)
  - COMM 200: Perspectives on Human Communication
  - COMM 205: Mediate Message Production
  - COMM 211: Introduction to Mass Communication
  - COMM 333: Communication Problems (A Capstone Course)
  - Major electives - select six communication courses in consultation with an advisor.
3. Electives to complete 120 credit hours

## Communication Minor

Communication minors must complete COMM 200 **OR** 211, and five communication electives, chosen in consultation with an advisor.

\*All courses for the communication minor are three credit hours.

\*Students must obtain a grade of C or better for any course to be applied to the communication major or minor.

## Degree Completion Programs

The College of Liberal Arts and Education offers degree completion Bachelor of Arts and Science programs designed for post-traditional students. These degree programs are designed to enable students to combine their demanding work/family schedules with the goal of attaining a college education grounded in the development of personal and professional skills and dispositions. The programs provide a blended instructional environment that includes traditional classroom learning, fully online courses and hybrid courses that include both classroom and web-facilitated learning. Advisors work with each student to develop individual academic plans that facilitate degree completion, professional advancement and personal development.

Admission to degree completion programs requires the completion of an Associate of Arts or Sciences degree or completion of the Illinois General Education Core Curriculum (IAI-GECC). In addition to the major requirements, all degree completion students must complete Philosophy 150: The Examined Life and at least one religious studies course at Saint Xavier University. These courses embody the commitment of the Catholic intellectual tradition to the development of the whole person through liberal education.

Degree completion students who do not hold an associate's degree may complete the Saint Xavier Degree Completion Core in conjunction with a major curriculum.

Additional information about evaluation of transfer college credit, ACE credit, CLEP and credit for prior learning is available in the [Credit for Prior Learning](#) section of the catalog.

## Degree Completion Programs

- [Applied Communication](#) (B.A.)
- [Applied Graphic Design](#) (B.A.)
- [Gerontology Studies](#) (B.S.)
- [Liberal Studies](#) (B.A.)

## Bachelor of Arts in Liberal Studies

The liberal studies major offers a rich interdisciplinary program to those students who desire a broad curriculum. Students have the opportunity to broaden their knowledge, improve their critical analysis and communication skills and sharpen their awareness of the impact of liberal disciplines like art, history and philosophy on contemporary issues. The unique quality of this program is the flexibility of course options as the student reaches upper-division coursework. Liberal studies majors have the opportunity to organize part of their program around personal and professional goals.

### Liberal Studies Major (30 credit hours)

#### Core Requirements (6 credit hours)

- FOSEM 301: Research and Analytical Thinking (3)
- FOSEM 350: Senior Seminar/Project (3)

#### One Area of Concentration (24 credit hours)

- Can be in any discipline offered in the College of Arts and Sciences
- Requires at least 3 credits at the 300-level in the Area of Concentration

### General Note for Liberal Studies Major

At least 18 hours in the liberal studies major must be completed at Saint Xavier University. Completion of an Associate of Arts, Associate of Science, IAI-GECC program or SXU general education program is required.

A Bachelor of Arts degree requires completion of 120 semester hours, of which the liberal studies major provides 30 hours. Additional electives may be required to reach 120 semester hours.

An academic advisor will assist each student in developing a program plan to meet personal and professional goals.



## Education Division

Saint Xavier University's Education Division offers the Bachelor of Science or Art degree in education through undergraduate programs of study that prepare students to assume teaching responsibilities in early childhood, elementary, middle or secondary schools. Such preparation integrates theory and clinical experiences in various institutions or agencies, enabling graduates to function effectively as humane, liberally educated professionals.

The Education Division prepares scholars, lifelong learners, leaders, and reflective professionals dedicated to the pursuit of excellence. The logo of the Education Division incorporates the cross from the shield of Saint Xavier University to acknowledge the mission and strategic directions of the University and the core values from the founding Sisters of Mercy. Caring, capable and highly qualified faculty personify those attributes in the community of Saint Xavier University and in the profession of education and direct the candidates' progress in the acquisition of the relevant knowledge, skills and dispositions.

### Programs of Study

The Education Division offers the following programs approved by the Illinois State Board of Education.

**Early Childhood Education:** Professional Educator License (PEL) endorsed to teach in birth to grade two classrooms with an additional ESL or Bilingual endorsement and Early Childhood Special Education Approval.

**Elementary Education:** Professional Educator License (PEL) endorsed to teach in self-contained elementary classrooms, first grade through grade six with an additional Reading Teacher endorsement.

**Middle Level Education:** Professional Educator License (PEL) endorsed to teach English language arts, general science, mathematics, or social science in grades five through eight.

**Secondary Education:** Professional Educator License (PEL) endorsed to teach biology, English language arts, mathematics or social science in grades nine through twelve or art, music or Spanish in prekindergarten through grade twelve.

### Appeal Process for Denial to Candidacy in the Education Program or Student Teaching

An appeal process has been developed for students who are denied admission to the teacher education program or student teaching, or whose pursuit of program completion is believed by the student to be compromised. For further details, please refer to the Saint Xavier University Academic Policies and Procedures section of this catalog.

### Dismissal from the Teacher Education Program

Candidates in the Education Division may be dismissed from a program for the following reasons: grade-point average (below 3.0), academic dishonesty, violation of professional dispositions, failure to successfully complete program benchmarks and results of the fingerprinting/criminal background investigation. Additional reasons not herein described may also result in dismissal.

### Candidate Disposition Assessment

In an effort to better serve teacher candidates, the PK-12 school children and the community the Education Division has implemented a Disposition Support Model. The professional dispositions of candidates are a critical component of development for emerging educators. Candidates are required to maintain appropriate professional dispositions on campus as well as during the field or practical experiences. Faculty and staff utilize evaluation tools to assess candidate dispositions and develop supportive interventions.

### Grievance Policy/Procedures for Disposition Decisions

The Education Division follows the Saint Xavier University Grievance Process and the Dispositions Support Model Handbook for Initial Licensure Programs.

## Change of Major

Current SXU students, who want to change majors to an education major, must meet with their advisor prior to changing majors.

## Admission to Teacher Licensure Programs

All students who wish to complete a Teacher Education Program for licensure, including clinical practice/student teaching, at Saint Xavier University must be officially admitted to the Education Division as a teacher education candidate. A teacher education program is a four-benchmark process. It starts when a student is admitted to the University and completes pre-candidacy requirements, continues through admission to the Education Division as a teacher education candidate and admission to clinical practice/student teaching, exit from clinical practice/student teaching and finally program completion (licensure).

*Note:* Requirements in teacher education, including portfolio and other assessment requirements, are subject to change within the time span of one's University career due to changing requirements at national, state and local levels. The terminology used and requirements described for earning a Professional Educators License (PEL) in Illinois are accurate as of the preparation of this edition of the catalog. Complete information can be found on the [Illinois State Board of Education \(ISBE\)](#) website.

### Benchmark I: Admission to Candidacy in the Education Program -- Candidate Status

Candidate status is achieved by being approved for admission to the Education Division. Admission to candidate status is required of all undergraduate students majoring in a program in the Education Division or the College of Liberal Arts and Education that leads to a Professional Educator License (PEL). Admission is based on a student's knowledge, skills and dispositions. Full admission is a prerequisite to enrollment in level two coursework.

Requirements for meeting this benchmark include:

1. Admission into an undergraduate program at Saint Xavier University.
2. A high school or transfer cumulative GPA of 3.0 or above
3. Maintain a minimum SXU cumulative grade point average of 3.0
4. Maintain appropriate professional dispositions
5. Successfully complete the required fingerprinting/criminal background investigation
6. Complete the required VIRTUS training
7. A passing score on the appropriate **ILTS** content area test(s) prior to student teaching

### Benchmark II: Admission to Clinical Practice (Student Teaching)

The process and requirements for meeting this benchmark include:

1. Maintain a minimum cumulative SXU grade-point average of 3.0
2. Successfully complete all level 1 and level 2 professional education courses, all general education courses, and all requirements in the major or in the area of concentration. A minimum grade of C must be earned in all courses
3. Pass the Illinois Licensure Testing System content-area test(s) appropriate to the major at a time that assures reporting of results prior to the start of student teaching
4. Submission of an online student teaching application, resume and student teaching agreement one year prior to student teaching semester
5. Completion of all required school/district health screening requirements
6. Completion of all required field-experience hours
7. Completion of the CPS fingerprinting/criminal background investigation. A second fingerprinting/background check is required prior to student teaching as per a new State of Illinois law that went into effect January 1, 2016:

*PA99-021 became effective on January 1, 2016. Pursuant to this Public Act, each student teacher (defined to include those completing required internships) is required, prior to starting a student teaching or required internship experience, to authorize and pay for the school or school district where the student teaching is to be completed to conduct a fingerprint-based criminal history records check of that individual. Institutions should verify all student teaching candidates are aware of the background check (and its cost) prior to student teaching, and practice open communication with the school or district regarding the completion of the background check prior to the candidate beginning student teaching.*

Licensure test dates, registration materials, study guides, and a practice diagnostic basic skills test are available on the [Illinois Licensure Testing System](#) website.

### **Benchmark III: Exit from Student Teaching (Clinical Practice)**

The process and requirements for meeting this benchmark include:

1. Maintain a minimum cumulative SXU grade-point average of 3.0
2. Satisfactory ratings by supervisor and mentor teacher on student teaching evaluations
3. Grade of C or better in Student Teaching
4. Successful completion of student teaching seminar

### **Benchmark IV: Program Completion/Licensure**

The process and requirements for meeting this benchmark include:

1. Minimum cumulative SXU grade-point average of 3.0
2. Successful completion of the student teaching (clinical practice) experience and student teaching seminar with a grade of C or better
3. Completion of all degree requirements as required by the program and University
4. Passing score on the program-specific edTPA
5. Submission of all required documents and fees



## State of Illinois Licensure Requirements

Each person applying for an early childhood, elementary, middle level, or secondary (9-12 or PK-12) Professional Educator License (PEL) must pass the appropriate content-area knowledge test(s).

The Illinois Licensure Testing System (ILTS) content-area test(s) must be passed prior to the start of clinical practice (student teaching) to complete the Illinois licensure requirements.

The edTPA requirement for Illinois has been eliminated through August 2025.

Complete information on the licensure testing program is found at the [ILTS website](#).



## Field Experiences

Programs offered through the Education Division provide opportunities for candidates to apply the knowledge, skills and dispositions required for effective professional practice through planned, sequenced and assessed field experiences. The transfer of pedagogical knowledge and skill to professional practice is accomplished through pre-student-teaching field experiences and clinical practice (student teaching) at the initial licensure level and through internship and practicum experiences at the advanced licensure levels.

Field experiences are intended to provide candidates with opportunities to broaden and deepen their understanding of educational theory and integrate this theory with educational practice. Therefore, these experiences:

1. Connect candidates with the community and provide them with learning experiences in a variety of educational environments with exposure to diverse cultures and encouraging candidates to celebrate the diversity of students in American schools
2. Connect with professional courses and are designed to sequentially complement and expand upon University course content
3. Are assigned by the coordinator of Field Experiences and take place in selected educational settings that have written contracts with the University, which serve to establish a professional development relationship
4. Typically take place during daytime school hours
5. Recognize Illinois State Board of Education (ISBE) and professional standards and follow the state of Illinois and Saint Xavier University Education Division policies

The field experiences associated with each program are noted as part of the course descriptions. Candidates are required to complete all field experience requirements associated with Education Division coursework prior to student teaching (clinical practice). \*Important: Candidates will not be allowed to begin their field experiences until the Fingerprint/Criminal Background Investigation process and VIRTUS training are completed.

## Criminal Background Investigations

State law (Illinois School Code 5/10-21.9) prohibits a school board from employing a person convicted of certain felony, sex, narcotics and drug convictions, and the Education Division has made a commitment to local area schools to require criminal background checks for all candidates in programs with field experiences.

Movement through the program will be suspended for failure to comply with the background check requirements. It is the responsibility of the candidate to refer to the Illinois School Code and/or seek legal counsel if it is suspected that his/her criminal history may bar licensure or employment in a school district or agency.

## Education Division Fingerprinting Policy

### Field Experience

It is the responsibility of the SXU Education Division to verify to our school partners that teacher candidates assigned to school sites for field experiences and/or student teaching (clinical practice) have not been convicted of any illegal activity. To ensure the accuracy and current nature of this information, all Education candidates must complete the Chicago Public Schools fingerprinting/background investigation process through Accurate Biometrics prior to any course related field experiences.

Accurate Biometrics is the fingerprinting vendor for the Chicago Public School (CPS) system. If the CPS fingerprinting process is followed and the appropriate CPS fingerprinting form is used at an Accurate Biometrics location, the fingerprinting process produces both **an FBI and an Illinois State Police background check report**. The fingerprints are checked against the databases of both agencies (FBI and Illinois state police). Once processed by both agencies, the background check results are generated directly to CPS. *If any subsequent convictions occur (HIT) after the initial fingerprinting, CPS would receive the report and notify the SXU Education Division accordingly, if any action is necessary.*

Other fingerprinting agencies do not share updated reports with the SXU Education Division. SXU Education Division candidates pursuing licensure in Illinois must complete the Accurate Biometrics CPS fingerprinting process to ensure that all of our candidates are currently free of any convictions each time they enter our partner schools.

Exceptions:

- Students-at-large (e.g., licensed student teaching mentor teachers taking a free course) if they are enrolled in a course requiring field experiences and those field experiences will be completed in the school/school district in which they are currently employed. However, if field experiences are to be completed in a setting other than the current school/district of employment of the student-at-large, the Accurate Biometrics CPS fingerprinting process must be completed.
- Education candidates seeking LBS I endorsement, currently employed as licensed teachers **and** planning to complete all required field experiences in the school/school district in which they are currently employed.

### Student Teaching

A second fingerprinting/background check is required prior to student teaching as per an Illinois law that went into effect January 1, 2016:

*PA99-021 became effective on January 1, 2016. Pursuant to this Public Act, each student teacher (defined to include those completing required internships) is required, prior to starting a student teaching or required internship experience, to authorize and pay for the school or school district where the student teaching is to be completed to conduct a fingerprint-based criminal history records check of that individual. Institutions should verify all student teaching candidates are aware of the background check (and its cost) prior to student teaching, and practice open communication with the school or district regarding the completion of the background check prior to the candidate beginning student teaching.*

\*Candidates will not be allowed to begin their field experiences until the Fingerprint/Criminal Background Investigation process and VIRTUS training are completed.

## Early Childhood Education Program

The undergraduate Early Childhood Education program prepares candidates to work with children from Birth-Grade 2. Completion of the program leads to a Bachelor of Science degree and prepares candidates to obtain an Illinois Professional Educator License with an endorsement in Early Childhood Education, an ESL and/or bilingual education endorsement and an Early Childhood Special Education Approval. The Early Childhood Education Program consists of general education and professional education courses that address requirements for graduation and the State of Illinois requirements for licensure. Students must earn a minimum grade of C in all coursework.

Early Childhood Education candidates will be concurrently enrolled in professional education coursework and field/practicum experiences designed to reinforce concepts and skills learned in the university classroom. The field/practicum experience courses are designed to provide opportunities for candidates to apply course concepts in authentic environments. Required activities and assignments provide candidates with the opportunity to connect theory and practice and prepare candidates for daily classroom responsibilities.

Early Childhood Education teacher candidates will observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. The Early Childhood Education student teaching/clinical practice experiences have been designed as a serious apprenticeship that requires teacher candidates to spend one academic semester inside schools working alongside veteran Early Childhood educators.

## University General Education and Illinois State Board of Education Coursework Requirements

The program requires successful completion of **general education courses**, professional education courses and core courses.

The Illinois State Board of Education requires the following subject-specific content coursework for a Professional Educator License with an Early Childhood Education endorsement. These courses also fulfill many of the general education requirements listed above.

- POLSCI 101: Introduction to U.S. Government (3)
- HIST 102: World History Since 1500 (3)
- SOCSCI 101: World Geography (3)
- HIST 190: Economic Development in U.S. History (3)
- BIOL 101: Principles and Methods of Biology (3)
- PHSCI 101: Physical Science (3)

## 8-Semester Course of Study

### Freshman I (13 credits)

- TS 100: Transitions (1)
- FYS 175: First-Year Seminar (3)
- ENGL 120: Rhetoric and Writing (3)
- PHIL 140: The Examined Life (3)
- POLSCI 101: Intro to U.S. Government (3)

### Freshman II (15 credits)

- EDUL 200: Education Orientation (0)
- COMM 101: Speech Fundamentals (3)
- BIOL 101: Principles and Methods of Biology (3)
- Literature Elective (3)
- Fine Arts Elective (3)
- Elective (3)

### Sophomore I (15 credits)

- EDU 363: Foundations of Teaching ESL and Bilingual Education (3)
- EDU 323: Survey of Students with Exceptionalities (3)



- MATH 121: Math for Teachers I (3)
- HIST 190: Economic Development in U.S. History (3)
- SOCSCI 101: World Geography (3)

### **Sophomore II (15 credits)**

- EDU 205: Child Growth and Development (3)
- EDU 364: Methods of Teaching English as a Second Language (3)
- EDU 211: Infants and Toddlers Environments, Programs and Activities (2)
- EDU 212: Foundations of Early Childhood Education (2)
- EDU 213: Intro to ED edTPA (1)
- EDUL 212: Infant Toddler Field Experience (1)
- MATH 122: Math for Teachers II (3)

### **Sophomore Summer (3 credits)**

EDU 367: Linguistics for Educators (3)

### **Junior I (14 credits)**

- EDU 252: Inquiry and Play in Early Childhood Education (3)
- EDU 253: Integrated Curriculum and Methods in Early Childhood Education (4)
- EDU 254: Emergent Literacy and Language Development (3)
- EDUL 222: Pre-K Field Experience (1)
- PHSCI 101: Physical Science (3)

### **Junior II (16 credits)**

- EDU 303: Foundations, Curriculum and Methods of Teaching Literacy K-2 (3)
- EDU 304: Foundations, Curriculum and Methods of Teaching Mathematics K-2 (3)
- EDU 305: Foundations, Curriculum and Methods of Teaching Science K-2 (2)
- EDU 306: Foundations, Curriculum and Methods of Teaching Social Science K-2 (2)
- EDU 307: Methods of Teaching Young Children with Special Needs (2)
- EDU 380: Methods of Teaching Bilingual Education (3)
- EDUL 232: Primary Field Experience (1)

### **Junior Summer (3 credits)**

EDU 368: Assessment of Bilingual Students (3)

### **Senior I (16 credits)**

- EDU 365: Cross-Cultural Studies in Bilingual Programs (glob) (3)
- EDU 309: Child, Family and Multicultural Community (2)
- EDU 311: Assessment of Typically and Atypically Developing Young Children (2)
- HIST 102: World History Since 1500 (3)
- Elective (3)
- Elective (3)

### **Senior II (12 credits)**

- EDU 348: Student Teaching -- Early Childhood Education (9)
- EDU 345: Seminar in Teaching and Learning (3)

*Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.*

## Elementary Education Program

The Elementary Education Program prepares candidates to teach in grades one through six. Completion of the program leads to a Bachelor of Science degree and prepares candidates to obtain an Illinois Professional Educator License (PEL) with an endorsement in elementary education as well as a Reading Teacher endorsement. The Elementary Education Program consists of general education and professional education courses that address requirements for graduation and the State of Illinois requirements for licensure. Students must earn a minimum grade of C in all coursework.

## University General Education and Illinois State Board of Education Coursework Requirements

### Level I courses

- TS 100: Transitions (1)
- PHIL 140: The Examined Life (3)
- ENGL 120: Rhetoric and Writing (3)
- COMM 101: Speech Fundamentals (3)
- Mathematics (1 course)

### Level II courses

- Natural Science courses (2 disciplines) (At least one course must include a lab)
  - Biological course (3)
- Social Sciences course (3)
- History course (3)
- History of Social Science course (3)
- Art, Humanities, Music, Literature course (3)
- Art, Humanities, Music, Literature, Religious Studies, or Philosophy course (3)

### Level III Diversity and Global Studies

- 1 courses in Diversity Studies (3)
- 1 courses in Global Studies/Foreign Languages (3)

**Note:** Students complete the requirement in diversity studies and the requirement in global studies while completing either program requirements in their major or general education requirements in Level II. General education requirements in global studies and diversity studies should not add additional hours in the general education program.

The Illinois State Board of Education requires the following subject-specific content coursework for a Professional Educator License with Elementary Education endorsement. These courses also fulfill many of the general education requirements listed above.

- POLSCI 101: Introduction to U.S. Government (3)
- HIST 102: World History Since 1500 (3)
- SOCSCI 101: World Geography (3)
- HIST 190: Economic Development in U.S. History
- BIOL 101: Principles and Methods of Biology (3)
- EDU 381: Science for Teachers (3)
- MATH 112: College Algebra (3)

## 8-Semester Course of Study

### Freshman I

- TS 100: Transitions (1)
- ENGL 120: Rhetoric and Writing (3)
- PHIL 140: The Examined Life (3)
- POLSCI 101: Intro to U.S. Government (3)

### Freshman II

- MATH 112: College Algebra (3)

- COMM 101: Speech Fundamentals (3)
- HIST 102: World History Since 1500 (3)
- Literature Elective (Global Studies) (3)
- GE Global (Art, Humanities, Music, Literature, Philosophy or Religious Studies) (3)

### **Sophomore I**

- MATH 121: Math for Teachers I (3)
- SOCSCI 101: World Geography (3)
- BIOL 101: Principles and Methods of Biology (3)
- HIST 190: Economic Development in U.S. History (3)

### **Sophomore II**

- EDU 205: Child Growth and Development (3)
- EDU 209: Literature for Children and Adolescents (3)
- EDU 323: Survey of Students with Exceptionalities (3)
- EDU 364: Methods of Teaching English as a Second Language (3)
- EDUL 211: Sophomore II Field Experience Block (1)
- EDU 200: Introduction to the Profession of Teaching (3)
- EDUL 200: Education Orientation (0)
- MATH 122: Math for Teachers II (3)

### **Junior I**

- EDU 339: Managing the Elementary Classroom: Behavior Management and Instructional Planning (3)
- EDU 318: Foundations and Methods of Literacy and Language Arts (3)
- EDUL 221: Junior I Field Experience Block (1)
- Fine Arts Elective (3)

### **Junior II**

- EDU 242: Using Student Achievement Data to Support Instructional Decision (3)
- EDU 243: Principles and Methods of Teaching Science, Health and PE in the Elementary School (2)
- EDU 244: Principles and Methods of Teaching Social Science and the Arts in the Elementary School (2)
- EDU 282: Reading Informational Text in the Content Areas (3)
- EDU 110: Introduction to Educational Technology (2)
- EDUL 231: Junior II Field Experience Block (1)
- EDU 381: Science for Teachers (3)

### **Senior I**

- EDU 343: Assessment and Diagnosis of Reading Problems (3)
- EDU 388: Application of Reading Strategies for Diverse Learners (2)
- EDU 336: Methods of Teaching Mathematics in the Elementary Classroom (3)
- EDUP 395: Literacy Practicum (4)

### **Senior II**

- EDU 394: Student Teaching Seminar (3)
- EDU 350: Student Teaching (9)

*Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.*

## Middle Level Education Program

The Middle Level Education program prepares candidates to teach in grades 5-8. Saint Xavier University is approved to offer middle level education for the following content areas:

- English: 5-8
- Mathematics: 5-8
- Social Science: 5-8
- Science: 5-8

The program requires successful completion of **general education courses**, professional education courses and core content area (English, Mathematics, Social Science or Science) courses.

### Required Professional Education Coursework

(FE = Field Experience)

Course Title/Name	Credit Hours
EDU 200: The Profession of Teaching and EDUL 200 (0) 3	3
EDU 205: Child Growth and Development	3
EDU 202: Educational Psychology (5 FE hours)	3
EDU 323: Survey of Students with Exceptionalities (5 FE hours)	3
EDU 318: Foundations and Methods of Teaching Literacy and Language Arts ( <i>ENGL 371 can be substituted for those earning ELA endorsement</i> )	3
EDU 283: Reading and Writing in the content area ( <i>EDU 397 can be substituted in addition to ENGL 371</i> )	2
EDU 364: Methods of Teaching English as a Second Language (25 FE hours)	3
EDU 370: Principles and Practices of the Middle and Secondary Schools (30 FE hours)	3
Methods Class: Based on Content Concentration (30 FE hours) <ul style="list-style-type: none"> <li>• <b>Math:</b> MATH 395: Methods of Teaching Mathematics in the Middle and Secondary School</li> <li>• <b>English:</b> EDU 373: Methods of Teaching English in the Middle and Secondary School (or ENGL equivalent)</li> <li>• <b>Science:</b> EDU 371: Methods of Teaching Biology and Science in the Middle and Secondary School</li> <li>• <b>Social Science:</b> EDU 378: Methods of Teaching History and Social Studies in the Middle and Secondary School</li> </ul>	3
EDU 345: Seminar in Teaching and Learning*	3

EDU 349: Directed Teaching*	9
<b>Total Credit Hours</b>	38

\*Enrollment requires passing Educators Symposium and appropriate ILTS content exam.

## Core Content Area Coursework

<b>Middle Grades Content Area Endorsements</b>			
<b>Math</b>			
<b>Course Title/Name</b>			<b>Credit Hours</b>
MATH 200: Introduction to Discrete Mathematics			3
MATH 201: Calculus with Analytic Geometry I			4
MATH 202: Calculus with Analytic Geometry II			4
MATH 211: Linear Algebra			4
MATH 305: Probability and Statistics I (any other statistics course maybe substituted)			3
MATH 307: Modern Geometry			3
MATH 308: History of Mathematics			3
<b>Total Credit Hours</b>			24
<b>English</b>			
<b>Course Title/Name</b>			<b>Credit Hours</b>
ENGL 241: Language and Linguistics			3
ENGL 344: Young Adult Literature			3
ENGL 208: Study of Rhetoric			3
ENGL 207: Study of Literature			3
ENGL 340: Critical Theory			3
One Literature elective (British, American or combination)			3
One World Literature elective			3
<b>Total Credit Hours</b>			21
<b>Science</b>			
<b>Course Title/Name</b>	<b>Required Coursework Areas</b>		<b>Credit Hours</b>
<b>Physical Science</b>	<b>Life Science</b>	<b>Earth and Space Science</b>	

BIOL 111: General Biology I		X			5
BIOL 112: General Biology II		X			5
CHEM 111: General Chemistry I	X				5
PHYS 201: Physics I	X				4
Earth and Space science elective #1				X	3
Earth and Space science elective #2				X	3
<b>Total Credit Hours</b>					25
<b>Social Science</b>					
<b>Course Title/Name</b>	<b>Required Coursework Areas</b>				<b>Credit Hours</b>
<b>History</b>	<b>Geography</b>		<b>Civics and Government</b>	<b>Economics</b>	
History 101: World History to 1500	X				3
History 102: World History Since 1500	X				3
History 103: U.S. History to 1877	X				3
History 104: U.S. History Since 1877	X				3
SOCSC 101: World Geography		X			3
SOCSC 204: Economics for Social Science (ECON				X	3

202 can be substituted)					
POLSC 101: Intro to U.S. Government			X		3
PLSC 102: World Politics			X		3
<b>Total Credit Hours</b>					24

*Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.*

### Subsequent Endorsements

Candidates may acquire additional endorsements for teaching other subjects as well as endorsements for teaching in Grades 9-12. Please see the current Illinois Licensure, Endorsement, and Approval Requirements document at the [ISBE website](#).

## Secondary Education Program

The Secondary Education program prepares candidates to teach in grades 9-12 or PK-12. Saint Xavier University is approved by the Illinois State Board of Education (ISBE) to offer secondary education for the following content areas:

- Secondary Education - Art: (PK-12)
- Secondary Education - Biology/Science: (9-12)
- Secondary Education - English: (9-12)
- Secondary Education - Mathematics: (9-12)
- Secondary Education - Music: (PK-12)
- Secondary Education - Social Science: (9-12)
- Secondary Education - Spanish: (PK-12)

## General Education

The program requires successful completion of **general education courses**, professional education courses and core courses.

Additional requirements include:

- Completion of general education courses
- Completion of professional education courses with a grade of C or higher
- Completion of content area courses with a grade of C or higher
- A minimum cumulative GPA of 3.0 required for student teaching

This program focuses on the preparation of teachers according to the Illinois State Board of Education (ISBE). Candidates must successfully complete state licensure requirements and procedures. It is the responsibility of the student to ascertain and fulfill the requirements for the degree program. The advisor will assist the student in this responsibility.

## Required Professional Education Courses

### Level 1 - Foundational Courses:

- EDU 200: The Profession of Teaching (3)
- EDUL 200: Education Orientation (0)
- EDU 202: Educational Psychology (3)
- EDU 205: Child Growth and Development (3)
- EDU 323: Survey of Students with Exceptionalities (3)
- EDU 377: Historical and Social Trends in American Schooling (3)

### Level 2 - Preparation for Practice:

- EDU 370: Principles and Practices of the Middle and Secondary Schools (3)
- EDU 371-378: Methods of Teaching (major) in the Middle and Secondary School (3)
- EDU 397: Literacy Instruction for Secondary Teachers (not required for Secondary English majors) (3)

### Level 3 - Student Teaching: \*

- EDU 345: Seminar in Teaching and Learning (3)\*
- EDU 349 **OR** EDU 352: Directed Teaching-Secondary/K-12 (9)\*

*\*Enrollment requires passing appropriate Illinois Licensure Testing System (ILTS) content exam.*

**Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state, and local levels.**

## Secondary Level Endorsements

Candidates may acquire additional secondary level endorsements for teaching other subjects in Grades 9-12. Please see the current Illinois Licensure, Endorsement, and Approval Requirements document at the [IBSE website](#).



## Content Area Requirements

Each licensure area has discipline-specific content requirements.

### Secondary Education - Art (PK-12)

#### Content Courses:

- ART 124: Portfolio Seminar (Studio Elective) (3)
- ART 101: Drawing I (3)
- ART and Design Elective (3)
- ART History: 100 Level (3)
- ART 222: Art of the Renaissance (3)
- ART 102: 2D Design (3)
- ART and Design Elective (3)
- ART 202: 3D Design (3)
- ART and Design Elective (3)
- ART 223: Modern and Contemporary Art (3)
- ART and Design Elective (3)
- ART 305: Senior Seminar (3)
- ART 306: Senior Seminar (3)

### Secondary Education - Biology/Science (9-12)

#### Content Courses:

- BIOL 111: General Biology I (5)
- BIOL 112: General Biology II (5)
- BIOL 240: Development Biology (4)
- BIOL 312: Plant Diversity and Adaptation (4)
- BIOL 318: Ecology (4)
- BIOL: Elective (4)
- BIOL 300: Genetics (4)
- BIOL 306: Microbiology (4)
- BIOL: Elective (4)
- BIOL: Elective (4)

### Secondary Education - English (9-12)

#### Content Courses:

- ENGL 207: Study of Literature (3)
- ENGL 208: Study of Rhetoric (3)
- ENGL 220: Advanced Writing (3)
- ENGL 340: Critical Theory (3)
- ENGL 395: Senior Seminar (3)
- One Literature Elective (British, American, or combination) (3)
- One World Literature Elective (3)
- ENGL 241: Introduction to Language and Linguistics (3)
- Two Literature Electives (British, World, American, or combination) (6)
- One elective (British, World, American, Rhetoric, Theory or combination) (3)
- ENGL 344: Young Adult Literature (3)
- ENGL 356: Teaching Writing and Language (3)
- ENGL 371: Teaching Reading and Literature (3)
- ENGL 373: Methods of Teaching English at the Secondary Level (3)

### Secondary Education - Mathematics (9-12)

#### Content Courses:

- MATH 200: Introduction to Discrete Mathematics (3)
- MATH 201: Calculus with Analytic Geometry I (4)
- MATH 202: Calculus with Analytic Geometry II (4)

- MATH 203: Calculus with Analytic Geometry III (4)
- MATH 211: Linear Algebra (4)
- MATH 301: Advanced Calculus (4)
- MATH 305: Probability and Statistics I (3)
- MATH 306: Probability and Statistics II (3)
- MATH 307: Modern Geometry (3)
- MATH 308: History of Mathematics (3)
- MATH 309: Abstract Algebra I (3)
- MATH 399: Senior Seminar (1)
- Two courses in application area (e.g. Computer Science, Physics, Business-Program approval required)
- Two 300 Level Mathematics Electives

## Secondary Education - Music (PK-12)

### Professional Degree Music Core

- MUS 101: Music Theory I (3)
- MUS 102: Music Theory II (3)
- MUS 201: Music Theory III (3)
- MUS 202: Music Theory IV (3)
- MUS/MUSLB 151: Aural Skills I (1 + 0)
- MUS/MUSLB 152: Aural Skills II (1 + 0)
- MUS/MUSLB 251: Aural Skills III (1 + 0)
- MUS/MUSLB 252: Aural Skills IV (1 + 0)
- MUS/MUSLB 161: Keyboard Skills I (1 + 0)
- MUS/MUSLB 162: Keyboard Skills II (1 + 0)
- MUS/MUSLB 261: Keyboard Skills III (1 + 0)
- MUS/MUSLB 262: Keyboard Skills IV (1 + 0)
- MUS 115: Introduction to Music (3)
- MUS 150: World Music Cultures (3)
- MUS 301: Form and Analysis (2)
- MUS 314: Conducting (3)
- MUS 330: Music History I: Medieval/Renaissance/Baroque (3)
- MUS 331: Music History II: Classical/Romantic/Contemporary (3)

### Music Education PK-12

Music education majors must complete the requirements for one of the following emphases:

#### Choral Emphasis/Vocal

- Applied Voice (six-semester minimum) (12)
- MUS 103: Vocal Technique (3)
- MUS 205: Italian/English Diction for Singers (2)
- MUS 206: German/French Diction for Singers (2)
- MUS 334: K-12 General Music (3)
- MUS 335: Teaching Choral Music in the Junior and Senior High School (3)
- MUS 312: Vocal Pedagogy (3)
- Applied Piano (three-semester minimum) (3)
- Large Ensemble (every semester except Student Teaching semester) (0)

#### Instrumental Emphasis

- Applied Music, Major area (seven-semester minimum) (14)
- MUS/MUSLB 144: Vocal Methods for Instrumental Majors (1 + 0)
- MUS/MUSLB 145: Brass Methods (1 + 0)
- MUS/MUSLB 146: Percussion Methods (1 + 0)
- MUS/MUSLB 147: String Methods (1 + 0)
- MUS/MUSLB 148: Woodwind Methods (1 + 0)
- MUS 334: K-12 General Music (3)
- MUS 335: Teaching Instrumental Music in the Junior and Senior High School (3)
- Small Ensemble (three-semester minimum) (3)
- Large Ensemble (every semester until graduation) (0)

## Secondary Education - Social Science (9-12)

### Content Courses:

#### Social Science Focus:

- SOCS 101: World Geography (3)
- ECON 202: Principles of Economics (3)
- POLSC 101: Intro. to U.S. Government (3)
- POLSC 102: World Politics (3)
- SOC 101: Introduction to Sociology (3)
- Three Elective courses in economics, sociology, anthropology or political science with no more than six hours in one discipline (9)

#### History Concentration:

- HIST 101: World History to 1500 (3)
- HIST 102: World History since 1500 (3)
- HIST 103: United States History to 1877 (3)
- HIST 104: United States History since 1877 (3)
- HIST 230: Illinois History (3)
- HIST 200: Introduction to the Discipline of History (Pre-requisite: 6 credit hours in history) (3)
- HIST Elective (one 200 or 300-Level course in non-U.S. history) (3)
- HIST Elective (one 200 or 300-Level course in history) (3)
- HIST 395: Senior Seminar (Pre-requisite: HIST 200 and one 300-Level history) (3)

## Secondary Education - Spanish (PK-12)

### Content Courses:

- SPAN 200: Advanced Grammar and Composition (3)
- SPAN 211: Spanish for Speakers of Spanish (3)
- Spanish Elective (3)
- SPAN 210: Advanced Spanish Conversation (3)
- SPAN 220: Interpretation of Texts (3)
- Spanish Elective (3)
- Spanish Elective (3)
- Spanish approved Elective 300 Level (3)
- Spanish approved Elective 300 Level (3)
- SPAN 395: Senior Seminar (3)
- Spanish approved Elective 300 Level (3)
- Spanish approved Elective 300 Level (3)

## Special Education Minor

The minor in special education includes 18 credit hours in special education, including:

- EDUSP 321: Foundations of Special Education (3)
- EDUSP 320: Characteristics and Diversity of Students with Disabilities (3)
- EDUSP 322: Adaptations, Accommodations, and Assistive Technology (3)
- EDUSP 324: Psychoeducational Assessment (3)
- EDUSP 326: Behavior Management (3)
- EDUSP 325: Methods for Teaching Students with Disabilities (3)

A minor in special education requires six specific courses, three of which must be taken in sequence (EDUSP 320, EDUSP 324, EDUSP 325). At least one-half of the credit hours used to fulfill the minor must be completed at Saint Xavier University. Students must earn a minimum grade of C in all of these courses.

Regardless of the grade level of the Professional Educator License program, the Learning Behavior Specialist I endorsement will be issued for K to age 22. In addition to the courses listed here, an Illinois licensure content test is also required: Learning Behavior Specialist I #290.

This minor has significant career potential as it results in an additional teaching endorsement for those students pursuing teacher licensure in Illinois, the Professional Education License. For those who are not interested in teaching, the additional knowledge and skills about working with persons with disabilities can prove useful in disparate fields such as nursing, exercise science, sports and fitness administration, communication sciences and disorders, sociology, psychology, and others.

It should be noted, however, that there are field experience hours required in the courses and those experiences are integral to the course content.



## English as a Second Language and Bilingual Education Endorsements

The English as a Second Language (ESL) minor/endorsement course requirements (18 credit hours) and Bilingual Education minor/endorsement course requirements (18 credit hours) are:

- EDU 363: Theoretical Foundations of Teaching ESL and Bilingual Education (3)
- EDU 364: Methods and Materials for Teaching English as a Second Language (3)
- EDU 365: Cross-Cultural Studies in a Bilingual Program (3)
- EDU 367: Linguistics for Educators (3)
- EDU 368: Assessment of Bilingual Students (3)
- EDU 380: Methods of Teaching Bilingual Education (3)

The Illinois State Board of Education issues an endorsement for ESL and/or bilingual education upon successful completion of this program. No additional testing is required for ESL endorsement; however, passage of a language proficiency examination in the target language is required for the bilingual education endorsement.

*Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.*



## Undergraduate TESOL Certificate

The Teaching English to Speakers of Other Languages (TESOL) certificate for undergraduate students prepares candidates to teach English to adults and children in informal settings both in the U.S. and abroad. Candidates will gain knowledge and skills in pedagogy, intercultural competencies, language structure and teaching practice in supervised settings. This certificate is 12 credit hours and will be issued by the University (not the state of Illinois) upon the successful completion of the following courses below.

### Requirements

- EDU 365: Cross-cultural Studies in a Bilingual Program (3)
- EDU 367: Linguistics for Educators (3)
- EDU 369: Methods of Teaching English as a Second/Foreign Language to Adults and Children (3)
- EDU 362: Advanced Methods of Teaching English as a Second or Foreign Language to Adults and Children (3)

*Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.*



## Film and Media Studies Minor

Through the Film and Media Studies (FAMS) minor, students will explore film, television, and electronic media as important art forms and cultural phenomena. In addition, students will gain an interdisciplinary understanding of the history, theory, and socio-cultural aspects of media, alongside the artistic production and digital multi-media skills.

The interdisciplinary minor in Film and Media Studies requires a total of six courses (18 credit hours). FAMS minors must complete three core courses in ART 111: Introduction to Film Analysis, COMM 211: Mass Communication and COMM 205: Mediated Messages; and three electives that support their particular interests and career plans.

### Requirements

#### Core Courses (9 credit hours)

- ART 111: Intro to Film Analysis (3)
- COMM 211: Mass Communication (3)
- COMM 205: Mediated Message (3)

#### Electives (9 credit hours)

- ART 113: Photo 1 - Digital (3)
- ART 116: Computer Graphics (3)
- ART 119: Digital Imagery (3)
- ART 212 Photography 2 - Digital Darkroom (3)
- ART 217 History of Film (3)
- ART 224: Contemporary Cinema (3)
- ART 228: Design History (3)
- ART 244: Latin American Cinema (3)
- ART 260: Transatlantic Film (3)
- ART 260: Creative Documentary Filmmaking (3)
- ART 322: Advertising in Marketing (3)
- ART 327: Multimedia (3)
- COMM 206: Communicating with Social Media (3)
- COMM 220: Digital Audio Production (3)
- COMM 221: Digital Video Production (3)
- COMM 256: Queer Cinema (3)
- COMM 301: Law of Mass Communication (3)
- COMM 305: Television and Film Scriptwriting (3)
- COMM 333: Feminist Film Studies (3)
- ENGL 334: Film as Text (3)
- HIST 250: Historical Documentary Filmmaking (3)
- MUS 160: Music and Film (3)
- POLSC 262: Politics and Film (3)
- SPAN 334: Film and Literature (3)
- RELST 257: Religion and Film (3)

## History and Political Science

History and Political Science programs support the University mission of liberal arts education in providing scholarships, academic programs and extracurricular activities to help students better understand the diverse world in which they live, how that world developed, and how to be effective and responsible citizens of that world.

### Programs of Study

History and Political Science offer a range of programs and courses geared toward the needs of majors, general education students and candidates for teacher licensure. Most courses satisfy University general education requirements in history and/or social sciences. Some courses fulfill general education requirements in foreign cultures, diversity or global studies. There are majors in history, political science, political communication and advocacy, social sciences education and international studies. There are minors in history, political science, international studies, digital humanities and public administration.

### Admission

For admission as a major in one of the programs, a student must have completed at least six (6) credit hours in the intended major with a grade-point average of 2.5. The student must also have an overall grade-point average of 2.5. Interested students should apply for admission to the division director. Once admitted, students will be assigned an advisor with whom they should consult each semester about their course of study. Majors and minors must earn a grade of C or better in all major courses, all general education courses and all professional education courses. Courses in which a student earns a grade of D will not count toward the fulfillment of program requirements except by written permission from the division director.

### Political Science Major

The study of politics is, at the base, the study of how social values are defined and distributed. Who can vote? Who makes policy decisions? Will we go to war? Have universal health coverage? Subsidize loans for college students? These are all distributional, and hence political, questions. As Harold Laswell put it, politics is about "Who gets what, when and how?" Political science focuses on both institutions and behaviors to explain how social power is distributed, and how that power is used to distribute other goods.

The study of political science is vital to a liberal arts education. Through a critical encounter with political structures and processes, we learn to think critically, develop and evaluate arguments and remain open to new ideas. Through reflection on significant events, ideas, movements and passions that have shaped the political world, we come to understand better our own values, to refine our beliefs.

Majoring in political science prepares students for careers in public administration, politics, journalism, education, non-governmental organizations, public relations and business. It is an excellent major for those considering law school.

The political science program offers students a well-rounded undergraduate education within the discipline. Courses are offered in all the major subfields of the discipline: U.S. government, international relations, comparative politics and political philosophy. Students gain practical experience and professional skills to complement their coursework through a required internship.

#### Requirements for the Political Science Major

##### Program Requirements (30 credit hours)

\*NOTE: three (3) credit hours count toward University general education requirements in social sciences.

##### Required Courses (18 credit hours)

- POLSC 101: Intro. to U.S. Government
- POLSC 102: World Politics
- POLSC 103: Comparative Politics
- POLSC 250: Scope and Methods (Pre-requisite: 6 credit hours in political science)
- POLSC 350: Senior Seminar (Pre-requisite: POLSC 250 and one 300-level political science)
- POLSC 370: Field Experience



### Elective Courses with the Following Distribution (15 credit hours)

\*NOTE: At least **two** (2) electives must be taken at the 300 level.

- One of POLSC 240, 241, 242
- POLSC Four additional courses in political science

### Explanations and Recommendations

1. Select POLSC courses may count towards satisfying the University General Education requirements in foreign cultures, diversity or global studies. Students should consult course-type information on **Self-Service**.
2. Students are encouraged to take their University elective courses in related fields such as economics, history or sociology. Students are encouraged to consider a minor program to enrich their major.
3. Internship opportunities are also available to majors.

## International Studies Major

This major is intended to foster a specifically international orientation. It is primarily designed to acquaint students with the history, culture, institutions and political process in countries and regions outside of the United States. The program is organized to provide a foundation for understanding global issues within an international context and to enable students to concentrate in a region of particular interest. The major includes three components: an international studies core of general requirements, an international studies context drawn from the humanities and social sciences, and a regional area focus. In addition, the major requires students to demonstrate competence in a foreign language. The major is particularly useful for students who plan to live abroad or who seek careers in business, government, teaching and journalism. Majors are encouraged to consider study abroad programs; program faculty will assist students in planning such experiences.

### Requirements for the International Studies Major (36 credit hours)

#### International Studies Core (18 credit hours)

\*NOTE: Nine (9) credit hours count towards University General Education requirements in history and social sciences.

- ANTH 101: Introduction to Cultural Anthropology
- HIST 101: World History to 1500
- HIST 102: World History Since 1500
- POLSC 102: World Politics
- SOCSC 101: World Geography
- TBD Senior Seminar in relevant discipline

#### International Context (9 credit hours)

Choose **three** courses, at least **one** drawn from each of the **two** areas below:

##### Global Politics and Economics

- ANTH 245: Third World in a Global Context
- ANTH/SOC 309: Gender and Globalization
- MGMT 340: International Business
- FINC 330: International Finance
- CJ 318: Globalization and Crime
- POLSC 211: International Organization
- POLSC 213: National Security Policy
- POLSC 228: Politics of Developing Areas
- POLSC 324: Contemporary Democracy
- POLSC 334: War, Peace and Alliances
- POLSC 336: Global Money and Power
- SOC 275: Women, Change and Society

##### Cultural Encounters

- ANTH 214: Language, Culture and Society
- ANTH 235: Sex, Culture and Society
- ENGL 155: Introduction to Literature: Global
- ENGL 205: World Literature to 1500
- ENGL 206: World Literature Since 1500
- ENGL 330: Folklore
- ENGL 349: Studies in World Literature

- HIST 364: Environmental History
- MUS 150: Special Topics: World Music Cultures
- MUS 217: Perspectives on non-Western Music
- RELST 252: Third World Religious Views
- RELST 240: The Religious Other
- SPAN 312: Literary Response to Armed Conflict

**Area Specialization (9 credit hours)**

\*Choose **three** courses from **one** regional area listed below

Additional courses may be offered as special topics courses; consult an advisor.

**Africa**

- ENGL 333: Modern African Literature
- HIST 242: History of Africa
- HIST 351: Colonial Legacy in Africa
- POLSC 227: African Politics

**Asia**

- ENGL 236: Chinese Literature280
- ENGL 239: Japanese Literature
- HIST 244: History of East Asia
- HIST 245: History of Modern Japan
- PHIL 280: Chinese Philosophy
- RELST 241: Hindu Tradition
- RELST 242: Buddhist Tradition
- RELST 244: East Asian Religious Traditions

**Europe**

- ART 222: Art of the Renaissance through the Enlightenment
- ART 223: Modern and Contemporary Art
- HIST 208: Modern Europe, 1789-Present
- HIST 211: Women in Modern European History
- HIST 213: History of Modern Germany
- HIST 215: History of Modern Russia
- HIST 251: Topics in European History
- HIST 321: Old Regime and French Revolution
- FRNCH 231: Introduction to French Culture and Civilization
- MUS 330: Music History 1: Medieval, Renaissance, Baroque
- MUS 331: Music History 2: Classical, Romantic, Modern
- POLSC 220: European Politics
- POLSH 261: Introduction to Polish Culture and Civilization
- POLSH 263: Introduction to Polish Literature
- SPAN 307: Golden Age of Poetry
- SPAN 314: Realism at the Turn of the Century
- SPAN 319: Cervantes' Don Quijote

**Latin America**

- ANTH 250: Modern Latin America
- ART 244: Latin American Cinema
- ART 245: Latin American Visual Culture
- HIST 234: Colonial Latin American
- HIST 240: Latin American History
- HIST 247: History of Mexico
- LS 101: Introduction to Latino Studies
- POLSC 225: Latin American Politics
- SPAN 217: Women in Mexican Culture
- SPAN 231-232: Introduction to Hispanic Culture and Civilization
- SPAN 312: Literary Responses to Armed Conflicts of the 20th Century
- SPAN 315: Imaginary Caribbean: Literature of Cuba and Puerto Rico

- SPAN 316: Latin American Responses to Colonization
- SPAN 317: Narrative and Spectacle of the Mexican Revolution
- SPAN 391-392: Selected Topics in Hispanic Cultures and Civilization

#### Middle East

- ANTH 265: People and Cultures of the Middle East
- ENGL 233: Middle Eastern Literature
- HIST 243: History of the Middle East
- MES 260: Topics in Middle Eastern Studies
- MES 265: Middle East Cultures
- MES 360: Topics in Middle Eastern Studies
- POLSC 230: Regional Politics: Middle East Politics
- RELST 247: The Jewish Tradition
- RELST 249: The Islamic Tradition

#### Explanations and Recommendations

1. Proficiency in a foreign language equivalent to four semesters of college study is required. This can be fulfilled either through examination, or by taking 12 credit hours of a foreign language.
2. Courses taken to fulfill various components of the major and the language requirement also fulfill the University General Education requirements wherever applicable, such as history, social sciences and global studies.
3. Students are required to meet all pre-requisites for the senior seminar in which they enroll and should consult their advisor early in their program to plan accordingly.
4. Majors are strongly encouraged to spend at least a semester in a study abroad program. Every effort will be made to ensure that hours taken at a foreign university transfer back to Saint Xavier University.

## Political Communication and Advocacy Major

Political Communication and Advocacy balances communication theory and skill relevant to the 21st century with an understanding of the politics and ethics of the public sphere. The program prepares you for such careers in the public affairs officer in the public or private sector, as well as making you a better critical consumer of political information.

As a Political Communication major, you will learn to use modern communication tools to produce and disseminate effective and persuasive messages, organize an advocacy campaign, and facilitate communication within and across organizations. You will learn about the political environments in which you will deploy these skills, analyze messages, and learn to communicate effectively through hands-on experiences both in and out of the classroom.

#### Program Requirements (36 credit hours)\*

##### Core Courses (9 credit hours)

- POLSC 101: Introduction to U.S. Government
- POLSC 268: Media and Politics
- COMM 227: Political Communication

##### Three courses on Producing Communication (9 credit hours)

- COMM 206: Communicating with Social Media
- COMM 220: Digital Video Production
- COMM 221: Digital Audio Production
- COMM 321: Electronic Journalism
- COMM 298: Independent Research
- COMM 365: Internship/Practicum
- ENGL 352: Writing in Digital Environments
- ENGL 353: Writing and Editing Process
- ENGL 357: Special Topics in Writing (when relevant)
- **POLSC 370: Field Experience**

##### One course on Political Communication Environments (3 credit hours)

- POLSC 206: State and Local Politics
- POLSC 207: Urban Politics
- POLSC 215: Parties and Elections
- POLSC 260: Special Topics in Political Science (when relevant)

Three courses from the following **two** areas, with at least one course from each area (9 credit hours)

#### **Organizational Communication**

- COMM 244: Public Relations
- COMM 313: Persuasion
- COMM 337: Leadership Communication
- COMM 301: Law of Mass Communication
- COMM 298: Independent Research
- COMM 335: Organizational Communication I
- COMM 365: internship/Practicum
- **POLSC 370: Field Experience**

#### **Cultural Communication Analysis**

- ENGL 359: Rhetoric, Writing and Society
- COMM 222: Critical Television Studies
- POLSC 241: American Political Thought
- POLSC 262: Politics and Film
- POLSC 263: Politics and Superheroes
- POLSC 260: Special Topics in Political Science (when relevant)
- POLSC 360: Independent Study
- **POLSC 370: Field Experience**

#### **Capstone (6 credit hours)**

The capstone project will be the senior project or thesis in either Communication (COMM 324 and 369) or Political Science (POLSC 250 and 350). The student will be required to take the methods course in the appropriate department and fulfill all other requirements that are pre-requisite for the senior project course.

\*No more than six credit hours of research or internship credit can count toward the major.

#### **Program Requirements (30 credit hours)**

##### **Transfer Policy**

All transfer students must take ACSU 101: Transfer Student Orientation. It is a one-on-one orientation, for no cost and carries zero credit hours. This is a graduation requirement for transfer students.

##### **Transfer Students with fewer than 30 hours**

All requirements of the general education curriculum.

##### **Transfer students with more than 30 hours**

Students who have completed the Illinois Articulation Initiative General Education Core Curriculum (IAI/GECC) requirements (37-41 credit hours) must take the following additional mission-based courses at SXU in order to fulfill their general education requirements:

- Philosophy 150: The Examined Life
- One religious studies course

Students have the opportunity to qualify for SXU's IAI/GECC Articulation Agreement as long as the majority of the general education core has been met prior to transferring. Any remaining general education courses may be taken from Saint Xavier University.

## **Requirements for Minor Programs**

Students should consult with a program faculty member when considering a minor. All minor programs **require** 18 credit hours.

#### **History Minor**

Students must complete 18 credit hours in history, including HIST 101 and HIST 102 (World History) and **four** additional history courses.

#### **Political Science Minor**

Students must complete 18 credit hours in political science, including POLSC 101, POLSC 102, **one** course in political theory and **three** additional political science courses.

### International Studies Minor

Students must complete 18 credit hours, including:

- ANTH 101: Cultural Anthropology
- POLSC 102: World Politics
- SOCSC 101: World Geography
- **One** course from the major requirements section of the International Studies Major
- **Two** courses from **one** of the area concentrations listed under the International Studies major

### Public Administration Minor

The Public Administration minor helps you develop skills necessary to navigate the world of public and nonprofit service. From the start of the program, you will be learning about the political environment while analyzing public policy and communicating that analysis, using simulations and cases to learn to negotiate with different constituencies and build effective organizational cultures. All courses can be taken online.

To earn a Public Administration minor, students complete 18 credit hours as follows:

- POLSC 101: Introduction to U.S. Government
- POLSC 203: Introduction to Public Policy
- POLSC 208: Public Administration
- POLSC 301: Public Policy Analysis
- POLSC 305: Bargaining and Conflict Resolution

Plus, **one** of the following:

- POLSC 206: Urban Politics
- POLSC 207: State and Local Politics

Students may substitute POLSC 370: Field Experience for either POLSC 301 or POLSC 305

### Digital Humanities Minor

Students must complete 18 credit hours as follows:

#### Required Courses (9 credit hours)

- HIST 201: Introduction to Digital Humanities
- ART 116: Computer Graphics
- COMM 220: Digital Audio Production

#### Elective Courses (9 hours)

Choose **three** of the following:

- HIST 230: Illinois History
- HIST 240: Latin American History
- HIST 250: Historical Documentary Filmmaking
- ART 119: Digital Imagery
- ART 260: Creative Documentary Filmmaking
- ART 315: Website Art and Design
- ART 327: Multimedia
- COMM 221: Digital Video Production
- COMM 321: Electronic Journalism
- COMM 325: Internet as Communication
- CMPSC 200: Virtual Worlds
- CMPSC 206: Web Applications I
- ENGL 352: Writing in Digital Environment
- ENGL 353: The Writing and Editing Process

\*NOTE: A maximum of six credit hours in a major can be counted towards degree requirements for the minor.

## Language and Literature

The Language and Literature Department offers a number of academic paths for intellectual discovery and future success in the fields of literature, language, rhetoric, and education. The faculty is committed to exploring the inextricable links that exist between language, literature and rhetoric in the contexts most relevant to students, and they work closely with their majors to offer courses that deliver a rigorous and purposeful learning experience. Three majors are offered for students to choose from:

- A Secondary Education - English major for students preparing to teach grades 9-12
- A Spanish for the Professions major
- A Secondary Education - Spanish major for students preparing to teach grades PK-12

In addition, the Department offers minors in English, writing, and Spanish.

When students engage in the study of language and literature, they encounter the very expression of human experience and humane values and gain insights into what it means to be a citizen of the world. Throughout their undergraduate career, our students learn about the significant cultural, historical, political, and sociological forces that drive the creation and evolution of language and literature over time; indeed, they come to understand language and literature as products of the society that creates them rather than a monolithic expression of the individual. In essence, the programs provide majors with the tools needed to succeed in a world in which information proliferates endlessly, a world in which knowing how to interpret and evaluate the words, images, and texts that abound will help them to navigate the society in which they live.

### English

English, like every language, is more than a means of communication. It is both a way of thinking about the world and a world in itself, a place where the imagination and intellect combine to teach us about the most important subject of all: *ourselves as human beings*. The study of English in both majors of the program promotes study, reflection, and appreciation of language, literature, and rhetoric in this larger sense. How do the words, the thoughts, the persuasions, and the stories of our cultural heritage lend insight into what it means to be human?

Over the years, majoring in English has been a route to rewarding careers in business, publishing, education, law, and government. The reason for this success is simple: employers have come to realize that English majors have learned to be innovative, articulate critical thinkers. They also realize that as society continues to grow more technical and complex, key personnel will be needed to help people communicate with each other. As long as we depend upon language to make ourselves understood and to get things done, majoring in English will always be practical.

#### Requirements for the Secondary Education - English Major

Please review the requirements in the Education Division section for [Secondary Education - English majors](#).

#### Requirements for the English Minor (18 credit hours)

All English minors must complete, with grades of C or above, ENGL 207: The Study of Literature (3 credit hours) and an additional **15** credit hours of ENGL courses numbered 200-399.

English minors should meet with the division director as soon as possible to plan their minor, which can include a concentration in some aspect of English studies, such as literary genres, American or British literature, a historical approach to literature, multicultural literature, cultural studies, or language.

#### Requirements for the Writing Minor (18 credit hours)

All writing minors must complete, with grades of C or above, ENGL 220: Advanced Writing (3 credit hours) and an additional **15** credit hours from the following list of electives, with no more than 6 credit hours coming from the Communication program. All courses are three credit hours unless otherwise noted.

- COMM 103: Writing for the Mass Media
- COMM 110: Newswriting and Reporting
- SPAN 200: Advanced Grammar and Composition
- COMM 201: Copy Editing and Publication Design
- ENGL 210: Introduction to Creative Writing

- ENGL 224: Professional Writing and Communication
- ENGL 241: Introduction to Language and Linguistics
- COMM 244: Introduction to Public Relations
- COMM 305: Television and Film Scriptwriting
- COMM 307: Advertising Copywriting
- ENGL 352: Writing in Digital Environments
- ENGL 353: The Writing and Editing Process
- ENGL 356: The Teaching of Writing
- ENGL 358: Advanced Creative Writing
- ENGL 359: Creative Writing Workshop
- ENGL 357: Topics in Writing
- ENGL 365: Internship in Writing (1-3 credit hours)
- A 300-level course in any discipline identified as "writing intensive" by the director of the Writing Program

This list of electives may be updated as new courses are developed and submitted to the Language and Literature program for inclusion in the minor. Additional courses not listed here might be eligible to be applied to the minor at the discretion of the director of the writing program, so please contact them with questions.

## Foreign Languages

The Language and Literature Department offers a Spanish in the Professions major and a minor in Spanish, as well as specific courses geared to meet the needs of students in other programs. The foreign language curriculum covers the main areas of language -- language skills development, intercultural competence, literature, arts, history and civilization. All courses are open to qualified students seeking meaningful contact with another culture by acquiring skills in oral and written communication in the foreign language, by studying the literature, arts, history and civilization of another country, or through a cultural and linguistic comparative approach.

Current emphasis on the international dimension of the college experience makes foreign language study particularly relevant and useful because it not only helps students achieve a truly liberal education, but also enhances their preparation to function in today's world. Knowledge of a foreign language is an essential component of the international business program (see business), the international studies program (see history and political science), and the Middle Eastern Studies minor.

\*All courses are 3 credit hours unless otherwise noted

### Requirements for the Spanish in the Professions Major (42-45 credit hours)

Spanish in the Professions is intended primarily for those students who plan to make use of the Spanish language in a professional environment other than teaching or academia.

### Required Courses (12 credit hours)

- SPAN 200: Advanced Grammar and Composition
- SPAN 210: Advanced Spanish Conversation **OR** SPAN 211: Spanish for Speakers of Spanish
- SPAN 212: Spanish in the Workplace
- SPAN 300: Field Work

### Spanish Electives (10-12 credit hours)

Choose 12 credit hours, 10 credit hours if studying Spanish abroad, from the following:

- SPAN 205: Language and Culture I
- SPAN 206: Language and Culture II
- SPAN 212: Spanish in the Workplace
- SPAN 217: Women in Mexican Culture
- SPAN 231: Introduction to Hispanic Culture and Civilization I
- SPAN 232: Introduction to Hispanic Culture and Civilization II
- SPAN 251: Individual Reading Program I
- SPAN 252: Individual Reading Program II
- SPAN 260: Special Topics
- SPAN 307: Golden Age Poetry

- SPAN 312: Literary Responses to Armed Conflicts in the Twentieth Century
- SPAN 313: Romanticism and Post Romanticism
- SPAN 314: Realism and the Turn of the Century
- SPAN 315: Imaginary Caribbean: Literature of Cuba and Puerto Rico
- SPAN 316: Latin American Responses to Colonization
- SPAN 317: Narrative and Spectacle of the Mexican Revolution
- SPAN 319: Cervantes' Don Quixote
- SPAN 334: Film and Literature
- SPAN 391: Selected Topics in Hispanic Literatures and/or Civilizations I (1-3 credit hours)
- SPAN 392: Selected Topics in Hispanic Literatures and/or Civilizations II (1-3 credit hours)

A maximum of two courses from other programs might be approved to fulfill the culture and civilization section of the major. Examples for this section include any Latino Studies courses; Art 222: Art of the Renaissance through the Enlightenment; Art 244: Latin American Cinema; Political Science 225: Latin American Politics; History 234: History of Colonial Latin America; History 240: History of Latin America; History 247: History of Mexico; Sociology 250: Modern Latin America; Religious Studies 247: The Jewish Tradition; Religious Studies 249: The Islamic Tradition; and Anthropology 250: Modern Latin America.

#### **Other Discipline (21 credit hours)**

Twenty-one required hours in another area related to the career objectives of each student. Courses can be double-counted as part of another major. These courses are determined on an individual basis by consultation with program faculty before completion of the major. Suggested areas of complimentary study: Business, Communication Sciences and Disorders, Nursing, Communication, Psychology, International Studies.

#### **Requirements for the Secondary Education - Spanish Major**

Please review the requirements in the Education Division section for [Secondary Education - Spanish](#) majors.

#### **Requirements for the Spanish Minor (18 credit hours)**

Completion, with the grade of C or above, of 18 credit hours in Spanish beginning at the intermediate level I (SPAN 103).

Required courses in order to receive a minor in Spanish:

- SPAN 103: Intermediate Spanish I\*
- SPAN 104: Intermediate Spanish II\*
- SPAN 200: Advanced Grammar and Composition
- SPAN 210: Advanced Spanish Conversation **OR** SPAN 211: Spanish for Spanish Speakers
- One elective 200 level course\*\*
- One elective 300 level course

\*Retroactive credit from AP, CLEP, Seal of Biliteracy, or IB tests can be applied to these courses. Please, contact Dr. Espiña-Barros [espinabarros@sxu.edu](mailto:espinabarros@sxu.edu) for further details about SXU Spanish Placement and Spanish retroactive credit policy at SXU.

\*\*3 credit hours of a related course taught in English can be counted as one elective course. Examples for this section include any Latino Studies courses; ART 222: Art of the Renaissance through the Enlightenment; ART 244: Latin American Cinema; POLSC 225: Latin American Politics; HIST 234: History of Colonial Latin America; HIST 240: History of Latin America; HIST 247: History of Mexico; SOC 250: Modern Latin America; RELST 247: The Jewish Tradition; RELST 249: The Islamic Tradition; and ANTH 250: Modern Latin America; or other after program director's approval.





## Latino/Latin American Studies Minor

Latino/Latin American Studies examines the experiences of Latin American and Spanish-speaking Caribbean peoples' living in the United States by focusing on cultural productions by, and about, U.S. Latinos that may reflect the processes of migration, transnationalities, assimilation, identity and community-building. Latin American studies specifically examines the part of the globe called Latin America and the Spanish-speaking Caribbean with an emphasis on that region's history, literature, economy and politics. The Latino/Latin American Studies minor at Saint Xavier University thus provides a well-rounded overview of the Latino/Latin American experiences in U.S./global contexts.

The minor is a source of professional development that complements areas of study related to Latinos/Latin America such as education, nursing, communications, business and any of the social sciences. Many courses are augmented with activities such as films, field trips and community service projects. Students are especially encouraged to participate in study abroad courses and independent research initiatives with faculty.

The Latino/Latin American studies minor requires 18 credit hours. Students are **required** to take LS 101: Introduction to Latino/Latin Studies and one course in the Spanish language at any level. The remaining 12 credit hours should be drawn from the following range of disciplines: Art/Humanities/Music/Literature; History; Social Sciences; Foreign Languages and Study Abroad Programs. These courses will satisfy requirements for the University's General Education Program, in addition to many major requirements. While there is no prescribed course of study, students must take courses in at least two of the disciplines mentioned above.

As it is the intent of this minor to be truly interdisciplinary in scope, other courses may be approved in consultation with the director. It is recommended, though not required, that Introduction to Latino Studies be taken prior to or in conjunction with other Latino/Latin American studies courses. Consult **Self-Service** using the course type "Latino/Latin American Studies" to identify course sections approved for the minor.

## Mathematics

As a science, mathematics occupies a special place in the Saint Xavier University curriculum. Mathematics serves as an investigative tool for the natural sciences, social sciences, business, education and psychology. It also plays an important role in the development of human thought. Mathematics forms the bridge whereby the student enters the realm of abstract and precise scientific thinking.

SXU offers a **major** in mathematics with secondary education licensure (MATH/SED) through our Education Division.

## Mathematics Minor

The minor in mathematics will complement many majors at the University, especially majors in business, computer science, education and science.

### Requirements

- A minimum of 18 credit hours is required for a minor in mathematics, with at least nine credit hours taken at Saint Xavier University. **Only the following courses may be counted toward a minor in mathematics:**
  - MATH 200: Introduction to Discrete Mathematics (3)
  - MATH 201: Calculus with Analytic Geometry I (4)
  - MATH 202: Calculus with Analytic Geometry II (4)
  - MATH 203: Calculus with Analytic Geometry III (4)
  - MATH 211: Linear Algebra (4)
  - MATH 301: Advanced Calculus (4)
  - MATH 303: Differential Equations (3)
  - MATH 305: Probability and Statistics I (3)
  - MATH 306: Probability and Statistics II (3)
  - MATH 307: Modern Geometry (3)
  - MATH 308: History of Mathematics (3)
  - MATH 309: Abstract Algebra I (3)
  - MATH 313: Partial Differential Equations (3)
  - MATH 314: Integral Equations (3)
  - MATH 315: Numerical Analysis (3)
  - MATH 321: Discrete Methods (3)
  - MATH 331: Theory of Interest (3)
  - MATH 336: Real Analysis (3)
  - MATH 360: Selected Topics in Advanced Mathematics (credit varies)
- A grade of C or better is required in each course counting toward the minor.

## Independent Study

Credit for courses in mathematics may be obtained on an independent study basis only if the following conditions are met:

- The student has completed a minimum of 12 credit hours in Mathematics.
- The student has earned a GPA of 3.0 or above in mathematics courses.
- The student has obtained the consent of the division director and the course instructor.

## Technology

The faculty in the program is committed to the use of technology to enhance the understanding of mathematical concepts and develop mathematical skills. Computers and hand-held calculators are integrated into coursework in mathematics courses. Graduates of the MATH or MATH/SED program will be able to use mathematics software and technology, including graphing calculators, computer algebra systems, and statistical software, in an appropriate and effective manner. Note: Calculators are required in all mathematics courses. Please see the course listing for the appropriate calculator.

## Placement

A mathematics placement test may be required to determine placement in mathematics courses.

## Middle Eastern Studies Minor

The Middle Eastern Studies minor contributes to the mission of the University and its core values of respect, service, hospitality, diversity and learning for life by providing coursework, study abroad, community partnerships and events that promote learning about and understanding of the Middle East, its various peoples, geographies, religions, languages and cultures. Students from a variety of disciplines will find the minor of interest, including those in business, nursing and education whose future clients, patients and students may be of Middle Eastern descent. Middle Eastern-American students may also find this coursework beneficial in learning more about their cultural heritage and immigrant experience. Area residents with Middle Eastern backgrounds, especially those in southwest Chicago, or those with an interest in the Middle Eastern history, culture, religions and contemporary events will also find the minor helpful in promoting lifelong learning and mutual understanding.

### Courses in Middle Eastern Studies

The Middle Eastern Studies minor is an interdisciplinary program with special interest in the Middle East and North Africa. The minor is designed to provide students with a strong understanding of and appreciation for the cultural, political, economic and religious diversity of the Middle East. Courses within the Middle Eastern Studies minor will provide students with a sound foundation upon which they can build further study in fields related to this most critical region of the world. The minor offers courses from a variety of disciplines on Middle Eastern history, religions, geography, politics, culture and languages. These courses fulfill requirements in the General Education program and several majors and minors in the College of Liberal Arts and Education, as well as the Middle Eastern Studies minor.

### Requirements

To fulfill the requirement for the minor, students must complete 18 credit hours (six courses) in approved courses. At least 3 credits must be in a modern Middle Eastern language. Students select courses in consultation with their primary academic advisor and the Middle Eastern Studies program advisor. Courses taken in the minor may count toward fulfilling major and/or other University requirements. Search [Self-Service](#) using course type "Middle Eastern Studies" to identify approved course sections.

#### Transfer Credits

A maximum of 6 transfer credits can be used to satisfy the 18 credit hours requirement. Approved courses taken at other universities or through participation in the Study Abroad program may be included as part of the minor by petition to the director.

#### Language Study

Introductory courses are accepted in Middle Eastern languages, including Arabic, Turkish, Persian, Kurdish, Azeri and Hebrew. Saint Xavier University will offer placement exams and introductory coursework in Arabic, but will accept transfer credit for other Middle Eastern languages. Students interested in Persian, Hebrew or Turkish may wish to investigate self-managed language study through the National Association of Self-Instructional Language Programs ([NASILP](#)).

Students may test out of a modern Middle Eastern language by receiving up to 6 credits for the successful completion [a grade of C or above] of the courses taken at Saint Xavier University into which they were placed, provided that the courses completed are above the elementary 101-level.

### Faculty

The Middle Eastern Studies minor is an interdisciplinary program that draws upon the expertise of faculty in many academic programs and schools within the University. The participating faculty offer courses appropriate to the scholarly study of the Middle East and contribute to the development of the minor.

## Music

Saint Xavier University is accredited by the **National Association of Schools of Music** and offers two degree programs: a Bachelor of Music in Music Education (K-12); and a Bachelor of Arts in Music. In the music education program, the student may prepare for a teaching career in either vocal or instrumental music or a combination of the two. The music education programs are certified by the **Illinois State Board of Education**. Two optional emphases (Music Performance or Jazz/Commercial Music) can be added to the Bachelor of Arts in Music.

### Mission Statement

The Saint Xavier University Music program offers quality programs grounded in the liberal arts tradition that prepare music students for careers in the field of music. The Music program provides a supportive learning environment that promotes the attainment of knowledge and artistic expression within a broad cultural context serving the University and surrounding community with a variety of cultural opportunities and educational activities.

### Bachelor of Music in Music Education Degree

**Purpose:** Students enrolled in a professional undergraduate degree in music are expected to develop a range of knowledge, skills, concepts and sensitivities essential to the professional life of a musician, which includes: technical competence; broad knowledge of music and music literature; the ability to integrate musical knowledge and skills; sensitivity to musical styles; and an insight into the role of music in intellectual and cultural life.

#### Common Learning Objectives for Bachelor of Music in Music Education Degree

- 1. Performance:** Students will acquire technical skills, musicianship and understanding of the repertory requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular degree program.
- 2. Musicianship Skills and Analysis:** Students will understand the common elements and organizational patterns of music and their interactions as it relates to aural, verbal and visual analyses.
- 3. Composition/Improvisation:** Students will acquire technical skills in creating original or derivative music.
- 4. History and Repertory:** Students will acquire knowledge of music history and repertoires through the present time, including musical repertoires beyond those of the primary culture of the area of specialization.
- 5. Synthesis:** Students will be able to synthesize a broad range of musical knowledge and skills (performance, analysis, composition, and history and repertory) to evaluate and respond to musical issues appropriate to the particular degree program.

#### Specific Learning Objectives for the Bachelor of Music in Music Education Degree

##### Music Competencies

1. The prospective music teacher will develop skills to be a competent conductor, capable of creating accurate and musically expressive performances with various types of performing groups and in the general classroom situation.
2. The prospective music teacher will develop skills to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups and classroom situations.
3. The prospective music teacher, in addition to the skills required for all musicians, will develop functional performance abilities in keyboard and voice. Functional performance abilities in instruments appropriate to the student's teaching specialization are also essential.
4. The prospective music teacher will be able to apply analytical and historical knowledge to curriculum development, lesson planning and daily classroom and performance activities; relating their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.
5. The prospective music teacher will develop necessary competencies (musicianship, vocal, keyboard and pedagogical skills, knowledge of content, methodologies, philosophies, materials, technologies and curriculum development) to teach music.

##### Teaching Competencies

1. The prospective music teacher will develop the ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how

music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.

2. The prospective music teacher will develop an understanding of child growth and development and principles of learning as they relate to music.
3. The prospective music teacher will develop the ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter to plan educational programs to meet assessed needs.
4. The prospective music teacher will develop knowledge of current methods, materials and repertoires available in various fields of music education appropriate to the teaching specialization.
5. The prospective music teacher will develop the ability to accept, amend or reject methods and materials based on a personal assessment of specific teaching situations.
6. The prospective music teacher will develop an understanding of evaluative techniques and an ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

### Specialization Competencies

#### Vocal/Choral Music

1. The vocal/choral teaching specialist will develop sufficient vocal and pedagogical skills to teach individually and in groups the effective use of the voice.
2. The vocal/choral teaching specialist will develop knowledge of content, methodologies, philosophies, materials, technologies and curriculum development for vocal/choral music.
3. The vocal/choral teaching specialist will develop sufficient performance ability on at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.
4. The vocal/choral teaching specialist will develop knowledge of appropriate repertoire through participation in large and small choral ensembles.

#### Instrumental Music

1. The instrumental teaching specialist will develop knowledge of and performance ability on the wind, string and percussion instruments sufficient to teach beginning students effectively in groups or individually.
2. The instrumental teaching specialist will develop knowledge of content, methodologies, philosophies, materials, technologies and curriculum development for instrumental music.
3. The instrumental teaching specialist will develop knowledge of appropriate repertoire through participation in large and small instrumental ensembles.

## Bachelor of Arts in Music Degree

**Purpose:** Students enrolled in the Bachelor of Arts in Music degree will develop a wide range of knowledge, skills and competencies expected of those holding a liberal arts degree in music.

### Learning Objectives for the Bachelor of Arts in Music

1. **Performance:** Students will develop knowledge and skills in one or more areas of music beyond basic musicianship at a level consistent with the liberal arts degree; and will understand procedures for realizing a variety of musical styles.
2. **Musicianship:** Students will develop the ability to hear, identify and work conceptually with the elements of music and read and realize musical notation.
3. **Composition:** Students will understand compositional processes, aesthetic properties of style and the ways these shape and are shaped by artistic and cultural forces.
4. **History and Repertory:** Students will be acquainted with a wide selection of musical literature, the principal eras, genres and cultural sources.
5. **Synthesis:** Students will acquire abilities in developing and defending musical judgments.

### The Non-Music Major

Students not enrolled in a music degree program may develop individual performance skills through private instruction in voice or instruments. Study in these areas is contingent upon current enrollment in a University ensemble (see below) and intermediate playing experience. Vocal Technique (MUS 103), Guitar Class (MUS 104), and Piano Class (MUS 107) are required prior to registration in applied music at the 200-level in these areas.

In addition, numerous opportunities are provided for qualified students to participate in a wide variety of performance organizations, including: University Chorale, University Chamber Singers, Opera Workshop, University Band, Brass Ensemble, Flute Ensemble, Guitar Ensemble, Jazz Ensemble, Jazz Combo, Percussion Ensemble, Clarinet Ensemble,

Saxophone Ensemble and Chamber Music Ensembles. Non-majors may apply credit earned in these courses toward the University "Literature and Fine Arts" requirement.

**The courses offered to the general student by the Music Program are designed to:**

1. Provide an opportunity for every student to explore the resources for personal enrichment to be found in music.
2. Provide alternative areas of study to students in their quest to become liberally-educated persons.
3. Contribute to the cultural life of the University and the community.

## Entrance Requirements

### Music Major (Incoming Freshman)

1. Previous experience in music activities at the high school level.
2. Successful performance audition, including an evaluation of sight-reading skills and tonal memory.
3. Letter of recommendation from high school music teacher or private instructor.
4. Theory placement exam.
5. Keyboard skills placement.

### Music Major (Transfer Student)

1. Successful performance audition, including an evaluation of sight-reading skills and tonal memory.
2. Theory placement exam regardless of other theory courses completed.
3. Keyboard skills placement.

## Admission to the Music Program

All students in the Music program are considered "music major candidates" until formal application and acceptance status into the program has been completed. Students must apply for formal admittance after completion of four (4) semesters of study as a music major candidate. Transfer students must see the division director for exact date of application, as each case is different. Students who are not admitted after the second attempt may petition the music faculty for a third and final attempt at formal admission to a specific program.

### Requirements for Formal Admission to the Music Program

1. Successful completion of Music program's sophomore year requirements.\*
2. Successful completion of the University's sophomore year requirements (48-60 credit hours).
3. Cumulative grade-point average of at least 2.5.
4. Letters of recommendation from:
  - a. Applied music professor
  - b. Theory/aural skills professor
  - c. Music education professor (music education students only)
5. Successful completion of a formal admission jury with a grade-point average of 2.5 for bachelor of arts candidates, and 3.0 for bachelor of music candidates.
6. Successful completion of the [State of Illinois Criminal Background Investigation](#) - for Music Education students.

\*Sophomore Year Music Requirements:

- (minimum of 31 credit hours)
- Music Theory - 12 credits (MUS 101, 102, 201, 202)
- Aural Skills - 4 credits (MUS/MUSLB 151, 152, 251, 252)
- Keyboard Skills - 4 credits (MUS/MUSLB 161, 162, 261, 262)
- Introduction to Music - 3 credits (MUS 115)
- Applied lessons (demonstrating an appropriate level of expertise) and ensembles appropriate to major.

### Requirements for Formal Admission of Transfer Students to the Music Program

1. Four (4) credit hours of applied music with a minimum GPA of 2.5 and demonstrating an appropriate level of expertise.
2. Nine (9) credit hours in music courses, including music theory, aural skills and keyboard skills (if required after entrance exam), with a minimum GPA of 2.5.
3. Twelve (12) credit hours of general studies, with a cumulative GPA of 2.5.

4. Letters of recommendation from:
  - a. Applied music professor
  - b. Theory/aural skills professor
  - c. Music education professor (music education students only)
5. Successful completion of a formal admission jury with a GPA of 2.5 for bachelor of arts candidates, and 3.0 for bachelor of music candidates.
6. Successful completion of the [State of Illinois Criminal Background Investigation](#) for Music Education students.

**Note:** Students who are not admitted into a specific music degree program should not register for upper-level music courses in that program. It is possible that upper-level coursework taken prior to formal admission will not count toward degree program completion.

## Requirements for Degree

1. Completion of general education core requirements.
2. Completion of program courses specified for the particular area of emphasis with a minimum of C in each course, and a 3.0 minimum cumulative GPA in music courses for music education students.
3. Recorded attendance each semester at a specified number of campus recitals or concerts approved for this purpose by the music faculty.
4. Successful completion of a senior culminating experience (solo recital, joint recital, lecture-recital, student teaching or major research paper) as specified in the particular degree requirements.

It is the responsibility of each student to ascertain and fulfill the requirements for the desired degree. The major advisor will assist the student in this responsibility.

## Programs of Study in Music

### Bachelor of Music in Music Education (B.M.) - Professional Degree

Bachelor of Music in Music Education students must complete the music core requirements along with the requirements for one of the emphases. Please review the requirements in our Education Division for the [Secondary Education - Music](#) major. Accredited: National Association of Schools of Music.

### Bachelor of Arts in Music (B.A.)

#### B.A. Music Core

- Applied Music, Major Area (8) (Vocal majors 7)
- MUS 103: Vocal Technique (3) (*Vocal Majors Only*)
- MUS 101: Music Theory I (3)
- MUS 102: Music Theory II (3)
- MUS 201: Music Theory III (3)
- MUS 202: Music Theory IV (3)
- MUS/MUSLB 151: Aural Skills I (1 + 0)
- MUS/MUSLB 152: Aural Skills II (1 + 0)
- MUS/MUSLB 251: Aural Skills III (1 + 0)
- MUS/MUSLB 252: Aural Skills IV (1 + 0)
- MUS/MUSLB 161: Keyboard Skills I (1 + 0)
- MUS/MUSLB 162: Keyboard Skills II (1 + 0)
- MUS/MUSLB 261: Keyboard Skills III (1 + 0)
- MUS/MUSLB 262: Keyboard Skills IV (1 + 0)
- MUS 115: Introduction to Music (3)
- MUS 330: Music History I: Medieval/Renaissance/Baroque (3)
- MUS 331: Music History II: Classical/Romantic/Contemporary (3)
- MUS 150: World Music Cultures (3)
- Music Electives (4)
- Senior Project/Recital (1)
- Large Ensemble (every semester until graduation) (8)

Total Hours Required for Major (53-55)

Student may also add an emphasis to the B.A. in Music degree by choosing one of the following:

### **Jazz/Commercial Music Emphasis**

- MUS 221: Foundations of Music Business (3)
- MUS 239: Jazz Combo (2)
- MUS 341: Jazz Theory and Improvisation (3)
- MUS 342: Compositional Techniques for Jazz and Commercial Ensembles (3)
- MUS 270-272: Junior Recital (1)
- \*MUS 138: History of Jazz (3) - fulfills GE Fine Arts/Humanities and Diversity requirements

Total Hours Required for Emphasis (12)

Total Hours Required for Emphasis plus Music Core (65-67)

### **Music Performance Emphasis**

- Applied Music (7-8) - additional applied music beyond that noted above
- Junior Recital (1)
- Applied Pedagogy/Literature (3)

Total Hours Required for Emphasis (11-12)

Total Hours Required for Emphasis plus Music Core (64-67)

### **Music Minor**

- Applied Music (4-semester minimum) (4)
- MUS 101: Music Theory I (3)
- MUS 102: Music Theory II (3)
- MUS/MUSLB 151: Aural Skills I (1 + 0)
- MUS/MUSLB 152: Aural Skills II (1 + 0)
- MUS/MUSLB 161: Keyboard Skills I (1 + 0)
- MUS/MUSLB 162: Keyboard Skills II (1 + 0)
- MUS 115: Introduction to Music (3)
- MUS 330: Music History I **OR** MUS 331: Music History II (3)

Total Hours Required (20)

At least one-third of the credits used to fulfill the Music minor must be completed at Saint Xavier University.

**Music minors must be enrolled in a large ensemble every semester until graduation.**

### **Applied Music**

**(1 or 2 credits each semester)**

Saint Xavier University students who are currently enrolled in an appropriate University ensemble (see below) and who have at least intermediate singing or playing proficiency may register for private instruction in voice or orchestra/band instruments. Students who are interested in beginning piano, voice or guitar must first enroll in the appropriate introductory class (MUS 107: Class Piano, MUS 103: Vocal Technique or MUS 104: Guitar Class). Students with at least intermediate playing proficiency may enroll in piano and guitar lessons at the MUSAP 100-level without being enrolled in a University ensemble at the discretion of the music faculty.

Students who register at the 200-level (MUSAP 2XX-01) of applied music are required to attend practicum class and perform a juried examination before the music faculty at the end of each semester of active registration.

An accompanist fee of \$135 per credit of registration is applied to private study in voice and orchestra/band instruments. A \$155 fee is charged for accompanied recitals.

Applied music credit is organized as follows:

<b>Credit</b>	<b>Lesson</b>	<b>Practice Time</b>
1 hour	1/2-hour lesson	7 hours weekly
2 hours	1-hour lesson	14 hours weekly



All music majors/minors are required to attend weekly practicum class (recital class) when registered for 200-level applied music.

### **Music Ensembles**

Music ensembles are open to all interested students, who must qualify by audition. Non-majors may apply credit earned in these ensembles toward the University literature and fine arts requirement. Refer to individual course listings for a description of each ensemble.

- MUS 231: University Chamber Singers
- MUS 232: University Chorale
- MUS 234: University Band
- MUS 235: Brass Ensemble
- MUS 236: Chamber Music Ensemble
- MUS 237: Flute Ensemble
- MUS 238: Guitar Ensemble
- MUS 239: Jazz Combo
- MUS 240: Jazz Ensemble
- MUS 242: Opera Workshop
- MUS 243: Percussion Ensemble
- MUS 244: Clarinet Ensemble
- MUS 248: Saxophone Ensemble
- MUS 259: Commercial Music Ensemble

## Philosophy and Religious Studies

Minors in philosophy and religious studies serve the mission of Saint Xavier University by offering classes directly related to the core values of our institution and its students. Coursework and faculty research in both areas advocate critical thinking, thoughtful engagement with historical and current questions about the common good, practical skills in writing, reading and information literacy, as well as dedication to the spirit of life-long learning.

### Minor in Philosophy

Courses are divided into three categories:

- 100-level: The Examined Life (PHIL 140, PHIL 150, or HONOR 151) offers an introduction to philosophical reflection and is a prerequisite for all other philosophy courses
- 200-level: These courses focus on an area or field of philosophical concern (e.g., ethics, epistemology, philosophy of religion).
- 300-level: These courses offer more advanced work in philosophy and include the following courses: (a) courses in the history of philosophy (PHIL 304-308); (b) intensive readings of topics and philosophers from specific periods in the history of philosophy (PHIL 374-378); and (c) a senior research project, culminating in a research paper and an oral presentation and defense of it (PHIL 390).

#### Requirements

**The Examined Life** (3 credit hours)

PHIL 140 or PHIL 150 or HONOR 151: The Examined Life

**History of Philosophy** (3 credit hours)

Choose **one** of the following courses:

- PHIL 304: Studies in Ancient Philosophy (3)
- PHIL 306: Early Modern Philosophy (3)
- PHIL 307: Late Modern Philosophy (3)

**Additional Electives in Philosophy** (12 credit hours)

**Total Credit Hours for the Minor in Philosophy** (18)

### Minor in Religious Studies

The minor in religious studies consists of 18 credit hours, 6 of which may be fulfilled by the general education requirement in religious studies. Minors may fulfill the requirements by successfully completing any 4 or more additional courses from those offered by the program, including one seminar.

## Pre-Law Program

The Pre-Law Program at Saint Xavier University assists students in all majors who plan to seek admission to law school or a legal career after graduation. It recommends courses to prepare students for the Law School Aptitude Test (LSATs) and provides advising, mentoring, various activities and resources to support academic and career planning efforts.

Saint Xavier University provides a [Pre-Law Handbook](#) (PDF) for students considering the legal profession, or legal study, and for candidates applying to law school. This [handbook](#) (PDF) is designed to help students at every stage of their undergraduate studies at SXU.

A legal career can be a rewarding profession. At its best, legal practice challenges the intellect, demanding the exercise of reason and judgment. The ethics of the profession requires attorneys to promote justice, fairness and morality; thus, legal careers can bring particular satisfaction to those who seek to work to promote social justice within the law.

## Recommended Courses for Pre-Law Students

According to the American Bar Association, there are no recommended undergraduate majors or groups of courses designated as "pre-law" education. Students are admitted to law school from almost every academic discipline. Undergraduate students who consider entering a law school and pursuing a legal career are encouraged to major in a liberal arts discipline that interests and challenges them, providing opportunities to develop their research and writing skills. An excellent way to prepare for a legal education is to take a broad range of challenging courses that cultivate analytic problem solving, critical reading, writing, oral communication, general research, and task organization and management. Strongly recommended are courses that offer a broad understanding of history and the development of American society, a fundamental grasp of political thought and the contemporary American political system, some familiarity with mathematics for financial and evidentiary analysis, a basic understanding of human behavior and social interaction, and fundamental knowledge of international institutions, world events, and globalization.

**The following courses are highly recommended; many of them may be taken as part of general education course work.**

### For Basic Skills

- ENGL 220: Advanced Writing
- ENGL 224: Professional Writing and Communication
- MATH 131: Finite Mathematics
- MATH 135: Introduction to Statistics
- PHIL 210: Logic and Argument
- PHIL 306: Early Modern Philosophy
- POLSC 240: Major Issues in Political Philosophy
- POLSC 241: American Political Thought
- POLSC 264: Mock Trial I
- POLSC 265: Mock Trial II

### For Broad General Knowledge Base

- CJ 101: Introduction to Criminal Justice
- CJ 214: Law, Courts and Justice
- HIST 103: United States History to 1877
- HIST 104: United States History Since 1877
- POLSC 101: U.S. Government
- POLSC 102: World Politics
- POLSC 203: Introduction to Public Policy
- POLSC 308: American Constitutional Law

Students are highly encouraged to take other law-related courses at SXU.

## Planning for Law School Admission

Students who plan to seek admission to law school should maintain a 3.3+ GPA throughout their undergraduate education and obtain a minimum 156 LSAT score.

## Pre-Law Program Resources

- One-on-one pre-law advising and mentoring
- Mock Trial Team
- Internship opportunities
- LSAT preparation
- Law school application workshop
- Career preparation events
- Affiliation with the Pre-Law Society (student organization)

For additional information, please email [prelaw@sxu.edu](mailto:prelaw@sxu.edu).

## Psychology

The Psychology program's curriculum offers students the opportunity to study in the field's core domains: biological, developmental, cognitive and social. Students also take elective courses of their choice and, in their senior year, choose a capstone course to study an area of interest in depth.

A degree in psychology provides the foundation for a variety of career paths. With a bachelor's degree in psychology, the student might expect to find work in such fields as education, sales, marketing, social work, social services, real estate, data analysis, public relations, administration and many more.

Earning a bachelor's degree in psychology also may position students for further study at the graduate level. For instance, by earning a master's degree, students may pursue employment in community counseling, school counseling, marriage and family therapy, management, and other occupations in the public and private industry. Many graduate programs in psychology require students to take the **Graduate Record Examination (GRE)** for admission. Students considering graduate training are therefore encouraged to take courses in skill areas emphasized by the GRE. These skill areas include language/verbal skills, mathematical skills and analytic skills.

## Program of Study

Students who wish to declare a psychology major should notify the **Office of Records and Registration**.

PSYCH 101: Introduction to Psychology is a **pre-requisite** for all psychology courses.

To qualify for PSYCH 300: Statistics for the Social Sciences, students must earn a grade of C or better in MATH 135.

To qualify for PSYCH 301: Research Methods, students must have completed PSYCH 102 with a C or better and PSYCH 300 with a C or better.

To qualify for PSYCH 397: Internship, students must have completed PSYCH 102 with a C or better.

Graduation with a B.A. or a B.S. in psychology requires a **grade of C or better** in every course required for the major.

Transfer students who wish to obtain a B.A. or a B.S. degree in psychology from Saint Xavier University must pass at least five 300-level psychology courses at Saint Xavier University with a grade of C or better.

## Psychology Major (B.A./B.S.)

The psychology major may lead to a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree.

**B.A. degree** requires the completion of the general education program, 37-39 credit hours to fulfill the psychology degree, and six additional credit hours of humanities outside the major area (courses that meet the General Education requirements in Art and Design, Foreign Languages, History, Literature, Music, Philosophy, and Religious Studies will fulfill this requirement).

**B.S. degree** requires the completion of the general education program, 39 credit hours to fulfill the psychology degree, and six additional credit hours of mathematics/science courses.

### Requirements

Students who major in Psychology must take the following courses for a total of 39 credit hours.

#### Core (4 courses)

- PSYCH 101: Introduction to Psychology (3)
- PSYCH 102: Psych Science and Careers Seminar (2)
- PSYCH 300: Statistics for the Social Sciences (3)
- PSYCH 301: Research Methods (4)

#### Biological Domain (1 course)

PSYCH 311, 319, 329, 339 or Special Topics course in this domain (3)

**Cognitive Domain (1 course)**

PSYCH 312, 313, 315 or Special Topics course in this domain (3)

**Development Domain (1 course)**

PSYCH 199, 200, 201, 224 or Special Topics course in this domain (3)

**Social Domain (1 course)**

PSYCH 206, 210, 232, 328 or Special Topics course in this domain (3)

**\*Capstone (1 course)**

B.A. Major Capstone Options: PSYCH 390 (3) or PSYCH 397 (1-3)

B.S. Major Capstone: PSYCH 390 (3)

**Electives (4 courses)**

No more than two PSYCH electives from 200-level courses and at least two electives from 300-level courses (12)

## Psychology Minor

Students planning to minor in psychology must complete, with a grade of C or better, five courses (15 credit hours) in psychology beyond PSYCH 101. At least three of the courses must be taken at Saint Xavier University.

## Sociology, Anthropology and Criminal Justice

Sociology and anthropology offer courses and programs examining the organization and processes of human social behavior and belief systems. The roles of individuals in both the maintenance and change of these arrangements are also explored. A Bachelor of Arts degree is offered in sociology and criminal justice. Minor programs are available in sociology, anthropology and criminal justice. The Criminal Justice program is designed to provide a liberal arts education for students interested in employment or graduate education in criminal justice and related areas, for example, counseling and social work. The program has a major and minor in criminal justice.

### Admission

#### Sociology/Anthropology

Students may apply for admission to programs in sociology and anthropology upon completion of six hours of coursework in sociology and/or anthropology at Saint Xavier University, a cumulative GPA of at least 2.0 and approval of the program faculty.

#### Criminal Justice

Students intending to enter the program as majors must formally apply for admission. Prerequisites for admission are:

1. Completion of 6 hours of coursework in criminal justice.
2. Overall GPA of at least 2.0 as well as 2.50 in criminal justice courses.

Graduation with a major in criminal justice requires completion of at least 21 credits in the major at Saint Xavier University.

### Sociology

Sociology studies human societies, the groups that compose them and the interaction that occurs in them. Greater knowledge of the organization and dynamics of social life is central to a deeper understanding of human behavior. To this end, the sociological perspective is critical to the interpretation of key modern issues, including gender, race, aging, bureaucracy, discrimination, family, poverty and urban change.

Recent graduates of the Saint Xavier sociology program have taken positions in such areas as: banking, administration, health care, management, marketing research, policing, public relations, probation, social work, research and human services. Other areas which employ people with bachelor's degrees in sociology include law, community planning, social research and government agencies. Students may also wish to pursue graduate education, either at the master's or doctoral levels.

Majors in other disciplines will find sociology courses to be useful background for careers in business, education, nursing, psychology, criminal justice, mass communications and religious studies. With the sociology minor, students in other majors can take modules of courses to complement majors in business, education, criminal justice, psychology and political science.

\*All courses are 3 credit hours unless otherwise noted

#### Sociology Minor

The minor in sociology involves 18 credit hours in sociology, including:

- SOC 101: Introduction to Sociology (3)
- SOC 300: Social Theory (3)
- SOC: Electives (9)
- Social Inequality Requirement (3)
  - Complete **ONE** of the following:

SOC 224, SOC 225, SOC 235, SOC 275, SOC 309, SOC 318, SOC 325, SOC 345, SOC 360

Sociology 300 and six additional credit hours in sociology must be taken at Saint Xavier University. Anthropology courses may be counted toward the credit hour requirement in the sociology minor.

## Social Work Minor

The well-being of our human society is a chief concern of the field of social work. Social workers help meet basic human needs, especially for those who are vulnerable, abused or marginalized. Social workers are interested in the betterment of the individual and the betterment of society as a whole.

Students of social work are better informed as citizens; they learn a great deal about society, its problems and values, as well as how to address societal concerns. While the social work minor does not certify students as professional social workers or provide state licensure, it may lead to rewarding graduate level work required for certification and licensure. Students may find the minor in social work to be an attractive and interesting enhancement to their major course of study especially in sociology, psychology and criminal justice and an entry to careers in various social services organizations.

The minor in social work requires 21 semester hours. Students planning to minor in social work must complete, with a grade of C or better, at least four of the six courses at Saint Xavier University. A maximum of one course from the student's major requirements may be applied to the minor.

### Minor requirements (21 credit hours)

#### Required Courses(15 credit hours)

*Only one course can apply to the minor from the student's major. Some courses may have prerequisites.*

- ANTH 101: Introduction to Cultural Anthropology (3)
- PSYCH 101: Introduction to Psychology (3)
- SOC 190: Introduction to Social Work (3)
- SOC 216: Career Training for Social Work (3)
- SOC 375: Internship/Practicum (3)
- Electives (6 credit hours)

*Note - SOC 216: Career Training in Social Work (3). This required course is a Fall I 8-week course. This course should help students secure their internship for the spring semester.*

*SOC 190 is offered every fall, SOC 375 is offered every spring. SOC 216 is offered every Fall I for students who minor in social work and who plan to take SOC 375 in the spring. SOC 190 and SOC 216 could be taken in the same semester.*

#### Electives(6 credit hours)

Choose one course from Race, Class, Gender and Society and one course from Working with the Individual and Family.

#### Race,Class, Gender and Society

Complete **one** of the following:

- ANTH 309: Gender and Globalization (3)
- CJ 245: Race, Class, and Gender and the Criminal Justice System (3)
- CJ 307: Juvenile Justice and Delinquency (3)
- CJ 316: Victimology (3)
- COMM 350: Gender, Identity and Communication (3)
- PSYCH 328: Sex and Gender (3)
- SOC 243: Chicago Neighborhoods (3)
- SOC 221: Social Problems (3)
- SOC 325: Race, Class, Gender and Justice (3)
- SOC 224: Invention of Race (3)
- SOC 275: Women, Change and Society (3)
- SOC 310: Mind, Self and Society (3)

#### Workingwith the Individual and Family

Complete **one** of the following:

- COMM 203: Intercultural Communication (3)
- GERON 101: Introduction to Aging (3)
- PSYCH 199: Lifespan Development (3)
- PSYCH 200: Child Development (3)



- PSYCH 201: Adolescence Development (3)
- PSYCH 224: Adulthood and Aging (3)
- PSYCH 354: Psychology of Addiction (3)
- SOC 210: Sociology of the Family (3)
- SOC 290: Death, Dying and Suicide (3)
- SOC 318: Sociology of Aging (3)
- SOC 327: Sociology of Childhood (3)
- SOC 335: The Art and Science of Reminiscing (3)

## Anthropology

The anthropology minor has as its overall objective the holistic understanding of human behavior culturally, socially, psychologically and physically. The focus is on the comparative analysis of social and cultural processes in various human populations. The minor provides the basis on which people in a wide variety of human-contact fields can understand and function more effectively in different cultural settings and with people from other cultural backgrounds. It is also meant to develop a broader theoretical and substantive appreciation of the range of human behavior. The minor is designed to provide a cross-cultural perspective to students in other programs or to supplement a concentration in another field, such as another social science, international business, education, nursing or liberal studies.

\*All courses are three credit hours unless otherwise noted

### Anthropology Minor (18 credit hours)

- ANTH 101: Introduction to Cultural Anthropology (3)
- ANTH 105: Archaeology (3)
- ANTH 120: Biological Anthropology (3)
- Choose **three** anthropology electives at the 200-300 level (9)

At least nine credit hours in anthropology must be taken at Saint Xavier University. A grade of C or better is required for the three core courses in the minor of anthropology.

## Criminal Justice

Criminal justice students participate in the planned sequence of the liberal arts core to prepare them with an understanding of the moral, philosophical, historical and scientific base from which to understand and make decisions and judgments when presented with criminal justice topics. The program in criminal justice provides basic preparation that relates the criminal justice area to liberal arts education and forms a foundation for employment opportunities in such fields as policing, corrections, probation and for graduate studies.

\*All courses are three credit hours unless otherwise noted

### Requirements for the Bachelor of Arts in Criminal Justice

The criminal justice major **requires** a minimum of 36 credit hours, including:

#### Core Criminal Justice Requirements

- CJ 101: Introduction to the Criminal Justice System (3)
- CJ 201: Law Enforcement and Society (3)
- CJ 202: Corrections (3)
- CJ 214: Law, Courts and Justice (3)
- CJ 294: Research Methods and Design (3)
- CJ 312: Criminology (3)
- CJ 316: Victimology (3)
- CJ 368: CJ Senior Seminar (3)
- **Four Criminal Justice Electives (12)**

**Two** of the four CJ electives must be 300-level courses.

CJ 312, CJ 294, CJ 368 and six additional credit hours in criminal justice must be taken at Saint Xavier University. A grade of C or better is required for the core courses in the major of criminal justice.

Students must complete MATH 135: Introduction to Statistics (or other statistics course, per director approval) for a statistics element of their Criminal Justice degree. It is strongly encouraged that students complete MATH 135 as their General Education college-level math requirement.

To qualify for CJ 368: Senior Seminar, students must have completed MATH 135 and CJ 294 with a C or better.

### **Criminal Justice Minor (18 credit hours)**

The minor in criminal justice involves 18 credit hours, nine hours of which must be taken at Saint Xavier University. Students wishing to minor in criminal justice must take:

- CJ 101: Introduction to the Criminal Justice System (3)
- CJ 201: Law Enforcement and Society (3)
- CJ 202: Corrections (3)
- CJ 214: Law, Courts, and Justice (3)
- CJ 312: Criminology (3)
- **One** criminal justice elective (3)

### **Criminal Justice Elective Courses**

Students are offered a wide range of elective courses to supplement the core requirements. Students are encouraged to work with their faculty advisors to select elective courses that reflect their general interests and career goals. These electives can be found under the course descriptions section of the catalog.

## Women and Gender Studies Minor

The Women and Gender Studies minor offers multidisciplinary perspectives on the diverse experiences of and contributions by women, as well as about issues related to gender. The minor addresses the gendered dimensions of cultural identities, social roles, collective history, and literary and artistic traditions. As this scholarship necessarily transcends disciplinary boundaries, all students can benefit from learning about women and gender issues. The minor offers students the opportunity to acquire perspectives and skills to uncover and analyze the ideological dimensions of gender and to participate in social change. Moreover, the minor helps undergraduate students better prepare for their professional futures, whether in graduate study or serving the needs of clients, patients, students and other constituencies. The Sisters of Mercy tradition that informs all learning at Saint Xavier, with its emphasis on helping women, children, the poor and the marginalized, is especially reflected in this program. In addition to academic coursework, the women and gender studies minor sponsors campus events. These events include panel discussions, film events, lectures and book discussions.

### Minor Requirements

The minor consists of 18 credit hours (six courses). One introductory course, Introduction to Women and Gender Studies (WMSTU 232) is required; if possible, this course should be taken prior to or in conjunction with other women and gender studies courses. All of the courses in the minor must have gender as their organizational focus. No more than two courses in any one discipline may count toward the minor. In addition to a regular repertoire of courses, special topics courses are also offered periodically. Please note that many women and gender studies courses also fulfill University general education requirements. Search [Self-Service](#) using course type "Women and Gender Studies" to locate approved course sections.

#### Required Course (3 credit hours)

ENGL/WMSTU 232: Introduction to Women's Studies

#### Elective Courses (15 credit hours)

Choose **five** courses from the following:

- ANTH/SOC 235: Sex/Culture/Society
- ANTH/SOC 309: Gender and Globalization
- ART 243: Women in Art
- BIOL 201: Contemporary Women Scientists
- CJ 245: Race, Class, Gender and the Criminal Justice System
- COMM 350: Gender and Communication
- ENGL 240: Women and Literature
- HIST 211: Women in Modern European History
- PHIL 255: Feminist Philosophy
- PSYCH 328: Sex and Gender
- RELST 269: Theologies of Oppression and Empowerment
- RELST 273: Women in the Bible
- SOC 275: Women, Change, and Society
- SOC 325: Intersectionality: Race/Class/Gender
- SOC 345: Jurisprudence and Gender
- SPAN 217: Women in Mexican Culture
- Other special topics courses as available

### Faculty

The Women and Gender Studies minor is multidisciplinary, drawing upon the expertise of faculty in many academic areas within the university, including art, english, history, nursing, religious studies, psychology and sociology. The participating faculty offer courses appropriate to the scholarly study of women and gender and contribute to the development of the program.

## College of Nursing, Health Sciences and Business

### School of Nursing

The College of Nursing, Health Sciences and Business houses the School of Nursing and encompasses undergraduate nursing including the traditional undergraduate bachelor of science in nursing (BSN), accelerated BSN as well as LPN to BSN. It is embodied by the Mercy Mission in preparing individuals to engage in high quality, compassionate and professional practice within the health sciences.

#### Undergraduate Nursing

A baccalaureate education in nursing (BSN) prepares an individual for personal and professional growth. With a solid foundation in the sciences and liberal arts, baccalaureate-nursing graduates are prepared to participate in multifaceted healthcare environments. The program provides a foundation for thinking conceptually and contextually, in critical and creative ways. The baccalaureate curriculum is designed to prepare the graduate to practice as a nurse generalist independently or collaboratively with other health professionals in the areas of health promotion, risk reduction, disease prevention, and illness management. Qualified students can be admitted to the **Pre-Licensure Track**, the **LPN to BSN Track**, the **Accelerated BSN Track** or the **transfer track**.

### Biology

The Biology program at SXU has three main objectives:

- To teach the significant facts upon which the major concepts and theories of the life sciences rest;
- To develop in students an appreciation for and an understanding of the methodology of science;
- To generate in students the habit of dealing scientifically with concepts that fall within the scope of science.

Biology majors may choose between the general **Biology** or **Pre-Health Professions** track. In addition, the SXU offers a minor in Biology and provides coursework leading to a **Secondary Education Licensure in Biology**. Biology majors are prepared for advanced studies in graduate or professional schools, or to use their biology training in the workplace after graduation.

Students wishing to major in Biology should have completed high school biology, chemistry and advanced mathematics courses. College-level science courses taken at another institution will be evaluated on an individual basis in consultation with the student. Transfer students must complete a minimum of one-third of the requirements for the biology major at Saint Xavier.

#### Pre-Health Professions

Saint Xavier University has a long history of successfully preparing students for all allied health profession programs. Saint Xavier's **Pre-Health Professions** track provides students with the strong background necessary to become a physician, dentist, optometrist, podiatrist, physical therapist, occupational therapist, physician's assistant, chiropractor, pharmacist or veterinarian. Saint Xavier alumni have been accepted to a large number of health profession programs including the Midwestern University School of Osteopathic Medicine, Marquette School of Dentistry, The University of Illinois, Chicago Pharmacy Program, Saint Louis University School of Pharmacy, The University of Illinois, Champaign-Urbana and Purdue University Veterinary School and National Lewis College of Chiropractic. As competition to enter health professions programs continues to increase, Saint Xavier University students have a distinct advantage.

### Chemistry

The Bachelor of Science degree in **Chemistry** instills superior analytic and problem-solving skills, develops strong process skills for laboratory work and provides "molecular spectacles" to view the world. Combining mathematics, biology, physics, medicine, and other sciences, chemistry is an excellent foundation for understanding the world. Students can take advantage of opportunities to participate in research with faculty and present at national, regional and local conferences. Through the Chemistry program, you will be well prepared for professional positions and advanced study in graduate school and professional schools. A minor in chemistry is also offered.

## Communication Sciences and Disorders

The program in **Communication Sciences and Disorders** (CSD) contributes to the liberal education of the student by providing learning experiences about the nature, development, and effective use of human communication. The purpose of this program is to provide students with a basic foundation in communication sciences and an introduction to the field of human communication disorders. In addition, this program prepares students for graduate education in a variety of fields, including speech-language pathology and audiology.

## Exercise Science

The **Exercise Science** program prepares students for various allied health fields including strength and conditioning, personal training, fitness and wellness, and exercise specialist. The program also prepares students to continue their education at physical therapy schools, occupational therapy, athletic training, and chiropractic schools. The program is interdisciplinary in nature with courses in psychology, sociology, math, and physical education. The program concludes with a field experience course that is rooted in the application of theory the student has learned within their courses and a senior seminar course that caps off their work as a student with a scholarly project. The exercise science program is recognized by the National Strength and Conditioning Association for its curriculum.

## Graham School of Management

The College houses the **Graham School of Management** (GSM), which is responsible for all business and computer science majors and minors. GSM offers a BBA program with concentrations designed to align with Chicago's service economy: accounting, finance, management, hospitality management, and digital marketing; programs in demand in the Chicagoland area and beyond. As a Mercy institution of higher education, we believe that human skills, often referred to as soft or critical skills in business, are essential to creating successful business leaders. We recognize that business leaders need to communicate effectively, problem-solve, collaborate, and value inclusion and diversity. We believe learning the human side of business is just as crucial as developing traditional business acumen.

Our BBA offers undergraduate students the opportunity to obtain core knowledge and skills in general business administration, as well as specialized in-demand skills in their chosen area(s) of concentration. GSM is dedicated to preparing students to be career-ready. We work with leading employers, such as PricewaterhouseCoopers (PwC), the Chicago Mercantile Exchange (CME), Northwestern Mutual, Baker Tilly, Lettuce Entertain You among others to ensure our programming is relevant and helps students find meaningful employment opportunities.

## Computer Science

The major in **Computer Science** is a classic generalist program enhanced by support courses in mathematics that works toward a Bachelor of Science (B.S.) degree. The emphasis of study in this program is on problem-solving and computer science theory. Graduates of this program will be prepared for entry into graduate schools and for entry into a variety of positions in business and industry with a sound foundation for future advancement based on technical competence, liberal education and effective communication skills.

## Gerontology

The College offers a major and minor in **Gerontology Studies**. Gerontology is the study of aging and examines the diversity and complexity of the older adult using a venue of varied disciplines and perspectives, including biology, psychology, sociology, spirituality, communication and nursing. Students will acquire knowledge and an appreciation of the impact of culture, ethnicity, financial capacity, gender, spirituality, health and level of wellness on the quality of life of older adults. This enhanced perspective permits for a broader viewpoint of the conditions that affect the older adult.

## Natural Science

The Bachelor of Science degree in **Natural Science** is designed for students seeking a broad exposure to biological, chemical and physical sciences. Course selection to meet specific educational goals is made in consultation with your academic advisor. The requirements for Natural Science majors allow optimal flexibility in the selection of science courses. Students will be able to combine appropriate upper level courses in chemistry and biology to include those prescribed by professional schools for admission.

## Physical Education

The **Physical Education** minor at Saint Xavier University is designed for students interested in adding knowledge and concepts of physical education to their major course of study. Physical Education is the phase of education concerned with the teaching of skills, collaboration and communication with others, understanding cognitive and physical development, examining attitudes and theories in physical activity, and exploring the mechanics of human movement. The

primary goal of the physical education program at Saint Xavier University is to enhance the quality of life of our students for lifelong wellness.

Students will gain:

- A broad theoretical and conceptual foundation of physical education designed to encourage the philosophical, psycho-social, scientific, ethical and legal concepts of the profession.
- The opportunity to experience and participate in a variety of physical education, health and coaching courses that meet their individual needs.
- Preparation for careers such as educators, recreational leaders, and coaches with continued study leading to various careers in education administration, nutrition, occupational therapy, physical therapy and public health.
- Exploration in physical, mental and spiritual health to provide knowledge for instruction in lifelong wellness.

## Sports and Fitness Administration

The **Sports and Fitness Administration** program prepares individuals to apply business, financial, and exercise science principles to the organization, administration, and management of athletic programs, athletic teams, fitness/rehabilitation facilities, health clubs, sports recreation services, and other related services. It includes instruction in program planning and development; business and financial management principles; sales, marketing and recruitment; event promotion, scheduling and management; facilities management; as well as psychological and social issues surrounding professions related to the program. The curriculum concludes with a career-oriented internship and capstone in Sport and Fitness Administration and is a critical component of the program.

*The College of Nursing, Health Sciences and Business reserves the right to amend policies, procedures and other program information as necessary. All changes will be communicated promptly.*



## Nursing Requirements

### Nursing Courses

#### Pre-Licensure BSN Program Requirements

*Students should consult their academic plan for specific requirement information for Pre-Licensure Students and students in the LPN to BSN Track.*

- NURS 102: The Professional Nurse: Roles and Concepts (1)
- NURS 215: Pathophysiology (3)
- NURS 218: Concepts in Professional Nursing I (3)
- NURS 220: Holistic Assessment (3)
- NURSP 221: Introduction to Clinical Practice (1)
- NURS 395: Concepts in Professional Nursing II (3)
- NURS 349: Nursing Pharmacology I (3)
- NURS 333: Holistic Care in Nursing Practice I (3)
- NURSP 332: Clinical Practice I (3)
- NURS 379: Concepts in Professional Nursing III (3)
- NURS 376: Holistic Care in Nursing Practice II (4)
- NURSP 377: Clinical Practice II (3)
- NURS 383: Special Topics in Nursing (3)
- NURS 399: Concepts in Professional Nursing IV (3)
- NURS 449: Nursing Pharmacology II (3)
- NURS 433: Holistic Care in Nursing Practice III (4)
- NURSP 434: Clinical Practice III (3)
- NURS 475: Concepts in Professional Nursing V (3)
- NURS 478: Advanced Concepts in Nursing Practice (4)
- NURSP 479: Clinical Practice IV: Capstone (4)

#### LPN to BSN Track Students

LPN students may receive 12 credits of advanced placement nursing credit for the following courses: NURS 349, NURS 333, NURSP 332, and NURS 383. This credit will be held in escrow until the student completes 14 credits of required nursing courses (listed below) with a grade of "C" or better and with cumulative and nursing grade point averages of 2.3 or better.

- NURS 102: The Professional Nurse: Roles and Concepts (1)
- NURS 218: Concepts in Professional Nursing I (3)
- NURS 215: Pathophysiology (3)
- NURS 220: Holistic Assessment (3)
- NURSP 221: Introduction to Clinical Practice (1) (45 hours lab/clinical)
- NURS 395: Concepts in Professional Nursing II (3)

#### \*Supportive Courses

Progression into the sophomore 2 nursing courses requires the following:

- an overall GPA in Science courses of 2.5 or better
- BIOL 202: Human Anatomy (4)
- BIOL 203: Human Physiology (4)
- BIOL 206: Microbiology (4)
- CHEM 109: Survey of General, Organic and Bio-Chemistry (4)
- completion of the following courses with grade of C or better
- COMM 101: Speech Fundamentals (3)
- PSYCH 101: Principles and Methods of Psychology (3)
- PSYCH 199: Human Development Through the Life Cycle (3)
- PSYCH 204: Abnormal Psychology (3)
- SOC/ANTH: From Approved List (3)
- ENGL 120: Rhetoric and Writing (3)

- MATH 135: Introduction to Statistics (4)
- PE 124: Health and Nutrition Across the Life Span (3) and a
- cumulative GPA of 2.75 at Saint Xavier University.

*The College of Nursing, Health Sciences and Business reserves the right to amend policies, procedures and other program information as necessary. All changes will be communicated promptly.*





## Transfer Nursing Student Requirements

Transfer credit for non-nursing courses is accepted when indicated by the [Transfer Student Services Center](#) and the faculty in the appropriate departments (see the [general requirements for transfer credit](#)). However, nursing courses from other nursing programs are not usually accepted for transfer credit.

Refer to the [general information](#) for College of Nursing, Health Sciences and Business admission requirements.

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## LPN to BSN Track

The LPN to BSN track enables students who are licensed practical nurses (LPN) to earn a baccalaureate degree in nursing as a full-time student. The curriculum is designed to expand students' previous nursing knowledge and skills through study and clinical practice. The curriculum meets the unique learning needs of LPNs and facilitates their transition into the undergraduate nursing clinical courses.

Students must meet the entrance requirements for the undergraduate nursing program and provide evidence of:

1. Graduation from a State Board-approved LPN program. National accreditation (NLNAC) is preferred.
2. Licensure to practice as a licensed practical nurse (LPN) in Illinois.

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## The Accelerated BSN (BSN/ACC) Track

The Accelerated BSN (BSN/ACC) track allows students with an earned baccalaureate degree in another discipline to move through the baccalaureate nursing pre-licensure program within a reduced time frame. Students in the BSN/ACC track begin coursework each May and complete the BSN program in 15 months. Courses are offered full-time only.

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## Biological Sciences

### Requirements for B.S. Degree for Biology Major

Students wishing to major in biology should have completed high school biology, chemistry and advanced mathematics courses. Students who declare biology as a major and have a science ACT score of less than 21 and demonstrate a weakness in math will be placed into BIOL 110: Fundamentals of Biology as preparation for the General Biology sequence (BIOL 111/112).

Biology majors must achieve a grade-point average of 2.0 in all biology courses (BIOL and BIOLB) applied to the major. A grade of C or better must be earned in BIOL 111 and 112. In addition, no more than two grades of D may be applied to the biology major. The 2.0 grade-point average in the biology major does not include support courses (Chemistry, Physics, Mathematics) required for the major.

College-level science courses taken at another institution will be evaluated on an individual basis in consultation with the student.

Transfer students must complete a minimum of one-third of the requirements for the biology major at Saint Xavier.

#### General Biology Track

##### Introductory Level (8 credit hours)

- BIOL 111: General Biology I (4)
- BIOL 112: General Biology II (4)

##### Genetic Level (4 credit hours)

- BIOL 300: Genetics (4) **OR** BIOL 301: Genome Biology (4)

##### Cellular Level (4 credit hours)

- BIOL 305: Cell Biology (4) **OR** BIOL 306: General Microbiology (4)

##### System Level (4 credit hours)

Choose **one** of the following:

- BIOL 320: Human and Comparative Physiology (4)
- BIOL 240: Developmental Biology (4)
- BIOL 341: Neuroscience (4)

##### Organism Level (4 credit hours)

Choose **one** of the following:

- BIOL 220: Human and Comparative Anatomy (4)
- BIOL 230: Invertebrate Biology (4)
- BIOL 312: Plant Adaptation and Diversity (4)

##### Population/Community Level (4 credit hours)

Choose **one** of the following:

- BIOL 208: Natural History of the Great Lakes (with lab) (4)
- BIOL 213: Interactions in the Environment (with lab) (4)
- BIOL 318: Ecology (4)
- BIOL 333: Evolution: Process and Pattern (4)

##### Support Courses (20/22 credit hours)

- CHEM 111: General Chemistry I (4) **AND** CHEM 112: General Chemistry II (4)
- CHEM 209: Survey of Organic Chemistry (4) **OR** CHEM 251: Organic Chemistry I (4)
- PHYS 201: Physics I (4)
- MATH 201: Calculus (4) **OR** MATH 112: College Algebra (3) **AND** MATH 113: Trigonometry (3)

**Electives (at least 12 credit hours)**

- BIOL 202: Human Anatomy (4)
- BIOL 203: Human Physiology (4)
- BIOL 208: Natural History of the Great Lakes (with lab) (4)
- BIOL 212: Histotechniques (3)
- BIOL 213: Interactions in the Environment (with lab) (4)
- BIOL 214: Natural History of Vertebrates (3)
- BIOLB 214: Natural History of Vertebrates: Field Experience (1)
- BIOL 215: Wildlife Conservation (3)
- BIOL 220: Human and Comparative Anatomy (4)
- BIOL 230: Invertebrate Biology (4)
- BIOL 240: Developmental Biology (4)
- BIOL 250: Special Topics (1-3)
- BIOL 300: Genetics (4)
- BIOL 301: Genome Biology (4)
- BIOL 302: Molecular Biology Techniques (3)
- BIOL 303: Biostatistics (3)
- BIOL 304: Immunology (3)
- BIOL 305: Cell Biology (4)
- BIOL 306: General Microbiology (4)
- BIOL 308: Histology (4)
- BIOL 310: Animal Behavior (4)
- BIOL 312: Plant Adaptation and Diversity (4)
- BIOL 318: Ecology (4)
- BIOL 320: Human and Comparative Physiology (4)
- BIOL 329: Hormones and Behavior (3)
- BIOL 330: Cadaver Dissection (1)
- BIOL 333: Evolution: Process and Pattern (4)
- BIOL 341: Neuroscience (4)
- BIOL 350: Special Topics (1-3)
- BIOL 353: Independent Study (1-3)

**Senior Capstone (at least one credit hour)**

- BIOL 355: Senior Seminar (1) **OR** BIOL 351 and 352: Laboratory and Field Research (1-3)

**Pre-Health Professions Track**

Biology majors, in consultation with their advisors, may choose courses of study within the pre-health professions track that will prepare them for health care careers. Required coursework for admission into optometry, physical therapy, pharmacy, medical, dental and veterinary schools are taken as part of the pre-health profession track. Students should investigate the specific program requirements of the schools to which they will be applying. It is recommended that you speak with an advisor to be sure to complete all courses required for admission.

**Introductory Level (8 credit hours)**

- BIOL 111: General Biology I (4)
- BIOL 112: General Biology II (4)

**Genetic Level (4 credit hours)**

- BIOL 300: Genetics (4) **OR** BIOL 301: Genome Biology (4)

**Cellular Level (4 credit hours)**

- BIOL 305: Cell Biology (4) **OR** BIOL 306: General Microbiology (4)

**System Level (4 credit hours)**

- BIOL 203: Human Physiology (4) **OR** BIOL 320: Human and Comparative Physiology (4)

**Organism Level (4 credit hours)**

- BIOL 202: Human Anatomy (4) **OR** BIOL 220: Human and Comparative Anatomy (4)

**Population/Community Level (4 credit hours)**

Choose **one** of the following:

- BIOL 208: Natural History of the Great Lakes (with lab) (4)
- BIOL 213: Interactions in the Environment (with lab) (4)
- BIOL 318: Ecology (4)
- BIOL 333: Evolution: Process and Pattern (4)

#### **Support Courses (28/30 credit hours)**

- CHEM 111: General Chemistry I (4) **AND** CHEM 112: General Chemistry II (4)
- CHEM 251: Organic Chemistry I (4) **AND** CHEM 252: Organic Chemistry II (4)
- PHYS 201: Physics I (4) **AND** PHYS 202: Physics II (4)
- MATH 201: Calculus (4) **OR** MATH 112: College Algebra (3) **AND** MATH 113: Trigonometry (3)

#### **Electives (at least eight credit hours)**

- BIOL 202: Human Anatomy (4)
- BIOL 203: Human Physiology (4)
- BIOL 208: Natural History of the Great Lakes (with lab) (4)
- BIOL 212: Histotechniques (3)
- BIOL 213: Interactions in the Environment (with lab) (4)
- BIOL 214: Natural History of Vertebrates (3)
- BIOLB 214: Natural History of Vertebrates: Field Experience (1)
- BIOL 215: Wildlife Conservation (3)
- BIOL 220: Human and Comparative Anatomy (4)
- BIOL 230: Invertebrate Biology (4)
- BIOL 240: Developmental Biology (4)
- BIOL 250: Special Topics (1-3)
- BIOL 300: Genetics (4)
- BIOL 301: Genome Biology (4)
- BIOL 302: Molecular Biology Techniques (3)
- BIOL 303: Biostatistics (3)
- BIOL 304: Immunology (3)
- BIOL 305: Cell Biology (4)
- BIOL 306: General Microbiology (4)
- BIOL 308: Histology (4)
- BIOL 310: Animal Behavior (4)
- BIOL 312: Plant Adaptation and Diversity (4)
- BIOL 318: Ecology (4)
- BIOL 320: Human and Comparative Physiology (4)
- BIOL 329: Hormones and Behavior (3)
- BIOL 330: Cadaver Dissection (1)
- BIOL 333: Evolution: Process and Pattern (4)
- BIOL 341: Neuroscience (4)
- BIOL 350: Special Topics (1-3)
- BIOL 353: Independent Study (1-3)

#### **Senior Capstone (at least one credit hour)**

- BIOL 355: Senior Seminar (1) **OR** BIOL 351 and 352: Laboratory and Field Research (1-3)

## **Requirements for a Biology Minor**

The biology minor will consist of BIOL 111 and 112, plus four additional courses in biology at the 200-level or above. Of these four courses, at least three must have a laboratory component. At least one-half of the credit hours used to fulfill the minor must be completed at Saint Xavier University.

## Chemistry

The Chemistry program offers two primary tracks leading to a B.S. degree in (a) Chemistry and (b) Natural Science. In addition, there are several options for earning a minor in chemistry. Students who pursue a major or minor in chemistry can, in consultation with their academic advisors, successfully combine their chemistry interests with programs in art, biology, business, computer science, criminal justice or mathematics. The program also provides a broad spectrum of chemistry, physical science and physics courses that support general education graduation requirements and majors such as biology, nursing and education. The chemistry curriculum provides a strong foundation for graduate programs in chemistry, biochemistry and other chemistry related areas.

### High School Prerequisites

Students wishing to major in chemistry should have completed high school chemistry, physics and high-level advanced mathematics courses.

### Mathematics Competency Requirements for Chemistry Courses

The student's chemistry and mathematics background, and standardized test scores, may require them to take the mathematics placement test to determine placement into the proper chemistry courses. Science majors may be required to complete CHEM 106 before taking CHEM 111. Nursing students may be required to complete CHEM 106 before taking CHEM 109.

### Requirements for B.S. Degree in Chemistry

The following courses are **required** for a B.S. degree in chemistry:

- CHEM 111: General Chemistry I (4)
- CHEM 112: General Chemistry II (4)
- CHEM 211: Analytical Chemistry (5)
- CHEM 251: Organic Chemistry I (3)
- CHEML 251: Organic Chemistry Laboratory I (1)
- CHEM 252: Organic Chemistry II (3)
- CHEML 252: Organic Chemistry Laboratory II (1)
- CHEM 301: Biochemistry I (3)
- CHEML 301: Biochemistry I Laboratory (1)
- CHEM 331: Physical Chemistry I (4)
- CHEM 356: Intro to Senior Seminar (1)
- CHEM 357: Senior Seminar (1)
- BIOL 111: General Biology I (4) **OR** BIOL 112: General Biology II (4)
- PHYS 201: General Physics I (4) **OR** PHYS 211: University Physics I [Calculus Based] (5)
- PHYS 202: General Physics II (4) **OR** PHYS 212: University Physics II [Calculus based] (5)
- MATH 201: Calculus with Analytic Geometry I (4)
- MATH 202: Calculus with Analytic Geometry II (4)

Students select one of three tracks in chemistry to complete the major: biochemistry, analytical chemistry, or physical chemistry.

#### Biochemistry Track(8)

The following course is **required** for a biochemistry track:

CHEM 302: Biochemistry II (3)

Choose from the following options to complete the required credit hours:

- CHEM 213: Environmental Chemistry (4)
- CHEML 304: Synthesis and Characterization (2)
- CHEM 305: Advanced Inorganic (3)
- CHEM 332: Physical Chemistry II (4)
- CHEM 311: Instrumental Analysis (4)

- BIOL 300: Genetics (4)
- BIOL 301: Genome Biology (4)
- BIOL 305: Cell Biology (5)
- CHEM 342: Pharmaceutical Materials and Contaminants (2)
- Other special topics as approved and offered

### Analytical Chemistry Track(8)

The following courses are **required** for an analytical chemistry track:

- CHEM 311: Instrumental Analysis (4)
- CHEM 351/352: Introduction to Research I and II (2) **OR** a chemistry internship

Choose from the following options to complete the required credit hours:

- CHEM 213: Environmental Chemistry (4)
- CHEM 332: Physical Chemistry II (4)
- CHEM 305: Advanced Inorganic (3)
- CHEML 304: Synthesis and Characterization (2)
- CHEM 340: Scanning Electron Microscopy (2)
- CHEM 341: Atomic Force Microscopy and Scanning (1)
- Other special topics as approved and offered

### Physical Chemistry Track(8)

The following course is **required** for a physical chemistry track:

CHEM 332: Physical Chemistry II (4)

Choose from the following options to complete the required credit hours:

- CHEM 213: Environmental Chemistry (4)
- CHEM 311: Instrumental Analysis (4)
- CHEM 305: Advanced Inorganic (3)
- CHEML 304: Synthesis and Characterization (2)
- CHEM 340: Scanning Electron Microscopy (2)
- CHEM 341: Atomic Force Microscopy and Scanning (1)
- Other special topics as approved and offered

## Requirements for a Chemistry Minor

The following courses are **required**:

- CHEM 111: General Chemistry I (4)
- CHEM 112: General Chemistry II (4)
- CHEM 251: Organic Chemistry I (3)
- CHEML 251: Organic Chemistry Laboratory I (1)
- CHEM 252: Organic Chemistry II (3)
- CHEML 252: Organic Chemistry Laboratory II (1)

Choose **one** of the following six options:

- CHEM 211: Analytical Chemistry (5)
- CHEM 213: Environmental Chemistry (4)
- CHEM 301: Biochemistry I (3) **AND** CHEML 301: Biochemistry I Laboratory (1)
- CHEML 304: Synthesis and Characterization Laboratory (2) **AND** CHEM 305: Advanced Inorganic Chemistry (3)
- CHEM 311: Instrumental Methods of Analysis (4)
- CHEM 331: Physical Chemistry I (4)
- CHEM 332: Physical Chemistry II (4)

At least nine (9) credit hours of chemistry above the 100 level must be completed at Saint Xavier University in order to fulfill the minor requirement.



## Requirements for B.S. Degree in Natural Science

The B.S. degree in natural science is designed for students seeking a broad exposure to biological, chemical and physical science. Course selection to meet specific educational goals is made in consultation with students' academic advisors. The requirements for natural science majors allow optimal flexibility in the selection of science courses. Students will be able to combine appropriate upper level courses in chemistry and biology to include those prescribed by professional schools for admission.

The following courses are **required**:

- CHEM 111 and 112: General Chemistry I and II (8)
- BIOL 111 and 112: General Biology I and II (8)
- PHYS 201 and 202: General Physics I and II (8) **OR** PHYS 211 and 212: University Physics I and II (10)
- MATH 112 and 113: College Algebra and Trigonometry (6) **OR** MATH 201: Calculus (4)
- CHEM 356 and 357: Senior Seminar courses I (1) and II (1)

In addition to the above courses, a minimum of 12 semester hours in chemistry and 12 semester hours in biology at the 200 level or above are required. At least one of the courses from biology and one course from chemistry must be at the 300-level. Research courses may not be used to satisfy the above requirements.

The student and advisor select a program of science studies that meets the above minimum requirements and satisfies student's educational objectives.

## Pre-Professional Programs

Depending on their areas of concentration and professional objectives, students may, in consultation with their academic advisors, choose courses of study that may best meet their educational goals as pre-professional students in the following fields:

### Medicine

Although the minimum required coursework for admission to medical and veterinary schools within the United States includes two years of chemistry, one year of biology, one year of physics and a course in mathematics, the student with chemistry orientation is strongly encouraged to enroll in a program of study leading to a B.S. degree in chemistry or biochemistry.

Additionally, pre-med students, with the approval of their advisors, may choose to take courses that have the potential to enhance their chances of admission to medical schools and veterinary schools and that are important in pursuing a medical education.

### Pharmacy

Students interested in the pre-pharmacy program at Saint Xavier University should work with their chemistry advisor to ensure the proper course work is completed in the first 2-3 years. This work will prepare students for entrance into a professional program.

## Communication Sciences and Disorders

The program in Communication Sciences and Disorders (CSD) contributes to the liberal education of the student by providing learning experiences about the nature, development, and effective use of human communication. The purpose of this program is to provide students with a basic foundation in communication sciences and an introduction to the field of human communication disorders. In addition, this program prepares students for graduate education in a variety of fields, including speech-language pathology and audiology.

The program in Communication Sciences and Disorders leads to a broad-based bachelor's degree in human communication, its development, and its disorders. Coursework in the program introduces students to the anatomical, physiological, neurological, psychological, developmental, linguistic, and acoustic bases of speech and language behavior. Upper-level courses introduce students to the nature, assessment, and management of select communication disorders. The undergraduate program provides a foundation for students who intend to complete graduate study in speech-language pathology or audiology; who are considering further study in related areas, such as education, special education, or counseling; or who are preparing for other careers in the public or private sectors.

Students who choose to prepare for graduate study in speech-language pathology or audiology and who demonstrate strong academic capability will engage in observation and may be eligible for clinical practicum in the on-campus **Ludden Speech and Language Clinic**. This clinic serves persons of all ages with communication disorders. Student practicum experiences are directly supervised by faculty who hold the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA). Speech-language pathologists and audiologists, who must hold an appropriate degree and certification/licensure per ASHA, practice in a variety of settings: public schools, hospitals, rehabilitation centers, university clinics, special education and early childhood centers, and private practice. Communication Sciences and Disorders also offers a Master of Science degree in Speech-Language Pathology. Information regarding this program is available in the graduate catalog. Students applying to graduate programs should be aware that a grade point average of 3.0 tends to be the minimum required for admission into most graduate programs in the area of Communication Sciences and Disorders.

## Communication Sciences and Disorders Learning Outcomes

This program of study will provide students with knowledge of:

- the principles of anatomical and physiological sciences as they apply to the development of speech, language, hearing, and swallowing processes.
- basic human communication and swallowing processes and their normal development.
- speech and language disorders and how these may warrant clinical intervention.
- contemporary professional issues and current research in the field of speech-language pathology.
- the process and role of critical thinking and oral and written language skills.

## Requirements for the Program in Communication Sciences and Disorders

To obtain the Bachelor of Arts in Communication Sciences and Disorders, students complete courses in the major and supporting courses. Most of the second group are taken as part of the general education curriculum. All courses in the major are three credit hours unless otherwise noted.

### Supporting Courses (16 credit hours)

These must be successfully completed.

- Behavioral/Social Science course
  - PSYCH 101: Introduction to Psychology
  - PSYCH 200: Child Development or PSYCH 199: Lifespan Development
- Biological Science course
  - BIOL 101: Principles and Methods of Biology
  - BIOL 200: Human Biology and BIOLB 200: Human Biology Lab
- Physical Science course
  - CHEM 106: Chemistry Essentials or PHYS 101: Physics for Nonscientists is recommended

- Statistics course
  - MATH 135: Introduction to Statistics

## Admission to the Undergraduate Program in Communication Sciences and Disorders

Students can declare a major in Communication Sciences and Disorders. Undergraduate students must maintain a cumulative 2.0 grade-point average.

### Required Courses (38 credit hours)

- CSDI 202: Professional Writing in Communication Sciences and Disorders (2 credit hours)
- CSDI 204: Introduction to Communication Disorders (3 credit hours)
- CSDI 205: Phonetics (3 credit hours)
- CSDI 206: Anatomy and Physiology of the Speech and Hearing Mechanism (4 credit hours)
- CSDI 207: Speech Science (3 credit hours)
- CSDIL 207: Speech Science Lab (1 credit hour)
- CSDI 301: Speech Sound Development and Disorders (3 credit hours)
- CSDI 305: Development of Language in the Young Child (3 credit hours)
- CSDI 306: Language Disorders in Children (3 credit hours)
- CSDI 307: Introduction to Audiology (3 credit hours)
- CSDI 309: Neuroscience of Communication (3 credit hours)
- CSDI 315: Fluency, Voice, and Resonance (3 credit hours)
- CSDI 317: Multicultural Aspects of Communication (3 credit hours)
- CSDI 370: Senior Seminar (1 credit hour)

### Elective Courses

- CSDI 214: Language, Culture and Society (3 credit hours)
- CSDI 215: Guided Clinical Observations in CSD (2 credit hours)
- CSDI 308: Aural Rehabilitation (3 credit hours)
- CSDI 320: Communication Skills in the School-Age Years (3 credit hours)
- CSDI 310: Clinical Methods (3 credit hours)
  - CSDI 310: Additional fees to complete clinical work will apply.
- CSDI 355: Clinical Practicum (2 credit hours)
  - CSDI 355: Clinical Practicum is reserved for students who have successfully completed CSDI 310.

### Transfer Students

Transfer students must meet the same requirements for admission to and completion of the CSD major. A maximum of 15 credit hours in the major may be transferred into the CSD program at Saint Xavier University.

### Course Retake Policy

Students are allowed to repeat a course once and may repeat only one course in the program in Communication Sciences and Disorders. Grades of D and F do not count towards successful completion of the undergraduate program in CSD.

## Minor in Communication Sciences and Disorders

All students who wish to complete a CSD minor must complete CSDI 204 and an additional 15 credit hours of CSD coursework with a minimum grade of C. Students interested in a minor must meet with an academic advisor in CSD to plan a course of study, which will focus on basic human communication processes and/or communication development and disorders. Please be advised that courses required to complete the minor in CSD are offered on a rotating basis, once per academic year. Specific courses require successful completion of prerequisite classes. In addition to CSDI 204, fifteen credits of the following courses are required:

- Fall Semester (1)
  - CSDI 204: Introduction to Communication Disorders (required for minor)
  - CSDI 206: Anatomy and Physiology of Speech and Hearing

- Spring Semester (1)
  - CSDI 205: Phonetics
  - CSDI 301: Speech Sound Development and Disorders (prerequisites CSDI 204, CSDI 205)
- Fall Semester (2)
  - CSDI 207: Speech Science (prerequisites CSDIG 205, CSIG 206)
  - CSDIL 207: Speech Science Lab
  - CSDI 305: Development of Language in the Young Child (prerequisite PSYCH 199/200)
  - CSDI 317: Multicultural Aspects of Communication (prerequisite CSDI 204)
- Spring Semester (2)
  - CSDI 306: Language Disorders in Children (prerequisites CSDI 204, CSDI 305)
  - CSDI 315: Fluency, Voice, and Resonance (prerequisites CSDI 204, CSDIG 206)

## Direct Admission Policy for SXU's Graduate Program in Speech-Language Pathology

Direct admission to the graduate program in Speech-Language Pathology is available for students who meet specific criteria. Criteria for direct admission include the following:

1. Senior status (90+ credit hours accumulated by the beginning of the fall semester of senior year) in undergraduate CSD program
2. Achieve a minimum cumulative GPA of 3.0 across all coursework completed at the college/university level
3. Achieve a minimum GPA in the major of 3.0 by the end of the junior year with all A and B grades in the following CSD courses: Anatomy and Physiology, Introduction to Audiology, Speech Science, Phonetics, and Typical Language Development
4. Admission is conditional based on completion of the bachelor's degree in Communication Sciences and Disorders at Saint Xavier University; all CSD courses must be taken at SXU.

### Process for direct admission:

1. Students who wish to be admitted into the graduate program under this process need not complete an application through the Common Application System (CSDCAS) for SXU.
2. By (a specific date to be provided by the program director) of the final undergraduate year, interested students will submit:
  - a faculty support form with signatures of three full-time faculty members endorsing direct admission (in lieu of letters of recommendation) and,
  - unofficial transcripts from all institutions of higher education attended to the program director
3. Students who meet all the eligibility requirements will be sent a confirmation letter by the program director.
4. Students who meet the eligibility criteria and wish to reserve their place in the graduate class must submit a \$500 non-refundable deposit by April 15 of the final undergraduate year.

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## Exercise Science

The Saint Xavier University Exercise Science program is an interdisciplinary effort including contributions from SXU's Biology, Psychology, and Physical Education programs, among others contributing elective courses (e.g. Communications, Sociology, English).

The Exercise Science program coursework focuses on the scientific study and understanding of the physiological, biomechanical, and psychological effect on the human body. Program instruction is comprised of coursework featuring muscular and skeletal anatomy; biomechanics; fuel utilization; muscle and body training; physiology of specific exercises and activities; physiology of injury; and the effects of disabilities and disease; as well as psychological and social issues surrounding professions related to the program. The curriculum concludes with a career-oriented internship and capstone in Exercise Science and is a critical component of the program.

## Program of Study

PSYCH 101 is a prerequisite for all psychology courses in the program.

A 'C' or better in MATH 135: Introduction to Statistics is specifically required prior to taking PSYCH 300: Statistics/Social Sciences. Students who do not place into 100-level mathematics should seek to complete any required remedial mathematics coursework as soon as possible.

A 'C' or better in PSYCH 300 is required. A 'C' or better in BIOL 202 is required prior to taking BIOL 203.

Registration in BIOL 202 and BIOL 203 requires concurrent registration in the lab components of these courses (BIOL 202/203).

Students in the College of Nursing, Health Sciences and Business must complete all science courses at SXU.

Additional course prerequisites are noted in the curriculum.

Graduation with a B.S. in Exercise Science requires a grade of 'C' or better in every course required for the major.

Note: Students may be required to submit to a background check, health requirements, and urine drug screening as required for the final capstone course.

## Major Requirements

Students who major in Exercise Science must take the following courses, for a total of 56 credit hours. Students should consult with the coordinator when planning their Exercise Science major.

Students must complete **all** the following courses from the program's two cores:

### Biology Core

- BIOL 202: Human Anatomy
- BIOL 203: Human Physiology

### Behavioral Kinesthetics Core

- EXSC 112: Health and Fitness
- EXSC 120: First Aid and Athletic Injuries
- PE 124: Health and Nutrition Across the Lifespan **OR** EXSC 203: Nutrition for Sport
- EXSC 130: Intro to Exercise Science
- EXSC 200: Anatomy and Physiology I AND EXSCL 200 (lab)
- EXSC 201: Anatomy and Physiology II AND EXSCL 201 (lab)
- EXSC 210: Motor Behavior
- EXSC 275: Exercise Physiology for Sport **AND** EXSCL 275 (lab)
- EXSC 295: Research Methods
- EXSC 319: Biomechanics
- EXSC 327: Measures and Evaluation
- EXSC 335: Sport Psychology

- EXSC 366: Strength and Conditioning Theory
- EXSC 380: Exercise Science Field Experience
- EXSC 385: Program and Design for Sport
- EXSC 390: Exercise Science Senior Seminar

### Methods Core

PSYCH 300: Statistics for Social Sciences

### Elective Choice

Students must also complete one elective choice from the following list. Please choose one elective.

- COMM 207: Sports Communication
- ENGL 235: Literature and Sports
- PSYCH 303: Human Motivation
- PSYCH 311: Physiological Psychology
- PSYCH 341: Health Psychology
- SOC 140: Sociology of Sports
- EXSC 300: Special Topics - Scientific Writing for Allied Health

## Minor Requirements

Students planning to minor in exercise science must complete, major coursework with a C or better. The minor in exercise science is 19 total credit hours. The minor involves classes across physical education, exercise science and biology.

### Required Courses

- EXSC 112: Health and Fitness
- BIOL 202: Human Anatomy with lab
- EXSC 130: Intro to Exercise Science
- EXSC 275: Exercise Physiology for Sport **AND** EXSCL 275 (lab)
- EXSC 319: Biomechanics
- EXSC 366: Strength and Conditioning Theory

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## Graham School of Management

The Graham School of Management develops business leaders for personal, professional and service excellence. All of the business programs of the Graham School of Management are accredited by the [Association to Advance Collegiate Schools of Business International \(AACSB\)](#).

Undergraduate programs offered by the Graham School of Management include a Bachelor of Business Administration (BBA) with concentrations in [accounting](#), [digital marketing](#), [finance](#), [healthcare administration](#), [hospitality management](#), [human resource management](#), [management](#), [professional sales](#), and [supply chain management](#); [business minors](#) in [business administration](#), [digital marketing](#), [finance](#), [hospitality management](#), and [management](#). The Graham School of Management also offers a [Bachelor of Business Administration Fast-Track degree](#) which is an accelerated degree program, a [Bachelor of Science in Computer Science](#), and a [Bachelor of Arts in Computer Information Systems](#). Within computer science and computer information systems, there are also concentrations, a [minor](#) and a [Cisco Certification](#).

Students electing to complete the Bachelor of Business Administration degree with a business concentration must complete the University general education requirements, Graham School of Management core business requirements, and the required concentration courses.

Students in a business concentration may take an additional concentration, rather than pursuing a minor. In case of multiple business concentrations, only one course can serve as meeting the requirements of two concentrations.

## Study Abroad and Exchange Programs

The Graham School of Management, in conjunction with the Center for International Education (CIE), offers a variety of study abroad and exchange programs. Contact the director of CIE for further information.

## Graduation Requirements

In order to graduate, a student must complete the University general education requirements, Graham School of Management core business requirements, and the required concentration courses. A cumulative business major grade-point average of 2.0 or higher must be achieved and no more than two D's in business courses.

## Special Options

Saint Xavier University provides various options through which students can demonstrate subject-matter mastery of certain courses. If successfully passed or completed, credit toward the degree is awarded. Business credit can be derived from the College-Level Examination Program (CLEP). For more details, see the [general University guidelines](#).

**Note:** The Graham School of Management administration reserves the right to designate which courses may earn credit through the CLEP/portfolio process.

## Business Core Requirements

Students electing to complete the Bachelor of Business Administration degree with a business track must complete the University general education requirements, Graham School of Management core business requirements, and the required track courses. Business tracks include **accounting, digital marketing, finance, hospitality management, healthcare administration, human resource management, management, professional sales, and supply chain management.**

In order to graduate, a student must have a cumulative business major grade-point average of 2.0 or higher and no more than two D's in business courses.

### Freshman/Sophomore Level Classes

- ACCT 210: Financial Accounting
- ACCT 211: Managerial Accounting
- ACCT 220 Business Law (accounting majors) **OR** MGMT 223: Legal Environment of Business (other majors)
- BANA 130: Essential Business Computations
- BANA 251: Software for Business Analytics
- BUSP 101: Business Matters
- ECON 202 Principles of Economics
- MATH 132: Business Statistics

### Junior/Senior Level Classes

- BANA 320: Service Operations Management
- BUSP 201: Achieving Career Excellence
- ENGL 224: Professional Writing and Communication
- FINC 300: Principles of Finance
- MGMT 380: Business, Ethics, and Society
- MGMT 390: Business Strategy
- MKTG 300: Principles of Marketing
- MKTG 311: Managing Service Excellence
- MKTG 351: Digital Commerce

Suggested sequential schedules of classes are available in a student's academic plan. Students are responsible for following proper sequences and observing prerequisites.





## Transfer Business Student Requirements

Transfer credit in areas other than business administration is accepted as evaluated by the [Transfer Student Services Center](#) (see the [general requirements for transfer credit](#)). Transfer credit for courses similar to those required in the business administration program will be accepted as follows:

Business students must take all upper division (300-level) required courses at Saint Xavier University. Business courses can only be transferable by another four-year university that is AACSB accredited. Exceptions are made for MGMT 370: Organizational Behavior and MKTG 300: Principles of Marketing.



## Accounting

Students electing to complete the Bachelor of Business Administration degree with a track in Accounting must complete the University general education requirements, Graham School of Management **core business** requirements, and the required concentration courses listed below:

- ACCT 301: Intermediate Accounting I
- ACCT 302: Intermediate Accounting II
- ACCT 312: Introduction to Taxation
- ACCT 321: Cost Accounting
- ACCT 331: Accounting Information Systems
- ACCT 341: Auditing
- BANA 350: Business Analytics

In order to complete the final requirements, students must choose **two** of the following courses:

- ACCT 351: Advanced Accounting Issues
- ACCT 362: Advanced Taxation
- ACCT 371: Governmental, Non-Profit, and Current Issues in Accounting
- ACCT 399: Special Topics
- BUSP 381: Internship



## Digital Marketing

Students electing to complete the Bachelor of Business Administration degree with a track in Digital Marketing must complete the University general education requirements, Graham School of Management **core business** requirements, and the required track courses listed below:

- MGMT 330: Diversity in Organizations
- MKTG 350: Digital Marketing
- MKTG 355: Social Media Marketing
- MKTG 361: Digital Marketing Research and Metrics
- MKTG 380: Marketing Strategy



## Finance

Students electing to complete the Bachelor of Business Administration degree with a track in Finance must complete the University general education requirements, Graham School of Management **core business** requirements, and the required track courses listed below:

- FINC 310: Financial Institutions and Markets
- FINC 320: Investments and Portfolio Management
- FINC 330: International Finance
- FINC 340: Advanced Corporate Finance
- FINC 350: Futures and Options
- FINC 360: Risk Management Analysis and Student Managed Hedge Fund



## Healthcare Administration

Students electing to complete the Bachelor of Business Administration degree with a track in Healthcare Administration must complete the University general education requirements, Graham School of Management **core business** requirements, and the required track courses listed below:

- MGMT 344: Health Systems of the United States
- MGMT 345: Health Law and Ethics
- BANA 346: Health Data and Analytics
- FINC 347: Healthcare Finance
- MGMT 370: Organizational Behavior
- MGMT 348: Healthcare Service Operations
- MGMT 349: Healthcare Strategy Capstone



## **Hospitality Management**

Students electing to complete the Bachelor of Business Administration degree with a track in Hospitality Management must complete the University general education requirements, Graham School of Management **core business** requirements, and the required track courses listed below:

- MGMT 310: Introduction to Hospitality Management
- MGMT 311: Customer Service for Hospitality and Tourism
- MGMT 312: Meetings, Expositions, Events and Convention Planning
- MGMT 313: Hotel and Lodging Management
- BUSP 381: Internship or business elective



## Human Resource Management

Students electing to complete the Bachelor of Business Administration degree with a track in Human Resource Management must complete the University general education requirements, Graham School of Management **core business** requirements, and the required track courses listed below:

- MGMT 355: Training and Development
- MGMT 356: Total Compensation Management
- MGMT 370: Organizational Behavior
- MGMT 357: Employment and Labor Law
- MGMT 358: Human Resource Risk Management



## Management

Students electing to complete the Bachelor of Business Administration degree with a track in Management must complete the University general education requirements, Graham School of Management **core business** requirements, and the required track courses listed below:

- BANA 351: Project Management
- MGMT 330: Diversity in Organizations
- MGMT 364: Entrepreneurship
- MGMT 370: Organizational Behavior
- POLSC 305: Bargaining and Conflict Resolution





## Professional Sales

Students electing to complete the Bachelor of Business Administration degree with a track in Professional Sales must complete the University general education requirements, Graham School of Management **core business** requirements, and the required track courses listed below:

- MGMT 366: Relationship Driven Professional Selling
- MGMT 367: Negotiation in Business and Sales
- MGMT 368: Sales Leadership
- MGMT 369: Advanced Relationship Driven Professional Selling
- MGMT 370: Organizational Behavior



## Supply Chain Management

Students electing to complete the Bachelor of Business Administration degree with a track in Supply Chain Management must complete the University general education requirements, Graham School of Management **core business** requirements, and the required track courses listed below:

- MGMT 375: Forecasting and Logistics
- MGMT 376: Sourcing and Operations
- MGMT 377: Supply Chain Capstone
- MGMT 378: Supply Chain Management Technologies
- MGMT 379: Supply Chain in Action

## Bachelor of Business Administration Fast-Track

The Graham School of Management offers a Bachelor of Business Administration Fast-Track degree. **The program assumes students will have already completed an associate degree or its equivalent.** Students participating in this program must meet the same program requirements and adhere to the same policy requirements listed for **Graham School of Management** students.

### General Education Transfer Policy

All transfer students must take ACSU 101: Transfer Student Orientation. It is a one-on-one orientation, for no cost and carries zero credit hours. This is a graduation requirement for transfer students.

#### Transfer students with fewer than 30 hours

All requirements of the **general education curriculum**.

#### Transfer students with more than 30 hours

Students who have completed the Illinois Articulation Initiative General Education Core Curriculum (IAI-GECC) requirements (37-41 hours) must take the courses identified below. The following additional mission-based courses must be taken at SXU in order to fulfill their general education requirements:

- PHIL 150: The Examined Life
- One religious studies course

Students have the opportunity to qualify for SXU's IAI-GECC Articulation Agreement as long as the majority of the general education core has been met prior to transferring. Any remaining general education courses may be taken from Saint Xavier University. All other transfer students will be evaluated on an individual basis in terms of SXU general education requirements.

### Degree Requirements

To receive a Bachelor of Business Administration Fast-Track degree, students must complete the University general education requirements, Graham School of Management core business requirements, and the elective courses.

University's **adult general education core** requirements.

#### Business Prerequisites

- ACCT 210: Financial Accounting
- ACCT 211: Managerial Accounting
- ACCT 220: Business Law **OR** MGMT 223: Legal Environment of Business
- BANA 130: Essential Business Computations
- BANA 251: Software for Business Analytics
- ECON 202: Principles of Economics
- ENGL 224: Professional Writing and Communication
- MATH 132: Business Statistics

#### Business Core Requirements

- BANA 320: Service Operations Management
- BUSP 201: Achieving Career Excellence
- FINC 300: Principles of Finance
- MGMT 380: Business, Ethics, and Society
- MGMT 390: Business Strategy
- MKTG 300: Principles of Marketing
- MKTG 311: Managing Service Excellence
- MKTG 351: Digital Commerce

#### Business Electives

In order to complete their requirements, fast-track business students must choose five approved **business electives** totaling **15 credit hours** whose options include but are not limited to:

- BANA 350: Business Analytics
- BANA 351: Project Management
- MGMT 310: Introduction to Hospitality Management
- MGMT 330: Diversity in Organizations
- MGMT 364: Entrepreneurship
- MGMT 370: Organizational Behavior
- MKTG 350: Digital Marketing
- MKTG 355: Social Media Marketing
- MKTG 361: Digital Marketing Research
- MKTG 380: Marketing Strategy
- POLSC 305: Bargaining and Conflict Resolution

## **General Note for Bachelor of Business Administration Fast-Track Major**

For course descriptions, consult the Graham School of Management and College of Liberal Arts and Education course listings.

At least 18 hours in the Business Administration Fast-Track major must be completed at Saint Xavier University. Completion of an Associate of Arts, Associate of Science, IAI-GECC program or SXU general education program is required.

## Business Minors

Business minors are available in the areas of business administration, digital marketing, finance, hospitality management, and management. All business minors are designed to help non-business students obtain business skills.

Students in a business track may take an additional track, rather than pursuing a minor. In case of multiple business tracks, only one course can serve as meeting the requirements of two tracks.

### Business Administration

Students must take the following courses for the business administration minor:

- ACCT 210: Financial Accounting
- ACCT 211: Managerial Accounting
- BANA 251: Software for Business Analytics
- FINC 300: Principles of Finance
- MKTG 300: Principles of Marketing
- MKTG 311: Managing Service Excellence
- MKTG 351: Digital Commerce

### Digital Marketing

Students must take the following courses for the digital marketing minor:

- ART 322: Advertising in Marketing
- MGMT 330: Diversity in Organizations
- MKTG 350: Digital Marketing
- MKTG 355: Social Media Marketing
- MKTG 361: Digital Marketing Research and Metrics
- MKTG 380: Marketing Strategy

### Finance

Students must take these two **required** courses:

- ACCT 210: Financial Accounting
- FINC 300: Principles of Finance

Then, select **four** finance electives from the list below:

- FINC 310: Financial Institutions and Markets
- FINC 320: Investments and Portfolio Management
- FINC 330: International Finance
- FINC 340: Advanced Corporate Finance
- FINC 350: Futures and Options

### Hospitality Management

Students must take the following courses for the hospitality management minor:

- BANA 351: Project Management
- MGMT 310: Introduction to Hospitality Management
- MGMT 311: Customer Service for Hospitality and Tourism
- MGMT 312: Meetings, Expositions, Event and Convention Planning
- MGMT 313: Hotel and Lodging Management
- MGMT 330: Diversity in Organizations

### Management

Students must take the following courses for the management minor:

- BANA 351: Project Management
- MGMT 330: Diversity in Organizations
- MGMT 364: Entrepreneurship
- MGMT 370: Organizational Behavior
- POLSC 305: Bargaining and Conflict Resolution
- Business Elective

## Computer Science

The Computer Science program supports the mission of the University by providing education in computing through baccalaureate degrees in computer science and computer information systems. The computer science major is a generalist curriculum following currently accepted guidelines. Computer information systems offers an undergraduate curriculum of applied skills and concepts. Because computing professionals must be lifelong learners, the faculty is committed to preparing students with substantial knowledge, practical skills, critical thinking skills, and an awareness of the social and ethical impacts of their work.

### Computer Science (B.S.)

The major in computer science is a classic generalist program enhanced by support courses in mathematics. The emphasis of study in this program is on problem solving and computer science theory. Graduates of this program will be prepared for entry into graduate schools and for entry into a variety of positions in business and industry with a sound foundation for future advancement based on technical competence, programming, coding skills, liberal education and effective communication skills. Decisions concerning the nature of each student's study in computer science are made with particular attention to previous preparation and individual educational plans. Majors in computer science will find courses in mathematics, business, natural science and physics are good selections to complement this program of study. Along with a major in Computer Science, students can choose a concentration in Game Development, Web Design, and Cybersecurity.

#### Requirements for a Major in Computer Science (55 credit hours)

A bachelor of science degree is awarded in computer science.

The 55 credit hours must consist the following:

##### 1. Required courses:

- CMPSC 112: Survey of Computer Science (3)
- CMPSC 202: Principles of Programming I (4)
- CMPSC 203: Principles of Programming II (4)
- CMPSC 255: Introduction to Networks (3)
- CMPSC 301: Operating Systems (3)
- CMPSC 309: Issues in Computing (3)
- CMPSC 311: Data Structures and Algorithms (4)
- CMPSC 321: Relational Database Theory and Design (4)
- CMPSC 345: Computer Systems and Organization (4)
- CMPSC 390: Software Engineering (4)
- MATH 135: Introduction to Statistics (4)
- MATH 200: Introduction to Discrete Mathematics (3)

##### 2. PLUS at least four CMPSC courses offered by the department at the 200-level or above.

Note that both MATH 200 and CMPSC 202 require MATH 112 as a prerequisite. Therefore, computer science majors must either complete MATH 112 (3 credits) or place into 200-level math.

A grade of C or better is required in all courses counting toward the major.

#### Cybersecurity Concentration

Students electing to complete the Bachelor of Science in Computer Science with a concentration in Cybersecurity must complete the University general education requirements, Computer Science program requirements, and the required concentration courses listed below:

- CMPSC 281: Introduction to Cybersecurity I
- CMPSC 282: Introduction to Cybersecurity II
- CMPSC 265: Network Security
- CMPSC 285: Digital Forensics

### **Game Development Concentration**

Students electing to complete the Bachelor of Science in Computer Science with a concentration in Game Development must complete the University general education requirements, Computer Science program requirements, and the required concentration courses listed below:

- CMPSC 171: Introduction to Games
- CMPSC 271: Content and Systems Design
- CMPSC 275: Unity I: Working with Unity
- CMPSC 372: C# Programming
- CMPSC 375: Unity II: Advanced Unity Programming
- CMPSC 397: Capstone Project: Building a Game (Note that CMPSC 397 replaces CMPSC 395)

### **Web Design Concentration**

Students electing to complete the Bachelor of Science in Computer Science with a concentration in Web Design must complete the University general education requirements, Computer Science program requirements, and the required concentration courses listed below:

- CMPSC 132: User Experience I: Understanding User Experience
- CMPSC 232: User Experience II: Building Compelling User Experiences
- CMPSC 393: Goal-Oriented Web Design (Note that CMPSC 393 replaces CMPSC 390)

## **Computer Information Systems (B.A.)**

The major in computer information systems is a program specifically designed to create a career-ready graduate. The emphasis of study in this program is on acquiring the knowledge and skills required to design, implement and manage technology for the IT-enabled organization. Graduates of this program will be prepared for entry into a variety of positions in business and industry with a sound foundation for future advancement based on technical competence, liberal education and effective communication skills. Along with a major in Computer Information Systems, students can choose a concentration in Web Design and Cybersecurity.

### **Requirements for a Major in Computer Information Systems (44 credit hours)**

A bachelor of arts degree is awarded in computer information systems.

The 44 credit hours must consist the following:

#### **1.Required courses:**

- CMPSC 112: Survey of Computer Science (3)
- CMPSC 126: Business Programming (4)
- CMPSC 206: World Wide Web Applications I (3)
- CMPSC 222: Visual Data (3)
- CMPSC 235: Systems Analysis and Design (3)
- CMPSC 255: Introduction to Networks (3)
- CMPSC 256: Operating Systems for the Practitioner (3)
- CMPSC 281: Cybersecurity I (3)
- CMSPC 309: Issues in Computing (3)
- CMPSC 321: Relational Database Theory and Design (4)
- CMPSC 395: Computer Information Systems Capstone (3)

2.Elective courses: three other CMPSC courses offered by the department at the 200-level or above or on the approved list of interdisciplinary electives (or a combination of both).

Many of the required courses are the first course in a sequence of courses that provide more depth in the computer information systems field. Majors are encouraged to deepen their knowledge by completing any of the following sequence:

- Cybersecurity: CMPSC 281, CMPSC 282, CMPSC 285
- Cisco CCNA Networking Certification: CMPSC 255, CMPSC 266, CMPSC 267, CMPSC 268
- Web App Development: CMPSC 206, CMPSC 306

Alternatively, majors may broaden their study by applying knowledge to other fields. The following courses also count toward the computer information systems major:



- Digital Marketing: MKTG 350, MKTG 355
- IT Management: MGMT 370, 330

As stated in the Catalog, MGMT 350 and MGMT 355 have a prerequisite of MGMT 300. However, this prerequisite is waived for Computer Information Systems majors who have at least junior standing.

A grade of C or better is required in all courses counting toward the major.

### **Cybersecurity Concentration**

Students electing to complete the Bachelor of Arts in Computer Information Systems with a concentration in Cybersecurity must complete the University general education requirements, Computer Information Systems program requirements, and the required concentration courses listed below:

- CMPSC 281: Introduction to Cybersecurity I
- CMPSC 282: Introduction to Cybersecurity II
- CMPSC 265: Network Security
- CMPSC 285: Digital Forensics

### **Web Design Concentration**

Students electing to complete the Bachelor of Arts in Computer Information Systems with a concentration in Web Design must complete the University general education requirements, Computer Information Systems program requirements, and the required concentration courses listed below:

- CMPSC 132: User Experience I: Understanding User Experience
- CMPSC 232: User Experience II: Building Compelling User Experiences
- CMPSC 393: Goal-Oriented Web Design (Note that CMPSC 393 replaces CMPSC 390)

## **Cisco Certification**

As a Cisco Local Academy, we provide courses in preparation for the CCNA (Cisco Certified Network Associate) examination. These courses are CMPSC 255: Introduction to Networks, CMPSC 266: Routing and Switching Essentials, CMPSC 267: Scaling Networks and CMPSC 268: Connecting Networks.

## **Requirements for a Minor in Computer Science**

1. **Required** computer science courses: CMPSC 112, a programming course (CMPSC 126 or 202), and 12 credit hours at the 200 level or above (excluding CMPSC 350).
2. A grade of C or better is required in all courses counting toward the minor.

*Note:* The computer science minor is **NOT** available for Computer Information Systems majors.

## Environmental and Sustainability Studies Minor

The Environmental and Sustainability Studies minor provides an interdisciplinary course of study that examines a wide variety of perspectives on the relationship between humans and the environment. Students who minor in environmental and sustainability studies will acquire at least a basic scientific understanding of environmental processes, acquire some understanding of the significance of human societies' interactions with and impacts on the environment, and cultivate a critical awareness of humans' ethical, political and aesthetic relationships to the environment.

Because this is an interdisciplinary minor composed of courses drawn from across the disciplines, students who seek a minor in environmental and sustainability studies will have the opportunity to link environmental studies to the curriculum requirements for their respective majors and the general education program.

### Requirements

To fulfill the requirements for the minor, students must complete a minimum of 18 credit hours in approved courses, including BIOL 213 and a capstone experience. Courses in the minor must have an environmental or sustainability focus. Courses appropriate to the minor will be drawn from across the curriculum and may include special topics offerings. Search **Self-Service** using course type "Environmental Studies" to find approved courses. The capstone experience may include internship, community service, independent study/research or a creative project. Students seeking to complete the minor are required to consult with the program advisor regarding course approval.

- Required: BIOL 213: Interactions in the Environment (3 credit hours)
- Required: BIOLB 213: Interactions in the Environment Lab (1 credit hour)
- Electives: 12 credit hours in elective courses drawn from at least three different disciplines
- Required: 1-3 credit hour(s) capstone experience within a student's junior or senior year

### Faculty

The Environmental and Sustainability Studies minor involves an interdisciplinary course of study, and as such, the faculty who teach courses for the minor are drawn from many academic areas and colleges within the university. These include, but are not limited to the following: anthropology; art and design; biological sciences; business; chemistry; computer science; criminal justice; English; foreign languages; history; philosophy; political science; religious studies; sociology.

For more information, please email [ess@sxu.edu](mailto:ess@sxu.edu)

## Interdisciplinary Gerontology Studies

Students who wish to declare a gerontology major or minor should notify the Office of Records and Registration (A-203).

### Interdisciplinary Gerontology Studies Major/Degree Completion (B.S.)

The Interdisciplinary Gerontology major/degree completion studies program is designed to prepare individuals with an understanding of the foundations of gerontology, thus positioning students in various disciplines for specialized career opportunities. The diversity and complexity of older adults and their needs and preferences will be explored from multiple perspectives. Foundational courses will include studies from various disciplines and prepare students for careers that benefit from comprehensive knowledge of the older adult. Students will acquire knowledge of the impact of culture, ethnicity, financial capacity, gender, spirituality, health and wellness and quality of life on older adults. The Interdisciplinary Gerontology major requirement is 30 **credit hours**. Please note that the B.S. degree in Gerontology requires a total of 120 credit hours, including general education requirements.

#### Gerontology Major Foundational Core Required (15 Credit Hours)

- GERON 101/NURS 199/SOC 199: Introduction to Aging
- GERON 124/BIO 124: Physiology of Aging
- GERON 318/SOC 318: Sociology of Aging
- GERON 199/PSYCH 199: Lifespan Development
- GERON 395: Capstone

**Note:** Students are expected to meet any pre-requisites related to courses below.

#### Interdisciplinary Gerontology Studies (15 Credit Hours)

- GERON 216/COMM 216: Introduction to Health Communication
- GERON 224/PSYCH 224: Adulthood and Aging
- GERON 341/PSYCH 341: Health Psychology
- GERON 266/RELST 266: Suffering and Death
- GERON 393/ NURS 358: Care at End of Life/Nursing Care at End of Life
- GERON 309/CSDI 309: Neuroscience of Communication
- GERON 348/NURS 348: Geriatric Syndromes
- GERON 335/SOC 335: Art and Science of Reminiscing
- GERON 390/ACCT 390: Elder Law: Justice in Aging
- GERON 205/NURS 205: Narrative Gerontology
- GERON 208/NURS 208: Aging and Culture

**Note:** Students may be required to submit to a background check, health requirements and urine drug screening as required for the final capstone course.

### Interdisciplinary Gerontology Minor

The Interdisciplinary Gerontology/Aging Studies program offers a minor that examines the diversity and complexity of the older adult using a venue of varied disciplines and perspectives, including biology, psychology, sociology, spirituality, communication and health. Elective courses are drawn from across the University. The minor will meet the educational and experiential needs of a variety of students who have an interest in working with the older adult or for students who wish to gain knowledge about this growing segment of the population. Students who engage in a Gerontology minor will acquire a general understanding of the impact of culture, ethnicity, spirituality, and health and level of wellness and quality of life on older adults.

To fulfill the requirements of the minor, students must complete a minimum of 18 credit hours in approved courses, including GERON 101/NURS 199 Introduction to Aging (3); plus five gerontology electives. Courses in the minor have a focus on aging, and will be drawn from across the SXU curriculum, and will include periodic special topics courses. At least one-half of the credit hours used to fulfill the minor must be completed at Saint Xavier University.

Students enrolled in the minor who wish to complete the major may apply completed minor courses to meet the criteria of the degree completion/major.

Students should consult with their program advisor and the coordinator of the gerontology programs, Dr. Mary Tiberg ([tiberg@sxu.edu](mailto:tiberg@sxu.edu)) when planning their Interdisciplinary Gerontology major or minor.

## Faculty and Administration

The Gerontology Studies program is sponsored by the College of Nursing, Health Sciences and Business. It is an interdisciplinary program that draws upon the expertise of faculty in many academic programs within the University. Faculty members offer perspectives and courses appropriate to the multidimensional study of older adults and contribute to the development of the program's curriculum.

*The College of Nursing, Health Sciences and Business reserves the right to amend policies, procedures and other program information as necessary. All changes will be communicated promptly.*



## Physical Education Minor

The Physical Education minor at Saint Xavier University is designed for students interested in adding knowledge and concepts of physical education to their major course of study. Physical Education is the phase of education concerned with the teaching of skills, collaboration and communication with others, understanding cognitive and physical development, examining attitudes and theories in physical activity, and exploring the mechanics of human movement. The primary goal of the physical education program at Saint Xavier University is to enhance the quality of life of our students for lifelong wellness.

Students will gain:

- A broad theoretical and conceptual foundation of physical education designed to encourage the philosophical, psycho-social, scientific, ethical and legal concepts of the profession.
- The opportunity to experience and participate in a variety of physical education, health and coaching courses that meet their individual needs.
- Preparation for careers such as educators, recreational leaders, and coaches with continued study leading to various careers in education administration, nutrition, occupational therapy, physical therapy and public health.
- Exploration in physical, mental and spiritual health to provide knowledge for instruction in lifelong wellness.

### Minor Requirements

Students interested in completing the Physical Education minor in order to earn a subsequent endorsement on their Professional Educator License (PEL) must be majoring in secondary education or currently hold a secondary teaching license in Illinois. Students who elect to minor in physical education must complete 20 hours from the Health Sciences division, choosing from those that carry formal academic credit. Any of the coaching classes or any special topics course from other departments designated appropriate to fulfill the requirement may be taken. Additionally, you will need to earn a passing score on the Illinois State Board physical education (213) content exam.

Please contact the director of Physical Education for more information.

*The College of Nursing, Health Sciences and Business reserves the right to amend policies, procedures and other program information as necessary. All changes will be communicated promptly.*

## Sports and Fitness Administration

Saint Xavier University Sports and Fitness Administration program is an interdisciplinary effort including contributions from Saint Xavier University Business (Graham School), Biology, Psychology, and Physical Education programs, among others contributing elective courses (e.g. Communications, Sociology).

Saint Xavier University's Sports and Fitness Administration program prepares individuals to apply business, financial, and physical education principles to the organization, administration, and management of athletic programs, athletic teams, fitness/rehabilitation facilities, health clubs, sports recreation services, and other related services. It includes instruction in program planning and development; business and financial management principles; sales, marketing and recruitment; event promotion, scheduling and management; facilities management; as well as psychological and social issues surrounding professions related to the program. The curriculum concludes with a career-oriented internship and capstone in Sport and Fitness Administration and is a critical component of the program.

### Program of Study

PSYCH 101 is a prerequisite for all psychology courses in the program.

Students in the College of Nursing, Health Sciences and Business must complete all science courses at SXU.

A 'C' or better in MATH 135: Introduction to Statistics is specifically required prior to taking ACCT 210: Financial Accounting. Students who do not place into 100-level mathematics should seek to complete any required remedial mathematics coursework as soon as possible.

Additional course prerequisites are noted in the curriculum.

Graduation with a bachelor's degree in Sports and Fitness Administration requires a grade of 'C' or better in every course required for the major.

Note: Students may be required to submit to a background check, health requirements, and urine drug screening as required for the final capstone course.

### Major Requirements (55 credit hours)

Students who major in Sports and Fitness Administration must take the following courses, for a total of 55 credit hours.

Students must complete the following course from the program's core:

#### Biology Core

BIOL 200: Human Biology w/lab

#### Behavioral Kinesthetics Core (SFA Specific)

- EXSC 112: Health and Fitness
- EXSC 130: Intro to Exercise Science
- EXSC 203: Nutrition for Sport **OR** PE 124: Health and Nutrition Across the Lifespan
- EXSC 275: Exercise Physiology for Sport **AND** EXSCL 275 (lab)
- EXSC 319: Biomechanics
- SAFA 320: Sport Program and Administration
- SAFA 381: Sports and Fitness Administration Internship
- SAFA 391: Sports and Fitness Administration Senior Seminar
- EXSC 335: Sports Psychology

#### Administration Core

- ACCT 210: Financial Accounting
- ECON 202: Microeconomics
- MGMT 300 Level Elective
- MGMT 370: Organizational Behavior
- MKTG 300: Principles of Marketing

- BUSP 101: Business Matters

### **Elective Choices**

**Students must also complete two elective choices from the following list below.** Please choose **two** electives.

- COMM 207: Sports Communication
- ENG 235: Sports and Literature
- MGMT 223: Legal Environment
- MGMT 310: Hospitality Management
- MGMT 330: Diversity in Organizations
- PSYCH 303: Human Motivation
- PSYCH 311: Physiological Psychology
- PSYCH 341: Health Psychology
- SOC 140: Sociology of Sports

### **Minor Requirements (19 credit hours)**

Students planning to minor in sports and fitness administration must complete, major coursework with a C or better. The minor in sports fitness administration is 19 total credit hours. The minor is interdisciplinary with courses stemming from business, biology and exercise science majors.

### **Required Courses**

- ECON 202: Principles of Economics
- ACCT 210 Financial Accounting
- MGMT 370: Organization Behavior
- MKTG 300: Principles of Marketing

### **Elective Choices**

**Students must also complete two elective choices from the following list below.** Please choose **two** electives.

- EXSC 210: Motor Behavior
- EXSC 275: Exercise Physiology for Sport **AND** EXSCL 275 (lab)
- EXSC 319: Biomechanics
- EXSC 366: Strength and Conditioning Theory

*The College of Nursing, Health Sciences and Business reserves the right to amend policies, procedures and other program information as necessary. All changes will be communicated promptly.*

## Degree Completion Education

Saint Xavier University offers the following transfer degree completion programs:

- **Applied Communication** (Fast-Track)
- **Applied Graphic Design** (Fast-Track)
- **Business Administration** (Fast-Track)
- **Gerontology Studies**
- **Liberal Studies**

The curriculum for these programs is structured in an accelerated and/or traditional instructional format and is designed for busy professionals who have either earned an associate's degree or its equivalent, have prior college credit and are eager to continue their education.

Saint Xavier University is committed to providing adult learners with high-quality educational programs that foster personal and professional growth and development while accommodating demanding lifestyles. A variety of opportunities are available for adults establishing a new career, completing a degree or enriching personal/professional development skills. There is flexible scheduling that includes traditional classroom learning, fully online courses and hybrid courses that include both classroom and web-facilitated learning.

### Degree Completion Transfer Policy

All transfer students must complete ACSU 101: Transfer Student Orientation. The online format of the orientation is designed to familiarize our students with the many resources available to SXU students. ACSU 101 requires no cost and carries zero (0) credit hours. This is a graduation requirement for transfer students.

#### **Transfer students with fewer than 30 hours**

All requirements of the general education curriculum.

#### **Transfer students with more than 30 hours**

Students who have completed the Illinois Articulation Initiative General Education Core Curriculum (IAI/GECC) requirements (37-41 hours) must take the following additional mission based courses at SXU in order to fulfill their general education requirements:

- Philosophy 150: The Examined Life
- One religious studies course

Students have the opportunity to qualify for SXU's IAI/GECC Articulation Agreement as long as the majority of the general education core has been met prior to transferring. Any remaining general education courses may be taken from Saint Xavier University. All other transfer students will be evaluated on an individual basis in terms of SXU general education requirements.

### Credit for Prior Learning

Saint Xavier University recognizes that education can occur outside the classroom environment through work or personal experience. Students acquiring knowledge within a particular subject area other than formal college classes, such as job skills, military experiences, certifications, travel and personal, may contact an advisor to learn more about obtaining credits. Check out the [Credit for Prior Learning](#) page for more details.



## Degree Completion General Education Core

The general education curriculum for degree completion programs provides a broad foundation in the arts and sciences and fosters the development of competency in reading, writing, communication, critical thinking and inquiry, and ethical reflection. The liberally educated person possesses skills for effective communication, insight into human nature and culture, scientific understanding, philosophical inquiry and understanding of religious traditions. The following general education requirements complement undergraduate degrees throughout the University.

### Core Requirements

The core consists of 36 credit hours including the following.

- ENGL 120: Rhetoric and Writing (3)
- COMM 101: Speech Fundamentals (3)

#### College Level Mathematics

Applicable college-level math required in major (3)

#### Natural Science

- One life science course (3)
- One physical science course (3)

#### History/Social Sciences

- One history course (3)
- One social science course (3)
- One history or social science course (3)

#### Art/Humanities/Music/Literature

- One courses in art, humanities, music or literature (3)
- One course in art, humanities, music, literature, religious studies or philosophy (3)

#### Philosophy

Philosophy 150: The Examined Life (3)

#### Religious Studies

One religious studies course (3)

#### Transitions

ACSU 101: Transfer Student Orientation (0)

### Transfer Students

Transfer students who have completed the Illinois Articulation Initiative General Education Core Curriculum (IAI/GECC) requirements (37-41 hours) complete the following mission-based courses at SXU in order to fulfill their general education requirements:

- Philosophy 150: The Examined Life (3)
- One religious studies course (3)



Saint Xavier  
UNIVERSITY

## Undergraduate Courses

## ACADEMIC SUPPORT

ACSU 097

**Cougar Trax**

0 Credit Hours

Orientation program for first-year students.

ACSU 200

**Rebound Workshop**

0 Credit Hours

Rebound is an academic recovery course designed to assist students placed on academic probation after their first semester at Saint Xavier University. It is required for first-year students on probation, but also available to first-year students in need of more focused assistance. This course is offered as a non-credit class.

## ACCOUNTING

ACCT 210

### Financial Accounting

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-132 or MATH-135

Financial accounting is an introduction to accounting principles and concepts, measurement of business income, and determination of financial positions. Emphasis is on the theory and practice of accounting cycles leading to the preparation of financial statements.

ACCT 211

### Managerial Accounting

3 Credit Hours

*Pre/Corequisite:* P (RQ) Math-132 or Math-135 or High School weighted GPA of 3.5 or higher

Managerial accounting is the field of accounting aimed at providing managers with financial information to help them make decisions and maintain effective control of their organizations. This course introduces the student to the internal accounting for business managers.

ACCT 220

### Business Law I

3 Credit Hours

Business Law is the study of the fundamental concepts, principles and rules of laws that apply to business transactions. Primary attention is given to contract law and the Uniform Commercial Code as it relates to sales and commercial paper. The law governing agency will be covered. In addition, two or more of the following areas will be included in course coverage: Bankruptcy, Securities Regulation, Secured Transactions or Accountants' Legal Liability.

ACCT 301

### Intermediate Accounting I

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-211

Intermediate Accounting I provides an in-depth study of the conceptual framework of accounting as it relates to recording, reporting, and disclosing financial information on the Balance Sheet, Income Statement, and Cash Flow Statement. Emphasis is placed on the accounting procedures for measuring, recording, and reporting Assets. Recent developments in accounting standards and practice are also covered.

ACCT 302

### Intermediate Accounting II

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-301

A continuation of the in-depth study of financial accounting with a concentration on long-term assets, liabilities, and stockholders' equity. Other current issues in accounting will be addressed.

ACCT 312

### Introduction to Taxation

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-211

Introduction to the theory of federal income tax law as it applies to individuals, including income recognition and expense deduction rules, property transactions, and tax credits. Students seeking credit must participate in a community service tax preparation service approved by the instructor, which requires at least 16 hours off-campus service during the student's concurrent or subsequent semester.

ACCT 321

### Cost Accounting

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-211 and P (RQ) BANA-250 or BANA-251

This course examines the concepts and procedures underlying the development of a cost accounting system for managerial decisions, control, and performance reporting.

ACCT 331

### Accounting Information Systems

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-211

This course is a study of the concepts, nature, and objectives of accounting information systems. AIS integrates the students' knowledge of accounting with computer technology, management concerns, and quantitative reasoning. Students will be introduced to Sage50 (Peachtree) Accounting Software.

ACCT 341

### Auditing

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-301

Auditing allows students to gain an understanding and familiarization of financial statement auditing and other value-added assurance and attestation services. Topics covered include: auditing theory and legal and ethical issues related to auditing, creating an auditing plan, analyzing audit risk, studying and assessing internal control, performing statistical samplings, and gathering audit evidence and preparing audit reports. Current issues in auditing will also be discussed.

ACCT 351

### Advanced Accounting Issues

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-302

Advanced Accounting is the study of the concepts, nature objectives and reporting issues related to not-for-profit/governmental organizations and partnerships. Foreign currency transactions will be addressed. The equity method will be expanded to include consolidation theory and practices.

ACCT 362

### Advanced Taxation

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-312

Advanced taxation provides students with a review of tax theory, introduction to tax research and planning as it relates to federal and multi-state income taxation for corporations and

S-corporations and their shareholders. Tax issues related to partnerships/partners and trust/beneficiaries are also covered. Student research of tax issues, including court cases and IRS pronouncements is included.

ACCT 371

**Governmental, Non-Profit, and Current Issues in Accounting**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-302

Financial accounting, transaction analysis, and recording within the context of governmental and non-profit accounting frameworks. These include general non-profits, educational institutions, and private health organizations. Other selected current issues in accounting are addressed, including accounting research, and SEC reporting.

ACCT 399

**Special Topics in Accounting**

3 Credit Hours

*Pre/Corequisite:* C (RQ) ACCT-301

Course content will be adapted to meet student and faculty needs. Specific titles, prerequisites and content will vary. Course is repeatable with approval based on content of course.

## **AFRICAN AMERICAN STUDIES**

AAS 101

### **Introduction to African-American Studies**

3 Credit Hours

This multidisciplinary course will survey the various theories, frameworks and methods currently employed in examining the collective contributions and status of African-Americans in the United States and abroad.

AAS 260

### **Special Topics**

3 Credit Hours

Topics for this course will vary. Previous topics have included Art of Africa, Black Catholic Experience and African-American Women's History.

## AMERICAN SIGN LANGUAGE

ASL 101

### **American Sign Language I**

3 Credit Hours

An introductory course to American Sign Language (ASL). The course includes basic grammar, vocabulary, fingerspelling, numbers and cultural information related to the Deaf Community.

ASL 102

### **American Sign Language II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ASL-101

American Sign Language II reviews ASL vocabulary and grammatical structures discussed in ASL I. It further develops language comprehension and production skills at an intermediate level and expands, in more detail, concepts introduced in ASL 101 about Deaf Culture.

ASL 260

### **Special Topics: American Sign Language III**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ASL-102 or division director consent

This course is designed to cover an in-depth look at the structure of ASL Grammar, how and when to apply the use of Fingerspelling, different numbering systems, and visual-gestural communication. This course discusses expressive and receptive skills that are necessary for complex dialogue and storytelling. The course explores in more depth the Deaf Culture and how language and culture are intertwined.

## ANTHROPOLOGY

ANTH 101

### **Cultural Anthropology**

3 Credit Hours

Cultural anthropologists specialize in the study of culture and peoples' beliefs, practices, and the cognitive and social organization of human groups. In this course the human ways of life, with their diverse adaptations, organizational processes, social practices and belief systems are surveyed. Offered fall.

ANTH 105

### **Archaeology**

3 Credit Hours

Archaeology is one of the four subdisciplines of anthropology and it focuses on the study of past human behavior through studying the material culture left behind. This course will examine the history of archaeological investigation, different theoretical approaches in archaeology, the nature of the archaeological record, archaeological survey and excavation, archaeological classification and analysis, dating techniques, artifact analysis, conservation and storage of artifacts. Offered spring.

ANTH 120

### **Biological Anthropology**

3 Credit Hours

\*Formerly Physical Anthropology. This introductory course is designed to provide students with an understanding of human evolution and diversity from a biological anthropological perspective. Major topics include the concept of evolution, biological relationships between humans and other primates, the fossil record of human evolution, modern human variation and adaptation, and the basic methods employed by archaeologists and biological anthropologists in the study of prehistoric and contemporary humans' biological and cultural development. Offered fall.

ANTH 214

### **Language, Culture and Society**

3 Credit Hours

This course is an introduction to major anthropological and sociolinguistic concepts that explain both uniformity and diversity in language behavior. One focus is on the origin, development and variation of the world's languages. Focus on language diversity in North American English in terms of differences based on nation, region, ethnicity, class, gender, age, lifestyle and social context. Offered spring.

ANTH 235

### **Sex/Culture/Society**

3 Credit Hours

In this course the sexual legacies of our primate heritage are examined. Human sexuality and gender roles are explored cross-culturally in their social, political and ideological contexts.

ANTH 240

### **Chicago's Arab Americans**

3 Credit Hours

This course will explore the immigration, geographic trends, and historical settlement of the Arab community in the greater

Chicagoland area. Topics will include the diversity, identity, demographics, cultural traditions, norms and practices of the Arab American community.

ANTH 243

### **Myth and Mythology**

3 Credit Hours

This course serves as an interdisciplinary, cross-cultural examination of both descriptive and theoretical research on myth from the ancients to the present, in order to foster appreciation of the universal, general and particular dimensions of expressive culture. Special consideration is given to the significance of myth as a continuing source of spiritual and artistic inspiration. Offered fall.

ANTH 244

### **Chicago Neighborhoods**

3 Credit Hours

Chicago, as has often been stated, is a city of neighborhoods. This course is designed to provide a sociological and an anthropological understanding of the complex, urban mosaic created by Chicago's rich and diverse neighborhood communities. Special attention will be paid to the social forces that shaped the city, as well as to the ethnic enclaves, voluntary associations, cultural institutions and historical sites that continue to enrich this vibrant metropolis. Offered fall or spring.

ANTH 245

### **Third World in a Global Context**

3 Credit Hours

This course focuses on Third World issues of population, food, exports, employment and development are examined along with First World concerns for investment, trade, employment and political influence. The roles of multinational corporations, international agencies, the drug trade and other major factors in the world economic system are also explored. Offered as needed.

ANTH 250

### **Modern Latin America**

3 Credit Hours

This course explores the societies and cultures of those who live in the related, yet different countries of this dynamic region. Their multiple heritages, modern institutions, changing lifestyles and world context are examined. Offered spring.

ANTH 251

### **Native American Cultures**

3 Credit Hours

This course focuses on the social and cultural adaptations made by the first Americans to the environments of North America. Students will explore the past and present lives of Native Americans through archaeology, cultural anthropology, ethnography, and bioarchaeology. The transformations that have occurred since contact and the present conditions for Native Americans will also be explored. Offered fall.



## ANTH 265

**Middle East and North African (MENA) Cultures**

3 Credit Hours

\*Formerly Middle Eastern Cultures. The Middle East is built on a magnificent legacy of civilizations dating back to ancient times. Today, the Middle East continues to offer the world a rich cultural contribution. This course explores the peoples and cultures of the Middle East and offers an anthropological understanding of the diversity in the Middle East by examining societal differences in cultural practices, male-female relations, music, literature, kinship systems, religions and traditions, history and heritage, ethnic minorities, social identity and social change. This course will also analyze the impact of colonialism and imperialism on the contemporary political and group conflicts among the various peoples of the Middle East. Offered fall.

## ANTH 285

**Special Topics in Anthropology**

3 Credit Hours

The subject matter of this course will vary depending on student interest and faculty resources. Open to students of all majors.

## ANTH 295

**Great Discoveries in Archaeology**

3 Credit Hours

This course is a journey of discovery and exploration of our human past covering more than 4 million years and spanning all continents. The course explores ancient civilizations and surveys their most important sites and discoveries. The archaeological discoveries range from the treasure of the Tutankhamun tomb in Egypt to the less spectacular, but important, fossil record in Africa. Illustrated lectures, hands-on projects and analysis of material remains left behind by the earlier peoples will introduce students to ancient achievements that capture our imagination and motivate us to learn more about our past. Offered as needed.

## ANTH 309

**Gender and Globalization**

3 Credit Hours

This course examines the economic, socio-political and cultural aspects of globalization within the framework of contemporary debates about gender. The main focus will be on how globalization affects gender roles, ideology, and the experiences of men and women in a global context. Class discussions will revolve around sex and gender comparisons, both nationally and internationally, in the following tiers: work/career, academic institutions, religious institutions, government procedure and law, and in society and socialization at large. We will examine historic and modern day concepts of gender ideology and application, and how it currently affects people on the micro and macro scale, in addition to how these applications may influence future societies. Offered as needed.

## ANTH 330

**Folklore**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120 or HONOR-150

Introduction to the study of the folklore of the major areas of the world, concentrating on the study of the folktale. Offered spring.

## ANTH 355

**Who Owns the Past?**

3 Credit Hours

Through the use of case studies, this course tracks some of the uses and abuses of archaeology and the cultural past, in an attempt to understand how this constructed past is used to strengthen religious, national and ethnic loyalties. This course will also focus on ethical issues related to archaeology and cultural property collection, repatriation, looting and museum representation of the self and other. Offered spring.

## ANTH 385

**Fieldwork in Anthropology/Archaeology**

1 to 6 Credit Hours

*Pre/Corequisite:* P (RQ) ANTH-101 or ANTH-105 or consent of instructor

Participation in anthropological research and/or archaeological field excavations or survey overseas or in the U.S. under the supervision of SXU faculty anthropologists/archaeologists.

## ANTH 390

**Independent Study**

1 to 3 Credit Hours

Students who have done exceptionally well may take this course to pursue a topic of their own choosing. The student's eligibility, general topic, specific selection of readings and the format (e.g., a research paper, tutorial, short summary essays) will be worked out with the instructor. Offered by special arrangement.

## ARABIC

ARAB 101

### **Elementary Arabic I**

3 Credit Hours

This course is an introduction to the language for students who have had no previous study of Arabic. The course places equal emphasis upon aural comprehension, oral expression, reading, writing and the grammatical structures of the language. Class features recitation, written exercises, and reading of simple texts.

ARAB 102

### **Elementary Arabic II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ARAB-101 or placement or consent of instructor

This course is a continuation of the study of Arabic for students who have had one semester of language instruction or equivalent. Continued emphasis on aural comprehension, oral expression, reading, and writing.

ARAB 103

### **Intermediate Arabic I**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ARAB-102 or placement or consent of instructor

This course is a continued development of vocabulary and idioms. Equal emphasis on both passive comprehension and active use of Arabic in its spoken and written forms.

ARAB 201

### **Advanced Composition and Conversation I**

3 Credit Hours

*Pre/Corequisite:* P (RQ) Placement into ARAB-201 or consent of instructor

An advanced course in Arabic that will focus on conversational practice and in-depth study of Arabic grammar and syntax. Emphasis will be put on intensive practice of writing in Arabic, acquisition of advanced vocabulary and pronunciation. Students will develop their conversational and writing skills by focusing on one particular aspect of the Arabic culture per semester.

## ART

ART 100

### **Visual Communication**

3 Credit Hours

This course is an introduction to basic visual communication in a variety of media formats, including the still, moving and interactive image. Theoretical, historical and perceptual models of visual communication will be covered. Students will be engaged in the creation, execution and analysis of visual presentations. This course is not for art majors. Studio.

ART 101

### **Drawing I**

3 Credit Hours

This course is an introduction to the basic elements, techniques and media of drawing. Emphasis is on the role of perception. Group critiques help students assess the effectiveness of their efforts. Studio.

ART 103

### **Introduction to Art**

3 Credit Hours

This course is a survey course covering the basic principles underlying the arts and their application to selected examples of architecture, sculpture, painting and graphic arts. This course is not for art majors.

ART 105

### **Painting I**

3 Credit Hours

This course is an introduction to the general techniques and uses of acrylic and oil painting and will explore visual painting problems and ideas. Studio.

ART 106

### **Introduction to Game Design Introduction to Game Design**

3 Credit Hours

An introduction to the gaming industry pipeline focusing on pre-production. Topics include: game design, concept art, character creation, storyboard formats, terminology, and animatics.

ART 108

### **Art in Virtual Reality**

3 Credit Hours

This is an introductory level 3D animation course using industry standard techniques and principles and applying them to action sequences to characters. The class focuses on using the principles to create realistic actions in characters.

ART 111

### **Introduction to Film Analysis**

3 Credit Hours

This course will introduce the field of film studies, including the formal analysis of film, film style, national cinemas and technological developments in the medium. In addition to in-class film screenings, the class takes a field trip to the Chicago International Film Festival. Through screenings, discussion and writing, students develop an enhanced understanding of film art and industry.

ART 113

### **Art: Photography I: Digital**

3 Credit Hours

This is an introduction to digital photography course. Emphasis will be on composition, camera craft, and visual expression. In a series of assigned problems, the students will learn to use their digital cameras to communicate effectively and artistically with images. Studio.

ART 116

### **Computer Graphics**

3 Credit Hours

This course is an applied introduction to digital art and design. Students will be introduced to the elements of art and the principles of design while exploring the tools and processes of the contemporary graphic artist and designer. Projects in this course will focus on Digital Illustration and Two-Dimensional Design. Students will be introduced to the Macintosh computer and Adobe Illustrator.

ART 118

### **Drawing and Painting from Nature**

3 Credit Hours

In this introductory-level course, the theme of nature is used to explore basic drawing and painting principles such as line, space, value, color, texture, perspective, balance and repetition. Students will work both outside (weather permitting) and in the studio. Imagery derived from "Mother Nature" will provide a focus, expanding each participant's awareness of the environment and him/herself. Studio.

ART 119

### **Digital Imagery**

3 Credit Hours

Digital image manipulation and design is the focus of this course, which includes photo enhancement, altering and manipulating photographs, computer-generated images, animation and design. Instruction in Adobe Photoshop and Painter programs will be used to explore the digital image environment. Studio.

ART 120

### **Graphic Design I**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-116 or consent of instructor  
This course is an introduction to graphic design emphasizing the elements and principles of visual communication as applied to print formats. Consideration of type, image and space are presented in a series of studio projects. Hand-rendered and computer-generated approaches to the design process are included. Studio. Offered as needed.

ART 124

### **Art Portfolio Seminar**

3 Credit Hours

Through the analysis of gallery visits, critiques, lectures and the creation of a variety of portfolios, the students in this class will be introduced to the world of the artist/designer. The goal of this course is to provide a critical and technical foundation for speaking, writing, and cataloging the student's creations for successful completion of the Art and Design degree at Saint

Xavier University. This course is highly recommended for all Art and Design majors and not recommended for non-majors. Seminar. Offered fall.

ART 128

**Digital 3D: Modeling**

3 Credit Hours

Introduction to 3D Modeling teaches students how to create 3D polygon models using industry-standard modeling tools. A firm understanding of edge flow and polygon count will be obtained. Students will learn modeling techniques, and modeling pipelines to achieve industry standard models.

ART 135

**Art Scenes in Chicago**

3 Credit Hours

This course explores some highlights of the vast and ever-growing cultural resources of the city of Chicago. In the classroom we examine the artworks in a historical context considering the issues of who makes art and why it is made. Field trips to museums and galleries downtown supplement the students' understanding of the Chicago art scene, past and present. Lecture.

ART 138

**History of Animation**

3 Credit Hours

This course is a survey of animation, exploring fundamental concepts from the first moving objects through present time. This course will consider trends and developments in animation looking through film, motion graphics and games.

ART 155

**Films About Paintings**

3 Credit Hours

In this course you will study the last 500 years of Western Painting through the lens of the camera. The class will discuss both influences and processes used by painters of different periods and how art historians communicate these to viewers of our time through the medium of documentary film.

ART 160

**Art: Special Topics**

3 Credit Hours

This course involves various thematic art topics.

ART 201

**Drawing II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-101

This course is designed to enhance the basic skills developed in Drawing I. Students will experiment with a variety of drawing tools and techniques, encouraging them to develop a conceptual framework for each drawing project. Majors and non-majors alike will benefit from the problem-solving emphasis that allows for personal solutions. Studio. Offered spring.

ART 202

**Design: Three-Dimensional**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-116

This course explores the fundamental organization of 3-D objects and spaces, considering both formal and functional. This course will introduce the fundamentals of creating compositions that require the three dimensions of height, width and depth. Students in this class will be introduced to both analog and digital tools and techniques for composing in paper, wood plastic and light. Through a process of sketching, critiquing and reworking students will be encouraged to make their works clear, efficient and communicable. Studio. Offered spring.

ART 203

**Book as Art and Design**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-101

This course explores traditional and non-traditional book formats with an emphasis on the design of the page, sequentially developed ideas and the relationship of book structure and content. Various hand-binding methods are demonstrated. Printing options for text and image span a spectrum from hand-rendering to computer generation. Studio. Offered as needed.

ART 205

**Painting II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-105

This course is a continuation and expansion of Painting I problems. More opportunity for concentration on individual development. This course involves outside assignments and field trips. Studio. Offered as needed.

ART 206

**Watercolor Painting**

3 Credit Hours

This is a course in exploration of the techniques and methods of watercolor painting. Studio.

ART 207

**Collage: Alternative Expressions**

3 Credit Hours

This course is a cross-cultural study of designer/artists of the African Diaspora and the Americas, primarily women, with special attention to their influence on 20th century modern art movements. Textiles, tribal and populist arts will be the focus of lectures. Hands-on collage project assignments will encourage creative response. Studio. Offered as needed.

ART 208

**Ceramics: Hand Construction**

3 Credit Hours

This course focuses on hand construction techniques emphasizing three-dimensional drawing, construction of sculptural forms, concept realization and creative personal invention. Appropriate surface design treatments, ceramic glazing and firing methods will be presented. Studio. Offered as needed.

ART 209

**Figure Drawing I**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-101

This course is about exploration based on the figure (all media). Emphasis on form, expressive content and composition. Studio. Offered as needed.

ART 210

**Printmaking: Silkscreen and Lithography**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-101 or consent of instructor

This is an introduction to stencil and planographic printmaking techniques in the form of silkscreen and stone lithography processes. Emphasis upon the development of the student's technical understanding of each process and the visual and conceptual relationship of image to media. Studio. Offered as needed.

ART 211

**Typography**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-116 or consent of instructor

This course develops an aesthetic, historic and organizational sensitivity to type. Emphasis on formal visual principles (structure, form, weight, texture, size, color and direction) is applied in exercises that require both hand-rendered and computer-generated letterforms. Studio. Offered as needed.

ART 212

**Photography II: Digital/Darkroom**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-112 or ART-113, or consent of instructor

Experimental and thematic photographic work will incorporate all aspects of photography, including digital and darkroom manipulations for this course. Creativity and advanced visual awareness are the main goals of this course, as well as a complete understanding of the craft of photography in silver-based and digital media. Studio. Offered as needed.

ART 217

**History of Film**

3 Credit Hours

This course is a survey of the history of film. This class examines technical, social and artistic influences on film from its inception to 1960. In-class screenings, lectures and discussions provide opportunities to examine original materials. Lecture. Offered as needed.

ART 220

**Graphic Design II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-120

This course is a series of sequential visual communication projects that challenges the student to further refine visual thinking and extend basic graphic design concepts into formal and practical commercial applications. A variety of software programs, such as Illustrator and Photoshop, are integrated with hand-rendering projects. Studio. Offered as needed.

ART 222

**Art of the Renaissance Through Enlightenment**

3 Credit Hours

This course is a survey of European art from the 14th to the 18th century. Research includes evaluations of Renaissance and Baroque masterpieces in The Art Institute of Chicago. Offered fall.

ART 223

**Modern and Contemporary Art**

3 Credit Hours

This course is a survey of art from the Neo-Classicism and Romanticism in the early 19th century through Post-Modernism and other contemporary developments. Efforts are made to integrate the class lectures with current exhibitions at The Art Institute of Chicago, Museum of Contemporary Art and commercial galleries. Lecture. Offered spring.

ART 224

**Contemporary Cinema**

3 Credit Hours

This course focuses on in-depth look at special issues and types of films, from international cinema to the films of independent filmmakers to the influence of gender on films. The focus changes each time the class is offered. Screenings, lecture and discussion will address developments related to the semester's theme. Lecture. Offered as needed.

ART 226

**Chicago Architecture and Design**

3 Credit Hours

This course focuses on an in-depth look at Chicago's celebrated architecture and the individuals who shaped its legacy. Chronological range is from the Great Chicago Fire of 1871 to the present, with special focus on the skyscraper boom, using both corporate and residential examples. Site visits/field trips included with some out of class time required. Lecture.

ART 227

**Writing for Artists**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-201

This class aims to help you in your art and or design career through developing your writing skills. Over the course of the semester, you will develop a portfolio of writing that you tailor to your specific needs. The student should gain an understanding of their own artistic purpose and process, and how to clearly and creatively communicate that to others.

ART 228

**Design: History and Inspiration**

3 Credit Hours

This course will trace the development of modern graphic design and its inter-relatedness to architectural, industrial, interior and craft design, as well as modern painting and sculpture through a chronological survey of 20th-century styles. Students will develop their own design sensibilities through experiential design projects. Studio.

ART 229

**Printmaking: Relief and Intaglio**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-101 or consent of instructor  
This course is an introduction to relief and intaglio printmaking techniques in the form of woodcut, linoleum block, etching, aquatint and soft ground processes. Emphasis on the development of the student's technical understanding of each process and the visual and conceptual relationship of image to media. Studio. Offered as needed.

ART 237

**Screen Printed Poster: Historic and Contemporary**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-101 or consent of instructor  
Course covers historical origins of screen printing in poster formats, as well as its contemporary applications through image-augmented lectures and hands-on studio projects. WPA posters, advertising posters, political protest, Pop art inspired and psychedelic music posters will be investigated. Course fulfills Graphic Design track elective credits. Offered as needed.

ART 238

**Intermediate 3D**

3 Credit Hours

*Pre/Corequisite:* P (RQ) Art-128  
In this course students will use advanced modeling techniques to create 3D characters and detailed visualizations of objects and spaces. Students will learn techniques for building organic and hard surface objects. Students will research and create models based on anatomy and technical reference materials using industry standard techniques. Students also illustrate the physical effects of lighting, textures, and prepare models for rigging and animation.

ART 241

**Illustration: Image and Story**

3 Credit Hours

This course is an introduction to making illustrations for advertising and publishing, focused on the powerful role that visual imagery has in storytelling. Visual problems solved in stages of thumbnail, rough and comprehensive sketches to finished artwork. We will explore traditional and contemporary techniques to better understand how to effectively render imagery as well as understanding the significance and effectiveness of the language of visual storytelling. Studio.

ART 243

**Women in Art**

3 Credit Hours

This course explores the topic of art by and about women through notions of feminism, colonialism/orientalism, representation, reception and the art historical canon. It will consider media including painting, printmaking, photography, video, film, textile arts, ceramics, architecture, installation art, performance and sculpture and comics. It looks at the way artists address issues of gender and sexuality, identity, history, violence, labor, embodiment, just to name a few. Taking historical context(s) into account, the course will emphasize

contemporary iterations of women and representation. Lecture. Offered as needed.

ART 244

**Latin American Cinema**

3 Credit Hours

This course provides an introduction to Latin American cinema. From Cuba to Brazil, from Argentina to the Latino U.S., filmmakers have theorized and made films that express the unique conditions of (Latin) American identity and life. The focus of the course is film of the last 50 years and key film movements in Latin America. These include the *Edad de Oro*, Mexico's cinematic Golden age of the 40's and 50's; *Nuevo Cine Latinoamericano* and third cinema of the 60's and 70's, and the 90's to present, globalization and continental film production renaissance. In addition to in-class screenings, students attend a field trip to the Chicago Latin American Film Festival. Lecture. Offered as needed.

ART 245

**Latin American Visual Culture**

3 Credit Hours

This course looks at the visual culture(s) of Latin America. It will explore expressions of Latin American and Latino culture from the ancient Andean region to contemporary Chicago. Along the way, we will look at pre-Columbian indigenous visual culture, the curious hybridity of the colonial era, with its violent contestations between indigenous and European systems of knowledge and the explosion of the modern in popular and fine arts, including murals and revolutionary posters, *fotonovelas*, performance art, graffiti and low-rider art. Lecture. Offered as needed.

ART 248

**Motion Graphics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-119

This course will introduce students to visual communication using motion and timing. This course will be using Adobe After Effects and will demonstrate the principles/elements of design with movement. It will enhance the students digital creativity with time-based media.

ART 258

**Ceramics Wheel Throwing**

3 Credit Hours

This course is an introduction to the potter's wheel, glaze application and the firing process. Emphasis is placed on the development of design and construction skills with ceramic materials, concept realization and creative personal invention. Studio. Offered as needed.

ART 260

**Special Topics in Art**

3 Credit Hours

This course involves various thematic art topics.

ART 268

**Character Animation**

3 Credit Hours

*Pre/Corequisite:* P (RQ) Art-128

This is an introductory level 3D animation course using industry standard techniques and principles and applying them to action sequences to characters. The class focuses on using the principles to create realistic actions in characters.

ART 300

**Independent Study**

1 to 3 Credit Hours

This course focuses on individual study projects for advanced students in art. Topic to be determined by instructor and student. Consent of division director and instructor.

ART 305

**Senior Seminar I**

3 Credit Hours

This course is the first part of the seminar aimed at professional awareness and graduate preparation. Students taking the seminar will have their thesis work critiqued in class by the instructor and peers approximately every other week, and critiqued by the Art and Design Program full faculty at midterm and final. Guest artists' exhibitions and presentations, lectures, group discussions included. Senior art major; at least two semesters of any SXU studio or design art course. Presentation of a portfolio of creative and dynamic art work that shows student is prepared for independent artistic creation. Seminar. Offered fall.

ART 306

**Senior Seminar II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-305

This course is the second part of the seminar aimed at professional awareness and graduate preparation. Students taking the seminar will have their thesis work critiqued in class by the instructor and peers approximately every other week, and critiqued by the Art and Design Program faculty at midterm, culminating in the required presentation of the Senior Exhibition in the SXU Gallery and/or the Visual Arts Center Student Gallery in spring. Emphasis is placed upon the design and production of an advertising postcard, reception preparations and installation options within the Gallery space. Guest artists' exhibitions and presentations and viewing of previous Senior Thesis documented exhibitions included. Requirements for Admission: Completion of Art 305 with a grade of "C" or higher. Must be taken after Art 305. Offered spring.

ART 309

**Figure Drawing II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-209

This course involves the continuation and expansion of the content of Figure Drawing I. Studio.

ART 314

**Studio Photography**

3 Credit Hours

This course will introduce the fundamentals of Studio Photography such as the use of lights, lenses, flash, and other essential tools and techniques. Studio.

ART 315

**Web Site Art and Design**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-119 or consent of instructor

This course is an applied introduction to principles governing effective coordination of text with images for the Internet. While knowledge of programming languages is not required, basic user-competence with Macintosh computers is presumed. Studio. Offered as needed.

ART 317

**Photo III: Advanced Photography**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-112 or ART-113, or consent of instructor

This course is the study and practice of color and studio photography. Color theory, advanced portraiture, lighting, view camera use and experimental techniques will be included. Knowledge of digital and film-based systems will be enhanced. The development of a professional portfolio through the practice of critical, creative aesthetics is a major goal of this course. Studio. Offered as needed.

ART 322

**Advertising in Marketing**

3 Credit Hours

This course focuses on a wide variety of techniques used in advertising and commercial art from conceptualization to audience consumption. Discussion will center around creative processes, methods of application, marketing theory and how the agency creative department works in the development and execution of creative advertising solutions. Studio. Offered as needed.

ART 326

**Art of the Islamic World**

3 Credit Hours

An introduction to the arts of architecture, book, illumination, ceramics, metalwork and carpets from Spain, North Africa, Middle East and South Asia. Emphasis is placed on the Islamic world's strategic role in the cultural exchange between East and West. Lecture.

ART 327

**Multimedia**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ART-116 or ART-119, or consent of instructor

This digital production course offers students a range of experiences, techniques and tools for developing screen-based, time-based art. Projects in this course will allow students to experiment with a variety of digital processes for collecting, capturing and editing material. Output will include

web publishing and digital video projection. Studio. Offered as needed.

ART 360

**Special Topics: Art Topics**

1 to 3 Credit Hours

This course involves various thematic art topics.

ART 365

**Internship**

1 to 9 Credit Hours

For this course, students will work in a professional design facility or on a faculty- supervised project of sufficient depth and responsibility. Consent of division director is required.

ART 371

**Methods of Teaching Art in the K-12 School**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-370

This course focuses on theoretical and applied investigation of practical and creative aspects of teaching art. Through classroom and field experiences, students will explore and discuss major visual art educational concepts and techniques including curriculum development and presentation of visual arts lessons. Course also includes field trips to a variety of schools where different teaching modes can be examined. 30 field experience hours. Offered fall.



## BIOLOGY

BIOL 101

### Principles and Methods of Biology

3 Credit Hours

This course is an introduction to cell biology, genetics, development, ecology and evolution.

BIOL 110

### Fundamentals of Biology

3 Credit Hours

This course is designed to strengthen declared Biology majors who enter with a science ACT score of less than 21 and demonstrate a weakness in math. Content includes study techniques, nature of science, scientific method, the metric system, biochemistry, the cell, and basic laboratory techniques. This course is not open to the general student body. Students will be placed into this course by advising and must earn a grade of C or better in this course before beginning the General Biology sequence (BIOL 111/112).

BIOL 111

### General Biology I

4 Credit Hours

*Pre/Corequisite:* C (RQ) BIOLB-111

This course is an introduction to the principles of biological systems. Structural organization and functional interactions are studied at cellular, organismal and population levels. General Biology is a two-semester course designed for students majoring in biological sciences. Biology majors must pass both BIOL 111 and 112 with a C or better to enroll in courses for which 111 and 112 are prerequisites. Lecture 3, Discussion and Laboratory 3.

BIOL 112

### General Biology II

4 Credit Hours

*Pre/Corequisite:* C (RQ) BIOLB-112

Part of a two-semester General Biology Sequence along with BIOL 111, this course focuses on evolution of different forms of life and the ecological interactions that shape biodiversity. Biology majors must pass both courses with a C or better to take courses requiring BIOL 111 and BIOL 112 as prerequisites. Lecture 3, discussion and laboratory 3.

BIOL 117

### Exercise Physiology

3 Credit Hours

This course is a study of the physiological factors affecting human performance during exercise. Course includes lectures, laboratories and discussions. Offered fall.

BIOL 124

### Physiology of Aging

3 Credit Hours

In this course the physiological changes that occur in the aging process are addressed with emphasis on learning for the student who is not previously trained in the physiological sciences; includes information on appropriate exercise, nutrition and ways to minimize problems for the elderly.

BIOL 150

### Special Topics in Biology

1 to 3 Credit Hours

This course includes topics not regularly scheduled and not covered in other courses. Approval of program required.

BIOL 175

### Zombies: Biology of the Undead

3 Credit Hours

This course is intended for non-science majors. This course will use the model of zombies to introduce students to fundamental biology concepts including atoms and molecules, enzymes, cells, systems, pathogens and disease outbreaks. This course will train you to protect yourself from zombies (and other disease outbreaks)!

BIOL 200

### Human Biology

3 Credit Hours

*Pre/Corequisite:* E (RM) BIOLB-200

Human anatomy and physiology are studied from a life-cycle perspective. Contemporary topics related to health, disease, nutrition and human ecology are included.

BIOLB 200

### Human Biology Lab

1 Credit Hour

*Pre/Corequisite:* E (RM) BIOL-200

This is an optional lab that complements the topics covered in BIOL 200. It may be taken concurrent with or after taking BIOL 200. Laboratory 2.

BIOL 201

### Women in Science

3 Credit Hours

This course meets a number of University General Education Lab/Lecture Requirements. As a Life Science, this course will touch on the life sciences of Chemistry and Biology, exposing you to some the basic concepts of these disciplines. As a Diversity Studies as well as an Interdisciplinary Seminar, this course focuses on the integration of several fields of science, the significance of those fields in contemporary life, and some women scientists who made notable contributions to those fields. Through the study of the experiences of women scientists we will explore science in ways which illuminate science's meaning as both a method of inquiry and as a profession while also expanding our knowledge about women. This course requires active participation in all aspects of the class, from class discussion to self- and peer-evaluation.

BIOL 202

### Human Anatomy

4 Credit Hours

*Pre/Corequisite:* C (RQ) BIOLB-202

Study of the structures of the human body. Biology majors on the General Biology track may use this course as an elective. Students on the Pre-Health track may substitute this course for BIOL 220. Biology majors must have completed BIOL 111 and 112 with a C or better. Lecture 3, Laboratory 3.

## BIOL 203

**Human Physiology**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-202 or BIOL-220 and C (RQ) BIOLB-203

Study of the general principles that underlie the functions of organisms with special reference to humans. Biology majors on the General Biology track may use this course as an elective. Students on the Pre-Health track may substitute this course for BIOL 320. Biology majors must have completed BIOL 111 and 112 with a C or better. Lecture 3, Laboratory 2.

## BIOL 205

**Zoo Biology**

3 Credit Hours

Designed to enable students to apply key principles of the biological sciences to the management of animal species. Students will complete analyses of nutrition plans, behavioral data, genetic analyses and other activities that are typical of population management. Students will have access to zoological institutions and meet zoo personnel to observe how this work benefits species conservations and to learn more about careers in the different zoo fields. In addition to on-site class meetings at both university and zoological institutions, content will also be presented via online platform and independent work will be an expectation of the course.

## BIOL 206

**Microbiology**

4 Credit Hours

*Pre/Corequisite:* C (RQ) BIOLB-206

This course is a non-major course that deals with the basic structure and functions of bacteria, protozoa, fungi, viruses, and parasitic worms with the emphasis on pathogenic mechanisms. In addition, basic immunology is studied. Biology majors interested in this field should register for BIOL 306. Lecture 3, Laboratory 3.

## BIOL 207

**Nutrition**

3 Credit Hours

A study of the application of the science of nutrition to human need. Attention is given to the nutrient content of foods, optimum diets throughout the life cycle, major nutrition problems in our society and the world, efforts to protect the food supply and some common diseases that require special nutritional treatment. Offered spring.

## BIOL 208

**Natural History of Great Lakes Region**

3 Credit Hours

*Pre/Corequisite:* E (RM) Biology majors must take BIOLB-208  
This course covers the geologic and climatic history of the region, as well as its rich biological heritage. Several field trips and an independent exercise at the Field Museum, Peggy Notebaert Museum or Shedd Aquarium are required. Biology majors taking this course must concurrently take the lab. Saturday field trips. Offered fall.

## BIOLB 208

**Natural History of the Great Lakes Laboratory**

1 Credit Hour

*Pre/Corequisite:* E (RQ) BIOL-208

This course covers the geologic and climatic history of the region, as well as its rich biological heritage. Several field trips and an independent exercise at the Field Museum, Peggy Notebaert Museum or Shedd Aquarium are required. Majors taking this course must concurrently take the lecture offered during fall semester.

## BIOL 212

**Histotechniques**

3 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better BIOL-112 with a C or better or consent of instructor

This is a laboratory course designed to introduce the student to the principles and techniques utilized in preparation of animal tissues for microscopic examination. Laboratory and discussion. Offered spring alternate years.

## BIOL 213

**Interactions in Environment**

3 Credit Hours

*Pre/Corequisite:* E (RM) Biology majors must take BIOLB-213

This combined majors/non-majors course explores how organisms interact with each other and their non-living environment. Special emphasis is placed on examining human influences on these systems and the global environment. Biology majors and Environmental and Sustainability Studies minors must take the lab concurrently. Offered during spring semester.

## BIOLB 213

**Interactions Environment Lab**

1 Credit Hour

*Pre/Corequisite:* C (RQ) BIOL-213

Required for Biology majors and Environmental and Sustainability Studies minors concurrently taking BIOL 213. Laboratory 3. Offered spring.

## BIOL 214

**Natural History of the Vertebrates**

3 Credit Hours

This team-taught lecture course incorporates hands on examination allowing students to learn characteristics of the vertebrate groups and the basic methodology for identifying them. This course has been designed to accommodate both Biology majors and interested non-majors, Education students as well as a perfect Continuing Education course for the veteran teacher. A small fee will be assessed to support the "hands-on" lab component. For students interested in a more complete lab experience, BIOLB 214 Natural History of the Vertebrates Lab - Field Experience, taught during the summer, is recommended. Offered spring semester.

## BIOLB 214

**Natural History of the Vertebrates Lab**

0 to 1 Credit Hours

This lab course is a team-taught, total immersion field course where students will be able to take advantage of the wide

variety of habitats at the Reis Biological Station located in the foothills of the Missouri Ozarks that include: prairie, forest, ponds, lakes, waterways and caves. For one week, students will hike, canoe, and bird watch; locate, examine and identify any number of fish, amphibians, reptiles, and small mammals. While this field experience is meant to be a companion to BIOL 214 Natural History of the Vertebrates, it can be taken by itself. There is an associated fee that covers all trip expenses (travel, lodging, food, canoes and scheduled events). Offered summer term.

BIOL 215

### **Wildlife Conservation**

3 Credit Hours

Introduces students to the fundamental concepts of wildlife management and its purposes, covers relevant ecological & biological principles as well as human dimensions of wildlife management.

BIOL 220

### **Human and Comparative Anatomy of the Vertebrates**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better BIOL-112 with a C or better and C (RQ) BIOLB-220

This course is an anatomical and evolutionary study of selected vertebrate types, including humans. The laboratory component includes dissection of various vertebrate specimens. The laboratory component includes human cadavers, lampreys and sharks. Offered fall. Lecture 3, Laboratory 3.

BIOL 221

### **Pathogenic Microbiology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 BIOL-112 with a C or better

This course will focus on a variety of pathogenic microorganisms and will include an introduction to the components and functions of the immune system. Students will study diseases caused by pathogens as well as transmission, symptoms, treatment, prevention, origin and incidence. Offered spring term in alternate years.

BIOL 222

### **Shedd Aquarium and Associated Colleges of the Chicago Area (ACCA) Freshwater Ecology**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 BIOL-112 CHEM-111 with a C or better

In this Freshwater Ecology course, you will gain an appreciation for the freshwater environment, the organisms that call these habitats home, and our relationship with both. In this course, we will cover a wide range of topics with both a local application to the Laurentian Great Lakes and a global perspective. We will make use of resources within Shedd Aquarium's collection and the Chicago area. Complete an external application to the Shedd Aquarium. Program consent required. Typically offered spring.

BIOL 223

### **Contemporary Ethnobotany**

3 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 BIOL-112 CHEM-111 with a C or better

Morton Arboretum and Associated Colleges of the Chicago Area (ACCA) Contemporary Ethnobotany. A study of the influence of plants on our economic, social and political history, and plants humans have chosen to protect and cultivate. Lab includes horticultural and identification work with economically important plants, and trips to plant conservatories. ACCA Cooperative College Botany Program with the Morton Arboretum. Offered periodically. Program consent required.

BIOL 224

### **Woody Plants of the Western Great Lakes**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 BIOL-112 CHEM-111 with a C or better

An introduction to the composition and identification of the woody flora of the western Great Lakes region. The impact of geology, climate and soils on the development of woody flora will also be considered. ACCA cooperative College Botany Program with the Morton Arboretum. Program consent required. Offered periodically.

BIOL 225

### **Biology of Algae**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 BIOL-112 CHEM-111 with a C or better

An introduction to the algae, including the classification, structure and reproduction of major groups. Lab includes field collections and laboratory studies of local freshwater and soil algae. Practical applications in waste management, environmental monitoring and agriculture will be considered. ACCA Cooperative College Botany Program with the Morton Arboretum. Program consent required. Offered periodically.

BIOL 226

### **Plant Ecology**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 BIOL-112 CHEM-111 with a C or better

Examination of the structure/function relationships of plants to environmental factors, interrelationships of plant communities, laboratory and field techniques, and appropriate literature. ACCA Cooperative College Botany Program with the Morton Arboretum. Program consent required. Offered periodically.

BIOL 227

### **Marine and Island Ecology of the Bahamas**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 BIOL-112 CHEM-111 with a C or better

Exploration of habitats and animals found on and around the Bahamian Islands. Includes a nine-day field experience in the Bahamas. Course offered ACCA Cooperative College Program at the Shedd Aquarium. Must complete an external application to Shedd Aquarium. Program consent required. Typically offered spring.

BIOL 228

**Plant-Soil Relationships**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 BIOL-112 CHEM-111 with a C or better

Topics include effects of soil on plant growth and nutrition and how plants affect the soil. ACCA Cooperative College Botany program with the Morton Arboretum. Program consent required. Offered periodically.

BIOL 229

**Plant-Animal Interactions**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 BIOL-112 CHEM-111 with a C or better

The study of the special ecological and evolutionary relationships between plants and animals. The basic interactions between plants and animals (herbivore, pollination, and seed dispersal) will be studied by observing the natural history, conducting experiments, making observations, investigating the theories, and discussing current scientific literature. ACCA Cooperative College Botany Program with the Morton Arboretum. Program consent required. Offered periodically.

BIOL 230

**Invertebrate Biology**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better BIOL-112 with a C or better and C (RQ) BIOLB-230

The course takes a functional approach to the phylogeny, ecology and economic importance of invertebrates. The laboratory component will include trips to the Field Museum and Shedd Aquarium, as well as local nature preserves. Lecture 3, Laboratory 3. Offered spring alternate years.

BIOL 231

**Exploring Medicine**

3 Credit Hours

Junior standing and a minimum GPA of 3.2 required. Permission to register is by petition. This hybrid course is for students interested in the health professions, specifically students seeking a career as a medical doctor, doctor of osteopathy, physician assistant, and nurse practitioner. Students will study various systems of the body and learn the pathophysiology and treatment of a variety of human diseases and conditions. The course will help students to see the relevance of basic sciences to the health professions, to be better prepared for the MCAT and medical school, and to be one step ahead in their decision to pursue a career in medicine.

BIOL 240

**Developmental Biology**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better BIOL-112 with a C or better and C (RQ) BIOLB-240

This course is designed to chronologically detail the developmental processes of various animal models from conception to birth. Lecture 3, Laboratory 2. Offered fall alternate years.

BIOL 250

**Special Topics**

1 to 4 Credit Hours

This course is a formal study of topics not considered in other listed courses. It is offered by member institutions of ACCA. Approval of the program is required.

BIOL 300

**Genetics**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better BIOL-112 with a C or better CHEM-111 CHEM-112 Junior or Senior status and C (RQ) BIOLB-300

This course is a study of inheritance from molecular, cellular, organismal and population perspectives. Lecture 3, Laboratory 2. Offered spring.

BIOL 301

**Genome Biology**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better, BIOL-112 with a C or better CHEM-111 CHEM-112 and C (RQ)

BIOLB-301

The study of genomics with an emphasis on hypothesis driven inquiry and the shifting paradigm in genetics facilitated by emerging technologies that allow the gathering and analysis of vast amounts of DNA and other molecular data. Offered fall.

BIOL 302

**Molecular Biology Techniques**

3 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better BIOL-112 with a C or better CHEM-111 CHEM-112

Additional support courses CHEM 251 or CHEM 209 are recommended but not required. This course (laboratory and discussion) is designed to introduce students to the principles and laboratory utilized in the molecular analysis of proteins and nucleic acids including: isolation and quantification of DNA, RNA and protein, electrophoretic gel systems and colorimetric detection methods; Polymerase Chain Reaction (PCR) recombinant DNA and restriction enzyme methodology, and bioinformatics analysis. Offered spring term in alternate years.

BIOL 303

**Biostatistics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better BIOL-112 with a C or better PSYCH-101 MATH-112 MATH-113 or MATH-201

This course is an introduction to fundamental concepts and techniques of descriptive and inferential statistics for application to the planning and evaluation of studies in biology and allied fields.

BIOL 304

**Immunology**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 BIOL-112 with a C or better BIOL-306 and E (RQ) BIOLB-304

This course includes a survey of the immune system focusing on immune cells and tissues, antibodies, complement and cytokines. Also included are humoral immune responses, cell mediated responses, hypersensitivity, autoimmunity, cancer, and immunodeficiency. Lecture 3, Laboratory 3. Offered spring term.

BIOL 305

**Cell Biology**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 and BIOL-112 with a C or better, CHEM-111 and CHEM-112 and P (RQ) CHEM-209 or CHEM-251 and C (RQ) BIOLB-305

This course is a study of the structural and functional aspects of the cell with emphasis on membranes and the cell surface, cellular energetics, cell motility, cell synthesis and growth, cell divisions and cell origins. Lecture 3, Laboratory 3. Offered spring.

BIOL 306

**General Microbiology**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better BIOL-112 with a C or better and C (RQ) BIOLB-306

This course is for majors dealing with the structure and functions of bacteria, protozoa, fungi and viruses. Immunology, environmental and applied microbiology will be included. Lecture 3, Laboratory 3. Offered fall.

BIOL 308

**Histology**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better BIOL-112 with a C or better and E (RQ) BIOL-220 or BIOL-202 and C (RQ) BIOLB-308

This course is designed to enable the student to understand the microscopic anatomy of cells and their products, how cells form tissues and how tissues are then incorporated into larger structures (i.e. organs). Offered fall alternate years.

BIOLB 308

**Histology Lab**

0 Credit Hours

*Pre/Corequisite:* C (RQ) BIOL-308

BIOL 310

**Animal Behavior**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better BIOL-112 with a C or better and junior or senior status and C (RQ) BIOLB-310

This course examines the behavior of animals from multiple biological perspectives by integrating genetics, physiology, ecology and evolution. The laboratory complements lecture with exercises and discussions based on these perspectives. Lecture 3, Laboratory 3. Offered fall.

BIOL 312

**Plant Diversity and Adaptation**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better BIOL-112 with a C or better Junior or Senior standing and C (RQ) BIOLB-312

This course focuses on the study of plant diversity with an emphasis on how plants have met various environmental challenges through adaptations in their morphology, anatomy, modes of reproduction, and basic physiological and molecular mechanisms. Lecture 3, Laboratory 3. Offered spring alternate years.

BIOL 318

**Ecology**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better BIOL-112 with a C or better and C (RQ) BIOLB-318

This course is the scientific study of how organisms interact with their non-living environment and with other organisms. The emphasis is on ecological concepts and methodology. The laboratory component and field trips focus on experimentation and observation, along with data analysis and interpretation. Two required Saturday field trips. Lecture 3, Laboratory 4. Offered fall.

BIOL 320

**Human and Comparative Physiology**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-220 CHEM-111 and C (RQ) BIOLB-320

This course is a comparative study of the physiological functions and adaptations of vertebrates, including humans. Lecture 3, Laboratory 2. Offered spring.

BIOL 329

**Hormones and Behavior**

3 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better BIOL-112 with a C or better PSYCH-101

Taught from a comparative perspective, this course includes examples of hormone behavior interactions in a variety of organisms. In this course animal data will be related to human development, physiology and ultimately human behavior. Offered spring.

BIOL 330

**Cadaver Dissection**

1 Credit Hour

*Pre/Corequisite:* P (RQ) BIOL-202 or BIOL-220 with a B or better consent of instructor

This course involves the study of human gross anatomy by dissecting a human cadaver. Offered in the interim between fall and spring terms.

BIOL 333

**Evolution**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better BIOL-112 with a C or better and C (RQ) BIOLB-333

Included are the historical developments of evolutionary theory, macroevolution, and the evolutionary history of some representative plant and animal lineages. Course includes field trips and some laboratory exercises that make use of local natural areas and The Field Museum. Lecture 3, Laboratory 3. Offered spring alternate years.

BIOL 341

**Neuroscience**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better BIOL-112 with a C or better CHEM-111 CHEM-112 and C (RQ)

BIOLB-341

This course investigates the neural processes involved in organisms' perception of themselves and their surroundings, ability to learn, remember and forget and to reason. Basic neuroscience research investigates these mysteries and is the basis of this course. Lecture 3, Laboratory 2. Offered fall.

BIOL 350

**Special Topics**

1 to 3 Credit Hours

Formal study of topics not considered in other listed courses. Courses offered by member institutions of ACCA. Approval of the program is required.

BIOL 351

**Lab and Field Research I**

1 to 2 Credit Hours

This course includes individual laboratory or field research, including literature search on a problem in biology.

Prerequisite: biology major with junior or senior status and consent of the faculty mentor.

BIOL 352

**Lab and Field Research II**

1 to 2 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-351 consent of mentor

This course includes individual laboratory or field research on a problem in biology.

BIOL 353

**Independent Study**

1 to 3 Credit Hours

This course is an informal study of advanced topics in biology on a tutorial basis. Prerequisite: biology major with junior or senior status and consent of the faculty mentor.

BIOL 355

**Senior Seminar**

1 Credit Hour

*Pre/Corequisite:* P (RQ) Biology major with Senior standing

This course is a review of current literature in biology through discussion and presentations. Prerequisite: biology major with senior status.

BIOL 372

**Methods of Teaching Biology in Middle And Secondary Schools**

3 Credit Hours

This course covers the principles, methods and materials of teaching biology at the middle school and secondary level. Level 2 education course: Requires admission to the Education Program. Classroom and field experiences. 30 clinical hours. Offered fall.

BIOL 401

**Pro Seminar 1: Adjusting to Life as a Science Student**

1 Credit Hour

This course covers topics including adjusting to life as a science student, academic resources, guidance for finding research and clinical opportunities, and preparing for the professional/medical school application process.

BIOL 402

**Pro Seminar 2: The Application Cycle**

1 Credit Hour

This course prepares students for the application cycle. The course will provide opportunities for students to work on significant application components as part of the coursework, including their AMCAS activities listing, preparing a strong personal statement, selecting target medical/professional schools, and navigating the centralized application. The course will also allow students to practice their interviewing skills and plan for their glide year.

BIOL 403

**Pro Seminar 3: Medical Ethics**

1 Credit Hour

This course discusses the principles of medical ethics. In it, students will discover the meaning of the term "ethics", describe the global development of medical ethics by the World Health Organization (WHO), describe the core principles of medical ethics and their implications, recognize ethical issues relevant to the clinical situation and apply the ethical codes as appropriate, discuss the development of indigenous ethical codes in the South East Asian region, and demonstrate sensitivity to cultural diversity in medical care. Students will also read and discuss popular books, and scientific literature.

BIOL 404

**Pro Seminar 4: Health Disparities**

1 Credit Hour

This course discusses the principles of the historical development of systems of racial classification and their use in scientific inquiry and public policy. In it, students will discover the complex relationships between race, socioeconomic status, psychosocial and cultural factors and how these relationships underlie health disparities; assess the impact of healthcare and access and quality on health status and health disparities; and examine potential strategies for better understanding health disparities and working toward health equity. Students will also read and discuss popular books, and scientific literature.

## BUSINESS ANALYTICS

BANA 130

### Essential Business Computing

3 Credit Hours

*Pre/Corequisite:* E (RM) MATH-132 or MATH-135 or high school weighted G.P.A. of 3.5 or higher

This course is an introduction to Business Computations. It covers practical business math procedures. The course covers many topics that are necessary for running a business. Some of these main topics include: banking, markups and markdowns, payroll, loans, insurance, and inventory.

BANA 251

### Software for Business Analytics

3 Credit Hours

*Pre/Corequisite:* P (RQ) Math-132 or Math-135 or High School weighted GPA of 3.5 or higher

This course is an introductory course in software and methods for business analysis. The course focuses on using Microsoft Office Excel to answer business questions. Students will also practice effective written communication of technical information. Diligent students will be prepared to take the Microsoft Office Specialist Exams certifying knowledge of Excel.

BANA 320

### Service Operations Management

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-132 or MATH-135 and P (RQ) BANA-130

This course explores the dimensions of successful service firms. It prepares students for management careers and entrepreneurial opportunities. Students learn how to operate service organizations such as retail outlets, food & beverage, healthcare and so forth.

BANA 346

### Health Data and Analytics

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-132 or MATH-135 and P (RQ) BANA-251

This course will help you understand the process of analyzing patient and other healthcare data to drive change and achieve greater efficiencies in healthcare systems. You will build the programming and scripting skills (no prior experience needed) you need to analyze and explore data sets. By the end of this course, you will be able to perform statistical analyses of healthcare data and turn it into actionable information to improve healthcare systems. This online class has optional live sessions.

BANA 350

### Business Analytics

3 Credit Hours

*Pre/Corequisite:* P (RQ) BANA-251

The course is an introduction to Business Analytics. It covers managerial statistical tools in descriptive analytics and predictive analytics, including regression. Other topics covered include forecasting, risk analysis, simulation and data mining, and decision analysis. This course provides students with

the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations and shows students how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decisions. Emphasis is placed on applications, concepts and interpretation of results, rather than theory and calculation. Students use computer software packages for data analysis.

BANA 351

### Introduction to Project Management

3 Credit Hours

Project management is designed to prepare new or aspiring project managers to oversee complex projects from the initial planning stages while balancing competing demands of time, cost and quality. The course will focus on industry-standard processes approved to help successfully manage any type of project regardless of scope or industry. Students will practice these concepts in a project-based team environment using MS Project. This course will discuss project feasibility, justification, and scheduling using work breakdown structures (WBS), Critical Path Methods and PERT, project budgeting/costing and performance evaluation.

## **BUSINESS PREPARATION**

BUSP 101

### **Business Matters**

3 Credit Hours

This course provides a basic overview of the business world and teaches students the how and why of the various functions of business. Topics include the principles and practices of contemporary business, such as: environmental scanning, globalization, entrepreneurship, marketing practices for product and/or service promotion, human resource policies, management and employee motivation practices, etc. After an introductory description on the goals of business, how ethics and social responsibility relate to shareholder value, and economic impacts, students will be introduced to various types of business ownership's and non-profit corporation operational procedures. Upon completion, students should be able to demonstrate an understanding of the basic business concepts as a foundation for studying other business subjects.

BUSP 201

### **Achieving Career Excellence**

3 Credit Hours

This course provides a basis overview on ways to achieve career excellence in business. The course teaches students to research, reflect, and determine their best career options. Students learn how to set their expectations, and work to reach them. The course focuses on preparations for a job search, strategies during the search process, and starting new employment. Students are taught strategies and best practices for managing their career after graduation.

BUSP 381

### **Business Internship I**

3 Credit Hours

Students work in real world situations and gain valuable, practical experiences. Students receiving credit must have the pre-approval of the program director. Approval will be based on the level of technical work actually being done during the internship. The course grade is based on job performance and academic projects related to the position.

BUSP 382

### **Business Internship II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) BUSP-381

Students work in real world situations and gain valuable, practical experiences. Students receiving credit must have the pre-approval of the program director and must have completed BUSP 381. Approval will be based on the level of technical work actually being performed during the internship. Internships for this position must be materially different than the internship used to satisfy BUSP 381 requirements. The course grade is based on job performance and academic projects related to the position.



## CHEMISTRY

CHEM 102

### What's in Our Food

3 Credit Hours

This course surveys food science from a consumer perspective using lecture and hands on activities. It provides students with a foundational understanding of how science plays an integral role in the food industry from ingredient selection to final product quality. Topics include food sensory, food chemistry, health claims & nutrition, ingredient & process technology, food regulation, safety, and preservation, as well as consumer trends.

CHEM 103

### Environmental Science

3 Credit Hours

This course surveys scientific laws, principles, models and concepts to help the students understand both environmental and resource problems and their possible solutions and how these concepts, problems and solutions are connected. Topics may include applied aspects of environmental chemistry, global warming, biomass energy, green chemistry and the effects on non-industrialized agricultural societies and industrialized societies on the environment.

CHEM 106

### Chemistry Essentials

3 Credit Hours

This course introduces basic concepts in chemistry and teaches problem-solving skills used in chemical calculations. Emphasis is on the use of dimensional analysis techniques. Offered fall. NOTE: Credit does not apply toward a minor in science.

CHEM 109

### Survey of General, Organic and Bio-Chemistry

4 Credit Hours

*Pre/Corequisite:* E (RQ) College Level Math and C (RQ) CHEML-109

This course provides a survey of basic concepts in general chemistry, organic chemistry and biochemistry. Lecture and laboratory topics include atomic structure and chemical bonding, dimensional analysis, composition and reactions of some inorganic compounds, a survey of functional group structure and reactivity of organic compounds in general and in biochemical systems. Structure and function of biomolecules like carbohydrates, lipids, proteins, enzymes, vitamins and nucleic acids will also be discussed. Lecture 3, Laboratory 3

CHEM 111

### General Chemistry I

4 Credit Hours

*Pre/Corequisite:* P (RM) Completion of HS Chemistry within the last 3 years or CHEM 106 with a grade of "C" or better and placement into a college level math course and C (RQ) CHEML-111 and E (RQ) MATH-112

This course focuses on the study of atomic structure, periodicity, basic quantum theory, bonding, stoichiometry, thermochemistry, the gaseous state, physical changes and

states of matter, properties of solutions, and acids and bases. Lecture 3, Laboratory 4.

CHEM 112

### General Chemistry II

4 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-111 with a C or better MATH-112 and E (RQ) MATH-113 and C (RQ) CHEML-112 This course focuses on the study of acid-base and solubility equilibria, kinetics, thermodynamics, electro-chemistry, coordination compounds, nuclear chemistry and descriptive topics in inorganic chemistry. Lecture 3, Laboratory 4.

CHEM 150

### Special Topics in Chemical Science

1 to 3 Credit Hours

This course focuses on the study of topics not regularly scheduled and not covered in other courses. Suggested topics concern nuclear science, forensic science and environmental science. Prerequisite: A high school or college chemistry course or consent of instructor.

CHEM 209

### Survey of Organic Chemistry with Biological Applications

4 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-112 and C (RQ) CHEML-209 This is a one-semester survey course in organic chemistry with biological applications designed for students in General Biology, Natural Science, Secondary Education, etc. This course explores the structure, bonding, physical properties and nomenclature of organic materials and biological systems along with stereochemistry and reaction mechanisms of organic compounds exemplified by biological reactions. Analysis of organic molecules using various spectroscopy: IR, NMR, UV, an MS, will be taught. Application of the organic reactions in biological systems will be covered through introduction to the following topics: Amino Acids, Lipids, Carbohydrates, Metabolism, Peptides, and Proteins. This course is not intended for Biology Pre-Health majors, as they need to take the CHEM 251/252 series. This course does not provide adequate preparation for Organic Chemistry II, CHEM 252. This course does not provide adequate preparation for Biochemistry I, CHEM 301. Lecture 3, Laboratory 3.

CHEM 211

### Analytical Chemistry

5 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-112 and C (RQ) CHEML-211 This course involves theories and applications of analytical methods. Environmental, household and industrial samples are quantitatively assayed using gravimetric, volumetric, electroanalytical and spectrometric methods. Lecture 3, Laboratory 4. Offered fall.

CHEM 213

### Environmental Chemistry

4 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-112, MATH-113 and C (RQ) CHEML-213 This course will introduce the processes that regulate the composition of air, water, and soil on planet Earth. Emphasis

will be on understanding chemical equilibrium and kinetics of natural systems and examining the sources, reactions, effects, and fates of chemicals in air, water, and soil. The laboratory will incorporate current practices and instruments to analyze such environmental samples.

CHEM 250

**Special Topics in Chemistry**

0 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-112 and consent of instructor

This course includes formal courses covering individual topics or groups of topics not regularly scheduled and not covered in other courses. Suggested topics include clinical, environmental, food, forensic, geochemistry, industrial and nuclear chemistry.

CHEM 251

**Organic Chemistry I**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-112 with a C or better and E (RQ) CHEML-251

This course discusses bonding, structure, reactivity, isomerism, nomenclature and stereochemistry of aliphatic and aromatic hydrocarbons (saturated and unsaturated). Particular emphasis is placed on the mechanism of organic reactions (physical-organic chemistry) and spectroscopy. Lecture 4. Offered fall.

CHEML 251

**Organic Chemistry I Lab**

1 Credit Hour

*Pre/Corequisite:* P (RQ) CHEM-112 with a C or better and E (RQ) CHEM-251

This course explores methods of purification and separation of organic compounds: distillation, extraction, crystallization, thin layer, column and gas-liquid chromatography and resolution. The preparation of several simple organic compounds is included. Laboratory 4. Offered fall.

CHEM 252

**Organic Chemistry II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-251 and E (RQ) CHEML-252

This course discusses the structure and reactivity of a variety of functional groups (halides, alcohols, ethers, carboxylic acids and derivatives, aldehydes, ketones, and amines). Emphasis is placed on the mechanisms of reactions and the spectral properties of the various functional groups. The knowledge of functional group chemistry is extended to compounds of biological importance: fats, amino acids, proteins, carbohydrates, alkaloids and organic pesticides. Lecture 4. Offered spring.

CHEML 252

**Organic Chemistry II Lab**

1 Credit Hour

*Pre/Corequisite:* P (RQ) CHEML-251 and E (RQ) CHEM-252

This course explores reactions and properties of typical organic functional groups. Preparation of typical classes of organic compounds is also included. Laboratory 4. Offered spring.

CHEM 301

**Biochemistry I**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-252

This course discusses structures and properties of amino acids, proteins, carbohydrates, enzymes, coenzymes and nucleic acids. Introductions to bioenergetics and metabolism are included. Offered fall.

CHEML 301

**Biochemistry Laboratory I**

1 Credit Hour

*Pre/Corequisite:* E (RQ) CHEM-301

This course is an introduction to biochemical laboratory techniques. Experiments include purification and characterization of various biomolecules and enzyme kinetics. Laboratory 3. Offered fall.

CHEM 302

**Biochemistry II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-301 CHEML-301

This course discusses metabolism of carbohydrates, lipids, amino acids, proteins and nucleic acids. Biosynthesis of macromolecules and regulatory processes are included. Offered spring even years.

CHEML 304

**Synthesis and Characterization Lab**

2 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-209 or CHEML-251

This course includes syntheses of a variety of organic and inorganic compounds. Products are characterized using both chemical and spectral techniques. Laboratory 4. Offered spring even years.

CHEM 305

**Advanced Inorganic Chemistry**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-112

Topics explored in this course include atomic structure, periodicity, bonding theory, acid-base concepts, coordination and organometallic and bioinorganic chemistry. Offered fall odd years.

CHEM 311

**Instrumental Methods of Analysis**

4 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-112 MATH-201 and C (RQ) CHEML-311

Theory and applications of instrumental methods for chemical analysis with emphasis on sample handling, instrument parameters and statistical evaluation of data. Includes measurement basics, atomic and molecular spectroscopy, electroanalytical chemistry, separation methods and troubleshooting. Lecture 2, Laboratory 4. Offered spring odd years.

## CHEM 331

**Physical Chemistry I**

4 Credit Hours

*Pre/Corequisite:* P (RQ) PHYS-202 or PHYS-212 and C (RQ) CHEML-331 and P (RQ) CHEM-112 MATH-202

This course discusses the laws and applications of thermodynamics; reaction and phase equilibria; reaction kinetics. The laboratory component explores: thermochemical and cryoscopic studies phase diagrams, measurement of thermodynamics quantities and studies of surface phenomena. Lecture 3, Laboratory 4. Offered spring.

## CHEM 332

**Physical Chemistry II**

4 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-112 MATH-202 and C (RQ) CHEML-332

This course discusses electrochemical systems; transport phenomena; atomic and molecular quantum mechanics; spectroscopy, statistical mechanics. The laboratory component explores: electrochemical measurements, macromolecular characterization, spectroscopic determination of physical properties of molecules, quantum mechanical computations with application of group theory to chemical symmetry. Lecture 3, Laboratory 3. Offered fall even years.

## CHEM 340

**Scanning Electron Microscopy**

2 Credit Hours

During the scanning electron microscopy course, students learn through lecture, demonstration, and hands-on participation how to set up and operate SEM and EDS instruments, including low-vacuum and field-emission models. Students have the opportunity to study their own samples, or test samples provided by our experienced instructors. Course offered at Hooke College of Microscopy in Westmont, IL.

## CHEM 341

**Atomic Force Microscopy and Scanning**

1 Credit Hour

This AFM/SPM course provides a foundation for students in the principles of operation of atomic force microscopes, basic and advanced imaging modes, overall capabilities of atomic force microscopy/scanning probe microscopy and how best to operate the microscope depending on the sample. In this practical hands-on course, students will be trained on Bruker and Asylum Research AFMs. Lectures are interwoven with labs on a variety of samples so that students learn, understand, and operate state-of-the-art microscopes. This course is intended for students new to AFM/SPM. Course offered at Hooke College of Microscopy in Westmont, IL.

## CHEM 342

**Pharmaceutical Materials and Contaminant**

2 Credit Hours

Utilizing microscopical examination coupled with sample isolation, preparation, and analytical method optimized for small particles, this pharmaceutical analysis course teaches an analytical approach to successfully identifying particulate contamination for regulatory compliance. The overall analytical approach for the identification of contaminant particles in

pharmaceuticals is outlined at the beginning of the course. The analysis plan includes sample examination, gathering of background information concerning the sample, and particle isolation. Course offered at Hooke College of Microscopy in Westmont, IL.

## CHEM 350

**Special Topics: Chemistry**

1 to 2 Credit Hours

This course includes formal courses covering individual topics or groups of topics not regularly scheduled and not covered in other courses. Suggested topics include advanced quantum, environmental, industrial, materials, medicinal, organometallic, physical-organic and polymer chemistry. NOTE: Consent of instructor required.

## CHEM 351

**Introduction to Research I**

1 to 3 Credit Hours

This is the first part of a research course in the use of the chemical library and individual laboratory study of some problem in chemistry. Offered at the request of students. Note: Science majors with junior or senior status and/or consent of the faculty mentor.

## CHEM 352

**Introduction to Research II**

1 to 3 Credit Hours

This is the second part of a research course in the use of the chemical library and individual laboratory study of some problem in chemistry. Offered at the request of students. NOTE: Science majors with junior or senior status and/or consent of the faculty mentor.

## CHEM 353

**Independent Study**

1 to 3 Credit Hours

This course is an informal study of advanced topics in chemistry on a tutorial basis. Offered at the request of students. NOTE: Science majors with junior or senior status and/or consent of the program faculty supervisor.

## CHEM 356

**Introduction to Senior Seminar**

1 Credit Hour

In this course students identify a mentor and research topic and begin assembling materials for Senior Seminar. Senior status required.

## CHEM 357

**Senior Seminar**

1 Credit Hour

*Pre/Corequisite:* P (RQ) CHEM-356 and senior status  
In this course students conduct library or laboratory research. A paper is written and a presentation is given to faculty and students.

CHEM 360

**Internship**

0 to 3 Credit Hours

The student will spend a specified number of hours in a chemical work setting, report regularly to an academic supervisor and receive assignments appropriate to his/her type of work. Offered by special arrangement.

## COMMUNICATION

COMM 101

### Speech Fundamentals

3 Credit Hours

This course is an introduction to the theory and practice of public speaking. Students will develop skills that enable them to present themselves and their ideas in an effective manner. Extensive practice in speech organization and delivery is included. Designed for the beginning speaker; should be taken during the first year. Credit for this course cannot be used in the communication major or minor. Offered every semester.

COMM 110

### Newswriting and Reporting

3 Credit Hours

This course is a survey of the professional practice of journalism, including the basic techniques of news writing for print, electronic media and Internet. Offered fall.

COMM 200

### Perspectives on Human Communication

3 Credit Hours

This course is an introduction to the theory, research and practice of human communication within a variety of contexts. The course is designed to provide the background necessary to understand the role of communication in everyday life. Offered fall and spring.

COMM 203

### Intercultural Communication

3 Credit Hours

This course is an analysis of the impact of culture on various communication behaviors. Special attention is given to the study of cross-cultural interactions in interpersonal and organizational contexts. Issues such as globalization and diversity sensitivity will be examined. Offered fall.

COMM 205

### Mediated Message Production

3 Credit Hours

This course will introduce students to the production of two types of mediate messages common in most communication organizations: audio and video. Students will complete basic audio and video projects. Offered fall.

COMM 206

### Communicating with Social Media

3 Credit Hours

This course critically explores how and why individuals use social media to communicate personal identity and build various networks of interpersonal relationships, while navigating issues of privacy and social norms. Offered spring.

COMM 207

### Sports Communication

3 Credit Hours

This course surveys major topics in sport communication, including the symbiotic relationship between sport and mass media, how gender and ethnicity are represented in sport media, the history of the media's coverage of sport in the U.S.,

the role of interpersonal and group communication in sporting activities and audience studies of the impact of mediated sport. Offered spring.

COMM 209

### Small Group Communication

3 Credit Hours

This is a laboratory course aimed at providing the student with theory and practice in group communication methods, including reflective thinking, problem solving and decision making. Offered periodically.

COMM 210

### Interpersonal Communication

3 Credit Hours

This course includes an emphasis on the achievement of success in organizations and in private life through the use of effective interpersonal communication. Offered periodically.

COMM 211

### Introduction to Mass Communication

3 Credit Hours

This course is an introduction to the field of communication with specific focus on the elements of mass communication: the information delivery systems, their functions and the uses to which they are put by society. The emphasis is on a theoretical and conceptual basis for the functioning of mass communication in society: technology and change, diffusion of information, freedom and responsibility, mass culture. Offered fall and spring.

COMM 216

### Introduction to Health Communication

3 Credit Hours

This course is a survey of health communication concepts and theories. The processes by which people, individually and collectively, understand shape and accommodate to health and illness issues are explored as well as the study and use of communication strategies to inform and influence individual and community decisions that enhance awareness, processes and procedures. Offered spring.

COMM 220

### Digital Audio Production

3 Credit Hours

*Pre/Corequisite:* P (RQ) COMM-205

This course is a lecture/lab experience in digital audio production and the production of audio forms including interviews, air shifts, commercials/public service announcements, news/documentaries for distribution by traditional and Internet-based media. Offered spring.

COMM 221

### Digital Video Production

3 Credit Hours

*Pre/Corequisite:* P (RQ) COMM-205

This course focuses on production techniques for digital video projects utilizing single-camera on-location shooting and nonlinear editing. Projects focus on instructional videos, news packages and documentaries for distribution by traditional and Internet-based media. Offered spring.

COMM 223

**Podcasting**

3 Credit Hours

*Pre/Corequisite:* P (RQ) COMM-205

This course introduces students to the new audio broadcasting field known as podcasting. Students will discuss how to develop an engaging story, how to tell that story using only auditory means, how to edit their story through sessions known as "edits", and distribute their stories through various online means. (I.E. iTunes, Stitcher, YouTube, etc.) Offered fall.

COMM 227

**Political Communication**

3 Credit Hours

This course examines the role communication plays in our political lives. In particular, the course examines how contemporary political communication influences our interpersonal lives, how it permeates the organizations we associate with and how it dominates the many forms of mass communication we consume. Finally, the course investigates effective campaign communication strategies. Offered fall.

COMM 244

**Introduction to Public Relations**

3 Credit Hours

This course focuses on the principles and practices of public relations of profit and non-profit institutions. The tools of communication and the numerous publics involved will be covered. Offered spring.

COMM 255

**Special Topics in Communication**

1 to 6 Credit Hours

COMM 256

**Queer Cinema**

3 Credit Hours

This course introduces students to the history and study of GLBTQ film. Students will screen examples of various styles and genres of queer cinema, study directors and studios who produce queer cinema and learn to critique film in both an oral and written fashion. Offered spring.

COMM 257

**Non-Profit Communication**

3 Credit Hours

This course is a survey of nonprofit communication concepts and theories that explores strategies for effectively communicating with unique nonprofit sector stakeholders including: directors, donors, volunteers, and communities as well as theories and strategies for engaging in cause marketing communication across various channels, including social media, media relations, fundraising, grant writing, volunteer recruitment and event planning.

COMM 260

**Introduction to Women's Gender and Sexuality Studies**

3 Credit Hours

This course addresses the relationship between biological sex and the construction of gendered identities. As a result, this course deals directly with this relationship, as well as

the historical conditions that give rise to this relationship, by examining writings about women and men and femininity and masculinity, from a range of disciplines that include the cultural, the sociological and the anthropological.

COMM 265

**Social Media Advocacy and Campaigning**

3 Credit Hours

This course critically explores, from both message analysis and message creation perspectives, how individuals, groups, and organizations strategically use social media to engage various publics for a variety of purposes including marketing, advocacy, and collective action. Offered spring.

COMM 298

**Independent Study**

1 to 4 Credit Hours

This course is an individual investigation of special problems and topics in communication. Prerequisite: 25 hours of communication, 3.25 GPA, and consent of instructor.

COMM 301

**Law of Mass Communication**

3 Credit Hours

*Pre/Corequisite:* P (RQ) COMM-200 or COMM-211

This course examines the U.S. legal system as it affects the mass media. Students will review the responsibilities of professional communicators, as they relate to the First Amendment, risks to public safety, defamation, access to government information, the right to a fair trial, copyright laws, obscenity and the regulation of advertising and the electronic media. Offered periodically.

COMM 313

**Persuasion**

3 Credit Hours

*Pre/Corequisite:* P (RQ) COMM-200 or COMM-211

This course is a study of the means of influencing others. The logical, psychological, emotional and ethical dimensions of persuasive communication is explored. Practice in creating and delivering persuasive messages is included. Offered spring.

COMM 321

**Electronic Journalism**

3 Credit Hours

*Pre/Corequisite:* P (RQ) COMM-200 or COMM-211

This course emphasizes researching, writing and producing extended news and public affairs reports for the Internet, television, radio and other electronic media. Electronic news media responsibilities and ethical restraints are analyzed. Offered spring.

COMM 324

**Senior Seminar I: Communication Research**

3 Credit Hours

*Pre/Corequisite:* P (RQ) COMM-200 or COMM-211

This course provides students with a research vocabulary, advanced writing skills and research tools for analyzing and evaluating information in the Communication discipline. The course introduces students to qualitative and quantitative research methodologies and the paradigms associated with

each inquiry. Students will select their Senior Seminar II: Research Application topic, write a proposal to investigate the topic, conduct a literature review and/or other comparable written work on the topic and engage in original research related to the selected project. Offered fall. NOTE: This course is a prerequisite to COMM 369: Senior Seminar II: Research Application.

COMM 333

**Communication Problems and Topics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) COMM-200 or COMM-211

This course is an examination of emerging and recurring issues affecting audiences, industries and institutions in mediated and/or non-mediated contexts. The course also provides practice in professional development, including cover letter and resume writing, interviewing and professional portfolio development. Offered spring.

COMM 335

**Organizational Communication**

3 Credit Hours

*Pre/Corequisite:* P (RQ) COMM-200 or COMM-211

This course is an examination of communication systems within and among organizations. The course focuses on the process of communication, types and components of communications systems and the effects of communication systems as they impact employee productivity, growth and values. Offered spring.

COMM 337

**Leadership Communication**

3 Credit Hours

*Pre/Corequisite:* P (RQ) COMM-200 or COMM-211

This course is an introduction to the theory and practice of communication as it applies to organizational leadership. Students will develop skills that enable them to present themselves and their ideas in an effective manner. Extensive practice in delivering, speaking and writing are required with emphasis on audience analysis, research, leadership challenges and theoretical strategies for addressing diverse groups. Offered fall.

COMM 350

**Gender and Communication**

3 Credit Hours

*Pre/Corequisite:* P (RQ) COMM-200 or COMM-211

This course will introduce students to social constructionist perspectives on sex, gender and sexual orientation. Students will be provided a historical survey of women's and gender studies scholarship and connections to contemporary communication theory. Offered spring.

COMM 365

**Internship/ Practicum**

1 to 9 Credit Hours

*Pre/Corequisite:* P (RQ) COMM-200 or COMM-211

The student will work in a professional communication facility or in a faculty-supervised project of sufficient depth and responsibility. Placement is approved by the program's internship supervisor. Offered every semester.

COMM 368

**Communication Responsibilities**

3 Credit Hours

*Pre/Corequisite:* P (RQ) COMM-200 or COMM-211

This course surveys major ethical problems in communication. The course includes case studies and examinations of issues pertaining to gate keeping, deceptive advertising, rights of privacy, the presentation of violent and sexual content, and concerns raised in a variety of mediated and non-mediated contexts. Offered fall.

COMM 369

**Senior Seminar II: Research Applications**

3 Credit Hours

*Pre/Corequisite:* P (RQ) COMM-324 Senior standing

This course is a continuation of Senior Seminar I: Communication Research. It provides students an opportunity to advance the project under study. Students will work with a faculty member to create and apply the information learned throughout the major. Upon completion, the project will be presented to the Communication's Program faculty for acceptance. Offered spring.

**COMM. SCIENCES/DISORDERS**

CSDI 202

**Professional Writing in Communication Sciences and Disorders**

2 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-204

This course is designed to increase students' professional writing skills, with a focus on professional writing for clinical reports, observations, academic writing, and to enhance information literacy skills. Offered spring.

CSDI 204

**Introduction to Communication Disorders**

3 Credit Hours

This course introduces the student to human communication and its disorders. It provides a survey of speech, language, and hearing behavior as a field of scientific study and a description of the major types of speech, language, and hearing disorders. It also covers the origins and development of the speech-language-hearing profession, current requirements for professional practice, and requisites for success in this field. Offered fall.

CSDI 205

**Phonetics**

3 Credit Hours

This course examines the articulatory and perceptual characteristics of speech sounds used in English and provides instruction in using the International Phonetic Alphabet for phonetic transcription. Offered spring.

CSDI 206

**Anatomy and Physiology of the Speech and Hearing Mechanisms**

4 Credit Hours

Study of the respiratory, phonatory, and articulatory mechanisms for speech, the peripheral and central auditory mechanisms for hearing, and the mechanism for swallowing. Lab component included. Offered fall.

CSDI 207

**Speech Science**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-205, and C (RQ) CSDIL-207

Study of speech production, speech acoustics, psychoacoustics, and speech perception. Offered fall.

CSDI 214

**Language, Culture and Society**

3 Credit Hours

Introduction to the study of language and how it correlates to society. Overview of the basic subfields of language such as syntax, morphology, pragmatics and semantics. Emphasis is placed on language diversity in US English, the study of language ideologies and language policies, and their influence on the field of Communication Sciences and Disorders.

CSDI 215

**Guided Clinical Observations in CSD**

2 Credit Hours

Students will complete a minimum of 25 observation hours of a licensed, certified Speech-Language Pathologist conducting treatment of clients presenting with disorders of speech, language, and swallowing. Students will discuss the presenting disorder, methods implemented by the clinician, the effectiveness of these methods, outcomes of sessions, and implications of further invention. This course is designed, and strongly recommended, for students who need to complete the American Speech-Language-Hearing Association's (ASHAs) guided clinical observation requirement.

CSDI 301

**Speech Sound Development and Disorders**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-205

This course provides a detailed study of phonological and articulatory development in children. It also provides an introduction to disorders, with emphasis on etiology, assessment, and remediation. Offered spring.

CSDI 305

**Development of Language in the Young Child**

3 Credit Hours

*Pre/Corequisite:* E (RQ) PSYCH-200 or PSYCH-199 (Early Childhood majors may substitute EDU-205)

This course is designed to be an investigation into the nature of language and the total process of normal language acquisition in children, verbal and non-verbal, incorporating the most recent theories and practices in child language research. Offered fall.

CSDI 306

**Language Disorders in Children**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-305

This course investigates the nature, causes, and features of language disorders in children. It also provides an introduction to assessment and remediation. Offered spring.

CSDI 307

**Introduction to Audiology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-206,

This course provides an analysis of the nature and causes of hearing impairment. A study of audiologic procedures and audiometric interpretation. Lecture, Laboratory. Offered fall.

CSDI 308

**Aural Rehabilitation**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-307

This course is an overview of amplification and (re)habilitative needs identified among hard-of-hearing individuals of all ages. Strategies for management developed from the perspective of the speech-language pathologist are presented. Offered fall.



CSDI 309

**Neuroscience of Communication**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-206

This course examines the neurological foundations of speech, language, and swallowing, and provides an introduction to the neurogenic communication disorders of aphasia, apraxia of speech, and dysarthria. Offered fall.

CSDI 310

**Clinical Methods in Speech- Language Pathology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-301, CSDI-306

This course is a study of therapeutic approaches and methods for the assessment and treatment of persons with speech-language disorders. It includes experience with goal setting, writing of objectives, lesson planning, data keeping, report writing and developing clinical materials. Offered fall.

CSDI 315

**Fluency, Voice, and Resonance**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-206

This course investigates the nature, characteristics and etiologies of fluency, voice, and resonance disorders and provides an introduction to assessment and remediation. Offered spring.

CSDI 317

**Multicultural Aspects of Communication**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-204

This course for students in communication sciences and disorders develops knowledge important for effective interaction with culturally diverse populations. It discusses the effects of cultural differences and regional, social, and cultural dialects on communication, including language and identity, code-switching, gender differences, and the impact of socio-economic status on language. Offered fall.

CSDI 320

**Communication Skills in the School-Age Years**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-305

This course includes an introduction to the development of language from kindergarten through adolescence and the relationship between language learning in oral and written modalities. The importance of language ability to school performance, social interactions, and emergent vocational skills will be discussed. Offered spring.

CSDI 355

**Clinical Practicum**

2 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-310

This practicum provides a maximum of 50 clock hours of supervised clinical practice in the Ludden Speech and Language Clinic. Offered spring and/or fall.

CSDI 370

**Senior Seminar**

1 Credit Hour

*Pre/Corequisite:* P (RQ) CSDI-202

This course provides an opportunity to synthesize coursework in the major completing a reflective paper. It also requires development and presentation of a project specific to a student's interests. Senior standing. Offered spring.

CSDI 395

**Special Topics**

1 to 3 Credit Hours

Course offerings developed to provide study of topics of significance in communication sciences and disorders. Offered as needed.

CSDI 396

**Independent Study**

1 to 3 Credit Hours

This course provides an independent program of study or research experience. Permission of instructor, undergraduate coordinator, and dean.

## **CSDI**

CSDIL 207

### **Speech Science Lab**

1 Credit Hour

*Pre/Corequisite:* P (RQ) CSDI-205 and C (RQ) CSDI-207

Laboratory component designed to reinforce concepts presented in lecture, and to introduce students to the collection and analysis of speech data using basic instrumentation.

## COMPUTER SCIENCE

CMPSC 112

### Survey of Computer Science

3 Credit Hours

This course takes a breadth-first view of the discipline of computer science, focusing on what computers are, how they work, what they can and cannot do, and the impact they have on society. The course focuses on algorithms and how they are expressed through hardware and software. This course is required for all computer science and computer information system majors and minors. Students from other majors may also take the course.

CMPSC 126

### Business Programming

4 Credit Hours

*Pre/Corequisite:* P (RQ) College Level Math

This course introduces the students to programming for business and finance. Students create programs that use the basic elements of programming: control structures, logical expressions, variables, arrays and file input and output. Students are evaluated on their ability to read and write programs. The course will use contemporary programming language that is used in business, such as Python 3.

CMPSC 132

### Understanding User Experience

3 Credit Hours

Technology companies spend billions of dollars ensuring that their products are intuitive and delight users. This course will teach you how they do that. You will learn what drives product usability, the basics of User Experience (UX) design and research, and how to build wireframes and prototypes. By the end of this course, you will be on your way to building experiences that make customers happy. This online class has optional live sessions.

CMPSC 160

### Special Topics: Programming Competition Preparation

1 Credit Hour

*Pre/Corequisite:* E (RQ) CMPSC 202

Students will prepare for programming competitions. They will perform practice tests using questions from the previous competitions. They will practice programming skills and teamwork skills. Students should have prior programming experience or be enrolled concurrently in a programming course.

CMPSC 171

### Introduction to Games

3 Credit Hours

Games sit at the intersection of technology, art, and culture, so success within the games industry requires you to understand all three. This course explores why we love games, what role they play in society, and the industry that produces them. You will also learn the basics of game development. This course was developed in partnership with Unity and the IGDA to help everyone interested in the games industry start on the right foot. This online class has optional live sessions.

CMPSC 200

### Virtual Worlds

4 Credit Hours

This course provides an introduction to programming using the Alice system, which provides a programming environment that supports objects, methods, functions, variables, parameters, arrays and events. Students will learn to write stories and storyboards and then drag-and-drop their objects into a 3-D micro world. Alice is provided free at <http://www.alice.org>.

CMPSC 202

### Principles of Computer Programming I

4 Credit Hours

*Pre/Corequisite:* E (RQ) CMPLB-202 and P (RQ) CMPSC-112 and P (RQ) MATH-112

This is the first programming course in the basic sequence for computer science majors. The course will introduce the student to problem solving, algorithm development and the concept of structured programming using Java. Assignment, selection, control statements, data types, functions and arrays will be studied. The student will design, code and debug a variety of application programs. Emphasis will be on programming techniques, style and documentation. Offered every fall semester.

CMPSC 203

### Principles of Computer Programming II

4 Credit Hours

*Pre/Corequisite:* E (RQ) CMPLB-203 and P (RQ) CMPSC-202, MATH-200

Building on the techniques developed in CMPSC 202, the student will acquire a deeper understanding of object-oriented programming concepts. Topics include user-defined classes, inheritance, interfaces, recursion, and searching and sorting algorithms. Offered spring.

CMPSC 204

### Game Design Theory

3 Credit Hours

This course introduces students to electronic game design. Students will analyze games of many types and genres. Topics include game mechanisms, prototyping, game theory, and theory of fun. A project will require students to work as a team to design and create a new video game.

CMPSC 206

### Web Applications I

3 Credit Hours

This course teaches basic website creation and maintenance including the defining of a website, the development of pages and the use of text, graphics, hyperlinks, tables, forms, layered objects, frames, multimedia, templates, behaviors, style sheets and other features. As one of the course projects, students establish their own Web presence by developing a personal website.

**CMPSC 222****Visual Data**

3 Credit Hours

*Pre/Corequisite:* P (RQ) College Level Math

Visualization is how humans relate to data, and big data sets are becoming increasingly important for business decisions. This hands-on course teaches students how to find and collect good data, how to access it, and how to create, format and visualize business-related numerical reports using advanced spreadsheet techniques and professional visualization software (such as Tableau).

**CMPSC 232****User Experience II: Building Compelling User Experiences**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-132 and CMPSC-206

This course builds upon User Experience I and will teach you how to build effective user experiences through a rigorous process of implementing best practices, testing designs, and iterating. You will also cover topics such as branding, color palettes, user journeys, and designing for multiple platforms. By the end of this course, you will be able to build a mobile app or website prototype and iterate upon it based on user feedback. This online class has optional live sessions.

**CMPSC 235****Systems Analysis and Design**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-112

This course covers the major aspects of the systems development life cycle. It includes such topics as data collection, cost analysis, file design, input/output design, project documentation, system testing and implementation.

**CMPSC 255****Introduction to Networks**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-112 or consent of instructor  
Former title: Fundamentals of Computer Networking. This is the first course in the Cisco CCNA Routing and Switching curriculum teaching students the architecture, structure, functions and components of the Internet and other computer networks. By the end of this course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

**CMPSC 256****Operating Systems for Practitioners**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-112

This course introduces the student to hardware and software implementation issues surrounding operating systems. Topics include file, memory, process, device and network management, the user interface and key features and implementations of popular operating systems such as Microsoft Windows, Linux/UNIX and Android. NOTE: Credit for this course will NOT be given to a student who has previously completed CMPSC 301.

**CMPSC 260****Topics in Computer Science**

1 to 4 Credit Hours

This course is provided for special topics in computer science of particular interest to faculty or students. Approval for course topic must be given by the Computer Science faculty.

**CMPSC 262****Unix Fundamentals**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-112

This course serves as an introduction to the foundational principles, concepts, and skills necessary for understanding and working with Unix/Linux operating systems. It introduces students to the main concept of the Unix and Linux operating system and the difference between both. It also examines the full range of Unix and Linux commands and utilities, shell and shell programming, file systems, and other functions and services.

**CMPSC 263****Internet of Things**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-112

This course acquaints students with the role and the technology underpinning the Internet of Things (IoT). Upon completion of this course, students will possess the requisite knowledge and skills to construct an IoT system. The curriculum covers various aspects, such as communication of IoT devices and sensors, data collection and storage, cloud computing, and leveraging IoT for the development of economically sustainable smart facilities and cities.

**CMPSC 265****Network Security**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-255

Network security is the general principles and practices used for protecting data, devices, and computer networks from any theft, damage, and unauthorized access. Since organizations and individuals heavily rely on networks for effective communication and data storage, it is crucial to have an effective security system in place to ensure the integrity, confidentiality, and availability of network resources. This course introduces students to the threat and vulnerabilities that exist in network environments and teaches them various ways for designing, implementing, and managing effective security measures to protect data, systems and networks.

**CMPSC 266****Network Routing and Configuration**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-255

This is the second course in the CCNA Routing and Switching curriculum teaching students how to configure a router and a switch for basic functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPv2, single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing.

## CMPSC 267

**Routing and Switching Protocols**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-266

This is the third course in the CCNA Routing and Switching curriculum, teaching students how to configure routers and switches for advanced functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches, and resolve common issues with OSPF, EIGRP, and STP.

## CMPSC 268

**WAN Technologies**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-267

This is the fourth and final course in the CCNA Routing and Switching curriculum covering the WAN technologies and networks services employed by converged applications in a complex network. By the end of this course, students will be able to configure and troubleshoot network devices and resolve common issues with data link protocols.

## CMPSC 270

**Independent Study**

1 to 3 Credit Hours

## CMPSC 271

**Content and Systems Design**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-112 or CMPSC-171

If you have ever enjoyed the experience of playing a video game, you have had a first-hand lesson in how important content and systems design are. The experience of a game is driven by four major components: content, systems, narrative, and user experience. This class will help you learn to design all four components, and build a deeper understanding of the game development process and an introduction to concepts in scripting. This online class has optional live sessions.

## CMPSC 275

**Working With Unity**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-200, CMPSC-202, or CMPSC-126

The Unity engine powers nearly 50% of all games and nearly 75% of mobile games. This course, built in collaboration with Unity and the IGDA, will introduce you to developing games in Unity. By the end of the course, you will learn how to build a fully functioning game within the Unity system, including all key elements. This online course has optional live sessions.

## CMPSC 281

**Introduction to Cyber Security I**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-255

This course provides a management overview of information security and a thorough treatment of the administration of information security. Over the past few years, technology has become a critical part of business operations of all sizes. While the threats to security are well-known, as are the general techniques for protecting information, management has not

kept pace. Because so much is at stake, both personally and professionally, through the administration of computer security, this course will provide a necessary background for managing the complexities of that arena. (Formerly Web Security)

## CMPSC 282

**Introduction to Cybersecurity II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-281

As technology has become a critical part of business operations of all sizes, there is a big need to learn the most effective and cost-efficient ways to protect information from security threats. This hands-on course examines real-world threats and how to prevent them using ethical hacking techniques in a live lab environment. It focuses on types of attacks, hacking fundamentals, and defenses.

## CMPSC 285

**Digital Forensics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-112

This course introduces students to the techniques and tools of computer forensics investigations in civil and criminal venues. Topics include coverage of the latest technologies (including PDAs, cell phones, and thumb drives), civil procedures, criminal procedures, analysis techniques, reporting, professional responsibility and ethical considerations. Hands-on activities using the most common forensic tools are an integral part of the coursework.

## CMPSC 301

**Operating Systems**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-345

The basic functions of operating systems have not changed over time; however, the expression of those functions has. This course looks at that critical layer of software and the mechanisms employed to provide a seamless interface between the user and the underlying hardware of the computer device itself. Topics studied include the history and evolution of computer operating systems, basic structure, process management, processor management, file management, memory management, input-output management, multimedia systems, multi-processor systems, and an in-depth look at Linux and Windows operating systems. NOTE: Credit for this course will NOT be given to a student who has previously completed CMPSC 256.

## CMPSC 306

**WWW Applications II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-126 or CMPSC-202 and P (RQ) CMPSC-206

This course introduces the student to several languages and software applications that extend the capabilities of basic HTML. Database-driven pages explored in this course include Dynamic HTML, XHTML, XML, VB Scripting and Active Server Pages.

## CMPSC 309

**Issues in Computing**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-255 and P (RQ) CMPSC-126 OR CMPSC-202

This course examines the social and ethical consequences of widespread computer usage in the context of society's increasing dependence on information and telecommunications technology. A survey of prominent and interesting ethical issues and problems is provided. Students will learn to use the tools of ethical analysis to address these problems and will identify issues of professional responsibility.

## CMPSC 311

**Data Structures and Algorithms**

4 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-203

This course builds on the object-oriented techniques begun in CMPSC 203. Topics include an examination of linked lists, graph representations and algorithms, trees, stacks, queues, and hashing.

## CMPSC 321

**Relational Database Theory and Design**

4 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-126 or CMPSC-202

This course introduces the student to the design and implementation of relational databases. Topics include the relational model, entity-relationship modeling, normalization, Structured Query Language (SQL), database redesign, privacy and security.

## CMPSC 345

**Computer Systems and Organization**

4 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-202, MATH-200

This course introduces students to the internal architecture of computer systems. The course material addresses the relationships among a computer's hardware components, native instruction set, assembly language, and high-level languages. Basic concepts in computer systems and their effect on the performance of programs are introduced. Assembly language programming exercises are used to explore computer architecture.

## CMPSC 350

**Internship**

1 to 12 Credit Hours

The internship opportunity is reserved for students who are employed in positions that involve computer science or information systems knowledge and skills. We provide this opportunity to encourage students to gain practical, real-world experience that can enhance their understanding of the discipline and their potential as computer professionals. The student must apply for the academic credit at the time the internship takes place. See Division director for internship guidelines.

## CMPSC 351

**Algorithm Analysis and Design**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-200, CMPSC-203

This course provides an introduction to different design and analysis approaches of computer algorithms. These include searching, sorting and graph algorithms. Analytic approaches including proof of correctness and calculations of time and memory complexity are covered. The concept of distributed algorithms is introduced and compared to centralized algorithms.

## CMPSC 360

**Advanced Topics in Computer Science**

1 to 4 Credit Hours

This course provides students with an opportunity to study in detail one specific topic or area in computer science. The specific topic presented can be an area of particular interest to faculty or students, but must receive approval of the program. Possible topics include video game development, distributed systems, queuing theory, artificial intelligence and parallel processing.

## CMPSC 370

**Independent Study**

1 to 4 Credit Hours

Individual study projects for advanced students in computer science. Topic to be determined by instructor and student.

## CMPSC 372

**C# Programming**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-203

C# is a modern, general purpose, object-oriented programming language with a range of uses, most notably creating desktop applications, web applications, web services and building games using the Unity engine. This course is intended to give students a working knowledge of the C# programming language and the .NET framework, as well as an understanding of C#'s application to the Unity Game Development Engine. This online course has optional live sessions.

## CMPSC 375

**Unity II: Advanced Unity Programming**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-275 and CMPSC-372

This course is intended to provide students with the skills and knowledge to bring their mastery of the Unity game engine and C# programming up to a professional standard. Students will learn how to perform a range of vital code-based talks with in the Unity platform, and will grow their skills in building core gameplay functionality, supporting systems and platform-specific optimizations. This course was built in collaboration with Unity. Upon successful completion, students will be prepared to sit for the Unity Certified Associate: Programmer Exam. This online course has optional live sessions.

CMPSC 390

**Software Engineering**

4 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-311, CMPSC-321

This course addresses the foundations, methodologies, and tools for developing high-quality large-scale software systems, with an emphasis on the technical issues of software development. Students in this course work in groups to design and implement real-world projects for clients such as non-profit organizations and other community groups. Since some of these activities may occur off campus, students should be prepared to travel to the client site. NOTE: Requires participation in community-based activities, some of which may occur off campus.

CMPSC 393

**Goal-Oriented Web Design**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-232 and CMPSC-306

One of the main goals of a company's website is to improve its bottom line. In this course you will propose and build a new website for an existing company. This website should be optimized to boost conversion events for the company in question. In doing so, you will need to research customer behavior and industry trends in order to successfully generate leads and sales. This course will test all of the skills built up through the Web Design major - design, prototyping, optimization, and programming. This online class has optional live sessions.

CMPSC 395

**Computer Information Systems Capstone Course**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-255 and P (RQ) CMPSC-126 or CMPSC-202

This is the capstone course for the computer information systems major. Students will first study and then create a professional report on one of the most recent developments in the field. The report and presentation are expected to showcase senior level skills and knowledge. Special attention will be given to career strategies and preparation for the job search.

CMPSC 397

**Capstone Project: Building a Game**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-271 and CMPSC-372

This course is intended as a culmination of all a student's work in the game development concentration. Students will work in groups to build a game in the unity engine that uses real-time 2D or 3D visuals and showcases their understanding of the core principles of game design. Students will pitch their game, design, prototype, build and test their game. Students will be evaluated based on the quality of their game, and their internal project management processes. This online course has optional live sessions.

## CRIMINAL JUSTICE

CJ 101

### **Introduction to Criminal Justice**

3 Credit Hours

The course reviews the historical and philosophical background of the U.S. criminal justice system and its three major components: police, courts and corrections. Attention is focused on topics such as the Constitution's impact on modern criminal justice and a comparative analysis of criminal justice systems in selected foreign nations. The course also critically evaluates local, state and federal law enforcement agencies and surveys theories of criminal behavior.

CJ 201

### **Law Enforcement and Society**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CJ-101

The course will examine the social and historical origins of various police systems; police culture; role and career; police in the legal system; social and legal restraints on police practices; police discretion in practice; police and the community; police organization and community control mechanisms. Offered spring.

CJ 202

### **Introduction to Corrections**

3 Credit Hours

*Pre/Corequisite:* E (RQ) CJ-101

This course offers an overview of the history and philosophical foundations of the American correctional system. Emphasis is placed on how the theories of retribution, deterrence, incapacitation, and rehabilitation affect current issues such as overcrowding, social control in prison, legal rights of prisoners and alternatives to incarceration. Offered fall.

CJ 210

### **Criminal Law**

3 Credit Hours

This course examines the historical evolution of criminal law in the U.S. Through in-depth analysis of key state and federal court decisions, the course provides analysis of the purposes, constitutionality and application of criminal law. It also compares U.S. criminal laws to laws in select foreign jurisdictions. Offered fall.

CJ 214

### **Law, Courts, and Justice**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CJ-101

The course offers an examination of the role of the judiciary, current issues in law and the legal profession in the United States. Among the topics covered are those which analyze connections between ethics, social change and the application of law. This course is strongly recommended for students considering a career in law. Offered spring.

CJ 216

### **Crime and the Media**

3 Credit Hours

The course offers an examination of the intersection of news media and the criminal justice system. Topics covered include moral panics, framing, narratives and the evolution of media, including social media. The course also gives an overview of the representation of the criminal justice system in entertainment media, including music, documentary, television and film. Students are required to have access to a streaming platform such as Netflix.

CJ 228

### **Latinos and the Criminal Justice System**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CJ-101

This course examines the relationship between Latinos/as and the criminal justice system. Specifically, the course explores what distinguishes Latinos/as from other racial and ethnic groups in the criminal justice system, and what sociological/criminological theories can help us understand the causes of these differences and inequalities. The course considers key variables such as historical context, ethnic and race relations, and current criminal justice policy regarding Latinos/as in the United States. Offered as needed.

CJ 245

### **Race, Class, Gender and the Criminal Justice System**

3 Credit Hours

The objective of this course is to examine the relationship between race, class, gender and the criminal justice system. Throughout the course, students will examine the multiple and intersecting ways these concepts shape the criminal justice process. Specifically, how do these socially constructed axioms influence a variety of institutional contexts such as law enforcement, courts and corrections? The goal is to provide students with knowledge and understanding of the criminal justice system from the position of under-represented groups in America. The course will examine key variables such as historical and community context, ethnic and race relations, and current criminal justice policy. Offered as needed.

CJ 280

### **Serial Killers**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CJ-101

This course introduces students to the scientific study of serial killers. Despite the fascination with serial killers in popular media, these sensationalized stories provide little insight into the realities of these horrific crimes. Focusing on empirical research and case studies, this course provides a scholarly perspective. Topics in typologies of serial murder, prevalence of serial murder, female serial murders, and victims of serial murder.

CJ 283

### **Gangs and Society**

3 Credit Hours

In this course the historical evolution and social roots of gangs and street gangs in modern U.S. society are explored, along with their growth, recruitment and organization. Criminological



theories are used to assess gang structure, characteristics and activities. Additionally, the relationships of gangs to each other, to crime and violence, to the law, and to the community are also explored. Offered as needed.

CJ 294

### **Research Methods and Design**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CJ-101, MATH-135, junior standing  
This course examines the fundamental principles and tools of social science research. Students will develop a basic literacy enabling them to design social science research studies, explore the merits and limits of various research strategies and tools of analysis, and comprehend the basics of qualitative and quantitative research methods. Students will also identify ethical considerations important to social science research, describe the main elements of a social science research study, and define important platforms used to disseminate research findings. Offered fall. Formerly Research Methods and Design.

CJ 302

### **Organized Crime**

3 Credit Hours

The course provides an overview of organized crime in the U.S. beginning with definitions of the phenomenon and analysis of the history of organized crime, including ethnic patterns and cross-cultural comparisons. Students will also consider the competing explanations for organized crime in the U.S., policy issues, and techniques used to combat organized crime. Offered as needed.

CJ 303

### **Police Administration**

3 Credit Hours

This course reviews the evolution of police organizational theory, management, planning and leadership skills. This course also addresses issues concerned with stress and police personnel, labor relations, state civil liability, and civil rights liability under 42 U.S.C. Sect. 1983. Offered spring.

CJ 306

### **Special Topics**

3 Credit Hours

This course will focus on studies from a variety of perspectives on issues of justice and society.

CJ 307

### **Juvenile Justice and Delinquency**

3 Credit Hours

This course considers the problem of delinquency in culture and its relation to conventional culture. Students will examine the introduction to delinquent lifestyles and the relationship to adult criminal behavior. Offered as needed.

CJ 311

### **Probation and Parole**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CJ-101

This course provides an overview of the history and philosophical foundations of probation and parole in the United States. Criminological theories concerned with probation and

parole supervision are considered. Laws and court decisions relating to probation and parole are assessed and current issues and problems in probation and parole are explored. Offered fall.

CJ 312

### **Criminology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) 6 credit hours in criminal justice and P (RQ) CJ-101

This course is an examination of the major theories of deviance, crime and criminal behavior from a variety of disciplines: biology, psychology, sociology, philosophy, economics, gender and women's studies etc. Student will apply knowledge and understanding of theories to real-world crime and criminals. Offered spring.

CJ 316

### **Victimology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CJ-101

This course will review victimology as an evolving discipline. It will examine the elements of this new field, including the development of the discipline, the economic and other costs of crime to victims, the use of victimization surveys, services and programs for victims and the implications of the victim-offender system on the criminal justice process, as well as the societal response to, and description of, victims.

CJ 317

### **Violence Against Women and Girls**

3 Credit Hours

Studies the various forms of violence for which females are victimized at significantly higher rates. Students will examine (a) the theories related to female victimization, (b) the impact of stereotypes and myths on societal perceptions of female victimization, (c) the criminal justice system response to female victims and (d) the impact of victimization on the victims themselves and on females in general.

CJ 318

### **Globalization and Crime**

3 Credit Hours

This course examines criminal justice systems and crime from a comparative perspective. Utilizing historical, legal, jurisprudential approaches, this course examines how economic global dependencies create opportunities for crime and how travel, communication, and other technologies facilitate its occurrence. The course examines topics such as gun trafficking, human trafficking, drug trafficking, cyber-crime, maritime piracy and counterfeiting. The course also explores international responses to global crime. Offered as needed.

CJ 320

### **Ethics in Criminal Justice**

3 Credit Hours

Ethical and moral decision making is an important dilemma that students who enter the criminal justice field will face during their careers. The purpose of this course will be to provide students with an understanding of ethics and justice as well as

provide them opportunities to discuss ethical decision-making and the implications of such decision-making. Offered fall.

CJ 321

**21st Century Policing**

3 Credit Hours

This course examines the history and development of police community relations in the United States and its importance for crime control. Topics covered in this course include community policing, problem-oriented policing, and the effects of aggressive patrol strategies on community relations. The recommendations of the President's Task Force on 21st Century Policing are also examined. Offered spring.

CJ 328

**African Americans and the Criminal Justice System**

3 Credit Hours

The course African Americans and the Criminal Justice System explores the interrelationship between race and involvement with the criminal justice system. This course will explore one of the most sensitive questions facing Americans today: Why are African Americans grossly over-represented in the American criminal system? The explanations for the disparities that haunt the criminal justice system are nuanced and complex, and therefore deserving of careful study. Absorbing lessons from a wide variety of disciplines, including history, sociology, political science, economics, psychology, and law, "African Americans and the Criminal Justice System" will examine this vexing American problem. Students will also examine how the criminal justice system intersects with other systems of social control, like the welfare state and foster care. This course approaches the topic with an intersectional lens in which race, gender, class, and sexuality are all analyzed as integral parts of the social construction of "criminality."

CJ 336

**Criminal Investigation**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CJ-101

This course examines the historical evolution of techniques used in criminal investigation. Topics covered include crime scene activities, chain of evidence, interviewing and interrogation, records and intelligence, undercover operations, computerized crime analysis, and the use of informants. Offered summer.

CJ 337

**Criminalistics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CJ-101

This course is designed to acquaint the student with the capabilities and limitations of the criminalistics laboratory. While reviewing the application of natural sciences to the problems encountered in the examination of evidence, students assess the quality and effectiveness of scientific theories in their application. Offered as needed.

CJ 338

**Drugs and the Criminal Justice System**

3 Credit Hours

This course provides a comprehensive examination of the issue of drug abuse. While focusing on the history, causes, and treatment of drug abuse, it also assesses varied drug policies, drug trafficking, drug law enforcement, and the drug legalization movement. Offered as needed.

CJ 345

**Jurisprudence and Gender**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CJ-101

The Rule of Law is meant to establish a system of rules founded on principles rather than personalities. In this course students examine a system that is gendered, built on the story of men's lives. Analysis will take students through at least three major strains of legal argument that begin with different assumptions and lead to different policy outcomes but all of which are guided by a notion of gender equality.

CJ 366

**Internships**

3 to 9 Credit Hours

The student will spend a specified number of hours working in a criminal justice agency, reporting regularly to an assigned academic supervisor and completing academic assignments appropriate to his/her type of work. All field placements must be approved in advance by the course instructor. Needs Program approval. Junior standing.

CJ 367

**Individual Research**

3 Credit Hours

In this course the student conducts filed and/or library research and then prepares and completes a research proposal under the direction of a specific faculty member. No classes; meetings with faculty member as required.

CJ 368

**Senior Seminar**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CJ-101 CJ-294 Junior standing and P (RQ) Complete 100 level MATH course

This course entails researching a major topic in criminal justice and providing a significant written assessment of the results of that research. Building on students' prior work on criminal justice history and practice as well as criminological theories, the course reexamines fundamental questions concerning the social construction of crime and the policing of society. Specific research topics will be assigned by the instructor to each student. NOTE: This course is ONLY open to criminal justice majors.

CJ 390

**Independent Study**

3 Credit Hours

With the approval and under the guidance of an assigned faculty member, students in this course engage in readings and research on a specific criminal justice topic.

## ECONOMICS

ECON 202

### **Principle of Economics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) Math-132 or Math-135 or High School weighted GPA of 3.5 or higher

This course provides students with an understanding of how to apply micro and macroeconomic analysis to corporate decision making. The course emphasizes the understanding of supply and demand, the cost of production, and market structure.

Additionally, students learn the economic concepts such as the operating of a principles of national economy, analysis of gross domestic product accounts, national income, determination levels of employment (or unemployment) and inflation, taxation and government expenditures, monetary and fiscal policy, and the basics of international trade and finance.

## EDUCATION

EDU 110

### **Introduction to Educational Technology**

2 Credit Hours

For this course candidates will become familiar with various educational technologies and strategies for effectively integrating them into instructional delivery. This course will examine specific examples of how teachers can integrate a variety of technologies to enhance instruction and engage students more fully in learning activities. Educational technology will be addressed as a fundamental part of teaching and learning that offers students a variety of creative and inquiry-based learning experiences.

EDUL 110

### **Introduction to Educational Technology Lab**

1 Credit Hour

*Pre/Corequisite:* C (RQ) EDU-110

In this one-credit lab course in educational technology, students design and develop a technology-related project aimed at enhancing learning experiences. Through hands-on experimentation and guided exploration, participants engage in iterative design processes to create innovative solutions for educational settings.

EDU 200

### **Introduction to The Profession of Teaching**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-200

\*Level 1 Professional Education Course for Secondary Majors. \*Level 2 Professional Education Course for Elementary Education and Middle Level Majors. This course is an introduction to the professional, ethical, and moral responsibilities of teachers, and to the teacher education program at Saint Xavier University. Students will be introduced to a variety of professional standards and will focus their attention on the development of their own professional dispositions. Critical issues in education, such as diversity, curriculum development, state and federal mandates and legal issues will be addressed. Students will utilize technology to access course requirements (CANVAS).

EDUL 200

### **Education Orientation**

0 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-200

Formerly titled "Orientation to the Education Department". This online course is designed to introduce teacher candidates to a number of important Education Program policies and procedures they will need to know and understand as they prepare to become a professional educator. Each module in this online course will introduce teacher candidates to an important policy/procedure and the related tasks they will need to complete to move forward in education programs leading to Illinois licensure.

EDU 202

### **Educational Psychology**

3 Credit Hours

\*Level 1 Professional Education Course. This course consists of both classroom and field experiences. The course examines the nature of human knowledge, psychological theories of learning and factors influencing it, stages of human development and the growth of the mind, and the use of psychology in the classroom. Methods of research in educational psychology are also introduced in this course. 5 field hours are required.

EDU 205

### **Child Growth and Development**

3 Credit Hours

\*Level 1 Professional Education Course. This course focuses on the study of theories of development that include the physical, psychosocial, cognitive and moral development of the individual from infancy through adolescence. Application of these theories as they relate to the child's formal and informal school experiences is examined. 5 field hours are required.

EDU 209

### **Literature for Children and Adolescents**

3 Credit Hours

\*Level 1 Professional Education Course. This survey course is focused on literature appropriate to students across all grade ranges; a variety of genres and formats are explored. The emphasis is on literature that reflects the culture and heritage of America's multicultural and diverse population. The course includes the evaluation and selection of developmentally appropriate literature, critical analysis, methods of presenting literature, and uses of literature throughout the curriculum.

EDU 211

### **Infants and Toddlers: Environments, Programs and Activities**

2 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-212

This course focuses on creating responsive environments that support the social, emotional, physical, and cognitive development of children aged birth to three. Environmental designs and the adult's role in facilitating play that fosters the development of language and literacy, creative expression, and mathematical and scientific thinking. Family-school partnerships, attachment theory, health, and safety are discussed as vital to early care and education.

EDUL 211

### **Sophomore II FE Block**

1 Credit Hour

\*Level 1 Professional Education Course. The Sophomore II field experience block is designed to provide opportunities for candidates to apply course concepts in real environments. The Sophomore II field experiences relate to current professional education coursework, social-emotional learning standards as well as national, state, and institutional standards. Required activities and assignments provide candidates with the opportunity to connect theory and practice and prepare candidates for daily classroom responsibilities. Offered

spring. 45 field experience hours are required for successful completion of the course.

EDU 212

### **Foundations of Early Childhood**

2 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-212

This course focuses on the historical, philosophical, and social foundations of early childhood education. Theories of child development and learning are discussed. Candidates study various models and explore research-based practices for designing, organizing, and implementing developmentally appropriate and culturally sensitive experiences for children age birth - Grade 2 in inclusive settings.

EDUL 212

### **Infant/Toddler Field Experience**

1 Credit Hour

*Pre/Corequisite:* C (RQ) EDU-211 EDU-212

Formerly Sophomore II FE Block. The infant/toddler field experience block is designed to provide opportunities for candidates to apply course concepts in real infant/toddler environments. The field experiences relate to current professional education coursework, as well as national, state, and institutional standards. Required activities and assignments provide candidates with the opportunity to connect theory and practice and prepare candidates for daily classroom responsibilities. 20 field experience hours are required for successful completion of the course.

EDU 213

### **Introduction to Early Childhood edTPA**

1 Credit Hour

Candidates will complete practice exercises for Task 1, Planning Instruction and Assessment; Task 2, Instructing and Engaging children in Learning; and Task 3, Assessing Children's Learning. Practice activities will include responding to prompts that use key edTPA vocabulary and reflecting on edTPA requirements and rubrics.

EDUL 221

### **Junior I FE Block**

1 Credit Hour

\*Level 2 Professional Education Course. Supervised field experiences are an integral part of the Elementary Education candidate's apprenticeship experience. The Junior I field experience block is designed to provide opportunities for candidates to apply course concepts in real environments. The Junior I field experiences relate to current professional education coursework, as well as national, state and institutional standards. Required activities and assignments provide candidates with the opportunity to connect theory and practice and prepare candidates for daily classroom responsibilities. Offered fall. 45 field experience hours are required for successful completion of the course.

EDUL 222

### **PreK Field Experience**

1 Credit Hour

*Pre/Corequisite:* C (RQ) EDU-252 EDU-253 EDU-254

Formerly Junior I Field Experience Block 1. The PreK field experience block is designed to provide opportunities for candidates to apply course concepts in real PreK environments. The field experiences relate to current professional education coursework, as well as national, state, and institutional standards. Required activities and assignments provide candidates with the opportunity to connect theory and practice and prepare candidates for daily classroom responsibilities. 45 field experience hours are required for successful completion of the course.

EDUL 231

### **Junior II FE Block**

1 Credit Hour

\*Level 2 Professional Education Course. Supervised field experiences are an integral part of the Elementary Education candidate's apprentice experience. The Junior II field experience block is designed to provide opportunities for candidates to apply course concepts in real environments. The Junior II field experiences relate to current professional education coursework, as well as national, state and institutional standards. Required activities and assignments provide candidates with the opportunity to connect theory and practice and prepare candidates for daily classroom responsibilities. Offered spring. 45 field experience hours are required for successful completion of the course.

EDUL 232

### **Primary Field Experience**

1 Credit Hour

*Pre/Corequisite:* C (RQ) EDU-303 EDU-304 EDU-305 EDU-306

Formerly Junior II Field Experience Block I. The primary field experience block is designed to provide opportunities for candidates to apply course concepts in real kindergarten to grade 2 environments. The field experiences relate to current professional education coursework, as well as national, state, and institutional standards. Required activities and assignments provide candidates with the opportunity to connect theory and practice and prepare candidates for daily classroom responsibilities. 45 field experience hours are required for successful completion of the course.

EDU 242

### **Using Student Achievement Data to Support Instructional Decision Making**

3 Credit Hours

This course will provide teacher candidates with an understanding of how to use data to inform instruction and enhance learning for diverse student populations. Teacher candidates will participate in activities that will enhance knowledge of assessment task development, analysis and interpretation of results. Documenting student performance and progress both for instructional and accountability purposes will be emphasized. Candidates will become familiar with quantitative and qualitative concepts and practices used to

evaluate student learning in the classroom. They will learn how to communicate assessment results to their learners.

EDU 243

**Principles and Methods of Teaching Science, Health and PE in the Elementary School**

2 Credit Hours

This course focuses on developing instructional strategies and assessments for teaching science content, modeling science literacy, and employing inquiry-based, interactive learning in a technology-rich environment. A broad range of science, health and physical education content will be explored based on the Illinois Content Area Standards.

EDU 244

**Principles and Methods of Teaching Social Science and the Arts in the Elementary School**

2 Credit Hours

This course is designed to introduce content and methods for teaching Social Studies and incorporating the Arts in the elementary classroom. Topics include social science/performing/visual arts theory, lesson planning, interdisciplinary instruction, assessment and a broad overview of content and standards included in the elementary social studies/arts curriculum. The primary focus is the development of a personal philosophy of teaching elementary social studies, along with the integration of the arts in the classroom. Offered spring.

EDU 252

**Inquiry and Play in Early Childhood Education**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-222

This course focuses on the centrality of inquiry and play in children's learning. Integrated and developmentally appropriate experiences that support children's construction of knowledge and interpersonal relationships are stressed. Candidates explore multiple ways to observe and document learning experiences to support reflective teaching and the development of children's critical thinking skills.

EDU 253

**Integrated Curriculum and Methods in Early Childhood**

4 Credit Hours

*Pre/Corequisite:* C (RQ) EDUL-222

This course is focused on the curriculum, methods, materials, and technological resources for the integrated teaching of mathematics, science, social studies, literacy, and fine arts to young children in diverse and inclusive settings. Candidates explore an integrated approach to multimodal, active learning and design learning experiences that develop children's inquiry, symbolic representation, and problem-solving skills. Play, creativity, integration of technology, and physical and interpersonal environment are discussed. Candidates plan, assess, adapt, and reflect on learning experiences.

EDU 254

**Emergent Literacy and Language Development**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-222

This course discusses language and literacy development in young children. Verbal and non-verbal language acquisition in

children are examined. Emphasis is on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional strategies, technology use, and varied learning materials to promote language and literacy development in inter-disciplinary contexts, with attention to the interrelated processes of listening, speaking, reading, and writing are emphasized.

EDU 282

**Reading Informational Text in the Content Areas**

3 Credit Hours

\*Level 1 Professional Education Course. This course will explore research-based strategies to support K-8 students as they engage with informational text. Topics will include, but are not limited to, research-based strategies for reading expository texts, developing oral communication skills, and building academic vocabulary. Offered spring.

EDU 303

**Foundations and Methods of Teaching Literacy K-2**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-232

This course focuses on literacy methods and applications in K-2 classrooms. Candidates use research-based literacy strategies for teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension. Candidates use a variety of texts that support students' reading, writing, speaking, and listening. The Common Core Standards for English Language Arts are explored. An emphasis will be placed on holistic learning, the inter-relatedness of curricular areas, educational technologies, and the developmental appropriateness of integrating teaching and learning in grades kindergarten through second.

EDU 304

**Foundations, Curriculum and Methods of Teaching Math K-2**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-232

This course examines the content and methods of teaching mathematics in diverse and inclusive settings, preparing teacher candidates to develop children's ability to approach and solve problems in number concepts, geometry, probability and measurement. State standards for K-2 math will be explored. An emphasis will be placed on the interrelatedness of curricular areas and the use of multimodal strategies and educational technologies that support engaged learning activities in mathematics.

EDU 305

**Foundations and Methods of Teaching Science K-2**

2 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-232

This course prepares teacher candidates to teach science in diverse and inclusive settings and explores the dimensions in the Next Generation Science Standards (NGSS). Candidates plan learning activities where children learn to think, discuss, and inquire about topics in the discipline. An emphasis will be placed on active and multimodal learning, the inter-relatedness of curricular areas, educational technologies, and assessment using developmentally appropriate strategies.

EDU 306

**Foundations and Methods of Teaching Social Science K-2**

2 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-232

This course prepares teacher candidates to teach social science in diverse and inclusive settings guided by the state social science standards. Candidates design learning activities where children learn to think, discuss, and inquire about topics in the discipline. An emphasis will be placed on multisensory experiences, nonfiction literacy, educational technologies, and assessment using developmentally appropriate strategies.

EDU 307

**Methods of Teaching Young Children with Disabilities**

2 Credit Hours

This course provides an overview of early childhood special education history and philosophy, reflected in current practices, curriculum development, materials selection, assistive technology use, adapted assessment, and intervention planning in the context of collaborative services to young children with disabilities.

EDU 309

**Child, Family and Multicultural Community**

2 Credit Hours

Family and community contexts surrounding young children, as well as legal, religious, and political institutions that affect families and children are explored. Supportive relationships with families of young children with and without special needs, are emphasized. Family-centered services for diverse families are explored. Ethics in early childhood education, health and safety, and mandated reporting are discussed. Students engage in service-learning.

EDU 311

**Assessment of Typically and Atypically Developing Young Children**

2 Credit Hours

This course introduces students to developmental assessment of typically and atypically developing children aged birth to 8, in the context of developmentally appropriate practice. The ethical use of assessment data to plan instruction, monitor children's progress on developmental and curricular goals, measure achievement, and gauge children's engagement in learning are stressed. Candidates practice administering various early childhood assessments and reporting results.

EDU 318

**Foundations and Methods of Literacy and Language Arts**

3 Credit Hours

Investigation of theory, research and practice related to the teaching and learning of reading and the language arts. Incorporates the study of language and literacy development; reading and writing processes; principles, methods and materials of literacy instruction including phonemic awareness, phonics, vocabulary, fluency, and comprehension. This course also explores proficient reader research, research-based resources, and classroom management systems to support differentiated literacy instruction in grades K-8.

EDU 323

**Survey of Students with Exceptionalities**

3 Credit Hours

\*Level 1 Professional Education Course. This course explores the characteristics and learning needs as well as effective methods for teaching, assessing, and accommodating students with disabilities and other learning differences. The responsibilities of teachers and related service providers under federal legislation are emphasized. Learners with disabilities include learners with intellectual, sensory, health, and physical disabilities; learning and emotional disabilities; and communication and behavioral disabilities. Learners with learning differences include those who are English Language Learners or dialectical English speakers, those who are gifted, and those with specific risk factors. This course meets the requirement for Illinois House Bill 150. 5 clinical hours. 5 field experience hours are required for successful completion of this course.

EDU 336

**Methods of Teaching Mathematics in the Elementary School**

3 Credit Hours

Former name of EDU 336: Methods of Teaching Mathematics in the Elementary School \*Level 2 Professional Education Course. This lab course focuses on the analysis of children's construction of mathematical knowledge and on mathematics as a meaningful activity. The use of word problems and manipulatives to aid in the understanding of operations on whole numbers, fractions, decimals and percent is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics for grades K-8 will be undertaken. Clinical component: Each candidate attends one full school day at a community-based school site for 15 weeks. Offered fall.

EDU 339

**Managing the Elementary Classroom: Behavior Management and Instructional Planning**

3 Credit Hours

\*Level 2 Professional Education Course. This course presents best practices in classroom and behavior management -- from organizing time, materials, and classroom space to strategies for managing individual and large group student behaviors, transitions, and other arrangements for general education classrooms. In addition, teacher candidates will be introduced to effective development and design of instructional plans and units. Topics will include, but are not limited to: Classroom Management, Classroom Organization, Behavior Management, Response to Intervention, Problem Based Interventions & Supports (PBIS), Common Core State Standards, Understanding by Design (UbD) and research-based instructional strategies. Offered fall.

EDU 343

**Assessment and Diagnosis of Reading Problems**

3 Credit Hours

This course will focus on the study of the combined procedures of assessment, evaluation, and instruction. Topics will target the development and implementation of methods materials, and assessments to enable the classroom teacher to adapt instruction to the needs of small groups and individual

students. This course is designed to enable teacher candidates to use sound theoretical, philosophical, and knowledge-based approaches to the diagnosis and instruction for struggling readers, employing the guidelines and standards of the International Literacy Association.

EDU 345

**Seminar in Teaching and Learning**

3 Credit Hours

\*Level 3 Professional Education Course. This course is designed for education student teachers and includes a structured teaching performance assessment (edTPA) in the directed teaching site. The course supports teacher candidates in the design and implementation of the 3 edTPA tasks: Planning for Instruction, Instructing and Engaging Students in Learning, and Assessing Student Learning. \* [edTPA has been waived by ISBE until Spring 2024] Additional topics may include, but are not limited to the Co-Teaching model, resume writing, refining the professional portfolio, licensure, and teacher evaluation models. Prerequisite: Successful completion of required sequence of education courses and related supervised field experiences. Corequisite: Enrollment in Student Teaching.

EDU 346

**ESL Bilingual Education Observation Hours**

1 Credit Hour

*Pre/Corequisite:* C (RQ) EDU-345

This course is the field experience component of the ESL or Bilingual Education endorsement. Topics include observation, analysis of interactions and instruction of students in ESL and Bilingual Education classroom settings to support theory presented in university classroom component. 100 hours.

EDU 348

**Student Teaching-Early Childhood Education**

9 Credit Hours

*Pre/Corequisite:* C (RQ) EDU-345

\*Level 3 Professional Education Course. This course is a program of guided observation, participation and teaching in a classroom setting, jointly supervised by a teacher from the University and a mentor teacher from the host school site. The student teacher spends the whole school day in the field for 16 weeks. Prerequisite: Successful completion of required sequence of education courses and related field experiences.

EDU 349

**Student Teaching Middle and Secondary**

9 Credit Hours

*Pre/Corequisite:* C (RQ) EDU-345

\*Level 3 Professional Education Course. This course is a program of guided observation, participation and teaching in a classroom setting, jointly supervised by a teacher from the University and a mentor teacher from the host school site in the 6-8 or 9-12 classrooms. The student teacher spends the whole school day in the assigned 6-8 or 9-12 school setting for 16 weeks. Prerequisite: Successful completion of required sequence of education courses and related supervised field experiences.

EDU 350

**Student Teaching Elementary**

9 Credit Hours

*Pre/Corequisite:* C (RQ) EDU-394

\*Level 3 Professional Education Course. This course is a program of guided observation, participation, and teaching in a classroom setting, jointly supervised by a teacher from the University and a mentor teacher from the host school site in the grade 1-6 classrooms. The student teacher spends the whole day in the assigned 1-6 school setting for 16 weeks, either co-teaching or taking on full teaching responsibility. Prerequisite: Successful completion of required sequence of education courses and related field experiences. Offered spring.

EDU 352

**Student Teaching (K-12) Education**

9 Credit Hours

\*Level 3 Professional Education Course. This course is a program of guided observation, participation and teaching in a classroom setting, jointly supervised by a University Supervisor and a mentor teacher from the host school site. The student teacher spends the whole school day in the assigned school setting for 16 weeks. Prerequisite: Successful completion of required sequence of education courses and related field experiences.

EDU 361

**Methods of Teaching Young Children with Disabilities**

3 Credit Hours

\*Level 2 Professional Education Course. This course provides an overview of early childhood special education history and philosophy, reflected in current practices, curriculum development, materials selection, assistive technology use, adapted assessment, intervention planning and lesson planning in the context of collaborative services to young children with disabilities. 10 field experience hours are required for successful completion of this course.

EDU 363

**Theoretical Foundations of Teaching ESL and Bilingual Education**

3 Credit Hours

This course is designed to introduce students to an understanding of the historical, philosophical, socioeconomic and educational issues that have led to the formation of ESL and bilingual education policies, programs and services for culturally diverse populations. Theories of language learning and acquisition as they pertain to ESL and bilingual education are included. This course fulfills a requirement in the Latino/Latin Studies Program. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered fall.

EDU 364

**Methods and Materials Teaching ESL**

3 Credit Hours

In this course students learn and practice a variety of methods of teaching English as a Second Language, as well as the nature of second language acquisition. Methods of teaching, listening, speaking, reading and writing are presented, with a focus on creating comprehensible input. Students will become



familiar with methods of sheltered instruction, including SIOP, CALLA and TRP. Students select and critically analyze culturally and linguistically appropriate materials for ESL and are placed in supervised ESL classrooms for clinical experience. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDU 365

**Cross Cultural Studies in a Bilingual Program**

3 Credit Hours

This course focuses on teaching children from multilingual, multicultural backgrounds within the context of societal issues related to poverty, discrimination, racism and sexism. Learning and communication styles and the impact of teacher expectations on student achievement are examined. Effective utilization of home and community resources are explored. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered fall.

EDU 366

**Methods and Materials of Teaching English in a Bilingual Program**

3 Credit Hours

This course includes analysis and evaluation of a variety of program models and methodologies for teaching bilingual students, including dual language, integrative and transitional programs. Methods and materials for integrating the English language arts into the teaching of content areas are reviewed and employed. The course introduces techniques for managing a multi-level class and presents curricular development techniques for programs that assist students who are learning English in a bilingual educational setting. The course includes a focus on integrating the fine arts in the bilingual classroom as well as engaging multilingual/multicultural families and communities with schools. A supervised clinical experience in a bilingual classroom is provided. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDU 367

**Linguistics for Educators**

3 Credit Hours

This course is an introduction to contemporary theories of language structure, phonology, morphology, syntax and semantics. It also concentrates on applied linguistics relevant to the Pre-K-12 classroom. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered summer.

EDU 368

**Assessment of Bilingual Students**

3 Credit Hours

This course examines the theoretical and practical study of instruments and procedures for testing bilingual students. Formal and informal methods used to evaluate and assess language skills and academic proficiency are examined. Issues of non-discriminatory testing are addressed. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered summer.

EDU 369

**Teaching English as a Second/Foreign Language to Adults and Children**

3 Credit Hours

This course focuses on teaching English to adults and children in foreign and/or informal school settings. This course will develop candidates' understandings of and skills in the methods and materials of Teaching English to Speakers of Other Languages, intercultural competencies, language structure and teaching practice in supervised settings. 40 field experience hours are required for successful completion of this course. Offered fall.

EDU 370

**Principles and Practices of the Middle and Secondary Schools**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EDU-202 or consent of the instructor \*Level 2 Professional Education Course. This course focuses on establishing a learning environment in the classroom. It examines methods of establishing objectives and developing learning experiences, the setting of limits on behavior, group dynamics, research-based instructional methods and the use of community resources. 30 field experience hours are required for successful completion of this course.

EDU 371

**Methods of Teaching Art in the K-12 Schools**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-370  
Level 2 Professional Education Course. Formerly Methods of Teaching Art in the Middle and Secondary School. This course focuses on theoretical and applied investigation of practical and creative aspects of teaching art. Through classroom and field experiences, students will explore and discuss major visual art educational concepts and techniques including curriculum development and presentation of visual art lessons. Course also includes field trips to a variety of schools where different teaching modes can be examined. 30 field experience hours are required for successful completion of this course. Offered fall.

EDU 372

**Methods of Teaching Biology and Science in the Middle and Secondary School**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-370  
\*Level 2 Professional Education Course. Formerly Methods of Teaching Biology in the Middle and Secondary School. This course covers the principles, methods and materials of teaching biology at the middle school and secondary level. Additionally, this course covers general science methods for middle level teaching. 30 field experience hours are required for successful completion of this course. Offered fall.

EDU 373

**Methods of Teaching English in the Middle and Secondary School**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-370

\*Level 2 Professional Education Course. This course builds on and expands the material covered in ENGL 356 and ENGL 371. This course covers the theories and practices of teaching English in middle schools and secondary school English language arts classrooms, in addition to an emphasis on integrating reading, writing, speaking, listening and technology skills into effective lessons and units. 30 field experience hours are required for successful completion of this course. Offered fall.

EDU 374

**Methods of Teaching Foreign Language K-12**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-370

\*Level 2 Professional Education Course. This course examines the trends in methodology of foreign language teaching in the United States. The course includes the development of ability in determining, stating and evaluating objectives. Emphasis on individualized instruction. Class demonstration of teaching techniques with the use of audio-visual equipment. 30 field experience hours for successful completion of this course. Offered fall.

EDU 375

**Methods of Teaching Mathematics in the Middle and Secondary Schools**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-370 and at least 30 credit hours in math.

Level 2 Professional Education Course. Focal points include: principles, standards, current issues, implications of research, and resources and instructional methods related to the teaching and learning of middle and secondary (grades 5-12) mathematics. 30 field experience hours are required for successful completion of this course. Offered fall.

EDU 377

**Historical and Social Trends in American Education**

3 Credit Hours

This course is designed to engage students in a critical exploration of the social and political history and dynamics of American public schools, as well as the demands of the teaching profession. Central to this study is an exploration of the myth and reality of diversity and equality in our democratic society. Current issues and trends will be dissected and debated to explore multiple perspectives and experiences. Trends and issues may include: standards and standardized testing, multicultural education, critical literacy, parental choice, unionization, school funding, educational reforms, and the legal and ethical rights and responsibilities of teachers and learners in our school communities.

EDU 378

**Methods of Teaching History and Social Science in the Middle and Secondary School**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-370 and junior or senior status

\*Level 2 Professional Education Course. This course covers the principles, methods and materials of teaching social science at the middle and secondary levels. 30 field experience hours are required for successful completion of this course. Offered fall.

EDU 380

**Methods of Teaching Bilingual Education**

3 Credit Hours

Program models, methodologies, and strategies that are effective and appropriate for designing, implementing, and assessing teaching and learning for emergent bilinguals are presented in this course. Students will engage in curricular development for preK-12 students who are learning in a bilingual education setting. An overview of the research associated with teaching methodologies and bilingual education is included. Successful completion of the Illinois State Language Proficiency Examination in target language is required to earn the Bilingual Education endorsement. Supervised clinical experience in a bilingual classroom is provided. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDU 381

**Science for Teachers**

3 Credit Hours

This course focuses on the interconnectedness between pedagogy, content, and assessment of teaching science to elementary students as guided by state standards. Teaching and learning connections are explored across science domains including Physical Science, Life Science, and Earth and Space Science, with special emphasis on technology applications. Offered spring.

EDU 386

**Principles and Methods of Teaching Social Studies in the Middle School**

3 Credit Hours

\*Level 2 Professional Education Course. This course is specifically designed to develop the knowledge, skills and understandings needed to teach social studies at the middle school level by providing teacher candidates with a comprehensive overview of the most effective approaches to planning, implementing, managing, and assessing successful and effective learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the middle level social studies classroom. Offered fall.

EDU 387

**Principles and Methods of Teaching Science in the Middle School**

2 Credit Hours

\*Level 2 Professional Education Course. This course is designed to prepare middle grade (5-8) science teacher candidates to teach science using the complex and scientifically appropriate inquiry model. The Illinois Learning Standards for Science and the Next Generation Science Standards will guide instructional planning activities. Emphasis will be placed upon the nature of science and its instructional methods including: the nature of scientific inquiry, the development of science process skills, integration of subject areas (STEM) and assessment, and using data to improve student achievement. Corequisites: All other Senior I coursework. Offered fall.

EDU 388

**Application of Reading Strategies for Diverse Learners**

2 Credit Hours

This course addresses the responsibility and challenge elementary teachers must undertake as they strive to meet the needs of diverse learners in their elementary classroom. Via performance-based assessments, teacher candidates will explore teaching and learning strategies that support the development of a wide range of literacy skills to create challenging learning opportunities for all students. Offered fall.

EDU 390

**Student Teaching I**

4 Credit Hours

Student Teaching I is comprised of 10-weeks of half-day student teaching experience followed by 6-weeks of full time co-teaching and solo student teaching in a PreK classroom setting. Candidates are jointly supervised by a university supervisor and a site-based mentor teacher. This course will be followed by Student Teaching II experience.

EDU 392

**Student Teaching Seminar I**

3 Credit Hours

\*Level 3 Professional Education Course: \*NOTE: Concurrent enrollment in EDU 322 Student Teaching I Middle School Student Teaching I is required. This course is designed for student teachers pursuing the new Illinois Professional Educators License for Grades 1-6 or 5-8 and includes a structured teaching performance assessment (edTPA) in the directed teaching site. The course supports teacher candidates in the design and implementation of the 3 edTPA tasks: Planning for Literacy Instruction, Instructing and Engaging Students in Literacy Learning and Assessment. \* [edTPA has been waived by ISBE until Spring 2024]. Offered fall.

EDU 394

**Seminar in Teaching and Learning II**

3 Credit Hours

\*Level 3 Professional Education Course: Requires passing ILTS content exam.

EDU 395

**Student Teaching Seminar I**

3 Credit Hours

This course is designed for early childhood education student teachers and includes a structured teaching performance assessment (edTPA) in the directed teaching site. The course supports teacher candidates in the design and implementation of the 3 edTPA tasks: Planning for Instruction, Instructing and Engaging Students in Learning, and Assessing Student Learning. \*[edTPA has been waived by ISBE until Spring 2024]

EDU 396

**Student Teaching II**

9 Credit Hours

Student Teaching II is comprised of 16 weeks. Candidates continue to complete an additional 8 weeks in the Student Teaching I PreK setting. The second 8 weeks are completed in a Primary setting. Candidates are jointly supervised by a university supervisor and a site-based mentor teacher.

EDU 397

**Literacy Instruction for Diverse Learners**

3 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to an Education Program. This course addresses the responsibility and challenge secondary teachers must undertake as they strive to meet the needs of diverse learners in their content areas. Teacher candidates will explore teaching and learning strategies that support the development of a wide range of literacy skills to create challenging learning opportunities for all students. 15 field experience hours are required for successful completion of this course.

EDU 398

**Student Teaching Seminar II**

3 Credit Hours

This course is designed for student teachers pursuing the new Illinois Professional Educators License with an endorsement in Early Childhood and focuses on the completion of the edTPA - a structured teaching performance assessment. Additional topics include but are not limited to: Co-Teaching model, resume writing, refining the professional portfolio, licensure, and teacher evaluation models.

## SPECIAL EDUCATION

EDUSP 320

### **Characteristics and Diversity of Students With Disabilities**

3 Credit Hours

This course provides a study of disabilities, in individuals from preschool to age 22, as well as etiologies and medical conditions and the impact of disabilities on development, learning, and communication processes. The characteristics, learning needs, family needs, adaptive equipment, assistive technology, community integration, and vocational options are explored. 15 field experience hours.

EDUSP 321

### **Foundations of Special Education**

3 Credit Hours

This course provides a study of philosophical, historical and legal foundations of special education. Candidates investigate the service delivery models, court cases, legislation, advocacy, and self-determination of students with disabilities. 5 field experience hours.

EDUSP 322

### **Adaptations, Accommodations, and Assistive Technology**

3 Credit Hours

This course provides investigation and development of adaptations for instruction, communication, and assessment for students with disabilities, and interaction with their families, paraprofessionals, colleagues, community members, and other service agencies. Candidates develop accommodations of multiple curriculum areas across the age range from K to age 22. 15 field experience hours.

EDUSP 324

### **Psychoeducational Assessment**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EDUSP-320

This course includes theoretical and practical study of the instruments and processes used for nondiscriminatory evaluation of students with disabilities in the areas of academic, social, and vocational function. Analysis of test construction, considerations of legal and ethical issues in the administration of specified tests and the interpretation of various scores, and Illinois Alternative Assessment are also discussed in this course. 10 field experience hours.

EDUSP 325

### **Methods for Teaching Students With Disabilities**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EDUSP-324

This course provides an examination and implementation of research-based effective strategies and materials for teaching students with disabilities from K to age 22 in the areas of academic, social and vocational function. Emphasis is on transfer and generalization in inclusive settings, including physical and academic prompts and adaptations. Focus is also on IEP development, responsive to Illinois learning standards and aligned with assessments, and inclusive of progress monitoring. 15 field experience hours.

EDUSP 326

### **Behavior Management**

3 Credit Hours

This course explores behavior management of classrooms as a three-dimensional construct, including prevention of misbehavior through effective instructional design, addressing inappropriate behavior through effective management techniques, and decreasing inappropriate behavior through effective positive behavior support plans. Recognition of age-appropriate and developmental needs of typical and atypical students serves as a foundation. 10 field experience hours.

## ENGLISH

ENGL 101

### **Critical Thinking & Writing**

3 Credit Hours

Application of the principles of clear thinking and effective writing to expository and argumentative essays. Must be passed with a grade of C or better. Offered each semester.

ENGL 120

### **Rhetoric and Writing**

3 Credit Hours

This course introduces students to the theories and practices of academic writing. Students will demonstrate rhetorical sensitivity in reading and writing, compose inquiry-based arguments and perform writing as a process. Must be passed with a grade of C or better.

ENGL 154

### **Introduction to Literature**

3 Credit Hours

This course focuses on close reading and analysis of poetry, fiction and/or drama selections leading to a better understanding of how literature works and what it can do. Open to all students and designed for students who are NOT English majors.

ENGL 155

### **Introduction to Literature: Global**

3 Credit Hours

This course focuses on close reading and analysis of poetry, fiction and/or drama selections chosen from the literatures of the world, excluding American, leading to a better understanding of how different cultures think of the ways literature works and what it can do. Designed to satisfy the General Education Level II Literature and Global Studies requirements. Open to all students and designed for students who are NOT English majors.

ENGL 157

### **Introduction to Shakespeare**

3 Credit Hours

This course is an introduction to Shakespeare through the reading of several major plays. Open to all students and designed for students who are NOT English majors.

ENGL 201

### **English Literature to 1700**

3 Credit Hours

This course is a survey of English literature from the Old English period to the end of the 17th century.

ENGL 202

### **English Literature Since 1700**

3 Credit Hours

This course is a survey of English literature from the 18th century to the present.

ENGL 203

### **American Literature to 1865**

3 Credit Hours

This course is a survey of American literature from the explorers' narratives to the Civil War.

ENGL 204

### **American Literature Since 1865**

3 Credit Hours

This course is a survey of American literature from the post-Civil War era to the present.

ENGL 205

### **World Literature to 1500**

3 Credit Hours

This course focuses on selected works from a wide range of world literatures from the earliest written texts through about 1500: Ancient Middle Eastern, classical Greek and Roman, Indian, Chinese, Japanese, Islamic (Arabic, Persian and Indian), African and European (except the Anglo-American tradition).

ENGL 206

### **World Literature Since 1500**

3 Credit Hours

This course focuses on selected works from a wide range of world literatures from about 1500 to the present: Chinese, Japanese, South Asian, Middle Eastern, African, Latin American and European (except the Anglo-American tradition).

ENGL 207

### **The Study of Literature**

3 Credit Hours

This course is an introduction to the study of literature through a range of contemporary (1965-present) theoretical perspectives. Required of English majors and minors but also open to other interested students with strong backgrounds in the study of literature. Should be taken as soon as possible by English majors and minors.

ENGL 208

### **Study of Rhetoric**

3 Credit Hours

This course is an introduction to the discipline of rhetoric through a range of historical and contemporary rhetorical theories. Emphasizes close reading, academic writing and disciplinary inquiry. Required of all English and English Secondary Education majors.

ENGL 210

### **Introduction to Creative Writing**

3 Credit Hours

This course is an introduction to writing poetry and short fiction. Students will compose several poems and at least one short story in the context of reading classic and contemporary literature.

ENGL 220

**Advanced Writing**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120 HONOR 150

This course is an intensive writing course focused on advanced argumentation in the academic context. Students will study the power of language to influence thought and behavior, advanced sentence grammar and effective style by writing and reading non-fiction texts. Required of all English and English Secondary Education majors.

ENGL 222

**Greek Drama**

3 Credit Hours

This course is an introduction to classical Greek drama through the reading of several plays by Aeschylus, Sophocles, Euripides and Aristophanes within their literary, historical and social contexts.

ENGL 224

**Professional Writing and Communication**

3 Credit Hours

*Pre/Corequisite:* P (RQ) Sophomore standing and ENGL-120, or consent of the instructor

Principles of effective argument and exposition applied to writing about business and professional topics. Emphasis on the purpose, audience, and design of letters, resumes, reports and other business and professional documents.

ENGL 230

**Multiethnic Literature in the United States**

3 Credit Hours

This course is an introduction to major works and issues of contemporary multiethnic literature in the United States, featuring works by African-American, Asian-American, Latinx and Native American writers.

ENGL 232

**Introduction to Women's Studies**

3 Credit Hours

This course examines the connections between biological sex and the construction of gendered identities, as well as the historical conditions that give rise to conception of identity, as inflected by gender, race, class, sexuality and other categories of difference.

ENGL 233

**Middle Eastern Literature**

3 Credit Hours

This course focuses on selected poems, short stories, sacred texts and novels written by authors from diverse ethnic and religious backgrounds from different regions of the Middle East.

ENGL 235

**Literature and Sports**

3 Credit Hours

This course requires reading and analysis of sports classics in poetry, fiction, drama and personal-experience writing. Focus on the sporting experience as a metaphor for life and on the various ways that sports events are transformed into literature.

ENGL 240

**Women and Literature**

3 Credit Hours

This course is a study of women's writing in all genres and from a wide range of historical contexts and ethnic groups.

ENGL 241

**Introduction to Language and Linguistics**

3 Credit Hours

This course is an introduction to the study of language and modern linguistics, including coverage of the nature of oral and written language; grammars; semantics, syntax, morphology and phonology; the evolution of the English language; language diversity; and the impacts of cultural, economic, political and social environments on language. Designed as an introductory course both for future teachers of English language arts and for students seeking an introduction to language and how it works.

ENGL 260

**Special Topics in Literature**

3 Credit Hours

This course focuses on the study of various literary topics designed as electives for majors and for students who are not majors.

ENGL 301

**Chaucer**

3 Credit Hours

This course is a study of Chaucer's poetry, primarily The Canterbury Tales, in the context of late-medieval culture and language.

ENGL 304

**Shakespeare**

3 Credit Hours

This course examines selected major comedies, histories and tragedies, including the development of Shakespeare's career in relation to his theater and society.

ENGL 311

**English Literature of Romantic Period**

3 Credit Hours

This course explores the different genres of English romanticism as a literary movement in its cultural and social context.

ENGL 313

**20th Century British Literature**

3 Credit Hours

This course is a study of the different literary movements and genres in relation to 20th-century British culture and society.

ENGL 315

**The English Novel**

3 Credit Hours

This course examines the historical development of the English novel as an art form, from its inception to the present.

ENGL 317

**English Literature of the Victorian Period**

3 Credit Hours

This course explores the literature of the Victorian age in its cultural and social context.

ENGL 321

**Literature of the American Romantic Period**

3 Credit Hours

This course is a study of antebellum American literature that examines the cultural, intellectual and literary engagements with Romanticism and Transcendentalism.

ENGL 322

**American Regionalism and Realism**

3 Credit Hours

This course is a study of post-bellum American literature that examines Realism and Naturalism in the context of Social Darwinism, populism and progressivism.

ENGL 323

**American Modernism**

3 Credit Hours

This course is a study of American modernism that examines the movement's literary experimentation and engagements with American culture.

ENGL 325

**American Fiction**

3 Credit Hours

This course is a study of the rise of the American novel and/or short fiction.

ENGL 330

**Folklore**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120 or HONOR-150

Introduction to the study of the folklore of the major areas of the world. Emphasis on form, function, creation, performance, transmission, meaning and application of metaphoric speech, proverb, riddle, myth, legend, folktale, anecdote, joke, folksong, ballad, folk belief, custom, ritual, festival and folk drama.

ENGL 331

**Issues in African-American Literature**

3 Credit Hours

A study of African-American literature and its related issues of authority, self and canon.

ENGL 332

**Introduction to Women and Gender Studies**

3 Credit Hours

This course addresses the relationship between biological sex and the construction of gendered identities. As a result, this course deals directly with this relationship, as well as the historical conditions that give rise to this relationship, by examining writings about women and men and femininity and masculinity from a range of disciplines that include the cultural, the sociological and the anthropological.

ENGL 333

**Modern African Literature**

1 to 6 Credit Hours

This course focuses on selected works by modern African writers within their historical and cultural contexts.

ENGL 334

**Film as Text**

3 Credit Hours

This course is a study of the vocabulary and concepts of cinematic form and of the fundamentals of critical writing about film.

ENGL 340

**Critical Theory**

3 Credit Hours

This course focuses on selected texts in literary, rhetorical and cultural theory, with a strong emphasis on contemporary theories. Required for all English (Global Literature and Writing/Rhetoric) and English Secondary Education majors.

ENGL 344

**Young Adult Literature**

3 Credit Hours

A study of literature written for young adults at the high school level, designed primarily for English Education majors but open to others. The literature is studied within the context of secondary studies of theories and practices of teaching young adult literature, including the question of how adolescents read.

ENGL 345

**Modern Drama**

3 Credit Hours

This course is a study of drama from the late 19th-century to the present.

ENGL 349

**Studies in World Literature**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120

This course explores a study of representative texts, major themes or literary movements in world literature.

ENGL 352

**Writing in Digital Environment**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120

This is a project-based course emphasizing digital and information literacy, online identity, and the analysis and production of digital texts. Students will gain the rhetorical and design skills necessary for becoming successful, engaging online writers who can respond effectively to the unique opportunities offered within digital environments.

ENGL 353

**The Writing and Editing Process**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120

This course is an introductory proofreading/copyediting course that presents an overview of the editorial process and instruction on the basic tools and tasks of proofreaders and

copyeditors. Students will use style manuals and reference books, create style sheets, and learn methods of querying authors and project editors.

ENGL 356

**Teaching Writing and Language in Middle and Secondary Schools**

3 Credit Hours

This course focuses on theories and practices of teaching writing in middle and secondary English language arts classrooms. Emphasis on integrating a wide range of writing activities into the classroom and on improving students' abilities as writers. Approaches to, and practice in, integrating reading, writing, speaking, listening and technology skills into classroom units of instruction. Must be taken before ENGL/EDU 373 Methods of Teaching English. 10 clinical hours. Fall semester only (every other year).

ENGL 357

**Topics in Writing**

3 Credit Hours

This course focuses on writing topics of a specialized nature.

ENGL 358

**Advanced Creative Writing**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120 or permission of the instructor

An advanced course on writing poetry, short fiction and drama. In addition to writing their own poetry, fiction and drama, students will read examples of classic and contemporary literature, as well as published authors on the art of writing creatively. Students will also study the process of submitting work for publication.

ENGL 359

**Rhetoric, Writing, and Society**

3 Credit Hours

This course asks students to read theoretical and primary texts to examine the role that rhetoric plays in contemporary social movements, debates and controversies.

ENGL 360

**Special Topics: Topics in Literature**

3 Credit Hours

This course focuses on the studies of literary or rhetorical topics designed for English majors and other interested students with a background in literature or rhetoric.

ENGL 365

**Internship**

1 to 9 Credit Hours

For students who perform internships and/or present an off-campus experience judged by the faculty advisor and division director to be of significant value in English studies. Note: Junior/senior standing; consent of instructor.

ENGL 371

**Teaching Reading and Literature in Middle and Secondary Schools**

3 Credit Hours

This course focuses on theories and practices of teaching reading in middle and secondary English language arts classrooms. Emphasis on teaching a wide variety of texts commonly taught in middle and secondary schools (literary and non-literary, print and non-print) and on improving students' abilities as readers of those texts. Approaches to, and practice in, integrating reading, writing, speaking, listening and technology skills into classroom units of instruction. Must be taken before ENGL/EDU 373: Methods of Teaching English. 10 clinical hours. Spring semester only (every other year).

ENGL 373

**Methods of Teaching English in Middle and Secondary Schools**

3 Credit Hours

*Pre/Corequisite:* P (RM) ENGL-356, ENGL-371

This course builds on and expands on material covered in ENGL 356 and ENGL 371. Theories and practices of teaching in middle and secondary English language arts classrooms, with an emphasis on integrating reading, writing, speaking, listening and technology skills into effective lessons and units. 30 clinical hours. Offered fall.

ENGL 395

**Senior Seminar**

3 Credit Hours

This course is a study of literature, rhetoric, or English education requiring student to employ current methodologies, critical approaches, and research techniques appropriate to their projects. Students write and present a senior paper under the supervision of a faculty member. NOTE: Senior standing as an English major and program approval. Offered fall.



## ENV. AND SUSTAIN. STUDIES

ESS 395

### **Capstone Experience in Environmental Studies**

1 to 3 Credit Hours

The capstone experience in Environmental and Sustainability Studies enables students to complete the requirements for a minor in ESS. The experience must be approved by the faculty advisor and program director and may take the form of an internship, community service project, independent study, research or creative project. Permission required to register.  
Course Type: ESS-Environment and Sustainability Studies.

## EXERCISE SCIENCE

EXSC 112

### Health and Fitness

2 Credit Hours

This course introduces the fundamentals of health and wellness through life long physical activities while increasing your awareness of overall fitness. This course is designed at an introductory level to cover relevant health and fitness topics and is designed to provide information to create awareness of and motivation toward development of positive health and fitness behaviors. The practice of long-term positive health and fitness behaviors are essential to an individual's physical, mental, emotional, and social well-being. Offered fall and spring.

EXSC 120

### First Aid and Athletic Injuries

3 Credit Hours

This course is designed as an introduction to athletic training and sports medicine. The course offers instructional and practical application in the skills and techniques necessary for prevention, evaluation, treatment, and rehabilitation and care of athletic injuries. The course also offers techniques used in emergency first aid as related to athletics. Contact hours include athletic training room observation, and the shadowing of certified athletic trainers' day to day responsibilities. The student will also be offered the practical application of various taping methods. Offered fall and spring.

EXSC 130

### Introduction to Exercise Science

3 Credit Hours

Students will be introduced to a broad array of topics related to the field of exercise science through an introductory review of body systems and physiological concepts. Students will gain an understanding and appreciation for the processes of response and adaptation which enhance both health and fitness through regular exercise. Career options, history and philosophy, professional organizations, research methods, and professional issues will be examined. Offered fall and spring.

EXSC 200

### Anatomy and Physiology I

3 Credit Hours

*Pre/Corequisite:* C (RQ) EXSCL-200

This course will introduce students to the concepts of anatomy and physiology of the human body. This course will cover the integration and function of the cells, tissue, organs and other systems of the body. Students taking this course will be preparing for a career in the allied health professions.

EXSCL 200

### Anatomy and Physiology I Lab

1 Credit Hour

*Pre/Corequisite:* C (RQ) EXSC-200

This course is designed to complement and reinforce the concepts of anatomy and physiology through in depth lab exercises. Topics such as the identification of the tissues, muscles, bones and their functions within the context of the

human system will be discussed. Students taking this course will be preparing for a career in allied health professions.

EXSC 201

### Anatomy and Physiology II

3 Credit Hours

*Pre/Corequisite:* P (RQ) EXSC-200 and EXSCL-200 and C (RQ) EXSCL-201

This course is a continuation in the series of anatomy and physiology courses. This course integrates furthering concepts in the human body including the function of cells, tissues, organs and other systems. Students taking this course will be preparing for a career in the allied health professions.

EXSCL 201

### Anatomy and Physiology II Lab

1 Credit Hour

*Pre/Corequisite:* P (RQ) EXSC-200 and EXSCL-200 and C (RQ) EXSC-201

This course is a compliment and reinforcement of anatomy and physiology concepts through in-depth lab exercises. Topics such as the identification of muscles, tissues, bones and aspects. Investigation into how the body reacts to stressors on the respiratory, cardiorespiratory and overall homeostasis of the body will be explored. Students taking this course will be preparing for a career in the allied health professions.

EXSC 203

### Nutrition for Sport

3 Credit Hours

*Pre/Corequisite:* P (RQ) EXSC-130

This course will focus on the physiological use of nutrients on the body. This course will investigate the use of proper nutrition as it applies to human performance, activities for daily living and prevention of injury and illness. Other topics will include supplementation to nutrition, eating disorder and body composition. Offered fall.

EXSC 210

### Motor Behavior

3 Credit Hours

*Pre/Corequisite:* P (RQ) EXSC-130

This course investigates how motor development affects motor learning through the lifespan of human beings. This course explains how motor development and learning creates a framework in which skill acquisition is obtained for various sport skills and activities for daily living. Offered spring.

EXSC 275

### Exercise Physiology for Sport

3 Credit Hours

*Pre/Corequisite:* P (RQ) EXSC-130 and C (RQ) EXSCL-275

This course builds upon the introduction to the body systems and physiological concepts. An in-depth look into how the body responds to acute and chronic exercise emphasizes the bioenergetics of the cardiovascular, respiratory, and neuromuscular system responses to physical stress. This didactic course has a laboratory component. Offered fall.

## EXSCL 275

**Exercise Physiology for Sport Lab**

1 Credit Hour

*Pre/Corequisite:* P (RQ) EXSC-130 and C (RQ) EXSC-275

This is a laboratory course that builds upon the didactic lectures of how the body responds to acute and chronic exercise emphasized the bioenergetics of the cardiovascular, respiratory, and neuromuscular system responses to physical stress. Emphasis is placed on practical application of learned theories within the lectures. Offered fall.

## EXSC 295

**Research Methods for Allied Health**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EXSC-130 ENGL-120

This course introduces research terminology and various methods used in evidence-based research. Students will develop an understanding of the research process that occurs within the health sciences. Students will become proficient in the critical appraisal process of qualitative and quantitative studies by implementing various evaluation tools. Offered fall.

## EXSC 300

**Special Topics**

2 to 3 Credit Hours

*Pre/Corequisite:* P (RQ) EXSC-130

This course presents varying subject matter related to current trends and issues in allied health dependent upon student interest and faculty resources. Junior or senior status.

## EXSC 319

**Biomechanics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EXSC-130 EXSC-210

This course focuses on structural kinesiology and the study of both skeletal and muscular structures as they are involved in the science of movement. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological and social factors that influence an individual's participation in physical activity and sport. Students will review the anatomy of the skeletal and muscle systems, understand the terminology used to describe joint movements and body part locations, gain knowledge in the planes of motion in relation to human movement, and describe and understand the various types of joints in the human body and their characteristics. Formerly Kinesiology.

## EXSC 327

**Measurement and Evaluation**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EXSC-130

This course introduces students to proper measurement and evaluations in exercise. Students will measure performance in the areas of health, fitness and sports. This course will investigate the use of evidence-based practice in coming to valid and reliable conclusions based on evaluations. Offered fall.

## EXSC 335

**Sport Psychology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Sport Psychology examines the interaction between psychological variables and performance in athletic and physical activities. The American Psychological Association, Division 47 - Society for Sport, Exercise and Performance Psychology-contributes to the standards of this course. The objective of this course is to survey theories and practical skills that contribute to performance in sports. Offered fall and spring.

## EXSC 366

**Strength and Conditioning Theory**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EXSC-130

This course is a culmination of the study of program and design and its application of exercise science. This course is designed to prepare students to program and design based off of proper assessments, evidence-based research and needs analysis. This course also serves as a preparation course to take the CSCS exam. Offered fall.

## EXSC 380

**Field Experience**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EXSC-130 EXSC-210 EXSC-366 EXSC-390 and P (RQ) EXSC-203 OR PE-124

The Internship Program for Exercise Science at Saint Xavier University provides the opportunity for students to develop and apply exercise science knowledge, skills, and abilities in a supervised University approved setting. The course is intended for student to observe and gain practical experience in a professional environment. Prerequisites: All core courses 130, 203, 210, 366, and 390. Offered fall, spring, and summer.

## EXSC 385

**Program and Design for Sport**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EXSC-130

This course will focus on advanced theories of program and design for sport. This course will investigate different program methodologies based on sport, individual and team sports. Further investigation will look at factors that affect the sport and the athlete's performance on and off the field. Offered spring.

## EXSC 390

**Exercise Science Senior Seminar**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EXSC-130 EXSC-319

Students are provided an overview of contemporary issues, trends, theories, and research related to exercise science. This course is a capstone course designed to integrate the student's prior academic experience in exercise science. Students will bridge the foundational curricular experience with professional preparedness and/or professional certification. The course is delivered in a seminar format to encourage student participation and interaction with peers and faculty. Offered fall and summer.

## FINANCE

FINC 200

### Personal Financing

3 Credit Hours

The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

FINC 300

### Principles of Finance

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-210 and P (RQ) BANA-250 or BANA-251 and P (RQ) MATH-132 or MATH-135

This course is an introduction to corporate finance and the techniques used by financial managers. Topics include: an overview of the financial environment, analysis of financial statements, consideration of risk and return on investment, the time value of money, valuation models of stocks and bonds, the cost of capital and capital budgeting, the capital structure and dividend policy of firms, and an overview of capital markets and the investment banking process.

FINC 310

### Financial Institutions and Markets

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-300 ECON-202

\*Formerly Money and Banking. This course is designed to help students understand the operations of financial institutions and financial markets and the crucial role they play in modern economies. This course focuses on four broad areas that include: the importance of studying money and banking and an overview of the financial system including a detailed understanding of the banking sector, banking regulations, and the impact of banking functions on the local and national economy; understanding interest rates and its importance in market economies and the financial sector; the importance of money and monetary policy and the role of the Federal Reserve System; and issues related to financial institutions. In addition, students learn about banking services, financial fraud, and the critical role of ethics in the financial sector. \*Note: Students admitted under the 2021 catalog will follow the 2022 catalog for FINC 310 and the course content taught.

FINC 320

### Investment and Portfolio Analysis

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-300

Investment and Portfolio Analysis focuses on the theories and techniques basic to control of investment risks and optimization of investment returns. Students study the investment setting and asset allocation, the organization and functioning of securities markets, efficiency of capital markets, asset pricing models, security valuation, investment companies and the futures and options markets.

FINC 330

### International Finance

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-300 ECON-202

This course provides an understanding of finance in the international context. In a globally integrated world, it has become imperative to trade, invest and conduct business operations internationally. The course exposes the students to the opportunities and risks associated with international finance.

FINC 340

### Advanced Corporate Finance

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-320

This course teaches students how to address a wide variety of financial and managerial issues and problems. Topics include planning for current and long-run financial needs, merger analysis, dividend policies, choosing the optimal capital structure, raising funds in both domestic and foreign capital markets, and risk management in an international setting. Students will use case analysis to explore the interrelationship of money, interest rates, and the economy. Finally, students will learn about money and monetary policy, the Federal Reserve System, and financial regulatory bodies.

FINC 347

### Healthcare Finance

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-210, ACCT-211, and MGMT-344

This course teaches you how to apply concepts of finance and accounting to healthcare. You will learn how to track and evaluate the financial status of a healthcare organization. Additionally, you will learn how healthcare systems finance growth, and other projects. By the end of this course, you will be able to analyze issues and trends in healthcare finance and use financial information to support healthcare decision-making. This online course has optional live sessions.

FINC 350

### Futures and Options

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-320

This course teaches students how to understand theories and practices of futures, options, and swaps, which are used in business. It is an experiential class using CME Group materials and industry leading Barchart software. Students participate in CME Group Trading Challenges using applied skills. The class will offer CME badges after completion of distinct parts and eventually receiving a certificate from CME Group upon successful completion of the course.

FINC 360

### Risk Management Analysis and Student Managed Hedge Fund

3 Credit Hours

*Pre/Corequisite:* C (RQ) FINC-350

The course provides students with a career path in the investment industry. Students learn and apply technical and risk management skills to manage the Cougar Student

Hedge Fund, which has a focus on investment grade ESG investments. This investment style has been lauded by the external community, including the Financial Times of London. Additionally, students will learn how to maximize returns of their investments using derivatives risk management through participation in CME Group Trading Challenge. A course textbook, CME Group Risk Management Materials, CME Software, and materials from the financial services industry will be used. The CME badges and certificates will be provided upon successful completion of the course.

## FOUNDATION SEMINAR

FOSEM 110

### **Portfolio Development**

0 Credit Hours

This is an independent study course that will introduce the theory and practice of creating a portfolio to obtain credit for prior learning. Students will be guided how to document and verify college-level learning through a conceptual and systematic approach based on their personal and professional experiences. Students wishing to develop a portfolio must complete this seminar.

FOSEM 200

### **Foundation Seminar: Mathematics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120 COMM-101

This course provides an exposure to the richness of mathematics through a unique examination of its history, creators and cultural influences. Various branches of mathematics will be surveyed. Formulas and calculations will be required. There is no mathematics prerequisite for this course.

FOSEM 205

### **Business Communications**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120 COMM-101

The business community demands business communication to be clear, concise, courteous and correct. In addition, the ever-changing technological environment demands business executives to present information in a variety of electronic formats. This course examines the techniques for communicating effectively and efficiently in business situations. A project applying to the student's current work situation is required.

FOSEM 301

### **Ideas, Methods and Research**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120 COMM-101

This requirement is met by a wide array of 200 and 300 level courses that require close and careful reading of academic texts, critical thinking about those texts, and comprehensive analysis, ideally with attention to interdisciplinary themes.

FOSEM 350

### **Senior Seminar/Project**

3 Credit Hours

This course is met by a wide array of 300 level courses that require "a significant writing component." Students must select courses in their area of concentration, e.g., students concentrating in Business must select a Business course, and students concentrating in Natural Science, Social Science and the Humanities must do the same. Although courses approved to meet FOSEM 350 can be designated as a "writing intensive course" for the purposes of the General Education Program, they need not be. Liberal Studies majors should be seniors when taking FOSEM 350.

## GERONTOLOGY

GERON 101

### Introduction to Aging

3 Credit Hours

This course introduces the student to the inter-disciplinary field of gerontology and a constructive approach to the aging process. Relevant and contemporary topics are covered, which includes subject areas in the fields of biology, psychology, economics, health sciences, and the collective social issues that affect a growing number of older adults. Students are provided opportunities to investigate negative myths about aging, interact with an older adult in a positive manner to promote healthy aging, and to explore the complexity and diversity of those aging members of our society.

GERON 106

### Elderhood Through Film

3 Credit Hours

The purpose of this course is to engage the student in reflecting on the later parts of the life cycle (elderhood) as represented in popular narrative films, as well as, documentary films and television programs. The emphasis in the course will be on deconstructing the many myths and stereotypes surrounding aging and elderhood, and then reconstructing a more holistic view of human life in later years. Film (and television) is both a reflection of, and an influencer on, popular perceptions, feelings and understandings of major cultural mores and beliefs. As such, it can serve as an engaging way for students to look reflectively and critically at our societal understandings of human life in its later years, including the diversity and individuality of the experience of growing older.

GERON 124

### Physiology of Aging

3 Credit Hours

In this course the physiological changes that occur in the aging process are addressed with emphasis on learning for the student who is not previously trained in the physiological sciences; includes information on appropriate exercise, nutrition and ways to minimize problems for the elderly.

GERON 199

### Lifespan Development

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Lifespan Development is a survey of theory and research on development throughout the life span from conception to death. The course focuses on the physical, emotional, social and cognitive changes.

GERON 203

### Care at the End of Life

3 Credit Hours

This course is an on-line course based on the ELNEC (End of Life Nursing Education Consortium) core curriculum, and addresses the special care and needs of patients, families and significant others at the end of life. Content will include an overview of hospice and palliative care, the role of the interdisciplinary team in hospice care, as well as the concepts of communication at the end of life, ethical, legal and cultural

considerations, suffering, grief, loss and bereavement. Care of the dying child as well as the veteran at the end of life will also be addressed. Literature and film will enhance the student's awareness of end of life issues.

GERON 205

### Narrative Gerontology

3 Credit Hours

The purpose of this interdisciplinary course is to introduce the student to narrative/story [Voices of Aging] as a way of knowing, a way of coming to connect with and communicate with the older adult in a variety of settings through interdisciplinary venues that include literature, gerontology, psychology, sociology, anthropology and nursing. The student will be introduced to interpretive phenomenology as a way of thinking and understanding the diversity and complexity of the older adult. Student interdisciplinary teams will discuss a variety of readings and studies and participate in developing a qualitative research study outline exploring the perspectives of older adults, leading to a multi-perspectival understanding of aging and how to come to understand what is meaningful to older adults.

GERON 208

### Aging and Culture

3 Credit Hours

This course examines aging in cross-cultural perspective. Emphasized are the diverse and worldwide cultural contexts that mediate the experience of aging. Evaluated is the human response to aging as influenced through historical time periods. Theoretical perspectives and myth surrounding aging are explored. Challenges of growing old are considered in diverse life contexts and cultures. Explored are case studies of aging from Asia, Europe, Africa and the Americas and the contextual knowledge that illuminates life transition, health, well-being, and cultural adaptation for the aged. This course applies to academic disciplines including nursing and health sciences.

GERON 216

### Introduction to Health Communication

3 Credit Hours

This course is a survey of health communication concepts and theories. The processes by which people, individually and collectively, understand shape and accommodate to health and illness issues are explored as well as the study and use of communication strategies to inform and influence individual and community decisions that enhance awareness, processes and procedures. Offered spring.

GERON 224

### Adulthood and Aging

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Adulthood and Aging considers physical changes with aging, psychological and sociological theory and research concerned with the changes and developmental tasks characteristic of mature adulthood, middle age and aging.

GERON 266

**Suffering and Death**

3 Credit Hours

This course is a study of central themes, resources and methods employed in Christian theological reflection upon human suffering and death.

GERON 309

**Neuroscience of Communication**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-204, CSDI-206

This course examines the neurological foundations of speech, language, and swallowing, and provides an introduction to the neurogenic communication disorders of aphasia, apraxia of speech, and dysarthria. Offered spring.

GERON 318

**Sociology of Aging**

3 Credit Hours

This course explores the sociological aspects and theories of aging. Using a cross-cultural perspective, the content focuses on issues in life-course, leisure and retirement, social ecology and structure, interpersonal and intergenerational relations, and the economics and politics of aging. Offered as needed.

GERON 335

**The Art and Science of Reminiscing**

3 Credit Hours

This course will examine the therapeutic intervention of reminiscing utilizing theories in nursing and sociology as well as research and critical thinking skills. With a focus on the older adult client, attention will be given to active communication and therapeutic listening. Reminiscing will be explored from sociocultural, developmental, and clinical contexts. Opportunities to learn and apply principles of qualitative research will be incorporated. Offered as needed.

GERON 341

**Health Psychology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Health Psychology is an interdisciplinary study of health and psychology. The primary emphasis of the course is a biopsychosocial one. Content includes the history and focus of health psychology, an examination of stress, its relation to illness, and methods for coping with and reducing it, physical and psychological pain, methods for managing and controlling it, and procedures to enhance health and prevent illness.

GERON 348

**Geriatric Syndromes**

3 Credit Hours

This 8 week on-line course utilizes relevant theory and findings from social, biological, and health sciences to explore the wholistic needs of those older adults experiencing common psychological and physiological issues that are specific to this age group. Issues related to assessment, intervention, risk reduction, and prevention are incorporated as well as explaining the impact these problems have on older adults and their families.

GERON 390

**Elder Law/Justice in Aging**

3 Credit Hours

This course is an introduction to the myriad of legal issues that are often grouped under various titles such as Elder Law and Aging and the Law. The course highlights the social and legal issues associated with an aging society, a critical understanding of the distinct legal problems of the elderly and a familiarity with governmental aging society, a critical understanding of the distinct legal problems of the elderly and a familiarity with governmental programs established for the benefit of older people.

GERON 395

**Capstone Project**

3 to 4 Credit Hours

*Pre/Corequisite:* P (RQ) GERON-101 or NURS-199

Completion of core and elective courses for either the Gerontology Major or Minor.

This Gerontology major course completion degree will culminate with an interdisciplinary Capstone Project in which the student(s) will develop a project integrating program learning outcomes. Foci in this project may include Communication, Community, Teamwork, Integrated literature review or a Presentation. Students, in teams or individually, may develop and present a community educational offering in collaboration with a specific agency or work with a faculty member on a particular project related to the field of gerontology. The capstone experience will be developed and individualized to meet the interests of the student in alignment with the learning outcomes of the Gerontology Studies Major.



## HISTORY

HIST 101

### **World History to 1500**

3 Credit Hours

The first of a two-part sequence, this course examines the development of societies and cultures from Neolithic times up to 1500. The course gives particular attention to the ways in which differing patterns of social organization have shaped the dynamic interaction between human societies and their environments.

HIST 102

### **World History Since 1500**

3 Credit Hours

The second of a two-part sequence, this course examines the ongoing development of societies around the world with a particular emphasis on the increasing scale and intensity of global interaction in the period since 1500. Major topics include population growth, technological change, inter-continental migration, and the rise of a global economy.

HIST 103

### **United States History to 1877**

3 Credit Hours

This course is a general survey of American social and political history from Pre-Columbian civilization through Reconstruction. It will address issues of slavery and freedom, gender, class, race, diplomacy, war, politics, economics, and culture.

HIST 104

### **United States History Since 1877**

3 Credit Hours

This course is a general survey of American social and political history since the late 19th century. It will address themes of gender, class, race, politics, diplomacy, war, economics and culture.

HIST 190

### **Economic Development in United States History**

3 Credit Hours

This course is an accelerated general survey of U.S. history with an emphasis on the nation's economic development. In addition, this course will also address themes of race, class, gender, diplomacy, war, culture and politics and it will explore methods for implementing Illinois history standards in elementary and middle-school classrooms. The completion of at least 30 credit hours is required for enrollment. Students cannot receive credit for this course and HIST 103 or 104. Offered fall.

HIST 200

### **Introduction to Discipline of History**

3 Credit Hours

*Pre/Corequisite:* E (RQ) Complete two of the following:

HIST-101, HIST-102, HIST-103, or HIST-104

This course introduces majors to the conventions and research methods of the discipline of history. The course requires students to complete a substantial research paper or proposal. Topics will vary according to instructor. Offered spring.

HIST 201

### **Digital Humanities**

3 Credit Hours

This is a project-based course designed to teach the basic theories and tools needed to engage digitally with the humanities. Students will compose a digital exploration of some historical topic that demonstrates such skills as curating, analyzing, editing, or modeling information. Offered fall.

HIST 203

### **History of the Holocaust**

3 Credit Hours

This course introduces students to the historical study of the Holocaust, and covers such topics as the development of "scientific" racism in 19th and 20th century Europe, the rise of political anti-Semitism in Nazi Germany, the creation of the camp system, and the implementation of the Final Solution. We will pay particular attention to the historical legacy of the Holocaust: how and why has it come to be seen as a benchmark for evil? In what ways has the Holocaust been memorialized? What political purposes does the Holocaust continue to serve?

HIST 208

### **Modern Europe, 1789-Present**

3 Credit Hours

Survey of the history of modern Europe from the French Revolution through the early 21st century emphasizing social, cultural, economic and political developments. Also interrogates the historical notion of the "modern period" with its connotations of decisive rupture from the past and unprecedented acceleration of historical change. Offered fall even years.

HIST 211

### **Women in Modern European History**

3 Credit Hours

Explores the history of women in a European context since the mid 17th century. Ideas about women, gender, and sexuality, the changing social and economic conditions of women's lives, and women's political activism will be examined. Offered every spring odd years.

HIST 213

### **History of Modern Germany**

3 Credit Hours

This course introduces students to the historical study of Germany. It covers unification through the world wars, the division of the nation, and Germany's contemporary transformation into a multiracial, multiethnic democracy. Students will also be introduced to historiographic debates in German history, including the Historikerstreit over the place of the Holocaust in German history and memory. Offered as needed.

HIST 215

### **History of Modern Russia**

3 Credit Hours

This course examines Russia and the Soviet Union from the mid-nineteenth century to the present. Topics include czarist modernization, the revolutions of 1905 and 1917, Leninism,

Stalinism, WWII, the Cold War, and Post-Communist Russia. Special emphasis is given to Soviet empire-building, minority policies in the Soviet Union, and foreign relations with the US. Offered fall odd years.

HIST 221

**American Foreign Relations**

3 Credit Hours

What are the responsibilities of global leadership and how did the United States attain such power? From Cold War to post-Cold War, the essence of America in the world will be analyzed. Historical trends, current economic and political events, differing theories of America's world role and the ethics of American diplomacy and war will be assessed. Offered as needed.

HIST 228

**African-American History**

3 Credit Hours

This course explores the history of African-Americans from slavery to freedom, beginning with the slave trade and concluding with the Civil Rights Movement of the 1950's and 1960's through Black Lives Matter. Other topics include slave religions, abolitionism, the Harlem Renaissance, and Jim Crow apartheid. Offered as needed.

HIST 230

**Illinois History**

3 Credit Hours

This course explores Illinois history from its settlement by native Americans to the present. It integrates Illinois history with broader developments in American history throughout. Topics include French settlement in the 18th century, American settlement in the early 19th century, the struggle over slavery, late 19th century immigration and industrialization, 20th century African-American migration to Chicago, the Great Depression and World War II, postwar conflicts over race and housing, Chicago's political machine, and deindustrialization. Offered fall.

HIST 234

**History of Colonial Latin America**

3 Credit Hours

This course examines the history of Spanish and Portuguese conquest and colonization of the Americas in the 15th through 19th centuries as well as the indigenous empires and societies that existed before contact. Topics include conquest, indigenous and African slavery and labor, religious conversion and hybridity, colonial economies, and movements toward independence. The course also focuses on the political, social, and cultural effects of the so-called "Columbian Exchange" including the impact of European diseases and animals and the creation of new social and ethnic categories. Offered as needed.

HIST 240

**Latin American History**

3 Credit Hours

This course examines the development of Latin American nation-states in the 19th and 20th centuries (roughly 1800-1990s). It provides an introductory exploration of the

social, economic, political and cultural history of the various countries in the region, with a specific focus on Mexico, Brazil, Argentina, Chile, Cuba, and Guatemala. Topics include independence movements, liberalism, nationalism and modernity, U.S.-Latin American relations, industrialization, and Cold War military dictatorships. Offered as needed.

HIST 242

**History of Africa**

3 Credit Hours

A survey of major historical themes that have shaped African life over long periods of time and across the continent. Topics include trade and migration, ecology and human adaptation, the family and sexual division of labor, colonialism and the challenges of the post-colonial period. Offered as needed.

HIST 243

**History of the Middle East**

3 Credit Hours

A survey of the Middle East, its people, geography, cultures and history. Primary emphasis will be upon the Islamic period (7th century-present) and upon the interrelated development of religious beliefs, political and social ideologies, and cultural practices. Offered as needed.

HIST 244

**History of East Asia**

3 Credit Hours

This course explores the political, economic and cultural history of East Asia, especially China and Japan, and the conflicts arising from the impact of Western imperialism. Offered as needed.

HIST 245

**History of Modern Japan**

3 Credit Hours

This course explores the history of Japan from the 16th century to the present, with a special emphasis on Japanese culture. Themes will include Western influences on modern Japan, the role of the state, the changing character of civic life, the impact of economic development on Japanese society, and tensions between individualism and conformity, social, political, economic and cultural history of modern Japan. Offered fall odd years.

HIST 247

**History of Mexico**

3 Credit Hours

This course introduces students to the major historical developments in the formation of the modern Mexican nation (1810-present), with emphasis on the construction of official national historical narratives and heroes as well as popular resistance to them. Topics include independence, 19th century wars and dictatorships, the Revolution, national identity, land and labor reform, student and popular protest, and border issues. Offered fall.

HIST 250

**Topics in American History**

3 Credit Hours

This course focuses on special topics in American history. This course may be repeated when a new topic is offered.

HIST 250

**Special Topics: Contemporary Issues in African American History**

3 Credit Hours

This course will focus on contemporary issues in African American History with a emphasis on issues that have affected the African American Community from 2014-2024. There will be an in-depth exploration of contemporary issues such as educational inequities in the African American community, criminal justice reform, mental health crisis, educational inequities, economic inequality, workplace discrimination, and social justice and activism in the African American community.

HIST 251

**Special Topics: Topics in European History**

1 to 5 Credit Hours

This course focuses on special topics in European history. This course can be repeated when a different topic is offered.

HIST 252

**Topics in Non-Western History**

3 Credit Hours

This course focuses on special topics in Non-Western history. Course may be repeated when a different topic is offered.

HIST 253

**Special Topics: History**

1 to 4 Credit Hours

This course will explore important topics of global, comparative or thematic significance. Course may be repeated when a new topic is offered.

HIST 325

**Modern Germany**

3 Credit Hours

*Pre/Corequisite:* P (RQ) HIST-200 or instructor consent  
This course further develops students' understanding of the formation of the modern German nation and its role in contemporary global politics, economics, and culture. Students will analyze historiographic debates in German history, including those over the causes of the First World War, the place of the Holocaust, and the role of German colonialism in shaping modern German politics, culture, and society. Offered as needed.

HIST 348

**Issues in History**

3 Credit Hours

This course includes selected topics in history developed through analytical and interpretive readings. Course may be repeated when a new topic is offered.

HIST 351

**Colonial Legacy in Africa**

1 to 6 Credit Hours

*Pre/Corequisite:* P (RQ) HIST-200 3 credit hours in History  
The course examines western colonial rule in Africa and Asia during the 19th and 20th centuries, as well as the legacy of colonialism in the decades since decolonization. It explores the motives behind colonization, the ways in which colonial rule altered or left unchanged pre-existing social, political, economic, and cultural structures, and the challenges that confronted new nations upon independence. The course rejects the ideological presuppositions that underpin much of the literature on "postcolonial studies" and in favor of a balanced appraisal of the positive and negative aspects of the colonial legacy. Offered spring even years.

HIST 370

**Field Experience**

3 to 9 Credit Hours

The course is for students who perform internships, work for government agencies, archives, museums, libraries and historical societies, or present an off-campus experience judged by the faculty advisor and division director to be of significant value in history education. Junior/senior standing and instructor's consent.

HIST 395

**Senior Seminar**

3 Credit Hours

*Pre/Corequisite:* P (RQ) HIST-200 plus one 300 level History course and senior standing in History or History Education  
This course is an opportunity for students to demonstrate, refine and consolidate knowledge of skills and content acquired during their previous years of study. It is a collaborative as well as a culminating learning experience that permits students to pursue individual research projects and submit them to their peers. The seminar will center upon a topic to be determined by the instructor. Offered spring.

## HONORS COURSES

HONOR 150

### **Honors English Seminar**

3 Credit Hours

This course emphasizes critical reading, thinking, and writing, honing students' skills in composing well-reasoned academic arguments. The instructor will assign selected readings related to the current Honors Seminars' theme, which will provide the subject matter for student writing. NOTE: Satisfies English 120 requirement in, General Education curriculum.

HONOR 151

### **Honors Philosophy Seminar**

3 Credit Hours

This course is an introduction to philosophical thinking, analysis and argument, incorporating examination of primary philosophical texts concerned with ethical and/or political issues. Course readings will be selected to address the Honors Program theme. NOTE: Satisfies Philosophy 140 or Philosophy 150 requirement in General Education curriculum.

HONOR 155

### **Honors Communication**

3 Credit Hours

This course is an Honors introduction to the theory and practice of public speaking. Students will develop skills that enable them to present themselves and their ideas in an effective manner. Satisfies COMM 101 requirement in General Education curriculum.

HONOR 210

### **Honors Social Science**

3 Credit Hours

This course is a Social Science seminar focused on a topic in one of the following disciplines: anthropology, criminal justice, international studies, political, science, psychology and sociology. It will include exposure to quantitative and/or qualitative research methods. NOTE: May satisfy two General Education requirements.

HONOR 220

### **Honors History**

3 Credit Hours

This seminar is designed for Honors students that will immerse students in the exploration of a historical topic. The course may focus on politics, and economic developments and cultural and social beliefs and practices. NOTE: May satisfy two General Education requirements in Level II History.

HONOR 231

### **Honors Literature and Fine Arts**

3 Credit Hours

This course is a seminar designed for Honors students. Students will develop skill and imagination in the creation or analysis of literary and/or arts media. Note: May satisfy two General Education requirements.

HONOR 235

### **Honors Philosophy**

3 Credit Hours

This course is a seminar focusing on the philosophical pursuit of questions about who we are and how it is that we may find meaning in the world.

HONOR 240

### **Honors Religious Studies**

3 Credit Hours

This seminar is designed for Honors students and fosters critical and informed perspectives on religion and religious traditions.

HONOR 245

### **Honors Natural Science**

3 Credit Hours

This course is a seminar designed for Honors students in which questions about life and/or the material substances that make up our physical and biological world are pursued through experimental research and scientific methodologies. NOTE: Satisfies a Life Science and a Physical Science.

HONOR 310

### **Honors Contract Course**

0 Credit Hours

This course is a co-requisite to a designated regular course at the 200- or 300-level. Working with the professor of record, the student will develop a contract specifying focused additional study within the course. The contract must be approved by the program director and the Honors program director.

HONOR 320

### **Honors Interdisciplinary Seminar**

3 Credit Hours

This interdisciplinary seminar attempts to integrate topics, issues or questions from the first two years of Honors study. Students will apply theory and research-based knowledge from two or more disciplines to develop an integrated understanding of a complex topic. NOTE: Satisfies GE Level II credit in the two disciplines featured in the seminar topic.

HONOR 350

### **Honors Field Work**

0 to 3 Credit Hours

The course is designed to give students an opportunity to gain hands-on, individualized experience in students' areas of academic and professional interest. Students develop professional skills and knowledge and develop materials for job-seeking or graduate school applications. Open to all Honors students and non-Honors students with faculty recommendation.

HONOR 352

### **Honors Senior Capstone Project I**

1 to 3 Credit Hours

This individual faculty mentored research and writing course is designed to help students successfully pursue and complete their capstone creative or research projects. Periodic class meetings to monitor project progress and reinforce Capstone Project standards and expectations. NOTE: Required for all

Honors students. A Capstone Project Proposal approved by the faculty mentor and Honors Program Director is required prior to registering.

HONOR 353

**Honors Senior Project II**

1 to 3 Credit Hours

This course is a continuation of HONOR 352 in which students complete the Capstone Project.

## LATINO STUDIES

LS 101

### **Introduction to Latino Studies**

3 Credit Hours

This course will focus on the core concepts of Latino/Latin American studies: the historical development of Latino regions of the United States as well as the cultural experience and artistic voices of Latino communities in the United States. This course is taught in English. Offered fall.

LS 250

### **Latino Literature**

3 Credit Hours

This course studies the major trends, genres, works, themes and writers associated with the Latina/o/Hispanic cultural heritage of the U.S.A., from pre-national days to the 21st century. This course is taught in English. Offered as needed.

LS 260

### **Special Topics: Latino/a Gender, Sexuality and Sexual Orientation**

3 Credit Hours

This course focuses on theories and debates surrounding the gendered and sexualized dimensions of Latinas/os in the U.S., including how they understand and negotiate their experiences and sense of self related to gender, sexuality, and sexual orientation. It explores femininity; marianismo; masculinity; machismo; family; desire; sexual behavior, work, and violence; and pop culture representations. Offered as needed.

LS 390

### **Independent Research in Latino Studies**

1 to 3 Credit Hours

This course offers students an opportunity to engage in and receive credit for the following activities: Travel abroad, directed research or a Senior Seminar from any major where the instructor and L/LAS director agree upon an appropriate and related project. Students should work with the Latino studies program director and consult with current course and program offerings to determine which option best suits their needs and interests. Offered as needed.

## MANAGEMENT

MGMT 223

### **Legal Environment**

3 Credit Hours

The Legal Environment of Business is the study of the history and development of the judicial system and the creation of the various administrative agencies that affect the legal environment of business. Principles of labor-management, consumer and antitrust and environmental law are discussed and analyzed through the use of cases and problems. Special emphasis is placed upon the impact of administrative law in the world of business.

MGMT 310

### **Introduction to Hospitality Management**

3 Credit Hours

Introduction to Hospitality Management is designed to provide students with an overview of the hospitality industry including, restaurant, lodging, meeting planning, and conventions. Students are provided with a broad exposure to one of the largest and fastest-growing industries. Students leave the course with an understanding of the career opportunities available in the industry, a realization of the challenges faced by professionals in the industry, a knowledge of the current operating procedures, and the functions of management in the hospitality and tourism industry. Students who complete the course can receive a professional certification in hospitality management from the American Hotel and Lodging Educational Institute.

MGMT 311

### **Customer Service for Hospitality and Tourism**

3 Credit Hours

This course provides a dynamic and high impact as it provides students with practical skills to operate hospitality organizations. Key topics in the course include food and beverage management, customer service, staffing and operational organization, company culture building, and managing service encounters with the importance of service recovery. Students who complete the course can receive two professional certifications in Customer Service and Food and Beverage Management from the American Hotel and Lodging Educational Institute.

MGMT 312

### **Meetings, Expositions, Events and Conventions Planning**

3 Credit Hours

This course has been designed to introduce students to the meetings, expositions, events and conventions industry from an entrepreneur's perspective. This course leads students through a portfolio building process in which students learn how to apply for a FEIN (federal tax identification number) and a municipal business license. Students also learn how to complete an RFP (request for proposal for business funding). Students will also obtain the Illinois Basset Safe Alcohol Service License from the Illinois Liquor Control Commission, the National Restaurant Association ServSafe Sanitation Food Managers License, and the NRA Customer Service Certification.

MGMT 313

### **Hotel and Lodging Management**

3 Credit Hours

Students are introduced to all the components that comprise hotel, or other lodging, operations. Students learn skills that allow them to focus on several key departments in a hotel operation including the front office, back office, housekeeping, guest safety, and organizational security. Students also learn about the classifications of hotels; the direct and indirect economic impact to the communities in which the hotels are located. Students learn the duties of a full-service hotel general manager as well as how to lead a team of sales and staff members. Students who complete this course will receive a professional certification in Hotel Front Office Management from the American Hotel and Lodging Educational Institute.

MGMT 330

### **Diversity in Organizations**

3 Credit Hours

This course addresses various aspects of diversity. The focus of the course is to help the students develop an ability to understand, respect, and value diversity. Through readings, discussions, and assignments, students learn how to apply best to management activities. Issues related to discrimination, affirmative action, career development, socialization and social change policies are explored. Historical, psychological, sociological, legal and managerial viewpoints are highlighted.

MGMT 344

### **Health Systems of the United States**

3 Credit Hours

This course is your introduction to the U.S. healthcare system and the practice of healthcare management. You will learn how the healthcare industry functions and explore the roles and impacts of its various parts. You will also have the opportunity to compare and contrast the U.S. healthcare system with those of other nations. By the end of this course, you will know the ins and outs of the American healthcare system. This online class features optional live sessions.

MGMT 345

### **Health Law and Ethics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MGMT-223 and MGMT-380

This course is your overview of healthcare law in the United States. You will learn about the ethical and legal issues that healthcare providers and administrators are confronted with in the modern workforce. By the end of this course, you will understand how the legal environment shapes the medical profession and how to analyze and respond to a range of ethical and legal issues. This online class has optional live sessions.

MGMT 348

### **Healthcare Service Operations**

3 Credit Hours

This course is your introduction to healthcare operations. You will learn about operations and systems management with in the context of healthcare systems, how hospital supply chains work, and how to analyze operational processes to improve efficiencies. By the end of this course, you will know how to

evaluate and optimize hospital processes. This online class has optional live sessions.

MGMT 349

**Healthcare Strategy Capstone**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MGMT-345, MGMT-348, MGMT-370, BANA-346, and FINC-347

This course is the culmination of your work in the Healthcare Administration and Management program. You will learn to apply strategic thinking to healthcare management and complete a major project in which you propose a systemic change to a hospital or hospital system. By the end of this course, you will have honed and improved your relevant skills and created a portfolio project to show future prospective employers. This online class has optional live sessions.

MGMT 355

**Training and Development**

3 Credit Hours

Training and development are key to building an empowered and motivated workforce. This course will help you build knowledge and skill in the design, development, delivery, and evaluation of organizational training. You will also learn how to create effective performance improvement programs, a vital resource in talent retention that is often overlooked. Lastly, you will get hands on experience, by producing your own sample training plan.

MGMT 356

**Total Compensation Management**

3 Credit Hours

Great people power great businesses, but attracting and retaining top talent requires companies to offer competitive compensation packages. This course will help you develop knowledge and skills in the development and evaluation of pay structures and benefits packages. You will also learn how total compensation issues affect every manager in an organization and analyze processes and procedures to create effective compensation plans.

MGMT 357

**Employment and Labor Law**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MGMT-370

This course is an overview of laws and regulations that determine the rights and obligations of employees and employers. You will learn about the nature of the employment relationship, common law principles, prohibitions against discrimination, wage law, specific governmental acts, and other areas of labor and employment law. By the end of this course you will become familiar with the federal and state laws that govern employment. This online class features optional live sessions.

MGMT 358

**Human Resource Risk Management**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MGMT-355 and MGMT-357

This course will examine the scope and role of HR in the occupational health and safety arena, the fundamental

components of comprehensive programs and, more importantly, the interplay between these considerations and how important HR professionals are in their success. Topics covered include OSHA requirements, risk management and loss prevention, management of safety and workers' compensation, employee assistance plans, preventative health issues, emergency response and preparedness, and developing a culture of safety, amongst others. There will be focus on the fundamental components of a comprehensive health and safety program to protect the employees in an organization and costly liability.

MGMT 364

**Entrepreneurship**

3 Credit Hours

This class addresses the unique entrepreneurial experience of conceiving, evaluating, creating, managing, and potentially selling a business. The goal is to provide a comprehensive understanding of how to design and launch a business. The course relies on classroom discussion, participation, guest speakers, case analysis, the creation of a feasibility plan, and the building a business plan to develop a strategy for launching and managing a business.

MGMT 366

**Relationship Driven Professional Selling**

3 Credit Hours

This course will not just teach you about selling, it will teach you how to sell. This experiential learning-based course will provide you with best practice models of selling. It will cover selling from prospecting through relationship building, and through the use of role-plays and other experiential activities. It will equip the student with the fundamental knowledge, skills, and attitudes necessary to succeed in a professional selling position.

MGMT 367

**Negotiation in Business and Sales**

3 Credit Hours

You may not realize it, but negotiations are a constant part of life. In business, negotiations are key parts of a corporation's strategy. In your personal life, negotiations play the same role - you negotiate which movie to watch with your friends or what apartment to rent with your partner. This course will introduce you to the concepts behind negotiation and provide opportunities to practice and develop your own negotiation style. This online class has optional live sessions.

MGMT 368

**Sales Leadership**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MGMT-366

Effective sales leadership requires a mastery of the "hard" analytical skills as well as the "soft" skills for effective management and coaching. This course will explore key sales and management concepts, and give you the opportunity to put them into practice. By the end of this course, you will be able to coach salespeople and excel as a sales leader. This online class has optional live sessions.



MGMT 369

**Advanced Relationship Driven Professional Selling**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MGMT-366

You have already learned the fundamentals of effective selling. This course will help you hone your sales skills and take them to the next level by teaching you how to think through the sales process as a master planner, listener, negotiator and partner. By the end of this course, you will have mastered the skills necessary to be a compelling and credible salesperson. This online class has optional live sessions.

MGMT 370

**Organizational Behavior**

3 Credit Hours

*Pre/Corequisite:* P (RQ) BUSP-101 unless Transfer Student

The class material will include theory, research, and practical application of Organizational Behavior (OB) in organizations. OB is the study of how individuals, groups and workplace contexts impact behavior within an organization. The goal of OB is to understand, predict, and influence employee attitudes and behavior in order to improve organizational effectiveness. Topics include: personality differences, work motivation, leadership, influence processes and group dynamics.

MGMT 375

**Forecasting and Logistics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) BANA-320

Have you ever wondered how that Amazon package arrived at your door so quickly? Supply chain management is the process by which organizations get us the products we consume, and companies need talented employees to help optimize their supply chain. This course will teach you how to use forecasting techniques to match supply and demand, and how to develop logistics networks that help minimize costs and deliver top customer service. This online class has optional live sessions.

MGMT 376

**Sourcing and Operations**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MGMT-375

In today's modern economy, something as simple as a razor might be manufactured in multiple countries with each part coming from a different supplier. This course will teach you how businesses manage this increasing complexity behind the scenes through efficient sourcing of suppliers and operations. You will have the opportunity to apply this knowledge by conducting a real-world case study of a product of your choosing. This online class has optional live sessions.

MGMT 377

**Supply Chain Capstone**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MGMT-376

This course - built in collaboration with corporate advisors - is the culmination of your work as a student of supply chain management. In this course you will be tasked with creating a series of solutions to actual problems faced by a real-world company in delivering their product to consumers. By the end of this course, you will have built experience in solving real-

world supply chain problems and seeing how your solutions compare to the professionals. This online class has optional live sessions.

MGMT 378

**Supply Chain Management Technologies**

3 Credit Hours

This course covers the major relevant supply chain technologies and systems. In this course you will survey the systems that enable the supply chain in best-in-class supply chain organizations. Understanding of how information flows throughout the supply chain is critical to managing a supply chain and this will be the main focus in this course. By the end of this course, you will have gained a basic understanding of how supply chain systems work and how they make the supply chain more efficient and effective. This online class has optional live sessions.

MGMT 379

**Supply Chain in Action**

3 Credit Hours

Everything from the best concert you saw, to your Covid-19 vaccine relies on the existence of effective supply chains. In this course, you will learn about the application of supply chain systems to vital real-world functions. By the end of this class, you will have a much better understanding why supply chain management is vitally important, how it intersects with business, national and global interest, and how supply chains literally save the world. This online class has optional live sessions.

MGMT 380

**Business, Ethics, and Society**

3 Credit Hours

Students develop an understanding of the interrelationship and interaction of society, business, and government at national and international levels. Students develop the ability to recognize the importance of ethics in business, and society. The class will focus on allowing students to develop an understanding of ethical concepts and philosophical principles as they relate to business.

MGMT 390

**Business Strategy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-211, BANA-320, MKTG-300, FINC-300,

This course teaches students how to identify and analyze opportunities as well as to solve problems in business situations. Students will be required to apply knowledge, techniques, and skills learned in core business courses. Topics include evaluating environmental changes important to a particular business, business analysis, identifying and applying generic business strategies such as Porter's five forces.

## MARKETING

MKTG 300

### **Principles of Marketing**

3 Credit Hours

This course is a basic foundation of marketing principles. The course will provide practical, marketing application exercises through which students apply newly learned marketing concepts to realistic situations. Topics covered will include: ethics, issues in the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services.

MKTG 311

### **Achieving Service Excellence**

3 Credit Hours

This course explores services marketing not only as an essential focus for service firms, but also as a competitive advantage for companies that market tangible products. Examples feature businesses from industries within and beyond the nine-service economy super sectors, e.g., education and health services, financial activities, government, information, leisure and hospitality, and transportation and utilities. Cutting-edge data addresses current issues such as sustainability, technology, and the global market, giving students valuable insights for business success.

MKTG 350

### **Digital Marketing**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MKTG-300

The course provides an overview of e-business strategies, electronic marketing strategies, and the integration of Internet-based business and marketing communications strategies. The course also reviews the evolving world of social media and consumer-created content.

MKTG 351

### **Digital Commerce**

3 Credit Hours

This course is designed to help students develop a comprehensive plan for implementing a digital retailing business. Key areas covered in this course include: fundamentals of online store planning and design, creating a professional website using the Wix platform, online marketing, and the importance of online business strategies (e.g. marketing, entrepreneurship). This course culminates in students launching an online store that serves as their capstone project. Emphasis is on understanding of digital technologies (e.g. customer relationship management, SEO, product metrics) and critically evaluating their influence, particularly on digital merchandising strategies. There is an option to submit top student sites for potential Wix Certification, detailed in the capstone project instructions.

MKTG 355

### **Social Media Marketing**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MKTG-300

This course introduces students to social media. Students learn various forms of social media, how consumers and

businesses use social media, and how social media transforms marketplaces. Students will become familiar with a range of social media tools, analysis techniques, and be able to discuss their usage in business.

MKTG 361

### **Digital Marketing Research and Metrics**

3 Credit Hours

Students will learn to be effective marketers through using analytical tools to measure and implement digital strategies. Students will gain experience managing online marketing budgets, identifying ROI of online marketing, targeting online consumers, and measuring online consumer behaviors (website hits, social media posts, online engagement etc...).

MKTG 380

### **Marketing Strategy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MKTG-300

Marketing Strategy is designed to help students understand and analyze the strategic planning process as it relates to contemporary business organizations. Students will learn how to critically analyze the task of marketing within a firm, industry and society. Emphasis is placed on identifying and analyzing areas of the marketing mix and how they relate to the strategic goal and objectives of an organization, identifying major marketing problems and evaluating marketing decisions/strategies as they relate to the strategic plan of an organization.

## MATHEMATICS

MATH 105

### Liberal Arts Mathematics

3 Credit Hours

This course is designed to increase an awareness of and an appreciation for mathematics as a mode of non-literary communication. The student will be introduced to topics selected from, but not limited to: algebra, geometry, calculators and computers, probability and statistics, the mathematics of social choice, management science, growth and symmetry and the mathematics of finance. The TI-83 plus or TI-84 plus graphing calculator is required. NOTE: Credit hours CANNOT be earned for this course if the student is concurrently enrolled or has previous credit for any mathematics course numbered above 105.

MATH 110

### Geometry for Art and Design

3 Credit Hours

This course will develop students' quantitative reasoning skills through exploration of geometric measurement, formulas, and visualization in 2D and 3D. Topics include mathematical representation, interpreting models, drawing inferences, estimating for reasonableness, finding patterns, proving generalizations. Work of relevant artists will be studied to make connections with geometric concepts.

MATH 112

### College Algebra

3 Credit Hours

Topics for this course include a problem-solving approach to the study of polynomial, rational, exponential and logarithmic functions, graphs, models, complex numbers, and conic sections. The graphing calculator is an integral part of this course. The TI-83 plus or TI-84 plus graphing calculator is required.

MATH 113

### Trigonometry

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-112 with a grade of C or better  
Topics for this course include trigonometric functions and their inverses, identities, trigonometric equations, formulas and solving triangles. The TI-83 plus or TI-84 plus graphing calculator is required.

MATH 121

### Mathematics Content for Elementary Teachers I

3 Credit Hours

This course explores the underlying structure and basis for the mathematics taught in elementary school. Topics include functions, patterns and problem solving, numeration, operations on natural numbers, whole numbers and integers, rational numbers, number theory, and fraction models and operations. The TI-83 plus or TI-84 plus graphing calculator is required. Offered fall.

MATH 122

### Mathematics Content for Elementary Teachers II

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-121 with a grade of C or better  
This course explores the underlying structure and basis for the mathematics taught in elementary and middle school. Topics include rational and irrational numbers, real numbers, measurement, geometry and probability. The TI-83 plus or TI-84 plus graphing calculator is required. Offered spring.

MATH 132

### Business Statistics

4 Credit Hours

Topics for this course include collecting, organizing, analyzing and interpreting data with an emphasis on business applications, descriptive statistics, sampling, probability, probability distributions, estimation, hypothesis testing, introduction to linear regression, and correlation analysis. Excel software is used throughout the course. The TI-83 plus or TI-84 plus graphing calculator is required. NOTE: Credit will not be granted for both MATH 132 and MATH 135.

MATH 135

### Introduction to Statistics

4 Credit Hours

Topics for this course include collecting, organizing, analyzing and interpreting data with emphasis on a wide range of applications, descriptive statistics, sampling, probability, probability distributions, estimation, hypothesis testing, introduction to linear regression, and correlation analysis. Statistical software is used throughout the course. The TI-83 plus or TI-84 plus graphing calculator is required. NOTE: Credit will not be given for both Math 135 and Math 132.

MATH 200

### Introduction to Discrete Mathematics

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-112 with a grade of C or better or placement  
Topics for this course include number systems, set theory, logic, methods of proof, combinatorics, relations and functions, algorithms, recursion, and the Fibonacci sequence. The TI-89 graphing calculator is required.

MATH 201

### Calculus with Analytic Geometry I

4 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-113 with a grade of C or better or placement and C (RQ) MATHL-201 and E (RM) MATH-200  
Topics for this course include review of: algebraic and trigonometric functions and their graphs, absolute value and inequalities, the concepts of limit and continuity, theory and techniques of differentiating and integrating algebraic and trigonometric functions and applications of differentiation. Maple software is used throughout the course. The TI-89 graphing calculator is required.

MATHL 201

### Calculus Lab

0 Credit Hours

*Pre/Corequisite:* E (RQ) MATH-201

MATH 202

**Calculus with Analytic Geometry II**

4 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-201 with a grade of C or better and E (RQ) MATHL-202

Topics for this course include: derivatives and integrals of transcendental functions, indeterminate forms, improper integrals, techniques and applications of integration, numerical integration, conic sections, parametric equations and polar coordinates. Maple software is used throughout the course. The TI-89 graphing calculator is required. Offered spring.

MATHL 202

**Calculus Lab**

0 Credit Hours

*Pre/Corequisite:* E (RQ) MATH-202

MATH 203

**Calculus with Analytic Geometry III**

4 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-202 with a grade of C or better

Topics for this course include: vectors and vector calculus, analytic geometry in three-space, differentiation of functions of several variables, multiple integration and applications. Maple software is used throughout the course. The TI-89 graphing calculator is required. Offered fall.

MATH 211

**Linear Algebra**

4 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-200 with a grade of C or better and E (RQ) MATH-202

This course includes elementary concepts of linear algebra, systems of linear equations, vectors and matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors and applications. Maple software is used throughout the course. The TI-89 graphing calculator is required. Offered spring.

MATH 301

**Advanced Calculus**

4 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-202 with a grade of C or better

Topics for this course include: convergence, sequences, indeterminate forms, improper integrals, infinite series, Taylor and Fourier Series, applications, functions defined by integrals, the gamma and beta functions. Maple software is used throughout the course. The TI-89 graphing calculator is required. Offered spring.

MATH 303

**Differential Equations**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-202 with a grade of C or better and C (RQ) MATH-301

Topics for this course include: differential equations of first order, second order and higher order linear differential equations, non-homogeneous equations; power series solutions to linear differential equations, numerical methods for solving linear and nonlinear differential equations. Maple

software is used throughout the course. The TI-89 graphing calculator is required. Offered spring.

MATH 305

**Probability and Statistics I**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-203 MATH-301 with a grade of C or better

Topics for this course include: exploratory data analysis, geographical techniques, measures of central tendency and variability, concepts of probability, Bayes' Rule, Expected Value, discrete distributions, continuous distributions, moment generating functions, and joint probability densities. The use of Minitab statistical software is included. The TI-89 graphing calculator is required. Offered fall.

MATH 306

**Probability and Statistics II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-305 with a grade of C or better

This course is a continuation of MATH 305 concerned with sampling distributions, confidence intervals and hypothesis testing (one sample, two sample, means, proportions, variances, chi-square), linear regression and correlation, with an emphasis on both theory and applications. The use of Minitab statistical software is included. The TI-89 graphing calculator is required. Offered spring.

MATH 307

**Modern Geometry**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-202 with a grade of C or better, ENGL-120

Topics for this course include: the foundations of geometry as a mathematical system, elementary logic, advanced constructions, historical background and basic concepts of finite and infinite Euclidean and non-Euclidean geometries; cross ratio, affine and projective planes; the theorems of Ceva, Menelaus, Desargues, Pascal and Pappus.

MATH 308

**History of Mathematics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-202 with a grade of C or better ENGL-120

This course provides historical perspective of the development of mathematics with emphasis on the multicultural dimension from ancient to modern times. Students will do problems in the methods of the ancients and compare to modern solutions and learn to appreciate mathematics as a product of human effort. Historical development of calculus and other modern mathematical areas will be studied.

MATH 309

**Abstract Algebra I**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-211 with a grade of C or better

Topics for this course include: integers, groups, subgroups, cosets, homomorphisms, permutation groups, rings, subrings, integral domains and fields.

MATH 313

**Partial Differential Equations**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-203 with a grade of C or better  
MATH-303 with a grade of C or better

Topics for this course include: Partial differential equations of first order and second order, heat equations, wave equations, Laplace equations in one and in higher dimensions, homogeneous and inhomogeneous cases, and applications. Offered as needed.

MATH 314

**Integral Equations**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-202 with a grade of C or better

Topics for this course include: Fredholm integral equations, Volterra integral equations, Integro-differential equations, Singular integral equations, First and second kind integrals. Offered as needed.

MATH 315

**Numerical Analysis**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-202 with a grade of C or better

Topics for this course include: iterative solutions to non-linear equations, Newton-Raphson and secant methods, numerical solutions of ODEs, numerical integration methods, interpolation and curve fitting. Maple software is used throughout the course. The TI-89 graphing calculator is required. Offered as needed.

MATH 321

**Discrete Methods**

3 Credit Hours

*Pre/Corequisite:* P (RQ) Math-200 with a grade of C or better

Topics for this course may include some of the following: Euler and Hamilton circuits, graph coloring, matching theory, applied combinatorics, mathematical induction, equivalence relations and congruence classes, recurrence relations, generating functions and applications. Student presentations and lab projects (both group and individual) are an integral part of this course. The TI-89 or TI-83 plus graphing calculator is required. Offered as needed.

MATH 331

**Theory of Interest**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-202 with a C or better

Topics for this course include: compound interest, annuities, bonds, measurement of mortality, life annuities, life insurance, premiums and reserves. A financial calculator is required for this course. Offered every other spring.

MATH 336

**Real Analysis**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-301 with a grade of C or better

This course is intended to deepen and broaden students' knowledge of the theory of calculus. Topics for this course include: properties of real numbers, sequences and series,

continuity, differentiation, integration, metric spaces and topology.

MATH 350

**Selected Advanced Topics in Mathematics Education**

1 to 3 Credit Hours

Courses offered on an occasional basis devoted to select advanced mathematical education topics. Offered as needed.

MATH 351

**Methods of Teaching Middle Level (Grades 5-8) Mathematics**

3 Credit Hours

Focal points include principles, standards, current issues, implications of research, and resources and instructional methods related to the teaching and learning of middle level (grades 5-8) mathematics. Offered fall.

MATH 360

**Selected Topics in Advanced Mathematics**

1 to 3 Credit Hours

Possibilities include: real analysis; complex analysis; number theory; topology; transform methods; partial differential equations; integral equations, Abstract Algebra II; Differential Geometry. Prerequisite: See the division director. Offered at least once each academic year.

MATH 375

**Methods of Teaching Mathematics, Grades 9-12**

3 Credit Hours

*Pre/Corequisite:* P (RQ) at least 30 hours in the mathematics major and P (RQ) MATH-301

Focal points include: principles, standards, current issues, implications of research, and resources and instructional methods related to the teaching and learning of secondary (grades 9-12) mathematics. 30 clinical hours. Offered fall.

MATHL 375

**Secondary Mathematics edTPA Workshop**

0 Credit Hours

*Pre/Corequisite:* C (RQ) MATH-375

Students will complete activities for Task 1 Planning for Mathematics Instruction and Assessment, Task 2 Instructing and Engaging Students in Learning, and Task 3 Assessing Student Learning. Topics include: lesson planning for a learning segment, development of assessments, analysis of mathematical language and facilitation of conceptual understanding, procedural fluency, mathematical reasoning and problem-solving skills in the mathematics classroom. Offered fall.

MATH 390

**Internship**

1 to 12 Credit Hours

For students who perform internships and/or present an off-campus experience judged by the faculty advisor and division director to be of significant value in mathematical studies. Offered as needed.

MATH 399

**Senior Seminar**

1 Credit Hour

*Pre/Corequisite:* P (RQ) Senior standing and program consent

The purpose of the Senior Seminar is to provide a culminating experience in mathematics for Mathematics majors, Actuarial Science majors, and Mathematics with Secondary Education majors. The student will conduct research on an advanced topic with guidance from a faculty mentor, prepare a paper, prepare a poster and give a presentation based on the research to faculty and students of the program. The student is expected to attend all presentations given during the semester.

## MIDDLE EASTERN STUDIES

MES 150

### **Middle Eastern American Issues**

3 Credit Hours

This is an introductory research course which explores a variety of issues related to Middle Eastern Americans, mainly Arab Americans, such as immigration, population growth, cultural diversity and political involvement.

MES 240

### **Chicago's Arab Americans**

3 Credit Hours

This course will explore the immigration, geographic trends, and historical settlement of the Arab community in the greater Chicagoland area. Topics will include the diversity, identity, demographics, cultural traditions, norms and practices of the Arab American community.

MES 260

### **Special Topics**

3 Credit Hours

This course focuses on special topics in Middle Eastern studies. This course may be repeated when a new topic is offered.

MES 265

### **Middle East and North African (MENA) Cultures**

3 Credit Hours

\*Formerly Middle Eastern Cultures. The Middle East is built on a magnificent legacy of civilizations dating back to ancient times. Today, the Middle East continues to offer the world a rich cultural contribution. This course explores the peoples and cultures of the Middle East and offers an anthropological understanding of the diversity in the Middle East by examining societal differences in cultural practices, male-female relations, music, literature, kinship systems, religions and traditions, history and heritage, ethnic minorities, social identity and social change. This course will also analyze the impact of colonialism and imperialism on the contemporary political and group conflicts among the various peoples of the Middle East.

MES 360

### **Special Topics in Middle Eastern Studies**

3 Credit Hours

This course focuses on special topics in Middle Eastern studies. This course may be repeated when a new topic is offered.

MES 380

### **Middle East Related Internship/ Field Experience**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ANTH-101 or MES-265

This course is for students who perform internships, work for Middle East related NGO's, cultural organizations and museums or present an off-campus experience (national or international) judged by the program director to be of significant value in Middle East Studies. Prerequisite: consent of Program Director.

## MUSIC

MUS 100

### Fundamentals of Music Theory

3 Credit Hours

This class introduces rudiments of music theory for those with little or no musical background. The fundamentals of basic music notation of melody, rhythm and harmony including the recognition and construction of intervals, scales and triads are presented. This course does not fulfill a Music major/minor course requirement.

MUS 101

### Music Theory I

3 Credit Hours

The study of traditional diatonic tonal materials and standard notational practice including the development of part-writing and analytical skills. NOTE: This course must be taken concurrently with MUS-151, MUSLB-151, MUS-161 and MUSLB-161. Offered fall.

MUS 102

### Music Theory II

3 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-101

Continuation of MUS 101 leading to elementary modulation. Offered spring. NOTE: This course must be taken concurrently with MUS-152, MUSLB-152, MUS-162, MUSLB-162 and MUS-152. Offered spring.

MUS 103

### Vocal Technique

3 Credit Hours

Fundamentals of correct voice production for vocal majors as well as general student population with an interest in building good singing technique. Course includes the study of anatomy and physiology of the voice, basic International Phonetic Alphabet application, classical voice categorization, appropriate stage deportment and attendance at three vocal concerts. This course is a prerequisite for private voice lessons. Offered fall. NOTE: 5 clinical observation hours required for music education majors.

MUS 104

### Guitar Class I

3 Credit Hours

This course is an introduction to basic playing skills for classical guitar. Students will study basic music notation (pitch and rhythm) primary chord structures and pick and strum patterns. Individual and small group activities will be used to enhance student learning.

MUS 107

### Class Piano

3 Credit Hours

An introduction to the rudiments of piano playing. Concepts studied include music fundamentals, rhythms, note reading and basic technique.

MUS 115

### Introduction to Music

3 Credit Hours

A survey course intended to develop listening skills and understanding of the basic elements of music and sensitivity to the aesthetic experience. Students are required to attend live concerts on and off-campus.

MUS 131

### Rock 'n' Roll: An Introduction

3 Credit Hours

Introductory course on the history of rock 'n' roll beginning with the roots of rock to the present day. Coursework will include lecture, discussion and field trips. Students attend musical performances together as a class to share and discuss this common musical experience. There is a ticket fee attached to enrollment in this course. Offered fall.

MUS 133

### Music Production Techniques

3 Credit Hours

Students will create music using the digital audio workstation and audio tools of Ableton Live. Students will compose, produce, record, mix and master original composition. Students will learn about all elements of music (melody, rhythm, harmony, and form) as they learn to construct and deconstruct music from the perspective of a music producer.

MUS 138

### History of Jazz

3 Credit Hours

An introductory survey course examining the historical development, traditions, and artists of jazz music from its origins to the present day. Coursework will include lecture, discussion and music listening (recorded and live). Students attend musical performances together as a class to share and discuss this common musical experience. There is a ticket fee attached to enrollment in this course. Offered spring.

MUS 144

### Vocal Methods (for Instrumental Majors)

1 Credit Hour

*Pre/Corequisite:* E (RQ) MUSLB-144

An introductory course focusing on the methods of singing. Course includes the study of anatomy and physiology of the voice, basic International Phonetic Alphabet application, classical voice categorization, appropriate stage deportment and attendance at three vocal concerts. Students will learn the fundamentals of correct voice production and diction. Offered fall even years. NOTE: 5 clinical observation hours.

MUS 145

### Brass Methods

1 Credit Hour

*Pre/Corequisite:* E (RQ) MUSLB-145

An introductory course focusing on the methods of teaching beginning brass instruments. Students will learn proper playing techniques for all the major instruments of the brass family, in addition to studying appropriate method books for teaching beginning brass students at the elementary, junior and senior



high school levels. Offered spring odd years. NOTE: 5 clinical observation hours.

MUS 146

**Percussion Methods**

1 Credit Hour

*Pre/Corequisite:* E (RQ) MUSLB-146

An introductory course focusing on the methods of teaching beginning percussion instruments. Students will learn proper playing techniques for all the major instruments of the percussion family, in addition to studying appropriate method books for teaching beginning percussion students at the elementary, junior and senior high school levels. Offered fall odd years. NOTE: 5 clinical observation hours.

MUS 147

**String Methods**

1 Credit Hour

*Pre/Corequisite:* E (RQ) MUSLB-147

An introductory course focusing on the methods of teaching beginning string instruments. Students will learn proper playing techniques for all the major instruments of the string family in addition to studying appropriate method books for teaching beginning string students at the elementary, junior and senior high school levels. Offered spring even years. NOTE: 5 clinical observation hours.

MUS 148

**Woodwind Methods**

1 Credit Hour

*Pre/Corequisite:* E (RQ) MUSLB-148

An introductory course focusing on the methods of teaching beginning woodwind instruments. Students will learn proper playing techniques for all the major instruments of the woodwind family in addition to studying appropriate method books for teaching beginning woodwind students at the elementary, junior and senior high school levels. Offered fall even years. NOTE: 5 clinical observation hours.

MUS 151

**Aural Skills I**

1 Credit Hour

This course involves the development of aural recognition skills by means of rhythmic, melodic and two-part dictation. Students will build fluency in sight singing through the use of drills, exercises and music of the common practice period and develop harmonic and multi-part awareness. Offered fall. NOTE: This course should be taken concurrently with MUS-151, MUSLB-151, MUS-161, and MUSLB-161. MUS-101 may be taken as a prerequisite or corequisite. Offered fall.

MUS 152

**Aural Skills II**

1 Credit Hour

*Pre/Corequisite:* P (RQ) MUS-151

This course involves further development of aural recognition and production skills by means of rhythmic, melodic and harmonic dictation and sight singing. *Pre/Corequisite:* MUSLB-152, MUS-162, MUSLB-162. Offered spring.

MUS 161

**Keyboard Skills I**

1 Credit Hour

The study of basic keyboard technique, treble and bass clef reading skills as applied to the keyboard and rudimentary keyboard harmony. *Pre/Corequisite:* MUSLB-152, MUS-162, MUSLB-162 Offered fall.

MUS 162

**Keyboard Skills II**

1 Credit Hour

*Pre/Corequisite:* P (RQ) MUS-161

Continued study of basic technique, reading skills and keyboard harmony, including harmonization, transposition and simple modulation. *Pre/Corequisite:* MUSLB-162, MUS-152, MUSLB-152. Offered spring.

MUS 201

**Music Theory III**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-102

Further development of part-writing and analytical skills, including the introduction of chromatic harmony. *Pre/Corequisite:* MUS-251, MUSLB-251, MUS-261, MUSLB-261 Offered fall.

MUS 202

**Music Theory IV**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-201

Continued study of chromatic harmony leading to contemporary techniques. *Pre/Corequisite:* MUS-252, MUSLB-252, MUS-262, MUSLB-262. Offered spring.

MUS 205

**Italian/English Diction for Singers**

2 Credit Hours

Principles of correct pronunciation/articulation of the Italian and English languages using the International Phonetic Alphabet for singing application. Offered spring even years.

MUS 206

**German/French Diction for Singers**

2 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-205 or permission of instructor

Principles of correct pronunciation/articulation of the French and German languages using the International Phonetic Alphabet for singing application. Offered fall even years.

MUS 221

**Foundations of Music Business**

3 Credit Hours

Foundations of Music Business is a survey course that will examine elements of the music industry and provide a foundational understanding to the history, structure, and areas related to music. Topics will include history and current business trends, publications, copyrights laws in music, licensing, and promotion. This course will develop student's knowledge and skills to help understand common business practices related to the music industry. Students do not need to play an instrument for this course.

MUS 231

**University Chamber Singers**

1 Credit Hour

Students must demonstrate excellent vocal, sight-reading and intonation skills. Ensemble of 12 to 16 members chosen on the basis of vocal and musical ability. Will study and perform music chosen for at least one concert appearance. Open to general University students by audition. Laboratory 3. Prerequisite: Audition.

MUS 232

**University Chorale**

1 Credit Hour

Open to all interested University students, faculty and staff as well as community members who have appropriate choral experience and read music. Study and performance of sacred and secular repertoire, with at least one concert appearance each semester. Laboratory 3. Prerequisite: Audition.

MUS 234

**University Band**

1 Credit Hour

This ensemble functions as both the Marching Band and Concert Band for Saint Xavier University and is open to all interested students who play a band instrument. The SXU Marching Band performs at all home football games during the fall semester. The ensemble comes indoors in November becoming the SXU Concert Band. Laboratory 3. Prerequisite: Audition.

MUS 235

**Brass Ensemble**

1 Credit Hour

This course is the study and performance of brass ensemble literature. It is open to all interested brass students of upper-intermediate to advanced level of playing. Laboratory 1.5. Prerequisite: Audition.

MUS 236

**Chamber Music Ensemble**

1 Credit Hour

This course is the study and performance of music for small ensembles. It is open to instrumentalists of upper-intermediate to advanced level of playing on any instrument. Laboratory 1.5. Prerequisite: Audition.

MUS 237

**Flute Ensemble**

1 Credit Hour

This course is the study and performance of flute ensemble literature. It is open to all interested flute students of upper-intermediate to advanced level of playing. Laboratory 1.5. Prerequisite: Audition.

MUS 238

**Guitar Ensemble**

1 Credit Hour

This course is the study and performance of guitar ensemble literature. It is open to all interested guitar students of upper-intermediate to advanced level of playing. Required for all guitar majors. Laboratory 1.5. Prerequisite: Audition.

MUS 239

**Jazz Combo**

1 Credit Hour

The Jazz Combo performs a wide variety of jazz combo literature. The course is open to all University wind, string, piano, and percussion performers of traditional jazz big-band instruments. Laboratory 1.5. Prerequisite: Audition.

MUS 240

**Jazz Ensemble**

1 Credit Hour

The Jazz Ensemble performs a wide variety of jazz ensemble literature that uses a standard big-band instrumentation. The course is open to all University wind, string, piano and percussion performers of traditional jazz big-band instruments. Laboratory 3. Prerequisite: Audition.

MUS 242

**Opera Workshop**

1 to 2 Credit Hours

This workshop is a staged and costumed production of scenes from (or the complete) opera, operetta or musical theater work as chosen by the director(s). Laboratory 4. Offered spring. NOTE: Rehearsal time exceeds the one-credit class time commitment. Prerequisite: Audition.

MUS 243

**Percussion Ensemble**

1 Credit Hour

This course is the study and performance of percussion ensemble literature. It is open to all interested percussion students of upper-intermediate to advanced level of playing. Laboratory 1.5. Prerequisite: Audition.

MUS 244

**Clarinet Ensemble**

1 Credit Hour

The Clarinet Ensemble performs a wide variety of clarinet ensemble literature. The course is open to all interested clarinet students of upper-intermediate to advanced level playing proficiency. Laboratory 1.5. Prerequisite: Audition.

MUS 248

**Saxophone Ensemble**

1 Credit Hour

This course is the study and performance of saxophone ensemble literature. It is open to all interested saxophone students of upper-intermediate to advanced level of playing. Laboratory 1.5. Prerequisite: Audition.

MUS 249

**String Ensemble**

1 Credit Hour

This course is the study and performance of string ensemble literature. It is open to all interested string students of upper-intermediate to advanced level of playing. Laboratory 1.5. Prerequisite: Audition.

MUS 250

**Special Topics: Music**

1 to 4 Credit Hours

Topics in this course vary from semester to semester.

MUS 251

**Aural Skills III**

1 Credit Hour

*Pre/Corequisite:* P (RQ) MUS-152

This course is an advanced aural training in melodic, rhythmic and harmonic idioms. NOTE: This course must be taken concurrently with MUSLB-251, MUS-201, MUS-261, MUSLB-261 Offered fall.

MUS 252

**Aural Skills IV**

1 Credit Hour

*Pre/Corequisite:* P (RQ) MUS-251

This course is a continuation of MUS 251, including applications to contemporary music. NOTE: This course should be taken concurrently with MUSLB-252, MUS-202, MUS-262 and MUSLB-262 Offered spring.

MUS 259

**Commercial Music Ensemble**

1 Credit Hour

Students enrolled in Commercial Music Ensemble will be given the opportunity to authentically study, perform, arrange, and compose in the diverse styles of 21st century popular music. Students will explore a variety of genres, songs, and artists in popular, rock, funk, blues, R&B, folk, country, and more. The ensemble is open to all vocalists, guitarists, bassists, drummers, keyboardists, woodwinds, and brass instruments.

MUS 261

**Keyboard Skills III**

1 Credit Hour

*Pre/Corequisite:* P (RQ) MUS-162

This course offers a further study in keyboard harmony including some chromatic harmony. Basic ensemble and technical skills at appropriate levels are also included. NOTE: This course should be taken concurrently with MUSLB-261, MUS-201, MUS-251 and MUSLB-251 Offered fall.

MUS 262

**Keyboard Skills IV**

1 Credit Hour

*Pre/Corequisite:* P (RQ) MUS-261

This course focuses on more advanced skills in keyboard harmony, transposition, basic accompanying skills and technique at appropriate levels. Chromatic harmony and contemporary examples are emphasized. NOTE: This course should be taken concurrently with MUSLB-262, MUS-202, MUS-252 and MUSLB-252 Offered spring.

MUS 301

**Form and Analysis**

2 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-202

This course is a comprehensive study of harmonic and formal structures and typical stylistic traits of 18th and 19th century music. Offered fall even years.

MUS 312

**Vocal Pedagogy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MUSAP-200

This course focuses on principles, techniques and materials for teaching singing in the private studio or classroom. The course includes in-depth study of anatomy and physiology of voice production as well as application of learned teaching skills in the pedagogy classroom and mentored teaching private practice. The course is required for vocal performance and music education/choral emphasis majors. Offered as needed. NOTE: 15 clinical hours required for Music Education majors.

MUS 314

**Conducting**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-102

This course focuses on the development of conducting technique with emphasis on choral and instrumental applications. Offered fall odd years. NOTE: 5 clinical observation hours for music education students.

MUS 317

**Music Literature - Voice - Art Song**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MUSAP-200

This course is a survey of art song literature for the voice from the Baroque period through the present day. The course is required for vocal performance majors and strongly recommended for music education/choral emphasis/vocal majors. Offered as needed. NOTE: Advanced standing in Applied Vocal Music.

MUS 330

**Music History I: Medieval/Renaissance /Baroque**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-115

The study of the development of music in the Medieval, Renaissance and Baroque periods with an emphasis placed on the structure, styles, genre, composers and musical elements associated with these periods. This study will take place in the context of world history, religious, economic and social trends. Offered fall.

MUS 331

**Music History II: Classical/Romantic Contemporary**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-115

The study of the development of music in the Classical, Romantic and Contemporary periods with an emphasis placed on aural and visual identification of musical scores in regard to their characteristics, structure and style. This study will take

place in reference to world events: religious, economic, political and social. Offered fall odd years.

MUS 334

**K-12 General Music**

3 Credit Hours

This course teaches students how to plan, implement, and evaluate a comprehensive general music program. Students will acquire a varied pedagogical skill set; develop a working knowledge of practices in current use, as well as national and state standards; develop a working knowledge of educational materials; and be acquainted with the theoretical constructs on which music education is based. NOTE: 15 clinical hours of observation are required for successful completion of this course.

MUS 335

**Teaching Choral Music in Middle and Secondary Schools**

3 Credit Hours

This course prepares students to teach in middle and high school choral programs. The course focuses on choral rehearsal techniques and pedagogies, choral program administration, and the completion of a job application portfolio and mock interview. Subject-specific content for the edTPA is also addressed. NOTE: 15 clinical hours of observation are required for successful completion of this course.

MUS 336

**Teaching Instrumental Music in Middle and Secondary Schools**

3 Credit Hours

This course focuses on the skills necessary to successfully operate a secondary instrumental music program (including proper programming for and instruction of concert bands, jazz bands, marching bands, orchestras, chamber music, and other ensembles). Rehearsal technique, instrumental pedagogy, philosophies of teaching, and subject-specific content related to the edTPA are also addressed. NOTE: 15 clinical hours of observation are required for successful completion of this course.

MUS 340

**Special Topics**

2 Credit Hours

Topics in this course vary. Offered as needed.

MUS 341

**Jazz Theory and Improvisation**

2 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-102

A hands-on approach for students to study the harmonic, melodic, and rhythmic elements of jazz improvisation by combining theory with practice. Students will develop jazz improvisational skills through the study of chord/scale relationships, repertoire, transcriptions, and analysis. Music Theory II (MUS 102) is required as a pre-requisite.

MUS 342

**Compositional Techniques for Jazz and Commercial Ensembles**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-102

Students will learn various techniques in arranging and composition for small and large ensembles in jazz and other genres of popular music. Students will study techniques used by composers and arrangers such as Thad Jones, Quincy Jones, and Sammy Nestico. Music Theory II (MUS 102) is required as a pre-requisite.

MUS 352

**Directed Teaching K-12**

9 Credit Hours

This course is a program of guided observation, participation and teaching in a classroom setting, jointly supervised by a teacher from the Music Program and one from the field. The student teacher spends the whole day in the field for a period of 16 weeks. NOTE: Level III Education Course: Requires admission to the Education Program and completion of 100 clock hours of supervised clinical experiences.

MUS 354

**Independent Study**

1 to 3 Credit Hours

This course focuses on individual study projects for advanced students in music. The topic is to be determined by instructor and student. Credit varies.

MUS 357

**Senior Project**

1 Credit Hour

This course requires a presentation of a major paper/project, recital or original composition corresponding to primary area of specialization as approved by music faculty. NOTE: This course requires senior standing and formal acceptance as a music major.

## NURSING

NURS 102

### **The Professional Nurse: Roles and Concepts**

1 Credit Hour

*Pre/Corequisite:* P (RQ) TS-100, transfer admission, or admission to BSN/ACC track

This course is designed to provide an introduction to nursing practice and its four major concepts which define nursing practice: professional identity, clinical practice, patient, and health systems. The mission, philosophy, and core values of Saint Xavier University and the School of Nursing are emphasized. Offered fall, spring and May term (May term limited to students in BSN/ACC program).

NURS 199

### **Introduction to Aging**

3 Credit Hours

This course introduces the student to the inter-disciplinary field of gerontology and a constructive approach to the aging process. Relevant and contemporary topics are covered, which includes subject areas in the fields of biology, psychology, economics, health sciences, and the collective social issues that affect a growing number of older adults. Students are provided opportunities to investigate negative myths about aging, interact with an older adult in a positive manner to promote healthy aging, and to explore the complexity and diversity of those aging members of our society. Offered fall and spring.

NURS 205

### **Narrative Gerontology**

3 Credit Hours

The purpose of this interdisciplinary course is to familiarize the student with a method of inquiry through the narrative; another's story. The student will be introduced to qualitative research methodology, as a way of understanding the diversity and complexity of the older adult. Student interdisciplinary teams will discuss a variety of readings and studies and participate in developing a qualitative research study outline, which will explore the perspectives of older adults, leading to a broad and deep understanding of aging and how to come to recognize what is meaningful to older adults. This course is a course elective for the Gerontology major and minor and is also a nursing elective.

NURS 208

### **Aging and Culture**

3 Credit Hours

This course examines aging in cross-cultural perspective. Emphasized are the diverse and worldwide cultural contexts that mediate the experience of aging. Evaluated is the human response to aging as influenced through historical time periods. Theoretical perspectives and myth surrounding aging are explored. Challenges of growing old are considered in diverse life contexts and cultures. Explored are case studies of aging from Asia, Europe, Africa, and the Americas and the contextual knowledge that illuminates life transition, health, well-being, and cultural adaptation for the aged. This course applies to academic disciplines including nursing and health sciences.

NURS 215

### **Pathophysiology**

3 Credit Hours

*Pre/Corequisite:* E (RQ) NURS-218, NURS-220, NURSP-221

This course explores the etiology, pathogenesis, clinical manifestations and developmental considerations of specific disease processes. Students will acquire an understanding of the mechanisms of disordered physiology that underlie illnesses commonly encountered in practice settings. Understanding of pathophysiological processes will be linked to the clinical manifestations of illness and exploration of nursing implications. Offered fall, spring and summer (summer is limited to students in BSN/ACC program).

NURS 218

### **Concepts in Professional Nursing I**

3 Credit Hours

*Pre/Corequisite:* E (RQ) NURS-215 NURS-220 NURSP-221; or admission to BSN/ACC track

This course provides an overview of concepts associated with professionalism, healthcare, and the art and science of nursing practice. Students will explore how these concepts are related to the holistic care of patients. Through discussion, case studies, and self-reflection, students will develop a fundamental understanding of these concepts and their importance to the practice of nursing.

NURS 220

### **Holistic Assessment**

3 Credit Hours

*Pre/Corequisite:* E (RQ) NURS-215 NURS-218 NURSP-221

This course provides the foundation and skills for holistic assessment of patients across the lifespan. With a focus on physical assessment, bio-psycho-social-spiritual-cultural dimensions, therapeutic communication, collaboration, health promotion, clinical reasoning, and safe use of technology are integrated. Offered fall, spring and summer (summer is limited to students in BSN/ACC program).

NURS 333

### **Holistic Care in Nursing Practice I**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-215, NURS-218, NURS-220, NURSP-221 and C (RQ) NURSP-332 NURS-349 NURS-395

This course focuses on concepts fundamental to the practice of nursing from a theoretical, evidence base. A conceptual approach is used to explore knowledge and skills as they apply to patients with basic health alterations across the lifespan. Emphasis is placed on therapeutic communication, health promotion, safety, clinical judgment, and nursing interventions. Offered fall and spring.

NURS 334

### **Laboratory & Diagnostic Tests: Implications for Nursing**

3 Credit Hours

*Pre/Corequisite:* E (RQ) NURS-333 and P (RQ) NURSP-332 or NURSP-334

This course uses concepts from nursing and science to focus on assisting nursing students to plan comprehensive, effective nursing care utilizing relevant data from laboratory tests and diagnostic procedures. Emphasis is placed on the human

element, enabling the nursing student to formulate appropriate nursing diagnoses. The pathophysiology of conditions causing alterations in laboratory values will be explored across the life span. A thorough knowledge of diagnostic data will enhance the nursing student's effectiveness as a member of the healthcare team.

#### NURS 335

##### **Principles of Practice of Intravenous Therapy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-333, NURSP-332

\*Formerly NURS 383. The purpose of this course is to assist the student in developing an in-depth understanding of the care of the patient receiving intravenous therapy. The course will include an overview of the various types of intravenous fluids and catheters, as well as the legal aspects of intravenous therapy. Identification, treatment, and prevention of complications associated with peripheral and central venous therapy will be discussed. Students will return demonstrate intravenous catheter insertion on mannequins.

#### NURS 337

##### **Responding to Emergency Clinical Situations**

3 Credit Hours

*Pre/Corequisite:* E (RQ) NURS-333 NURSP-332

This course focuses on the standards of nursing practice associated with the emergently ill population across the lifespan. Major concepts underlying the care of the emergently ill population will be discussed in depth and applied using case studies. Clinical assessment and decision making will be highlighted and reinforced with this population of patient. Selected clinical skills will also be covered. \*Formerly NURS 383 - Intro to Emergency Nursing.

#### NURS 348

##### **Geriatric Syndromes**

3 Credit Hours

This hybrid course addresses Geriatric Syndromes and their effect on the physical, psychological, and social health and well-being of older adults. The foci is the role of nursing in the assessment, health promotion, risk reduction, evidence-based interventions, and client teaching related to Geriatric Syndromes. Face-to-face classes are held every other week along with on-line case studies and reflective thinking projects on alternative weeks.

#### NURS 349

##### **Nursing Pharmacology I**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-215, NURS-220, NURSP-221 and E (RQ) NURS-333, NURS-395, NURSP-332, or admission to BSN/ACC track

This course introduces necessary concepts for safe medication administration. Additionally covered in this course will be the basics of pharmacokinetics, drug classifications, and dosage calculations. The role of the pharmacologic nurse in patient education and the use of current resources are emphasized. NURS-215, NURS-220, NURSP-221 - Must be completed prior to taking this course. NURS 318, NURS-333 NURSP-334 or admission to BSN/ACC track - Must be taken either prior to or at the same time as this course.

#### NURS 358

##### **Nursing Care End of Life**

3 Credit Hours

\*Formerly NURS 383. This course is an on-line course based on the ELNEC (End of Life Nursing Education Consortium) core curriculum, and addresses the special care and needs of patients, families and significant others at the end of life. Content will include an overview of hospice and palliative care, the role of the interdisciplinary team in hospice care, as well as the concepts of communication at the end of life, ethical, legal and cultural considerations, suffering, grief, loss and bereavement. Care of the dying child as well as the veteran at the end of life will also be addressed. Literature and film will enhance the student's awareness of end of life issues.

#### NURS 364

##### **Three D'S of Geriatric Psyche (Dementia, Delirium, Depression)**

2 Credit Hours

\*Formerly NURS 383. This 8 week hybrid course utilizes relevant theory and findings from the social, biological and health sciences to explore the wholistic needs of older adults experiencing common mental health challenges: delirium, dementia and depression. Issues related to nursing assessment, intervention, risk reduction, and prevention are incorporated as well as explaining the impact these problems have on older adults.

#### NURS 376

##### **Holistic Care in Nursing Practice II**

4 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-333 NURS-349 NURS-395 NURSP-332 and C (RQ) NURSP-377 NURS-379 NURS-449

This course focuses on improving health outcomes with individuals, families, and communities across settings. With an emphasis on risk reduction and health promotion, students explore the nursing care of patients with psycho-biologic and bio-physical alterations. The influence of culture, environment, and current health care; delivery models are explored. Offered fall and spring.

#### NURS 379

##### **Concepts in Professional Nursing III**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-333 NURS-349 NURS-395 NURSP-332 and C (RQ) NURS-376, NURS-449, NURSP-377

This course explores the practice of professional nurses as they interact with the various elements of health systems, environmental factors, social policies, and delivery of care. These concepts will be examined from a national and global perspective. The impact of technology and health care informatics on the delivery of care and performance improvement will be explored. Will meet requirement for Nurs 319.

#### NURS 383

##### **Special Topics in Nursing**

1 to 3 Credit Hours

This course presents varying subject matter related to current trends and issues in professional nursing, dependent upon student interest and faculty resources. Junior or senior status.

NURS 394

**Care of Children with Chronic Health Alterations**

3 Credit Hours

*Pre/Corequisite:* E (RQ) NURS-433

This course expands and applies nursing concepts across pediatric sub-specialties to care for children with chronic health alterations. Relevant and contemporary topics are covered within the pediatric subspecialties. Psychosocial implications of chronic illness on children and families will be explored. Students are provided opportunities to meet with pediatric subspecialists and to apply clinical skills in a simulation lab. The influence of culture, environment, growth and development and current health care will be covered.

NURS 395

**Concepts in Professional Nursing II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-215, NURS-218, NURS-220, NURSP-221 and C (RQ) NURS-333, NURSP-332 NURS-349

This course provides an in-depth understanding of the research process and the application of evidence-based practice to nursing care. Ethical/legal dimensions are identified in both research and practice settings. An introduction to the principles of information science and information systems provides the foundation for students to explore the practical applications of various information technologies in health care. Students will use information and communication technologies to find, evaluate, create, and communicate information, requiring cognitive and technical skills. This course is designated as a GEN ED Digital Literacy course. Will meet requirement for Nurs 318. Offered fall, spring and summer (Summer is limited to students in BSN/ACC program).

NURS 399

**Concepts in Professional Nursing IV**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-379, NURS-376, NURS-449, NURSP-377

This course will introduce the nurse's role as a leader and advocate related to advancing palliative and end-of-life care. A holistic, culturally sensitive approach to nursing care across the lifespan of diverse populations with an emphasis on access and integration of palliative and end-of-life care modalities will be explored. An overview of ethical theory, tenets, and standards that guide professional nursing practice will form the basis of this approach. This course is designated as a GEN ED Writing Intensive course. Will meet requirement for Nurs 389.

NURS 433

**Holistic Care in Nursing Practice III**

4 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-379, NURS-376, NURSP-377 and C (RQ) NURSP-434

This course expands on select concepts as applied across the lifespan. A conceptual approach is used to explore knowledge and skills as they apply to patients with acute and chronic illnesses across the lifespan. Emphasis is placed on therapeutic communication, health promotion, leadership, safety, clinical judgment, and nursing interventions. The role of the nurse in the care and management of patients with acute

and chronic illness is the focus of this course. Offered fall and spring.

NURS 449

**Nursing Pharmacology II**

3 Credit Hours

*Pre/Corequisite:* C (RQ) NURS-379, NURS-376, NURSP-377 and P (RQ) NURS-349

This course provides an in-depth examination of drug classifications and their application in the care of patients with complex medical conditions. Concepts necessary for safe medication administration and dosage calculation are reinforced. Accountability and the regulations concerning medication administration, reconciliation, and drug interactions are discussed. The role of the nurse in patient education and use of current resources are demonstrated. Offered fall and spring.

NURS 475

**Concepts in Professional Nursing V**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-399, NURS-433, NURSP-434 and E (RQ) NURS-478, NURSP-479

This course focuses on preparing students for the changing role of the professional nurse through the development of leadership and management skills within the healthcare delivery system. Key theories and concepts related to the role will be explored and applied to nursing practice. Emphasis will be placed on professional accountability, priority setting, decision making, ethics, legal issues, fiscal planning, collaboration, communication, and continuous quality improvement.

NURS 478

**Advanced Concepts in Nursing Practice**

4 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-399, NURS-449, NURS-433, NURSP-434 and E (RQ) NURS-475, NURSP-479

This synthesis course provides a culminating experience with a variety of learning activities that integrate clinical reasoning, nursing management and evaluation skills. Utilizing critical inquiry and evidence based practice the nurse's role in optimizing health outcomes is more fully appreciated. The students' development of professional identity as a member of an interdisciplinary team is also fostered. Offered fall and spring.

## PHILOSOPHY

PHIL 140

### The Examined Life

3 Credit Hours

This course is an introduction to philosophy that encourages reflection on what it means to live a human life. The course seeks to engage students in the activity of philosophical reflection through close reading, analysis, interpretation, and discussion of primary texts that address ethical or political issues. For first-year students only. NOTE: students may not receive course credit for both PHIL 140 and PHIL 150.

PHIL 150

### The Examined Life

3 Credit Hours

This course is an introduction to philosophy that encourages reflection on what it means to live a human life. The course seeks to engage students in the activity of philosophical reflection through close reading, analysis, interpretation, and discussion of primary texts that address ethical or political issues. For sophomores and above. NOTE: students may not receive course credit for both PHIL 140 and PHIL 150.

PHIL 200

### Ethics

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course is an introduction to some of the central philosophical approaches to ethical and moral issues.

PHIL 201

### Philosophy of Knowledge

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

An introduction to some of the central philosophical approaches to the origin, nature, and the scope of knowledge. Offered spring

PHIL 202

### Special Topics in Philosophy

1 to 5 Credit Hours

Courses offered on an occasional basis devoted to a select philosophical topic.

PHIL 210

### Logic and Argument

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course is an introduction to reasoning, including traditional and modern approaches, formal and informal logic and basic canons of argument. Offered spring.

PHIL 242

### Philosophy in the Yellowstone

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150, ENGL-120 or HONOR-150

This course introduces students to the philosophical foundations of the role of wilderness in human culture

through a close study of environmental policy disputes in the Yellowstone ecosystem.

PHIL 246

### Education and Society

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course offers an examination of the nature, purposes, and methods of education, with education understood broadly as communication that forms people's habits, attitudes and beliefs. The course will consist largely of study of philosophical and sociological theories about education.

PHIL 253

### Philosophy and Culture

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course examines the concept of culture, various current cultural phenomena and practices. It also examines the nature, role and limits of the philosophical critique of culture.

PHIL 254

### Philosophy and Race

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course examines questions of racial identity and racial injustice from a philosophical perspective. Issues examined may include, among others, philosophical assumptions behind concepts of race; how concepts of race have changed throughout history; and the relationship between race and other categories of identity, such as ethnicity, class, gender and sexuality.

PHIL 255

### Feminist Philosophy

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course focuses on ethical and political theories in feminist philosophy and intersecting concerns in other areas of feminist philosophy and gender theory (e.g., feminist epistemology, feminist critiques of the tradition of Western ontology, eco-feminism, metaphysics and phenomenology of gender, etc.).

PHIL 265

### Political Philosophy

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course is an introduction to some of the central philosophical approaches to questions about the state, the character of the good society, the relation between authority and power, and theories of rights and obligation.

PHIL 266

### Wealth and Power

3 Credit Hours

*Pre/Corequisite:* P (RQ) HONOR-151, PHIL-140, or PHIL-150; Formerly Philosophy and Economics. This course focuses on philosophical discussions about wealth, power and related issues, such as property, work, inequality, capitalism and socialism.



PHIL 271

**Philosophy and Literature**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course involves reading and discussing works of literature in light of the philosophical traditions that influence or are contested in these works. Issues for discussion may also include questions of interpretation, criticism and translation, as well as the significance of philosophy to the literary writings of one or more authors.

PHIL 280

**Chinese Philosophy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course is an introduction to Classical Confucianism, Classical Taoism and Zen Buddhism.

PHIL 285

**Philosophy of Human Nature**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course is an introduction to philosophical questions about the nature of human beings.

PHIL 290

**Introduction to the Philosophy of Science**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course is an introduction to some of the central issues and approaches in the philosophy of science.

PHIL 293

**Philosophy of Mind**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course focuses on historical and contemporary philosophical discussions of the mind-body problem, the nature of mental states, mental causation, consciousness, our knowledge of other minds and intentionality.

PHIL 294

**Philosophy and Cognition**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course introduces students to the study of cognition by examining different disciplinary approaches to the study of learning and memory, perception, self-awareness, language-use, and other intelligent behavior.

PHIL 304

**History of Ancient Philosophy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course surveys selected topics in Greek and Roman philosophy from the Presocratics to Plotinus.

PHIL 305

**History of Medieval Philosophy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course surveys selected topics in Christian, Jewish and Islamic philosophy from Augustine to the Renaissance.

PHIL 306

**History of Early Modern Philosophy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course surveys selected topics in modern philosophy from Descartes to Hume.

PHIL 307

**History of Late Modern Philosophy**

3 to 4 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150 and P (RQ)

PHIL-306

This course surveys selected topics in modern philosophy from Kant to the late-19th century.

PHIL 308

**History of Contemporary Philosophy The Analytic Tradition**

3 Credit Hours

This course surveys selected topics in philosophy from the 20th-century to the present. NOTE: It is recommended that students take PHIL 306 before enrolling in this course.

PHIL 350

**Independent Study**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

Offered by special arrangement.

PHIL 374

**Studies in Ancient Philosophy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course is an extended and intensive study of a topic, figure, or text in ancient philosophy.

PHIL 378

**Studies in Contemporary Philosophy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course is an extended and intensive study of a topic, figure, or text in philosophy from the 20th-century to the present.

PHIL 380

**Studies in the History of Philosophy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course is an extended and intensive study of a topic, figure or text in philosophy prior to the 20th-century.

PHIL 382

**Studies Text Philosophy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course is an extended and intensive study of a topic, figure, or text in modern or contemporary philosophical text.

PHIL 390

**Senior Seminar**

1 Credit Hour

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course is a scholarly treatment of a philosophical question in the form of a paper based on one or more primary texts and with reference to selected secondary sources. The Senior Seminar will be taken under the supervision of a faculty member, normally in the spring semester of the student's senior year. (Only students majoring in philosophy may enroll). Offered spring.

## PHYSICAL EDUCATION

PE 111

### **Special Topics: Health and Wellness**

1 to 3 Credit Hours

A single sport or system of formal exercise selected in response to student interest.

PE 116

### **Contemporary Topics in Health and Physical Education**

3 Credit Hours

This course is designed to assist the student who is preparing to teach. Students have the opportunity to research specific topics related to health and wellness. Attention is given to relating course content to student's major area of study when possible. Offered fall and spring.

PE 117

### **Principles and Problems of Coaching**

3 Credit Hours

This course provides an overview of the concepts that are essential in the preparation of coaching. Students will evaluate the current perspectives and issues in sport psychology and evaluate current theories in sport. Topics include developing a coaching philosophy, evaluating theories in motivation, understanding team dynamics, communicate effectively, and improving player performance. Students will learn how to use the skills gained throughout the class in their everyday life throughout which ever field they choose to pursue. Offered fall and spring.

PE 118

### **Theory and Technique of Coaching**

3 Credit Hours

This course involves the study of theory of various sports and techniques used by the athlete participating in sports. A practical study of the strategy-making decisions a coach should be equipped to make in the major sports: football, basketball, baseball and volleyball. Offered fall and spring.

PE 124

### **Health and Nutrition Across the Lifespan**

3 Credit Hours

This course examines nutrition across the lifespan. The impact of nutrition on preconception, pregnancy, lactation, infancy, childhood, adolescence, adulthood, and aging will be studied. For every phase of life, normal growth and development, nutrient needs, nutrition assessments, and the most common nutritional deficiencies will be addressed. Offered fall and spring.

## PHYSICAL SCIENCE

PHSCI 101

### **Physical Science**

3 Credit Hours

*Pre/Corequisite:* E (RQ) Placement into or completion of a college level math course

This course presents basic concepts of science and technology and explores the social and environmental impact of resource use.

PHSCI 102

### **Introduction to Astronomy**

3 Credit Hours

This course introduces the tools, techniques and concepts used in modern astronomy and uses them to present and understand current theories for the past, present and future of planets, stars, galaxies and the universe.

PHSCI 103

### **Introduction to Meteorology**

3 Credit Hours

This is an introductory course on the science of the atmosphere, weather and climate. The emphasis is on conveying meteorological concepts while at the same time providing students with a comprehensive background in basic meteorology. Lecture and demonstrations cover topics directly related to one's everyday experience and stress the understanding and application of principles.

PHSCI 104

### **Earth Systems/Geology**

3 Credit Hours

This course introduces students to the study of the planet Earth, including its physical composition, geologic time, surficial processes and tectonic activity.

## PHYSICS

PHYS 101

### Physics for Nonscientists

3 Credit Hours

This course discusses the scientific method. Newton's laws of dynamics, thermal physics, laws of electromagnetism and optics, nuclear and modern physics.

PHYS 201

### General Physics I

4 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-113 or MATH-201 and competency in basic trigonometry and C (RQ) PHYSL-201  
Topics explored in this course include kinematics, Newton's laws of dynamics, periodic motion, fluid and solid mechanics, heat and thermodynamics. The course also includes the application of physical principles to related scientific disciplines including life sciences. Lecture 3, Laboratory 3. Offered fall and summer.

PHYS 202

### General Physics II

4 Credit Hours

*Pre/Corequisite:* P (RQ) PHYS-201 and C (RQ) PHYSL-202  
Topics explored in this course include electricity and magnetism, Gauss', Ampere's and Faraday's laws, wave motion, laws of geometrical and physical optics, and introduction to modern physics. Lecture 3, Laboratory 3. Offered spring and summer.

PHYS 211

### University Physics I [Calculus Based]

5 Credit Hours

*Pre/Corequisite:* E (RQ) MATH-201 or concurrent registration in MATH-201 with consent of instructor and C (RQ) PHYSL-211

Topics explored in this course include kinematics, Newton's laws of dynamics, periodic motion, fluid and solid mechanics, heat and thermodynamics with a more mathematical treatment than PHYS 201. Lecture 4, Laboratory 3. Offered fall.

PHYS 212

### University Physics II [Calculus Based]

5 Credit Hours

*Pre/Corequisite:* P (RQ) PHYS-211, MATH-202 or concurrent registration in MATH-202 and C (RQ) PHYSL-212

Topics explored in this course include electricity and magnetism, Maxwell's laws, wave motion, laws of geometrical and physical optics and introduction to modern physics. Lecture 4, Laboratory 3. Offered spring.

PHYS 250

### Special Topics: Physics of Sound

3 Credit Hours

This course is a basic introduction to the physics of sound. Topics include physics of vibrations and waves, harmonic decomposition of wave forms, propagation of sound waves in air, standing waves and resonance, measurement of sound loudness, musical acoustics, and the physics of microphones, loudspeakers and digital media. Hands-on experimentation

will be encouraged. The course is especially suited for students majoring in Music and Communication Sciences and Disorders, but also to anybody interested in the physics of sound. The course does not assume a prior knowledge of physics. Integrated Lecture and Laboratory 4. High School Algebra.

## POLITICAL SCIENCE

POLSC 101

### **Introduction to United States Government**

3 Credit Hours

An analysis of the political structures and processes in the United States. Topics include the Constitution, parties and elections, interest group politics and public policy. Offered every semester.

POLSC 102

### **World Politics**

3 Credit Hours

Explores political processes among nations. Students explore various approaches to the study of international relations. Topics include the rise of nation-states, political development, war and peace, international political economy and international organizations. Offered every semester.

POLSC 103

### **Introduction to Comparative Politics**

3 Credit Hours

The only subfield of political science defined by a method, comparative politics seeks to understand the variation in political systems, institutions, cultures and behaviors around the globe. This course explores key concepts of comparative politics including democracy, authoritarianism, development, ethnicity, and political violence in a variety of national and cultural contexts. Offered spring.

POLSC 203

### **Introduction to Public Policy**

3 Credit Hours

This course introduces students to the study of government at work -- making, implementing, and evaluating policies. Students will learn about the policy-making context, models of policy making and implementation and be introduced to basic methods of policy analysis. A major component of the course is learning to write policy memos employing evidence-based analysis. Offered fall.

POLSC 206

### **State and Local Government**

3 Credit Hours

Explores Governance and policy-making at the sub-national level in the United States. Topics may include the federalism, agenda setting, budgetary politics and sub-governments.

POLSC 207

### **Urban Politics**

3 Credit Hours

Contemporary and historical analysis of American urban politics. Topics will include uneven development of cities, segregation, and the concomitant development of suburbs, as well as the evolution of urban political machines.

POLSC 208

### **Public Administration**

3 Credit Hours

An introduction to concepts, ideas and issues of administrative practice in the United States. Topics will include bureaucratic

organization, administrative responsiveness, and the practice and ethics of public management.

POLSC 213

### **National Security Policy**

3 Credit Hours

This course examines various theoretical approaches to national security and the institutions and actors involved in defining and implementing national security policy in the U.S. and in the international system. Students use this information to explore challenges to national security of the post-Cold War era and their implications for the conduct of American foreign policy in the contemporary international environment. Key issues may include: international terrorism and failed states, regional conflicts, proliferation of weapons of mass destruction, environmental degradation, economic security, and arms and drug trafficking.

POLSC 215

### **Political Parties and Elections**

3 Credit Hours

An analysis of electoral politics and political parties in the United States. Topics may include party alignments and critical elections, party organization, representation and the role of parties in organizing government.

POLSC 216

### **Congress and the Presidency**

3 Credit Hours

Explores the interaction of executive and legislative bodies in national-level policy making in the United States. Topics may include the legislative process, agenda setting, budgetary politics and policy sub-governments.

POLSC 225

### **Latin American Politics**

3 Credit Hours

This course is the study of political processes and institutions in Latin American nations. Topics may include the impact of colonialism and international dependency, state-society relations, and the sources of authoritarianism and democracy. Offered spring even years.

POLSC 227

### **African Politics**

3 Credit Hours

Explores political and social processes in sub-Saharan Africa. Topics to be covered include the legacies of colonialism, state-building, the bases of political identity, and the impact of the international economy.

POLSC 228

### **Politics of Less Developed Areas**

3 Credit Hours

This course explores various strategies developing countries use to achieve economic growth, political stability and improve basic human needs. Cases will be drawn from Africa, Asia and Latin America. Topics include ethnicity in state-society relations, social movements and political unrest, state formation and strategies of economic development.

POLSC 240

**Political Theory**

3 Credit Hours

This course is an exposition and analysis of selected political philosophers. These may include Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Nietzsche. Satisfies a Political Theory requirement for Political Science majors. Offered fall odd years.

POLSC 241

**American Social and Political Thought**

3 Credit Hours

Explores the central ideas of American politics from the Puritans to the present through an analysis of treatises, novels, and speeches. Satisfies a Political Theory requirement for Political Science majors. Offered fall even years.

POLSC 242

**African-American Political Thought**

3 Credit Hours

\*This course fulfills a requirement in the African-American Studies program. This course explores the central ideas of African-American political thought through an analysis of treatises, novels and speeches. Some of the thinkers treated in this course may be Booker T. Washington, W.E.B. DuBois, Marcus Garvey, Richard Wright, Zora Neale Hurston, Malcolm X and Martin Luther King Jr. Offered alternate years.

POLSC 250

**Scope and Methods Political Science**

3 Credit Hours

*Pre/Corequisite:* P (RQ) Complete 6 credit hours of Political Science

This course introduces students to the methodological and conceptual questions in the discipline of political science. Topics may include definitions of political science, philosophy of the social sciences, and qualitative, quantitative and formal methodologies. This course is required of all political science majors and is a prerequisite for the Senior Seminar, POLSC 350. Offered spring. Prerequisite: 6 credit hours in Political Science or consent of the instructor.

POLSC 260

**Special Topics in Political Science**

3 Credit Hours

This course focuses on special topics in political science. Course may be repeated when a new topic is offered.

POLSC 261

**Special Topics: Research**

1 to 3 Credit Hours

Independent research course for advanced students to work with a faculty member on their research. Only by permission of the instructor. May be taken for 1-3 credits.

POLSC 262

**Politics and Film**

3 Credit Hours

Explores political theory and culture as revealed through film. Using ideological and cultural analysis of popular films, the

course examines the intersection of art and politics. Offered spring odd years.

POLSC 263

**Politics and Superheroes**

3 Credit Hours

The superhero narrative is a 20th century phenomenon in the United States. Coinciding with America's rise in globalism, the superhero narrative has constructed, reflected and commented on the national community in a global U.S. This course uses the superhero narrative as a venue to explore how Americans have defined themselves as a nation, as people and as a global actor over the last century. Special attention is given to issues relating to international threats, racial and gender constructions, and portrayals of national mission. Offered spring even years.

POLSC 264

**Mock Trial I**

3 Credit Hours

This course gives students the opportunity to learn the work of trial attorneys, understand the judicial system, develop critical thinking skills, and enhance communication skills. It teaches students the procedural and substantive issues and skills required to compete in the American Mock Trial Association (AMTA) annual mock trial tournaments. Students learn the modified Federal Rules of Evidence used by the ATMA and how to apply those rules to the facts of the case. Students learn effectively to articulate and argue evidence objections and responses to a judge, the structure and preparation of effective direct and cross-examination and the basic skills needed to effectively conduct witness examination. Travel required. Offered fall. Students who complete this course are expected to also complete POLSC-265 in spring semester.

POLSC 265

**Mock Trial II**

1 Credit Hour

*Pre/Corequisite:* P (RQ) POLSC-264

Students are assigned to a trial team that competes in the AMTA regional competitions. This course gives students the opportunity to continue to learn the work of trial attorneys, understand the judicial system, develop critical thinking skills, and enhance communication skills. It teaches students the procedural and substantive issues and skills required to compete in the American Mock Trial Association (AMTA) annual mock trial tournaments. Students learn the modified Federal rules of Evidence used by the AMTA, and how to apply those Rules to the facts of the case. Students learn to effectively articulate and argue evidence objections and responses to a judge, the structure and preparation of effective direct and cross-examination, and the basic skills needed to effectively conduct witness examination. Travel required. Offered spring.

POLSC 268

**Media in Politics**

3 Credit Hours

This course explores political communication, public opinion and the media in American politics. Topics include the role of media in democracy, constructing and consuming political

news, campaign communications, and the impact of changing platforms from newspapers to television to the internet and the rise of citizen journalism. As a significant part of the course, students will develop and implement a multi-platform political campaign. Offered fall odd years.

POLSC 301

**Public Policy Analysis**

3 Credit Hours

*Pre/Corequisite:* P (RQ) POLSC-101 POLSC-250

Examines different approaches to analyzing public policy. Policy making implementation and outcomes of policy will be addressed. Specific areas of focus may include education policy, health policy, welfare policy, or economic development policies.

POLSC 304

**Special Topics in Political Science**

3 Credit Hours

Course may be repeated when a new topic is offered.

POLSC 305

**Bargaining and Conflict Resolution**

3 Credit Hours

In this course you will learn to model bargaining situations and develop strategies for conflict resolution. You will use negotiation strategies and game theory to analyze various administrative and management situations, and apply these skills practically in simulations and role-playing exercises. Offered spring.

POLSC 308

**American Constitutional Law**

3 Credit Hours

Leading principles of the Constitution as seen in court decisions with special emphasis on government powers, federal-state conflicts, and the fundamental rights of individuals. Pre-requisite: 3 credit hours in U.S. history or government. Offered fall.

POLSC 324

**Contemporary Democracy**

3 Credit Hours

This course explores both the idea and practice of democracy in the contemporary world. Topics will include democratic theory, institutions of governance, participation, the relation of democracy and capitalism and the impact of globalization on democratic processes.

POLSC 334

**War, Peace and Alliances**

3 Credit Hours

*Pre/Corequisite:* P (RQ) POLSC-102 POLSC-250

Explores the strategic interaction among states, focusing on international conflict. Topics covered may include theories of war, initiation, balance of power, collective security, offense-defense balance and alliance patterns.

POLSC 336

**Global Money and Power**

3 Credit Hours

*Pre/Corequisite:* P (RQ) POLSC-102 POLSC-250

Explores the interaction of states in the areas of trade, finance and production. Topics covered may include the nature and extent of international cooperation, North-South relations and the relations between international economic policy and international security.

POLSC 350

**Senior Seminar**

3 Credit Hours

*Pre/Corequisite:* P (RQ) POLSC-250, one 300-Level POLSC course, senior standing or instructor's consent.

An advanced discussion and research seminar centered upon significant problems, movements and issues. This course is the capstone of students' disciplinary training in political science. Offered fall.

POLSC 370

**Field Experience**

1 to 9 Credit Hours

The course is for students who perform internships, work for government agencies, or present an off-campus experience judged by the faculty advisor and division director to be of significant value in political science education. Prerequisite: Junior/senior standing; and/or instructor's consent.



## PSYCHOLOGY

PSYCH 101

### **Introduction to Psychology**

3 Credit Hours

Introduction to Psychology introduces students to the scientific method as it is applied to the study of psychological processes, and surveys theories and research in such areas as sensation and perception, conditioning and learning, motivation, emotion, human development, personality, psychopathology and other aspects of human behavior.

PSYCH 102

### **Psych Science and Careers Seminar**

2 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

This seminar introduces students to the skills necessary to succeed in psychology. The course focuses on study skills, scientific literacy, APA format, and development of a career plan. Students will engage in the exploration of various careers and develop a college plan that will lead to the career of their choosing.

PSYCH 199

### **Lifespan Development**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Lifespan Development is a survey of theory and research on human development throughout the life span from conception to death. The course focuses on the physical, emotional, social, and cognitive changes.

PSYCH 200

### **Child Development**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Child Development is the study of the physical, psychological, and social development of the individual from infancy through childhood.

PSYCH 201

### **Adolescent Development**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Adolescent Development examines the maturation and developmental challenges that typically characterize adolescence and the transition to adulthood, such as the establishment of autonomy and adult life roles in early adulthood.

PSYCH 204

### **Abnormal Psychology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Abnormal Psychology is an introduction to the understanding of problematic behaviors, their development, symptoms, and suggestions for treatment.

PSYCH 206

### **Social Psychology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Social Psychology focuses on principles, methods and applications of the study of the effects of people and the broader social environment on human behavior. Topics include social perception, social cognition, relationships, group processes and others.

PSYCH 210

### **Cultural Psychology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Cultural Psychology seeks to understand the influence of culture on human behavior. It will examine cultural groups both within and outside of the United States. It will also examine the development of culture as arising from both the physical and social environments.

PSYCH 224

### **Adulthood and Aging**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Adulthood and Aging considers physical changes with aging, psychological and sociological theory and research concerned with the changes and developmental tasks characteristic of adulthood with an emphasis on middle and late adulthood.

PSYCH 232

### **Personality Theories**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Personality Theories covers representative theories and research from each of the major approaches to the study of personality: psychoanalytic, learning, cognitive, dispositional, humanistic, and intervention strategies derived from these approaches.

PSYCH 242

### **Stress Management**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Stress Management is an experiential course focusing on the sources and consequences of stress. Students learn how to cope with stress and are introduced to a wide range of stress-reduction techniques.

PSYCH 300

### **Statistics for the Social Sciences**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101 MATH-135 with a C or better

Statistics for the Social Sciences is an introduction to the basic concepts of and applications of descriptive (frequencies, central tendency, variability) statistics and inferential (parametric and nonparametric) statistics. Students will test hypotheses via statistical software, such as IBM SPSS.

## PSYCH 301

**Research Methods**

4 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101 with a C or better, PSYCH-102 with a C or better, PSYCH-300 with a C or better  
Research Methods is a comprehensive analysis of the design and methods used in psychological research. Students will review published research findings and methods in major topic areas in experimental psychology. Laboratory work is included in this course.

## PSYCH 303

**Human Motivation**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Human Motivation focuses on the question: 'Why do people do what they do?' The course involves exploration of biological, learned, and cognitive factors influencing human behavior. Specific topics may include emotions, curiosity and exploration, achievement, aggression, addiction, stress, work and others.

## PSYCH 311

**Physiological Psychology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Physiological Psychology is a study of the physiological and neurochemical correlates of perception, motivation, emotion, and learning. Includes background information on the structure and physiology of the nervous system.

## PSYCH 312

**Sensation and Perception**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

\*Formerly Perception. Sensation and Perception covers research on and theories of the phenomena of perception. This will entail an in-depth analysis of the sensory systems, the various aspects of the environment they detect and the theories that have been developed to account for these phenomena.

## PSYCH 313

**Learning and Memory**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Learning and Memory examines experimental procedures, research data, and theories for such topics as learning, structure of knowledge, memory, retrieval, forgetting and others. Laboratory demonstrations and experimentation are included in this course.

## PSYCH 315

**Cognitive Psychology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Cognitive Psychology examines human thought processes, primarily from the information-processing viewpoint. Topics include learning, memory, problem solving, pattern recognition, language, and artificial intelligence. Laboratory demonstrations are included in this course.

## PSYCH 317

**History of Psychology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

History of Psychology is a study of the historical sources of contemporary psychology. Topics include a survey of major historical movements, such as structuralism, functionalism, Gestalt psychology, behaviorism, existential and phenomenological psychology, and others. As the course fulfills the psychology degree capstone requirement, it is recommended that students have successfully completed most of their required psychology courses prior to enrollment.

## PSYCH 319

**Hormones and Behavior**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Hormones and Behavior is taught from a comparative perspective and includes examples of hormone-behavior interactions in a variety of organisms. Animal data will be related to human development, physiology and ultimately human behavior.

## PSYCH 323

**Behavior Management**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Behavior Management is a study of theory and research in conditioning with particular attention to their applications to practical problems in a variety of settings such as psychotherapy, schools, family, hospitals, etc.

## PSYCH 325

**Individual and Group Therapy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-199 or PSYCH-200 and P (RQ) PSYCH-101 PSYCH-204

Individual and Group Therapy introduces students to theories and research in counseling and psychotherapy. It introduces intervention strategies and counseling skills. Lectures and readings address theories of therapy. Experiential learning activities and counseling lab exercises promote interpersonal effectiveness in interactions with individuals and groups. Modules address career awareness, diversity awareness, ethical decision-making and personal development.

## PSYCH 326

**Introduction to Clinical Psychology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101 PSYCH-325

Introduction to Clinical Psychology will introduce students to basic aspects of clinical psychology and mental health service delivery. Students will participate in weekly discussions of relevant topics such as mental health career paths, psychological assessment, differential diagnosis, evidence-based treatment, case presentation, and ethics related to the provision of mental health care.

PSYCH 328

**Sex and Gender**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Formerly named Psychology and Gender, Sex and Gender examines and seeks to understand sex and gender differences in behavior from evolutionary, biological, sociocultural, and cognitive perspectives.

PSYCH 329

**Comparative Behavior**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101 with C or better

Comparative Behavior is an overview of psychological processes and how they vary across taxonomic groups. It takes an evolutionary and ecological approach to understanding differences in behavioral adaptations across animal species, including humans. Students will be expected to understand basic processes which shape animal behavior, utilize primary literature, synthesize information from multiple sources, and demonstrate critical thinking.

PSYCH 335

**Sport Psychology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Sport Psychology examines the interaction between psychological variables and performance in athletic and physical activities. The American Psychological Association, Division 47 - Society for Sport, Exercise and Performance Psychology-contributes to the standards of this course. The objective of this course is to survey theories and practical skills that contribute to performance in sports.

PSYCH 339

**Human Evolution**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101 with a minimum grade of C

This course examines the path of human evolution. It explores the ways evolution affects human anatomy, physiology, and behavior. It also examines the bidirectional relationship between behavior and biological evolution. We will use insights from our hominin past and present to examine various topics including encephalization, language, tool use, compassion, and sociality.

PSYCH 341

**Health Psychology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Health Psychology is an interdisciplinary study of health and psychology. The primary emphasis of the course is a biopsychosocial one. Content includes the history and focus of health psychology, an examination of stress, its relation to illness, and methods for coping with and reducing it, physical and psychological pain, methods for managing and controlling it, and procedures to enhance health and prevent illness.

PSYCH 345

**Forensic Psychology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101 with a C or better

This course provides an overview of criminal and civil forensic psychology. Topics include, but are not limited to police and investigative psychology, legal psychology, criminal psychology, victimology and victim services, and correctional psychology.

PSYCH 361

**Special Topics in Psychology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Special Topics in Psychology is a concentrated study of a special topic within the field of psychology. The subject matter of this course will vary depending on student interest and faculty resources.

PSYCH 390

**Research Capstone**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101, PSYCH-300 with a C or better, PSYCH-301 with a C or better

The Research Capstone offers students the option to develop and execute their own research project. Each student produces an empirical research paper and then present their study to their peers at the conclusion of the course. As a capstone requirement option, students have most of their required psychology courses prior to enrollment. Enrollment is limited to 15 students, and preference is given to students in their senior year.

PSYCH 391

**Directed Research**

1 to 3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101 and consent of instructor

Directed Research provides students with advanced experiences in research. Students may be engaged in activities related to a research project with a faculty member. Such activities could include collecting data, conducting literature searches, analyzing data, writing manuscripts, presenting project results, etc., in collaboration with a faculty member. These opportunities occur at the individual level or in a small group setting.

PSYCH 397

**Internship**

1 to 3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101 with a C or better, PSYCH-102 with a C or better

The Psychology Internship experience allows students to apply academic knowledge they have learned to a psychology related professional setting. This internship is by arrangement; the student should work with the Psychology Program to identify an appropriate internship site and receive program approval prior to enrollment.

PSYCH 399

**Independent Study**

1 to 6 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101 and consent of instructor

Independent Study is a student-initiated independent program of study or research experience.

## RELIGIOUS STUDIES

RELST 202

### **Theological Foundations**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120 with a minimum grade of C

This course introduces students to the study of theology.

Unique to theology is the role of God's revelation in the person of Jesus Christ and in Scripture and Tradition as understood by the Church. Various aspects of the Catholic intellectual, sacramental, moral, and spiritual traditions will be addressed.

RELST 220

### **Old Testament Religion**

3 Credit Hours

This course is a study of the religion, history, and culture of ancient Israel based upon a critical examination of the Hebrew scriptures within the context of ancient Near Eastern civilizations. Attention is given to the contemporary relevance of Israel's faith to the Christian church.

RELST 221

### **New Testament Christianity**

3 Credit Hours

This course is a study of the basic religious and cultural characteristics of early Christianity based upon a critical analysis of the New Testament as understood within the context of Jewish and Greco-Roman religious and literary traditions.

RELST 254

### **Catholic Social Teaching**

3 Credit Hours

This course is an examination and evaluation of 20th-century Roman Catholic moral teaching on the social order. Includes a close reading of major documents issued by the hierarchy and the theological commentary on these documents. Focus on the themes of the freedom and dignity of human life, war and peace, and economic and political justice.

RELST 261

### **Theology Informing Health-Care**

3 Credit Hours

"Theology Informing Health-Care" will explore what the Christian/Catholic Tradition has to contribute to the understanding and practice of health-care. Although precise topics will vary depending on where the flashpoints are when it comes to the "proper" role of faith and theology, the course will explore birth control, abortion, end of life care, and assisted reproduction.

RELST 262

### **Christian Theology: God**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120

This course will survey the development of the Christian doctrine of God, beginning with the scriptures and concluding with the present. Special attention will be given to post-Vatican II developments.

RELST 266

### **Suffering and Death**

3 Credit Hours

This course is a study of central themes, resources and methods employed in Christian theological reflection upon human suffering and death.

RELST 271

### **Jesus and the Gospels**

3 Credit Hours

This course is a study of the life and teachings of Jesus based upon a critical analysis of both canonical and non-canonical Gospels together with an investigation of the ways in which the image of the historical Jesus was transmitted and transformed within the Christian communities that produced and utilized these gospels.

RELST 299

### **Issues in Religion**

3 Credit Hours

This course includes religious issues that will vary from semester to semester.

## **SOCIAL SCIENCE**

SOCSC 101

### **World Geography**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120 or HONOR-150

This course is an introduction to general geographical knowledge for students in the social sciences and humanities. It includes the study of maps, map making, physical and human geography. It emphasizes the interaction between people and their environment, and provides a detailed study of the world's geographic regions. May be taken to satisfy University core requirement in social sciences. Students in the Social Sciences Education major may be required to complete additional assignments. Priority enrollment will go to majors in history, history education and social sciences education. Prerequisite: 30 credit hours total and 2.5 cumulative grade-point average.

## SOCIOLOGY

SOC 101

### **Introduction to Sociology**

3 Credit Hours

This course is a multiculturally-oriented introduction to the study of society that looks at our social organization and belief systems, exploring how we both are shaped by them and change them. The dynamics of social agreements and conflicts are also examined, along with the consequences of inclusion and exclusion for people.

SOC 140

### **Sociology of Sports**

3 Credit Hours

The fascination with sports on the part of American people is the focus of this course. Topics include competitive and self-competitive sports, professional and amateur sports and pseudo-sports. The course will analyze the mystique of sports and the nature of winning. Offered fall.

SOC 190

### **Introduction to Social Work and Social Welfare**

3 Credit Hours

This course is an introduction to the field of social welfare and social work. It introduces the professions' values, its fields of practice, its history, social welfare policies and examines the field's major intervention methods. Emphasis is placed on various roles of social workers, the generalist method, cultural competence, the strengths perspective, and responses to the needs of the poor, families and populations at risk such as the elderly, children and people of color. Students will also learn the core values and Code of Ethics of social work and be exposed to issues of diversity, oppression and social economic justice. Offered fall.

SOC 199

### **Introduction to Aging**

3 Credit Hours

This course introduces the student to the field of gerontology through a variety of interdisciplinary venues including literature, gerontology, psychology, sociology and nursing. The student will be introduced to techniques of self-reflection and journaling to increase awareness of one's own perceptions of aging. Included are opportunities for elder client encounters that demonstrate successful aging and the complexity and diversity of the older client.

SOC 210

### **Sociology of the Family**

3 Credit Hours

The meaning and experience of family varies across time, different cultures and different places. Sociology of the Family examines how this ancient institution continually adapts to social pressures and how its different incarnations help individuals adapt to a changing world. The course emphasizes important factors such as social class, race and ethnicity, gender and sexual orientation and how these relate to different experiences in family relationships, gender roles, marriage/partnership and domestic conflict.

SOC 214

### **Language, Culture and Society**

3 Credit Hours

This course is an introduction to major anthropological and sociolinguistic concepts that explain both uniformity and diversity in language behavior. One focus is on the origin, development and variation of the world's languages. The general focus is on language diversity in North American English in terms of differences based on nation, region, ethnicity, class, gender, age, lifestyle and social context. Offered spring.

SOC 215

### **Medical Sociology**

3 Credit Hours

This course analyzes the emergence of the health system in this country, including its interrelationships with the political, social and economic systems. Focus will be on the sociological definitions of health and sickness, on the social roles of patients, physicians, nurses and other health care professionals, and on the ideologies that define, shape and control the health care system. Offered as needed.

SOC 216

### **Career Training/Field Practicum Seminar for Social Work**

3 Credit Hours

*Pre/Corequisite:* E (RQ) SOC-190

The course is designed to help students find internship and prepare for the internship requirements. It is also designed to assist students to make the transition from classroom learning to experiential learning and to make use of the field experience for learning and future career paths. Engaging in course activities will provide students with an understanding of the transferable knowledge and skills in social work practice. The course also provides a practical guide to the realities of the field work experience. Offered fall I only for students who will register for the internship course the following spring.

SOC 220

### **Social Deviance**

3 Credit Hours

In the nature of coexisting, groups engage in defining normative behavior by examining the behavior and choices of individuals they come to construct as deviant. In this course, students will examine the formation of deviant groups and lifestyles, the role played by alcohol and drugs in producing deviance as well as the societal functions of deviant behavior. Topics may range from serial killers to corporate deviance, from sexual to homicidal deviance. Offered as needed.

SOC 221

### **Social Problems**

3 Credit Hours

In this course the distinction between social conditions and social problems is examined and several contemporary social issues are considered. The relationships among social problems, social organization, norms, role processes and social control are also explored. Offered as needed.

SOC 224

**The Invention of Race**

3 Credit Hours

This course explores the origin of the concept of race from Colonial North American law and then as a folk ideology in late 17th-century North America. It traces the evolution of this concept into a worldview that currently functions as the most fundamental way of understanding human variation. Offered fall.

SOC 225

**Racial and Ethnic Relations**

3 Credit Hours

In this course the sociological factors in racial and ethnic relations are examined. Consideration is given to the nature of institutional racism. The dynamics of prejudice and discrimination are analyzed.

SOC 235

**Sex, Culture and Society**

3 Credit Hours

This course examines the sexual legacies of our primate heritage. Human sexuality and gender roles are explored cross-culturally in their social, political and ideological contexts.

SOC 243

**Chicago Neighborhoods**

3 Credit Hours

Chicago, as has often been stated, is a city of neighborhoods. This course is designed to provide a sociological and an anthropological understanding of the complex, urban mosaic created by Chicago's rich and diverse neighborhood communities. Special attention will be paid to the social forces that shaped the city as well as to the ethnic enclaves, voluntary associations, cultural institutions and historical sites that continue to enrich this vibrant metropolis. Offered fall or spring.

SOC 275

**Women, Change and Society**

3 Credit Hours

This course examines how gender is socially constructed across time and across cultures. We explore how gender impacts the lives and choices of women and men in settings such as the family, career, politics, and the law. Offered spring.

SOC 280

**Sociology of Education**

3 Credit Hours

This course covers the social origins of the American educational system, educational reform movements, the social organization of schools, power and status in the schools, teacher professionalization, student culture and the "student role", the "hidden curriculum" of schools, social inequalities and the school system, the effects of race, class and gender on education, and the future of American schools. Because of the close relationship between schools and their social environment, we will also trace the influence of social, political, economic and religious institutions on the goals, values and methods of American schools. Offered as needed.

SOC 283

**Gangs and Society**

3 Credit Hours

In this course the historical evolution and social roots of gangs and street gangs in modern U.S. society are explored, along with their growth, recruitment and organization. Criminological theories are used to assess gang structure, characteristics and activities. Additionally, the relationships of gangs to each other, to crime and violence, to the law, and to the community are also explored. Offered as needed.

SOC 290

**Death, Dying and Suicide**

3 Credit Hours

This course focuses on death, dying and suicide, which are examined socially, psychologically, religiously, politically and economically both in the United States and cross-culturally. Offered as needed.

SOC 294

**Statistics and Research Design I**

3 Credit Hours

This course examines the fundamental principles and tools of social science research. Students will develop a basic literacy that enables them to understand and evaluate the merits and limits of various research strategies and tools of analysis, including social science statistics. Offered fall.

SOC 295

**Statistics and Research Design II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SOC-294

This course examines social science problem solving through the use of various research tools, methods and research designs. This portion of the sequence will incorporate learning with hands-on practice. Offered spring.

SOC 300

**Social Theory**

3 Credit Hours

This course examines the basic concepts of classical and contemporary sociological theory. Offered fall.

SOC 307

**Delinquency**

3 Credit Hours

This course considers the problem of delinquency in culture and its relation to conventional culture. We examine the introduction to delinquent lifestyles and their relationship to adult criminal behavior. Prerequisite: 3 credit hours in sociology or anthropology.

SOC 309

**Gender and Globalization**

3 Credit Hours

This course examines the economic, socio-political and cultural aspects of globalization within the framework of contemporary debates about gender. The main focus will be on how globalization affects gender roles, ideology and the experiences of men and women in transnational contexts. Our own discussion of the meaning of globalization will address



questions about the novel character of globalization, shifts in labor and production practices and the contested relevance of the nation-state. Offered as needed.

SOC 310

**Mind, Self and Society**

3 Credit Hours

*Pre/Corequisite:* P (RQ) 3 credit hours in SOC or ANTH

This course examines the social origins of the individual's self or identity; the relationship between individuals and society; the social construction of reality and individual consciousness; the social presentation of self in every-day society; and the ways individuals try to shape how others perceive them. Offered as needed.

SOC 317

**Violence Against Women and Girls**

3 Credit Hours

Studies the various forms of violence for which females are victimized at significantly higher rates. Students will examine (a) the theories related to female victimization, (b) the impact of stereotypes and myths on societal perceptions of female victimization, (c) the criminal justice system response to female victims and (d) the impact of victimization on the victims themselves and on females in general.

SOC 318

**Sociology of Aging**

3 Credit Hours

This course explores the sociological aspects and theories of aging. Using a cross-cultural perspective, the content focuses on issues in life-course, leisure and retirement, social ecology and structure, interpersonal and intergenerational relations, and the economics and politics of aging. Offered fall.

SOC 325

**Intersectionality: Race/Class/Gender**

3 Credit Hours

This course introduces students to the complex and subtle ways social inequality is produced and reproduced in and through social practices. We will examine race, ability, class, sex and gender hierarchies as interrelated systems, none of which can be fully understood without reference to the others. We will explore how any individual's multiple statuses (race, class, gender, sexuality, ability) combine to produce sets of privileges and constraints. We will also examine the effects of social experiences on social perspectives. The course has a historical emphasis and so we will examine both 19th and 20th century roots of contemporary social arrangements. The course includes challenging abstract material on theories of race, ability, gender, class, culture, and power. Offered as needed.

SOC 327

**Sociology of Childhood**

3 Credit Hours

An examination of socializing agents, structural constraints and support by fundamental American institutions as they affect child development. Legal, commercial, religious, familial and political institutions are explored for their effects on the development of the young child. Offered as needed.

SOC 335

**The Art and Science of Reminiscing**

3 Credit Hours

This course will examine the therapeutic intervention of reminiscing utilizing theories in nursing and sociology as well as research and critical thinking skills. With a focus on the older adult client, attention will be given to active communication and therapeutic listening. Reminiscing will be explored from sociocultural, developmental, and clinical contexts. Opportunities to learn and apply principles of qualitative research will be incorporated. Offered spring.

SOC 345

**Jurisprudence and Gender**

3 Credit Hours

The Rule of Law is meant to establish a system of rules founded on principles rather than personalities. In this course we examine a system that is gendered, built on the story of men's lives. Our analysis takes us through at least three major strains of legal argument that begin with different assumptions and lead to different policy outcomes but all of which are guided by a notion of gender equality.

SOC 360

**Social Class and Stratification**

3 Credit Hours

This course focuses on social classes and on the theories, systems and consequences of how societies differentiate and rank both individuals and groups. Emphasis is placed on understanding the class structure of the United States along with the related concepts of power, authority, prestige, inequality and mobility. Offered as needed.

SOC 366

**Senior Seminar and Project**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SOC-300

This course focuses on the pursuit of a major topic in sociology or in the function of sociology in society. Students conduct original research and produce a research paper. Offered spring. NOTE: This course is only open to sociology majors.

SOC 367

**Research Practicum**

3 to 9 Credit Hours

This is a course by special arrangement, designed to provide advanced sociology/anthropology students with an intensive research experience under the supervision of an individual professor. Topics, times and places will vary.

SOC 375

**Field Placement in Applied Settings**

3 Credit Hours

This course promotes the application of sociology to contemporary societal concerns. Development of skills pertaining to community outreach, consumer advocacy, social services, policy analysis or other settings involving directed social change. The choice of placement is made in conjunction with the instructor. Prerequisite: 6 credit hours in sociology or anthropology and junior standing. The most important objective of the internship is to enhance learning by providing students

with opportunities to integrate and apply theories, research, values, methods and practice skills acquired throughout the curriculum to the reality of work with individuals, families, groups and communities. Doing an internship/practicum will help students acquire professional ethics and attitudes, e.g., integrity and responsibility, self-discipline, self-awareness, and commitment to others and to the goals of the profession. The choice of placement is made in conjunction with the instructor. By special arrangement with consent of instructor. Offered spring.

SOC 390

**Independent Study**

1 to 3 Credit Hours

Students who have done exceptionally well may take this course to pursue a topic of their own choosing. The student's eligibility, general topic, specific selection of readings and the format (e.g., a research paper, tutorial, short summary essays) will be worked out with the instructor. Offered by special arrangement.

## SPANISH

SPAN 101

### Elementary Spanish I

3 Credit Hours

This course is an introduction to Spanish for students who have had no previous study of the language. Class places equal emphasis on listening comprehension, oral expression, reading and writing. Basic cultural knowledge and grammatical structures are presented.

SPAN 102

### Elementary Spanish II

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-101 or placement and Program Director's approval.

This course is a second semester study of Spanish for students who have a basic knowledge of the language. Class places equal emphasis on listening comprehension, oral expression, reading and writing. Cultural topics and grammatical structures are presented.

SPAN 103

### Intermediate Spanish I

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-102 or placement and Program Director's approval

This course is a combination of grammar review and vocabulary development with a strong oral and reading component. It is a course designed for students who have had two semesters of Elementary Spanish or equivalent. Offered fall.

SPAN 104

### Intermediate Spanish II

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-103 or placement and Program Director's approval

The class offers continued practice in speaking and understanding oral and written Spanish. It emphasizes reading and listening, and studies essentials of grammar. Offered spring.

SPAN 200

### Advanced Grammar and Composition

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-104 or placement and Program Director's approval

This course is an in-depth study of the Spanish language. Practice of basic techniques of composition and writing of expository descriptive and narrative prose. Introduction of models from representative Spanish essays and short stories. Active writing practice with weekly compositions. Highly recommended for Spanish native speakers. Offered fall.

SPAN 206

### Language and Culture II

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-104 or placement and Program Director's approval

This course aims to provide an ongoing review of grammar, reading, writing and conversational practice, and increase the students' awareness of Hispanic culture by introducing them to some of its manifestations.

SPAN 209

### Spanish for Health and Medical Professionals

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-102 or Placement or Permission

This course is aimed at professionals in the field of Health Sciences: doctors, nurses, students and interpreters who carry out their activity in a bilingual English-Spanish context. It provides specific training to improve linguistic competence in Spanish, from specialized medical terminology to the Hispanic dialect variants used by patients in the clinic, or the resources that the professional may have at their disposal to answer questions. This course is designed to teach Health Care and related fields students how to do specific tasks in Spanish. Although non-native speakers of Spanish at any level are encouraged to enroll in this course, to have completed Elementary Spanish II (Span 102) is recommended. Students who are interested in acquiring Spanish language in general are invited to enroll in traditional Spanish courses. This course is taught in Spanish.

SPAN 210

### Advanced Spanish Conversation

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-104 or placement and Program Director's approval

This course provides students with advanced oral practice in a conversational setting. Advanced Spanish vocabulary acquisition and correct pronunciation are stressed in this course. Class is conducted entirely in Spanish and students are expected to participate actively on a daily basis. Offered fall.

SPAN 211

### Spanish for Spanish Speakers

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-104 or placement and Program Director's approval

A course designed to reactivate the oral skills of heritage-speakers of Spanish, to acquire knowledge about Hispanic/Latino cultural heritage, to augment Spanish literacy skills and to develop academic Spanish language skills. Offered spring.

SPAN 212

### Spanish in the Workplace

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-104 or placement and Program Director's approval

An advanced course that provides intensive oral and written practice for those students interested in working on their

Spanish language skills in preparation for entering diverse professional environments.

SPAN 217

**Women in Mexican Culture**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-104 or placement and Program Director's approval

This class will study the impact of female figures such as Our Lady of Guadalupe, Malitzin/Malinche and la soldadera have had in traditional Mexican culture and their unexpected transformation into 21st century Latina/o cultural and religious icons. Class discussion will be conducted in English. Students of SPAN 217 will read and write in Spanish.

SPAN 220

**Interpretation of Texts**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-200 or SPAN-211 or placement and Program Director's approval

This course focuses on close reading and analysis of selected texts in prose, poetry and drama. The primary objective of the course is to familiarize students with methods of interpretative criticism and with Hispanic literary terminology. This course is taught in Spanish.

SPAN 231

**Introduction to Hispanic Culture and Civilization I**

3 Credit Hours

This course is designed to acquaint students with basic characteristics and major trends of Hispanic life, culture and civilization, both in Spain and Latin America since pre-Columbian era until 1810-1824, when the process of Latin American independence is almost complete with the exception of Cuba and Puerto Rico. Spanish-speaking communities in the U.S. and their impact on American society are also examined. This course is taught in English.

SPAN 232

**Introduction to Hispanic Culture and Civilization II**

3 Credit Hours

This course is designed to acquaint students with basic characteristics and major trends of Hispanic life, culture and civilization, both in Spain and Latin America the independence of the colonial territories, starting in 1810-1824, until contemporary times. Spanish-speaking communities in the U.S. and their impact on American society are also examined. This course is taught in English.

SPAN 260

**Selected Topics in Hispanic Literatures and/or Cultures**

3 Credit Hours

This course offers an academic and comparative approach to the study of a particular topic of interest in any period or area of Hispanic literatures and/or cultures. Offered at the discretion of the program based on students interest and/or need. This course is taught in English and/or Spanish, and it is designed as an elective course for Spanish majors and for students in general who are not majors.

SPAN 300

**Field Work**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-200 or SPAN-211 or placement and Program Director's approval

This is an internship course designed to provide students with the opportunity of working with Spanish-speaking people.

SPAN 307

**Golden Age Poetry**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-200 or SPAN-211 or placement and Program Director's approval

This course focuses on the study of poetry as a genre and the particularities of poetry in Spanish. In-depth analysis of poets and styles of the Renaissance and Baroque periods. Study of the connection between poetry and society in the 16th and 17th centuries. Students will read critical and historical works on different aspects of the poetry studied. This course is taught in Spanish.

SPAN 312

**Literary Responses to Armed Conflicts in the 20th Century**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-200 or SPAN-211 or placement and Program Director's approval

This course questions the role of literature during war and during dictatorship, the role of censorship and the role of literature as a testimony. This course is taught in Spanish.

SPAN 314

**Realism and the Turn of the Century**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-200 or SPAN-211 or placement and Program Director's approval

This course focuses on the development of the Spanish novel and its complexities, primarily the growing use and elaboration of numerous points of view and layers of narrative voices. The course will follow the evolution of the 19th century novel to the so-called "Generacion del 98." Students will read critical works and literary manifests of the period. This course is taught in Spanish.

SPAN 315

**Imaginary Caribbean: Literature of Cuba and Puerto Rico**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-200 or SPAN-211 or placement and Program Director's approval

This course will focus on the Caribbean as the site of the imaginary: how Europeans in the 16th century variously conceived of the area as the site of religious Utopia as well as commercial exploitation; how Cuban and Puerto Rican authors of the 19th century simultaneously sought to achieve independence from Spain as they articulated notions of nationhood. Finally, the course will examine Cuban-American and U.S. Puerto Rican authors of the Diaspora. The thread binding these three disparate groups together will be the concept of la nacion sonada [the dreamt nation]. This course is taught in Spanish.

SPAN 316

**Latin American Responses to Colonization**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-200 or SPAN-211 or placement and Program Director's approval

This course will consider and analyze the different ways in which Latin Americans have "written" a response to their colonial status, long before and after the countries of the continent were recognized as separate national entities. This course is taught in Spanish.

SPAN 317

**Narrative and Spectacle of the Mexican Revolution**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-200 or SPAN-211 or placement and Program Director's approval

This course will consider the artistic expression of the Mexican Revolution within its historical context. It will also analyze popular U.S. responses to the revolution through Hollywood's view of the events and of some of the best-known protagonists of the conflict. In line with current feminist theories, the course will also examine the role of la soldadera, the female fighters of the Mexican Revolution. This course is taught in Spanish.

SPAN 319

**Cervantes' Don Quijote**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-200 or SPAN-211 or placement and Program Director's approval

The reading of Cervantes' masterpiece will be guided by a series of pivotal questions generated during the reading, including discussion of literary concepts, thematic elements, and ideas transcending the plot, such as, but not limited, to: What does it mean to be a "good reader"?; Is Don Quijote a "good reader"?; What does it mean to be mad?; Is Don Quijote mad?; What is "reality" in the novel?; Is Cervantes condemning chivalric literature?; Who is the author of the novel? Besides the text of Don Quijote, reading material will include: the chivalric novel Amads de Gaula, critical readings on parody, critical works on Don Quijote and on Cervantes' theory of the novel, a biography of Cervantes, and works on the life in Spain in the 16th century. This course is taught in Spanish or English.

SPAN 334

**Film and Literature**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-200 or SPAN-211 or placement and Program Director's approval

This course will attempt to bridge the gap between visual narratives and textual narratives by choosing a theme and demonstrating how each kind of narrative, movies and literature, presents a point of view, deals with a creator's vision and with the limitations inherent to its form in its attempt to "tell a story." This course is taught in Spanish.

SPAN 374

**Methods of Teaching Foreign Language in Secondary Schools**

3 Credit Hours

This course examines the trends in methodology of foreign language teaching in the United States. Course includes the

development of ability in determining, stating and evaluating objectives. Emphasis on individualized instruction. Class demonstration of teaching techniques with the use of audio-visual equipment. Level 2 education course: requires admission to the Education Program. Offered fall.

SPAN 392

**Selected Topics in Hispanic Literatures and/or Civilizations**

1 to 3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-200 or SPAN-211 or placement and Program Director's approval

Study of a particular topic of interest in any period or area of Hispanic literatures and/or civilizations. The central topic as well as the title of the course remains open every semester. This course is offered at the discretion of the program based on student interest and/or Program need. This course is taught in Spanish or English.

SPAN 395

**Senior Seminar**

3 Credit Hours

This course is a study of literature using current methodologies, critical approaches and research techniques. At the end of the semester, students will be able to write and present a senior academic paper research under the supervision of a faculty member. This course is taught in Spanish. NOTE: Senior standing as a Spanish or Spanish/Sec Ed major and Program Director's approval

## **SPORTS AND FITNESS ADMINISTRATION**

SAFA 320

### **Sport Program and Administration**

3 Credit Hours

*Pre/Corequisite:* P (RQ) BUSP-101 EXSC-130

This course studies the administrative aspects of fitness, recreational sport and school athletic programs. Students will review the developmental aspects of program implementation, operational practices, public relations, budgeting, office management and program evaluations. Offered fall.

SAFA 381

### **Sports and Fitness Administration Internship**

3 Credit Hours

*Pre/Corequisite:* P (RQ) BUSP-101 EXSC-130

Students will work in professional settings appropriate to student career interests or in a faculty-supervised project of sufficient depth and responsibility. Placement is approved by the program's internship supervisor. Offered fall, spring, and summer.

SAFA 391

### **Sports and Fitness Administration Senior Seminar**

3 Credit Hours

*Pre/Corequisite:* P (RQ) BUSP-101 EXSC-130 EXSC-319

Students are provided an overview of contemporary issues, trends, theories, and research related to exercise science. This course is a capstone course designed to integrate the student's prior academic experience in sports and fitness. Students will bridge the foundational curricular experience with professional preparedness and/or professional certification. The course is delivered in a seminar format to encourage student participation and interaction with peers and faculty. Offered fall, spring, and summer.

## TRANSITIONS

TS 100

### **Transitions**

1 Credit Hour

As part of the First Year Experience, this one-credit hour course provides support and knowledge to new students, assisting them with their passage from high school to Saint Xavier University. In the course, students learn about the University's Catholic and Mercy Mission, providing them with a foundation essential for the integration of knowledge pivotal to the students' discernment of their purpose/vocation, as well as their development as responsible citizens with a strong sense of personal and social responsibility.

## **WOMEN'S STUDIES**

WMSTU 232

### **Introduction to Women and Gender Studies**

3 Credit Hours

This course addresses the relationship between biological sex and the construction of gendered identities. As a result, this course deals directly with this relationship, as well as the historical conditions that give rise to this relationship, by examining writings about women and men and femininity and masculinity, from a range of disciplines that include the cultural, the sociological and the anthropological. Offered fall.

WMSTU 260

### **Special Topics**

3 Credit Hours

Topics for this course will vary.

WMSTU 360

### **Special Topics**

3 Credit Hours

Topics for this course will vary.