

# UNDERGRADUATE CATALOG 2018-2019



**Saint Xavier**  
UNIVERSITY

WHERE **SUCCESS** MEETS **PURPOSE**





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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 United States. 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:

- [Academic Calendar](#)
- [Accreditation and Memberships](#)
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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 men and women 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.*





## 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.



**Saint Xavier**  
UNIVERSITY

## 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 and one of the first institutions of higher learning in Illinois.

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.

Now, the University serves a diverse population of 4,000 students and offers 44 undergraduate degree programs and nearly 26 graduate degree program options.



## 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.

To summarize, 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.*

*\*In its governance, Saint Xavier University is a Catholic and Mercy institution because its sponsors, the Sisters of Mercy, hold certain "reserved powers" consonant with their canonical (Church) and civil responsibilities for the University. These "reserved powers" are outlined in the University's articles and bylaws, and with limited exceptions, are exercised on behalf of the Sisters of Mercy by the Conference for Mercy Higher Education. It is through this governance relationship with the Sisters of Mercy that Saint Xavier University is recognized by the Roman Catholic Church as a Catholic institution and ministry.*

*\*\*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

Founder and sponsor of Saint Xavier University, the religious congregation of the Sisters of Mercy originated in Dublin, Ireland. Today, nearly 10,000 Sisters of Mercy, along with Mercy Associates and Companions, serve in more than 40 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 4,000 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 16 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 a pioneer town called 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, of Saint Xavier's Sister of Mercy Presidents, and of all the Sisters of Mercy, living and dead, who have served at SXU since its 1956 move to the current Chicago campus 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

Saint Xavier University celebrates its Mercy heritage throughout the year, but especially through its annual September Spirit of Mercy Day program, First Friday occasions of charism education, formation and social action and on Mission Heritage Day in March.

#### Spirit of Mercy Day: September

Catherine McAuley opened the original House of Mercy in Dublin, Ireland on the September 24 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 creates a 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 when Saint Xavier moved to 103rd Street, the Academy bell was returned to Saint Xavier University and installed near the main entrance of the Warde Academic Center in 2004.

### **First Fridays: October-April**

Select First Fridays during each academic year provide opportunities for the University community to imbibe, embrace and embody the practical spirituality of Catherine McAuley, Frances Xavier Warde and early Sister of Mercy pioneers in living the corporal and spiritual works of mercy. Some First Fridays focus on why we tell the story of Mercy through time so that members of the University community become increasingly familiar with the history and heritage of the Sisters of Mercy. Other First Fridays are opportunities to engage in some form of social action that speaks to one of the Sisters of Mercy Critical Concerns. Every First Friday includes a time for shared hospitality and the legendary sharing of a cup of tea in comfort.

### **Mission Heritage Day: March**

The University annually honors Sister of Mercy 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 in which "The Heritage Litany" has a prominent place. Guest speakers often enhance the day's festivities, which lead, finally, to 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 more than 170 years of changing curricula and diversifying student populations. Mission Heritage Day weaves the strands of history into the current moment challenging the University community to celebrate its lush past and honor its legacy into the future. In keeping with that conviction, Mission Heritage 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 former 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, "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.*

## 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 Applied Computer Science (MACS), Master of Arts (M.A.), Master of Arts in Teaching (MAT), Master of Business Administration (MBA), Master of Science (M.S.), 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).

Both the baccalaureate and graduate programs in the School of Nursing and Health Sciences are accredited by the **Commission on Collegiate Nursing Education (CCNE)**.

Both the baccalaureate and graduate programs in the Graham School of Management are accredited by the **Association to Advance Collegiate Schools of Business (AACSB)**.

The Education Department is accredited by the **National Council for Accreditation of Teacher Education (NCATE)**. All programs in the Education Department 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 Department**.

Programs in music are accredited by the **National Association of Schools of Music (NASM)**.

The Speech-Language Pathology program is accredited by the Council on **Academic Accreditation of American Speech-Language-Hearing Association (ASHA)**.

The master's (M.S.) education program in speech-language pathology 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 **American Council on Education (ACE)**, 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)** and the **National Association of Independent Colleges and Universities (NAICU)**, and 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 Arts and Sciences** holds membership in the **Council of Colleges of Arts and Sciences (CCAS)**. The Education Department holds membership in the **American Association of Colleges for Teacher Education (AACTE)** and the **Illinois Association of Colleges for Teacher Education (IACTE)**.

The **Graham School of Management** holds membership in the **Association to Advance Collegiate Schools of Business (AACSB International)**.

The **School of Nursing and Health Sciences** holds membership in the **American Association of Colleges of Nursing (AACN)**, the **Illinois Association of Colleges of Nursing (IACN)** and the **National League for Nursing (NLN)**.

## 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.



## Chicago Campus

Saint Xavier's seventy-four acre Chicago campus is nestled in a residential neighborhood in southwest Chicago, containing several higher education classroom buildings including the Warde Academic Center, Graham School of Management, Driehaus Center and the Andrew Conference Center. Surrounded by beautiful grounds and outdoor spaces, the Warde Academic Center, at 290,000 square feet, is the largest building on campus and contains numerous classrooms, science and computer laboratories, the refurbished McGuire Hall auditorium, the renovated 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 will be replaced in summer 2018. The 85,000-square-foot, **Shannon Center** is home to the Athletic Department, SXU Campus Bookstore, Cougar Fuel, a 6,000 square-foot fitness center, a second-floor, 1/8th-mile jogging track, one 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 are operated out of the Campus Media Center. A softball field, home to the Cougars softball team, was completed in March 2002. Richard R. Ferrell Memorial Field, on the northwest side of campus, is home to Cougar baseball. Clinical facilities for Speech and Learning Disabilities are based on the ground floor of Pacelli Hall. The University Health Center is in a modular building system specifically designed for their needs across from the Campus Media Center with plans to relocate to a larger campus facility during the summer 2018 season. The 210-seat McDonough Chapel and Mercy Ministry Center opened in August 2000.

Besides two traditional **residence halls** for freshmen, Pacelli and Regina, the University has a six-unit, two-bedroom apartment building west of the campus. A nearby off-campus building was renovated and opened in 2009 as a Visual Arts Center for students. The small lake, Lake Marion, surrounded by a lighted walking trail is in the center of the campus and provides a scenic backdrop to many campus activities. 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 pantry. Morris Hall has a Starbucks café inside with wireless Internet capability. Completed in August 2006 was Rubloff Hall, 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 on April 12, 2007. O'Brien Hall was the fourth "apartment style" residence hall added to the campus in 2008. O'Brien Hall is also a "LEED" building and it, along with Rubloff Hall, have "green" roofs. These two roofs align with both buildings many other sustainable, environmentally friendly operations.

The University has 13 parking lots spread along the border of the campus. The newest parking lot, Lot 6, north of McCarthy Hall is an overnight, 98-space, pervious-pavers parking facility completed in August 2007 and is keeping with the Universities commitment to environmental sensitivity. A campus shuttle services also operates on and off campus for convenience and ease of transportation.

The University was gifted, in August 2004 a tract of property, the Driehaus Center, which includes a traditional Irish Pub and former storefronts with parking situated one block west of the Graham School of Management. The red-bricked Gilhooley's Grande Saloon, a Chicago 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 17,000 square feet of space for 40 faculty offices, two 48-seat smart classrooms, a Copy Cats print services facility and clerical.

## The 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, 100,000 books and 6,000 DVDs. Students can also stream over 100,000 music tracks, 20,000 medical and science images (many animated), and 2,500 videos. The library has over 40 desktop computers, printers, scanners, quiet and group study rooms.

Through the library's interlibrary loan service, students may also borrow items from over 85 academic libraries in Illinois.

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

Food and drinks are allowed in the library as long as students throw away their trash.

### 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**.

## 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 Education Department or the School of Nursing and Health Sciences 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](#) ([hub.sxu.edu](#)) or call 773-298-HELP (4357). You are welcome to stop by the Warde Academic Center for assistance.

### 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](#) ([hub.sxu.edu](#)) 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.

## 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).



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## Administration

### President's Office

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President of the University  
Ph.D. in Sociology  
Tulane University

#### **Kayla Aeschliman (2018)**

Freshman Admission Counselor  
BBA in Marketing  
Augustana College

#### **Debra Barkowski (2008)**

Recruitment CRM and Data Manager  
B.A. French  
Elmhurst College (1996)

#### **Kathleen Carlson (1997)**

Executive Director of Institutional Research  
Ph.D. in Experimental Psychology  
Loyola University of Chicago (1978)

#### **Laura Carrillo (2004)**

Assistant Director of Financial Aid  
B.S. in Elementary Education  
Saint Xavier University (2004)

#### **Maggie Eaheart (1992)**

Chief of Staff  
President's Office  
M.A. in Religious Studies  
Miami University (1992)

#### **Donna Ehlers (1993)**

Senior Manager, Admission Operations  
B.S. in Business  
Saint Xavier University (2002)

#### **Cristina Estrada (2015)**

Bilingual Freshmen Admission Counselor  
B.S. in Biology/Pre-Health  
Saint Xavier University (2014)

#### **Jacqueline Griffin (2004)**

Associate Director of Financial Aid  
MBA in Financial Planning  
Saint Xavier University (2006)

#### **Carmel Horan (2001)**

Associate Director of Institutional Research  
BBA in Finance  
Loyola University of Chicago (1992)

#### **Brian Hotzfield (2002)**

Executive Director of Enrollment Management  
MBA in Project Management  
Saint Xavier University (2010)

#### **John Kelly (2013)**

Assistant Director Transfer Admission  
Veteran Recruitment Specialist  
B.A. in Psychology  
Saint Xavier University (2013)

#### **Andrea Mossuto (2013)**

Associate Director of Freshman Admission and Recruitment  
Communications Manager  
MBA in Management  
Saint Xavier University (2012)

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B.A. in English  
Saint Xavier University (2016)

#### **Shauntee Randle (2016)**

Freshman Admission Counselor  
M.A. in Organizational Leadership  
Lewis University (2014)

#### **Susan Swisher (1994)**

Executive Director of Financial Aid  
B.A. in Psychology  
University of Iowa (1979)

#### **Richard Widmer (2016)**

Freshman Admission Counselor  
M.A. in Music Education  
Saint Xavier University (2015)

#### **Sarah Winker (2015)**

Transfer Admission Counselor  
B.A. in English Education  
Illinois State University (2013)

### Academic Affairs

#### **James M. MacLaren (2018)**

Provost  
Ph.D. in Condensed Matter Physics  
Imperial College, London University, UK (1986)

#### **Jorge Arevalo (2008)**

Project Manager for Accreditation, Assessment and Development  
Education Department  
MBA in Marketing  
Southern Illinois University (2007)

#### **Paul Belsky (2015)**

Director of Center for Experiential Education  
Graham School of Management  
EMBA, Graduate School of Banking  
University of Wisconsin, Madison (1982)

#### **Charlene Bermele (2003)**

Director, Online Nursing Programs  
School of Nursing and Health Sciences  
DNP  
Loyola University, Chicago (2016)

#### **Molly Caldera (2012)**

LMS Administrator/Graphic Instructional Designer  
Center for Instructional Design and Academic Technology  
M.A. in Media Communications  
Webster University (2016)

#### **Elena Carrillo (2008)**

Assistant Director of Records and Registration Services  
Records and Advising  
MBA in Management  
Saint Xavier University (2015)

#### **Jeannette Castillo (2018)**

Graduate Recruiter  
Graduate Admissions  
B.A. in Journalism  
DePaul University (2008)

#### **Bruce Colon (2017)**

Academic Resource Advisor  
Records and Advising  
M.A. in Writing  
DePaul University (2005)

#### **Brian Condon (2006)**

Assistant Director of Graduate Admissions  
M.A. in Education  
Saint Xavier University (2010)

#### **Greg Coutts (1987)**

Acting Dean (2015)  
College of Arts and Sciences (2006)  
Ph.D. in Music Theory  
Northwestern University (1991)

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LMS Administrator/Instructional Designer  
Center for Instructional Design and Academic Technology  
B.A. in Music/International Studies  
Saint Xavier University (2017)

**Peg A. Gallagher (2006)**

Interim Dean (2017)  
School of Nursing and Health Sciences  
Ed.D. in Educational Psychology  
Northern Illinois University (2003)

**Indranil K. Ghosh (2008)**

Divisional Chair of Accounting and Finance (2017)  
Graham School of Management  
Ph.D. Economics  
Southern Methodist University (2000)

**Gricelda Gonzalez (2008)**

Veteran Compliance Advisor  
Records and Advising  
B.A. in Liberal Studies  
Saint Xavier University (2015)

**Therese M. Johnson (2004)**

Manager of Academic Coaching/Support  
Records and Advising  
M.Ed. in Guidance and Counseling  
University of Houston (1991)

**Patricia Kelly (2006)**

Director, BSN Program  
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M.S. in Nursing  
Drexel University (2006)

**Pam Klick (1994)**

Director of Ludden Clinic/Assistant Director Graduate Programs  
Communication Sciences and Disorders  
M.A. in Speech Pathology  
Northwestern University (1974)

**Maureen L'Amas (2004)**

Circulation Desk Coordinator  
Robert and Mary Rita Stump Library

**Brad Leshinske (2018)**

Coordinator Exercise Science and Sports and Fitness Administration Programs  
School of Nursing and Health Sciences  
M.S. in Human Performance  
Rocky Mountain University Health Professions (2015)

**Bruce Lipman (2015)**

Director of Graduate Programs  
Graham School of Management  
MBA in Training and Performance Management  
Saint Xavier University (2001)

**Eileen Luce (2000)**

Associate Director of Transfers and Partnerships  
Records and Advising  
MBA in Service Management  
Saint Xavier University (2009)

**Jane Lundin (2007)**

Director of School Partnerships  
Education Department  
M.Ed., Science in Education  
National Lewis University (1980)

**Lisa Lyons (2005)**

Academic Resource Advisor  
Records and Advising  
M.S. in College Student Personnel  
Western Illinois University (2005)

**Yue Ma (2012)**

Interim Director,  
Center for Instructional Design and Academic Technology  
M.S. in Instructional System Technology  
Indiana University-Bloomington (2012)

**Imelda Macias (2015)**

Director of Graduate Admission  
MBA in Marketing and Internet and Social Media Marketing  
Saint Xavier University (2013)

**Nicholas Mancari (2014)**

Director of Undergraduate Programs  
Graham School of Management  
MBA in Project Management  
Saint Xavier University (2017)

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Divisional Chair of Management and Marketing  
Graham School of Management  
Ph.D. in Business Administration  
University of Illinois-Champaign-Urbana (2000)

**Janet Noth (2008)**

Executive Assistant to the Provost  
B.A. in English  
Rollins College (1975)

**Michele Poradzisz (1994)**

Associate Dean, Graduate Programs  
School of Nursing and Health Sciences  
Ph.D. in Nursing Science  
University of Illinois at Chicago (2001)

**Faisal Rahman (1981)**

Acting Dean (2017)  
Graham School of Management  
Ph.D. in Economics  
Saint Louis University (1975)

**Margaret Rehfeld (1991)**

Associate Director for Technology and Compliance  
Records and Advising  
MBA in Management  
Saint Xavier University (2015)

**Kelly Fox Reidy (2013)**

Director, Center for International Education  
B.A. in English  
Western Michigan University (1999)

**Zepure Samawi (1999)**

Associate Dean, Undergraduate Programs  
School of Nursing and Health Sciences  
Fulbright Scholar, Ph.D., RN  
Ph.D. in Nursing Science  
Widener University (2006)

**Sarah Schellinger (2015)**

Director of Graduate Programs  
Communication Sciences and Disorders (2017)  
Ph.D. in Speech, Language, Hearing Sciences  
University of Minnesota (2015)

**William Sennett (1986)**

Coordinator of CSD Undergraduate Programs  
Communication Sciences and Disorders  
Ph.D in Speech Pathology  
Michigan State University (1992)

**Maureen Spelman (2003)**

Coordinator of Educator Preparation Programs-Birth through Grade 8 and edTPA Coordinator  
Education Department  
Ed.D. in Curriculum and Instruction  
Loyola University (2006)

**David Stern (2014)**

Director  
Robert and Mary Rita Stump Library  
M.A., History and Philosophy of Science  
Indiana University (1982)

**Barbara A. Sutton (1998)**

Director  
Records and Registration  
B.S. in Merchandising  
Northern Illinois University (1972)

**Adonis Totten (2017)**

Academic Resource Advisor  
Records and Advising  
B.S. in Psychology  
Northern Illinois University (2017)

**Laura J. Tucco (2017)**

Director, FNP Program  
School of Nursing and Health Sciences  
Ph.D. in Nursing  
University of Phoenix (2015)

**Richard Venneri (1991)**

Associate Provost (2005)  
Ph.D. in Educational Policy Studies  
University of Washington (1976)

**Maureen Wogan (1981)**

Associate Provost for Retention, Records and Advising  
M.A. in Education  
Saint Xavier University (1994)

## Business and Finance Operations

**Daniel P. Klotzbach (2017)**

Vice President for Finance and Administration  
Chief Financial Officer  
MBA  
Saint Bonaventure University (1988)

**Michelle Aloia (2012)**

Director of Financial Planning and Analysis  
Financial Management  
M.S. in Accounting  
Benedictine University (2012)

**Julie Davis (2008)**

Manager, Auxiliary Services

**Sandra Diaz (2009)**

Manager, Conferences and Facilities Scheduling

**Yvonne Huels (1997)**

Manager, Print Services  
B.A. in Psychology  
Saint Xavier University (2001)

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

Chief Information Officer  
MBA, Information Systems Concentration  
Keller Graduate School of Management (1994)

**Karrie Mallo (2010)**

Associate Bursar/Procurement Manager

**Cathy P. Martinez (2016)**

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**Leah Moore (2005)**

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B.A. in Liberal Studies  
Saint Xavier University (2012)

**Linda Moreno (1996)**

Director, Auxiliary Services  
MBA in Service Management  
Saint Xavier University (2005)

**Maura Mulcrone (2006)**

Bursar  
B.A. in Sociology  
Saint Xavier University (2004)

**Rola Othman (2005)**

Director Student Support Information Technology  
Ed.D. in Higher Education and Organizational Change  
Benedictine University (2016)

**Diane Pucher (2007)**

Manager, Facilities Admin/Grounds  
MBA in Financial Fraud  
Saint Xavier University (2009)

**Rita Shine (1998)**

Manager, Mail Box

**Peter Skach (2009)**

Director of Facilities  
B.A. in Communication Design  
University of Illinois at Chicago (1986)

**Diane Stallmann (2014)**

Controller  
Accounting  
MBA in Corporate Finance  
DePaul University (1991)

## Student Affairs

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Vice President for Student Affairs and Dean of Students  
Ph.D. Counselor Education  
University of Virginia (1988)

**James Alford (2017)**

Student Support Specialist  
Student Success Program  
Adult and Higher Education  
Northern Illinois University (2017)

**Jay Battles (2008)**

Assistant Director, Shannon Center  
Assistant Women's Basketball Coach  
M.A. in Business Management  
Saint Xavier University (2008)

**Joshua Baugh (2017)**

Associate Director, Career Services  
M.S. Ed, Higher Education  
Southern Illinois University (2014)

**Muhammad R.K. Chishty (1992)**

Associate Dean  
Graham School of Management  
Ph.D. in Finance  
Georgia State University (1991)

**Lee Cruz (1997)**

Assistant Director  
Career Services  
MBA in Marketing  
Lewis University (1989)

**Kate DeGaetano (1999)**

Head Athletic Trainer  
M.A. in Education  
Saint Xavier University (2010)

**Celeste Delbar (2017)**

Director, Learning Center  
M.A. in Rhetoric and Composition  
California State University Northridge  
(2013)

**Lisa Ebel (2006)**

Head Women's Track and Field Coach  
Head Women's Cross Country Coach  
B.S. in Education  
Saint Xavier University (2000)

**Mike Feminis (1999)**

Head Football Coach  
M.S. in Physical Education  
University of Illinois at Chicago (1993)

**Kristel Flynn (2009)**

Director,  
Student Success Program  
M.A. in Communication, Media and  
Theatre  
Northeastern Illinois University (2009)

**Greg Gorham (2017)**

Associate Athletic Director  
Sports Information Director  
M.S. Kinesiology/Athletic  
Administration  
University of Central Missouri (2013)

**Jon Greco (2010)**

Assistant Director of Public Safety  
and Police Commander  
M.S. in Criminal Justice  
Lewis University (1992)

**Bob Hallberg (1999)**

Director of Athletics  
Head Women's Basketball Coach  
M.S. in Physical Education  
George Williams University (1969)

**Robert Heersema (1987)**

Head Women's and Men's Volleyball  
Coach  
B.S. in Physical Education  
University of Illinois at Chicago (1986)

**Mary Rita Insley (2014)**

Office Manager  
University Ministry  
Master's Certificate in Pastoral  
Ministry  
Saint Xavier University (2008)

**Michael Kay (2016)**

Head Men's and Women's Bowling  
Coach  
M.A. in Education  
National Louis University (2005)

**James Kerr (2016)**

Head Men's and Women's Golf Coach  
B.A. in Liberal Studies  
Saint Xavier University Chicago (2015)

**Brian Kelley, LCPC (2006)**

Counselor  
Counseling Center  
M.A. in Community Counseling  
Saint Xavier University (2006)

**Deirdre Kleist (2018)**

Director of Campus Ministry  
Master of Divinity  
University of Notre Dame (2016)

**Jennifer Kjos Quinlan (2000)**

Director  
Shannon Center  
MBA in Marketing  
Saint Xavier University (2005)

**Peter Kreten (2008)**

Director  
Student Media  
M.A. in Curriculum and Instruction  
Saint Xavier University (2012)

**Anne Larmon (2011)**

Residence Life Services Manager  
B.S. in Recreation, Park, Tourism and  
Administration  
Western Illinois University (2002)

**Samantha Maher Sheahan (2008)**

Associate Dean of Students  
Campus Life  
M.Ed. in Higher Education  
Loyola University Chicago (2004)

**Matthew Marjan (2011)**

Counselor  
Counseling Center  
M.A. in Clinical Mental Health  
Counseling  
Valparaiso University (2007)

**Jodi Malloy Martin (1998)**

Assistant Director  
Career Services  
B.A. in Psychology  
Saint Xavier University (1998)

**Timothy Martin (2017)**

Assistant Director of Residence Life  
M.A. in Communication Studies  
The University of Alabama (2014)

**Rachel Mayo (2017)**

Head Cheerleading Coach  
B.A. Communication  
St. Norbert College (2008)

**Margaret Rose McDonnell (2008)**

Director  
Center for Accessibility Resources  
M.A. in Education  
Saint Xavier University (1997)

**Bill McKeon (2016)**

Assistant Football Coach  
B.S., Elementary Education  
Saint Xavier University (2011)

**Erin Mollohan Corrao (2016)**

Head Softball Coach  
M.A. in Education  
Saint Xavier University (2015)

**Rocco Mossuto (2014)**

Head Baseball Coach  
B.S. in Social Science  
Saint Xavier University (2003)

**Carol Mucha, R.S.M. (2010)**

Director, MercyCare  
Pastoral Ministry Volunteer  
M.P.S. in Pastoral Studies  
Loyola University (1988)

**Sarah Nichols (2016)**

Associate Director  
Residence Life  
M.S. in Organizational Leadership  
Colorado State University (2014)

**Tom O'Malley (1997)**

Head Men's Basketball Coach  
M.A. in Administrative Education  
Loyola University (1971)

**Darrell Parks (1997)**

Assistant Director of Public Safety and  
Police Commander  
MBA in Project Management  
Saint Xavier University (2016)

**Dan Piet (2006)**

Assistant Athletic Trainer (2006)  
M.A. in Athletic Training  
Illinois State University (2002)

**Carla Porter-White, LCPC (2012)**

Interim Director  
Counseling Center  
M.A. in Clinical Psychology  
Illinois School of Professional  
Psychology (1998)

**Kyle Rago (2014)**

Head Men's Cross Country and Track  
Coach  
B.A. in Social Science Education  
Olivet Nazarene University (2007)

**Heather Ratulowski (2017)**

Head Paw Prints Coach  
B.S. in Biology  
Saint Xavier University (2012)

**Jean M. Riordan (2005)**

Assistant Vice President for Student  
Affairs  
and Director of Career Services  
M.A. in Counseling Psychology  
Saint Xavier University (1998)

**Carrie Schade (2003)**

Assistant Vice President for Student  
Affairs  
M.Ed. in Student Personnel Services  
University of South Carolina (1997)

**Evan Strehlau (2012)**

Head Women's Soccer Coach  
B.S. in Kinesiology  
University of Illinois at Chicago (2002)

**Katie Szymczak (2010)**

Student Support Specialist  
Student Success Program  
M.A. in Special Education  
Saint Xavier University (2011)

**Katy Thompson (1999)**

Assistant Vice President for Campus  
Life and  
Director of Residence Life  
M.A. in General Education  
Saint Xavier University (2003)

**Jack Touhy, CPC (2012)**

Director of Public Safety, Chief of  
Police  
M.A. in Public Administration  
Governors State University (2010)

**Ed Vucinic (2004)**

Head Men's Soccer Coach  
B.A. in Business Administration  
Lewis University (1983)

**Mary Lu Wasniewski (2008)**

Assistant Director  
Career Services  
M.A. in Education/Counseling  
Saint Xavier University (2009)

**Juanita Wyatt (2017)**

Student Support Specialist  
Student Success Program  
M.S. in Education  
Northern Illinois University (2016)

**Mark Yanule (1999)**

Assistant Football Coach  
B.A. in Communications  
University of St. Francis (1994)

**Alexa Zaharris (2015)**

Assistant Director Student Activities  
Campus Life  
M.A. in Educational Administration  
University of the Pacific (2015)

**University Advancement****John R. Bass (2016)**

Associate Vice President for University  
Advancement  
M.S. in Finance and Economics  
Virginia Commonwealth University  
(1973)

**Maribel Acevedo (2009)**

Assistant Director/Post-Award Grants  
Manager  
Corporate, Government and  
Foundation Relations  
MBA in Financial Fraud Management  
Saint Xavier University (2016)

**Jeannette Boudos (1998)**

Executive Director of Special Events  
B.A. in Journalism  
Northern Illinois University (1982)

**Nancy Condreva (2017)**

Administrative Assistant to the  
Executive Director of Annual and  
Special Giving

**Wendy Doherty (1990)**

Executive Assistant

**Mary Fitzpatrick (2002)**

Director, Prospect Research and  
Planned Giving  
MBA in Training and Performance  
Management  
Saint Xavier University (2008)

**Jeanmarie Gainer (2005)**

Executive Director, Alumni Relations  
B.A. Social Science/Sociology  
Saint Xavier University (1985)

**Marie Kelly (2015)**

Executive Director of Annual and  
Special Giving  
B.A. in Business  
Loras College (2012)

**Jennifer Kenyeri (1999)**

Director of Special Events  
MBA in Public and Non-Profit  
Management  
Saint Xavier University (2007)

**Erin M. Mueller (2016)**

Executive Director  
Corporate, Government and  
Foundation Relations  
M.A. in History  
Marquette University (2002)

**Sharon Panozzo (2001)**

Records and Gift Processor

**Anna Rose Simons (2003)**

Executive Director of Advancement  
Services  
MBA in E Commerce  
Saint Xavier University (2007)

**Brandon Swanson (2015)**

Associate Director, Alumni Relations  
B.A. in Communications  
Saint Xavier University (2015)

**University Relations****Deb Rapacz (2009)**

Associate Vice President  
Strategic Marketing and  
Communications  
M.S. in Integrated Marketing  
Communications  
Northwestern University (1992)

**Brian Bartelment (2015)**

Web Marketing Manager  
B.A. in English  
Saint Xavier University (2014)



**Cindy Diaz (2013)**

Manager of Digital Strategy  
MBA in Marketing  
Saint Xavier University (2015)

**Michael Grimm (2008)**

Associate Director of Production  
Services  
B.A. in Communications and Studio  
Art  
Saint Xavier University(2008)

**Chris Hulbert (2014)**

Graphics and Web Designer  
for Special Projects  
BFA  
Illinois State University (2007)

**Megan Kowalski (2006)**

Front End Web Developer  
B.A. in English and Graphic Design  
Saint Xavier University (2006)

**Karen Psik (2000)**

Executive Assistant

**Laura Richardella (2014)**

Marketing Communications Manager  
B.A. in Communications  
Saint Xavier University (2013)

**Alicia Roberson (2016)**

Director of Marketing and  
Communication Projects  
B.A. in Journalism  
Eastern Illinois University (2005)

**Alejandra Torres (2002)**

Senior Graphic/Web Designer  
B.A. in Journalism  
Saint Xavier University (2000)

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Media Content Editor/Writer  
B.A. in English  
Saint Xavier University (2016)



## Faculty

### **Kathleen Alaimo (1992)**

Professor of History  
Ph.D. in History  
University of Wisconsin-Madison  
(1988)

### **Bindhu Alappat (2006)**

Associate Professor of Chemistry  
Ph.D. in Chemistry  
Indian Institute of Technology, India  
(1999)

### **Imad Al-Saeed (2017)**

Assistant Professor of Computer  
Science  
Doctor of Computer Science  
Colorado Technical University (2011)

### **Shannon Ambrose (2006)**

Associate Professor of English  
Ph.D. in English  
University of Illinois at Chicago (2006)

### **Christopher Appelt (2003)**

Associate Professor of Biology  
Ph.D. in Wildlife Science  
Texas A&M University (2002)

### **Michael Bathgate (2001)**

Professor of Religious Studies  
Ph.D. in History of Religions  
University of Chicago Divinity School  
(2001)

### **Jacqueline Battalora (2003)**

Professor of Sociology  
Ph.D. in Religious and Theological  
Studies  
Northwestern University (1999)

### **Christine Beck (2017)**

Assistant Professor of Nursing  
Ph.D. in Nursing  
University of Hawaii (2015)

### **Char Bermele (2003)**

Clinical Nurse Educator,  
Assistant Professor of Nursing  
DNP  
Loyola University, Chicago (2016)

### **Angelo Bonadonna (1996)**

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Ph.D. in English  
University of Illinois at Chicago (1994)

### **Norman P. Boyer (1977)**

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Ph.D. in Theatre  
University of Denver (1969)

### **Carissa Broadbridge (2015)**

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Ph.D. in Cognitive Psychology  
Wayne State University (2013)

### **William J. Buckley (1970)**

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Ph.D. in Physiology  
University of Illinois at Chicago (1970)

### **Sharada Buddha (2006)**

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### **Aaron Canty (2006)**

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University of Notre Dame (2006)

### **Lisa Capps (2012)**

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University of Kansas (1991)

### **Margaret Kelly Carroll (1985)**

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Loyola University, Chicago (1985)

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M.S. in Speech-Language Pathology  
Saint Xavier University (2000)

### **Alak Chakravorty (2003)**

Associate Professor of Physics  
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Illinois Institute of Technology (2000)

### **Ernest Cherullo (2011)**

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M.S. in Communication Disorders  
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Ph.D. in Finance  
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### **D. Liane Cochran-Stafira (1999)**

Associate Professor of Biology  
Ph.D. in Biology  
Northern Illinois University (1993)

### **Matthew Costello (1991)**

Professor of Political Science  
Ph.D. in Political Science  
University of North Carolina (1992)

### **Greg Coutts (1987)**

Associate Professor of Music  
Ph.D. in Music Theory  
Northwestern University (1991)

### **Frances Mary Crean, R.S.M. (1971)**

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Ph.D. in Chemistry  
Illinois Institute of Technology (1979)

### **Suzanne Cromlish (2016)**

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Ph.D. (Candidate) in Management  
Case Western Reserve University

### **Tracy Crump (2015)**

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### **Donald A. Cyze (1985)**

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J.D.  
Valparaiso University (1980)

### **Karen Czarnik (1987)**

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Ph.D. in Special Education  
University of Illinois at Chicago (1996)

### **Arunas Dagys (1976)**

Professor of Mathematics  
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University of Illinois at Chicago (1976)

### **Jose Daniel (2012)**

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Ph.D. in International Business  
Administration  
Texas A&M International University  
(2012)

### **Vincent Davis (2015)**

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M.A. in Communication and Training  
Governors State University (2013)

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Ph.D. in Biological Sciences  
Northern Illinois University (2009)

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Instructor of Nursing  
MSN, Nurse Educator  
Benedictine University (2014)

**Angela Durante (2008)**

Professor of Sociology  
Ph.D. in Sociology  
Fordham University (1995)

**Sina Ehsani (2015)**

Assistant Professor of Finance  
Ph.D. in Finance  
University of Texas, San Antonio  
(2015)

**David L. Elmendorf (2009)**

Associate Professor of Biology  
Ph.D. in Biology  
The University of Memphis (1990)

**Jeffrey English (2017)**

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Grenoble Graduate School of  
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M.S. in Health Care Systems  
Management  
Loyola University of New Orleans  
(2014)

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University of Wisconsin, Madison  
(2013)

**Amy Fry (2011)**

Faculty Assistant  
M.S. in Nursing  
Lewis University (2000)

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Ed.D. in Educational Psychology  
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**Lynda Garrison (2017)**

Assistant Professor of Nursing  
M.S. in Nursing  
Saint Xavier University (2014)

**Barbara Gawron (2013)**

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Professor  
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Governors State University (2013)

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Ph.D. in Economics  
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**John Gutowski (1990)**

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Ph.D. in Folklore  
Indiana University (1977)

**Diane Heliker (2014)**

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Ph.D. in Nursing  
Loyola University, Chicago (1995)

**Brian Hill (2017)**

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Business  
Ed.D. in Adult Education  
National Louis University (2007)

**Monzurul Hoque (1994)**

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University of Illinois (1987)

**Meilin Huang (2017)**

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(1997)

**Aisha Karim (2002)**

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Duke University (2004)

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Clinical Nurse Educator,  
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M.S. in Nursing  
Drexel University (2006)

**Alexander King (2015)**

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**Peter N. Kirstein (1974)**

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Ph.D. in History  
Saint Louis University (1973)

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Ph.D. in Business Administration  
North Central University (2016)

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Northwestern University (1974)

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Professor of Biology  
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Saint Louis University (1985)

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Ph.D. in English  
Purdue University (2011)

**Nan-Nan Lee (1988)**

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Ph.D. in Philosophy  
Southern Illinois University (1994)

**Patricia Lee (1988)**

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M.M. in Performance  
DePaul University (1982)

**Amanda Lopez (2009)**

Associate Professor of History  
Ph.D. in History  
University of Arizona (2010)

**Cheryl Luczak (2008)**

Associate Professor,  
Graham School of Management  
Ph.D. in Marketing  
University of Illinois, Chicago (2009)

**Diane Mackowiak (2011)**

Clinical Faculty Specialist  
of Communication Disorders  
M.H.S. in Communication Sciences  
and Disorders  
Governors State University (1982)

**Troy Martin (1991)**

Professor of Religious Studies  
Ph.D. in Bible  
University of Chicago (1990)

**Eileen McCann (2010)**

Clinical Nurse Educator,  
Associate Professor of Nursing  
DNP  
Rush University (2007)

**Kathleen McInerney (2009)**

Professor of Education  
Ph.D. in Literacy and Culture  
University of Iowa (1998)

**Regina C. McNally (2014)**

Associate Professor,  
Graham School of Management  
Ph.D. in Business Administration  
University of Illinois, Champaign  
(2002)

**Kathleen McNellis Carey (2007)**

Associate Professor of Sociology  
Ph.D. in Sociology  
University of Chicago (2004)

**Katherine McShane (2014)**

Clinical Faculty Specialist  
of Communication Disorders  
M.A. in Speech-Language Pathology  
Northwestern University (1994)

**Jean Mehta (1987)**

Professor of Computer Science  
D.A. of Mathematics and Computer  
Science  
University of Illinois at Chicago (1993)

**W. Bradford Mello (2014)**

Associate Professor of  
Communication  
Ph.D. in Communication  
University of Oklahoma (1993)

**Larry Meneghini (2006)**

Clinical Nurse Educator,  
Associate Professor of Nursing  
DNP  
Governors State University (2015)

**Jeffrey C. Miller (2014)**

Lecturer of Psychology  
Ph.D. in Social Psychology  
Iowa State University (2014)

**Theresa Miller (2011)**

Clinical Nurse Educator,  
Assistant Professor of Nursing  
M.S. in Nursing  
Saint Louis University (2010)

**Hamid Mohammadi (1989)**

Associate Professor,  
Graham School of Management  
Ph.D. in Management Sciences  
Illinois Institute of Technology (1990)

**Ahmad Mojiri (2009)**

Associate Professor of Mathematics  
Ph.D. in Mathematics  
University of Ottawa (2003)

**Ricardo Monzon (2007)**

Associate Professor of Biology  
Ph.D. in Biology  
Northwestern University (1997)

**Kathleen Moran (2014)**

Assistant Professorial Lecturer in  
Nursing  
M.S. in Nursing  
University of Illinois, Chicago (1981)

**Arthur Morton (2006)**

Associate Professor of Philosophy  
Ph.D. in Philosophy  
University of Cincinnati (2006)

**Debbie Mulhearn (2014)**

Assistant Professorial Lecturer of  
Chemistry  
Ph.D. in Chemistry  
Northern Illinois University (1996)

**Jaclyn Murawska (2014)**

Assistant Professor of Mathematics  
Ed.D. in Curriculum Leadership  
Northern Illinois University (2013)

**Mary Murphy-Smith (2005)**

Clinical Nurse Educator,  
Associate Professor of Nursing  
DNP  
Rush University (2009)

**Molly K. O'Donnell (2009)**

Associate Professor of Philosophy  
Ph.D. in Philosophy  
DePaul University (2009)

**Michael E. O'Keeffe (1997)**

Associate Professor of Religious  
Studies  
Ph.D. in Theology  
University of Notre Dame (1994)

**David Parker (2013)**

Assistant Professor of Business Law,  
Graham School of Management  
J.D.  
Birmingham School of Law (1997)

**Graham Peck (2002)**

Professor of History  
Ph.D. in History  
Northwestern University (2001)

**Nathan Peck (2001)**

Associate Professor of Art  
MFA in Intermedia  
University of Iowa (2001)

**Forrest Perry (2009)**

Associate Professor of Philosophy  
Ph.D. in Philosophy  
Vanderbilt University (2007)

**Angela Pirlott (2015)**

Assistant Professor of Psychology  
Ph.D. in Social Psychology  
Arizona State University (2012)

**Michele Poradzisz (1994)**

Professor of Nursing  
Ph.D. in Nursing Science  
University of Illinois at Chicago (2001)

**Maureen Rabbitte (2016)**

Clinical Nurse Educator Assistant  
Professor  
MSN in Nursing  
Rush University (2014)

**Faisal Rahman (1981)**

Professor,  
Graham School of Management  
Ph.D. in Economics  
Saint Louis University (1975)

**Stacie Raymond (2010)**

Faculty Specialist of Biology  
D.C.  
Palmer College of Chiropractic (2004)  
B.S. in Biology  
Saint Xavier University (2000)

**Julie Reinhart (2009)**

Professor of Education  
Ph.D. in Instructional Systems  
Technology  
Indiana University (1999)

**Timothy Ritchie (2014)**

Associate Professor of Psychology  
Ph.D. in Social and Organizational Psychology  
Northern Illinois University (2006)

**Gina Rossetti (2002)**

Associate Professor of English  
Ph.D. in English  
University of Tennessee (2001)

**Monica Ryan (1977)**

Associate Professor of Nursing  
DNP  
Rush University (2007)

**Iman Saca (2004)**

Associate Professor of Anthropology  
Ph.D. in Anthropology  
University of Illinois at Chicago (2002)

**Shawn Salmon (2013)**

Lecturer of Music  
D.A. in Guitar Performance  
Ball State University (2011)

**Zepure Boyadjian Samawi (1999)**

Professor of Nursing  
Ph.D. in Nursing  
Widener University (2006)

**Catherine Ruggie Saunders (1983)**

Professor of Art  
MFA in Art  
University of Wisconsin-Madison (1976)

**Sarah Schellinger (2015)**

Assistant Professor  
of Communication Disorders  
Ph.D. in Speech, Language, Hearing Sciences  
University of Minnesota (2015)

**Maureen Schmitt (1999)**

Clinical Associate Professor  
of Communication Disorders  
M.S. in Speech-Language Pathology  
Saint Xavier University (1996)

**Kristen R. Schreck (2014)**

Assistant Professor of Mathematics  
D.A. in Mathematics  
University of Illinois, Chicago (1999)

**William Sennett (1986)**

Associate Professor  
of Communication Disorders  
Ph.D. in Speech Pathology  
Michigan State University (1992)

**Deanna Sommers (2017)**

Associate Professor of Nursing  
Ph.D. in Public Health  
Walden University (2016)

**Maureen Spelman (2003)**

Professor of Education  
Ed.D. in Curriculum and Instruction  
Loyola University (2006)

**Tatiana Tatum Parker (2006)**

Associate Professor of Biology  
Ph.D. in Molecular-Cytogenetics  
University of Illinois (2006)

**Raymond Taylor (1996)**

Associate Professor of History  
Ph.D. in History  
University of Illinois (1996)

**Steven M. Taylor (2017)**

Assistant Professor of Criminal Justice  
Ph.D. in Criminology, Law and Justice  
University of Illinois at Chicago (2018)

**Mary Beth Tegan (2006)**

Associate Professor of English  
Ph.D. in English  
University of Southern California (2004)

**Joshua Thompson (2015)**

Assistant Professorial Lecturer of Music  
DMA in Performance  
University of Iowa (2011)

**Thomas Thorp (1993)**

Professor of Philosophy  
Ph.D. in Philosophy  
State University of New York, Stony Brook (1993)

**Laura Tucco (2017)**

Assistant Professor of Nursing  
Ph.D. in Nursing  
University of Phoenix (2015)

**James Vanderhyde (2015)**

Assistant Professor of Computer Science  
Ph.D. in Computer Science  
Georgia Institute of Technology (2007)

**Olga Vilella (1992)**

Professor of Spanish  
Ph.D. in Spanish  
University of Chicago (2001)

**Emese E. Vitalis (2017)**

Assistant Professorial Lecturer  
Ph.D. in Psychology  
Radboud University (2004)

**Kathleen Waller (1992)**

Associate Professor of Religious Studies  
Ph.D. in Theology  
University of Chicago (1993)

**Song Wang (2013)**

Assistant Professor,  
Graham School of Management  
Ph.D. in Business Administration  
University of Central Florida (2012)

**Lisa Watson (2017)**

Assistant Professorial Lecturer of Nursing  
M.S. in Nursing  
Lewis University (2013)

**Abdul-Majid Wazwaz (1990)**

Professor of Mathematics  
Ph.D. in Mathematics  
University of Illinois at Chicago (1981)

**Julia M. Weister (2011)**

Assistant Professorial Lecturer of Chemistry  
Ph.D. in Chemistry  
Northwestern University (2010)

**Caroline K. Wilson (2014)**

Assistant Professorial Lecturer of Nursing  
M.S. in Nursing  
Indiana University, Purdue (1999)

**Mary Ann Wolfenson (2017)**

Assistant Professor of Nursing  
DNP  
Governors State University (2018)

**Karen Wood (1983)**

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D.N.Sc.  
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**Neil Younkin (1992)**

Associate Professor,  
Graham School of Management  
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University of Illinois at Chicago (1992)

**Faculty Emeriti**

**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.**

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Science

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

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**Phyllis Baker, Ed.D.**

Associate Professor Emeritus of  
Nursing

**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

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

Associate Professor Emeritus of  
Education

**Sandra Burkhardt, Ph.D.**

Professor Emeritus of Psychology

**Nancy M. Cahill, R.S.M., Ed.D.**

Associate Professor Emeritus of  
Education

**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

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

Associate Professor Emeritus of  
Nursing

**Margaret Douglas, M.S.**

Associate Professor Emeritus of  
Nursing

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

Professor Emeritus of Business

**Dale Fast, Ph.D.**

Professor Emeritus of Biology

**Ann Filipski, Psy.D.**

Associate Professor Emeritus of  
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**Rosalie Fitzpatrick, R.S.M., M.A.**

Associate Professor Emeritus of  
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**Michael Flahive, Ph.D.**

Professor Emeritus of Communication  
Disorders

**Alison Fraunhar, Ph.D.**

Associate Professor Emeritus of Art

**Donald E. Fricker, Ed.D.**

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

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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

**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

**Paul Hazard, Ph.D.**

Professor Emeritus of Philosophy

**Jayne Hileman, MFA**

Associate Professor Emeritus of Art

**Judith Hiltner, Ph.D.**

Professor Emeritus of English

**Peter Hilton, Ph.D.**

Associate Professor Emeritus of  
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**Joyce A. Hunter, DBA**

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School of Management

**Marion Johnson, R.S.M., M.S.**

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

Associate Professor Emeritus of  
Education

**Eileen Kearney, Ph.D.**

Associate Professor Emeritus of  
Religious Studies

**Suzanne Smith Kimble, M.Ed.**

Associate Professor Emeritus of  
Nursing

**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

**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

**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

**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

**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

**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

**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, MACC**

Associate Professor Emeritus Graham School of Management

**Charles Shanabruch, Ph.D.**

Associate Professor Emeritus of Business

**William D. Smith, Ed.D.**

Assistant Professor Emeritus of Education

**Joel Sternberg, Ph.D.**

Professor Emeritus of Communication

**William Stone, Ed.D.**

Associate Professor Emeritus of Education

**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

**Brent Wall, MFA**

Associate Professor Emeritus of Art

**James Walker, Ph.D.**

Professor Emeritus of Communication

**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

**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 2018-19 (2018F)

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

August 1-October 15	Petition on <a href="#">Self-Service</a> for spring 2019 graduation
August 22	New Faculty Orientation/Adjunct Faculty Orientation
August 23-24	Cougar Trax
August 27	Fall (full semester) begins Fall I accelerated session begins
September 3	Labor Day: no classes
September 17	Final day to change a class from audit to credit
September 19	Spirit of Mercy Day Celebrated (noon classes canceled)
September 17-22	Homecoming
October 15	Deadline to petition for spring 2019 graduation
October 24	Final day to change a class from credit to audit or pass/fail
October 24-November 8	Registration for spring 2019 classes for currently enrolled students
October 20	Fall I accelerated session ends
October 22	Fall II accelerated session begins
October 23	Faculty Professional Development Day: all full semester classes between 8 a.m. and 4 p.m. are canceled
November 5	Incomplete grades due from spring 2018 semester and summer 2018 term
November 9	Registration for May term 2019 and summer 2019 begins for currently enrolled students
November 21-25	Thanksgiving holiday
December 10-15	Final examinations
December 15	Fall (full semester) ends Fall II accelerated session ends

### Spring Semester 2018-19 (2019S)

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

January 1-March 15	Petition on <a href="#">Self-Service</a> for summer 2019 and winter 2019 graduation
January 14	Spring (full semester) begins

	Spring I accelerated session begins
January 21	Martin Luther King Jr. Day: no classes
February 4	Final day to change a class from audit to credit
March 9	Spring I accelerated session ends
March 11-17	Spring Break
March 13	Final day to change a class from credit to audit or pass/fail
March 15	Deadline to petition for summer 2019 and winter 2019 graduation
March 18	Spring II accelerated session begins
March 20-April 4	Registration for fall 2019 classes for currently enrolled students
March 25	Incomplete grades due from fall 2018 semester
March 19	Grad Fest 10 a.m. to 8 p.m.
March 27	Mission Heritage Day
April 18-21	Easter Holiday
May 6-11	Final examinations
May 11	Spring (full semester) ends Spring II accelerated session ends
May 11	Annual Commencement Ceremonies

## Summer 2018-19 (2019U)

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

May 13-June 1	May term
May 13-August 10	Summer terms
May 27	Memorial Day observed: no classes
July 4	Independence Day: no classes
July 5	Staff Appreciation Day: no classes
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:

# of Weeks Class Meets	100% Refund within:
14 weeks or more	14 days counting the start date
3 to 13 weeks	10 days counting the start date
2 weeks or less	During the first day of class
May Term	3 calendar days counting the start date

For information on the start date of specific courses, access the "Search for Classes" feature on **Self-Service** and look at the "Section Information," or contact the **Office of Records and Advising** at 773-298-3501. Students who register for a class are responsible for tuition unless they officially withdraw either in the Office of Records and Advising or through **Self-Service**. Fees are not refundable. Notifying the instructor or ceasing to attend the class does not constitute an authorized withdrawal.

A class may be dropped without academic penalty until the 3/4 point of the section. For information on the drop date of specific courses, access the "Search for Classes" feature on **Self-Service** and look at the "Drop Deadline" column, or contact the Office of Records and Advising at 773-298-3501. A grade of "W" will appear on the record for any class dropped after the official refund date.

## Admission

### Office of 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. 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 limited to 12 credit hours during the first semester and must earn a grade-point average of at least 2.0 to be granted regular status.

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.



## Freshman Student Admission

The Admission Committee is interested in applicants' academic quality and progress, recommendations from counselors and teachers, writing ability and ACT or SAT scores, as well as the ability and desire to do college work. A list of required documentation 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

In addition, completion of a high school computer science course is considered an indication of a well-rounded academic background. Students planning to pursue programs in science, mathematics or computer science are recommended to have completed a fourth unit of high school mathematics.

## Education

Applicants who meet the following requirement will be considered for **full admission** to the Education Department:

- Minimum 3.0 (on a 4.0 scale) cumulative high school grade-point average
- Meet the State of Illinois Basic Skills Requirement. Requirements can be met in one of nine ways:
- A passing score on all four sections of the Test of Academic Proficiency (TAP)
- A passing score on the "old" Illinois Tests of Basic Skills (either the 096 or 300 exam), which was replaced by the current Test of Academic Proficiency (TAP)
- A composite score on the **ACT Plus Writing** of 22 or higher **and** a minimum score of 19 on the combined English/writing - for ACT tests taken prior to September 2015. (Scores can be combined from two different ACT score reports.)
- A composite score on the **ACT Plus Writing** of 22 or higher **and** a minimum score of 16 in writing - for ACT tests taken between September 1, 2015 and September 1, 2016. (Scores can be combined from two different ACT score reports.)
- A composite score on the **ACT Plus Writing** of 22 or higher **and** a minimum score of 6 in writing - for ACT tests taken after September 1, 2016. (Scores can be combined from two different ACT score reports.)
- A composite score of 22 on the ACT via ISBE "super scoring" and a passing score on the Writing test.
- A composite score on the SAT of 1030 (Critical Reading + Mathematics = 1030 or higher) **and** a minimum score of 450 on Writing - For SAT tests taken prior to March 5, 2016 (Scores can be combined from two different SAT score reports.)
- A composite score on the SAT of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher) **and** a minimum score of 26 on Writing and Language - For SAT tests taken on or after March 5, 2016 (Scores can be combined from two different SAT score reports.)
- A composite score of 1110 on the SAT via ISBE "super scoring" and a passing score on the writing test.

Applicants who meet the following requirements will be considered for **conditional admission** to the Education Department:

- Minimum 2.5 (on a 4.0 scale) cumulative high school grade-point average

- Demonstrate progress toward passing the State of Illinois Basic Skills Requirement (progress can be demonstrated in one of four ways):
- Minimum ACT composite score of 20
- Minimum SAT combined score of 950 (Critical Reading + Math) on the SAT taken prior to March 5, 2016
- A composite score of 1030 (Evidence-based Reading and Writing + Mathematics = 1030 or higher) on the SAT taken on or after March 5, 2016
- Passing 2 out of 4 sections of the Test of Academic Proficiency (TAP)

Freshman applicants who do not meet the minimum requirements for conditional admission will be considered for admission to the University as an undecided major.

***Freshman applicants admitted conditionally as a freshman education major must meet the full admission criteria listed above prior to enrolling in Level II Education coursework.***

## Nursing

Students **applying** as a nursing major should have completed one year of high school biology and chemistry or its equivalent and at least three years of math, including advanced algebra/trigonometry or its equivalent.

Applicants who meet the following requirements will be considered for admission as a freshman nursing major:

- Minimum 2.75 (on a 4.0 scale) cumulative high school grade-point average
- either the ACT or SAT test are accepted
- Required ACT scores for Nursing
  - minimum ACT composite score of 21
  - minimum ACT science subscore of 21
  - minimum ACT math subscore of 22
- Required SAT scores for Nursing (for SAT tests taken on or after March 2016)
  - minimum SAT total score of 1060
  - minimum SAT Math score of 560
  - minimum SAT Evidence-based Reading/Writing score of 500
- Grade of B or better in high school biology and chemistry courses
- An in-depth essay on why the applicant wants to be a nurse and why he or she has chosen Saint Xavier University

**Essential Abilities and Behaviors:** As part of the application process, all applicants to the School of Nursing and Health Sciences 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 and School of Nursing and Health Sciences reserve 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.



## Freshman Student Application Procedure

Applicants should submit the following to the **Office of Admission**:

1. A completed SXU application.
2. An official transcript from the high school or an official GED score report.
3. A score report from the American College Test (ACT) or Scholastic Aptitude Test (SAT), if test scores are not listed on the high school transcript.
4. An essay discussing past academic experiences and future plans for success at Saint Xavier University and other topics deemed appropriate by the applicant may be requested. If planning to be a nursing major, an essay is required and should include reasons for choosing this major.

## 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 Advising](#).

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 College Acceleration Program (CAP) credit as long as the student receives a grade of C or better.

Advanced Placement (AP) Credits Awarded			
<i>AP Exam</i>	<i>Minimum Score</i>	<i>SXU Equivalent</i>	<i>Credit Hours</i>
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 154	3
English Lit/Comp	3	ENGL 188 (for 2nd test)	3
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	4
<b>Pol. Sci. (US Gvt)</b>	3	POLSC 101	3
<b>Pol. Sci. (Comp Gvt)</b>	3	POLSC 102	3
<b>Psychology</b>	3	PSYCH 101	3
<b>Spanish Language</b>	3	SPAN 103	3
	4	SPAN 103-104	6
<b>Spanish Literature</b>	3	SPAN 288	3

**AP credit is not posted unless/until a student is a current SXU student.**

**AP scores will only be posted upon official notification (scores) sent directly from AP.**

**AP # : 888-225-5427 to get transcripts sent here. SXU College Code is #1708.**

**Revised: 4/18/18**

## 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>Mathematical Studies</b>	0	MATH 099	5, 6 or 7	
<b>Mathematics</b>	4	MATH 201	5, 6 or 7	
	8	MATH 201-202		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 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 Office of Records and Advising 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 and 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 (30 college credits or more)

## Education Majors

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

- 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.
- Meet the State of Illinois Basic Skills Requirements. Requirements can be met in one of nine ways:
  - A passing score on all four sections of the [Test of Academic Proficiency \(TAP\)](#).
  - A passing score on the "old" Illinois Tests of Basic Skills (either the 096 or 300 exam), which was replaced by the current Test of Academic Proficiency (TAP)
  - A composite score on the [ACT Plus Writing](#) of 22 or higher **and** a minimum score of 19 on the combined English/writing -- for ACT tests taken prior to September 2015. (Scores can be combined from two different ACT score reports.)
  - A composite score on the [ACT Plus Writing](#) of 22 or higher **and** a minimum score of 16 in writing - for ACT tests taken between September 1, 2015 and September 1, 2016. (Scores can be combined from two different ACT score reports.)

- A composite score on the **ACT Plus Writing** of 22 or higher **and** a minimum score of 6 in writing - for ACT tests taken after September 1, 2016. (Scores can be combined from two different ACT score reports.)
- A composite score of 22 on the ACT via ISBE "super scoring" and a passing score on the Writing test.
- A composite score on the SAT of 1030 (Critical Reading + Mathematics = 1030 or higher) **and** a minimum score of 450 on Writing -- For SAT tests taken prior to March 5, 2016. (Scores can be combined from two different SAT score reports.)
- A composite score on the SAT of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher) **and** a minimum score of 26 on Writing and Language - For SAT tests taken on or after March 5, 2016. (Scores can be combined from two different SAT score reports.)
- A composite score of 1110 on the SAT via "super scoring" and a passing score on the writing test.

Applicants who meet the following requirements will be considered for **conditional admission** as a transfer education major:

- Minimum 2.5 (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 meet the minimum 2.5 cumulative grade-point average requirement.
- Demonstrate progress toward passing the State of Illinois Basic Skills Requirements (progress can be demonstrated in one of four ways):
- Minimum ACT composite score of 20
- Minimum SAT combined score of 950 (Critical Reading + Math) on the SAT taken prior to March 5, 2016
- A composite score of 1030 (Evidence-based Reading and Writing + Mathematics = 1030 or higher) on the SAT taken on or after March 5, 2016
- Passing 2 out of 4 sections of the Test of Academic Proficiency (TAP)

Transfer applicants who do not meet the minimum requirements for conditional admission to education can be considered for admission to other University programs.

***Transfer applicants admitted conditionally as a transfer education major must meet the full admission criteria listed above by the end of the first semester in which the candidate is enrolled in coursework at SXU.***

## Nursing (Traditional BSN) Majors

### Admission Requirements

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

- 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 is required for consideration of admission into the SXU School of Nursing and Health Sciences. 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 **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 School of Nursing and Health Sciences. 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 page**. 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 School of Nursing and Health Sciences.
- Read and agree to a list of **essential abilities and behaviors**.

## Nursing (RN-BSN Online Option) Majors

### Admission Requirements

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

- Diploma or associate degree in nursing from an accredited program (ACEN, CCNE, NLNAC).
- Minimum cumulative grade-point average of 2.5 on a 4-point scale.
- Current, active RN license in the U.S. or in a jurisdiction that is an associate member of the National Council of State Boards of Nursing (NCSBN). All students must maintain licensure throughout the program of study.
- TOEFL scores of 92 TOEFL iBT, or 580 paper-based TOEFL or 7.0 IELTS.

### Application Procedure for RN-BSN Nursing Students

- Complete an **online application**.
- Submit official transcripts from all colleges attended.
- Submit proof of a current, active RN license in the US or in a jurisdiction that is an associate member of the National Council of State Boards of Nursing (NCSBN).

## 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 and School of Nursing and Health Sciences reserve 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**.

Students are also encouraged to review the following links for more information:

- **School of Nursing and Health Sciences Website**
- **School of Nursing and Health Sciences - Course Catalog Information**



## Transfer Credit

Transfer credit is evaluated by the [Office of Records and Advising](#). All transfer credit is subject to validation by the academic departments. 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 departments 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 to schedule an appointment for transfer evaluation and/or to request information.

Applicants interested in education must follow the admission requirements listed under [Transfer Student Admission](#) requirements in the catalog. Please see [education majors admission requirements](#) for more details.



## 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 details regarding undergraduate admission, contact Assistant Director of Transfer Admission and Veteran Recruitment Specialist John Kelly at 773-298-3060 or [johnkelly@sxu.edu](mailto:johnkelly@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.

For information regarding veteran education benefits and the Yellow Ribbon Program, visit the **GI Bill website**. From here, students can apply for benefits by completing the Veterans Online Application (VONAPP).

## Graduate Veteran Student Admission Application Process

Saint Xavier University offers graduate programs through the School of Nursing and Health Sciences, Graham School of Management and the College of Arts and Sciences. Due to the number of graduate programs available, admission procedures for each program may vary.

Please contact the Office of Graduate Admission, at 773-298-3053 or [graduateadmission@sxu.edu](mailto:graduateadmission@sxu.edu) for information on the application process for graduate veteran students based on the program of your choice.

## 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 Advising](#) 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 Advising](#).

### 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 Admission Committee may stipulate conditions for readmission.

Students who have been academically dismissed must follow these steps:

- Fill out an [application for readmission](#)
- 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.



## International Student Admission

International students (those not holding United States citizenship or permanent residency) must submit the following to Saint Xavier University:

1. A completed SXU [application](#).
2. Official transcripts from the high school and college/university attended. Transcripts from a non-USA school must be translated and evaluated in English by a recognized credential-evaluation agency. The Office of Admission can recommend companies that provide these services.
3. A completed and notarized [affidavit of support form](#) (PDF). This affidavit is also available on the [International Admission web page](#).
4. A notarized bank statement or bank letter demonstrating financial support for at least one year of attendance at SXU. Currency must be converted to U.S. dollars, and the letter must be written or translated into English.
5. Test scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). See the [TOEFL website](#) or the [IELTS website](#) for information.
6. Letter(s) of reference from an administrator or teacher at the last school attended, attesting to the student's potential for academic success and proficiency in English are recommended.
7. Photocopies or facsimiles of identification and expiration pages of the student's passport and copies of existing immigration paperwork (visa, current I-20, I-94, etc.) should be provided, if applicable.

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 Office of Admission. It is the student's responsibility to attend SXU on a full-time basis and to notify the [Office of Admission](#) 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.

A student may be granted unclassified admission status for one semester only. 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.

## Admission Policy

Saint Xavier University admits qualified students without regard to race, religion, age, sex, color, national or ethnic origin; the University does not discriminate against handicapped persons who are otherwise qualified to participate in the intellectual and social life of the University.





## 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 web pages](#).

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 the Bursar

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](#)
- [Unpaid Bills and Fines](#)
- [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.

**Direct Stafford Loan:** 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. The minimum monthly payment is \$50, and the standard repayment is 10 years. There are two types of Direct Stafford Loans: subsidized and unsubsidized (detailed below).

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

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

- **Direct Subsidized Stafford 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.
- **Direct Unsubsidized Stafford 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 Direct Unsubsidized Loan. Interested students must apply annually by completing an **Agreement to Serve**. Eligible students will be contacted by the Office of Financial Aid via email.

## 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 \$4,869.

**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. Student must maintain a grade-point average of at least 2.5. A teaching commitment is required, and, if not satisfied, the scholarship converts to a loan. \$5,000 per year maximum.

**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-\$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 \$1,000 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 Department**. Award amounts vary.

**Art and Design Scholarship:** Offered by the **College of Arts and Sciences**. 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 upon receiving the first billing statement each term. Students may pay their bill any time before the semester begins by mail, online through **Self-Service** or in person at the **Office of the Bursar**. Students can enroll in payment plans **online** or pay in the Office of the Bursar, A-227.



## Payment Plans

For students who are unable to pay in full the amount due by the first day of classes, the University offers the following two payment plans:

### Tuition Management Systems Payment Plan

Students can divide all academic-year expenses into 10 monthly payments, spread over a 10-month period. There is a \$105 application fee, but no interest charges.

To enroll with Tuition Management Systems, call 1-800-722-4867 or visit the [Tuition Management Systems website](#). Students/parents must also contact the [Office of the Bursar](#) at 773-298-3046 to get the correct budget amount.

### Employer Reimbursement Plan

Students who qualify for employer-deferred tuition reimbursement may enroll in the employer reimbursement plan each semester. On the employer reimbursement plan, students can defer payment on the amount to be reimbursed until the end of the semester.

To enroll in the employer reimbursement plan, students must submit the employer reimbursement payment plan application and a check for 20 percent of the tuition before the first day of class. The Office of the Bursar must receive the payment in full within 30 days of receiving your current semester grade report.

A new employer reimbursement payment plan application must be submitted each term. Applications are available on our [Financial Aid web page](#).



## Financial Clearance

The **Office of the Bursar** 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 before the end of the first week of classes each term will 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 a current payment plan with **Tuition Management Systems (TMS)** in good standing.
- You pay your semester's charges in full when you receive your initial statement through **Self-Service**.



## 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 Advising** (A-203) by the withdrawal deadline. The University will not initiate withdrawals; a student must either drop a class or officially withdraw from the University within the published time period to be eligible to receive a tuition refund or adjustment.

Room charges are not refundable. Under exceptional circumstances, the vice president of Student Affairs 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 notify the vice president of Student Affairs and withdraw from classes in the Office of Records and Advising or on **Self-Service**.



## Unpaid Bills and Fines

It is the policy of the University to report unpaid bills and fines to the **Office of Records and Advising** at the end of each semester. Grades and transcripts will be withheld, and the student will not be permitted to return to the residence hall, to register or to attend classes in subsequent semesters unless these obligations are met.

Students will be assessed late, and interest will be charged on past due balances.

## 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. If there are outstanding financial balances, charges not yet paid in full related to tuition, fees, room and board, etc., students are required to meet prior to commencement with staff in the **Office of the Bursar** to set a payment arrangement.

This restriction will not apply to students with the following payment arrangements because their final payment would be received after the graduation date. These students will be allowed to participate in the graduation ceremony as long as the scheduled final payment will completely cover the unpaid balance. This applies to the following students:

- students on **Tuition Management Systems (TMS)**
- Chicago Police Academy students designated by the academy
- students on **Employer Reimbursement**



## 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 Advising
- 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 Leave of Absence
- Transcripts
- Transfer Credit for Currently Enrolled Students

## Academic Advising

All matriculated undergraduate students are assigned an academic advisor through the **Office of Records and Advising**. Staff members of the Office of Records of Advising advise pre-clinical nursing majors, liberal studies majors and students who have not declared a major. All other students are assigned faculty advisors within the department of their major. Changes of major or staff advisor are arranged through the Office of Records and Advising. In order to request a change of an advisor who is a faculty member, the student must make the request of the department chair of their current major.

All undergraduate students must have their advisor's approval to register for fall and spring classes. All students in the Education Department, both graduate and undergraduate, must have their advisor's approval to register for **all** terms and semesters. Advisors provide information about core and departmental requirements, transfer credit, academic status, academic policies, articulation agreements, procedures and University services. Students are encouraged to make regular contact with their advisors on matters of academic planning and progress. Students should regularly check their program evaluation in **Self-Service** 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.



## **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 have earned a 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 his/her 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 the dismissal to the associate provost during the period of time 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 associate provost. The development of an academic plan in consultation with an academic advisor is required as part of the dismissal appeal process. The appeal will be reviewed by the associate provost in consultation with the dean, associate dean and program director. 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.



## 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/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, chair or school dean, in writing, that the student be removed from the course for the remainder of the current semester. The chair, program director or school dean will attempt to mediate the situation between the student and faculty member.

In the College of Arts and Sciences, if the program director or chair agrees with the faculty member's recommendation that the student be removed from the course, he or she will notify the dean of the school. The dean will attempt to mediate the situation between the student and faculty member within a reasonable period. In all schools, 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 advising, 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 **Saint Xavier Council** (formerly Student Government). 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 freshmen who have a GPA below 2.0 and who have been allowed to continue for the spring semester must attend the rebound workshop that focuses on academic recovery, during the spring.

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 but not reached, a student may be 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.

Completion of coursework for which a grade of Incomplete has been given will not result in recalculation of cumulative GPA during that term. Any change of academic status will not take place until the end of the semester or summer during which the work has been completed, unless the potential GPA is less than 2.0.



## Academic Status Grievance Procedure

A student notified of being suspended or dismissed for academic reasons may request a review by the provost. The written request must clearly indicate a substantive reason for the review. The provost, after consulting with the associate provost, and others as necessary, will notify the student in writing of the outcome of the review. The decision is **final**.

## 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 Advising](#) (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**

### **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, challenge 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, if 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

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 **Office for Student Affairs** (773-298-3121 or [studentaffairs@sxu.edu](mailto:studentaffairs@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. Reported absences do not relieve the student of academic responsibilities. The student should take responsibility to obtain class notes and assignments. For prolonged absences, students are encouraged to contact an academic advisor or the dean of students, in addition to instructors.

## 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 2018, May 2019 and August 2019 are invited to participate in the May 2019 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 his or her advisor, to complete all general education, major, minor (when applicable) and institutional requirements prescribed for each degree.

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

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

Application Deadline	Awarding of Degrees
March 15, 2018	Fall 2018
October 15, 2018	Spring 2019
March 15, 2019	Summer 2019, Fall 2019



## 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. Schools and colleges that have departmental chairs (e.g., Arts and Sciences) will require students to meet with the chair of the department 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 School of Nursing and Health Sciences, College of Arts and Sciences and the Graham School of Management.*

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 school or 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 acting dean of the College of Arts and Sciences approve the substitution, it will be processed by the director of records and advising who will notify the student. Substitutions for departmental requirements are processed by the department chairperson or the division head.



## 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. For more information, contact your advisor or the Office of Records and Advising.

## 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 Office of Records and Advising at 773-298-3501.

## College-Level Examination Program (CLEP) Credit

Students may earn up to 27 college credits for designated courses through the [College-Level Examination Program \(CLEP\)](#) or department challenge examinations. 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 Advising](#) 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 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 Advising 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 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 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 Advising** (A-203) or online through **Self-Service**. Students are directed to retain a copy of all online (Self-Service) transactions for their records. A class may be dropped 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 Advising). 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 class dropped 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 director of Records and Registration Services (for academic-related reasons), or to the assistant vice president for Student Affairs (for a health-related reason). Students requesting a refund must be current with financial obligations to the University at the close of the term prior to the refund request. The respective vice president will review the circumstances surrounding the request and notify the student, in writing, of the result. All decisions are final.
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 withdraw from 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**.

## 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 Advising. CLEP offers a variety of 90-minute examinations that allow students to demonstrate knowledge in both general and subject areas. It is the policy of the University to grant credit for CLEP examinations, provided that University policies and procedures are complied with and that the scores meet the minimum acceptable scores. 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 Advising** 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 Advising** 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:

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 department 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 Advising** (A-203), secure the signature of the instructor and submit it to the Office of Records and Advising 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 instructor during the grading process.

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, Challenge, 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

University placement tests and surveys are administered by the **Office of Records and Advising**. All students who have been admitted to the University for study toward a degree are required to take the Saint Xavier University placement tests appropriate to their academic program prior to registration of classes. Transfer credit may exempt students from placement tests. The results of these tests are used for placement in courses and for academic advising.

### English Placement

1. All incoming undergraduate students without acceptable transfer credit in English 101 or 120 will be placed in English their first or second semester at the University and must participate in the English Placement Program. This placement test will be required to determine appropriate course enrollment.
2. Students will be placed into either English 100: Reading, Writing and Rhetoric or English 120: Rhetoric and Writing based on the results of the English placement test.
3. Students participating in the University Honors Program enroll in Honor 150: Honors English.

### English 120 Core Requirement

1. 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.
2. 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. The Language and Literature Department chairperson and the dean of the College of Arts and Sciences must approve any exceptions to this policy.
3. Students are expected to enroll in English 120 (or in English 100, as described above) during their first or second semester at the University and during every following semester until they have met 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 Placement

All incoming undergraduate students (matriculated and students-at-large) without acceptable mathematics transfer credits must participate in the Mathematics Placement Program. Graduate students enrolling in a mathematics course must present evidence of completion of a college-level mathematics course or must participate in the Mathematics Placement Program.

The University mathematics placement test will be required to determine placement. Students may be required to begin at either MATH 090: Introduction to Algebra or MATH 099: Intermediate Algebra prior to enrollment in a college-level mathematics course. As these classes are **pre-college** level math classes, a student will **not** earn college credit for either course.

### Chemistry Placement

Previous chemistry coursework and the mathematics placement test are used to assist in placing students in college-level chemistry. Students must place into a college-level math class in order to begin in either Chemistry 111: General Chemistry I or Chemistry 109: General, Organic and Bio-Chemistry Survey.

### Communications 101 Core 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. The Communication Department chairperson and the dean of Arts and Sciences must approve any exceptions to this policy.
4. Students expecting to qualify for state teaching certificates are required to have 3 credit hours of speech.



## Academic Support Requirements

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. **TRANS 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 community, 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 a one-day orientation program designed for students with 30 or more transfer-hours or for students who have transferred the equivalent of a Transitions course. All newly entering students must enroll in either TSO or Transitions, as it is a graduation requirement. Topics covered include academic support services, library/computer facilities and student life. This course does not carry an academic credit, but it is a graduation requirement.

## 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 Advising](#).

## 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, he/she 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. The School of Nursing and Health Sciences repeat policy differs from the general policy. Consult the [School of Nursing and Health Sciences](#) section of the catalog.

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 manager of academic coaching and support at [tjohnson@sxu.edu](mailto:tjohnson@sxu.edu), who will forward the petition to the chairperson of the department 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 department chairperson 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 chair of the student's major department and the school 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 petition 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 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 Advising** for one year. At the end of the leave of absence period, the student must notify Records and Advising 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 Advising](#). 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 (\$10 for electronic copy or \$12 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. Transcripts cannot be issued until the student or former student has settled all financial obligations to the University. All transcripts from Saint Xavier University must be ordered through our online ordering service at TranscriptsPlus. Directions for requesting a transcript are available on the Office of Records and Advising [Transcript Services web page](#).

## 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 12 credit hours can be taken off campus after enrollment at Saint Xavier.** ENGL 120, COMM 101, FYS 175, MATH 090, MATH 099 and PHIL 140 must be taken at Saint Xavier University. Other specific programmatic restrictions may also apply (for example: Nursing Students in the School of Nursing and Health Sciences must 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 [Office of Records and Advising](#) (A-203) to obtain an off-campus course approval form prior to taking the course. At this time, the Office of Records and Advising staff 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 the requirement area on the off-campus course work approval form, attach a copy of his/her academic program evaluation (from [Self-Service](#)) and obtain the necessary approvals. **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 on academic probation cannot take courses at another college without permission from the assistant provost in the Office of Records and Advising.
5. Only courses that have received prior approval will be accepted for transfer credit.
6. An official transcript must be submitted to the Office of Records and Advising to receive transfer credit.
7. 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 (IAI). SXU's participation in this state-wide agreement allows students to follow a general education curriculum that transfers smoothly from over 100 participating schools into all of the 43 undergraduate programs at SXU.

Students who have completed 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. All other transfer credit will be evaluated on an individual basis.

For a full discussion of general education transfer policies, see the [General Education page](#) of this catalog.

All transfer students must complete a Transfer Student Orientation, ACSU 101: This orientation is a one time only information session for our transfer students. There is no cost associated with it and carries zero credit hours. This is a graduation requirement for transfer students.



## Student Affairs

The Student Affairs staff provides support to students toward the students' goals of learning, personal development, satisfaction, participation, achievement, persistence, graduation and placement.

The vice president for Student Affairs leads the Office of Student Affairs which provides programs, plans and processes that foster the growth and development of all students and enhance the quality of campus life. The vice president functions as a liaison and advocate for students to ensure effective services to students throughout the University.

Please check out the catalog pages below for more details about Student Affairs.

- [Access to Student Information](#)
- [Assistant Vice President of Campus Life](#)
- [Assistant Vice President for Student Affairs](#)
- [Athletics and Recreation](#)
- [Bookstore](#)
- [Campus Life](#)
- [Campus Ministry](#)
- [Career Services](#)
- [Center for Accessibility Resources](#)
- [Counseling Center](#)
- [First-Year Programs](#)
- [Learning Center/Writing Studio](#)
- [Public Safety](#)
- [Residence Life](#)
- [Student Media](#)
- [Student Success Program \(SSP\)](#)

## 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 [Office of Student Affairs](#) and the [Office of Records and Advising](#). 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 Advising 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 the [printable request form](#) (PDF).



## **Assistant Vice President of Campus Life**

The assistant vice president of Campus Life assists in the co-curricular development of Saint Xavier University students, ensuring that Student Affairs's programs are designed and carried out to complement the academic mission of the University.

The assistant vice president is responsible for oversight of a variety of programs and services designed to assist students in achieving academic and personal success. The assistant vice president is an advocate for students and is available to help students with virtually any question or problem. Several areas within Student Affairs are managed by the dean, including: Residence Life, student activities, student leadership, multi-cultural programs and the student conduct system.

The assistant vice president's office is located in L-103 in the Warde Academic Center, and the office's phone number is 773-341-5060.



## **Assistant Vice President for Student Affairs**

The assistant vice president for Student Affairs oversees the Center for Accessibility Resources, the Counseling Center, the Student Success Program (SSP), the Chicago Public Schools 21st Century Community Learning Centers Grant (CPS High School Mentoring Grant), orientation and parent programs and the selection process for major student awards. The AVP also supports the Dean of Students functions including student conduct, Title IX and emergency student services. Additionally, the AVP chairs the Student Commencement Speaker Selection Committee and serves on the First-Year Experience Committee.

## 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.



## Bookstore

The **Saint Xavier University Campus Bookstore** is a convenient and welcoming facility to both the University and the surrounding community. The 6,000-square-foot location in SXU's Shannon Center offers more than textbooks. It carries an extensive line of gifts and greeting cards, as well as Saint Xavier sportswear, Cougar Spirit items, New York Times best-sellers, school supplies, candy and snacks.

The bookstore accepts cash, personal checks (current student ID required), Cougar Card (Flex, Cougar Cash and Financial Aid), Campus Bookstore gift cards, American Express, Discover, Mastercard and Visa.

## SXU Campus Bookstore Hours

The bookstore is closed most weekends and University holidays. Extended hours are offered surrounding the start of spring and fall semesters. Shorter hours are observed over the summer.

**Note: Please bring a printed copy of your course schedule with you to the bookstore.** The printed copy of your schedule will ensure that you receive the correct texts for your classes. Orders placed on the website will be packed and waiting for you upon arrival.

## Rental Textbooks

We are offering students the option of ordering rental books online. The procedure is as follows:

1. Select books, adding rental books to your cart the same as you would new or used textbooks.
2. At checkout, your total will include the rental fee. *A Mastercard or Visa number is required as collateral.*

## Return Policy

Textbook returns will be accepted for a full refund, with a cash register receipt, within **five** business days from the original date of purchase or up to the drop date for the course -- whichever comes first.

If the student has dropped the course to which textbooks were assigned, he or she may return bookstore textbooks with a drop slip and cash-register receipt up until the drop date for the course. If the course is dropped online, the **Self-Service** drop confirmation page must be printed and presented to the bookstore as a drop slip. The consumer is responsible for knowing the drop dates for their courses.

**There will be absolutely no returns or exchanges on textbooks after the drop date for the course has passed.**

Returned or exchanged merchandise and textbooks must be in their original condition, accompanied by a receipt and within the allotted time frame.

There are no returns on trade or reference books.

Merchandise may be returned within 30 days of purchase. **Please note: All clearance items are "as is," and all clearance sales are final.**

## Ordering Textbooks and Merchandise Online

The bookstore website is a complete online store that offers textbooks, sportswear, supplies, software, gifts, alumni items and more. Visit it often to buy textbooks, check out new apparel or shop our clearance.

After placing an online textbook or merchandise order, you will receive an email confirmation and a second email when the order is ready for pick up or has been shipped. The SXU Campus Bookstore ships textbooks and merchandise from the Chicago campus via Fed-Ex for a flat shipping fee, or you may choose to pick up your order at our Chicago campus or our Orland Park campus. No additional shipping or handling charges apply to pick-up orders.



## 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** offered by the Department include heritage month celebrations and multicultural programming for the entire SXU community.

**Student Activities** supports and advises all of our Registered Student Organizations, including Saint Xavier Council (SXC), our main student government, finance and program board.

For more information about the Office of Campus Life, the opportunities it offers or the activities it hosts, call 773-341-5060 or contact us at [studentlife@sxu.edu](mailto:studentlife@sxu.edu).





## 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, student ministerial leadership and residence hall ministry.

Sunday Student Mass is celebrated in McDonough Chapel of the Mother of Mercy at 8 p.m. during the academic year. Noontime liturgies are celebrated Monday through Friday during the academic year. McDonough Chapel is open year-round for private prayer and meditation.

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

## Career Services

**Career Services** 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.

For more information, please call 773-298-3131 or stop by Room L-208 in the Warde Academic Center.



## 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, and activities of the University through the identification and enactment of reasonable modifications to institutional policies and procedures, the provision of effective auxiliary aids and services, and to educational 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.

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). Melanie Senerchia, coordinator for the Center for Accessibility Resources, may also be reached at 773-298-3956 or by email at [senerchia@sxu.edu](mailto:senerchia@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 AODEP.

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 773-298-3131 or stop by the Counseling Center.



## 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, incoming students. These programs include: Via, Cougar Trax, Welcome Week and Transitions.

### Via

Via (formerly known as FOCUS), summer orientation for new students, 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 is 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. New undergraduate students, including first-year and transfer students, entering SXU in the fall semesters must attend orientation. Via offers students the opportunity to meet with new classmates, current SXU students, academic advisors and faculty as well as receive their first semester class schedules.

### 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, parent/family info sessions, and more. 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.

For more information about New Student Programs, call the assistant vice president for Student Affairs at 773-298-3123.

## Learning Center/Writing Studio

The **Learning Center/Writing Studio** 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-110 of the Warde Academic Center, the Learning Center/Writing Studio offers the following services free of charge to currently enrolled SXU students:

- Peer academic tutoring
- Supplemental Instruction
- Writing Studio
- Individualized academic skills support and workshops on study and executive skills

## Writing Studio

All students are welcome to visit the Writing Studio for assistance and feedback on written assignments. 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. Consultants welcome and are trained to work with all students, including English language learners, graduate students, adult learners, and traditional undergraduate students.

To make an appointment with a writing consultant, visit **WOnline** to see all of the available times.

## Peer Academic Tutoring

The Learning Center/Writing Studio has tutors for over 50 courses at SXU. Students meet with tutors to check their understanding of course content, review difficult material, prepare for exams and quizzes, and hone study skills relevant to the course. SXU tutors have all taken the courses that they tutor at SXU and have performed well in those courses, ensuring that they provide accurate information to students on what/how to study for the course at hand.

To see a list of courses that have tutors, visit **WOnline**. Students can **request a tutor** if the course they need assistance with does not currently have one or if the current tutor's availabilities conflict with their own.

## Supplemental Instruction (SI)

The Supplemental Instruction (SI) program provides peer-facilitated study sessions for SXU's most difficult courses. In SI students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content with study skills, led by two students who performed exceptionally well in the class in the past, and who were nominated by the instructor of the course. SI sessions are open to all students enrolled in courses with SI available. Sessions are typically 50-minutes and are offered twice weekly in classrooms around campus. There's no need to sign up, students simply attend as many or as few sessions throughout the semester as they'd like. If SI is available for a course, a Learning Center representative will visit the class during the first two weeks to provide the locations and times of the SI sessions.

## Additional Resources

Additional resources available at the Learning Center/Writing Studio:

- Computers and printers
- Reference materials such as MLA and APA style guides

## Contact Information

To contact the Learning Center/Writing Studio, call us at 773-298-5148 or send an email to [learningcenter@sxu.edu](mailto:learningcenter@sxu.edu). To book an appointment please visit **WOnline**.



## 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



## 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 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 resident son 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.





## 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.



## Student Success Program (SSP)

The **Student Success Program** (SSP) is a TRIO Student Support Services program federally funded by the U.S. Department of Education. SSP 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
- 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.

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



**Saint Xavier**  
UNIVERSITY

## Academic Programs and Course Offerings

Please check out the catalog pages below.

- [University Curriculum](#)
- [University General Education Requirements](#)
- [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>46 hours</b>
<b>Level I: Introduction to University Learning</b>	<b>16 hours</b>
Transitions (TRANS 100)	1 hour
First-Year Seminar (FYS 175)	3 hours
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> <i>Note: First Year Seminar also meets 1 Level II course requirement-subtract 3 hours</i>	<b>30 hours</b>
Natural Science: (2 courses/2 disciplines) (1) Biological and (1) Physical Science	6 hours
Social Sciences: (2 courses/2 disciplines)	6 hours
History: (2 courses) (1) US and (1) Non-US	6 hours
Art, Humanities, Music, Literature: (2 courses/2 disciplines)	6 hours

Philosophy and Religious Studies: (2 courses/2 disciplines at the 200/300 level course)	6 hours
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### **Level III: Diversity and Global Studies(one course each area)**

**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 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.All first-year students must complete a placement exam in mathematics and a placement exam in English writing before they can receive their first-semester Fall Schedule and their year-long Academic Plan (distributed at Via). Students are strongly encouraged to complete an online MATH tutorial before taking the math placement exam.
- 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 B.S. degree requirements:**

Mathematics/Science

The B.S. degree requires six additional credit hours of mathematics-science courses required by the major or professional program.

### **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-Health Professions Program** web page. Not all Pre-Health programs are degree-granting programs.

It is highly recommended that students contact one of the advisors from the Pre-Health Professions Program: Dr. Tatiana Tatum Parker (Biological Sciences) at [tatum@sxu.edu](mailto:tatum@sxu.edu) or Dr. Bindhu Alappat (Chemistry) at [alappat@sxu.edu](mailto:alappat@sxu.edu).



## Air Force ROTC

Air Force ROTC (AFROTC) is offered to Saint Xavier University students in cooperation with the **Department of 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.

Interested high school students may apply to enroll in Army ROTC the fall of their senior year. 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](#).

## College of Arts and Sciences

The College of Arts and Sciences (CAS) offers a broad array of disciplinary programs as well as the university-wide general education program. The College provides all undergraduate students with a rigorous and forward-looking education in the liberal arts and sciences 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 health and law, an honors program, secondary education programs (in partnership with the Education Department) and numerous interdisciplinary programs.

The College of Arts and Sciences is dedicated to providing Saint Xavier students with a challenging **general education program** that cultivates critical thinking, effective communication and collaboration as students explore arts and sciences disciplines. In keeping with the Catholic tradition of the University, the general education program includes inquiry in the disciplines of philosophy and religious studies, and is committed to the study of diverse cultures within the United States and across the world. The scope of the general education program reinforces the University's mission to foster personal growth, ethical concern, social responsibility and intercultural sensitivities.

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.

**Administration:** G. Coutts, Acting Dean

### Departments

The College of Arts and Sciences consists of the following departments:

- Art and Design
- Biological Sciences
- Chemistry
- Communication
- Computer Science
- Education
- History and Political Science
- Language and Literature
- Mathematics
- Music
- Philosophy, Religious Studies and Theology
- Psychology
- Sociology, Anthropology and Criminal Justice

### Programs and Minors

Additionally, the College of Arts and Sciences also houses these programs/minors:

- African-American Studies
- Degree Completion
- Environmental and Sustainability Studies
- Film and Media Studies
- Honors
- Latino/Latin American Studies
- Middle Eastern Studies
- Pre-Law
- Woman and Gender Studies

## 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 in this program focus on the political, social, economic, scientific and religious discourses that have shaped African-Americans.

This program 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 program 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 program sponsors public events throughout the year. These include panel discussions, lectures and film screenings.

### Faculty

The African-American Studies Program draws upon the expertise of faculty in many academic departments and schools 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 program director for more information about program requirements.

## Administration

TBD

Faculty Director

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



## Art and Design Department

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 of the **Art and Design Department** 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 in fulfillment of the two-course general education requirement in art, music and literature.

Prospective art and design majors are offered a range of courses in several areas of specialization: art education, art history, graphic design 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.

### Art and Design Departmental Objectives

- To train undergraduate students to develop problem-solving abilities which bridge visual and verbal thought processes.
- To develop an adequate vocabulary for speaking and writing of their understanding and appreciation of art and design.
- To promote understanding of the practices, history and social context of cultural representation in the field of art and design.
- To sponsor stimulating and enriching exhibits by professional artists working in a variety of media and cultural contexts in the SXU Gallery.
- To help students develop the skills necessary to create visual artistic statements of their own and the resiliency to succeed in a competitive, changing world.
- To foster a vibrant community of leaders who are committed to collaboration and exchange of ideas and skills and are instilled with the desire and ability to continue lifelong learning.

### Opportunities

Students have a number of art-related, extra-curricular opportunities, including the award-winning University newspaper, *The Xavierite*; designing departmental web pages; working for the University FM station, WXAV; or co-editing and contributing to the annual art and literary magazine, *Opus*. Student work-study is available in the Media Center, the computer labs, the SXU Gallery, print shop and the Public Relations office.

Internship opportunities are encouraged and developed in collaboration with the Career and Personal Development Center. Upper division students may seek any of a wide variety of positions both on and off campus. These internships provide valuable experience in the field and an insider's knowledge of related employment opportunities after graduation.

Scholarships administered by the Art and Design Department include the Portfolio Scholarship for entering art majors and art minors; M. Paul Keefe, R.S.M., Art Scholarship; the Mildred Keene Scholarship; the Roy W. Clough Graphic Design Scholarship; the Tim and Jean Morman Unsworth '55 Scholarship; the Goldenberg Scholarship; and merit scholarships.

### The SXU Gallery

The SXU Gallery is an important asset to the university community. The gallery display of professional artists' work is on a rotating basis. This work brings additional material for student-faculty study. Shows are customarily accompanied by an opening lecture by the artist. Senior art majors present their work in a yearly exhibit in the SXU Gallery or the Visual Art Center Student Gallery as a capstone to their educational experience at SXU.

## The Visual Art Center Gallery

The Visual Art Center Gallery, which provides an exclusively dedicated venue for SXU students and alumni to show their work, is housed in the stunning former sanctuary of a church, which was remodeled in 2009, to become the new home of Saint Xavier University's Art and Design Department. The VAC Gallery offers the "in-house" exhibition opportunity our students have never before had in the history of the University. Three to four exhibitions per semester are installed, presenting the artwork from various courses within the department curriculum, thematic calls for submissions or alumni-curated shows highlighting their continued involvement in the arts. The VAC Gallery is also used as a critique space, allowing students and faculty alike the opportunity to view and discuss work in a professional setting.

## Faculty

N. Peck, Chair; J. Hileman; C. Ruggie Saunders

## Admission to Department

Formal portfolio application for admission to the major is typically made after the end of the sophomore year or in the case of transfer students, at the conclusion of the first semester of enrollment at Saint Xavier University. 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. Those choosing to major in art history will devote a comparable portion of their senior year to an independent research project that may result in the production of a substantial paper.

## Programs of Study

Art and design majors must select one of the four track options (studio, graphic design or art education) and earn grades of C or above in all courses required for the major. Art education majors must maintain a minimum grade-point average of 3.0 in the major.

### Studio Art Core

Studio art majors must complete a set of **nine** courses and elect at least **six** additional courses from their respective tracks for a major totaling 45 credit hours.

- ART 101: Drawing I (3)
- ART 102: Design Two-Dimensional (3)
- ART 201: Drawing II (3)
- ART 202: Design Three-Dimensional (3)
- ART 305: Senior Seminar I (3)
- ART 306: Senior Seminar II (3) (Taken in sequence after ART 305 with required Senior Exhibit)
- Three Art History Courses (9)

### Total Core Hours (27)

For the three art history course requirements, art and design majors in the studio track must take the **two** chronological surveys listed below:

- ART 222: Art of the Renaissance through the Enlightenment (3)
- ART 223: Modern and Contemporary Art (3)

The third art history course requirement must be at the 200-level or higher and should be selected in consultation with an advisor. Art majors must have completed one 200-level art history course by the end of sophomore year. For transfer students, one 200-level art history course must be taken by the end of junior year.

### Studio Art Track

(In addition to the Studio Art Core - 27 credit hours)

Studio majors will choose **six** courses from those listed below selected in consultation with an advisor and in anticipation of a senior exhibition concentration:

- 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 211: Typography (3)
- ART 116: Computer Graphics (3)
- ART 220: Graphic Design II (3)

### Graphic Design Track

Art and design majors in the graphic design track must complete a core of **11** courses and at least **four** additional courses for a major totaling 45 credit hours.

- ART 101: Drawing I (3)
- ART 201: Drawing II (3)
- ART 202: 3D Design (3)
- ART 223: Modern and Contemporary Art (3)
- 200-level Art History course (3)
- ART 305: Senior Seminar (3)
- ART 306: Senior Seminar (3)
- ART 116: Computer Graphics\* (3)
- ART 119: Digital Imagery\* (3)
- ART 120: Graphic Design I\* (3)
- ART 211: Typography\* (3)

\*These four courses should be taken in this recommended sequence - ART 116, 119, 120, 211.

In addition, graphic design track art majors must choose **four** from the following courses:

- ART 113: Digital Photography (3)
- ART 220: Graphic Design II (3)
- ART 228: Design History (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)

### Art Education Track (Middle and Secondary)

Art education is an interdisciplinary track, combining learning in art and design practices, art history and visual culture and the pedagogy of performance as a visual art teacher. Students in this track are trained to be artist/designer-teachers.

Art education majors are required to take the **27** credit hour studio art core, including Senior Seminar I and II and a minimum of **six** other art and design courses chosen to cover both traditional studio practices and contemporary digital media. State requirements for secondary visual art teachers suggest an appropriate distribution of these courses in the

following areas: painting, drawing, printmaking, computer graphics/graphic design, three-dimensional design, sculpture, ceramics, photography, film studies, art education methods, history of visual art and visual culture.

Art students who are seeking state licensure must be admitted to the **Education Department** and complete all requirements for the major, general education courses, professional education courses with a minimum of a C and maintain a minimum cumulative grade-point average of 3.0. Consult the Education Department section of the catalog for the specific requirements and procedures. It is the responsibility of the student to ascertain and fulfill the requirements for the desired degree program. The major advisor and an education advisor will assist the student in this responsibility.

### **Applied Graphic Design (Degree Completion)**

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, 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 creative exploration of concepts in both traditional and contemporary media.

Applied graphic design majors must be admitted as an adult student learner and must have either a complete Associates Degree or an Illinois articulation agreement and earn grades of C or above in all courses required for the major.

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

**\*Computer Graphics is a prerequisite for Graphic Design 1 and Typography**

### **Program for a Studio Art Minor**

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 department. Students should consult with a department advisor when planning their minor.

\*No more than 12 credit hours in transfer credit will be accepted toward the studio track minor in Art and Design.

### **Program for a Graphic Design Minor**

A minor in graphic design requires **six** specific courses, **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.

#### **Graphic design minor in suggested sequence:**

- ART 116: Computer Graphics (3)
- ART 119: Digital Imagery (3)
- ART 120: Graphic Design I (3)
- ART 211: Typography (3)

#### **Two of the following:**



- 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)

## Biological Sciences Department

The **Biological Sciences Department** 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 department offers a minor in biology and 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.

Each student majoring in the biological sciences is assigned an advisor in the department. Together the student and advisor plan the program that will best meet the professional goals of the students. Students graduating with a B.S. in biology must maintain a minimum 2.0 GPA in their biology coursework.

Courses in biology utilize the diverse resources in the Chicago area, including museums, zoological parks, nature preserves and Lake Michigan. Students may take classes that are offered through the Associate Colleges of the Chicago Area (ACCA) consortium. Saint Xavier University is a member of the Reis Biological Station consortium. Membership allows faculty the use of the station for field trips/courses and gives the SXU student access to all summer field courses offered by any of the consortium schools. Additionally, faculty and students have access to the University of Wisconsin-Milwaukee Field Station.

There is a chapter of Beta Beta Beta on campus. This biological national honor society sponsors various events that include blood drives, guest lectures, field trips, social functions and activities to promote general environmental awareness.

### Faculty

T. Tatum Parker, Chair; C. Appelt; W. Buckley; L. Cochran-Stafira; J. Dertien; D. Elmendorf; R. Krohmer; R. Monzon; S. Raymond.

### Policies for Incoming Students

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. 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.

### Biology Major

Students who major in biology select their curriculum from either a general biology or pre-health professions track.

### Requirements for B.S. Degree for Biology Major

#### General Biology Track

#### Introductory Level (10 credit hours)

- BIOL 111: General Biology I (5)
- BIOL 112: General Biology II (5)

**Genetic Level (4 credit hours)**

- BIOL 300: Genetics (4) **OR** BIOL 301: Genome Biology (4)

**Cellular Level (4/5 credit hours)**

- BIOL 305: Cell Biology (5) **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 (4/5 credit hours)**

Choose **one** of the following:

- BIOL 220: Human and Comparative Anatomy (5)
- BIOL 230: Invertebrate Biology (4)
- BIOL 312: Plant Adaptation and Diversity (4)

**Population/Community Level (4/5 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 (5)
- BIOL 333: Evolution: Process and Pattern (4)

**Support Courses (23/25 credit hours)**

- CHEM 111: General Chemistry I (5) **AND** CHEM 112: General Chemistry II (5)
- CHEM 209: Survey of Organic Chemistry (4) **OR** CHEM 251: Organic Chemistry I (5)
- 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 (5)
- 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 (5)

- BIOL 306: General Microbiology (4)
- BIOL 308: Histology (4)
- BIOL 310: Animal Behavior (4)
- BIOL 312: Plant Adaptation and Diversity (4)
- BIOL 318: Ecology (5)
- 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 1 credit hour)**

- BIOL 355: Senior Seminar (1) **OR** BIOL 351 and 352: Laboratory and Field Research (1-3)

### **Secondary Education Certificate in Biology**

It is possible to become licensed as a biology teacher at the secondary education level (6-12 certification) by completing the general biology track and requirements for a secondary education certificate. Biology majors pursuing a secondary education license must take BIOL 312: Plant Adaptation and Diversity (4) and BIOL 318: Ecology (5). Students pursuing a secondary education license in biology must achieve a minimum GPA of 3.0 to successfully apply to student teach, and then they must maintain this GPA during all remaining semesters prior to student teaching. Major area of specialization coursework includes all content-area courses used to fulfill major requirements in the program (i.e., BIOL, CHEM, PHYS and MATH courses). Please contact the Education Department for specific details of the licensure program.

### **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 (10 credit hours)**

- BIOL 111: General Biology I (5)
- BIOL 112: General Biology II (5)

### **Genetic Level (4 credit hours)**

- BIOL 300: Genetics (4) **OR** BIOL 301: Genome Biology (4)

### **Cellular Level (4/5 credit hours)**

- BIOL 305: Cell Biology (5) **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 (5 credit hours)**

- BIOL 202: Human Anatomy (4) **OR** BIOL 220: Human and Comparative Anatomy (5)

### **Population/Community Level (4/5 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 (5)

- BIOL 333: Evolution: Process and Pattern (4)

### Support Courses (32/34 credit hours)

- CHEM 111: General Chemistry I (5) **AND** CHEM 112: General Chemistry II (5)
- CHEM 251: Organic Chemistry I (5) **AND** CHEM 252: Organic Chemistry II (5)
- 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 8 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 (5)
- 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 (5)
- BIOL 306: General Microbiology (4)
- BIOL 308: Histology (4)
- BIOL 310: Animal Behavior (4)
- BIOL 312: Plant Adaptation and Diversity (4)
- BIOL 318: Ecology (5)
- 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 1 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 Department

Chemistry, the "central science," provides understanding of the material substances that make up our physical and biological world.

The **Chemistry Department** offers two major programs leading to a B.S. degree in (a) chemistry with two tracks, chemistry or biochemistry 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 department 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.

The Chemistry program also prepares students for careers in:

- Health sciences - medicine, veterinary medicine, dentistry, pharmacy, optometry, podiatry, physical therapy and clinical chemistry
- Education - teaching at college, high school, middle school and elementary levels
- Engineering - chemical, biomedical, materials and environmental
- Scientific computing - academic and industrial research
- Law - environmental and patent
- Business - management, sales, technical support and waste management for chemical industries
- Pure and applied research - chemistry, biochemistry, space chemistry, materials science, molecular biology, medicinal chemistry, green chemistry and nuclear science
- Government - forensic science, food and drugs, agriculture and environment
- Laboratory and field - food, cosmetics, agriculture, energy, quality control, pharmaceuticals and environment industries

On-campus laboratory facilities for student use include equipment for infrared, ultraviolet-visible, fluorescence and atomic absorption spectrophotometry mass and nuclear magnetic resonance spectrometers, gas, ion, and high performance liquid chromatography, calorimeter and electrochemistry. During the fall, spring and summer semesters, many chemistry students get the opportunity to do research with chemistry faculty members and/or work in chemistry stockroom as lab assistants.

Saint Xavier students have the opportunity to participate in special topics chemistry courses offered jointly through the Associated Colleges of the Chicago Area (ACCA). The department sponsors a chapter of the American Chemical Society Student Chapter (ACSSC).

The chemistry major, in the context of a liberal arts education, prepares students to be lifelong learners and educated citizens. A major or minor in chemistry prepares students for roles as professional scientists. Students are expected to demonstrate a thorough understanding of scientific concepts and problem solving techniques and the ability to integrate and apply these in laboratory investigations, senior research presentations, and performance on nationally standardized American Chemical Society exams.

## Faculty

B. Alapat, Chair; S. Buddha; A. Chakravorty; Sr. F. Crean; M. Huang, D. Mulhearn; J. Wiester

## 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

Previous chemistry coursework and the University Mathematics Placement Test are used to assist in placing students in college-level chemistry. Depending upon the student's chemistry and mathematics background, and standardized test scores, they may be required to take the mathematics placement test to determine placement in to proper chemistry

courses. Science students 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 Tracks in Chemistry and Biochemistry

### Chemistry Track

The following courses are **required** for a B.S. degree in chemistry:

- CHEM 111: General Chemistry I (5)
- CHEM 112: General Chemistry II (5)
- CHEM 211: Analytical Chemistry (5)
- CHEM 251: Organic Chemistry I (3)
- CHEML 251: Organic Chemistry Laboratory I (2)
- CHEM 252: Organic Chemistry II (3)
- CHEML 252: Organic Chemistry Laboratory II (2)
- CHEM 301: Biochemistry I (3)
- CHEML 304: Synthesis and Characterization Laboratory (2)
- 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)
- CHEM 356: Intro to Senior Seminar (0)
- CHEM 357: Senior Seminar (1)
- 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)
- MATH/CMPSC: One additional 3-credit hour course in math or computer science (3)

### Biochemistry Track

The following courses are **required** for a B.S. degree in biochemistry:

- CHEM 111: General Chemistry I (5)
- CHEM 112: General Chemistry II (5)
- CHEM 211: Analytical Chemistry (5)
- CHEM 251: Organic Chemistry I (3)
- CHEML 251: Organic Chemistry Laboratory I (2)
- CHEM 252: Organic Chemistry II (3)
- CHEML 252: Organic Chemistry Laboratory II (2)
- CHEM 301: Biochemistry I (3)
- CHEML 301: Biochemistry I Laboratory (1)
- CHEM 302: Biochemistry II (3)
- CHEM 331: Physical Chemistry I (4)
- CHEM 356: Intro to Senior Seminar (0)
- CHEM 357: Senior Seminar (1)
- BIOL 111: General Biology I (5)
- BIOL 112: General Biology II (5)
- BIOL 305: Cell Biology (5)
- MATH 201: Calculus with Analytic Geometry I (4)
- MATH 202: Calculus with Analytic Geometry 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)

Choose **one** course from among the following:

- CHEM 305: Advanced Inorganic Chemistry (3)
- CHEM 311: Instrumental Methods of Analysis (4)
- CHEM 332: Physical Chemistry II (4)
- BIOL 300: Genetics (4)

## Requirements for a Chemistry Minor

The following courses are **required**:

- CHEM 111: General Chemistry I (5)
- CHEM 112: General Chemistry II (5)
- CHEM 251: Organic Chemistry I (3)
- CHEML 251: Organic Chemistry Laboratory I (2)
- CHEM 252: Organic Chemistry II (3)
- CHEML 252: Organic Chemistry Laboratory II (2)

Choose **one** of the following five options:

- CHEM 211: Analytical Chemistry (5)
- 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 natural science major 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 student's academic advisors. The minimum requirements for the natural science major outlined below allow some flexibility in the selection of science courses.

The following courses are **required**:

- BIOL 111: General Biology I (5)
- BIOL 112: General Biology II (5)
- CHEM 111: General Chemistry I (5)
- CHEM 112: General Chemistry II (5)
- One advanced chemistry course (200 level or above) (3-4)
- MATH 201: Calculus with Analytic Geometry I (4) **OR** MATH 112: College Algebra (3) **AND** MATH 113: Trigonometry (3)
- PHYS 201: General Physics I (4) **OR** PHYS 211: University Physics I [Calculus based] (5)
- CHEM 356: Intro to Senior Seminar (0)
- CHEM 357: Senior Seminar (1)

In addition to the above, 24 credit hours in chemistry, biology and/or physics at the 200-level or above are required. At least seven (7) of these 24 credit hours must be at the 300-level.

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 Science**

The pre-pharmacy program at Saint Xavier University is a two-year course of study designed to prepare students to enter pharmacy schools. Pre-pharmacy students will be assigned academic advisors to assist them in course selection and admission to area colleges of pharmacy.



## Communication Department

The **Communication Department** 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 department 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 areas of emphasis: strategic communication, media communication or sports communication.

### Career Opportunities

Each concentration is designed to prepare the student for advanced degree work and/or employment 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.

### Faculty

B. Mello, Chair; C. Grobmeier; B. Paxton

### Communication Major (36 Credit Hours)

Students select one of three concentrations (21 hours) to complete the major.

- **Strategic Communication** -- this concentration is targeted to students who seek to enter into corporate communication positions or non-profit communication positions
- **Media Communication** -- this concentration is targeted to students interested in pursuing careers in the consistently changing world of modern mass media
- **Sports Communication** -- this concentration 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.

#### 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

#### Strategic Communication

**Required** to complete this concentration:

- COMM 216: Introduction to Health Communication
- COMM 244: Introduction to Public Relations
- COMM 335: Organizational Communication

Choose **four** courses from the following:

- COMM 203 Intercultural Communication
- COMM 206: Communicating with Social Media
- COMM 210: Interpersonal Communication
- COMM 313: Persuasion
- COMM 333: Communication Problems and Topics

- COMM 350: Gender, Identity and Communication
- COMM 375: Emerging Technologies
- COMM 337: Leadership Communication
- COMM 325: Internet as Communication
- COMM 306: Organizational Assessment
- COMM 209: Small Group Communication
- COMM 368: Communication Responsibilities

### Media Communication

**Required** to complete this concentration:

- COMM 220: Digital Audio Production
- COMM 221: Digital Video Production
- COMM 222: Critical Television Studies

Choose **four** courses from the following:

- COMM 206: Communicating with Social Media
- COMM 301: Law of Mass Communication
- COMM 321 Electronic Journalism
- COMM 333: Communication Problems and Topics
- ART 322: Advertising in Marketing
- COMM 375: Emerging Technologies
- COMM 325 Internet as Communication
- COMM 305: Television and Film Scriptwriting
- COMM 244: Introduction to Public Relations
- ART 113: Photo 1: Digital
- ART 315: Website Art and Design
- COMM 368: Communication Responsibilities

### Sports Communication

**Required** to complete this concentration:

- COMM 206: Communicating with Social Media
- COMM 207: Sports Communication
- COMM 321: Electronic Journalism

Choose **four** courses from the following:

- COMM 203 Intercultural Communication
- COMM 221: Digital Video Production
- COMM 220: Digital Audio Production
- COMM 244: Introduction to Public Relations
- COMM 335: Organizational Communication
- COMM 325: Internet as Communication
- COMM 321: Electronic Journalism
- COMM 333: Communication Problems and Topics
- COMM 350 Gender and Communication
- COMM 375: Emerging Technologies
- ART 322: Advertising in Marketing
- ART 113: Photo 1: Digital
- ART 315: Website Art and Design
- ENGL 235: Literature and Sports
- SOC 140: Sociology of Sports
- COMM 368: Communication Responsibilities

## Applied Communication Major/Degree Completion (30 Credit Hours)

The Bachelor of Arts in Communication/Major 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 department 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 206: Communication with Social Media
  - COMM 211: Introduction to Mass Communication
  - COMM 244: Introduction to Public Relations
  - COMM 313: Persuasion
  - COMM 335: Organizational Communication
  - COMM 337: Leadership Communication
  - COMM 365: Internship
  - COMM 333: Communication Problems (A Capstone Course)
3. Electives to complete 120 credit hours

## **Communication Minor**

Communication minors must complete COMM 200 **OR** 211, and four 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.

## Computer Science Department

The **Computer Science Department** supports the mission of the University by providing education in computing through baccalaureate degrees in computer science and computer studies and the master of applied computer science. The computer science major is a generalist curriculum following currently accepted guidelines. Computer studies offers an undergraduate curriculum of applied skills and concepts. A five-year accelerated bachelor's-master's option is also available. Because computing professionals must be lifelong learners, the faculty is committed to preparing them with substantial knowledge, practical skills, critical thinking skills, and an awareness of the social and ethical impacts of their work.

### Faculty

J. Vanderhyde, Chair; I. Al Saeed; J. Mehta

### 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, 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.

#### Requirements for a Major in Computer Science (48 credit hours)

A bachelor of science degree is awarded in computer science.

The 48 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)

2. **PLUS** at least four courses offered by the department at the 200-level or above.

3. **Required** mathematics courses for the B.S. degree: MATH 135: Introduction to Statistics (4 credit hours), MATH 200: Introduction to Discrete Mathematics (3 credit hours).

4. A grade of C or better is required of all courses in the major.

#### Requirements for a Minor in Computer Science

1. **Required** computer science courses: CMPSC 112, a programming course (CMPSC 201 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 studies majors.

### Computer Studies (B.A.)

The major in computer studies is an applications-oriented program. The emphasis of study in this program is on mastering the computer as a productivity tool. 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. Majors in computer studies will find courses in mathematics or business are good selections to complement their program of study.

### **Requirements for a Major in Computer Studies (44 credit hours)**

A bachelor of arts degree is awarded in computer studies.

The 44 credit hours must consist the following:

#### **1.Required courses**

- CMPSC 112: Survey of Computer Science (3)
- CMPSC 201: Visual BASIC Programming (4)
- CMPSC 205: Productivity Applications (3)
- CMPSC 206: World Wide Web Applications I (3)
- CMPSC 235: Systems Analysis and Design (3)
- CMPSC 255: Introduction to Networks (3)
- CMPSC 256: Operating Systems for the Practitioner (3)
- CMPSC 306: World Wide Web Applications II (3)
- CMSPC 309: Issues in Computing (3)
- CMPSC 321: Relational Database Theory and Design (4)
- CMPSC 395: Computer Studies Capstone (3)

2.**PLUS** three other courses offered by the department at the 200-level or above.

3.A grade of C or better is required in all courses counting toward the major.

### **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.

### **The 5-Year Accelerated Bachelor's-Master's (ABM) Option**

This provides students majoring in computer science or computer studies with the opportunity to complete the bachelor's (B.S. or B.A.) and master's (MACS) degrees in five years.

- A student who is interested in the accelerated option must declare his/her interest in the first semester of enrollment and must complete the 5-Year Accelerated Option application in their junior year.
- To be considered for the accelerated option, an applicant must have a GPA of 3.0 or higher both overall and in major courses.
- A student who is admitted to the accelerated option may enter the dual status (B.S./MACS or B.A./MACS) after completing at least 90 credit hours of undergraduate courses including at least 50 percent of the required major courses.
- After entering the dual status, a student may take 12 credit hours of 400/500 level courses that count towards the general elective in the B.A./B.S. and towards the MACS degree, but not towards the required or elective courses in the major itself for B.A./B.S.
- A student takes the remaining courses (24 hours) in Year 5, including summer terms.
- A student in the ABM option must complete the master's degree within 18 months from the completion of the bachelor's degree or the graduate courses taken at the undergraduate level will no longer be applicable to the master's degree.

## Degree Completion Programs

The College of Arts and Sciences 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.)
- [Leadership and Public Administration](#) (B.A.)
- [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) or an approved research course
- FOSEM 350: Senior Seminar/Project (3) or an approved upper level course

#### One Area of Concentration (24 credit hours)

- Social Sciences (one discipline or a combination of allied areas)
- Humanities (one discipline or a combination of allied areas)
- Customized concentrations, including thematic areas, with approval of advisor and dean.

### 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 Department

Saint Xavier University's **Education Department** offers the Bachelor of Science degree in education through undergraduate programs of study that prepare students to assume teaching responsibilities in early childhood, elementary, middle level, OR in secondary schools, earning a Bachelor of Arts or Bachelor of Science degree. Such preparation integrates theory and clinical experiences in various institutions or agencies, enabling graduates to function effectively as humane, liberally educated professionals.

The Education Department prepares scholars, lifelong learners, leaders and reflective professionals dedicated to the pursuit of excellence. The logo of the Education Department 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 Department offers the following programs approved by the Illinois State Board of Education and accredited by the National Council for Accreditation of Teacher Education (NCATE):

**Early Childhood Education:** Professional Educator License (PEL) endorsed to teach in birth to grade two classrooms with an additional ESL endorsement and Special Education Letter of 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 in departmental self-contained middle level classrooms, fifth grade through grade eight with an endorsement in language arts, reading teacher and social science or mathematics and science.

**Secondary Education:** Professional Educator License (PEL) endorsed to teach art, biology, English language arts, mathematics or social science in grades 9 through 12 or music or Spanish in kindergarten through grade 12.

### Faculty

M. Carroll; K. McInerney; J. Reinhart; M. Spelman

### Appeal Process for Denial to Candidacy in the Education Department 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 Department 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 P-12 school children and the community the Education Department 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, which are aligned with NCATE/SOE selected requirements for dispositions to assess candidate dispositions and develop supportive interventions. An individual disposition status-level system is in place for each Education Department candidate; this system indicates the level at which a candidate stands based on faculty and professional staff evaluation.



The Education Department Disposition Support Model includes five levels. Faculty and staff work closely with candidates in levels two and three to correct potential or observed disposition concerns. If candidates reach the fourth status level, they are considered to have demonstrated unsatisfactory dispositions and may be placed on probation by a disposition review team. Candidates, whose demonstrations of inappropriate dispositions reach the fifth status level, may be recommended for dismissal from the program by a review team; the department chair determines whether or not the candidate is dismissed from the program. For additional information, refer to the program specific [Disposition Support Model Handbook](#).

## Grievance Policy/Procedures for Disposition Decisions

Candidates who believe that they have been unfairly assigned to level four or level five may initiate a grievance. A candidate may submit a grievance and participate in mediation by following the steps below.

### Step 1: Initiation of Grievance

The candidate must submit a disposition status grievance form (herein after referred to as the "disposition grievance form") along with any supporting documents to the dean's office. The disposition grievance forms are housed in the office of the Department Chair of the Education Department.

Once the dean receives the grievance form, the formal disposition grievance process begins, and the dean sends the paperwork to a mediator, selected by the dean for the case (a mediator may serve on more than one case).

### Step 2: Mediation

The mediator has 10 business days from receipt of the disposition grievance form to initiate mediation. The role of the mediator is to be informed of the needs of both parties and to work with both parties to identify potential solutions. The mediator will submit a report to the department chair that includes an overview of the process and a recommendation. If the mediation is not successful, the mediator will provide a written report to the department chair. The candidate can provide a written appeal to the mediator's recommendation to the dean. The department chair will either uphold the mediator's recommendation or uphold the appeal. For additional information, refer to the [Disposition Support Model Handbook](#) for Initial Licensure Programs.

## 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 Department 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 Department 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 at [Illinois State Board of Education website](http://www.isbe.net).

### Benchmark I: Admission to Candidacy in the Education Department -- Candidate Status

Candidate status is achieved by being approved for admission to the Education Department. Admission to candidate status is required of all undergraduate students majoring in a program in the Education Department or the College of Arts and Sciences 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 cumulative GPA of 3.0 or above
3. Meeting the basic skills requirement, a cumulative GPA -- 3.0 or higher and passing state of Illinois basic skills requirement -- the basic skills requirement can be met in one of 7 ways:
  - a passing score on the "old" Illinois Tests of Basic Skills (096 or 300) -- *replaced by the current Test of Academic Proficiency (TAP)*
  - a passing score on all four sections of the Test of Academic Proficiency (TAP)
  - a composite score on the ACT Plus writing of 22 or higher *and* a minimum score of 19 on the Combined English/writing on tests taken **before 9/1/2015** (scores can be combined from two different score reports)
  - a composite score on the ACT Plus Writing of 22 or higher *and* a minimum score of 16 in writing on tests taken **between 9/1/2015 and 9/1/2016** (scores can be combined from two different score reports)
  - a composite score on the ACT Plus writing of 22 or higher *and* a minimum score of 6 in writing on tests taken **after 9/1/2016** (scores can be combined from two different score reports)
  - a composite score on the SAT of 1030 (critical reading + mathematics = 1030 or higher) *and* a minimum score of 450 on writing on tests taken **before 3/5/2016** (scores can be combined from two different score reports)
  - a composite score on the SAT of 1110 (Evidence-based reading and writing + mathematics = 1110 or higher) *and* a minimum score of 26 on the writing and language test on tests taken **on or after 3/5/2016** (scores can be combined from two different score reports.)

Licensure test dates, registration materials, study guides, and a practice diagnostic basic skills test are available at [www.il.nesinc.com](http://www.il.nesinc.com).

1. Maintain a minimum SXU cumulative grade point average of 3.0
2. Maintain appropriate professional dispositions
3. Successfully complete the required fingerprinting/criminal background investigation
4. Complete the required VIRTUS training
5. 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 the electronic LiveText portfolio to EDU 400 course in LiveText and successful completion of an Educators Symposium the semester prior to student teaching
5. Submission of an online student teaching application, resume and student teaching agreement one year prior to student teaching semester
6. Completion of all required health screenings
7. Completion of all required field-experience hours
8. 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:

*PA 99-021 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.*

Reference: [Student Teacher Background Checks Go Into Effect January 1](#)

## Benchmark III: Exit from 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. Satisfactory ratings by supervisor and cooperating teacher on student teaching evaluations
3. Grade of C or better in clinical practice
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 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 the edTPA
5. Submission of all required documents and fees

*Transferability of professional education courses*

*Level Two courses in professional education must be completed at Saint Xavier University.*

## State of Illinois Licensure Requirements

Each person applying for an early childhood, elementary, middle level, or secondary (9-12 or K-12) Professional Educator License (PEL) must pass the **Illinois Licensure Testing System (ILTS)** basic skills requirement, the appropriate test(s) of content-area knowledge and the Educative Teacher Performance Assessment (edTPA).

The basic skills requirement must be passed prior to enrollment in level two courses.

**Meeting the basic skills requirement:** a cumulative GPA -- 3.0 or higher and passing State of Illinois basic skills requirement -- the basic skills requirement can be met in one of 7 ways:

- a passing score on the "old" Illinois Tests of Basic Skills (096 or 300) -- *replaced by the current Test of Academic Proficiency (TAP)*
- a passing score on all four sections of the Test of Academic Proficiency (TAP)
- a composite score on the ACT Plus writing of 22 or higher *and* a minimum score of 19 on the combined English/writing on tests taken **before 9/1/2015** (*scores can be combined from two different score reports*)
- a composite score on the ACT Plus writing of 22 or higher *and* a minimum score of 16 in writing on tests taken **between 9/1/2015 and 9/1/2016** (*scores can be combined from two different score reports*)
- a composite score on the ACT Plus writing of 22 or higher *and* a minimum score of 6 in writing on tests taken **after 9/1/2016** (*scores can be combined from two different score reports*)
- a composite score on the SAT of 1030 (critical reading + mathematics = 1030 or higher) *and* a minimum score of 450 on writing on tests taken **before 3/5/2016** (*scores can be combined from two different score reports*)
- a composite score on the SAT of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher) *and* a minimum score of 26 on the writing and language test on tests taken **on or after 3/5/2016** (*scores can be combined from two different score reports*)

The ILTS content-area test(s) must be passed prior to the start of clinical practice (student teaching). Candidates must pass the educative teacher performance assessment (edTPA) during student teaching to complete the Illinois licensure requirements.

Complete information on the licensure testing program is found at the **ILTS website**.

## Field Experiences

Programs offered through the **Education Department** 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 Director for School Partnerships 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 NCATE, ISBE and institutional standards and follow the state of Illinois and Saint Xavier University Education Department 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 Department coursework prior to clinical practice. Candidates who intend to complete their clinical practice in private schools must complete a minimum of 60 hours of field experience in public school settings.



## 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 Department 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 may 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 Department Fingerprinting Policy

### Field Experience

It is the responsibility of the SXU Education Department to verify to our school partners that teacher candidates assigned to school sites for field experiences and/or clinical practice have not been convicted of any illegal activity. To ensure the accuracy and current nature of this information, all Education Department 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 Department accordingly, if any action is necessary.*

Other fingerprinting agencies do not share updated reports with the SXU Education Department. SXU Education Department 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:

- Education Department candidates currently employed as certified teachers, substitutes or paraprofessionals in the Chicago Public School (CPS) system. If CPS currently employs a candidate, the candidate needs to notify the Education Department; we then verify their employment with our CPS liaison.
- Students-at-large (e.g., certified 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.

### 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:

*PA 99-021 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.*

Reference: [Student Teacher Background Checks Go Into Effect January 1](#)



## Early Childhood Education Program

The undergraduate Early Childhood Education Program prepares candidates to work with children from Birth through Grade 2. Completion of the program leads to a Bachelor of Science degree and prepares candidates to obtain an Illinois Professional Educators License with an endorsement in Early Childhood Education, ESL and an Early Childhood Special Education Letter of 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.

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 blocks 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 a one academic year inside schools working alongside veteran Early Childhood educators.

## University General Education and Illinois State Board of Education Coursework Requirements

### Level I Courses

- TRANS 100: Transitions (1)
- FYS 175: First-Year Seminar (3)
- PHIL 140: The Examined Life (3)
- ENGL 120: Rhetoric and Writing (3)
- COMM 101: Speech Fundamentals (3)
- Mathematics (1 course) (3)

### Level II Courses

- 2 Natural Science courses (6)
- Life Science
- Physical Science
- 2 Social Science courses (6)
- 2 different disciplines
- 2 History courses (6)
- 2 courses in Art, Humanities, Literature, Music
- 2 different disciplines (6)
- 1 200 or 300 level Philosophy course (in addition to PHIL 140 or PHIL 150) (3)
- 2 Religious Studies courses (6)

### Level III Global and Diversity Studies Course Requirements

- 2 courses in Diversity Studies (6)
- 2 courses in Global Studies/Foreign Languages (6)

**Note:** Students complete the two-course requirement in diversity studies and the two-course 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 an Early Childhood Education endorsement. These courses also fulfill many of the general education requirements listed above.



- POLSCI 101: Introduction to US 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)
- PHSCI 201: Physical Science for Teachers (3)
- PHSCI 202: Earth and Space Science for Educators (3)
- MATH 112: College Algebra (3)

## 8-Semester Course of Study

### Freshman I (16 credits)

- EDU 103: Professional Educators Seminar I (0)
- TRANS 100: Transitions (1)
- RELST 175: (3)
- ENGL 120: Rhetoric and Writing (3)
- PHIL 140: The Examined Life (3)
- POLSCI 101: Intro to US Government (3)
- Fine Arts Elective (3)

### Freshman II (18 credits)

- EDU 104: Professional Educators Seminar II (0)
- MATH 112: College Algebra (3)
- COMM 101: Speech Fundamentals (3)
- Philosophy Elective (200+) (3)
- Literature Elective (Global Studies) (3)
- Religious Studies Elective (Global Studies) (3)
- BIOL 101: Principles and Methods of Biology (3)

### Sophomore I (16 credits)

- EDU 105: Professional Educators Seminar III (0)
- EDU 363: Theoretical Foundations of Teaching ESL and Bilingual Education (3)
- EDU 323: Survey of Students with Exceptionalities (3)
- MATH 121: Math for Teachers I (3)
- PHSCI 201: Physical Science for Teachers (4)
- SOCSCI 101: World Geography (3)

### Sophomore II (18 credits)

- EDU 201: Early Childhood Mentoring/edTPA Seminar I - Hybrid (2)
- EDU 364: Methods of Teaching English as a Second Language (3)
- EDU 210: Physical, Psychosocial and Cognitive Development Infants and Toddlers (2)
- EDU 211: Infants and Toddlers Environments, Programs and Activities (2)
- EDU 212: Foundations of Early Childhood Education (2)
- MATH 122: Math for Teachers II (3)
- PHSCI 202: Earth and Space Science for Educators (3)
- EDUL 212: Sophomore II Field Experience Block (1)

### Sophomore Summer (3 credits)

- EDU 367 Linguistics for Educators (3)

### Junior I (17 credits)

- EDU 203: Early Childhood Mentoring/edTPA Seminar II - Hybrid (2)
- EDUL 200: Education Orientation (0)
- EDU 251: Physical, Psychosocial and Cognitive Development PreK-Grade 2 (2)
- EDU 252: Inquiry and Play in Early Childhood Education (3)



- EDU 253: Integrated Curriculum and Methods in Early Childhood Education (3)
- EDU 254: Emergent Literacy and Language Development (3)
- HIST 190: Economic Development in U.S. History (3)
- EDUL 222: Junior I Field Experience Block # 1 (.5)
- EDUL 223: Junior I Field Experience Block # 2 (.5)

#### **Junior II (18 credits)**

- EDU 204: Early Childhood Mentoring/edTPA Seminar III - Hybrid (2)
- 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 366: Methods and Materials for Teaching English in a Bilingual Program (3)
- EDUL 232: Junior II Field Experience Block # 1 (.5)
- EDUL 233: Junior II Field Experience Block # 2 (.5)

#### **Junior Summer (3 credits)**

- EDU 368: Assessment of Bilingual Students 3

#### **Senior I (17 credits)**

- EDU 365: Cross-Cultural Studies in Bilingual Programs (3)
- EDU 311: Assessment of Typically and Atypically Developing Young Children (2)
- EDU 309: Child, Family and Multicultural Community (2)
- EDU 390: Student Teaching I (4)
- EDU 395: edTPA/Student Teaching Seminar I (3)
- HIST 102: World History Since 1500 (3)

#### **Senior II (12 credits)**

- EDU 396: Student Teaching II (9)
- EDU 398: Student Teaching Seminar II (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 1 through 6. 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.

## University General Education and Illinois State Board of Education Coursework Requirements

### Level I courses

- TRANS 100: Transitions (1)
- FYS 175: First-Year Seminar (3)
- PHIL 140: The Examined Life (3)
- ENGL 120: Rhetoric and Writing (3)
- COMM 101: Speech Fundamentals (3)
- Mathematics (1 course)

### Level II courses

- 2 Natural Science courses
- Life Science (3)
- Physical Science (3)
- 2 Social Science courses
- 2 different disciplines (6)
- 2 History courses (6)
- 2 courses in Art, Humanities, Literature, Music
- 2 different disciplines (6)
- 1 200 or 300 level Philosophy course (in addition to PHIL 140 or PHIL 150) (3)
- 2 Religious Studies courses (6)

### Level III Diversity and Global Studies

- 2 courses in Diversity Studies (6)
- 2 courses in Global Studies/Foreign Languages (6)

**Note: Students complete the two-course requirement in diversity studies and the two-course 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 US 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)
- PHSCI 201: Physical Science for Teachers (3)
- PHSCI 202: Earth and Space Science for Educators (3)
- MATH 112: College Algebra (3)

## 8-Semester Course of Study

### Freshman I (16)

- EDU 103: Professional Educators Seminar I (0)
- TRANS 100: Transitions (1)
- FYS 175: (Religious Studies) (3)
- ENGL 120: Rhetoric and Writing (3)
- PHIL 140: The Examined Life (3)
- POLSCI 101: Intro to US Government (3)
- Fine Arts Elective (3)

### Freshman II (15)

- EDU 104: Professional Educators Seminar II (0)
- MATH 112: College Algebra (3)
- COMM 101: Speech Fundamentals (3)
- Philosophy Elective (200+) (3)
- HIST 102: World History Since 1500 (3)
- Literature Elective (Global Studies) (3)

### Sophomore I (17)

- EDU 105: Professional Educators Seminar III (0)
- EDU 110: Introduction to Educational Technology (2)
- EDU 209: Literature for Children and Adolescents (3)
- MATH 121: Math for Teachers I (3)
- Religious Studies Elective (Global Studies) (3)
- SOCSCI 101: World Geography (3)
- BIOL 101: Principles and Methods of Biology (3)

### Sophomore II (18)

- EDU 206: Elementary Mentoring/edTPA Seminar I - Hybrid (2)
- EDU 205: Child Growth and Development (3)
- EDU 323: Survey of Students with Exceptionalities (3)
- EDU 282: Reading Informational Text in the Content Areas (3)
- EDU 364: Methods of Teaching English as a Second Language (3)
- EDUL 211: Sophomore II Field Experience Block (1)
- MATH 122: Math for Teachers II (3)

### Junior I (18)

- EDU 207: Elementary Mentoring/edTPA Seminar II - Hybrid (2)
- EDU 200: Introduction to the Profession of Teaching (3)
- EDUL 200: Education Orientation (0)
- EDU 339: Managing the Elementary Classroom: Behavior Management and Instructional Planning (2)
- EDU 318: Foundations and Methods of Literacy and Language Arts (3)
- EDUL 221: Junior I Field Experience Block (1)
- PHSCI 201: Physical Science for Teachers (4)
- HIST 190: Economic Development in U.S. History (3)

### Junior II (18)

- EDU 208: Elementary Mentoring/EdTPA Seminar III - Hybrid (2)
- 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 383: Supporting Struggling Readers in the Regular Classroom Setting: Instruction, Support, Materials and Resources for the Supplemental Curriculum (3)
- EDU 242: Using Student Achievement Data to Support Instructional Decision (3)
- EDUL 242 Using Student Achievement Data to Support Instructional Decision LAB (0)

- EDU 284: Teaching Writing Across the Curriculum (2)
- EDUL 231: Junior II Field Experience Block (1)
- PHSCI 202: Earth and Space Science for Educators (3)

### **Senior I**

1. EDU 385: Developing Proficient Readers: Instruction, Support, Materials and Resources for the Core Curriculum (3)
2. EDU 343: Assessment and Diagnosis of Reading Problems (3)
3. EDU 336: Methods of Teaching Mathematics in the Elementary Classroom (3)
4. EDUP 395: Literacy Practicum (2)
5. EDUP 389: Math Practicum I (1)
6. EDU 322: Student Teaching I (3)
7. EDU 392: Student Teaching Seminar I (3)

### **Senior II**

- EDU 394: Student Teaching Seminar II (3)
- EDU 350: Student Teaching II (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 specific content in grade five through grade eight. Completion of the program leads to a Bachelor of Science degree and prepares candidates to obtain an Illinois Professional Educator License (PEL) with endorsements in:

- middle-level education, language arts, reading teacher and social science

OR

- middle-level education, mathematics and science

The Middle Level Education Program consists of general education and professional education courses that address requirements for graduation and the State of Illinois requirements for licensure.

## University General Education and Illinois State Board of Education Coursework Requirements

### Level I Courses

- TRANS 100: Transitions (1)
- FYS 175: First-Year Seminar (3)
- PHIL 140: The Examined Life (3)
- ENGL 120: Rhetoric and Writing (3)
- COMM 101: Speech Fundamentals (3)
- Mathematics (1 course) (3)

### Level II Courses

- 2 Natural Science courses (6)
- Life Science
- Physical Science
- 2 Social Science courses (6)
- 2 different disciplines
- 2 History courses (6)
- 2 courses in Art, Humanities, Literature, Music
- 2 different disciplines (6)
- 1 200 or 300 level Philosophy course (in addition to PHIL 140 or PHIL 150) (3)
- 2 Religious Studies courses (6)

### Level III Global and Diversity Studies Course Requirements

- 2 courses in Diversity Studies (6)
- 2 courses in Global Studies/Foreign Languages (6)

**Note:** Students complete the two-course requirement in diversity studies and the two-course 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.

## 8-Semester Course of Study (Cohort Model)

Middle Level -- Language Arts, Reading Teacher and Social Science

### Freshman I (16 credits)

- EDU 103: Professional Educators Seminar I (0)

- TRANS 100: Transitions (1)
- FYS 175: Religious Studies (3)
- ENG 120: Rhetoric and Writing (3)
- MATH 112: College Algebra (3)
- POLSCI 101: Intro to U.S. Government (3)
- HIST 101: World History to 1500 (3)

### **Freshman II (18 credits)**

- EDU 104: Professional Educators Seminar II (0)
- COMM 101: Speech Fundamentals (3)
- PHIL 140: The Examined Life (3)
- Fine Arts Elective (3)
- ENG 202: English Literature Since 1700 - Global Studies (3)
- HIST 102: World History Since 1500 (3)
- Life Science Elective (3)

### **Sophomore I (18 credits)**

- EDU 105: Professional Educators Seminar III (0)
- Philosophy Elective 200+ (3)
- Religious Studies Elective (3)
- SOCSCI 101: World Geography (3)
- HIST 230: Illinois History (3)
- EDU 209: Literature for Children and Adolescents (3)
- ENG 155: Introduction to Literature - Global Studies (3)

### **Sophomore II (18 credits)**

- EDU 216: Middle School Mentoring/edTPA Seminar I - Hybrid (2)
- EDU 323: Survey Students with Exceptionalities (3)
- EDU 282: Reading Informational Text in the Content Areas (3)
- EDU 364: Methods of Teaching ESL (3)
- ENG 204: American Literature since 1865 (3)
- SOCSCI 105: Economics for the Social Sciences (3)
- EDUL 311: Sophomore II Field Experience Block (1)

### **Junior I (18 credits)**

- EDU 217: Middle School/edTPA Mentoring Seminar II - Hybrid (2)
- EDU 200: Introduction to the Profession of Teaching (3)
- EDUL 200: SOE Orientation (0)
- EDU 318: Foundations and Methods of Teaching Literacy and Language Arts (3)
- EDU 308: Managing the Middle Level Classroom: Behavior Management and Instructional Planning (2)
- HIST 190: Economic Development in U.S. History (3)
- PHSCI 201: Physical Science for Teachers (4)
- EDUL 321: Junior I Field Experience Block (1)

### **Junior II (18 credits)**

- EDU 218: Middle School/edTPA Mentoring Seminar III - Hybrid (2)
- EDU 379: Middle Level Assessment and Data Informed Instruction (2)
- EDUL 379 Middle Level Assessment and Data Informed Instruction LAB (0)
- EDU 317: Young Adolescent Development (2)
- EDU 383: Supporting Struggling Readers in the Regular Classroom Setting: Instruction, Support, Materials and Resources for the Supplemental Curriculum(3)
- EDU 284: Teaching Writing Across the Curriculum (2)
- PHSCI 202: Earth and Space Science for Educators (3)
- ENGL 241: Introduction to Language and Linguistics (3)
- EDUL 331: Junior II Field Experience Block (1)

### Senior I (18 credits)

- EDU 385: Developing Proficient Readers: Instruction, Support, Materials and Resources for the Core Curriculum (3)
- EDU 343: Assessment and Diagnosis of Reading Problems (3)
- EDU 386: Principles and Methods of Teaching Social Science in the Middle School (3)
- EDU 391: Student Teaching I (3)
- EDU 392: Student Teaching Seminar I (3)
- EDUP 395: Literacy/Reading Practicum (2)
- EDUP 396: Social Studies Practicum (1)

### Senior II (12 credits)

- EDU 393: Student Teaching II (9)
- EDU 394: Student Teaching Seminar II (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.*

## 8-Semester Course of Study (Cohort Model)

### Middle Level -- Mathematics and Science

#### Freshman I (16 credits)

- EDU 103: Professional Educators Seminar I (0)
- TRANS 100: Transitions (1)
- FYS 175: First Year Seminar - Religious Studies (3)
- ENG 120: Rhetoric and Writing (3)
- MATH 121: Math for Teachers I (3)
- POLSCI 101: Introduction to U.S. Government (3)
- BIOL 101 Principles and Methods of Biology (3)

#### Freshman II (18 credits)

- EDU 104: Professional Educators Seminar II (0)
- MATH 122: Math for Teachers II (3)
- COMM 101: Speech Fundamentals (3)
- PHIL 140: The Examined Life (3)
- HIST 102: World History Since 1500 (3)
- Fine Arts Elective (3)
- PHSCI 102: Intro to Astronomy (3)

#### Sophomore I (18 credits)

- EDU 105: Professional Educators Seminar III (0)
- Philosophy Elective 200+ - Global Studies (3)
- Religious Studies Elective (3)
- SOCSCI 101: World Geography (3)
- PHSCI 104: Introduction to Earth Systems/Geology (3)
- MATH 222: Statistics for Teachers (3)
- CHEM 103: Environmental Science (3)

#### Sophomore II (17 or 18 credits)

- EDU 216: Middle School Mentoring/edTPA Seminar I - Hybrid (2)
- EDU 323: Survey Students with Exceptionalities (3)
- EDU 283: Reading and Writing in the Content Areas (2)
- EDU 364: Methods of Teaching ESL (3)
- Literature Elective (3)

- MATH 226: Mathematical Modeling and Calculus for Teachers (4) **OR** MATH 221 Number Theory for Teachers (3)
- EDUL 312: Sophomore II Field Experience Block (1)

### **Junior I (18 credits)**

- EDU 217: Middle School Mentoring /edTPA Seminar II - Hybrid (2)
- EDU 200: Introduction to the Profession of Teaching (3)
- EDUL 200: SOE Orientation
- EDU 318: Foundations and Methods of Teaching Literacy and Language Arts (3)
- EDU 308: Managing the Middle Level Classroom: Behavior Management and Instructional Planning (2)
- PHSCI 201: Physical Science for Teachers + Lab (4)
- MATH 224: Geometry for Teachers (3) **OR** MATH 223 History of Math for Teachers (3)
- EDUL 322: Junior I Field Experience Block (1)

### **Junior II (17 or 18 credits)**

- EDU 218: Middle School Mentoring/edTPA Seminar III - Hybrid (2)
- EDU 379: Middle Level Assessment and Data Informed Instruction (3)
- EDUL 379 Middle Level Assessment and Data Informed Instruction LAB (0)
- EDU 317: Young Adolescent Development (2)
- BIOL 213: Interactions in the Environment (3)
- PHSCI 202: Earth/Space Science for Educators (3)
- MATH 221: Number Theory for Teachers (3) **OR** MATH 226 Mathematical Modeling and Calculus for Teachers (4)
- EDUL 332: Junior II Field Experience Block (1)

### **Senior I (18 credits)**

- MATH 351: Principles and Methods of Teaching Mathematics in the Middle School (3)
- EDU 387: Principles and Methods of Teaching Science in the Middle School (2)
- MATH 223: History of Mathematics for Teachers - Global Studies (3) **OR** MATH 224 Geometry for Teachers (3)
- HIST 190: Economic Development in U.S. History (3)
- EDU 391: Student Teaching I (3)
- EDU 392: Student Teaching Seminar I (3)
- EDUP 397: Mathematics Practicum (.5)
- EDUP 398: Science Practicum (.5)

### **Senior II (12)**

- EDU 393: Student Teaching II (9)
- EDU 394: Student Teaching Seminar II (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.*





## Secondary Education Program

The Secondary Education Program prepares candidates to teach in grades 9-12 or K-12. Saint Xavier University is approved to offer secondary education for the following content areas:

- Art: 9-12
- Biology: 9-12
- English: 9-12
- Mathematics: 9-12
- Social Science: 9-12
- Music: K-12
- Spanish: K-12

The program requires successful completion of general education courses, professional education courses and core courses, as outlined below:

### General Education Courses

1. Two (6) writing/communication skills courses, to include one (3) in written communication and one (3) in oral communication
2. One (3) mathematics course
3. Two (6) natural sciences courses, to include one life/biological science course, one physical sciences course
4. Four (12) history/social science courses, to include one (3) in U.S. history, one (3) in U.S. government, one (3) history elective and one (3) in general psychology
5. Two (6) literature/fine arts/humanities courses
6. University General Education requirements in Diversity Studies and Global Studies may be satisfied by other courses in general education, the area of concentration and professional education
7. A Bachelor of Science degree requires two (6) additional mathematics-science courses
8. A Bachelor of Arts degree requires two (6) additional foreign language/foreign culture courses
9. Candidates in a secondary education program must have completed a major in an appropriate subject area. All majors consist of a minimum of 32 credit hours in that subject area, and requirements are determined by the departments in the College of Arts and Sciences. Appropriate majors include the following: Art, Biology, English, Mathematics and Social Science. Spanish and music education programs lead to a K-12 licensure and have specific requirements in the major for program completion.

### Required Professional Education Courses

#### Level 1:

- EDU 200: The Profession of Teaching (3)
- EDUL 200: Education Orientation (0)
- EDU 202: Educational Psychology (3)
- EDU 323: Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)
- EDU 377: Historical and Social Trends in American Schooling (3)
- PSYCH 201: Adolescence and the Transition to Adulthood (3)

#### Level 2: \*

- 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: \*\*

- EDU 345: Seminar in Teaching and Learning (3)
- EDU 349 **OR** EDU 352: Directed Teaching-Secondary/K-12 (9)

*\*Enrollment requires full admission to the Education Department.*

*\*\*Enrollment requires passing Educators Symposium and appropriate 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](#).

## Requirements for Degree

Candidates in a secondary or K-12 education program should major in an appropriate subject area. All majors consist of a minimum of 32 credit hours, and major requirements are determined by the departments in the College of Arts and Sciences. In addition, candidates complete required education courses, the University core and Illinois licensure requirements.



## English as a Second Language and Bilingual Education Endorsements

The English as a Second Language (ESL) and Bilingual Education endorsement programs prepare teacher education candidates and licensed teachers to design and deliver effective instruction for culturally and linguistically diverse students. The six-course sequence focuses on teaching the English language arts (reading, writing, speaking and listening) across content areas to children who are second-language learners and on effective teaching in bilingual programs.

Each course is 3 credit hours, resulting in a total of 18 credit hours for the program. The required ESL and/or bilingual field experience equals 100 clock hours, or 3 months of teaching experience with ESL and/or bilingual students. This field experience component is met within the 6-course sequence.

It may be possible to complete field experience hours for an ESL and/or bilingual endorsement course while concurrently completing field experience hours for a professional education course in an elementary education, early childhood education, secondary education or special education licensure program if the field experience goals of each of the two concurrent courses can be fulfilled simultaneously in the same field setting. Teacher education candidates must obtain approval from their course instructors to fulfill field experience requirements in the same field setting for concurrent courses. Individuals who are granted an ESL and/or bilingual endorsement may teach in this capacity only at the grade levels for which their regular license is valid.

### English as a Second Language (ESL) Endorsement Requirements (18 credit hours)

ESL Endorsement (only) candidates must take:

- 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 369: Methods of Teaching English as a Second/Foreign Language to Adults and Children (3)
- EDU 380: Methods of Teaching in a Bilingual Program (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.***

### Bilingual Education Endorsement Requirements (18 credit hours)

Those candidates who wish to be endorsed in Bilingual Education must take:

- 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 380: Methods of Teaching in a Bilingual Program (3)
- EDU 367: Linguistics for Educators (3)
- EDU 368: Assessment of Bilingual Students (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 a 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.***

## Teaching English to Speakers of Other Languages (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 will be issued by the University (not the state of Illinois) upon the successful completion of the following courses below.

### Course Requirements (12 credit hours)

- 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.*

## Environmental and Sustainability Studies Program

The **Environmental and Sustainability Studies** program provides an interdisciplinary course of study that examines a wide variety of perspectives on the relationship between humans and the environment. Student's 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 the Environmental and Sustainability Studies program 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 Biology 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 students' junior or senior year

### Faculty

The Environmental and Sustainability Studies program involves an interdisciplinary course of study, and as such, the faculty who teach courses for the minor are drawn from many academic departments and schools within the university. These include, but are not limited to the following: art and design; biological sciences; business; computer science; chemistry; English and foreign languages; history and political science; philosophy; religious studies; sociology; anthropology and criminal justice.

### Administration

C. Appelt, Faculty Director

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



## Film and Media Studies

Film and Media Studies (FAMS) is an interdisciplinary academic program that integrates film and media theory with creative digital production. In our media saturated world, it is of vital importance to understand how cultural and aesthetic forms provide entertainment and information. The Film and Media Studies program offers students an opportunity to explore film, television, and electronic media as important art forms and cultural phenomena.

### Film and Media Studies Major

The Film and Media Studies major provides students with an interdisciplinary understanding of the history, theory and socio-cultural aspects of media, alongside artistic production and digital multi-media skills. In the FAMS program, students create an individualized program of study by choosing one of two concentrations: 1) media production that emphasizes experiential learning in media creation or 2) media analysis that focuses on media history and theory. In addition, students will take four electives to support their particular interests and career plans.

The FAMS capstone gives students the opportunity to bring together critical and creative approaches to develop a project in their area of interest, that range in form from screenplays, films, multi-media presentations, curated events and scholarly essays.

#### Film and Media Studies Major (36 credit hours)

##### Core Courses (9 credit hours)

- ART 111: Intro to Film Analysis (3)
- COMM 205: Mediated Message (3)
- COMM 211: Introduction to Mass Communication (3)

##### Concentration: (3 courses in 1 concentration, 9 credit hours)

Choose **either** the media production concentration **or** the media analysis concentration.

##### *Media Production*

- COMM 220: Digital Audio Production (3)
- COMM 221: Digital Video Production (3)
- ART 327: Multimedia (3)

##### *Media Analysis*

- ART 224: Contemporary Cinema (3)
- COMM 222: Television Studies (3)
- ENGL 334: Film as Text (3)

##### Electives (12 credit hours)

Choose **four** courses, 12 credit hours. Out of the four courses, one must be a 300-level course and one must be a course from the alternate concentration.

- 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 (Media Analysis Concentration) (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 (Media Production Concentration) (3)
- COMM 206: Communicating with Social Media (3)
- COMM 220: Digital Audio Production (Media Production Concentration) (3)

- COMM 221: Digital Video Production (Media Production Concentration) (3)
- COMM 222: Television Studies (Media Analysis Concentration) (3)
- COMM 301: Law of Mass Communication (3)
- COMM 305: Television and Film Scriptwriting (3)
- COMM 333: Feminist Film Studies (3)
- COMM 375: Emerging Technologies (3)
- ENGL 334: Film as Text (Media Analysis Concentration) (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)

**Capstone (2 courses, 6 credit hours)**

- COMM 324: Senior Seminar I (3)
- COMM 369: Senior Seminar II (3)

## 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. 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.

**Film and Media Studies Minor (18 credit hours)**

**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 222: Television Studies (3)
- COMM 301: Law of Mass Communication (3)
- COMM 305: Television and Film Scriptwriting (3)
- COMM 333: Feminist Film Studies (3)
- COMM 375: Emerging Technologies (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)

## Administration

B. Mello  
Faculty Director  
[mello@sxu.edu](mailto:mello@sxu.edu)



## History and Political Science Department

### Department Mission

The **History and Political Science Department** supports the University mission of liberal arts education in providing scholarship, 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

The History and Political Science Department offers a range of programs and courses geared toward the needs of majors, general education students, and candidates for teacher licensure. Most department 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. The department offers majors in history, political science, political communication and advocacy, leadership and public administration, social sciences education and international studies. It offers minors in history, political science, international studies, digital humanities and public administration.

### Secondary Education Students

The History and Political Sciences Department has designed its programs to align with the **Illinois Content Area Standards for Educators** established by the Illinois State Board of Education (ISBE), and the **Standards of the National Council for Social Sciences** (NCSS). Students who wish to become high school history teachers must seek licensure in the area of social sciences with a disciplinary specialization in history. They must pass the content examination which covers a wide range of concepts from history and the social sciences. The department offers a Social Sciences Education (SOCSC) major intended to prepare students for licensure under these policies. This program satisfies the Illinois Content Area Standards and leads to licensure in social sciences with a history specialization. The Social Sciences Education major provides a strong grounding in history but also allows students to develop a breadth across the social sciences. Interested students should discuss the program with advisors in the department. Students seeking secondary licensure must also be admitted to the Education Department, which requires maintaining an SXU grade-point average of 3.0 and meeting the basic skills requirement. Students in the SOCSC Education major must achieve an overall SXU grade-point average of 3.0 and complete all major courses, all general education courses, and all professional education courses with a minimum grade of C to be admitted to student teaching. Students considering this major should be aware that they might face a competitive job market as prospective secondary social science teachers. Success depends upon strong mastery of the content area as demonstrated by superior grades in coursework as well as the development of professional dispositions appropriate to teachers.

### Faculty

M. Costello, Chair; K. Alaimo; C. Fojtik; P.N. Kirstein; A. Lopez; G. Peck; R. Taylor

### Admission to Department

For admission as a major in one of the department's 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 department chairperson. Once admitted to the department, students will be assigned an advisor with whom they should consult each semester about their course of study. Department 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 department program requirements except by written permission from the department chair.

### History Majors

The immediate objective in studying history is to gain an understanding of what happened in the past. Such an understanding is essential for comprehending how society has evolved, and for critically reflecting upon both the accomplishments and limitations of today's world. The study of history involves acquisition of knowledge and understanding, cultivation of perspective, and development of communication and critical-thinking skills. Learning to assess the credibility of evidence and to formulate interpretations based on evidence are central concerns in the study of history. Historical skills are useful in preparing for many professions. Majoring in history can help students prepare themselves for careers in secondary teaching and for graduate study. The major provides excellent preparation for students planning careers in law, government service and journalism. History students also find career opportunities

in museums, libraries, archives, tourism and travel, historical preservation, business research and marketing. Finally, the study of history is an essential part of liberal education, encouraging critical and responsible citizenship and lifelong learning.

The history (HIST) major is a 36 credit hour program that provides a general grounding in the historical discipline for students seeking a liberal education.

\*All courses are 3 credit hours each unless otherwise noted.

### **Requirements for the History Major** **Departmental Requirements (36 credit hours)**

\*NOTE: 9 credit hours count toward University General Education requirements in history and social sciences.

#### **Required Courses (18 credit hours)**

- HIST 101: World History to 1500
- HIST 102: World History since 1500
- SOCSC 101: World Geography
- HIST 200: Introduction to the Discipline of History (prerequisite: 6 credit hours in History)
- HIST 201: Digital Humanities
- HIST 395: Senior Seminar (prerequisite: HIST 200 and one 300-level course in History)

#### **Elective Courses with the Following Distribution (18 credit hours)**

\*NOTE: At least **two** electives must be taken at the 300 level.

- HIST American history course
- HIST European history course
- HIST Non-Western history course
- HIST Three additional history courses (9)

#### **(See Item 1 under "Explanations and Recommendations" below)**

1. Select HIST courses may count toward satisfying the 6 credit hour University General Education requirement in foreign cultures, diversity or global studies. Students should consult the course types information on [Self-Service](#).
2. Selection of history electives should be made in consultation with a department advisor. These electives should be distributed in a manner that achieves broad geographical, chronological, thematic, methodological and comparative coverage.
3. The study of a foreign language is highly recommended for students planning to pursue graduate study in history at either the M.A. level or the Ph.D. level.

## **Political Science Major**

The study of politics is, at 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, to develop and evaluate arguments and to 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 sub fields of the discipline: U.S. government, international relations, comparative politics and political philosophy. Students are also encouraged to consider internship opportunities sponsored by the department.

## Requirements for the Political Science Major

### Departmental Requirements (30 credit hours)

\*NOTE: three credit hours count toward University general education requirements in social sciences.

### Required Courses (12 credit hours)

- POLSC 101: Intro. to U.S. Government
- POLSC 102: World Politics
- POLSC 250: Scope and Methods (Prerequisite: 6 credit hours in Political Science)
- POLSC 350: Senior Seminar (Prerequisite: POLSC 250 and one 300-level Political Science)

### Elective Courses with the Following Distribution (18 credit hours)

\*NOTE: At least **two** electives must be taken at the 300 level.

- POLSC Political Theory course
- POLSC Comparative Politics course
- POLSC American Politics course
- POLSC Three 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; department faculty will assist students in planning such experiences.

### Requirements for the International Studies Major (36 credit hours)

#### International Studies Core (18 credit hours)

\*NOTE: 12 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
- HIST 204: Hiroshima and the Nuclear Age
- HIST 221: American Foreign Relations
- 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, Culture 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
- HIST 364: Environmental History
- 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 241: World of the Indian Ocean
- HIST 242: History of Africa
- HIST 351: Colonial Legacy in Africa
- POLSC 227: African Politics

#### **Asia**

- ENGL 236: Chinese Literature 280
- ENGL 239: Japanese Literature
- HIST 241: World of the Indian Ocean
- 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 221: Ancient and Medieval Art
- ART 222: Art of the Renaissance through the Enlightenment
- ART 223: Modern and Contemporary Art
- HIST 206: Europe in the Middle Ages
- HIST 208: Modern Europe, 1789-Present
- HIST 211: Women in Modern European History

- HIST 251: Topics in European History
- HIST 320: European Enlightenment
- HIST 321: Old Regime and French Revolution
- FRNCH 231-232: Introduction to French Culture and Civilization
- MUS 330: Music History 1: Medieval, Renaissance, Baroque
- MUS 331: Music History 2: Classical, Romantic, Modern
- POLSC 230: Regional Politics: Europe
- POLSH 261: Introduction to Polish Culture and Civilization
- POLSH 263: Introduction to Polish Literature
- SPAN 307: Golden Age of Poetry
- SPAN 313: Romanticism and Post Romanticism
- SPAN 314: Realism at the Turn of the Century
- SPAN 319: Cervantes' Don Quixote

## 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
- ART 326: Art of the Islamic World
- ENGL 233: Middle Eastern Literature
- HIST 241: World of the Indian Ocean
- HIST 243: History of the Middle East
- MES 260: Topics in Middle Eastern Studies
- 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 prerequisites 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, to organize an advocacy campaign, and to 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 US 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 306: Organizational Communication
- COMM 337: Leadership Communication
- COMM 301: Law of Mass Communication
- COMM 298: Independent Research
- 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 6 credit hours of research or internship credit can count toward the major.

## Leadership and Public Administration Major

The Bachelor of Arts in Leadership and Public Administration is an online adult degree completion program designed for those pursuing careers in the public sector, such as governmental agencies, non-governmental organizations, management in hospitals or public health institutions, consulting in private firms, school boards, and human resources. It enhances the skills at management, decision-making and policy analysis for those seeking careers in international agencies, urban or regional planning, city management, and public relations as well as at the local, state/provincial, national/federal and supranational levels and in the nonprofit sector.

Leadership and Public Administration at Saint Xavier emphasizes three core areas: making, implementing and evaluating public policy; public sector decision-making; and leadership communication. The courses are designed to develop your skills in each of these areas so that you will be better able to navigate the public sector, to analyze policy, to negotiate and make decisions, and communicate effectively.

### Program Requirements (30 credit hours)

#### Transfer Policy

All transfer students must take ACSU 101: Transfer Student Orientation. It is a one-one-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.

To receive a B.A. in Leadership and Public Administration a student must complete 120 hours of study that include the following:

1. The University General Education Requirements, including the following courses:

- **Pre-requisites for admission**

- POLSC 101: Intro. to US Government
- MATH 112: College Algebra; or
- MATH 135: Introduction to Statistics

2. Major requirements (30 credit hours)

- POLSC 203: Introduction to Public Policy
- POLSC 206: State and Local Politics
- POLSC 207: Urban Politics
- POLSC 208: Introduction to Public Administration
- POLSC 301: Public Policy Analysis
- *One of the Following:*
  - POLSC 216: National Security Policy



- POLSC 222: Social Welfare Policy
  - POLSC 261: Topics in Public Policy
  - POLSC 305: Bargaining and Decision-Making
  - COMM 335: Organizational Communication
  - COMM 337: Leadership Communication
  - POLSC 304: Topics: Capstone
3. Electives to complete 120 credit hours

## Social Science Education Major

The social sciences education (SOCSC) major is designed for students seeking Illinois secondary licensure in the area of social sciences with a disciplinary specialization in history. It satisfies the Illinois Content Area Standards and requirements. It is ideal for students who intend to teach history and other social sciences in Illinois public high schools.

### Social Science Education (51 credit hours)

*\*NOTE:* 12 credit hours count toward University general education requirements in history and social sciences.

### Social Science Focus (24 credit hours)

- SOCSC 101: World Geography
- SOCSC 204: Economics for Social Sciences
- POLSC 101: Intro. to US Government
- POLSC 102: World Politics
- SOC 101: Introduction to Sociology
- 3 Elective courses (9 semester hours) in economics, sociology, anthropology or political science with no more than 6 hours in one discipline.

### History Concentration (27 credit hours)

- HIST 101: World History to 1500
- HIST 102: World History since 1500
- HIST 103: United States History to 1877
- HIST 104: United States History since 1877
- HIST 230: Illinois History
- HIST 200: Introduction to the Discipline of History (Prerequisite: 6 credit hours in History)
- HIST Elective (one 200 or 300-level course in non-U.S. history)
- HIST Elective (one 200 or 300-level course in history)
- HIST 395: Senior Seminar (Prerequisite: HIST 200 and one 300-level History)

## Requirements for Minor Programs

Students should consult with a department 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

Students must complete 18 credit hours as follows:

#### Required Courses (12 credit hours)

- POLSC 101: Introduction to US Government
- POLSC 208: Public Administration
- POLSC 301: Public Policy Analysis
- BUS 200: Principles of Economics-Macro

#### Elective Courses (6 credit hours)

Choose **two** courses from the following:

- COMM 209: Small Group Communication
- COMM 235: Organizational Communication I
- COMM 244: Introduction to Public Relations
- COMM 335: Organizational Communication II (Prerequisite is COMM 235)
- COMM 337: Leadership Communication
- Additional courses may meet requirements of the minor when approved by the department

### Digital Humanities Minor

Students must complete 18 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
- CMPSC 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.

## Administration

M. Costello

Chair; History and Political Science

[costello@sxu.edu](mailto:costello@sxu.edu)

## 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 to 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 for graduate study. Honors students may pursue any major offered at Saint Xavier University, and qualified Transfer students are also invited to participate in the program, after analysis of their previous college course work.

## Admission to the Program

Students will be invited into 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, 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 0-3 units per semester, they must complete a total of six honors units.**
2. Participants who enter Honors in the second semester of their first year or their second year, must complete **6 or 5 units**, respectively, depending upon whether they are first or second year students upon 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 4 units**, including HON 352/353.

### Honors Units may include:

1. Any 3-hour credit hour course designated by the prefix HONOR, which can be used to satisfy General Education and/or Major or Minor requirements. Second year Honors elective courses satisfy two GE requirements in the specified discipline.
2. Honors Interdisciplinary Seminar, which 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 200- or above level, 3-4 credit hour course. 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 by developing a creative plan within the course framework.

5. Honors Capstone Project, 3-6 credit hours. This course is required of all students who wish to graduate with honors. Project proposal must be approved by the Honors Program Director and the student's faculty mentor. Final project must be presented in a public forum.

## Language and Literature Department

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 in the Language and Literature Department 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. The department offers four majors for students to choose from, two with alternate concentrations:

- An English major with a choice of two concentrations:
  - Global literatures
  - Rhetoric and writing
- An English Secondary Education major for students preparing to teach grades 9-12
- A Spanish major with a choice of two concentrations:
  - Spanish language, Literature and Civilization
  - Spanish for the Professions
- A Spanish Education major for students preparing to teach grades K-12

In addition, the department offers minors in English, writing, Spanish and Latino/Latin American Studies.

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 Language and Literature Department provides its 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.

### Faculty

A. Bonadonna, chair and English education coordinator; K. Kaiser Lee, writing program director; S. Ambrose; N. Boyer; J. Gutowski; A. Karim; G. Rossetti; M.B. Tegan; O. Vilella, Latino/Latin American studies program director

### English and English Secondary Education

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 department 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.

The English secondary education major integrates a full professional program with the department's linguistic, literary and rhetorical foundations. The best teachers of English are also scholars of English -- and the most empowered teachers are those who can navigate the mandates of the profession from the perspectives of a scholarly formation while also understanding the art of teaching young adults.

Majoring in English also leads to a wide variety of professional graduate programs. Master's and doctoral programs in English accept students who want to prepare for college teaching and research. Historically, law schools have drawn their students from both political science and English. MBA programs and medical schools have also begun turning to majors from the liberal arts, such as English, for students. The English major at Saint Xavier University is flexible enough to allow for the addition of those basic courses in business or science needed for admission into professional programs.

All English and English secondary education majors at Saint Xavier University begin their course of study by taking introductory coursework in literary and rhetorical theory and practice. This common set of core course provides students the opportunity either (1) to delay their choice of a major (English or English Secondary Education) or a concentration within the English major (Global Literatures or Rhetoric and Writing) or (2) to switch concentrations or majors at a later date without losing credit for introductory coursework.

Sigma Tau Delta, the International English Honor Society, has a chapter on campus, Alpha Epsilon Xi. The chapter, moderated by a faculty member, sponsors literary activities and, by encouraging student participation in regional and national conferences, promotes literary research and creativity among its members.

**Learning Outcomes Common to Both English Majors**

Students who complete all requirements for either the English or English Secondary Education major will be able to:

- 1.**Read** complex texts critically and actively to articulate their own interpretations of the texts' meanings and perspectives.
- 2.**Write** effectively in a variety of genres for a variety of professional, academic, and social purposes and audiences.
- 3.**Identify** how formal elements of language and genre shape meaning.
- 4.**Analyze** texts in relation to their historical and social contexts.
- 5.**Integrate** literary, rhetorical, and cultural theories into their own reading and writing.
- 6.**Incorporate** primary and secondary research materials to support their written arguments.
- 7.**Synthesize** knowledge and skills gained through coursework into a culminating capstone project.

**Course-Level English Learning Outcomes**

Students who successfully progress through the English or English secondary education major will be able to do the following at the completion of each level:

**200-Level**

- 1.**Read** complex texts critically and actively to articulate their own interpretations of the texts' meanings and perspectives.
- 2.**Write** effectively in a variety of genres for a variety of professional, academic, and social purposes and audiences.

**300-Level**

- 1.**Identify** how formal elements of language and genre shape meaning.
- 2.**Analyze** texts in relation to their historical and social contexts.
- 3.**Integrate** literary, rhetorical, and cultural theories into their own reading and writing.
- 4.**Incorporate** primary and secondary research materials to support their written arguments.

**Senior Seminar Project/Experience**

- 1.**Synthesize** knowledge and skills gained through coursework into a culminating capstone project, meeting departmental and concentration-specific learning outcomes.

**Learning Outcomes Specific to Each English Major/Concentration**

In addition to the departmental and course-level learning outcomes, each English major concentration and the English secondary education major have specific learning outcomes:

**English Major: Global Literatures Concentration**

Students who complete the English major concentration in Global Literatures will be able to:

- 1.**Identify** the major traditions of literature and **analyze** texts using critical and theoretical models appropriate to those traditions.
- 2.**Identify** the differences stemming from class, race, ethnicity, nationality, sexuality and gender as expressed in a variety of texts.
- 3.**Discuss, interpret** and **contextualize** implicit or explicit values contained in literary texts.
- 4.**Articulate** the value of literary texts as cultural artifacts that provide insight into culture and identity.

### English Major: Rhetoric and Writing Concentration

Students who complete an English major concentration in Rhetoric and Writing will be able to:

1. **Identify** and **employ** rhetorical strategies (i.e., invention, arrangement, and style) to analyze and compose texts.
2. **Produce** effective written, visual and multimedia texts that are responsive to different purposes and audiences.
3. **Identify** and **respond** to the influences of class, race, ethnicity, nationality, sexuality, gender and other identity markers on literacy practices.
4. **Demonstrate** an understanding of the ethical responsibilities inherent in the act of reading and writing texts.

### English Secondary Education Major

Students who complete an English Secondary Education major will be able to:

1. **Demonstrate** knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
2. **Demonstrate** knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
3. **Plan instruction** and **design assessments** for **reading** and the study of literature to promote learning for all students.
4. **Plan instruction** and **design assessments** for **composing** texts (i.e., oral, written, and visual) to promote learning for all students.
5. **Plan, implement, assess,** and **reflect** on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.
6. **Demonstrate** knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.
7. **Interact** knowledgeably with students, families, and colleagues based on social needs and institutional roles, **engage** in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively **develop** as professional educators.

### Requirements for the English Major (36 credit hours) and English Education Major (45 credit hours)

All English and English Secondary Education majors must complete a common set of core requirements (15 hours). English majors must also complete one of the English major concentration options: Global Literatures (21 hours) or Writing and Rhetoric (21 hours); English Education majors must also complete the English Secondary Education requirements (30 hours). All courses required for either major must be completed with grades of C or better. One three-hour literature course may count toward the University's General Education requirement in literature/fine arts. Some courses may meet other General Education requirements. No course may be used to satisfy more than one requirement within the majors.

#### Core Requirements for all English and English Education majors (15 hours)

- 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)

#### Specific Requirements for the Global Literatures Concentration (21 hours)

##### 200-level Requirements (6 hours)

- One British or American Literature elective (or combination) (3)
- One World Literature elective (3)

##### 300-level Requirements (15 hours)

- One British or American Literature elective (or combination) (3)
- One World Literature elective (3)

- Three electives at the 300-level that each fulfill one or two of the following distinctions: British, World, American, Rhetoric, Theory. (One class at the 200-level may be accepted) (9)

#### **Specific Requirements for the Rhetoric and Writing Concentration (21 hours)**

##### **200-level Requirements (9 hours)**

- One British, American or World Literature Elective (or combination) (3)
- ENGL 224: Professional Writing and Communication (3)
- ENGL 241: Language and Linguistics (3)

##### **300-level Requirements (12 hours)**

- One Rhetoric or Literature Elective (3)
- ENGL 353: Writing and Editing Process (3)
- ENGL 352: Writing in Digital Environments (3)
- ENGL 359: Rhetoric, Writing, and Society (3)

#### **Specific Requirements for the English Secondary Education Major (30 credit hours)**

##### **200-level Requirements (9 credit hours)**

- One literature elective (British, American, or combination) (3)
- One World Literature elective (3)
- ENGL 241: Language and Linguistics (3)

##### **300-level Requirements (21 credit hours)**

- 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)

**Additional Requirements for English Secondary Education Major:** English secondary education majors seeking licensure must be admitted to the Education Department, maintain a minimum cumulative GPA of 3.0, and complete all English education major courses, all general education courses, and all professional education courses with a minimum grade of "C." This program focuses on the preparation of teachers according to CAEP/NCTE standards and Illinois Content Standards for Educators. 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 major advisor will assist the student in this responsibility.

#### **Senior Seminar**

Regardless of their major (English or English secondary education) or concentration within the English major (global literature or rhetoric and writing), students will register for **ENGL 395: Senior Seminar**. Admission to this course requires departmental approval (contingent upon senior status). Students will be assigned a faculty mentor appropriate to their area of study. Once the roster for the class is solidified, the department faculty will create student Learning Communities (or peer work groups) from the list of students registered for the course.

#### **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 154-399.

English minors should meet with the department chair 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 these courses with grades of C or above. ENGL 220 Advanced Writing is the **required** course for the minor, along with an additional **15** credit hours from the following list of electives, with no more than 6 credit hours coming from the Communication Department. 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
- 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 Department 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 and department chair, so please contact them with questions.

## Foreign Languages

The foreign languages program offers two majors in Spanish and a minor in Spanish, as well as specific courses geared to meet the needs of students in other departments. 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 program.

Graduates of Saint Xavier University find that the programs in foreign languages offer sound preparation for graduate and professional schools and for rewarding careers in fields such as teaching, business, government and community relations.

\*All courses are 3 credit hours unless otherwise noted

### Faculty

O. Vilella

### Requirements for a Major in Spanish

Students wishing to major in Spanish at Saint Xavier University have two options, both of which begin at the 200-level:

#### Option I: Spanish Language, Literature and Civilization (33-36 credit hours)

This program is designed to provide a solid foundation in Spanish language, literature, arts, history and civilization. This option is intended primarily for those students who plan to continue their studies in Spanish in graduate school. Additionally, Option I focuses on the preparation of Spanish teachers according to NCATE/ACTFL and Illinois Content Standards for Educators.

#### 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 220: Interpretation of Texts
- SPAN 395: Senior Seminar



## Spanish Electives (21-24 credit hours)

Choose 24 credit hours, 21 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)

12 credit hours (out of the 21-24 credit hours for Spanish electives) need to be from courses in the 300-level.

A maximum of two courses from other departments 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.

### Option II: Spanish in the Professions (42-45 credit hours)

This option 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 departments 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 departmental faculty before completion of the major. Suggested areas of complimentary study: Business, Communication Sciences and Disorders, Nursing, Communication, Psychology, International Studies.

### **Spanish Education Program**

Students in the Spanish Education major must complete all requirements for Option I: Spanish Language, Literature and Civilization, achieve an overall SXU GPA of 3.0 and complete all general education courses, and all professional education courses with a minimum grade of C to be admitted to the **Education Department** and student teaching.

Candidates must successfully complete state licensure requirements and **the Oral Proficiency Interview (OPI)** test. Consult the Education Department faculty for specific requirements and procedures. The major advisor will assist the student in the content area.

### **Minor in Spanish (18 credit hours)**

Completion, with the grade of C or above, of 18 credit hours in the foreign language beginning at the intermediate level I (103). No more than 3 credit hours of foreign language courses taught in English.



## Latino/Latin American Studies Program

**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 program at Saint Xavier University thus provides a well-rounded overview of the Latino/Latin American experiences in U.S./global contexts.

The program offers a minor in Latino/Latin American studies. 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 program to be truly interdisciplinary in scope, other courses may be approved in consultation with the program 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.

### Administration

O. Vilella  
Faculty Director  
[vilella@sxu.edu](mailto:vilella@sxu.edu)

## Mathematics Department

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.

The **Mathematics Department** offers three major programs of study: mathematics (MATH), actuarial science, and mathematics with secondary education licensure (MATH/SED). Decisions concerning the nature of each student's study of mathematics are made with particular attention to previous preparation and individual educational plans. Students who major in mathematics are prepared for entry into graduate schools as well as entry into business and industrial positions that require a bachelor's degree in mathematics. Students who major in Actuarial Science will be prepared to take the first two Society of Actuaries exams (P-probability and FM-financial mathematics). Students who major in mathematics with licensure in secondary education fulfill the requirements for teaching high school, middle school, or junior school level mathematics. Courses in computer science, natural science, physics and business may be taken to fulfill the application requirement of each program. The department also offers a minor program of study in mathematics that will complement many majors at the University, especially majors in business, computer science, education and science.

### Faculty

A. Mojiri, Chair; A. Dagys; J. Murawska; N. Pitcher; K. Schreck; A. Wazwaz

### Teaching Assistants

J. Clark; M. Felgenhauer; K. Gawel

### Requirements for Admission to the Major in Mathematics

1. Application for admission as a MATH major, Actuarial Science major, or a MATH/SED major must be made on the change of major form.
2. To be admitted as a major in the mathematics department, students with less than 15 hours of undergraduate credit must have four years of high school mathematics and an ACT mathematics sub-score of at least 26.
3. To be admitted as a major in the mathematics department, students with 15 to 29 hours of existing University credits must have a GPA of 2.5 or higher, and students with 30 or more hours of existing University credits must have a GPA of 2.3 or higher.

### Major Programs of Study

#### Requirements for a Mathematics (MATH) Major

- Required mathematics courses (30 credit hours)  
The following courses are **required** for B.S. degree candidates:
  - 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 399: Senior Seminar (1)
- Application area (6-10 credit hours)  
Two courses in an application area are required. Possible application areas include computer science, physics (calculus based), business, and others by petition. Departmental approval is required.
- Elective courses  
Students must select 5 courses (15 credit hours) from the 300-level mathematics elective courses.
- A grade of C or better is required in all courses counting toward the major.
- All majors in the Mathematics Department are expected to attend special events and lectures sponsored by the department.

## Requirements for an Actuarial Science Major

The following are requirements for a bachelor of science degree for students majoring in actuarial science (55 total credit hours).

- Required mathematics courses (33 credit hours)
  - 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 331: Theory of Interest (3)
  - MATH 399: Senior Seminar (1)
- Required business courses (15 credit hours)
  - ACCT 210: Financial Accounting (3)
  - ACCT 211: Managerial Accounting (3)
  - FINC 300: Principles of Finance (3)
  - FINC 320: Investments (3)
  - FINC 350: Futures/Options (3)
- Required computer science courses (7 credit hours)
  - CMPSC 112: Survey of Computer Science (3)
  - CMPSC 201: Visual Basic Programming (4) **OR** MPSC 202: Principles of Computer Programming I (4)
- A grade of C or better is required in all courses counting toward the major.
- Students are **encouraged to take at least one actuary exam by their junior year**. Exam P (Probability) can be taken after MATH 305 and MATH 306 are completed. Exam FM (Financial Mathematics) can be taken after MATH 331, FINC 300, FINC 320, and FINC 350 are completed. The exams can be taken in either order. Students are encouraged to take review courses from the Society of Actuaries for final preparation for these first two exams.
- Students are also encouraged to apply for summer internships after their junior year, especially if they have completed one or both of the first two exams.
- All majors in the Mathematics Department are expected to attend special events and lectures sponsored by the Department.

## Requirements for a Mathematics (MATH/SED) Major Preparing to Teach at the Secondary Level (9-12 Licensure)

Required mathematics courses (39 credit hours)

The following courses are **required**:

- - 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)
- Application area (6-10 credit hours)
 

Two courses in an application area are required. Possible application areas include Computer Science, Physics (calculus based), Business and others by petition. Departmental approval is required.
- Elective courses
 

Students must select 2 courses (6 credit hours) from the 300-level mathematics elective courses.
- Students must be admitted to the Education Department/**Education Secondary Education Program**.

- Students in the MATH/SED Education major must achieve an overall SXU GPA of 3.0 and complete all major courses, all general education courses, and all professional education courses with a minimum grade of C to be admitted to the Education Department and student teaching. Consult the Education Department section of the catalog for specific requirements and procedures. It is the responsibility of each student to ascertain and fulfill the requirements for the desired degree program. The major advisor will assist the student in this responsibility.
- All majors in the Mathematics Department are expected to attend special events and lectures sponsored by the department.

## Minor Programs of Study

The department also offers a minor program of study in mathematics that will complement many majors at the University, especially majors in business, computer science, education and science.

### Requirements for a Minor in Mathematics

- A minimum of 18 credit hours is required for a minor in mathematics with at least 9 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 the Mathematics Department and Computer Science Department.
- The student has earned a GPA of 3.0 or above in mathematics courses.
- The student has obtained the consent of the department chairperson and the course instructor.

## Technology

The faculty in the department is committed to the use of technology to enhance 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

The Accuplacer Mathematics Placement Test is required to determine placement in mathematics courses. Students may be required to complete both MATH 090 and MATH 099 or just MATH 099 prior to enrollment in a college-level mathematics course.



## Middle Eastern Studies Program

The **Middle Eastern Studies** program 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 program 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 program 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 program is designed to provide students with a strong understanding of and appreciation for the cultural, political, economic and religious diversity of the Middle East. The courses in the Middle Eastern Studies program 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 program 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 Arts and Sciences**, as well as the Middle Eastern Studies minor.

### Requirements for the Minor

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 program 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 program is an interdisciplinary program that draws upon the expertise of faculty in many academic departments 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 program. The Middle Eastern Studies program is administered by the program advisor with the support of its affiliated faculty.

### Administration

I. Saca

Director Middle Eastern Studies Program

[saca@sxu.edu](mailto:saca@sxu.edu)



## Music Department

The **Music Department** is accredited by the **National Association of Schools of Music** and offers three degree programs: a Bachelor of Music in performance with a classical emphasis in voice, piano, band/orchestral instruments or an instrumental jazz emphasis; a Bachelor of 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**.

### Mission Statement

The Saint Xavier University Music Department offers quality music programs, grounded in the liberal arts tradition, which prepare music students for careers in the field of music. The Music Department 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 Degrees

**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 include: 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 Degrees

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 Performance Degree

1. Students will develop comprehensive capabilities in their major performing medium including the ability to work independently to prepare performances at the highest possible level.
2. Students will develop knowledge of applicable solo and ensemble literature and orientation to and experience with the fundamentals of pedagogy.
3. Students will develop musicianship skills through solo and ensemble performances in a variety of formal and informal settings.
4. Students will develop the ability to perform in recital advanced solo repertoire appropriate to their performing medium.
5. Vocal performance students will develop capabilities in the study and use of foreign languages and diction.
6. Jazz performance students will develop capabilities in jazz improvisation in the style and tradition appropriate to the performing medium.

#### 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, able to create 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 be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in 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, and 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 personal assessment of specific teaching situations.
6. The prospective music teacher will develop an understanding of evaluative techniques and 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 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 Orchestra, University Band, Cougar Marching Band, Brass Ensemble, Flute Ensemble, Guitar Ensemble, Jazz Ensemble, Jazz Combo, Percussion Ensemble, Clarinet Ensemble, Saxophone Ensemble and Chamber Music Ensemble. 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 Department 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.

## Full-Time Faculty

G. Coutts, Chair; P. Lee; S. Salmon; J.K. Thompson

## 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.
4. Exams in music history, conducting, vocal technique, methods courses for acceptance of credit from other institutions and/or placement in appropriate levels of study.

## Admission to the Department

All students in the Music Department are considered "music major candidates" until formal application and acceptance status into the department has been completed. Students must apply for formal admittance to the department after completion of four (4) semesters of study as a music major candidate. Applications are available from the chair of the Music Department or the department office manager. Transfer students must see the chair 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 Department

1. Successful completion of Music Department 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 director (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**, and Test of Academic Proficiency #400 for music education majors.

**\*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)
- Writing and Speaking about Music - 3 credits (MUS 124)
- Applied lessons (demonstrating an appropriate level of expertise) and ensembles appropriate to major.

**Requirements for Formal Admission of Transfer Students to the Music Department**

1. Four (4) credit hours of applied music with 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 minimum GPA of 2.5.
3. Twelve (12) credit hours of general studies, with cumulative GPA of 2.5.
4. Letters of recommendation from:
  - a. Applied music professor
  - b. Theory/aural skills professor
  - c. Music education director (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, and Test of Academic Proficiency for music education majors.

**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 departmental courses specified for the particular area of emphasis with a minimum of C in each course, and a 2.5 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 [B.M.] - Professional Degree)**

Bachelor of Music students must complete the music core requirements along with the requirements for one of the majors (either music performance or music education). Accredited: National Association of Schools of Music.

**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 301: Form and Analysis (2)
- MUS 328: Choral Conducting **or** MUS 329: Instrumental Conducting(3)
- MUS 124: Writing and Speaking about Music (3)
- MUS 330: Music History I: Medieval/Renaissance/Baroque (3)
- MUS 331: Music History II: Classical/Romantic/Contemporary (3)
- MUS 217: Perspectives in Non-Western Music (3)

Total Hours Required for Music Core (37)

### **Music Performance**

Performance majors must complete the requirements for one of the following emphases:

**Music courses numbered 230-248 may be repeated for credit. Music Ensembles are offered every semester unless noted otherwise.**

#### **Vocal Emphasis**

- Applied Voice (7-semester minimum) (14)
- MUS 103: Vocal Technique (3)
- MUS 317: Music Literature-Voice-Art Song **OR** MUS 318: Music Literature-Voice-Operatic Literature (3)
- MUS 312: Vocal Pedagogy (3)
- MUS 205: Italian/English Diction for Singers (2)
- MUS 206: German/French Diction for Singers (2)
- MUSAP 270: Junior Recital (1)
- MUSAP 370: Senior Recital (1)
- MUS 242: Opera Workshop (4-semester minimum) (4)
- Counterpoint (2)
- Large Ensemble (every semester until graduation) (8)
- Foreign Language (6)
- Music Electives (4)

Total Hours Required for Emphasis (53)

Total Hours Required for Emphasis plus Music Core (90)

#### **Piano Emphasis**

- Applied Piano (8-semester minimum) (16)
- MUS 319: Music Literature-Piano (3)
- MUS 311: Piano Pedagogy (3)
- MUSAP 323: Accompanying (2)
- MUS 236: Chamber Music Ensemble (2) (1 credit for each time taken)
- MUSAP 271: Junior Recital (1)
- MUSAP 371: Senior Recital (1)
- Large Ensemble (every semester until graduation) (8)
- Counterpoint (2)
- Music Electives (6)

Total Hours Required for Emphasis (44)

Total Hours Required for Emphasis plus Music Core (81)

**Instrumental Emphasis**

- Applied Instrument (8-semester minimum) (16)
- MUS 321: Music Literature-Instrumental (3)
- MUS 313: Applied Pedagogy-Instrumental (3)
- MUS 236: Chamber Music Ensemble (4) (1 credit for each time taken)
- MUSAP 272: Junior Recital (1)
- MUSAP 372: Senior Recital (1)
- Large Ensemble (every semester until graduation) (8)
- Counterpoint (2)
- Music Electives (6)

Total Hours Required for Emphasis (44)

Total Hours Required for Emphasis plus Music Core (81)

**Jazz Emphasis/Instrumental**

- Applied Instrument (4-semester minimum) (8)
- Applied Instrument/Jazz (4-semester minimum) (8)
- MUS 321: Music Literature-Instrumental **OR** MUS 311: Music Literature-Piano (3)
- MUS 313: Applied Pedagogy-Instrumental **OR** MUS 311: Piano Pedagogy (3)
- MUS 138: History of Jazz (3)
- MUS 308: Jazz Theory/Arranging (3)
- MUS 309: Jazz Improvisation (2)
- MUS 239: Jazz Combo (4-semester minimum) (4)
- MUSAP 272: Junior Recital (1) - 1/2 Classical; 1/2 Jazz
- MUSAP 372: Senior Recital (1) - Jazz
- Large Ensemble (every semester until graduation with at least six semesters in Jazz Ensemble and at least two semesters in a traditional large ensemble) (8)

Total Hours Required for Emphasis (44)

Total Hours Required for Emphasis plus Music Core (81)

**Music Education K-12**

Music education majors must complete the requirements for one of the following emphasis:

**Choral Emphasis/Vocal**

- Applied Voice (6-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 (3-semester minimum) (3)
- Large Ensemble (every semester except Student Teaching semester) (0)

Total Hours Required for Emphasis (31)

Total Hours Required for Emphasis plus Music Core (68)

**Choral Emphasis/Keyboard**

- Applied Piano (7-semester minimum) (14)
- MUS 103: Vocal Technique (3)
- 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)
- MUS 311: Piano Pedagogy (3)
- Applied Voice (3-semester minimum) (3)
- Large Ensemble (every semester except Student Teaching semester) (0)

Total Hours Required for Emphasis (32)

Total Hours Required for Emphasis plus Music Core (69)

### **Instrumental Emphasis**

- Applied Music, Major area (7-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 (3-semester minimum) (3)
- Large Ensemble (every semester until graduation) (0)

Total Hours Required for Emphasis (28)

Total Hours Required for Emphasis plus Music Core (65)

### **General Education Core - Professional Degree (B.M.)**

- English 120 (3)
- First-Year Seminar (3)
- Speech (3)
- Science - One Life/One Physical (6)
- Social Science (6) - POLSC 101/PSYCH 101 required for Music Education
- Philosophy (6)
- Religious Studies (6)
- Transitions (1)
- Electives (0-8)

Total Hours Required (34-42)

## **Illinois Professional Educators License -- K-12 Music**

Music students who are seeking an Illinois Professional Educators License with an endorsement in K-12 must complete all required courses for the bachelor of music degree with a major in music education and the additional general education and professional education requirements with a minimum grade of C. Music education students must also be admitted to the Education Department and must maintain at least a 3.0 GPA in music for admission to the Education Department, and for student teaching. Consult the Education Department section of the catalog for specific requirements and procedures. Candidates seeking an Illinois Professional Educators License with an endorsement in K-12 Music must meet three important benchmarks throughout their academic journey here at Saint Xavier University.

- 1.Full admission to the SXU's Education Department (and permission to enroll in Level 2 professional education coursework) requires 2 critical pieces of evidence -- a Cumulative GPA of 3.0 **AND** passing the Illinois Basic Skills Requirement. Level 2 courses in the K-12 Music Program include: MUS 334, MUS 335 or MUS 336 and EDU 397.
- 2.Admission to student teaching/clinical practice requires evidence of passing the ILTS Content Exam #143 -- Music.
- 3.Obtaining a Professional Educators License in Illinois requires the successful completion of the edTPA performance assessment. This assessment must be completed during the student teaching semester.

### **Additional General Education Requirements**

#### **State of Illinois General Education Requirements for K-12 Professional Education Licensure**

- Math (Minimum 100-level) (3)
- American History (HIST 103 or 104) (3)

Total Hours Required (6)

### **Professional Education Licensure Requirements**

#### Level 1

- EDU 200: The Profession of Teaching (3)
- EDU 377: Historical and Social Trends in American Education (3)
- PSYCH 201: Adolescent Psychology (3)
- EDU 202: Educational Psychology (3)
- EDU 323: Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)

#### Level 2

- EDU 397: Literacy Instruction for Diverse Learners (3)

#### Level 3

- MUS 352: Directed Teaching: K-12 Music (9)
- EDU 345: Seminar in Teaching and Learning (3)

Total Hours Required (30)

## Bachelor of Arts in Music (B.A.)

### Music Core

- Applied Music, Major Area (8) (Voice majors 7)
- MUS 103: Vocal Technique (*Vocal Majors Only*) 3
- 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 124: Writing and Speaking about Music (3)
- MUS 330: Music History I: Medieval/Renaissance/Baroque (3)
- MUS 331: Music History II: Classical/Romantic/Contemporary (3)
- MUS 217: Perspectives in Non-Western Music (3)
- Music Electives (4)
- Senior Project/Recital (1)
- Large Ensemble (every semester until graduation) (8)

Total Hours Required for Major (53-55)

### 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 124: Writing and Speaking About Music (3)
- MUS 330: Music History I **OR** MUS 331: Music History II (3)

Total Hours Required (20)



**Music minors must be enrolled in a large ensemble every semester until graduation.**

## Applied Music

**(1 or 2 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:

Credit	Lesson	Practice Time
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 (230-248) 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 230: University Orchestra
- 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



## Philosophy, Religious Studies and Theology Department Mission

The **Philosophy, Religious Studies and Theology Department** is proud to serve the mission of Saint Xavier University, offering classes directly related to the core values of our institution and its students. Coursework and faculty research in both programs 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.

Graduates of our department have gone on to pursue careers and work in a variety of fields, including:

- Teaching, entering M.A. and Ph.D. programs in philosophy, religious studies and related disciplines
- Law
- Environmental policy
- The Seminary
- Social-justice work

For specific information about each program, its courses and its faculty, please click on the program title in the menu bar.

## Faculty

A. Morton, Chair; M. Bathgate; A. Canty; N. Lee; T. Martin; M. O'Donnell; M. O'Keeffe; F. Perry; T. Thorp; K. Waller

## The Philosophy Curriculum

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 for a Major in Philosophy

### The Examined Life (3 credit hours)

- PHIL 140 or PHIL 150 or HONOR 151: The Examined Life

### Logic and Argument (3 credit hours)

- PHIL 210: Logic and Argument (3)

### History of Philosophy (9 credit hours)

- PHIL 304: Ancient Philosophy (3)
- PHIL 305: Medieval Philosophy (3)
- PHIL 306: Early Modern Philosophy (3)

### Advanced Courses in Philosophy (6 credit hours)

(at least 3 credit hours must be from courses numbered 374-378)

- PHIL 307: Late Modern Philosophy (3)
- PHIL 308: Contemporary Philosophy (3)
- PHIL 374: Studies in Ancient Philosophy (3)
- PHIL 375: Studies in Medieval Philosophy (3)

- PHIL 376: Studies in Early Modern Philosophy (3)
- PHIL 377: Studies in Late Modern Philosophy (3)
- PHIL 378: Studies in Contemporary Philosophy (3)

### **Senior Seminar (1 credit hour)**

(Students are required to submit and present a senior philosophy paper in their senior year.)

- PHIL 390: Senior Seminar (3)

### **Additional Electives in Philosophy (12 credit hours)**

### **Total Credit Hours for the Major in Philosophy (34)**

## **Philosophy Minor**

### **Requirements for a Minor in Philosophy**

#### **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 305: Medieval Philosophy (3)
- PHIL 306: Early Modern Philosophy (3)

### **Additional Electives in Philosophy (12 credit hours)**

### **Total Credit Hours for the Minor in Philosophy (18)**

## **Major in Religious Studies**

The major in religious studies consists of a minimum of 31 credit hours, with a choice of two tracks: Theological Study (for students seeking careers in theology and ministry) and Religion, Politics and Civil Society (for those who plan to work in activism, inter-faith and social justice leadership).

The department strongly encourages students who major in religious studies to develop a significant body of complementary work, perhaps leading to a second major or a minor program of study in another academic area of the University.

### **Common Core (13 credit hours)**

All majors will complete the following 5 courses:

- FYS 175: First Year Seminar (3) (or appropriate elective)
- RELST 263: Christian Theology: Christ (3)
- RELST 300: Religious Studies Internship (3)
- RELST 363: Theologians and Movements (3)
- RELST 390: Senior Seminar (1)

### **Track 1 -- Theological Studies (15 credit hours)**

#### **Scriptural Foundations (6 credit hours)**

- RELST 220: Bible I - Old Testament Religion (3)
- RELST 221: Bible II - New Testament Christianity (3)

#### **Topics in Theology (6 credit hours)**

Choose **two** courses from the following:

- RELST 264: Christian Theology: The Human Person (3)
- RELST 266: Suffering and Death (3)
- RELST 268: Church and Sacraments (3)
- RELST 269: Theologies of Oppression and Empowerment (3)
- RELST 360: Theology Seminar (3)

## **Track 2 -- Religion, Politics and Civil Society (15 credit hours)**

### **Religious Traditions Past and Present (6 credit hours)**

Choose **two** courses from the following:

- RELST 242: The Buddhist Tradition (3)
- RELST 247: The Jewish Tradition (3)
- RELST 249: The Islamic Tradition (3)

### **Religion in the World (6 credit hours)**

Choose **two** courses from the following:

- RELST 211: Introducing Mercy Critical Concerns (3)
- RELST 240: The Religious Other (3)
- RELST 254: Catholic Social Teaching (3)
- RELST 255: Religion in the Media (3)
- RELST 361: Religion and Society Seminar (3)

### **Professional Skills (3 credit hours)**

Choose **one** class from the following:

- HIST 201: Digital Humanities (3)
- COMM 203: Intercultural Communication (3)
- COMM 337: Leadership Communication (3)
- ENGL 224: Professional Writing and Communication (3)
- ENGL 352: Writing in Digital Environments (3)
- ENGL 353: The Writing and Editing Process (3)
- ENGL 359: Rhetoric, Writing and Society (3)
- MGMT 330: Diversity in Organizations (3)
- MGMT 362: Negotiations and Conflict Resolution (3)

## **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 department, including one seminar.

### **Minor in Catholic Studies (18 credit hours)**

The minor in Catholic studies consists of 18 credit hours, 6 of which will fulfill the general education requirements in religious studies. The program of study should include the following:

- RELST 210: Roman Catholic Tradition (3)

Choose **two** courses from the following Theological Studies offerings:

- RELST 260: Christian Theology: Church (3)
- RELST 262: Christian Theology: God (3)
- RELST 263: Christian Theology: Christ (3)

Choose **at least one** course from the following Historical Studies offerings:

- RELST 278: Encountering the Bible Through the Centuries (3)
- RELST 284: Religious Experience in the Early Church (3)

- RELST 286: Medieval Spirituality (3)
- RELST 287: Christianity and Modernity (3)

Choose **two** elective courses to complete the program.

## 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 better 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. However, undergraduate students who consider entering a law school and pursuing a legal career are encouraged to take an area of study that interests and challenges them, while taking advantage of opportunities to develop their research and writing skills. An excellent way to prepare for a legal education is to take a broad range of difficult courses. These courses include those which cultivate and enhance basic skills of analytic problem solving, critical reading, writing, oral communication, general research, and task organization and management. Also strongly recommended are those 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

- PHIL 210: Logic and Argument
- ENGL 350: Advanced Writing
- ENGL 354: Business and Professional Writing
- MATH 135: Introduction to Statistics
- PHIL 306: Early Modern Philosophy
- MATH 131: Finite Mathematics
- COMM 313: Persuasion
- POLSC 264: Mock Trial I
- POLSC 265: Mock Trial II

### For Broad General Knowledge Base

- CJ 214: Law, Courts and Justice
- POLSC 101: U.S. Government
- POLSC 102: World Politics
- POLSC 308: American Constitutional Law
- HIST 103: United States History to 1877
- HIST 104: United States History Since 1877
- PSYCH 206: Social Psychology

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)

## Pre-Law Advisors

- S. Ambrose (Language and Literature Department)
- M. Costello (History and Political Sciences Department)
- D. Parker (Graham School of Management)
- N. Lee (Philosophy, Religious Studies and Theology)
- A. Morton (Philosophy, Religious Studies and Theology Department)

## Administration

M. Costello, Faculty Liaison

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

## Psychology Department

The **Psychology Department** 's curriculum offers to 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 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.

## Faculty

T. Ritchie (Chair); C. Broadbridge; J. Deisinger; J. Miller; A. Pirlott; E. Vitalis

## Program of Study

Students who wish to declare a psychology major should notify the **Office of Records and Advising**.

PSYCH 101: Introduction to Psychology is a **prerequisite** for all psychology courses.

To qualify for PSYCH 300: Statistics for the Social Sciences, students must earn a grade of C or better in College Algebra (MATH 112).

To qualify for PSYCH 301: Research Methods, students must have completed PSYCH 300 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 credit hours to fulfill the psychology degree, and six additional credit hours of foreign language, or foreign culture, or global studies courses or a combination of these.

**B.S. degree** requires the completion of the general education program, 37 credit hours to fulfill the psychology degree, and six additional credit hours of mathematics, or computer science or life sciences, or physical sciences or a combination of these.

## Program Requirements

Students who major in Psychology must take the following courses, for a total of 37 credit hours.

PSYCH 101	Introduction to Psychology
PSYCH 300	Statistics for the Social Sciences
PSYCH 301	Research Methods

One from the Biological domain	PSYCH 311, 319, 341, 354 or Special Topics course in this domain
One from the Cognitive domain	PSYCH 312, 313, 314, 315 or Special Topics course in this domain
One from the Development domain	PSYCH 199, 200, 201, 224 or Special Topics course in this domain
One from the Social domain	PSYCH 206, 232, 328 or Special Topics course in this domain
One from the Capstone domain	PSYCH 317, 326, 390
Four Psychology elective courses	no more than 2 Psychology electives from 200-level courses, and at least 2 electives from 300-level courses

## 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 Psychology 101. At least three of the five courses must be from the 300-level and at least three of the five courses must be taken at Saint Xavier University.



## Sociology, Anthropology and Criminal Justice Department

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.

### Faculty

I. Saca, Chair; J. Battalora; K. Carey; T. Crump; A. Durante; J. Gutowski; S. Taylor

### 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 department faculty.

#### Criminal Justice

Students intending to enter the program as majors must formally apply for admission to the chair. 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 aging, bureaucracy, crime, 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

#### Requirements for the Bachelor of Arts in Sociology (33 credit hours)

The sociology major requires a minimum of 33 credit hours, including:

##### Core Sociology Requirements

- SOC 101: Introduction to Sociology (3)
- SOC 294: Statistics and Research Design I (3)
- SOC 295: Statistics and Research Design II (3)
- SOC 300: Social Theory (3)
- SOC 366: Senior Seminar and Project (3)

- Social Inequality Requirement (See list below) (6)
- Anthropology Requirement (See list below) (3)
- Three electives in Sociology or Anthropology (9) (6 hours must be at the 200 and/or 300-levels)

### **Social Inequality Requirement**

Complete **two** course from the following:

- SOC 224: Invention of Race (3)
- SOC 225: Racial and Ethnic Relations (3)
- SOC 235: Sex, Culture and Society (3)
- SOC 275: Women, Change and Society (3)
- SOC 309: Gender and Globalization (3)
- SOC 318: Sociology of Aging (3)
- SOC 325: Race, Class, Gender and Justice (3)
- SOC 345: Jurisprudence and Gender (3)
- SOC 360: Social Class and Stratification (3)

### **Anthropology Requirement**

Complete **one** course from the following:

- ANTH 250: Modern Latin America (3)
- ANTH 251: Native Americans (3)
- ANTH 265: Peoples and Cultures of the Middle East (3)

SOC 300, SOC 294, SOC 295, SOC 366 and six additional credit hours in sociology and/or anthropology must be taken at Saint Xavier University. Anthropology courses may be counted toward the credit hour requirement in the sociology major. A grade of C or better is required for the core courses in the major of sociology.

### **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 (12)
- 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 18 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 (18 credit hours)

#### Required Courses (12 credit hours)

*Only one course can apply to the minor from the student's major. Some courses may have prerequisites.*

- SOC 190: Introduction to Social Work (3)
- ANTH 101: Introduction to Cultural Anthropology (3)
- PSYCH 101: Introduction to Psychology (3)
- SOC 375: Internship/Practicum (3)

#### 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: Psychology 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)

#### Working with 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 program 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 program 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 program 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: Physical 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: Statistics and Research Design I (3)
- CJ 295: Statistics and Research Design II (3)
- CJ 312: Criminology (3)
- CJ 316: Victimology (3)
- CJ 368: CJ Senior Seminar (3)
- **Three Criminal Justice Electives (9)**

**Two** of the three CJ electives must be 300-level courses.

CJ 312, CJ 294, CJ 295, 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.

### 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 Program

The **Women and Gender Studies** program offers multidisciplinary perspectives on the diverse experiences of and contributions by women, as well as about issues related to gender. The program 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 program 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 program 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 program sponsors campus events. These events include panel discussions, film events, lectures and book discussions.

## Women and Gender Studies Minor

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.

## Faculty

The Women and Gender Studies program is multidisciplinary, drawing upon the expertise of faculty in many academic departments and schools 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.

## Administration

Tatiana Tatum-Parker, Faculty Director  
Email: [wgst@sxu.edu](mailto:wgst@sxu.edu)

## Graham School of Management

The Graham School of Management prepares students to meet the challenges of providing responsible leadership and effective management in a diverse and changing global society. In pursuing this mission and advancing the University mission, core values and strategic directions, the Graham School of Management will:

- Provide quality, innovative and state-of-the-art academic programs
- Develop faculty with academic and practitioner focus that translates theory into practice through their intellectual contributions and service to the business community
- Create a success-oriented culture in which faculty and administration focus on students and their needs as learners
- Foster partnerships with leaders in business and nonprofit organizations for the purpose of strengthening the student experience and mutual support of growth and development of the regional economic community
- Be a center for the development of thought and commitment to socially responsible and ethical management

Undergraduate programs offered by the Graham School of Management include a Bachelor of Business Administration (BBA) with concentrations in **accounting**, **digital marketing**, **finance**, **hospitality management** and **management**; business minors in **business administration**, **digital marketing**, **finance**, **hospitality management**, and **management**; and certificates in **business** and **accounting**. The Graham School of Management also offers a **Bachelor of Business Administration Fast-Track degree**. This is an accelerated, transfer degree program that was designed with the adult student in mind.

## Faculty and Staff

F. Rahman, Acting Dean; P. Belsky, Director, Center for Experiential Learning; M. Chishty, Associate Dean; V. Cicchirillo; S. Cromlish; R. Cyborski, CPD Administrator; D. Cyze; J. Daniel; S. Ehsani; J. English; I. Ghosh, Accounting and Finance Divisional Chair; S. Hallenbeck, CPD Administrator; B. Hill; M. Hoque; S. Klatka; A. King, Director of Accounting; B. Lipman, Graduate Program Director; C. Luczak; N. Mancari, Undergraduate Program Director/Project Manager; R. McNally, Management and Marketing Divisional Chair; H. Mohammadi; R. Mueller; D. Parker; K. Roberts, Academic Division Coordinator; D. Rook, Office Manager, S. Wang; N. Younkin.

## 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 have a cumulative business major grade-point average of 2.25 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), Excelsior exams, American Council of Education (ACE) credit and through portfolio assessment (credit for prior learning). 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

The program is divided into two sections. All students declaring a major in business must complete all freshman/sophomore-level courses with a grade-point average of 2.25 or higher for these classes before they can be formally admitted to the Graham School of Management. Registration in junior/senior-level courses is dependent on admission to the Graham School of Management.

## Freshman/Sophomore Level Classes

- BUSP 101: Business Matters: Foundations, Concepts and Applications
- BANA 250: Excel for Business
- ECON 200: Principles of Economics (Macro)
- ECON 201: Principles of Economics (Micro)
- ACCT 210: Financial Accounting
- ACCT 211: Managerial Accounting
- ACCT 220: Business Law I (**Required for accounting students**) OR MGMT 223: Legal Environment of Business (**Required for all majors besides accounting**)
- ENGL 224: Professional Writing and Communication
- MATH 131: Finite Math
- MATH 132: Business Statistics OR MATH 135: Introduction to Statistics

## Junior/Senior Level Classes

- FINC 300: Principles of Finance
- MGMT 370: Organizational Behavior
- BANA 320: Operations Production and Technology Management
- MGMT 340: International Business
- MGMT 380: Business, Ethics and Society
- MGMT 390: Business Strategy
- MKTG 300: Principles of Marketing

Suggested sequential schedules of classes are available in a student's program evaluation. The sample schedule is designed to help students complete their degree in four years. Students are responsible for following proper sequences and observing prerequisites.



## Bachelor of Business Administration in Accounting

To receive a Bachelor of Business Administration degree in accounting, students must successfully complete 120 hours of study that include the following:

1. University's **general education** core requirements.

### **Business Core Requirements (44 credit hours)**

- ACCT 210: Financial Accounting
- ACCT 211: Managerial Accounting
- ACCT 220: Business Law I
- BANA 250: Excel for Business
- BANA 320: Operations Management
- BUSP 101: Business Matters: Not required of adult or transfer students
- ECON 200: Principles of Economics (Macro)
- ECON 201: Principles of Economics (Micro)
- ENGL 224: Professional Writing and Communication
- FINC 300: Principles of Finance
- MGMT 370: Organizational Behavior
- MGMT 340: International Business
- MGMT 380: Business, Ethics and Society
- MGMT 390: Business Strategy
- MKTG 300: Principles of Marketing

### **Accounting Core Requirements (27 credit hours)**

- ACCT 301: Intermediate Accounting I
- ACCT 302: Intermediate Accounting II
- ACCT 303: Intermediate Accounting III
- ACCT 311: Individual Income Tax
- ACCT 321: Cost Accounting
- ACCT 341: Auditing
- ACCT 351: Advanced Accounting Issues
- ACCT 361: Corporate Income Tax

2. In order to complete their requirements, accounting students select either an approved business elective, which options include but are not limited to:

- ACCT 331: Accounting Information Systems
- ACCT 381: Internship
- Business Elective

3. Electives to complete 120 credit hours.





## Digital Marketing Concentration

Students electing to complete the Bachelor of Business Administration degree with a concentration in digital marketing must complete the University general education requirements, Graham School of Management core business requirements and the five courses listed below:

Students must take the following **required** courses:

- MKTG 350: Internet Marketing
- MKTG 355: Social Media Marketing
- MKTG 380: Marketing Strategy

Then, select **two** courses from the following or an approved 300-level or above business course:

- MKTG 311: Achieving Service Excellence
- MKTG 340: Consumer Behavior
- MKTG 360: Promotional Strategy
- MKTG 381: Internship



## **Finance Concentration**

All finance majors must complete the required business core and the five finance electives listed below:

- FINC 310: Money and Banking
- FINC 320: Investments and Portfolio Management
- FINC 330: International Finance
- FINC 340: Advanced Corporate Finance
- FINC 350: Futures and Options

In addition, students are encouraged to take FINC 381: Finance Internship.



## **Hospitality Management Concentration**

Students electing to complete the Bachelor of Business Administration degree with a concentration in hospitality management must complete the University general education requirements, Graham School of Management core business requirements and the five 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
- MGMT 381: Internship



## Management Concentration

Students electing to complete the Bachelor of Business Administration degree with a concentration in management must complete the University general education requirements, Graham School of Management core business requirements and five of the courses listed below.

Students must take the following **required** course:

- MGMT 330: Diversity in Organizations

Then, select **four** courses from the following or an approved 300-level or above business course:

- MGMT 310: Introduction to Hospitality Management
- MGMT 373: Introduction to Training and Workplace Learning
- MGMT 360: Human Resource Management
- MGMT 362: Negotiations and Conflict Resolution
- MGMT 399: Special Topics Managing Teams and Teamwork
- MKTG 311: Achieving Service Excellence
- MGMT 381: Internship

## Bachelor of Business Administration Fast-Track

The Graham School of Management offers a Bachelor of Business Administration Fast-Track degree, which is a transfer degree program. This accelerated program was designed with the adult student in mind. Students will be able to complete this degree in significantly less time than the traditional calendar. 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 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.

To receive a Bachelor of Business Administration Fast-Track degree, students must successfully complete 120 hours of study that include the following:

1. University's **adult general education core** requirements.

### Business Prerequisites (22-23 credit hours)

- BANA 250: Excel for Business (1)
- ECON 200: Principles of Economics (Macro) (3)
- ECON 201: Principles of Economics (Micro) (3)
- ACCT 210: Financial Accounting (3)
- ACCT 211: Managerial Accounting (3)
- ACCT 220: Business Law I **OR** MGMT 223: Legal Environment of Business (3)
- MATH 131: Finite Mathematics (3)
- MATH 132: Business Statistics (3) **OR** Math 135 Introduction to Statistics (4)

### Business Core Requirements (24 credit hours)

- BANA 320: Operations Production and Technology Management (3)
- FOSEM 205: Business Communications (3) **OR** ENGL 224: Professional Writing and Communication (3)
- FINC 300: Principles of Finance (3)
- MGMT 370: Organizational Behavior (3)
- MGMT 340: International Business (3)
- MGMT 380: Business, Ethics and Society (3)
- MGMT 390: Business Strategy (3)
- MKTG 300: Principles of Marketing (3)

2. In order to complete their requirements, fast-track business students must choose five out of eight approved **business electives** totaling **15 credit hours** whose options include but are not limited to:

- MGMT 360: Human Resource Management (3)
- MKTG 311: Achieving Service Excellence (3)
- MKTG 360: Promotional Strategy (3)
- MKTG 350: Internet Marketing (3)
- MKTG 380: Marketing Strategy (3)
- MKTG 340: Consumer Behavior (3)
- MGMT 362: Negotiations and Conflict Resolution (3)
- MGMT 373: Training and Workplace Learning (3)

3. Electives to complete 120 credit hours.

## General Note for Bachelor of Business Administration Fast-Track Major

For course descriptions, consult the [Graham School of Management](#) and [College of Arts and Sciences](#) 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-GEC 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 meet the needs of students specializing in the sciences or the arts whose career opportunities may lead to positions in business or a related field. All minors are designed to provide a sound orientation in basic elements of the selected field.

Students majoring in a business concentration may take one additional major, rather than pursuing a minor. In case of a double major, only one course can serve as meeting the requirements of both majors. The number of business majors BBA students may declare is limited to two.

## Business Administration

Students must take the following courses for business administration:

- ECON 200: Principles of Economics Macro
- ACCT 210: Financial Accounting
- ACCT 211: Managerial Accounting
- MKTG 300: Principles of Marketing
- BANA 250: Excel for Business
- MGMT 370: Organizational Behavior
- FINC 300: Principles of Finance

## Digital Marketing

Students must take these **required** courses:

- MKTG 300: Principles of Marketing
- MKTG 350: Internet Marketing
- MKTG 355: Social Media Marketing
- MKTG 380: Marketing Strategy

Then, select **one** marketing elective from the list below:

- MKTG 311: Achieving Service Excellence
- MKTG 340: Consumer Behavior
- MKTG 360: Promotional Strategy

## Finance

Students must take these two **required** finance courses:

- ACCT 210: Financial Accounting
- FINC 300: Finance

Then, select **four** finance electives from the list below:

- FINC 310: Money and Banking
- 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 this **required** hospitality management course:

- MGMT 310: Introduction to Hospitality Management

Then, take these **four** hospitality management courses:

- MGMT 311: Customer Service for Hospitality and Tourism
- MGMT 312: Meetings, Expositions, Event and Convention Planning
- MGMT 313: Hotel and Lodging Management
- MGMT 381: Internship

## Management

Students must take this **required** management course:

- MGMT 330: Diversity in Organizations
- MGMT 370: Organizational Behavior

Then, take **four** management electives:

- MGMT 310: Introduction to Hospitality Management
- MGMT 362: Negotiations and Conflict Resolution
- MGMT 360: Human Resource Management
- Approved management elective





## Certificate Programs

The business and accounting certificate programs are designed for those wishing more rigorous preparation than that provided by the minor. Completion of either certificate may make the student more marketable in the increasingly competitive job market.

Students wishing to pursue a degree after completing the certificate may apply hours/credits toward graduation requirements.

## Business Certificate

Student's seeking a business certificate should take the following courses:

- ACCT 210: Financial Accounting
- ACCT 211: Managerial Accounting
- BANA 250: Excel for Business
- BANA 320: Operations Production and Technology Management
- ECON 200: Principles of Economics (Macro)
- FINC 300: Principles of Finance
- MGMT 223: Legal Environment of Business
- MGMT 370: Organizational Behavior
- MGMT 340: International Business
- MKTG 300: Principles of Marketing

## Accounting Certificate

Student's seeking an accounting certificate should take the following courses:

- ACCT 210: Financial Accounting
- ACCT 211: Managerial Accounting
- ACCT 220: Business Law I
- ACCT 301: Intermediate Accounting I
- ACCT 302: Intermediate Accounting II
- ACCT 303: Intermediate Accounting III
- ACCT 311: Individual Income Tax
- ACCT 321: Cost Accounting
- ACCT 341: Auditing
- ACCT 351: Advanced Accounting Issues
- ACCT 361: Corporate Income Tax



## CPA Preparation

Any student planning a career in accounting should consider options for preparing to take the certified public accountant (CPA) exam. In addition to completing the BBA in accounting, students will need to complete 30 additional credit hours (thus completing their degree with a total of 150 credit hours). These additional credit hours may be at either the undergraduate or graduate level and may be in disciplines other than accounting.

## Options

1. Complete additional undergraduate hours (30 credit hours) in accounting-related areas, such as management information systems, computer science or finance, including a possible double major.
2. Take the additional credits at the graduate level at Saint Xavier University and earn an MBA. One option would be a special 4+1 program that allows students to earn a BBA and an MBA in 5 years.
3. Take the additional credits at the graduate level at Saint Xavier University and earn an M.S. in Accounting or MBA.
4. Complete a graduate degree at another university.



## Transfer Student Requirements

Transfer credit in areas other than business administration is accepted as evaluated by the [Office of Records and Advising](#) (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:

1. Student's may petition to have transfer credit in a statistics course other than business statistics accepted as satisfying the MATH 132 requirement.
2. Credit for business administration subjects taken at any four-year school will be honored within one-half of the total major requirements (see [academic policies](#)).
3. Students must take all required courses in their chosen business concentration at Saint Xavier University. Business concentration courses can only be transferable by another four-year university that is AACSB accredited.

## School of Nursing and Health Sciences

The **School of Nursing and Health Sciences** offers a bachelor's degree in nursing as the basic pre-licensure option to prepare students to become registered professional nurses. The Advance BSN/LPN Option allows the licensed practical nurse to transition into the baccalaureate pre-licensure program within a reduced time frame. The Accelerated-BSN (BSN/ACC) Option allows the student with an earned baccalaureate degree to move through the baccalaureate pre-licensure program within a reduced time frame. The RN to BSN allows the currently licensed registered nurse to earn a baccalaureate degree online. A baccalaureate education in nursing prepares an individual for personal and professional growth. Through liberal education, baccalaureate-nursing graduates are prepared to participate in multifaceted environments. The core of knowledge within the program provides a foundation for thinking in critical and creative ways. The baccalaureate curriculum is designed to prepare the graduate to practice as a generalist independently or collaboratively with other health professionals in the areas of health promotion, risk reduction and illness management and prevention. Through study and lab/clinical practice, students develop nursing skills and knowledge, enabling them to provide quality health care and to qualify for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

As one of the first baccalaureate nursing programs in the state of Illinois, Saint Xavier University has graduated over 5,600 students throughout the past 79 years. Many nursing graduates hold key positions, both nationally and internationally, in nursing practice, education, administration and research.

The baccalaureate degree program in nursing at Saint Xavier University is accredited by the **Commission on Collegiate Nursing Education** (CCNE).

The goals of the program are to:

1. Develop the liberally educated professional nurse who is prepared to practice in entry-level positions in various settings
2. Provide a foundation for personal and professional development
3. Provide a foundation for graduate study in nursing

\*The curriculum is subject to change to meet standards congruent with accreditation standards and the Illinois Nurse Practice Act (2008) and its Rules for Administration.

## Nursing Program Faculty

P. Gallagher, Interim Dean; Z. Samawi, Associate Dean, Undergraduate Nursing; M. Poradzisz, Interim Associate Dean, Graduate Nursing; C. Beck; C. Bermele; L. Capps; T. Dorau; M.J. Dunne; L. Fairclough; A. Fry; L. Garrison; D. Heliker; P. Kelly; E. McCann; L. Meneghini; K. Moran; M. Murphy-Smith; M. Rabbitte; M. Ryan; K. Soso; L. Tucco; C. Wilson; M. Wolfenson; K. Wood

## Undergraduate Nursing Admission Requirements

### Freshman Students

Please refer to the **Freshman Student Admission** page for detailed requirements. The priority deadline for admission of incoming freshman to the nursing major is May 1.

### Accelerated Baccalaureate Students

Please refer to **BSN/ACC** page for detailed requirements. Completed A-BSN files should be submitted by September 15 for admission into summer of the following calendar year.

### RN to BSN Online Students

Please refer to **RN to BSN Online Option** page for detailed requirements. Completed RN to BSN files should be submitted in August, December and April for consideration in the next semester.

### Transfer Students

Please refer to the **Transfer Into Nursing** page for detailed requirements. Completed transfer into nursing files should be submitted by October 1 for admission into spring of the following calendar year and February 15 for admission into fall of the next academic year.

## Undergraduate Nursing Progression Requirements

### Freshman, Transfer and BSN/LPN Students

In the freshman and sophomore years, students are enrolled in liberal arts and science courses, as well as courses supportive to the nursing major. Students admitted to the University as pre-clinical nursing majors must comply with the program requirements to progress in the nursing program.

Progression into the Sophomore II semester (nursing courses) requires the following: cumulative grade-point average of 2.75 at Saint Xavier University; grade of C or better in all science\* (BIOL 202, 203, 206 and CHEM 109) and support courses (PSYCH 101, 199, SOC Course, COMM 101, ENGL 120, MATH 135, PE 124). Such courses must be completed by May 30 for fall sophomore II start and by December 15 for spring sophomore II start. Students may repeat a science course only one time and may repeat only one science course. Students in the School of Nursing and Health Sciences must complete all science courses at SXU.

Progression into the junior I semester (clinical nursing courses) requires a grade of C or better in NURS 215, NURS 282, NURS 326, NURSL 326, pass NURS 328 and support courses.

### BSN/ACC Students

Progression into the nursing courses requires the following: cumulative grade-point average of 2.75 at Saint Xavier University; completion of all science (BIOL 202, 203, 206 and CHEM 109) and support courses (PSYCH 101, 199 SOC/ANTY Course, PSYCH 204, COMM 101, ENGL 120, MATH 135, PE 124). Such courses must be completed by May 15 for summer nursing start.

### RN to BSN Online Students

Progression through nursing courses requires completion of all support courses and all nursing courses with a grade of 77 percent or greater and must maintain a grade-point average of 2.75 or greater during the program.

## Additional Requirements

### All Pre-licensure Students (excludes RN to BSN Online Option)

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 students must provide evidence of compliance with the following University and clinical agency health requirements: physical examination, titers, tetanus, annual TB screen, Influenza immunization, current BLS certification for health care providers and comprehensive health insurance. Additionally, students are required to test negative for drugs in a random screening prior to beginning their clinical experience and as required by clinical agencies. The University and School of Nursing and Health Sciences reserve the right to require random drug screenings. Making arrangements for transportation to clinical sites is the responsibility of the student. Students are also responsible for any parking fees or other costs involved in traveling to clinical sites that may vary from site to site.

To remain in good standing in the undergraduate nursing program, all students must:

1. Maintain at least a 2.30 for both cumulative grade-point average and nursing grade-point average (NGPA, includes required nursing courses only)
2. Receive a grade of C or better in all nursing courses
3. Clear criminal background check annually while enrolled
4. Maintain updated CPR certification and proof of comprehensive health insurance
5. Provide evidence of compliance with all health requirements and clearance of drug screening to the School of Nursing and Health Sciences
6. Comply with essential abilities policy (see [Nursing Program Admission Requirements](#))
7. Comply with additional agency policies and requirements for clinical practice
8. Provide health requirement updates to the Nursing office before the start of each semester

A grade of F in a nursing course will result in dismissal from the nursing program. Students must repeat any required nursing course in which a grade of D or W is received. Students will be allowed to repeat a nursing course only once and may repeat only one nursing course.

NURS 102 serves as an introductory course and as such can be repeated without penalty.

Nursing students must have a cumulative nursing grade-point average (NGPA) of 2.30 to qualify for graduation. Students are responsible for complying with the policies and procedures in the current edition of the Undergraduate Nursing Student Handbook.

## Communication Sciences and Disorders

The School of Nursing and Health Sciences also includes the **Communication Science and Disorders Department**. The Communication Sciences and Disorders (CSD) Department offers a major and minor for undergraduate studies in communication sciences and disorders to prepare graduates for entry into graduate speech pathology programs and as preparation for persons interested in other service oriented professions, especially those whose focus is assisting persons with disabilities. Detailed information about the Communication Sciences and Disorders program, faculty, admission and program requirements can be found on their respective **catalog page**.

## Health Sciences Programs

Additionally, the School of Nursing and Health Sciences has some interdisciplinary programs that allow preparation for a health related career. These Health Science majors include **exercise science**, **sports and fitness administration**, and **gerontology**. Minors in **gerontology** and **physical education** are available as well.

*The School of Nursing and Health Sciences reserves the right to amend policies and procedures, and other program information as necessary. All changes will be communicated promptly.*

## School of Nursing and Health Sciences Requirements

\*For students in Sophomore II nursing classes prior to spring 2018.

### Nursing Courses

#### Pre-Licensure Students and BSN/ACC\*

- NURS 212: Introduction to Pharmacological Concepts Related to Nursing (3)
- NURS 215: Pathophysiology (3)
- NURS 282: Concepts in Professional Nursing (3)
- NURS 311: Mental Health Nursing (2)
- NURSP 312: Mental Health Nursing Practicum (1)
- NURS 316: Nursing Care of the Childbearing Family (2)
- NURSP 317: Nursing Care of the Childbearing Family Practicum (1)
- NURS 326: Health Assessment in Nursing Practice (2)
- NURSL 326: Health Assessment in Nursing Practice Lab (1)
- NURS 328: Mentoring in Professional Nursing I (0.5)
- NURS 329: Mentoring in Professional Nursing II (0.5)
- NURS 336: Introduction to Nursing Therapeutics and Illness Management (3)
- NURSP 337: Introduction to Nursing Therapeutics and Illness Management Practicum (2)
- NURS 338: Mentoring in Professional Nursing III (0.5)
- NURS 339: Mentoring in Professional Nursing IV (0.5)
- NURS 342: Nursing Care of Children (2)
- NURSP 343: Nursing Care of Children Practicum (1)
- NURS 344: Nursing Care of Adults (3)
- NURSP 345: Nursing Care of Adults Practicum (2)
- NURS 346: Ethical and Legal Dimensions of Nursing Practice (1)
- NURS 347: Nursing Care of the Older Adult (3)
- NURS 356: Nursing Research: Connecting Research and Practice (3)
- NURS 357: Community and Population Focused Nursing Care (2)
- NURSP 358: Community and Population Focused Nursing Care Practicum (1)
- NURS 366: Advanced Nursing Therapeutics (3)
- NURSP 367: Advanced Nursing Therapeutics Practicum (1.5)
- NURSL 368: Advanced Therapeutics Lab and Simulation (0.5)
- NURS 390: Health Policy and Politics (2)
- NURS 392: Nursing Management in Professional Nursing Practice (3)
- NURSP 393: Nursing Management in Professional Nursing Practice Practicum (3)
- NURS 383: Electives (2)

#### BSN/LPN Students\*

LPN students receive 12.5 credits of advanced placement nursing credit. (NURS 336, NURS 329, NURS 347, NURS 383, NURSP 317, NURSP 337, NURSP 343.) This credit will be held in escrow until the student successfully completes 12 credits of required nursing courses with a grade of "C" or better and attains a nursing grade-point average of 2.3.

- NURS 212: Introduction to Pharmacological Concepts Related to Nursing (3)
- NURS 215: Pathophysiology (3)
- NURS 282: Concepts in Professional Nursing (3)
- NURS 311: Mental Health Nursing (2)
- NURSP 312: Mental Health Nursing Practicum (1)
- NURS 316: Nursing Care of the Childbearing Family (2)
- NURS 326: Health Assessment in Nursing Practice (2)
- NURSL 326: Health Assessment in Nursing Practice Lab (1)
- NURS 328: Mentoring in Professional Nursing I (0.5)
- NURS 338: Mentoring in Professional Nursing III (0.5)
- NURS 339: Mentoring in Professional Nursing IV (0.5)
- NURS 342: Nursing Care of Children (2)
- NURS 344: Nursing Care of Adults (3)

- NURSP 345: Nursing Care of Adults Practicum (2)
- NURS 346: Ethical and Legal Dimensions of Nursing Practice (1)
- NURS 356: Nursing Research: Connecting Research and Practice (3)
- NURS 357: Community- and Population-Focused Nursing Care (2)
- NURSP 358: Community- and Population-Focused Nursing Care Practicum (1)
- NURS 366: Advanced Nursing Therapeutics (3)
- NURSP 367: Advanced Nursing Therapeutics Practicum (2)
- NURSL 368: Advanced Nursing Therapeutics Lab and Simulation (0.5)
- NURS 390: Health Policy and Politics (2)
- NURS 392: Nursing Management in Professional Nursing Practice (3)
- NURSP 393: Nursing Management in Professional Nursing Practice Practicum (3)

#### **\*Supportive Courses**

- BIOL 202: Human Anatomy (4)
- BIOL 203: Human Physiology (4)
- BIOL 206: Microbiology (4)
- CHEM 109: Survey of General, Organic and Bio-Chemistry (4)
- 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 (3)
- PE 124: Health and Nutrition Across The Life Span (3)

#### **RN to BSN Online Option\*\***

- NURS 343: Concepts of Professional Nursing Practice: Policy, Legal and Regulatory Issues in Nursing (3)
- NURS 345: Theoretical, Ethical, Cultural and Spiritual Dimensions of Nursing Care (3)
- NURS 384: Information Management and Technology for Patient Care (3)
- NURS 386: Scholarly Inquiry and Principles of Evidence-Based Practice (3)
- NURS 443: Health Assessment (4)
- NURS 445: Global Health- and Population-Based Care (4)
- NURS 484: Nursing Collaboration and Leadership for Quality Care and Patient Safety (4)
- NURS 486: Capstone in Nursing Practice (4)

#### **\*\*Supportive Courses**

- ACSU 111: Online Student Orientation (0)
- PHIL 150: The Examined Life (3)
- RELST 299: Theology Informing Health Care (3)

*The School of Nursing and Health Sciences reserves the right to amend policies and 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 [Office of Records and Advising](#) 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 School of Nursing and Health Sciences admission requirements.

*The School of Nursing and Health Sciences reserves the right to amend policies and procedures, and other program information as necessary. All changes will be communicated promptly.*



## The Accelerated BSN (BSN/ACC) Option

The Accelerated BSN (BSN/ACC) option allows students with an earned baccalaureate degree to move through the baccalaureate pre-licensure program within a reduced time frame. Students in the BSN/ACC option begin coursework each May and complete the BSN program in 15 months. Courses are offered only full time with no breaks between sessions.

*The School of Nursing and Health Sciences reserves the right to amend policies and procedures, and other program information as necessary. All changes will be communicated promptly.*

## BSN/LPN Option

The **BSN/LPN Option** enables students who are licensed practical nurses (LPN) to earn a baccalaureate degree in nursing. The curriculum is designed to expand the student's 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 upper-division undergraduate nursing courses.

Students must meet the entrance requirements for the undergraduate nursing program and provide evidence of:

1. Graduation from an NLNAC accredited **or** state accredited practical nursing program **or** State Department of Professional Regulation
2. Licensure to practice as a licensed practical nurse (LPN)

## BSN/LPN

The BSN/LPN Option allows the student to transition into the baccalaureate pre-licensure program within a reduced time frame. Students in the Advance BSN/LPN Option may receive credit of up to 12.5 SH of nursing course work after successfully completing 12 SH in nursing courses with a grade-point average of 2.3 or better. Credit is given for the following courses: NURS 336, NURS 329, NURS 347, NURS 383 and NURSP 317, NURSP 337, NURSP 343. This enables students to complete the nursing sequence in a reduced time frame. Nursing courses must be completed in the daytime frame. To receive the credits of up to the 12.5 SH of nursing course work, the student must submit a petition for the advanced placement credit in Nursing LPN-BSN option to their nursing advisor.

*The School of Nursing and Health Sciences reserves the right to amend policies and procedures, and other program information as necessary. All changes will be communicated promptly.*



## RN to BSN Online Option

The **RN to BSN Online Option** is a Bachelor of Science degree awarded through the School of Nursing and Health Sciences to currently licensed, registered nurses who have completed an Associate Degree in Nursing (ADN) from an accredited school of nursing. Courses are 100 percent online and scheduled in seven-week blocks with a one-week break between courses. Courses are completed one at a time, with two courses offered per semester.

*The School of Nursing and Health Sciences reserves the right to amend policies and procedures, and other program information as necessary. All changes will be communicated promptly.*



## Communication Sciences and Disorders Department

The **Communication Sciences and Disorders Department** contributes to the liberal education of the student by providing learning experiences about the nature, development, and effective use of human communication. A goal of this department is to prepare students with a basic foundation in communication sciences and an introduction to the field of human communication disorders.

An undergraduate major in communication sciences and disorders is offered in the department, leading to a broad-based bachelor's degree in human communication, its development, and its disorders. Coursework in the major 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 several communication disorders. The undergraduate major 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, audiology, or other areas of special education, and who demonstrate strong academic capability, may engage in observation and clinical practicum in the on-campus **Ludden Speech and Language Clinic**, which 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. Speech-language pathologists and audiologists, who must hold a graduate degree in their field, practice in a variety of settings: public schools, hospitals, rehabilitation centers, university clinics, special education and early childhood centers, and private practice. The Department of Communication Sciences and Disorders also offers a master of science degree in speech-language pathology. Information on this program is available in the graduate catalog.

### Communication Sciences and Disorders Learning Outcomes

- Students will demonstrate knowledge of the principles of biological and physical sciences as they apply to the development of speech, language, hearing, and swallowing processes.
- Students will examine basic human communication and swallowing processes and their normal development.
- Students will analyze speech and language disorders and how these may warrant clinical intervention.
- Students will interpret and evaluate contemporary professional issues and current research in the field of speech-language pathology.
- Students will demonstrate competence in critical thinking and in oral and written language skills.

### Faculty

W. Sennett, Chair; P. Klick, Clinic Director; M. Alfano; E. Cherullo; K. Czarnik; D. Mackowiak; K. McShane; S. Schellinger, Graduate Program Director; M. Schmitt

### Program Requirements for the Major in Communication Sciences and Disorders (CSD)

To obtain the Bachelor of Arts in communication sciences and disorders, students complete courses in the CSD major as well as supporting courses. Most of the second group are taken as part of the General Education curriculum. All courses are three credit hours unless otherwise noted.

#### Supporting Courses (15 credit hours)

These must be completed with a grade of C or better.

- PSYCH 101: Introduction to Psychology
- PSYCH 200: Child Development
- Biological Science course
  - BIOL 101: Introduction to Biology or BIOL 200: Human Biology is recommended
- Physical Science course
  - PHYS 101: Physics for Nonscientists or CHEM 106: Chemistry Essentials is recommended

- Statistics course
  - MATH 135: Introduction to Statistics or PSYCH 300: Statistics for the Social Sciences is recommended

### **Required Courses (35 credit hours)**

Courses in the major must be completed with a grade of C or better, but see the requirements for admission to the program. Graduate programs expect that CSD courses will be completed with grade of B or better.

- CSDI 204: Introduction to Communication Disorders
- CSDI 205: Phonetics
- CSDI 206: Anatomy and Physiology of the Speech and Hearing Mechanism
- CSDI 207: Speech Science
- CSDIL 207: Speech Science Lab (1 credit hour)
- CSDI 301: Speech Sound Development and Disorders
- CSDI 305: Development of Language in the Young Child
- CSDI 306: Language Disorders in Children
- CSDI 307: Introduction to Audiology
- CSDI 309: Neuroscience of Communication
- CSDI 315: Fluency, Voice, and Resonance
- CSDI 370: Senior Seminar (1 credit hour)

One course in Communication Cross Cultures, chosen from the following:

- ANTHRO 214: Language, Culture, and Society
- COMM 203: Intercultural Communication
- ENGL 241: Language and Linguistics

### **Recommended Courses in the CSD Major (5 credit hours)**

Two courses are reserved for students who have achieved a CSD grade-point average of 3.2 or higher, a grade of B or higher in CSDI 301 and CSDI 306, and who receive permission from the Department. Students registered for CSDI 310 must complete 25 hours of documented clinical observations, complete a federal criminal background check, present current CPR certification, and successfully complete other mandated pre-clinical requirements.

- CSDI 310: Clinical Methods
- CSDI 355: Clinical Practicum (2 credit hours)

## **Admission to the Communication Sciences and Disorders Major**

Application to the program must be made in writing after the completion of nine credit hours of required courses in the major. Admission is dependent upon achievement of a minimum CSD grade-point average of 3.0 and overall undergraduate grade-point average of 3.0, and the successful completion of a written language sample and an oral speech, language, and voice screening. Applicants are expected to demonstrate those qualities of communication and personality necessary to relate effectively with children and adults who have communication disorders.

Transfer students must meet the same requirements for admission to and completion of the CSD major. A minimum of 15 credit hours in the major must be taken at Saint Xavier University

## **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 grade of C or better. Students interested in a minor must meet with the department chairperson to plan a course of study, which could include a focus on basic human communication processes or on communication development and disorders



## Exercise Science

The Saint Xavier University **Exercise Science** program is an interdisciplinary effort including contributions from SXU's Biology, Psychology, and Physical Education departments, 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 either Math 112 (College Algebra) or 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 prior to taking PSYCH 301 (Research Methods). 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 School of Nursing and Health Sciences 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.

## Program Course Requirements

Students who major in Exercise Science must take the following courses, for a total of 41 credit hours.

Students must complete **all** the following courses from the program's three cores:

### Biology Core

- BIOL 117: Exercise Physiology
- BIOL 202: Human Anatomy
- BIOL 203: Human Physiology

### Behavioral Kinesthetics Core

- PE 130: Intro to Exercise Science
- PE 112: Health and Fitness
- PE 120: First Aid and Athletic Injuries
- PE 124: Health and Nutrition
- PE 319: Kinesiology
- PE 380: Exercise Science Internship
- PE 390: Exercise Science Capstone Project
- PSYCH 335: Sports Psychology

### Methods Core

- PSYCH 300: Statistics/Social Sciences

- PSYCH 301: Research Methods

### **Elective Choice**

**Students must also complete one elective choice from the following list.** Please choose **one** elective.

- COMM 207: Sports Communication
- ENGL 235: Sports and Literature
- PSYCH 303: Human Motivation
- PSYCH 311: Physiological Psychology
- PSYCH 341: Health Psychology
- SOC 140: Sociology of Sports

*The School of Nursing and Health Sciences reserves the right to amend policies and procedures, and other program information as necessary. All changes will be communicated promptly. Students should consult with the coordinator when planning their Exercise Science major.*





## Interdisciplinary Gerontology Studies

Students who wish to declare a gerontology major or minor should notify the Office of Records and Advising (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 students from various disciplines and prepare students for careers that benefit from team work, mutual respect, and comprehensive knowledge of the older adult regardless of setting. Students will acquire knowledge of the impact of culture, ethnicity, financial capacity, gender, spirituality, health and level of wellness and quality of life of older adults. The Interdisciplinary Gerontology Major requirement is **30 credit hours** including the Nursing and Health Science Track. Please note that the B.S. Degree in Gerontology requires a total of 120 credit hours including general education and the major.

#### Gerontology Major Foundational Core Required (15 Credit Hours)

- GERON 101/NURS 199: Introduction to Aging and Aging Wisely
- BIO 124: Physiology of Aging
- SOC 318: Sociology of Aging
- PSYCH 199: Lifespan Development
- NURS 205/GERON 205: Narrative Gerontology

**\*Note: Students are expected to meet any pre-requisites related to course below.**

#### Nursing and Health Science Track: (12 Credit Hours)

- COMM 216: Introduction to Health Communication
- NURS 347: Nursing Care of the Older Adult (Nursing major only)
- PSYCH 224: Adulthood and Aging
- PSYCH 341: Health Psychology
- RELST 266: Suffering and Death
- NURS 383: Nursing Care at End of Life (Nursing major only)
- CSDI 309: Neural Bases of Speech, Language and Swallowing
- GERON 348/NURS 348: Geriatric Syndromes
- NURS 383/GERON 204: 3'Ds of Geriatric Psych (Dementia, Delirium, Depression)
- SOC 335: Art and Science of Reminiscing
- ACCT 390: Elder Law: Justice in Aging

**Note: Students may be required to submit to a background check, health requirements, and urine drug screening as required for the final capstone course.**

Following are the student learning outcomes of the overall Interdisciplinary Gerontology Major studies program, all of which are in alignment with those of the Interdisciplinary Gerontology Minor.

### Student Learning Outcomes for the Gerontology Major and Minor

1. Acquire basic physiological, sociological and psychological scientific knowledge and multi-perspectival understanding of aging both in the United States and globally.
2. Acquire knowledge and understanding of the impact of culture, ethnicity, financial capacity, gender, spirituality, health and level of wellness on quality of life and life satisfaction of older adults.
3. Cultivate critical awareness as well as ethical and political astuteness in multiple areas and a variety of settings that affect older adults.
4. Cultivate critical inquiry and acquire knowledge of qualitative and quantitative research in the field of aging.
5. Participate as members of interdisciplinary teams encountering diverse cohorts of older adults in various settings.

In addition to the Gerontology major, students will be exposed to additional learning outcomes from the Nursing and Health Sciences. **Students should consult with their department advisor and the coordinator of the gerontology programs, Dr. Diane Heliker ([heliker@sxu.edu](mailto:heliker@sxu.edu)), when planning their Interdisciplinary Gerontology Major or Minor.**

## 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 nursing. Optional courses are drawn from across the University. The minor will meet the educational and experiential needs of a variety of students who are already working with older adults, contemplating a career change, and those wishing to advocate for this growing segment of the population. There are no tracks inherent in the Minor. Students will acquire a general understanding of the impact of culture, ethnicity, spirituality, and health and level of wellness and quality of life of 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) and GERON 395, Capstone Project (3 or 4) plus 4 gerontology options. Courses in the minor must have a focus on aging, will be drawn from across the SXU curriculum, and may 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 optional Minor courses to meet the criteria of the degree completion/Major.

## Faculty and Administration

The Gerontology Studies Programs are sponsored by the School of Nursing and Health Sciences. It is an interdisciplinary program that draws upon the expertise of faculty in many academic departments and schools 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.

Dr. Diane Heliker  
Coordinator  
[heliker@sxu.edu](mailto:heliker@sxu.edu)



## 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. Then you will need the PE minor + 6 additional credit hours so that you earn a total of 24 semester hours in PE (12 of the credit hours must be upper level courses) Additionally, you will need to earn a passing score on the Illinois State Board physical education (144) content exam.

Please contact the Director of Physical Education for more information.

## Faculty

- K. DeGaetano, Director
- R. Mossuto, Adjunct Faculty
- K. Devine Rickert, Adjunct Faculty

## 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 departments, 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 School of Nursing and Health Sciences must complete all science courses at SXU.

A 'C' or better in Math 131 (Finite Mathematics) 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.

### Program Course Requirements

Students who major in Sports and Fitness Administration must take the following courses, for a total of 42 credit hours.

Students must complete **all** the following courses from the program's three cores:

#### Biology Core

- BIOL 117: Exercise Physiology
- BIOL 200: Human Biology

#### Behavioral Kinesthetics Core (SFA Specific)

- PE 112: Health and Fitness
- PE 124: Health and Nutrition
- PE 319: Kinesiology
- PE 381: Sports and Fitness Administration Internship
- PE 391: Sports and Fitness Administration Capstone Project
- PSYCH 335: Sports Psychology

#### Administration Core

- ACCT 210: Financial Accounting
- ECON 201: Microeconomics
- MGMT 360: Human Resource Management
- MGMT 370: Organizational Behavior
- MKTG 300: Marketing

#### Elective Choices

Students must also complete two elective choices from the following list below. Please choose **two** electives.

- COMM 2017: 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

*The School of Nursing and Health Sciences reserves the right to amend policies, and other program information as necessary. All changes will be communicated promptly.*



## PLUS (Partnership in Learning for Utmost Success) Program

**\*For students in Sophomore II nursing courses prior to spring 2018.**

The PLUS Program is designed to facilitate successful learning situations for students. The emphasis is on learning as a shared process among faculty and students, and the intent of the PLUS Program is to provide support to nursing students to increase their opportunity to succeed in the program.

The PLUS Program involves a series of one credit-hour academic courses and is open to all nursing students enrolled in PLUS-related nursing courses. The PLUS courses NURS 301, NURS 302, NURS 303 and NURS 304 are offered concurrently with the specific nursing courses they support.

*The School of Nursing and Health Sciences reserves the right to amend policies and 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
- Applied Graphic Design
- Business Administration Fast-Track
- Gerontology Studies
- Leadership and Public Administration
- 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 take ACSU 101: Transfer Student Orientation. This one-time orientation meeting 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 web 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.

### Degree Completion General Education Core (42 credit hours)

- ENGL 120: Rhetoric and Writing (3)
- COMM 101: Speech Fundamentals (3)

#### Foundation Seminar: Mathematics

- FOSEM 200 Math **OR** applicable college-level math required in major (3)

#### Natural Science

- One life science course (3)
- One physical science course (3)

#### History/Humanities

Includes HISHU course options:

- One history course (3)
- One humanities course (literature, art, music, humanities) (3)
- One history or humanities course (3)

#### Social Sciences

- Three courses from at least two different disciplines (9)

#### Philosophy

- Philosophy 150: The Examined Life (3)

#### Religious Studies

- One course (3)

#### Philosophy or Religious Studies

- One course in either philosophy (above PHIL 150) **OR** religious studies (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)





## Undergraduate Courses

## ACADEMIC SUPPORT

ACSU 097

**Cougar Trax**

0 Credit Hours

Orientation program for first-year students.

ACSU 120

**GSM Online Program Orientation Course**

0 Credit Hours

ACSU120 is an online program orientation, which is self directed. This module course introduces the student to Saint Xavier University, and to the university's information and learning management systems. Samples of Graham School of Business course content are also available to familiarize the online student with the course work coming ahead.

ACSU 200

**Rebound Workshop**

0 Credit Hours

Rebound is an academic recovery course is designed to assist students who were placed on academic probation during their first semester at Saint Xavier University. The course is required for first semester probation students and is open to those who are at risk or need more focused assistance. This course is offered as a non-credit class, but replaces Transitions if the student failed Transitions in the first semester.

## ACCOUNTING

ACCT 210

### **Financial Accounting**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-099 or placement into MATH-131

Financial accounting is an introduction to accounting principles and concepts, measurement of business income and determination of financial position. Emphasis is on the theory and practice of accounting cycle leading to the preparation of financial statements for sole proprietorship and the theory of asset, liability and owner equity accounts. Emphasis is on understanding financial information for decision-making purposes.

ACCT 211

### **Managerial Accounting**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-210

Managerial accounting is a study of the concepts, nature, objectives and reporting flows of managerial accounting. Emphasis is placed on how accounting information is used by decision makers within the context of the overall managerial function. Topics include: cost accumulation for product costing, cost structure for control and motivation, cost volume profit relationships, profit planning, standard costing and relevant costs for non-routine decisions. Specific analytical techniques will be discussed, including activity-based costing and cost volume profit decisions.

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. Each area will be discussed and analyzed through the use of cases and problems. This course is required for accounting majors. All other business students should take MGMT 223.

ACCT 301

### **Intermediate Accounting I**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-211

Intermediate Accounting I begins the development of accounting theory, practice, research and analysis covering the accounting cycle, and current assets. The course begins with a review of financial accounting as it relates to the information system with journal entries, adjusting entries and statement preparation. Next, analysis is conducted of the elements of accounting including cash, receivables, short-term investments and inventory valuations.

ACCT 302

### **Intermediate Accounting II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-301

Intermediate Accounting II continues the development of accounting theory practice, research and analysis from the perspective of a financial accountant. Emphasis is placed on long-term assets, current and long-term liabilities and stockholders' equity and investments. One hour of Accounting research is included. This course should be taken immediately after ACCT 301.

ACCT 303

### **Intermediate Accounting III**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-302

Intermediate Accounting III continues the development of accounting theory, practice, research and analysis from the perspective of the financial accountant. Emphasis is placed on earnings per share, and certain long-term liabilities, including pensions, deferred taxes and leases. The cash-flow statement, revenue recognition and accounting changes and error analysis will be studied in depth. One hour of Accounting research is included. This course should be taken immediately after ACCT 302.

ACCT 311

### **Individual Income Tax**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-211 BANA-250

Individual Income Tax is an introduction to the theory and broad outline of federal income tax law as it applies to the individual taxpayers, including income recognition and expense deduction rules, property transactions, tax credits and current law changes, along with limited coverage of the impact of federal law on Illinois Income Tax reporting. Students seeking academic credit for this course must participate in a community service pro-bono tax preparation service program offered in conjunction with the University or approved by the instructor, which service 16 hours of off-campus service and training during the student's spring semester enrollment.

ACCT 321

### **Cost Accounting**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-211 BANA-250

Cost Accounting is a detailed study of accounting systems for managerial planning and control, the use of their outputs and their effect on the organization. Coverage include: cost-volume-profit analysis, costing systems, standard costing, capital budgeting and relevant cost analysis. Students will be exposed to emerging issues in the field. Emphasis will be placed on the ability to analyze information and situations, and make decisions that drive the business.

ACCT 331

### **Accounting Information Systems**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT 302

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. Internal controls will be addressed. Students will be introduced to Sage50 (Peachtree) Accounting Software. This software is compatible with WINDOWS only. Advanced EXCEL techniques will be reviewed. Offered every summer.

**ACCT 341****Auditing**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-302

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 361****Corporate Income Taxation**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-311

Corporate Income Tax provides students with a review of tax theory, introduction to tax research and tax planning as it relates to federal and multi-state income taxation applied to 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. Students seeking academic credit for this course must participate in a community service pro-bono tax preparation service program offered in conjunction with the University or approved by the instructor, which service 16 hours of off-campus service and training during the student's spring semester enrollment in either ACCT 311 or ACCT 361.

**ACCT 381****Accounting Internship**

3 to 6 Credit Hours

Under the tutelage of a cooperating organization, the student studies the management of an administrative or staff function and submits projects. Internship may not include any of the duties of a currently held position. Students receiving credit must have the pre-approval of the program director and will work directly with the program director. Approval will be based on the level of technical work actually being done during the internship. Additional readings and research will supplement their work experience. Grades are based on job performance and academic projects related to the position.

**ACCT 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.

## 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 department chair 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

### **Physical Anthropology**

3 Credit Hours

This introductory course is designed to provide students with an understanding of human evolution and diversity from a physical anthropological perspective. Major topics include the concept of evolution, biological relationships between humans and other primates, the fossil record of human evolution, and the basic methods employed by archaeologists and physical anthropologists in the study of prehistoric 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 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.

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 Americans**

3 Credit Hours

This course focuses on the social and cultural adaptations made by the first Americans to the environments of North America. The transformations that have occurred since contact and the present conditions for Native Americans will also be explored. Offered fall odd years.

ANTH 265

### **Middle Eastern Cultures**

3 Credit Hours

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 even years.

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 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 102

#### **Design: Two-Dimensional**

3 Credit Hours

This course explores the fundamentals of two-dimensional spatial organization and the use of the elements of 2-D design (line, shape, value, color, texture and space) as they relate to fine and applied arts. Experience with a variety of materials, concepts and processes, including computer applications. Studio. Offered spring.

### 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 oil painting and will explore visual painting problems and ideas. Studio.

### 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

#### **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. Students must have a five mega-pixels digital camera and have a working knowledge of computers. 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 tools and processes of

the graphic artist/designer. Projects in this course will focus on digital illustration and multi-page layout. Students will be introduced to the Macintosh computer, Adobe Illustrator and Adobe InDesign. 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 123

#### **Humanities: Modern and Contemporary and Contemporary**

3 Credit Hours

This course is an introduction to the cultural experience of the Western world from the 19th century and into the present. The course explores the interaction between the social and political currents of the period and the artist as revealed in the art, music and literature of the time.

### 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 & 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 160

#### **Art: Special Topics**

3 Credit Hours

This course involves various thematic art topics.

### ART 160

#### **Special Topic: Digital 3D**

3 Credit Hours

This course is an introduction to tools and techniques for creating 3 Dimensional objects using computers. Students will compose for output on 3D printers, laser cutters and virtual reality. No experience necessary. No previous art or design necessary.

## 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

This course explores the fundamental organization of 3-D objects and spaces, considering both formal and functional aspects of design, through the planning and creation of scale model objects, theater set designs, toys and seating devices. Experience with a variety of materials, concepts and processes will be explored. Studio. Offered spring.

## ART 203

**Book As Art and Design**

3 Credit Hours

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 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 fall.

## 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-119 or ART-120 or consent of instructor

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. Theoretical formulations, particularly contrasts between the stylistic modes of the Renaissance and Baroque are tested by firsthand evaluations of masterpieces in The Art Institute of Chicago. Offered spring.

**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 the commercial galleries. Lecture. Offered fall.

**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 focus on developments related to the semester's theme. Lecture. Offered as needed.

**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 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, identify, 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 Latino Americano 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 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 spring.

**ART 260****Special Topics in Art**

3 Credit Hours

This course involves various thematic art topics.

**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 department chair 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. Guest artists, rotating lectures, group discussions of contemporary trends and field trips are scheduled on an ongoing basis. Students taking the seminar will have their work reviewed by the Art and Design Department faculty in critique formats, culminating in the required presentation of the Senior Exhibition in the SXU Gallery and/or the Visual Arts Center Student Gallery. 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. Guest artists, rotating lectures, group discussions of contemporary trends and field trips are scheduled on an ongoing basis. Students taking the seminar will have their work reviewed by the Art and Design Department faculty in critique formats, culminating in the required presentation of the Senior Exhibition in the SXU Gallery and/or the Visual Arts Center Student Gallery. Seminar. Offered spring.

**ART 307****Research Seminar I**

3 Credit Hours

This part is the first part of a two-semester research course taken by art history majors. During the first semester the topic and scope of one's research interests are refined through the process of annotating a relevant bibliography. This process continues into the second semester and culminates in the writing of a substantive paper on the topic, the curating of an exhibition in the SXU Gallery, the Visual Arts Center Student Gallery or the creation of a website. Senior status is required. Seminar. Offered as needed.

**ART 308****Research Seminar II**

3 Credit Hours

This course is the second part of a two-semester research course taken by art history majors. During the first semester the topic and scope of one's research interests are refined through the process of annotating a relevant bibliography. Once the first course is taken, the student then takes the annotated bibliography and culminates the project into writing of a substantive paper on the topic, the curating of an exhibition in the SXU Gallery, or the Visual Arts Center Student Gallery or the creation of a website. Senior status is required. Seminar. Offered as needed.

**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 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 360****Special Topics: Graphic Novel II**

3 Credit Hours

An advanced application of narrative visual communication with an internal selection of picture narratives. This course is designed for continuing themes and projects begun in Graphic Novel. Advanced student projects will be negotiated with the instructor individually. This is a blended course of visual culture history, studio art practice, study of particular cultures, visual culture analysis, visual culture appropriation and adaptation. Instructor approval required. Offered as needed.

**ART 365****Internship**

1 to 3 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 department chair is required.

**ART 371****Methods of Teaching Art in the Middle And Secondary 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. 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**

5 Credit Hours

*Pre/Corequisite:* E (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**

5 Credit Hours

*Pre/Corequisite:* E (RQ) BIOLB-112

See previous description for General Biology I. 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 department required.

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

### **Contemporary Women Scientists**

3 Credit Hours

This course focuses on the integration of several fields of science, the significance of these fields in contemporary life, and some women scientists who made notable contributions to those fields. Offered spring.

BIOL 202

### **Human Anatomy**

4 Credit Hours

*Pre/Corequisite:* E (RQ) BIOLB-202

Study of the structures of the human body. A human cadaver is used in the laboratory component. 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 4, Laboratory 3.

BIOL 203

### **Human Physiology**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-202 or BIOL-220, E: BIOLB-203 (RQ)

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 206

### **Microbiology**

4 Credit Hours

*Pre/Corequisite:* E (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 2.

**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. Majors must take the lab. Offered during spring semester.

**BIOLB 213****Interactions Environment Lab**

1 Credit Hour

*Pre/Corequisite:* E (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**

1 Credit Hour

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**

5 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better BIOL-112 with a C or better, E: BIOLB-220 (RQ)

This course is an anatomical study of selected vertebrate types, including humans. 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 230****Invertebrate Biology**

4 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better BIOL-112 with a C or better, E: BIOLB-230 (RQ)  
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, E: BIOLB-240 (RQ)  
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 department 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 junior or senior status, E: BIOLB-300 (RQ)  
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  
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 BIOL-112 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 305****Cell Biology**

5 Credit Hours

*Pre/Corequisite:* P (RQ) BIOL-111 with a C or better, BIOL-112 with a C or better CHEM-111 CHEM-112 CHEM-209 or CHEM 251, E: BIOLB-305 (RQ)  
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, E: BIOLB-306 (RQ)

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, E: BIOL-220 or BIOL-202 (RQ)

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:* P (RQ) BIOLB-111 BIOLB-112**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, E: BIOLB-310 (RQ)

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, E: BIOLB-312 (RQ)

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**

5 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, E: BIOLB-318 (RQ)

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, E: BIOLB-320 (RQ)

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, E: BIOLB-333 (RQ)

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, E: BIOLB-341 (RQ)

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 department 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

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 department. Classroom and field experiences. 30 clinical hours. Offered fall.

## **BUSINESS ANALYTICS**

BANA 250

### **Excel for Business**

1 Credit Hour

Introduction to the main spreadsheet application in Microsoft Office. The use of Excel's basic and advanced features to achieve business objectives will be discussed, demonstrated, and applied. Students will learn worksheet skills that will satisfy upper level business course prerequisites and assist in solving business problems.

BANA 320

### **Operations Management**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-132 or MATH 135

Operations Management is the study of the management of the direct resources required to produce the goods and/or services provided by an organization. The course focuses on competitiveness, with emphasis placed on the close coordination of business unit operational decision making and strategic planning. Topics covered include product/process design, aggregate planning, operations scheduling, inventory theory, and quality control and incorporates the use of quantitative techniques for operational decision making. Attention is given to the strategic uses of advanced manufacturing systems such as FMS, MRP and JIT. Comparisons of Western and Japanese management and manufacturing philosophies are also studied.

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. We 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: An Introduction to Business**

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 ownerships 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. Should be taken freshman year. Not required for upper division transfer students.

## CHEMISTRY

CHEM 102

### **What's in Our Food**

3 Credit Hours

This course surveys food science from a consumer perspective. 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 reviews fundamental concepts in arithmetic and algebra, 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:* P (RQ) Completion of MATH-099 or concurrent enrollment in a 100-level Math course, C: CHEML-109 (RQ)

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**

5 Credit Hours

*Pre/Corequisite:* P (RQ) Completion of MATH-099 or completion of HS Chemistry within the last 3 years or CHEM 106 with a grade of "C" or better, E: CHEML-111 MATH-112 (RQ)

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**

5 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-111 with a C or better, C: CHEML-112 (RQ)

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

### **Chemistry-Connecting Dots to Community**

3 Credit Hours

Students in this course will learn basic chemistry concepts that have relevance in daily life with an emphasis on developing activities to communicate those concepts to middle school kids. Students will work in groups to plan, design and deliver demonstrations, activities and handouts. Students will present these activities at planned events and may be expected to attend off campus presentations.

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, E: CHEML-209 (RQ)

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.

CHEM 211

### **Analytical Chemistry**

5 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-112, C: CHEML-211 (RQ)

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 250

##### **Special Topics in Chemistry**

1 to 3 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, or equivalent as determined by the department, E: CHEML-251 (RQ)

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**

2 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-112 with a C or better, E: CHEM-251 (RQ)

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, E: CHEML-252 (RQ)  
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**

2 Credit Hours

*Pre/Corequisite:* P (RQ) CHEML 251, E: CHEM-252 (RQ)  
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, E: CHEML-301-optional for Chemistry and Natural Science majors (RQ)

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.

#### 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 fall odd years.

#### CHEM 305

##### **Advanced Inorganic Chemistry**

3 Credit Hours

*Pre/Corequisite:* E (RQ) CHEM-112

Topics explored in this course include atomic structure, periodicity, bonding theory, acid-base concepts, coordination and organometallic and bioinorganic chemistry. Offered spring even years.

#### CHEM 311

##### **Instrumental Methods of Analysis**

4 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-112 MATH-201 PHYS-201 or PHYS 211, C: CHEML-311 (RQ)

This course covers spectrometric, electro-chemical, chromatographic and calorimetric methods of analysis. Lecture 2, Laboratory 4. Offered spring odd years.

**CHEM 331****Physical Chemistry I**

4 Credit Hours

*Pre/Corequisite:* P (RQ) CHEM-112 MATH-202 PHYS-202 or PHYS-212, C: CHEML-331 (RQ)

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 PHYS-202 or PHYS-212, C: CHEML-332 (RQ)

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 odd years.

**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 department supervisor.

**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 department supervisor.

**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 department supervisor.

**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.



## COMM. SCIENCES/DISORDERS

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. 10 clinical observation hours. 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 fall.

CSDI 206

### **Anatomy and Physiology of the Speech and Hearing Mechanisms**

3 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. Offered fall.

CSDI 207

### **Speech Science**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-205, CSDI-206, C: CSDIL-207 (RQ)

Study of speech production, speech acoustics, and speech perception. Offered spring.

CSDI 301

### **Speech Sound Development and Disorders**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-204, 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. 5 clinical observation hours. Offered spring.

CSDI 305

### **Development of Language in the Young Child**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-200 (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. 5 clinical hours.

CSDI 306

### **Language Disorders in Children**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-204, CSDI-305

This course investigates the nature, causes, and features of language disorders in children. It also provides an introduction to assessment and remediation. 5 clinical observation hours. Offered spring.

CSDI 307

### **Introduction to Audiology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-206, CSDI-207

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 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.

CSDI 310

### **Clinical Methods in Speech/ Language Pathology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-301 with a minimum grade of B CSDI 306 with a minimum grade of B and permission of department

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

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 355

### **Clinical Practicum**

2 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-310 with a minimum grade of B minimum GPA of 3.2 in the major and permission of the department

This practicum provides a maximum of 50 clock hours of supervised clinical practice in the Ludden Speech and Language Clinic. Offered spring.

CSDI 370

**Senior Seminar**

1 Credit Hour

*Pre/Corequisite:* P (RQ) CSDI-301 CSDI 306

This course provides an opportunity to synthesize coursework in the major with the development of a portfolio. It also requires development and presentation of a project specific to a student's interests. Senior standing. Offered spring.

CSDI 395

**Special Topics: Fluency, Voice and Resonance**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CSDI-204, CSDI-206

This course investigates the nature, characteristics, and etiologies of fluency, voice, and resonance disorders.

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, department chair, and dean.

## COMMUNICATIONS

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.

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.

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.

COMM 206

### **Communicating With Social Media**

3 Credit Hours

This course examines the use of social media to build intellectual capital, communicate with society, exchange information among a global workforce and provide businesses with marketing and corporate communication tools. The course also explores the role of social media in shaping societal and business trends. Offered spring.

COMM 207

### **Sport 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 fall.

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 fall.

COMM 211

### **Introduction to Mass Communications**

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.

COMM 216

### **Introduction to Health Communications**

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

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

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 fall.

COMM 222

### **Critical Television Studies**

3 Credit Hours

This course examines television within the context of cultural, aesthetic, technological, textual, regulatory, social and political practices. We have a number of intersecting aims: 1) to trace

the development of television (mainly in the United States, but with attention to global systems); 2) to map the contours of critical TV Studies; 3) to familiarize ourselves with theories and methods of television scholarship; 4) to theorize television's relationship to consumer culture, history, capitalism, difference, citizenship, everyday life, and selfhood (among other key concepts); and 5) to entertain new directions in TV studies. Because television is a medium in transition, we will also consider the extent to which television remains (or has ever been) a truly distinct medium and its current relationship to media convergence. This course will prepare you to conduct research on television in its varied dimensions and forms. Offered spring.

**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.

**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 255****Special Topics: Introduction to Podcasting**

3 Credit Hours

*Pre/Corequisite:* P (RQ) COMM-205

This course introduces students to the new broadcasting field known as podcasting. Students will discuss the development of podcasting, its impact on the radio industry, and how they engage a listening audience. Additionally, this lecture/lab experience will allow students the opportunity to create their own podcast series. Students will develop topics; show formats, and distribution models for their series, while utilizing traditional audio tools such as Adobe Audition for editing, digital recorders for field recordings and use of audio studios. Offered annually.

**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 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 Communications**

3 Credit Hours

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 fall.

**COMM 305****Television and Film Script Writing**

3 Credit Hours

This course is a study of the techniques and long form types of writing as they apply to television and film with emphasis on the creation of the screenplay and/or the teleplay. Offered fall.

**COMM 306****Organizational Assessment**

3 Credit Hours

This course is an examination of supervisor-subordinate communication, organizational culture and the flow of workplace communication in various organizational settings. The course combines theoretical and practical knowledge for assessing organizational communication. Students will become acquainted with instruments used to assess organizational communication and will be required to conduct an organizational assessment. Offered spring.

**COMM 313****Persuasion**

3 Credit Hours

This course is a study of the means of influencing others. Emphasis on 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

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

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 325

**Internet As Communication**

3 Credit Hours

This course examines the Internet as a tool that promotes human interaction. Students will apply communication theory to understanding the communicative aspects of the Internet. Some topics of study include the Internet in individual identity construction, education, information sharing, play, work and the community building and polarizing effects of this communication tool. Offered as needed.

## COMM 333

**Communication Problems and Topics**

3 Credit Hours

This course is an examination of emerging and recurring issues affecting audiences, industries and institutions in mediated and/or non-mediated contexts.

## COMM 335

**Organizational Communication I**

3 Credit Hours

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

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 spring odd years.

## COMM 350

**Gender and Communication**

3 Credit Hours

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 fall odd years.

## COMM 365

**Internship/ Practicum**

1 to 3 Credit Hours

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 department's internship supervisor.

## COMM 368

**Communication Responsibilities**

3 Credit Hours

*Pre/Corequisite:* P (RQ) 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 Department of Communication's faculty for acceptance. Offered spring.

## COMM 375

**Emerging Technologies**

3 Credit Hours

This course is an examination of emerging communications technologies, including the Internet, personal media, emerging audio/video production technology and social concerns that arise from the development of newer communication technologies. Offered spring odd years.

## 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, virtual machines, software and applications. This takes the course through many aspects of the discipline, including social impact. This course is required for all computer science and computer studies majors and minors. Students from other majors may also take the course.

CMPSC 160

### **Special Topics: Programming Competition Preparation**

1 Credit Hour

*Pre/Corequisite:* E (RQ) CMPSC 202

Students will prepare for the Spring Programming Competitions. They will perform practice tests using questions from the previous competitions.

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, recursion, 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, P: CMPSC-112

MATH-112 (RQ)

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, P: CMPSC-202, MATH-200 (RQ)

Building on the techniques developed in CMPSC 202, the student will acquire a deeper understanding of structured programming concepts. Data structures such as arrays, stacks, queues and binary trees will be studied. Offered spring semester only.

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 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

### **Fundamentals of Computer Networking**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-112 or consent of instructor

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 (Credit varies)**

1 Credit Hour

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 department. Consent of the instructor is required.

CMPSC 260

### **Special Topics: Visual Data**

3 Credit Hours

This course covers how data is represented inside a computer and how the data is presented to people.

**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 280****Web Servers**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-255

This course is concerned with the tools and techniques needed by a Web server administrator and the tasks they are expected to perform. Topics include the basics of the job, server installation, and the installation and configuration of various kinds of Web servers. Linux and Windows server environments will be used.

**CMPSC 281****Introduction to Cyber Security**

3 Credit Hours

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 285****Digital Forensics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-280 or consent of instructor

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 (or using application, in the case of an embedded system) 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-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

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 expands on the coverage of data structures in CMPSC 203. Topics include a further examination of linked lists, recursion, graph representations and algorithms, trees, hashing and methods of external sorting.

**CMPSC 321****Relational Database Theory and Design**

4 Credit Hours

*Pre/Corequisite:* P (RQ) CMPSC-201 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/studies 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 department chairperson 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****Special Topics in Computer Science**

2 Credit Hours

This course provides the student 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 Department. Possible topics include object-oriented programming, distributed systems, queueing theory, artificial intelligence and parallel processing.

**CMPSC 360****Special Topics: Combinatorics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-200

Topics include permutations, theory of enumerative combinatorics, pairing problems, recurrence relations, the inclusion-exclusion principle, graph theory, multinomial coefficients, algebraic coding theory, and symbolic dynamics.

**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 395****Computer Studies Capstone Course**

3 Credit Hours

This is the capstone course for the computer studies 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 is expected to showcase senior level skills and knowledge. Special attention will be given to career strategies and preparation for the job search.



## 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

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 will address the intersection of popular media and the Criminal Justice System. Students from a variety of majors

and programs such as students in Sociology, Political Science, Pre-Law and Communication will also find value in this course. Offered as needed.

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 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

### **Statistics and Research Design I**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CJ-101

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 every fall.

CJ 295

### **Statistics and Research Design II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CJ-101 CJ-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.

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 as needed.

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 as needed.

CJ 312

**Criminology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) CJ-101 6 credit hours in criminal justice

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., and their policy implications. 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. Offered fall.

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 privacy 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 as needed.

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 as needed.

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 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 department chair approval. Offered fall.

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

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 200

### **Principles of Economics (Macro)**

3 Credit Hours

This course provides an understanding of the principles of economic analysis with emphasis on how to utilize these principles. Topics include: the principles of underlying the operation of a national economy as a whole, 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. This course should be taken freshman year.

ECON 201

### **Principles of Economics (Micro)**

3 Credit Hours

The study of the principles of microeconomics deals with the operation of the market economy. This course emphasizes the understanding of the theory of supply and demand, the cost of production, and market structure. Topics include: the operation of a market, the performance of business firms under different types of markets, price determination, and profit maximization strategies under various types of market structures ranging from perfect competition to monopoly. The basics of international trade are also covered.

## EDUCATION

EDU 103

### **Professional Educators Seminar I**

0 Credit Hours

\*This is a noncredit requirement for the Freshman I semester. This course is taken Freshman I and is designed to provide teacher candidates with an introduction to professional education careers, creating an awareness of what resources are available to guide them toward a successful career in the field of education. This seminar experience is designed to be the first of three ongoing seminars leading up to formal admission to the Education Department. Offered fall.

EDU 104

### **Professional Educators Seminar II**

0 Credit Hours

\*This is a noncredit requirement for the Freshman II semester. This course is taken Freshman II and is designed to provide teacher candidates with the opportunity to identify their skills, interests and values and begin to discover how they can be used in a professional education career. This seminar experience is designed to be the second of three ongoing seminars leading up to formal admission to the Education Department. Offered spring.

EDU 105

### **Professional Educators Seminar III**

0 Credit Hours

\*This is a noncredit requirement for the Sophomore I semester. This course is taken Sophomore I and is designed to provide teacher candidates with the information and resources to narrow their choice for seeking admission to the appropriate Education Department initial licensure program; candidates will also be introduced to the various professional education associations. This seminar experience is designed to be the third and final of three ongoing seminars leading up to formal admission to the Education Department. Offered fall.

EDU 110

### **Introduction to Educational Technology**

2 Credit Hours

\*Level 1 Professional Education Course: Pre-Admission to the Education Department. 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. Offered fall.

EDU 200

### **Introduction to The Profession of Teaching**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-200

\*Level 1 Professional Education Course: Pre-Admission to the Education Department for Early Childhood and Secondary Majors. \*Level 2 Professional Education Course: 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) and to address e-portfolio requirements (Live Text).

EDUL 200

### **Orientation to the Education Department Education**

0 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-200

This online course is designed to introduce teacher candidates to a number of important Education Department 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 201

### **Early Childhood Mentoring/edTPA Seminar I**

2 Credit Hours

This course is taken concurrently with the Sophomore II early childhood education block courses. This seminar experience is designed to be the first of three ongoing seminars leading up to the Student Teaching/Clinical Practice. The focus of the seminar is a study of the Early Childhood edTPA planning template. Candidates will be guided in designing a learning segment of 3 lesson plans - focused on language and literacy development in an interdisciplinary context through active and multimodal learning experiences. This is a hybrid course with online content alternating with traditional class meetings.

EDU 202

### **Educational Psychology**

3 Credit Hours

\*Level 1 Professional Education Course: Pre-Admission to the Education Department. 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, the use of psychology in the classroom. Methods of research in educational psychology is also introduced in this course. 5 clinical hours.

EDU 203

### **Early Childhood Mentoring/edTPA Seminar II**

2 Credit Hours

This course is taken concurrently with the Junior I early childhood education block courses. This seminar experience is designed to be the second of three ongoing seminars leading up to the Student Teaching/Clinical Practice. The focus of the seminar includes the implementation, the video-taping, the collection of student work samples, and the process of providing feedback for one practice edTPA lesson. This is a

hybrid course with online content alternating with traditional class meetings.

**EDU 204****Early Childhood Mentoring/ edTPA Seminar III**

2 Credit Hours

This course is taken concurrently with the Junior II early childhood education block courses. This seminar experience is designed to be the third of three ongoing seminars leading up to the Student Teaching/Clinical Practice. The focus of the seminar includes the design of three practice reflective commentaries: planning, instruction, and assessment. This is a hybrid course with online content alternating with traditional class meetings.

**EDU 205****Child Growth and Development**

3 Credit Hours

\*Level 1 Professional Education Course: Pre-Admission to the DOE 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 childhood. Application of these theories as they relate to the child's formal and informal school experiences is examined. 5 clinical hours. Offered spring.

**EDU 206****Elementary Mentoring Seminar I**

2 Credit Hours

\*Level 1 Professional Education Course: Pre-Admission to the Education Department. This course is taken concurrently with the Sophomore II elementary education block courses. The focus of the seminar this semester includes but is not limited to an introduction to the edTPA, the capstone performance assessment required for licensure. Students will also practice the first of the three types of professional writing that are part of the edTPA portfolio -- descriptive writing. Discussion, exploration and synthesis of current education issues, concepts and practices will also take place in this seminar. Peer exchange as well as professional role modeling and building relationships with Elementary Education Faculty and Staff will assist the teacher candidates to develop professional dispositions as they progress toward becoming professional educators. This is a hybrid course with online content alternating with traditional class meetings. Offered spring.

**EDU 207****Elementary Mentoring Seminar II**

2 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to the Education Department. This course is taken concurrently with the Sophomore II elementary education block courses. The focus of the seminar this semester includes but is not limited to a detailed analysis of Task 1 of the edTPA performance assessment. Each component will be described, practiced and critiqued by peers and instructor. Candidates will also practice the second of the three types of professional writing that are part of the edTPA portfolio -- reflective writing in the professional context. Exploration and synthesis of current education issues, concepts and practices will also take place

in this seminar. Peer exchange as well as professional role modeling and building relationships with Elementary Education Faculty and Staff will assist the teacher candidates to develop professional dispositions as they progress toward becoming professional educators. This is a hybrid course with online content alternating with traditional class meetings. Offered fall.

**EDU 208****Elementary Mentoring Seminar III**

2 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to the Education Department. This course is taken concurrently with the Junior II elementary education block courses. The focus of the seminar this semester includes, but is not limited to a detailed analysis of Tasks 2 and 3 of the edTPA performance assessment. Each component will be described, practiced and critiqued by peers and instructor. Candidates will also practice the third of the three types of professional writing that are part of the edTPA portfolio -- analytical writing. Exploration and synthesis of current education issues, concepts and practices will also take place in this seminar. Peer exchange as well as professional role modeling and building relationships with Elementary Education Faculty and Staff will assist the teacher candidates to develop professional dispositions as they progress toward becoming professional educators. This is a hybrid course with online content alternating with traditional class meetings. Offered spring.

**EDU 209****Literature for Children and Adolescents**

3 Credit Hours

\*Level 1 Professional Education Course: Requires Pre-Admission to the Education Department. 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. Offered fall.

**EDU 210****Physical, Psychosocial and Cognitive Development: Infants and Toddlers**

2 Credit Hours

This course focuses on the cognitive, social, emotional, linguistic, and physical development of children from birth to age three. The role of general health, nutrition, relationships, culture, and play in shaping development will be discussed. Candidates will explore tools for observing and analyzing the development of children from birth to age three.

**EDU 211****Infants and Toddlers: Environments, Programs and Activities**

2 Credit Hours

This course will focus on the creation of engaging and emotionally responsive environments that support the social, emotional, physical, and cognitive development children age

birth to three. Candidates will explore constructivist curriculum designs with an emphasis on the adult's role in supporting play that fosters language and literacy development, creative expression, and mathematical and scientific thinking. Partnerships with families, attachment theory, health, and safety will be discussed as essential aspects of early care and education.

EDUL 211

### **Sophomore II FE Block**

1 Credit Hour

\*Level 1 Professional Education Course: Requires Pre-Admission to the Education Department. 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.

EDU 212

### **Foundations of Early Childhood**

2 Credit Hours

This course focuses on the historical, philosophical, and social foundations of early childhood education. Theories of child development and learning, including the contributions of Dewey, Piaget, and Vygotsky are discussed, together with current research-based best practices in early childhood education. Constructivism will be explored as a paradigm for teaching and learning. Candidates study various philosophical models, and explore the role of the early childhood teacher in designing, organizing, and implementing developmentally appropriate and culturally sensitive experiences for children age birth - Grade 2 in inclusive settings. Philosophical models include, but are not limited to: Montessori, Waldorf, Reggio, High Scope, and Head Start.

EDUL 212

### **Sophomore II Field Experience Block**

1 Credit Hour

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.

EDU 216

### **Middle School Mentoring Seminar I**

2 Credit Hours

\*Level 1 Professional Education Course: Requires Pre-Admission to the Education Department. This course is taken concurrently with the Sophomore II middle level education block courses. The focus of the seminar this semester includes but is not limited to an introduction to the edTPA, the capstone performance assessment required for licensure. Students will also practice the first of the three types of professional

writing that are part of the edTPA portfolio -- descriptive writing. Discussion, exploration and synthesis of current education issues, concepts and practices will also take place in this seminar. Peer exchange as well as professional role modeling and building relationships with Elementary Education Faculty and Staff will assist the teacher candidates to develop professional dispositions as they progress toward becoming professional educators. This is a hybrid course with online content alternating with traditional class meetings. Offered spring.

EDU 217

### **Middle School Mentoring Seminar II**

2 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to the Education Department. This course is taken concurrently with the Sophomore II middle level education block courses. The focus of the seminar this semester includes but is not limited to a detailed analysis of Task 1 of the edTPA performance assessment. Each component will be described, practiced and critiqued by peers and instructor. Candidates will also practice the second of the three types of professional writing that are part of the edTPA portfolio -- reflective writing in the professional context. Exploration and synthesis of current education issues, concepts and practices will also take place in this seminar. Peer exchange as well as professional role modeling and building relationships with Elementary Education Faculty and Staff will assist the teacher candidates to develop professional dispositions as they progress toward becoming professional educators. This is a hybrid course with online content alternating with traditional class meetings. Offered fall.

EDU 218

### **Middle School Mentoring Seminar III**

2 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to the Education Department. This course is taken concurrently with the Junior II middle level education block courses. The focus of the seminar this semester includes, but is not limited to a detailed analysis of Tasks 2 and 3 of the edTPA performance assessment. Each component will be described, practiced and critiqued by peers and instructor. Candidates will also practice the third of the three types of professional writing that are part of the edTPA portfolio -- analytical writing. Exploration and synthesis of current education issues, concepts and practices will also take place in this seminar. Peer exchange as well as professional role modeling and building relationships with Elementary Education Faculty and Staff will assist the teacher candidates to develop professional dispositions as they progress toward becoming professional educators. This is a hybrid course with online content alternating with traditional class meetings. Offered spring.

EDUL 221

### **Junior I FE Block**

1 Credit Hour

\*Level 2 Professional Education Course: Requires Admission to the Education Department. 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.

EDUL 222

**Junior I Field Experience Block 1**

0.5 Credit Hours

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.

EDUL 223

**Junior I Field Experience Block 2**

0.5 Credit Hours

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.

EDUL 231

**Junior II FE Block**

1 Credit Hour

\*Level 2 Professional Education Course: Requires Admission to the Education Department. 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.

EDUL 232

**Junior II Field Experience Block I**

0.5 Credit Hours

Supervised field experiences are an integral part of the Elementary Education candidate's apprenticeship 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.

EDUL 233

**Junior II Field Experience Block 2**

0.5 Credit Hours

Supervised field experiences are an integral part of the Elementary Education candidate's apprenticeship 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.

EDU 242

**Using Student Achievement Data to Support Instructional Decision Making**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-242

\*Level 2 Professional Education Course: Requires Admission to the Education Department. 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. Candidates will also explore established and developing assessment technologies. Topics may include but are not limited to: Multi-tiered systems of support (response to intervention), standardized assessments, benchmark assessments, diagnostic assessments, progress monitoring assessments, formative assessments, performance assessments, teacher-developed assessments, rubrics, checklists, data literacy and assessment-based grading. Offered spring.

EDUL 242

**Using Student Achievement Data to Support Instructional Decision Making (LAB)**

0 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-242

\*Level 2 Professional Education Course. This lab will provide elementary candidates the mathematical foundation for the assessment strategies discussed in EDU 242. In particular, teacher candidates will focus on the statistics needed to create, document, analyze, and interpret quantitative results from student performance data. Topics include both descriptive and inferential statistics. Offered spring.



**EDU 243****Principles and Methods of Teaching Science, Health and PE in the Elementary School**

2 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to the Education Department. 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 and the standards from the Next Generation Science Standards. Offered spring.

**EDU 244****Principle and Methods of Teaching Social Science and the Arts in the Elementary School**

2 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to the Education Department. 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 251****Physical, Psychosocial and Cognitive Development: PreK-Grade 2**

2 Credit Hours

This course focuses on the cognitive, social, emotional, and physical development of children ages three through eight. It considers the role of relationships, social context, and play in shaping development. Candidates will explore tools for observing and analyzing the development of children from PreK - Grade 2.

**EDU 252****Inquiry and Play in Early Childhood Education**

3 Credit Hours

This course focuses on the centrality of inquiry and play in children's learning. The emphasis will be on facilitating integrated and developmentally appropriate experiences that support children's construction of knowledge and interpersonal relationships. The roles of teacher as observer, collaborator, facilitator, and creator of indoor and outdoor learning environments will be discussed. Candidates will 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**

3 Credit Hours

This course focuses on the centrality of inquiry and play in children's learning. The emphasis will be on facilitating integrated and developmentally appropriate experiences that

support children's construction of knowledge and interpersonal relationships. The roles of teacher as observer, collaborator, facilitator, and creator of indoor and outdoor learning environments will be discussed. Candidates will explore multiple ways to observe and document learning experiences to support reflective teaching and the development of children's critical thinking skills.

**EDU 254****Emergent Literacy and Language Development**

3 Credit Hours

This course investigates the nature of language and literacy development in the young child. The process of verbal and non-verbal language acquisition in children that incorporates the most recent theories and practices is examined. Emphasis is on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional strategies to promote language and literacy development in inter-disciplinary contexts with attention to the interrelated processes of listening, speaking, reading, writing, and visually representing for children are emphasized. Candidates will become familiar with various educational technologies that support engaged learning activities in literacy.

**EDU 282****Reading Informational Text in the Content Areas**

3 Credit Hours

\*Level 1 Professional Education Course: Pre-Admission to the Education Department. 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 283****Reading and Writing in the Content Areas**

2 Credit Hours

\*Level 1 Professional Education Course: Pre-Admission to the Education Department. This course will explore research-based strategies to support 5-8 students as they engage with informational text. Topics will include, but are not limited to, research-based strategies for reading expository texts, narrative, opinion/argumentative, and informational/explanatory writing strategies and frameworks, developing oral communication skills and building academic vocabulary. Offered spring.

**EDU 284****Teaching Writing Across the Curriculum**

2 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to the Education Department. This course explores research-based strategies to support developing writers in grades 1-8. Course will be partially delivered as an inverted "Flipped Classroom"-content instruction managed online and class time is devoted to active engagement in a writing workshop. Regular class meetings are structured to allow candidates to work on their own writing, observe demonstration lessons that showcase various strategies for teaching writing, and create their own mini-lessons to share in small groups as well as

with the larger class. The course combines theoretical writing pedagogy with practical methods. Topics include, but are not limited to, research based strategies for narrative, opinion/argumentative, and informational/explanatory writing strategies and frameworks, the writing process, writing workshops, craft lessons, mini-lessons, multi-genre writing, assessing writing and the reading/writing connection. Offered spring.

**EDU 303****Foundations and Methods of Teaching Mathematics K-2**  
3 Credit Hours

This course focuses on literacy methods and applications in K-2 classrooms. Candidates will model and use sound, research-based literacy strategies for teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension. Candidates will examine and use a variety of texts that support students' learning of reading, writing, speaking, and listening. The Common Core Standards for English/Language Arts will be explored. An emphasis will be placed on holistic learning, the inter-relatedness of curricular areas, and the developmental appropriateness of integrating teaching and learning in the primary grades. Candidates will become familiar with various educational technologies that support engaged learning activities in literacy.

**EDU 304****Foundations, Curriculum and Methods of Of Teaching Math K-2**  
3 Credit Hours

This course examines the content and methods of teaching mathematics in diverse and inclusive settings. The course prepares teacher candidates to use their knowledge of mathematics to develop children's ability to approach and solve problems in the various areas of mathematical thinking including number concept, geometry, probability, and measurement. The Common Core Standards for Mathematics will be explored. An emphasis will be placed on holistic learning, the inter-relatedness of curricular areas, and the developmental appropriateness of integrating teaching and learning in the primary grades. Candidates will become familiar with various educational technologies that support engaged learning activities in mathematics.

**EDU 305****Foundations and Methods of Teaching Science K-2**  
2 Credit Hours

This course examines the content and methods of teaching science in diverse and inclusive settings. The course explores the dimensions to learning science: Crosscutting Concepts, Science & Engineering Practices, and Disciplinary Core ideas. The course explores the four domains of the Next Generation Science Standards (NGSS): Physical Science, Life Science, Earth and Space Science, and Engineering Design. Candidates will become familiar with methods of curriculum development, pedagogy, and assessment for science that help teacher candidates' structure learning activities where children learn to think, discuss, and inquire about topics in the discipline. An emphasis will be placed on holistic learning, the inter-relatedness of curricular areas, and the developmental appropriateness of integrating teaching and learning in the primary grades. Candidates will become familiar with various

educational technologies that support engaged learning activities in science.

**EDU 306****Foundations and Methods of Teaching Social Science K-2**  
2 Credit Hours

This course examines the content and methods of teaching social science in diverse and inclusive settings. The course explores the core areas of the Illinois Learning Standards for Social Science (2016): Inquiry Skills, Civics Standards, Geography Standards, Economics & Financial Literacy Standards, and History Standards. The focus will be on methods of curriculum development, pedagogy, and assessment for the social sciences that help teacher candidates' structure learning activities where children learn to think, discuss, and inquire about topics in the discipline. An emphasis will be placed on holistic learning, the inter-relatedness of curricular areas, and the developmental appropriateness of integrating teaching and learning in the primary grades. Candidates will become familiar with various educational technologies that support engaged learning activities in social science.

**EDU 307****Methods of Teaching Young Children with Special Needs**  
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 308****Managing the Middle Level Classroom: Behavior Management and Instructional Planning**  
2 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to the Education Department. This course is focused on the role of the middle level teacher and establishing healthy and effective learning environments for young adolescents. Teacher candidates will be introduced to effective development and design of instructional plans and units. Topics will include, but are not limited to: Middle school philosophy, classroom management, middle level organization and best practices, behavior management, Response to Intervention, Problem Based Interventions & Supports (PBIS), and Association for Middle Level Education Standards(AMLE). Offered fall.

**EDU 309****Child, Family and Multicultural Community**  
2 Credit Hours

This course focuses on socializing agents, structural constraints and supports 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 young children. Family and community contexts in Early Childhood are explored through the lenses of historical and philosophical issues and key early childhood philosophies about the child, family, and community are highlighted. Strategies for developing positive and supportive

relationships with families of young children with special needs, including the legal and philosophical basis for family participation; family-centered services; and strategies for working with socially, culturally, and linguistically diverse families are explored. The course examines ethical practices as well as issues in safety and mandatory reporting in early childhood education. Requires participation in community-based activities, some of which may occur off campus.

EDU 311

**Developmental Assessment of Young Assessment of Typically and Atypically Developing Young Children**  
2 Credit Hours

This course is designed to introduce students to developmental assessment of typically and atypically developing young children from birth to the age of 8. Candidates focus on the creation and use of assessment information to facilitate children's learning and development and measure academic achievement. Candidates administer a variety of early childhood assessments and gain insight into the goals and benefits of developmental assessment, along with an understanding of the use of assessment in early childhood education. The ethical and developmentally appropriate practice of assessment in the context of family and community characteristics is explored. Candidates develop an understanding of the IEP processes; an understanding of collaborative processes in assessment and communication of assessment data is also explored. Candidates practice assessment of infant development. Emphasis is placed on the use of assessment data to plan instruction, monitor children's progress towards developmental and curricular goals, as well as children's engagement in learning.

EDUL 311

**Sophomore II Literacy (ELA), Reading Teacher and Social Science FE Block**

1 Credit Hour

\*Level I Professional Education Course: Pre-Admission to the Education Department. 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 and 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.

EDUL 312

**Sophomore II Mathematics and Science FE Block**

1 Credit Hour

\*Level 1 Professional Education Course: Pre-Admission to the Education Department. 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 and 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.

EDU 317

**Young Adolescent Development**

2 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to the Education Department. This course addresses the unique social, emotional, physical and cognitive challenges faced by 10-14 year old children, known as the period of early adolescence. Middle level candidates examine and reflect on the major concepts, principles, theories, and research related to young adolescent development. The focus is on building the knowledge needed to provide healthy and effective learning environments for all young adolescents. Offered spring.

EDU 318

**Methods of Teaching Reading in the Elementary School**

3 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to the Education Department. 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. Offered fall.

EDUL 321

**Junior I Literacy (ELA), Reading Teacher and Social Science FE Block**

1 Credit Hour

\*Level 2 Professional Education Course: Requires Admission to the Education Department. 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 and 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.

EDU 322

**Elementary Level Student Teaching I**

3 Credit Hours

\*Level 3 Professional Education Course: Requires passing of ILTS content exam. Student Teaching I is comprised of 10-weeks of part time student teaching/practicum experience followed by 6-weeks of full time co-teaching and solo student teaching in a self-contained elementary classroom setting. A university supervisor and a mentor teacher from the partner school jointly supervise the Student Teaching I experience. This course will be followed by a 16-week (one semester) Student Teaching II experience. Offered fall.

EDUL 322

**Junior I Mathematics and Science FE Block**

1 Credit Hour

\*Level 2 Professional Education Course: Requires Admission to the Education Department. 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 and 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.

EDU 323

**Survey of Students With Exceptionalities for the Regular Classroom Teacher**

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.

EDU 326

**History and Philosophy of Early Childhood Education**

3 Credit Hours

\*Level 1 Professional Education Course: Requires Pre-Admission to the Education Department. This course provides a study of selected theorists, both philosophers and psychologists whose impact has been felt most strongly at the early childhood level. The nature of the child is studied from a multicultural perspective in this course. Historical and conceptual analyses of the family and the school as they relate to the education of young children are also discussed. 5 clinical hours. Offered spring.

EDU 327

**Child, Family and Community Relationships**

3 Credit Hours

This course is an examination of socializing agents, structural constraints and supports 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 young children. Strategies in developing positive and supportive relationships with families of young children with special needs, including the legal and philosophical basis for family participation; family-centered services; and strategies for working with socially, culturally and linguistically diverse families. Strategies and models will be presented for promoting effective consultation and collaboration with other professionals and agencies within the community. Requires participation in community-based activities, some of which may occur off campus. 5 clinical hours. Offered fall.

EDU 328

**Developmental Assessment of Young Children**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-200

\*Level 2 Professional Education Course: Requires Admission to the Education Department. This course examines the learning characteristics in the first eight years of life. Emphasis

is on trends in early identification of atypical development by means of screening and diagnostic instruments; preschool remedial programs; legislation. Clinical experience includes: administration of formal and informal diagnostic measures, observations in early childhood special education settings, development of integrated case studies and simulation of screenings and staffings. 10 clinical hours. Offered Fall term.

EDU 329

**Methods and Curriculum of Pre-Primary Education**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-329

\*Level 2 Professional Education Course: Requires Admission to the Education Department. This course examines the types of instructional methods and curriculum for pre-school children, including: study of activity/learning centers, individualization, educational play and media, and their utilization in extending the child's understanding of art, music, literature, language arts, mathematics, science and social studies. Offered fall.

EDUL 329

**Methods and Curriculum of Pre-Primary Education (Lab)**

1 Credit Hour

*Pre/Corequisite:* E (RQ) EDU-329

\*Level 2 Professional Education Course: Requires Admission to the Education Department. This course is the clinical component of EDU 329. 30 clinical hours. Offered fall.

EDU 330

**Methods and Curriculum of Primary Education**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-330

\*Level 2 Professional Educational Course: Requires Admission to the Education Department. This course explores the principles, methods, materials and curriculum for teaching language arts, mathematics, science and social studies at the primary level. Emphasis is on planning, implementing and assessing the teaching and learning of language arts, mathematics, science and social studies. Offered spring.

EDUL 330

**Methods and Curriculum of Primary Education (Lab)**

1 Credit Hour

*Pre/Corequisite:* E (RQ) EDU-330

\*Level 2 education course: Requires Admission to the Education Department. This course is the clinical component of EDU 330. 30 clinical hours. Offered spring.

EDU 331

**Methods of Reading With and Emphasis on the Young Child**

3 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to the Education Department. This course investigates the theory, research and practice related to the teaching of reading and whole language. It prepares teachers of young children to acknowledge differences in language and cultural backgrounds and to emphasize developmentally appropriate strategies of teaching young children to read and write. The growth toward

literacy in young children is stressed. 10 clinical hours. Offered spring.

EDUL 331

**Junior II Literacy (ELA), Reading Teacher, and Social Science FE Block**

1 Credit Hour

Supervised field experiences are an integral part of the Middle School candidate's apprenticeship 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 and 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.

EDUL 332

**Junior II Mathematics and Science FE Block**

1 Credit Hour

\*Level 2 Professional Education Course. 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 and 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.

EDU 336

**Methods of Teaching Mathematics in the Elementary School**

3 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to the Education Department. The 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 percents is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics for grades K-8 will be undertaken. Offered fall.

EDUL 336

**Methods of Teaching Mathematics in the Elementary School (lab)**

1 Credit Hour

*Pre/Corequisite:* E (RQ) EDU-336

\*Level 2 education Course: Requires Admission to the Education Department. Clinical component of EDU 336. 30 Clinical hours.

EDU 339

**Managing the Elementary Classroom: Behavior Management and Instructional Planning**

2 Credit Hours

\*Level 2 Professional Education Course: Requires admission to the Education Department. 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

**Diagnostic Teaching and Assessment of Reading in the Elementary School**

3 Credit Hours

\*Level 3 Professional Education Course Requires Admission to the Education Department. 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. Offered fall.

EDU 345

**Seminar in Teaching and Learning**

2 Credit Hours

\*Level 3 Professional Education Course: Requires Admission to the Education Department. This course is designed for early childhood and secondary 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. 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 348

**Student Teaching-Early Childhood Education**

6 Credit Hours

*Pre/Corequisite:* C (RQ) EDU-345

\*Level 3 Professional Education Course: Requires Admission to the Education Department. This course is a program of guided observation, participation and teaching in a classroom setting, jointly supervised by a teacher from the University and one from the field. Normally, 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**

6 Credit Hours

*Pre/Corequisite:* C (RQ) EDU-345

\*Level 3 Professional Education Course: Requires Admission to the Education Department. 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 cooperating teacher in the 9-12 classrooms. Usually, the student teacher spends the whole school day in the assigned 6-12 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: Requires Admission to the DOE Directed teaching is comprised of a minimum of 16-weeks full time co-teaching and solo student teaching in an elementary classroom setting. A university supervisor and a mentor teacher from the partner school jointly supervise the Student Teaching experience. Prerequisite: Successful completion of required sequence of education courses and related field experiences. Offered spring.

EDU 352

**Student Teaching (K-12) Education**

6 Credit Hours

\*Level 3 Professional Education Course: Requires Admission to the Education Department. This course is a program of guided observation, participation and teaching in a classroom setting, jointly supervised by a teacher from the University and one from the field. Normally, 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 361

**Methods of Teaching Young Children with Disabilities**

3 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to the Education Department. 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 clinical hours. Offered fall.

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. 25 field hours. Offered fall.

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. 25 clinical hours. 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. 25 clinical hours. 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. 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. 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. 25 clinical hours. 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: Requires Admission to the Education Department. 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 clinical hours.

## EDU 371

**Methods of Teaching Art in the Middle and Secondary School**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-370

\*Level 2 Professional Education Course: Requires Admission to the Education Department. This course provides an investigation and use of applicational, functional and expressional aspects of teaching art. Exploration and discussion of major educational concepts and techniques. Course also includes field trips to a variety of schools where different teaching modes can be examined. 30 Clinical Hours. Offered fall.

## EDU 372

**Methods of Teaching Biology in the Middle and Secondary School**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-370

\*Level 2 Professional Education Course: Requires Admission to the Education Department. This course covers the principles, methods and materials of teaching biology at the middle school and secondary level. 30 Clinical hours. 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: Requires Admission to the Education Department. 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 Clinical hours. 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: Requires Admission to the Education Department. This course examined 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 Clinical hours. Offered fall.

## EDU 377

**Historical and Social Trends in American Education**

3 Credit Hours

\*Level 1 Professional Education Course: Requires Pre-Admission to the Education Department. 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. The course has a Community Based Learning component which will engage students in the application of learned concepts outside of the classroom. Students will be offered placements for a minimum of 20 hours of mutually beneficial services in various agencies in the community. 15 clinical hours.

## EDU 378

**Methods of Teaching History and Social Studies 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: Requires Admission to the Education Department. This course covers the principles, methods and materials of teaching social studies at the middle and secondary levels. 30 Clinical hours. Offered fall.

## EDU 379

**Middle Level Assessment and Data Informed Instruction**

3 Credit Hours

*Pre/Corequisite:* C (RQ) EDUL-379

\*Level 2 Professional Education Course. This course will provide middle level 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. Candidates will also explore established and developing assessment technologies. Topics may include but are not limited to: Multi-tiered systems of support (response to intervention), standardized assessments, benchmark assessments, diagnostic assessments, progress monitoring assessments, formative assessments, performance assessments, teacher-

developed assessments, rubrics, checklists, data literacy and assessment-based grading. Offered spring.

**EDUL 379****Middle Level Assessment and Data Informed Instruction**

0 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-379

\*Level 2 Professional Education Course. This lab will provide middle level candidates the mathematical foundation for the assessment strategies discussed in EDU 379. In particular, teacher candidates will focus on the statistics needed to create, document, analyze, and interpret quantitative results from student performance data. Topics include both descriptive and inferential statistics. Offered spring.

**EDU 383****Supporting Struggling Readers in the Regular Classroom Setting: Instruction, Support, Materials and Resources for the Supplemental Curriculum**

3 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to the Education Department. This course will focus on assessments, interventions, and resources aimed at increasing the rate of improvement for struggling readers. Topics will include, but are not limited to diagnostic assessments, progress monitoring, analyzing classroom data, developing targeted instructional plans, research-based interventions, and targeted small group instruction. Offered spring.

**EDU 385****Developing Proficient Readers: Instruction, Support, Materials and Resources for the Core Curriculum**

3 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to the Education Department. This course will explore proficient reader research, research-based resources, and classroom management systems to support differentiated literacy instruction in grades K-8. Topics will include, but are not limited to proficient reader strategies, resources to support instruction in the pillars of reading, and models for delivering differentiated instruction in the literacy classroom. Teacher candidates will be introduced to the effective development and design of instructional units (Understanding by Design; UBD). Offered fall.

**EDU 386****Principles and Methods of Teaching Social Studies in the Middle School**

3 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to the Education Department. 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: Requires Admission to the Education Department. 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 390****Student Teaching I**

4 Credit Hours

Student Teaching I is comprised of 10-weeks # 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 391****Middle Level Student Teaching I**

3 Credit Hours

\*Level 3 Professional Education Course: Requires passing ILTS content exam. Student Teaching I is comprised of 10-weeks of part time student teaching/practicum experience followed by 6-weeks of full time co-teaching and solo student teaching in a self-contained middle level classroom setting. A university supervisor and a mentor teacher from the partner school jointly supervise the Student Teaching I experience. This course will be followed by a 16-week (one semester) Student Teaching II experience. Offered fall.

**EDU 392****Student Teaching Seminar I**

3 Credit Hours

\*Level 3 Professional Education Course: Requires passing ILTS content exam. \*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. Offered fall.

**EDU 393****Middle Level Student Teaching II**

9 Credit Hours

\*Level 3 Professional Education Course: Requires passing ILTS content exam. Directed teaching is comprised of a minimum of 16-weeks full time co-teaching and solo student



teaching in a middle level classroom setting. A university supervisor and a mentor teacher from the partner school jointly supervise the Student Teaching experience. Offered spring.

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

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 the Education Department. 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 clinical hours.

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: the Co-Teaching model, resume writing, refining the professional portfolio, licensure, and teacher evaluation models.

## ENGLISH

ENGL 100

### **Introduction to Rhetoric and Writing**

3 Credit Hours

This is an elective course designed for students who require additional practice in developing their skills in academic writing and rhetorical analysis.

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

*Pre/Corequisite:* P (RQ) Placement test score or ENGL-100  
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 160

### **Special Topics in Literature**

1 to 3 Credit Hours

This course explores literary or rhetorical topics of an introductory nature not regularly included in other departmental offerings and designed for students who are NOT English majors.

ENGL 201

### **English Literature to 1700**

3 Credit Hours

This course serves as 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 serves as a survey of English literature from the 18th century to the present.

ENGL 203

### **American Literature to 1865**

3 Credit Hours

This course serves as 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, 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

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, Latino 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 236****Chinese Literature**

3 Credit Hours

This course includes reading and discussion of selected works of Chinese literature from the beginning to the present within their literary, historical and cultural contexts.

**ENGL 239****Japanese Literature**

3 Credit Hours

This course includes reading and discussion of selected works of Japanese literature from the beginning to the present within their literary, historical and cultural contexts.

**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.

**ENGL 357****Topics in Writing**

3 Credit Hours

This courses focuses on writing topics of a specialized nature.

**ENGL 358****Advanced Creative Writing**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-210 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 department chair 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.

**ENGL 373****Methods of Teaching English in Middle and Secondary Schools**

3 Credit Hours

*Pre/Corequisite:* P (RQ) 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.

**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 departmental approval.

## **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.

## FINANCE

FINC 300

### **Finance**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-210

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. Should be taken junior/senior year. Offered every semester & Fast-Track Fall II.

FINC 310

### **Money and Banking**

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-300

Money and Banking 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, understanding the interest rate and its importance in market economies, the importance of money and monetary policy and the role of the Federal Reserve System and issues related to financial institutions. Should be taken junior/senior year.

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. Should be taken junior/senior year.

FINC 330

### **International Finance**

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-300 MGMT-340

International Finance is an intensive study of the issues related to the international financial environment and the tools used by management of multinational corporations to make decisions involving foreign investments and financing. Core areas studied include foreign exchange markets, parity conditions and currency forecasting and management. Should be taken junior/senior year.

FINC 340

### **Advanced Corporate Finance**

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-320

In Advanced Corporate Finance, students study cases involving companies and managers facing a wide variety of financial and managerial issues and problems. Topics include: planning for current and long-run financial needs, merger analysis, and dividend policies, choosing the optimal capital structure, raising funds in both domestic and foreign capital markets and risk management in an international setting. Should be taken junior/senior year.

FINC 350

### **Futures and Options**

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-320

This course will conduct intensive study of theories and practices of options, futures and swaps as used in business world. The use of these derivatives instruments to manage the risk in real market environments as well as enhance return will be discussed through problem solving and short cases. Should be taken junior/senior year.

FINC 381

### **Finance Internship**

3 to 6 Credit Hours

Under the tutelage of a cooperating organization, the student studies the management of an administrative or staff function and submits projects. Internship may not include any of the duties of a currently held position. Students' receiving credit must have the pre-approval of the program director and will work directly with the program director. Approval will be based on the level of technical work actually being done during the internship. Additional readings and research will supplement their work experience. Grades are based on job performance and academic projects related to the position.

## 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 201

### **Symbolic Language: Music**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120, COMM-101

This course is an introduction to music as a distinct mode of communication. Course topics include treatment of basic elements of music as relevant and as a source of knowledge; and continuing practice in reading, listening, writing and speaking as related to the concept of music.

FOSEM 202

### **Symbolic Language: Art**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120, COMM-101

This course is an introduction to the visual arts as non-verbal communication calling for skills of perception and expression different from, but analogous to, the verbal arts. Course topics include instruction and experience in the modes of communication proper to such arts as painting, sculpture, architecture, film and mass communication; and continuing practice in reading, listening, writing and speaking as related to the visual arts.

FOSEM 202

### **Symbolic Language: Film**

3 Credit Hours

Understanding the World's Great Cinema. Cinema is a communication mode that warrants our attention. Through examination of great international artists and their films, much can be learned about cultures with which we are not familiar. Since our experience of film is mediated by our own experience and by our own curiosity about its creator, during this course our attention will focus not only on film as an artistic expression, but on the experiences of the director, and the circumstances that caused her/his films to be created. Most class time will be spent on viewing and discussing a film; preparation for each class will necessitate background

knowledge and film analysis by the learner. Throughout this course the learner will become familiar with internationally known film directors, their works, and the historical background that inspired them to produce their art.

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

The course considers varied approaches to the study of the humanities, surveys available resources and guides each student in designing a research project.

FOSEM 302

### **Interpretation of Texts**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120, COMM-101

The close reading and analysis of texts with attention to selected interdisciplinary themes. Involves reflecting on the text in all aspects to determine and identify different strata of meaning.

FOSEM 350

### **Senior Seminar/Project**

3 Credit Hours

The purpose of this seminar is to allow students to integrate the various skills they have learned throughout their college studies. Students will be required to develop an independent research project focusing on critical thinking skills. A selected topic of inquiry will be the emphasis of the seminar. Students should plan to enroll in this course after senior status has been achieved.



## FRENCH

FRNCH 101

### **Elementary French I**

3 Credit Hours

This course is an introduction to the language for students who have had no previous study of French. 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.

FRNCH 102

### **Elementary French II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) FRNCH-101 or placement

This course is a continuation of the study of French for students who have had one semester of language instruction or equivalent. Continued emphasis on aural comprehension, oral expression, reading and writing.

FRNCH 103

### **Intermediate French I**

3 Credit Hours

*Pre/Corequisite:* P (RQ) FRNCH-102 or placement

This course is a continued development of vocabulary and idioms. Equal emphasis on both passive comprehension and active use of French in its spoken and written forms.

FRNCH 231

### **Introduction to French Culture and Civilization I**

3 Credit Hours

An introduction to the French culture and civilization both in France and in French-speaking countries around the world. In English.

## **FIRST YEAR SEMINAR**

FYS 175

### **First Year Seminar**

3 Credit Hours

This course offers an introduction to college-level learning in the context of the Catholic and Mercy intellectual traditions, especially by introducing students to the history and charism of the Sisters of Mercy. While the overarching themes and course materials will vary, all courses will introduce biblical texts, consider biblical exegesis, and foster theological, religious, and moral literacy. As an introduction to college-level learning, FYS 175 also develops the skills associated with close reading, critical inquiry, critical thinking, and effective oral and written communication. For first-year students only.

## GERONTOLOGY

GERON 101

### **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.

GERON 203

### **Nursing Care at the End of Life**

2 Credit Hours

This course addresses the special care and needs of patients, families and significant others at the end of life. Concepts explored will include an overview of hospice and palliative care, the role of the nurse in hospice care, pain and symptom management, communication at the end of life, ethical, legal and cultural considerations, grief loss and bereavement. 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 course is to introduce the student to narrative/story [Narrative Gerontology] 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 interpretive journaling to better 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 community teaching/learning plan for older adults, leading to a multi-perspectival understanding of aging and how to come to understand what is meaningful to older adults both in the U.S. and globally and across settings. Offered fall.

GERON 348

### **Geriatric Syndromes**

2 Credit Hours

*Pre/Corequisite:* P (RQ) GERON-348

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.

GERON 395

### **Capstone Project**

3 to 4 Credit Hours

*Pre/Corequisite:* P (RQ) GERON-101 or NURS-199

This course is a collaborative project either working in teams to develop and present a community educational offering addressing an aspect of aging or in collaboration with a specific agency as an intern, or with a faculty member on a particular project related to the learning outcomes of the minor.

## 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 department majors to the conventions and research methods of the discipline of history. The course requires students to complete a substantial research paper.

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.

HIST 204

### **Hiroshima and The Nuclear Age**

3 Credit Hours

This course will address the development of atomic weapons from the Manhattan Project to Hiroshima and the development of H-bombs. Other topics are the ethical implications, proliferation, deterrence, nuclear energy, strategic doctrine, and the nuclear age impact on music and film. Prerequisite: 3 credit hours in history or political science. Offered spring odd years.

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 concentrates on what was distinctive to the political development of modern Germany. Insofar as certain economic, social or intellectual developments affected Germany's politics, they too will be treated. The focus will be the Weimar, Nazi, and postwar period. Offered fall even years.

HIST 215

### **20th Century Russia**

3 Credit Hours

This course investigates the institutional and ideological problems of Czarist Russia as it entered the 20th century and experienced World War I. It will focus on the Revolution and some of its interpretations, Lenin's legacy, the Stalinist dictatorship, World War II, the Khrushchev, Breznev and Gorbachev years. It will also consider the fall of the Soviet Empire. 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. Prerequisite: 3 credit hours in history. Offered fall odd years.

## HIST 223

**United States and the Middle East**

3 Credit Hours

Emergence of the Palestinian-Israeli conflict during World War I and the meaning of Zionism. U.S. diplomacy and military intervention from Truman to the 9/11 attacks and beyond. Topics include Balfour Declaration and Sykes Picot Agreement; Suez Crisis, Shi'a and Sunni divide; International Law and U.N. resolutions; Iraq and Afghanistan war and peace alternatives. The impact of the Israel Lobby on academic freedom and critical thinking on the Israel/Palestine conflict is explored.

## 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 fall odd years.

## 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 231

**Ghetto Formation in 20th Century Chicago**

3 Credit Hours

This course explores Chicago's 20th century urban development, with an emphasis on the creation of residential segregation through suburbanization and "inner-city" ghetto formation. A key component of the course will be an in-depth examination of the early federal housing policies that encouraged "white flight" to the Chicago suburbs--including middle-class immigrant communities and, eventually, middle class African Americans--while anchoring impoverished African Americans and other underserved populations in ill-conceived public housing complexes such as Cabrini-Green

and the Robert Taylor Homes. In addition, we will examine the impact of more recent efforts at gentrification of inner-city communities. Students in this course are required to participate in a community based learning project in collaboration with the Bronzeville Historical Society. The completion of at least 30 credit hours is required for enrollment. Offered fall even years.

## HIST 232

**Southern Slavery, Southern Freedom**

3 Credit Hours

This course is about slavery, freedom, and the possibilities of democracy in the U.S. It is also about the South, a region that has struggled with the meaning of democracy and freedom more than any other. We will trace this struggle from colonial Jamestown to the present, focusing on several themes that have shaped democratic possibility throughout southern history, including race, class, gender, violence and the freedom movements of Black Americans and their allies.

## 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 fall even years.

## HIST 235

**Colonial America**

3 Credit Hours

This course examines colonial American history from the pre-contact period through the American Revolution. Topics include motives for European settlement, the emergence and development of democratic political practice, capitalist transformation of the land, the impact of European settlement on indigenous populations, and the fashioning of revolutionary political ideas. Offered spring odd years.

## HIST 236

**Early American Republic**

3 Credit Hours

This course examines the history of the United States from 1776 to 1820, with a special emphasis on formative political developments such as the writing and ratification of the Constitution, the creation of political parties and nascent democratization. Other topics include diplomacy and national security, westward expansion, pre-industrial manufacturing, and slavery. Offered spring even years.

## 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 spring.

**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 fall even years.

**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 spring odd years.

**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 spring even years.

**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: Life of Catherine McAuley**  
3 Credit Hours

Path of Mercy is an eight-week online course that investigates the life and spirituality of Catherine McAuley, founder of the Sisters of Mercy. This course begins with Irish history and Irish Catholicism, then turns its focus to Catherine's religious ideas and leadership, before concluding with an analysis of her relevance today.

**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

Will explore important topics of global, comparative or thematic significance. Course may be repeated when a new topic is offered.

**HIST 321**  
**The Old Regime and French Revolution**  
3 Credit Hours

*Pre/Corequisite:* P (RQ) HIST-102 HIST-200  
This course begins with an exploration of French society in the 18th century the old regime examining the structure of society, the political process and the circulation of ideas in pre-revolutionary France. The stages of revolution from reform, to liberal revolution, to radicalization, to reaction will be explored in detail, as will the Revolution's contribution to modern politics and human rights.

**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 362

**Capitalism, Socialism and Social Justice**

3 Credit Hours

This course examines the rise of capitalism in the late 18th century and the socialist response in the industrial revolution in the 19th century. It analyzes the theories of Smith, Marx, Engels, Sumner and Spencer. Examines the impact of these systems upon society, social class, alienation, poverty, war and peace, both historically and in contemporary society. Explores topics including health care, globalization, the nature of work and leisure, the role of government as an agent of social justice or repression, and the role of elites within the political economy of capitalist and socialist societies. Next offered in spring 2018.

HIST 370

**Field Experience**

3 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 department chair 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 fall.

## **HISTORY/HUMANITIES**

HISHU 251

### **History/Humanities I**

3 Credit Hours

The first of a series of four courses that examine the close relationship between the historical and artistic achievements of mankind, this course considers briefly the methods of historical knowledge and the nature of man as perceiver and creator. It then examines prehistoric cultures and the great Neolithic civilizations and concludes with a study of classical Greece.

HISHU 252

### **History/Humanities II**

3 Credit Hours

This course provides a study of major trends in European culture from the Middle Ages to the 19th Century. Emphasis will be placed on the inter-relationship of historical, political, philosophical and artistic developments with special attention given to representative figures in each period.

HISHU 253

### **History/Humanities III**

3 Credit Hours

This course provides an analysis of United States history and culture through lecture and experience with American art works. The approach will be topically oriented, including such representative areas as industrialization, war, race relations, technology, depressions, imperialism and the formation of the American character.

HISHU 254

### **History/Humanities IV**

3 Credit Hours

The course deals with the concept of world history: the diversity of human experience and the unity of human destiny. Discussion will focus on highlights of the achievements of various peoples and epochs of history leading to the development of a world-wide civilization.



## 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 designed specifically for honors students who will gain exposure to quantitative and/or qualitative research methods in their study of one of the following disciplines: anthropology, criminal justice, international studies, political, science, psychology and sociology. NOTE: May satisfy two General Education requirements.

HONOR 220

### **Honors History**

3 Credit Hours

A seminar designed for honors students that will immerse students in the exploration of a historical topic; possibilities include politics, and economic developments and cultural and social beliefs and practices. Satisfies 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 training honors students in 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

A seminar designed for honors students that 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 320

### **Honors Interdisciplinary Seminar**

3 Credit Hours

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 requirements in the two disciplines featured in the seminar topic.

HONOR 350

### **Honors Field Work**

1 to 3 Credit Hours

The course is designed to provide hands-on, individualized experience in students' areas of academic and professional interest. Students develop professional skills and knowledge and craft "pre-professional personae" documents for job-seeking or graduate school applications. Open to all Honors students and non-Honors students with faculty recommendation. Students may also complete a "fieldwork experience" and fulfill one of their required Honors units without registering in HON 350.

HONOR 352

### **Honors Senior Capstone Project I**

1 to 3 Credit Hours

This independent faculty mentored research and writing course is designed to help students successfully execute their capstone creative or research projects. Periodic class meetings to monitor project progress and reinforce Capstone Project standards and expectations. NOTE: Required by all Honors students. A Capstone Project Proposal approved by the faculty mentor and Honors Program Director is required to register. Students may take the course for 0-3 credit hours.

HONOR 353

### **Honors Senior Project II**

1 to 3 Credit Hours

This course is a continuation of HONOR 352 for students whose projects require two semesters for completion.

## **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.

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.

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.

## 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 an overview of the hospitality industry including all of its related fields, restaurant, lodging, meetings and conventions. Student's are provided with a broad exposure to one of the largest and fastest-growing industries. Student's will 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, have a knowledge of the current operating procedures and understand the functions of management in the hospitality and tourism industry.

MGMT 311

### **Customer Service for Hospitality and Tourism**

3 Credit Hours

This course will cover important topics such as the financial and behavioral consequences of customer service, consumer trends influencing service, developing and maintaining a service culture, managing service encounters, the importance of market research, building and maintaining customer relationships, the impact of technology on customer service, the importance of service recovery, and promoting customer service both internally and externally. Taught from an ethical perspective.

MGMT 312

### **Meetings, Expositions, Events and Conventions Planning**

3 Credit Hours

This course has been designed to provide an introduction to the meetings, expositions, events and conventions industry. The course will allow students to move beyond just one segment of this industry (special events and conventions) and include all other aspects related to the MEEC industry. The course has been developed as a collaborative work and features contributions from some of the best and most notable practitioners and educators in the field. The course will feature new case studies, the latest statistics on the MEEC industry, update students on green meetings and social responsibilities. This course will be taught from an ethical perspective.

MGMT 313

### **Hotel and Lodging Management**

3 Credit Hours

Hotel and Lodging Management students will be introduced to all of the components that make-up this industry. It is

imperative that students acquire in-depth knowledge of this industry and learn skills that will allow them to focus on a number of departments including the front office, back office, housekeeping, safety, and security. Students will also learn about the classifications of hotels, the direct and indirect economic impact to the communities in which the hotels are located. Students will learn the duties of a general manager of a full service hotel as well as what entry level sales staff members are required to learn.

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 will explore application and implication 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. Should be taken junior/senior year.

MGMT 340

### **International Business**

3 Credit Hours

International Business is a survey course designed to provide a basic understanding of the various facets of international business. Starting with the concept of globalization and basic trade theories, the course will cover the following topics: trade practices, foreign direct investments, the mechanics of the foreign exchange market, marketing cultural differences and management strategies, organizational structure of multinational companies and other international institutions.

MGMT 360

### **Human Resources Management**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MGMT-370

Human Resource Management is the study of principles and methods of general personnel management. Topics include staffing, evaluation, training and development, as well as compensation within the framework of organizational, governmental and societal goals and restrictions.

MGMT 362

### **Negotiation and Conflict Resolution**

3 Credit Hours

This is an introductory course to the study of negotiation and conflict resolution. Some degree of conflict is inevitable in one's life and the ability to manage it is integral to one's effectiveness as a person and as a potential leader. On some level, much of all that individuals, groups and organizations do to be successful is negotiated, therefore, an understanding and practice of negotiation is an important prerequisite for each of us. This class is intended to be useful to all students, not just to those whose jobs require formal negotiations. In the course, students will gain insight into various approaches, the strengths and weakness associated with each, when to use which and those that work best for each person. The

course draws heavily on simulations, case studies and class discussions. Should be taken junior/senior year.

**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 373****Introduction to Training and Workplace Learning**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MGMT-370

Regardless of the industry, promoting and managing learning in an organization is a critical function. This course provides an introduction to adult learning, learning preferences, motivation, coaching, workplace instruction and organizational learning structures. Students will identify workplace learning needs and design appropriate training or other workplace learning opportunities. Group discussions will be used to relate learning theories to practical solutions. Group projects will be used to build students' skills in identifying needs, developing strategies and designing workplace learning opportunities, and evaluating outcomes.

**MGMT 380****Business, Ethics, and Society**

3 Credit Hours

In this course, students will develop an understanding of the interrelationship and interaction of society, business and government at the national and international level. Students will learn to develop the ability to recognize the importance of ethics in business and society, what ramifications can occur, and what solutions can be developed to resolve conflicts that arise. The class will focus on allowing students to develop and understanding of ethical concepts, philosophical principles, terms and processes relating to business. This course will help students develop the analytical, written and oral communication skills needed in business.

**MGMT 381****Management Internship**

3 to 6 Credit Hours

Under the tutelage of a cooperating organization, the student studies the management of an administrative or staff function and submits projects. Internship may not include any of the duties of a currently held position. Student's receiving credit must have the pre-approval of the program director and will work directly with the program director. Approval will be based on the level of technical work actually being done during the internship. Additional readings and research will supplement their work experience. Grade is based on job performance and academic projects related to the position.

**MGMT 390****Business Strategy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-211, BANA-320, MKTG-300, FINC-300, MGMT-340 MGMT-370

This course is concerned with the development of skill in identifying and analyzing opportunities and solving 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. Capstone Core Business Class.

**MGMT 392****International Business Seminar Study Abroad in China**

3 Credit Hours

This course will be completed in China. It provides a study abroad trip to China, as well as the preparation lectures on the Chicago campus. We design the trip to expose our students to the rich culture and fast economic development of China, and motivate and inspire them to be a global leader in the international business environment. The trip lasts for 12 days and covers three major cities of China: Beijing, Shanghai and Hong Kong. We will visit the famous historical sites, local universities, financial companies, and engage in activities such as acrobat show, Peking duck dinner, and high-speed train, etc. Important: while the trip takes place in Summer 2016, the course is offered for the Spring 2016 semester with five online or face to face interactions with the faculty advisors. The student will receive a grade of "Incomplete" for the Spring semester. Upon the trip completion in the summer, the student will receive the final grade of "Pass" for the course.

**MGMT 395****International Business Seminar**

3 Credit Hours

Students participate in an international business travel program.

## MARKETING

MKTG 300

### **Principles of Marketing**

3 Credit Hours

Marketing provides a basic foundation of marketing principles, introduces the students to a full understanding of marketing practices pertinent today and stresses the importance of traditional marketing issues. The course will provide practical, marketing application exercises through which students apply newly learned marketing concepts in 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

### **Service Excellence**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MKTG-300

Service Excellence is designed to provide students with opportunity to integrate their acquired knowledge of the industry through experience and coursework with understanding of the service dilemma organizations face.

MKTG 340

### **Consumer Behavior**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MKTG-300

Consumer Behavior focuses on the most important asset of any business: the customer. The consumer and the specifics of how and why consumers behave as they do is the subject of the course. Knowledge of the buying process and the factors influencing behavior help design the best marketing strategy and the mix of product, price, promotion and physical distribution to satisfy the needs and wants of consumers. Should be taken junior/senior year.

MKTG 350

### **Internet Marketing**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MKTG-300

The course will provide an overview of e-business strategies, electronic marketing strategies and the integration of Internet-based business and marketing communications strategies with traditional methods of going to market and communications with customers and suppliers. Further, we will review the evolving world of social media and consumer-created content. Should be taken junior/senior year.

MKTG 355

### **Social Media Marketing**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MKTG-300

This course will introduce students to the contexts and forms of social media, including what defines social media, who uses them, who gains from them, and how are they transforming the media landscape. Students will become familiar with a range of social media tools, analyze and discuss their uses and implications. The purpose of this class is to ensure that students are familiar with a range of social media tools, including the ability to use them for practical applications,

and to encourage analysis and critical thinking with regard to the role of social media in professional, social and cultural contexts. Should be taken junior/senior year.

MKTG 360

### **Promotional Strategy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MKTG-300

Promotional Strategy is the study of the strategy and management of promotion practices. Students will explore techniques for planning, implementing, controlling and evaluating advertising and sales promotion activities. Topics covered include analysis of social, economic and legal aspects of advertising, determination of promotional objectives, selection of campaign themes, media planning and testing, copy preparation and production. A promotional plan will be developed. Should be taken junior/senior year.

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 marketing concepts and principles. Students will learn how to critically analyze the task of marketing under contemporary conditions 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. Required for all digital marketing majors. Should be taken junior/senior year.

MKTG 381

### **Marketing Internship**

3 to 6 Credit Hours

Under the tutelage of a cooperating organization, the student studies the management of an administrative or staff function and submits projects. Internship may not include any of the duties of a currently held position. Students receiving credit must have the pre-approval of the program director and will work directly with the program director. Approval will be based on the level of technical work actually being done during the internship. Additional readings and research will supplement their work experience. Grades are based on job performance and academic projects related to the position.

## MATHEMATICS

MATH 090

### **Introduction to Algebra**

3 Credit Hours

This course is a support course designed to help students acquire the skill necessary for success in intermediate algebra. Topics include a review of: real numbers, linear equations and inequalities, linear functions and graphing, systems of linear equations, exponents, polynomials and factoring. The TI-83 plus or TI-84 plus graphing calculator is required. NOTE: Hours DO NOT count toward a degree.

MATH 099

### **Intermediate Algebra**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-090 or departmental placement  
Topics for this course include a review of: polynomials and factoring, rational expressions, functions and graphs, inequalities and absolute value, rational exponents and radicals, quadratic functions, exponential functions and logarithmic functions. The TI-83 plus or TI-84 plus graphing calculator is required. NOTE: Hours DO NOT count toward a degree.

MATH 105

### **Liberal Arts Mathematics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-099 or departmental placement  
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 112

### **College Algebra**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-099 or departmental placement  
This course uses a modeling approach. Problems that can be solved using linear, polynomial, rational, exponential and logarithmic functions are explored. 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

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

*Pre/Corequisite:* P (RQ) MATH-099 or departmental placement  
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 131

### **Finite Mathematics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-099 or departmental placement  
Topics for this course include review of linear equations and inequalities, introduction to linear programming, set theory, counting techniques, permutations and combinations, probability and applications. The TI-83 plus or TI-84 plus graphing calculator is required. NOTE: Credit will not be granted for both MATH 131 and MATH 200.

MATH 132

### **Business Statistics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-131 or MATH-200 or MATH-231

Topics for this course include collecting, organizing, analyzing and interpreting data with an emphasis on business applications, descriptive statistics, sampling, probability distributions, estimation, hypothesis testing, introduction to linear regression and correlation analysis. The use of Minitab statistical software is included. 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

*Pre/Corequisite:* P (RQ) MATH-099

Topics for this course include collecting, organizing, analyzing and interpreting data with emphasis on a wide range of applications, descriptive statistics, sampling, 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 granted for both MATH 135 and MATH 132.

**MATH 200****Introduction to Discrete Mathematics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-112 or departmental 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 or departmental placement, C: MATHL-201 (RQ)

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, E: MATHL-202 (RQ)

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

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, 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 221****Number Theory for Teachers**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-122

Topics investigated include properties, algebraic structure, arithmetic operations, and identities and inverses of operations on various number sets in clock and modular systems; basic concepts and properties of primality, factorization, divisibility, least common multiples and greatest common integers; drawing mathematical inferences; and writing mathematical arguments. Use of a scientific calculator is required. Offered spring odd years.

**MATH 222****Statistics for Teachers**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-122

This course provides a conceptual approach to statistics and its everyday use. Topics include: probabilities, randomness, making and interpreting various types of graphs and tables, organization of data, displaying data, and analyzing and drawing implications from the data. The place in the mathematics curriculum in accordance with the NCTM Principles and Standards for School Mathematics is also addressed. Computers and calculators are integrated into the coursework. The TI-83 plus or TI-84 plus graphing calculator is required.

**MATH 223****History of Mathematics for Teachers**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-122

This course provides historical perspective of the development of mathematics with emphasis on the multicultural dimension in the Egyptian, Babylonian and Greek periods. Students will do some of the elementary mathematics developed in ancient times, and learn to appreciate mathematics as a product of human effort. Offered Fall of odd years NOTE: Credit for this course will not be given to a student who has previously completed MATH 308.

**MATH 224****Geometry for Teachers**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-122

Topics for this course include: exploration of geometric ideas through activities involving concrete materials and computers, an awareness of geometry in the environment, and appreciation of geometry in history and culture, types of geometry and experience in performing conjectures and testing hypotheses. Provides students with the ability to develop teach and implement a program in geometry in the middle school/ junior high school curriculum in accordance with the NCTM Principles and Standards for School Mathematics. Offered fall even years.

**MATH 225****Mathematical Modeling for Teachers**

1 Credit Hour

*Pre/Corequisite:* P (RQ) MATH-122

Topics for this course include domain, range, horizontal and vertical asymptotes, use of mathematical linear, polynomial, rational, exponential and logarithmic models, including regression models, to solve problems and the interrelationships between such functions (intersection points, inverse functions, etc.). Offered spring as needed.

**MATH 226****Mathematical Modeling and Calculus for Teachers**

4 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-122

Topics for this course include domain, range, horizontal and vertical asymptotes, use of mathematical linear, polynomial, rational, exponential and logarithmic models, including regression models, to solve problems and the interrelationships between such functions (intersection points, inverse functions, etc.). Topics also include the concept of continuity as well as concepts, properties, computational processes and applications associated with limits, rates of change, secant and tangent lines, and derivatives and integrals from a polynomial perspective. Offered spring even years.

**MATH 231****Calculus for Business and the Social Sciences**

3 Credit Hours

This course is recommended for business and social science majors seeking the B.S. degree. Topics include: functions, derivatives of algebraic, exponential and logarithmic functions, optimization, techniques of integration, various applications from business and the social sciences. The TI-83 plus or TI-84 plus graphing calculator is required. Offered as needed.

**MATH 301****Advanced Calculus**

4 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-202

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-301 or concurrent enrollment

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-301

Topics for this course include: concepts of probability, Bayes' Rule, expectation, discrete distributions, binomial, hypergeometric, Poisson, geometric, multinomial, normal, uniform, and exponential density 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

This course is a continuation of MATH 305 concerned with data description, sampling distributions, curve fitting, inferences dealing with means, variances and proportions. The emphasis will be on applications. Time permitting; applications will be extended to areas such as reliability, life testing and quality assurance. 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, 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. Offered every third semester starting spring 2017.

**MATH 308****History of Mathematics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-202, 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. Offered every third semester starting fall 2017. NOTE: Credit for this course will not be given to a student who has previously completed MATH 223.

**MATH 309****Abstract Algebra I**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-211

Topics for this course include: integers, groups, subgroups, cosets, homomorphisms, permutation groups, rings, subrings, integral domains and fields. Offered every third semester starting spring 2018.



**MATH 313****Partial Differential Equations**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-203

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

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-301

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

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

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 as needed.

**MATH 336****Real Analysis**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-301

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 department chairperson. Offered at least once each academic year.

**MATH 360****Special Topics: Combinatorics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATH-200

Topics include permutations, theory of enumerative combinatorics, pairing problems, recurrence relations, the inclusion-exclusion principle, graph theory, multinomial coefficients, algebraic coding theory, and symbolic dynamics.

**MATH 375****Methods of Teaching Mathematics, Grades 9-12**

3 Credit Hours

*Pre/Corequisite:* P (RQ) At least 30 hours in the mathematics major

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 department chair 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 departmental 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 department. 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 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 Eastern Cultures**

3 Credit Hours

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 chair 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

*Pre/Corequisite:* C (RQ) MUS-151 MUSLB-151 MUS-161 MUSLB-161

The study of traditional diatonic tonal materials and standard notational practice including the development of part-writing and analytical skills.

MUS 102

### **Music Theory II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-101, C: MUS-152 MUSLB-152 MUS-162 MUSLB-162 (RQ)

Continuation of MUS 101 leading to elementary modulation. 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 124

### **Writing and Speaking About Music**

3 Credit Hours

Students will learn to identify and understand the elements of music (melody, harmony, rhythm, texture, form, tempo, meter, dynamics, style, etc.) as well as how to write and speak formally about music through historically-guided listening and score study. This course covers the historical periods from antiquity through the current time. Students will develop the basic skills needed for writing formal papers for upper level music courses at the undergraduate level. Offered spring.

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 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. 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 even 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 even 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 odd 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 odd years. NOTE: 5 clinical observation hours.

#### MUS 150

##### **Special Topics: History of Urban Music**

3 Credit Hours

From the Florentine Renaissance to the Harlem Renaissance, music has made its greatest changes within the city limits. This course will examine the effects of economics, race, migration and urban living on music. There is a ticket fee attached to enrollment in this course.

#### MUS 150

##### **Special Topics: World Music Cultures**

3 Credit Hours

An introduction to music of the non-Western world and the field of ethnomusicology. Broad in scope, this class seeks to provide students with an overview of the various world music while still connecting this knowledge to the student's own sonically alive world experience. This class will rely on personal listening experiences and will utilize group listening experiences and in-class demonstrations when possible.

#### MUS 151

##### **Aural Skills I**

1 Credit Hour

*Pre/Corequisite:* C (RQ) MUSLB-151 MUS-161 MUSLB-161, E: MUS-101 (RQ)

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.

#### MUS 152

##### **Aural Skills II**

1 Credit Hour

*Pre/Corequisite:* C (RQ) MUSLB-152 MUS-162 MUSLB-162, P: MUS-151 (RQ)

This course involves further development of aural recognition and production skills by means of rhythmic, melodic and harmonic dictation and sight singing. Offered spring.

#### MUS 161

##### **Keyboard Skills I**

1 Credit Hour

*Pre/Corequisite:* C (RQ) MUS-151 MUSLB-151 MUSLB-161, E: MUS-101 (RQ)

The study of basic keyboard technique, treble and bass clef reading skills as applied to the keyboard and rudimentary keyboard harmony. Offered fall.

#### MUS 162

##### **Keyboard Skills II**

1 Credit Hour

*Pre/Corequisite:* C (RQ) MUSLB-162 MUS-152 MUSLB-152, P: MUS-161 (RQ)

Continued study of basic technique, reading skills and keyboard harmony, including harmonization, transposition and simple modulation. Offered spring.

#### MUS 201

##### **Music Theory III**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-102, C: MUS-251 MUSLB-251 MUS-261 MUSLB-261 (RQ)

Further development of part-writing and analytical skills, including the introduction of chromatic harmony. Offered fall.

#### MUS 202

##### **Music Theory IV**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-201, C: MUS-252 MUSLB-252 MUS-262 MUSLB-262 (RQ)

Continued study of chromatic harmony leading to contemporary techniques. 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 217****Perspectives in Non-Western Music**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-101

A survey of non-western music and the impact of political, cultural and social aspects at the current time. Required of all music majors. Offered fall odd years.

**MUS 230****University Orchestra**

1 Credit Hour

Study and performance of standard orchestral repertoire. Rehearsals are once a week. The orchestra performs each semester. Open to all students and community members. Laboratory 3. Prerequisite: Audition.

**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:* C (RQ) MUSLB-251 MUS-201 MUS-261 MUSLB-261, P: MUS-152 (RQ)

This course is an advanced aural training in melodic, rhythmic and harmonic idioms. Offered fall. NOTE: This course must be taken concurrently with MUSLB 251, MUS 201 as well as MUS and MUSLB 261.

**MUS 252****Aural Skills IV**

1 Credit Hour

*Pre/Corequisite:* C (RQ) MUSLB-252 MUS-202 MUS-262 MUSLB-262, P: MUS-251 (RQ)

This course is a continuation of MUS 251, including applications to contemporary music. Offered spring.

**MUS 261****Keyboard Skills III**

1 Credit Hour

*Pre/Corequisite:* C (RQ) MUSLB-261 MUS-201 MUS-251 MUSLB-251, P: MUS-162 (RQ)

This course offers a further study in keyboard harmony including some chromatic harmony. Basic ensemble and technical skills at appropriate levels are also included. Offered fall.

**MUS 262****Keyboard Skills IV**

1 Credit Hour

*Pre/Corequisite:* C (RQ) MUSLB-262 MUS-202 MUS-252 MUSLB-252, P: MUS-261 (RQ)

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. 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 302****Contrapuntal Techniques**

2 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-202

This course covers the basic contrapuntal principles and skills, especially as applied to 18th and 19th century styles. Extensive writing practice and analysis of stylistic models are included in this study of contrapuntal styles including the introduction of major contrapuntal forms. Offered spring odd years.

**MUS 308****Jazz Theory/Arranging**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-102

Students will study the harmonic, melodic, and rhythmic elements of jazz. The course will assist in the development of the analytical skills used by jazz musicians through the study of both jazz compositions and improvisations. Offered fall odd years.

**MUS 309****Jazz Improvisation**

2 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-102

The development of jazz improvisation skills through the study of chord/scale relationships, repertoire, transcriptions and analysis. Offered fall even years.

**MUS 311****Piano Pedagogy**

3 Credit Hours

This course focuses on principles, techniques and materials for teaching piano in the private studio. The course is required for piano performance and music education/choral emphasis (keyboard) majors. It is strongly recommended for students with piano as the minor instrument. Offered as needed. NOTE: Consent of professor is required.

**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 313****Applied Pedagogy-Instrumental**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MUSAP-201

This course focuses on the principles, techniques and materials for teaching specific instruments in the studio or classroom. The course is required for the instrumental performance major. Offered as needed.

**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 319****Music Literature-Piano**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MUSAP-201

This course is a survey of keyboard music from the Baroque Era through the present day. The course is required for piano performance majors. It is strongly recommended for music education majors with Keyboard Emphasis and for students with piano as the minor instrument. Offered as needed. NOTE: Advanced standing in Applied Piano.

**MUS 321****Music Literature: Instrumental**

3 Credit Hours

This course is a survey of music for solo instruments from the Baroque Era through the present day. The course is required for instrumental performance majors and strongly recommended for instrumental education majors in their specialized area of applied music. Offered as needed.

**MUS 330****Music History I: Medieval/Renaissance /Baroque**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MUS-124

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-124

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 spring.

**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 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 Department 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 Department 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 101

### **School of Nursing Career Enhancement**

0 Credit Hours

This course is designed to support the learning needs of students enrolled in the BSN/ACC. Active participation and completion of these nursing program support activities are required for progression. The course focuses on using nursing resources to support content, accessing evidence to support clinical practice and practicing skills to insure skill competency.

NURS 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.

NURS 205

### **Narrative Gerontology**

3 Credit Hours

The purpose of this course is to introduce the student to narrative/story [Narrative Gerontology] 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 interpretive journaling to better 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 community teaching/learning plan for older adults, leading to a multi-perspectival understanding of aging and how to come to understand what is meaningful to older adults both in the U.S. and globally and across settings. Offered fall.

NURS 212

### **Introduction to Pharmacological Concepts Related to Nursing**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-215, NURS-282, NURS-326, NURSL-326; BSN/LPN students: NURS-215

This course provides an overview of pharmacologic properties of major drug classes and selected individual drugs with an emphasis on clinical application of drug therapy utilizing the nursing process.

NURS 215

### **Pathophysiology**

3 Credit Hours

*Pre/Corequisite:* E (RQ) NURS-282, NURS-326, NURSL-326

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.

NURS 282

### **Concepts in Professional Nursing**

3 Credit Hours

*Pre/Corequisite:* P (RQ) Completion of all courses supportive to nursing with a grade "C" or better

This course introduces the essential concepts associated with the philosophy of professional nursing and the nursing process within a general context of systems theory. It explores the development of the profession of nursing, its theories and its evolving roles. Beginning concepts of health promotion, continuity of care and use of community resources are discussed. The concept of client, viewed in the context of family and culture, is also introduced.

NURS 301

### **PLUS Seminar**

1 Credit Hour

*Pre/Corequisite:* C (RM) NURS-336, NURSP-337

The purpose of this seminar is to increase the understanding of concepts and skills studied in Junior I coursework. Students are assisted to continue to apply PLUS strategies (i.e., text-reading strategies applied to course textbook; decision-making in nursing practice; developing individual responsibility for learning and self-confidence in self as a learner; and integration of strategies leading toward increasing socialization to the profession of nursing). This course emphasizes collaboration between faculty and students.

NURS 302

### **PLUS Seminar**

1 Credit Hour

*Pre/Corequisite:* E (RM) NURS-344, NURSP-345

The purpose of this seminar is to increase the understanding of concepts and skills studied in NURS 344 and 345. Students are assisted to continue to apply PLUS strategies (i.e., text reading strategies applied to course textbook; decision-making in nursing practice; developing individual responsibility for learning and self-confidence in self as a learner; and integration of strategies leading toward increasing socialization to the profession of nursing). This course emphasizes collaborative learning and partnerships between faculty and students.

NURS 303

### **PLUS Seminar**

1 Credit Hour

*Pre/Corequisite:* C (RM) NURS-316, NURS-342, NURSP-317, NURSP-343

The purpose of this seminar is to increase the understanding of concepts and skills studied in NURS 316, 342 and NURSP 317, 343. This course assists students to continue to apply PLUS strategies, such as text-reading strategies applied to course textbook, note-taking strategies applied to lecture notes, decision-making strategies in nursing practice, confidence building strategies applied to self as a responsible learner and socialization strategies into professional nursing.

Promotes self-responsibility for learning. Emphasizes collaboration between faculty and students. This course emphasizes collaborative learning and partnerships between faculty and students.

#### NURS 304

##### **PLUS Seminar**

1 Credit Hour

*Pre/Corequisite:* C (RQ) NURS-366, NURSP-367

The purpose of this seminar is to increase the understanding of concepts and skills studied in NURS 366 and NURSP 367. Students are assisted to continue to apply PLUS strategies, such as text-reading strategies applied to course textbook, decision-making in nursing practice, developing individual responsibility for learning and self-confidence in self as a responsible learner and integration of strategies leading toward increasing socialization to the profession of nursing. This course continues to promote self-responsibility for learning and emphasizes collaboration between faculty and students.

#### NURS 311

##### **Mental Health Nursing**

2 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-212, NURS-336, NURS-347, PSYCH-204

This course provides the opportunity to reflect on the continuum of mental health and mental illness, the profound impact of stigma, myths, biases, the dynamic influences of the political, social, economic climate and the ever-evolving health care system in the lives of clients, significant persons in the lives of our clients and the community. This course uses theories from a variety of disciplines, including psychology, biology, neurology, sociology, cultural anthropology and nursing to understand the life stories of clients. The essence of this course is the construction and maintenance of the therapeutic relationship in which the nurse, as an integral part of the interdisciplinary team, supports the client in the journey toward health and full participation in meaningful life.

#### NURS 316

##### **Nursing Care of the Childbearing Family**

2 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-311, NURS-344, NURS-346, NURSP-312, NURSP-345

This course applies theories from nursing, the sciences and the humanities in caring for the childbearing woman and her family. The focus is placed on holistic family-oriented care with pregnancy, childbirth and developmental changes in a woman's reproductive life considered as natural processes. This course promotes discussion of methods to provide the woman with necessary knowledge to be proactive in maintaining health throughout her lifespan in the current health care system. An additional focus is the discussion of the role of the nurse as caregiver, teacher, advocate and colleague.

#### NURS 326

##### **Health Assessment in Nursing Practice**

2 Credit Hours

*Pre/Corequisite:* P (RQ) Completion of all courses supportive to nursing with a grade "C" or better, C: NURS-215, NURS-282, NURSL-326 (RQ)

This course uses concepts and theories from nursing, science and the liberal arts to focus on the holistic assessment of well individuals across the life cycle. The focus is placed on nursing practice with attention to communication, interviewing and health assessment skills. Emphasis is placed on the assessment and analysis phases of the nursing process in health promotion and risk reduction.

#### NURSL 326

##### **Health Assessment in Nursing Practice Lab**

1 Credit Hour

*Pre/Corequisite:* C (RQ) NURS-215, NURS-282, NURS-326

This course applies concepts and assessment techniques discussed in Health Assessment in Nursing Practice. This laboratory course emphasizes effective communication and skills needed to obtain a complete health history as well as perform and document a physical assessment of the health status of an individual.

#### NURS 328

##### **Mentoring in Professional Nursing**

0.5 Credit Hours

*Pre/Corequisite:* C (RQ) NURS-215, NURS-282, NURS-326, NURSL-326

This first mentoring course initiates a relationship between the novice nursing student (mentee) and a nursing faculty member (mentor) through an ongoing seminar format. The focus is to socialize, reflect and develop into the role of nursing student within a supportive group of peers. NOTE: This course is taken concurrently with the Sophomore II nursing courses.

#### NURS 329

##### **Mentoring in Professional Nursing II**

0.5 Credit Hours

*Pre/Corequisite:* P (RM) NURS-328

This small group experience is designed to be an ongoing seminar throughout the student's program of studies in nursing. The focus of the seminar this semester is to continue socialization into the role of nursing student and reflect on evidence-based practice and how it applies to caring for the adult client experiencing health issues. Discussion, exploration and synthesis of additional nursing issues, concepts and practices will be the major focus of this seminar. Peer exchange as well as professional role modeling and contact with practitioners from a variety of areas will assist the students to assimilate nursing values as they progress toward entering the profession. NOTE: This course is taken concurrently with the Junior I nursing courses.

**NURS 336****Introduction to Nursing Therapeutics and Illness Management**

3 Credit Hours

*Pre/Corequisite:* E (RM) NURS-215, NURS-282, NURS-326, NURSL-326, C: NURS-212, NURSP-337, NURS-347 (RM)

This course presents a conceptual basis for providing nursing care. Functional health patterns are used as an organizing framework to explore essential knowledge and skills needed to assess and manage physical and psychological symptoms related to common illnesses and treatment. It focuses on the fundamental competencies essential for professional nursing practice. Course emphasis is placed on the development of communication, management, teaching-learning and critical thinking skills. Research, technology and trends in the health care system are also highlighted.

**NURS 338****Mentoring in Professional Nursing III**

0.5 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-329

This small group experience is designed to be an ongoing seminar throughout the student's program of studies in nursing. The focus of the seminar this semester is to continue socialization into the role of nursing student and reflect on evidence-based practice and its application to childbearing and childrearing families, as well as a focus on community health. Discussion, exploration and synthesis of additional nursing issues, concepts and practices will be the major focus of this seminar. Peer exchange as well as professional role modeling and contact with practitioners from a variety of areas will assist the students to assimilate nursing values as they progress toward entering their profession. NOTE: This course is taken concurrently with the Junior II nursing courses.

**NURS 339****Mentoring in Professional Nursing IV**

0.5 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-338; BSN/LPN students exempt

This small group experience is designed to be an ongoing seminar throughout the student's program of studies in nursing. The focus of the seminar this semester is to prepare the student for the transition from nursing student to working professional registered nurse. Discussion, exploration and synthesis of additional nursing issues, concepts and practices will be the major focus of this seminar. Specifically, the focus will be on leadership in nursing, the multiple roles of the professional nurse, preparation for licensure and NCLEX and job interviews and selection. Peer exchange as well as professional role modeling and contact with practitioners from a variety of areas will assist the students to assimilate nursing values as they progress toward the final stages of undergraduate preparation. NOTE: This course is taken concurrently with the Senior I nursing courses.

**NURS 342****Nursing Care of Children Promotion and Illness Management**

2 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-311, NURS-329, NURS-344, NURS-346, NURSP-312, NURSP-345

This course applies nursing theory, family theory, evidence-based research and critical thinking skills to caring for families with children. It emphasizes family-centered care and embracing developmental aspects of the dimensions of holistic health with a focus on health promotion, health maintenance and illness management. Discussion will focus on the role of the pediatric nurse in today's health system as caregiver, teacher, advocate and colleague. The outcome of therapeutic interventions and establishment of therapeutic relationships with the child and family will be explored as a foundation for providing quality of care in the community or hospital setting.

**NURS 343****Concepts of Professional Nursing Practice, Policy, Legal and Regulatory Issues in Nursing**

3 Credit Hours

This course is designed to support the learning needs of students enrolled in the RN to BSN Online Program. This course expands students' understanding of the concepts of nursing practice. The course explores the development of the profession of nursing, nursing as its own scientific discipline and nurses' evolving roles. Within the context of professional nursing practice, health care delivery systems, environmental factors, social policies, access to and delivery of care will be explored. Concepts of health promotion, continuity of care, quality, safety and use of community resources are discussed. The concepts of regulatory issues and policies governing the nursing profession are examined.

**NURS 344****Nursing Care of Adults**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-212, NURS-282, NURS-326, NURS-336, NURS-347, NURSL-326, NURSP-337, C: NURSP-345 (RQ)

This course uses research, nursing theory and critical thinking skills in the provision of holistic care to adults experiencing acute or chronic illness. A focus is placed on assessment, communication and patient teaching as well as to therapeutic nursing interventions. An emphasis is placed on risk reduction and illness management in adults. In addition, clients are assisted to reach optimal levels of functioning or managing end of life issues.

**NURS 345****Theoretical, Ethical, Cultural, Spiritual Dimensions of Nursing Care**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-343

This course provides the opportunity to examine the theoretical, ethical, cultural, legal and spiritual challenges presented by the contemporary world to the humanistic practice of professional nursing. The emphasis in this course is on internalizing a collegial model of interdisciplinary ethical dialogue, which integrates mutual caring, respect, and valuing

of all health care professionals and the patients in their care. The search for meaning in the human experiences of life, illness, suffering, moral choices, and end of life issues are major components. Students will have an opportunity to use self-reflection on their own beliefs and values as they relate to professional practice.

#### NURS 346

##### **Ethical, Legal, Spiritual Dimensions of Nursing Practice**

1 Credit Hour

*Pre/Corequisite:* P (RQ) NURS-212, NURS-282, NURS-326, NURS-347, NURSL-326

This course is an introduction to the ethical decision-making process in nursing practice guided by the Illinois Nurse Practice Act, the American Nurse Association (ANA) Code of Ethics for Nurses, and the ANA Scope and Standards of Practice. Ethical theories, frameworks and principles will be emphasized to support accountability in nursing practice. The basic function of laws, policies and systems are discussed to ensure holistic and safe patient care. Social justice and values, which enliven all of nursing, are at the center of this course.

#### NURS 347

##### **Nursing Care of Older Adult**

3 Credit Hours

*Pre/Corequisite:* P (RM) NURS-282, NURS-326, NURSL-326, C: NURS-212, NURS-328, NURS-336, NURSP-337 (RM)

This course utilizes nursing theory, family theory, research and critical thinking skills in the provision of holistic care to older adults and their families experiencing acute or chronic illness. Issues of health promotion, risk reduction and disease prevention and end of life issues as they impact older adults and their families are explored.

#### NURS 348

##### **Geriatric Syndromes**

2 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-199

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 356

##### **Nursing Research: Connecting Research and Practice**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-212, NURS-282, NURS-326

This course discusses the need for nursing research in the development of a knowledge base for clinical practice. Additionally, the elements of the research process and the ethical dimensions of a research study are considered. It promotes an appreciation of the role of the nurse researcher in the development and testing of clinical questions and examining ethical aspects of studies. Students are encouraged to integrate relevant research findings with their clinical nursing practice.

#### NURS 357

##### **Community and Population Focused Nursing Care**

2 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-282, NURS-326, NURSP-337, NURS-344, NURS-345, NURSL-326, C: NURSP-358 (RQ)

This course focuses on the application of community/public health nursing concepts with individuals, families and groups based on the underlying premise that the core of nursing lies in promoting the health of people and their communities. The role of the community/public health nurse is extensive. In addition to providing nursing care, this role incorporates that of an advocate, educator, and activist, especially with regard to social justice issues that impact the health of communities. Emphasis is placed on community-focused nursing care, addressing population-based nursing interaction with communities, special populations and those with developmental and situational crises. Contemporary health issues, ethics and decision-making are discussed and analyzed.

#### NURS 365

##### **Independent Study Nursing**

1 to 3 Credit Hours

This course involves the individualized study of an area of personal interest in nursing. In consultation with faculty, the student develops learning objectives, plans strategies and activities, implements the plan and evaluates the outcomes.

#### NURS 366

##### **Advanced Nursing Therapeutics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-316, NURS-356, NURS-357, NURS-390, NURSP-317, NURSP-358, must be taken second semester senior year

This course synthesizes concepts, issues and theories from nursing and other disciplines in applying the nursing process to patients with complex medical problems. Evidence-based nursing practice and a holistic approach are utilized in developing nursing interventions using a case study methodology. Collaboration with patients, families and other disciplines is integrated into the plan of care with a focus on disease prevention and illness management in complex health care situations.

#### NURSL 368

##### **Advanced Nursing Therapeutics Lab**

0.5 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-316, NURS-342, NURS-357, C: NURS-366, NURSP-367 (RQ)

This course applies concepts discussed in Advanced Nursing Therapeutics. In a laboratory setting, students plan, implement and evaluate nursing care for individuals and families experiencing complex health care issues. Utilizing a holistic approach and functioning on an interdisciplinary team, students simulate care of clients in complex health care settings. Includes 18 clock hours of field work.

**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 384****Information Management and Technology for Patient Care**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-345

This course will explore informatics and examine nursing's role in the use of health care technology. Emphasis includes protecting patient data. The student will identify, gather, process, evaluate and manage information/data to support the ongoing quality and further improvement of patient care.

**NURS 386****Scholarly Inquiry and Principle of Evidence Based Practice**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-384

This course focuses on the use of evidence-based nursing practice processes as a foundation for professional nursing. The elements of and ethical dimensions of a research study are examined. This course promotes an appreciation of the role of the nurse researcher in the development and testing of clinical questions and interpreting evidence. Students will integrate relevant research findings with their clinical nursing practice to support making clinical judgments that enhance patient outcomes.

**NURS 390****Health Policy and Politics**

2 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-356; senior I standing

This course examines and addresses issues in health policy and health care systems from a global and integrative perspective. It fosters an understanding of United States health care policy as it affects economic, political, legal and ethical aspects of the health care delivery system and professional nursing practice. Contemporary health issues, ethics and decision-making and their impact on clients are further discussed and analyzed.

**NURS 392****Nursing Management in Professional Nursing Practice**

3 Credit Hours

*Pre/Corequisite:* C (RQ) NURSP-393, NURS-366

This course examines and analyzes the nurse manager role in a variety of health care settings within the framework of leadership and management theories. Emphasis is on managing resources (information systems, quality assurance and budgetary allocations), people, personal resources and managing client care in health care delivery systems.

**NURS 443****Holistic Health Assessment**

4 Credit Hours

*Pre/Corequisite:* P (RQ) NURS 345

This course provides the student with the knowledge and skills necessary for holistic assessment of patients across

the lifespan. This course will examine the principles and techniques of nursing assessment focusing on patient interviewing for history taking, review of systems, physical examination techniques, and documentation of the findings. Utilization of assessment findings in clinical decision making is discussed throughout the course.

**NURS 445****Global Health and Population Based Nursing Care**

4 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-443

This course provides the student opportunities to apply concepts of community, population and global health to patient care. Social determinants and unique perceptions of health and health care needs across settings are explored. Students will focus on primary, secondary, and tertiary levels of prevention, through collaboration with the community/public health nurse. Students will complete 70 hours of community health field experience.

**NURS 476****Issues in Women's Health**

1 to 3 Credit Hours

This course explores the holistic development of women and current issues impacting women's health. Focus is placed on the complex inter-relationship between women's health and their social, political, cultural and economic situation. The student will investigate methods to empower women to take a more active role in their health care and explore strategies for health care advocacy.

**NURS 484****Nursing Collaboration and Leadership for Quality Care and Patient Safety**

4 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-445

This interdisciplinary course examines and analyzes the nurse leader/manager role in a variety of health care settings within the disciplines of nursing, business leadership and management. Emphasis is on managing resources, including personnel, information systems, quality management/ improvement processes and budgetary allocations.

**NURS 486****Capstone in Nursing Practice**

4 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-484

This final course in the RN to BSN option allows students to apply knowledge and skills learned throughout the educational experience. Students will demonstrate competencies consistent with program outcomes. The planning and organizing of an independent learning experience will culminate with a capstone project reflecting academic, professional and personal growth.

## 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 240

### **Philosophy of Nature**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course explores traditional and critical philosophical approaches to the status of natural objects, including such possible questions as whether human beings hold a special place amongst entities in the natural environment. In

approaching questions about the meaning and significance of the natural world, this course may explore some of the following: building and design, agriculture, art and literature and spiritual traditions.

PHIL 241

### **Philosophy and Sustainability**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

The course will analyze various and competing strategies of environmentalism and reflect philosophically on the relationship between human action and the natural world. The course will address a range of issues, including cultural habits of consumption, the force of terms such as "environmental crisis," the marketing of environmental movements, the roles of race, class and gender in environmental exploitation, and the comparative environmental, economic and social effects of small to large-scale environmental lifestyle changes.

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 250

### **Philosophy and Psychoanalysis**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course focuses on selected topics in the relationship between philosophy and psychoanalysis. Special emphasis will be given to the work of Sigmund Freud.

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

**Philosophy and Economics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) HONOR-151, PHIL-140, or PHIL-150;

This course focuses on historical and contemporary philosophical discussions about issues such as the ethical and political advantages and disadvantages of market institutions and the scientific and epistemological status of economic theories.

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 272

**Philosophy and Drama**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

Philosophical approaches to tragedy and comedy as both human artistic creations and dimensions of human existence.

PHIL 273

**Philosophy of Religion**

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 the concept of the divine, the nature of religion, the existence of evil, the relation between faith and reason, etc.

PHIL 274

**Phenomenology and Existentialism**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

This course introduces students to two closely-related 19th and 20th-century movements in philosophy: phenomenology and existentialism. Students will examine the how writers such as Nietzsche, Kierkegaard, Husserl, Heidegger, Camus, Sartre, Beauvoir and Merleau-Ponty approach questions about human freedom and the nature of truth and meaning.

PHIL 276

**Philosophy and Poetry**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

By analyzing primary texts in the history of philosophy and poetic writing, this course will focus on questions such as: whether poetry provides access to cognitive experiences inaccessible by other means; whether a firm conceptual distinction can be drawn between philosophical and poetic thinking; and whether, as Plato argued, poetic writing undermines human rationality.

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 295

**Metaphysics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

An introduction to some of the central philosophical approaches to questions about what is ultimately real, the distinction between reality and appearance and the nature of space and time.

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, P: PHIL-306 (RM)

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 375

**Studies in Medieval 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 medieval philosophy.

PHIL 376

**Studies in Early Modern 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 early modern philosophy.

PHIL 377

**Studies in Late Modern 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 late modern 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 a Philosophical Text: Ancient and Medieval**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

Extended and intensive study of a single philosophical text in ancient or medieval philosophy. This course is intended for students who major or minor in philosophy.

PHIL 382

**Studies in a Philosophical Text: Modern and Contemporary**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHIL-140 or PHIL-150

Extended and intensive study of a single philosophical text.

PHIL 390

**Senior Seminar**

1 to 3 Credit Hours

*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 112

### **Health and Fitness**

2 Credit Hours

This course deals with the principles and objectives of health, fitness and wellness. Emphasis will be on wellness and healthy lifestyles.

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.

PE 117

### **Principles and Problems of Coaching**

3 Credit Hours

This course involves the study of the organization, management, staff relationships and the creation of desirable behavior in athletics. Coaching ethics are strongly stressed. This course examines all levels of athletic competition: elementary school, high school and college. The course is divided into two parts, the organizational principles and the problems.

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.

PE 120

### **First Aid and Athletic Injuries**

3 Credit Hours

The course deals primarily with techniques used in emergency first aid as related to the athletic program. Areas such as bandaging, strapping and treatment for all athletic injuries are covered by practical applications.

PE 124

### **Health and Nutrition Across the Lifespan**

3 Credit Hours

This course examines nutrition theory and the relationship between nutrition, health, wellness and illness prevention. It examines the science of nutrition including digestion and absorption of macro-and micro-nutrients. Students will learn various methods of establishing good nutrition habits to improve overall wellness throughout the life span.

PE 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.

PE 319

### **Kinesiology**

3 Credit Hours

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.

PE 380

### **Exercise Science Internship**

2 Credit Hours

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.

PE 381

### **Sports and Fitness Administration Internship**

2 Credit Hours

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.

PE 390

### **Exercise Science Senior Seminar**

1 Credit Hour

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.

PE 391

### **Sports and Fitness Administration Senior Seminar**

1 Credit Hour

Senior capstone project that is designed to integr

## PHYSICAL SCIENCE

technology to problems within these fields of study. Lecture 3.  
Offered spring.

PHSCI 101

### **Physical Science**

3 Credit Hours

*Pre/Corequisite:* P (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. Offered fall odd years and spring even years.

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.

PHSCI 201

### **Physical Science for Elementary School Teachers**

4 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120 MATH 112 or MATH 226 or consent of the instructor, C: PHSCL-201 (RQ)

This course covers physical science concepts such as forces and motion, energy, waves and electromagnetic radiation, chemical reactions, and the structure and properties of matter. These topics are explored using hands-on activities appropriate for use in the elementary or middle school classroom. Integrated Lecture and Laboratory 6.

PHSCI 202

### **Earth and Space Science for Educators**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PHSCI-201 or PHYS-201 or consent of the instructor

This course surveys space and earth systems so that students can understand the interconnected nature of these systems. Topics include the universe and its stars, earth and the solar system, history of planet earth, earth's materials and systems, weather and climate, and the human impact on each of these systems. Special emphasis is placed on the application of

## 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.

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.

PHYS 201

### **General Physics I**

4 Credit Hours

*Pre/Corequisite:* P (RQ) MATH 113 or MATH 201 and competency in basic trigonometry, C: PHYSL-201 (RQ)

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, C: PHYSL-202 (RQ)

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, C: PHYSL-211 (RQ)

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, C: PHYSL-212 (RQ)

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

## POLISH

POLSH 101

### **Elementary Polish I**

3 Credit Hours

This course is an introduction to the Polish language.

Emphasis on aural comprehension, oral expression, reading and writing.

POLSH 103

### **Intermediate Polish I**

3 Credit Hours

*Pre/Corequisite:* P (RQ) POLSH-102 or placement or consent of instructor

This course is an introduction to the development of vocabulary and idioms. Equal emphasis on both passive comprehension and active use of Polish in its spoken and written forms.

POLSH 201

### **Polish Composition and Conversation**

3 Credit Hours

*Pre/Corequisite:* P (RQ) POLSH-103 or equivalent

Designed to continue the development of language skills in Polish. This course is a general review and expansion of grammar, along with speaking, vocabulary development, readings and writing compositions.

POLSH 261

### **Introduction to Polish Civilization and Culture**

3 Credit Hours

This course is designed to acquaint students with basic characteristics and major trends of Polish life, culture and civilization. Students will study how Polish culture was shaped by exploring the many components that represent and influence it, such as religion, music, painting, literature and politics. In English.

POLSH 263

### **Introduction to Polish Literature**

3 Credit Hours

This course is an introduction to literature designed to familiarize students with major trends, periods and authors in Polish literature. Literature works will be read in translation and will include prose, poetry and drama. Taught in English.

## 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.

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.

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.

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. Offered fall even years.

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. Offered fall odd years.

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. Offered spring even years.

POLSC 211

### **International Organizations**

3 Credit Hours

This course introduces students to theories of international cooperation and the functioning of international organizations. The course examines theories of the origin and effectiveness of international organizations and the concept of international

regimes; the organization, history, and contemporary functioning of the United Nations; and explores a variety of issues addressed by international organizations-trade and finance, human rights and law, and regional development and integration and global security. Offered fall odd years.

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. Offered fall even years.

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. Offered fall even years.

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. Offered spring odd years.

POLSC 220

### **European Politics**

3 to 0 Credit Hours

This course examines politics among European countries. Students will compare democratic processes, public policies, and political activity across the continent. Special attention will be given to the European Union and its relation to member states, major issues confronting European democracies and the effects of this on national and continental politics. Offered spring, odd years.

POLSC 222

### **Social Welfare Policy**

3 Credit Hours

Explores the politics of welfare in the United States, emphasizing the changing political coalitions involved in policy-making, the role of federal and state governments, and evaluating the impact of welfare policies from a variety of perspectives. Offered spring odd years.

**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 odd 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. Offered spring even years.

**POLSC 228****Politics of Less Developed Areas**

3 Credit Hours

\*Offered alternate years 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

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 260****Special Topics: Women and Politics**

3 Credit Hours

Women hold 19.8% of seats in the US Congress, placing the US at 100th on the list of women's representation internationally. This course explores why women are so under-represented and the consequences of this for equality in the US, with special attention to the impact of Hillary Clinton's candidacy, the role of gender in the 2018 midterm elections, the experiences of women candidates, and the current state of women and politics in the United States.

**POLSC 261****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 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 even 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.

**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.

**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. Offered fall even years.

**POLSC 304**  
**Special Topics in Political Science**

3 Credit Hours

Course may be repeated when a new topic is offered.

**POLSC 305**  
**Bargain 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.

**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 even years.

**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. Next offered spring 2019.

**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. Next offered spring 2020.

**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. Next offered spring 2018.

**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 department chair 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 the student to the scientific method as it is applied to the study of psychological processes and surveys theory 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 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.

PSYCH 200

### **Child Development**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Child Development is a 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, developmental tasks and difficulties which typically characterize adolescence and the transition to adulthood with the establishment of autonomy and adult life roles during the 20's.

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 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.

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-112, MATH-135 or higher with a C or better

Statistics for the Social Sciences is an introduction to the basic concepts of and applications of descriptive (central tendency, variability, normal distribution, correlation) 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 PSYCH-300 with a grade of a C or better

Research Methods is a comprehensive analysis of the design of experiments and the 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 of '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****Perception**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Perception covers research on and theoretical formulations 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 to 4 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 and consent of instructor

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 many 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 321****Children With Exceptionalities**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101 PSYCH-200

Children With Exceptionalities is an introduction to the child with intellectual, communicative, physical or emotional disorders. The course focuses on the psychological experience and the educational/rehabilitation services available to such children.

**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-101, PSYCH-204, P: PSYCH-199 or PSYCH-200 (RQ)

Individual and Group Therapy is designed to introduce students to theories and research in the area of counseling and psychotherapy, and to introduce intervention strategies and 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, addressing career awareness, diversity awareness, ethical decision-making and personal development are features of the course.

**PSYCH 326****Introduction to Clinical Psychology**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101 PSYCH-204 PSYCH-325 and consent of instructor

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. As the course fulfills the psychology degree capstone requirement, it is recommended that students have successfully completed many of their required psychology courses prior to enrollment.

**PSYCH 328****Psychology and Gender**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101

Psychology and Gender explores ways in which gender impacts upon human development and social experience. Physical, cognitive, social and emotional aspects of gender are considered. Psychological theories and research pertaining to gender development are discussed.

**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 340****Tests and Measurement**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101 PSYCH-300

Tests and Measurements is an examination of the basic concepts and principles of measurement and evaluation in psychology and education. The course considers the uses and limitations of the major types of instruments commonly used in these disciplines.

**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 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 Seminar**

3 Credit Hours

*Pre/Corequisite:* P (RQ) PSYCH-101 PSYCH-300 PSYCH-301 and consent of instructor

Research Seminar will offer to senior students the option to explore and research a special topic in psychology within a small group setting. Each student will attempt to produce an advanced research paper, and present to their peers at the conclusion of the course. As the course fulfills the psychology degree capstone requirement, it is recommended that students have successfully completed many of their required psychology courses prior to enrollment. Enrollment is limited to 20 students, and preference 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 is designed to provide students with advanced experiences in research. Students may be engaged in any number of activities related to a research project with a faculty member. These activities could include collecting data, conducting literature searches, working with data, writing manuscripts, presenting project results, etc., as determined by the faculty member. These opportunities will take place at the individual level or in a small group setting.

**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 210

### **Roman Catholic Tradition**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120

This course is a study of the foundational elements of the Catholic faith, namely the Catholic understanding of God, Jesus as the Christ and human personhood, and how these elements interrelate in the contemporary Catholic theology. Special attention will be given to the changes introduced in the Second Vatican Council and some of the more contentious issues in the American Catholic church.

RELST 211

### **Introducing Mercy Critical Concerns**

3 Credit Hours

This course introduces the five Critical Concerns of the Sisters of Mercy: 1) the Special Needs of Women and Children, especially regarding healthcare; 2) the Struggle of Immigrants and Refugees and U.S. Immigration Policy; 3) Race and Class in America; 4) Violence, Peace, and Social Change; 5) Environmental Justice. The course will place the work of the Sisters of Mercy in an historical and cultural context, particularly by considering the role of women religious in social change, and the role of religious communities in advocating for peace and justice

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 240

### **The Religious Other**

3 Credit Hours

This course is an introduction to the comparative religious enterprise in ancient literature and modern scholarship. Focusing on the problems of contact, coexistence and conflict between religious communities, this course will explore the perennial struggle to make sense of other religions. Special attention will be given to the strategies of inclusion, exclusion and dialogue that have characterized the history of religions from the earliest times to present day.

RELST 242

### **The Buddhist Tradition**

3 Credit Hours

This course is an introduction to the Buddhist religious tradition. Attention will be given to its mythology, ritual practice, sacred texts and society. The course will begin with the origins of the Buddhist tradition in India and examine its development in various regions and periods up to the present day.

RELST 247

### **The Jewish Tradition**

3 Credit Hours

This course is a survey of the ethnic and religious traditions and practices of Judaism from biblical to modern times. Students will examine major themes such as God, Torah, Chosen People, Messianism and the Diaspora.

RELST 249

### **The Islamic Tradition**

3 Credit Hours

This course is an introduction to the religion of Islam. Attention will be given to its mythology, ritual practice, sacred texts and society. The course will focus on the origins of the Islamic tradition in Arabia, examine its spread through various regions, and culminate in an examination of more recent developments.

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 255

### **Religion in the Media**

3 Credit Hours

This course examines the religious, theological and ethical issues and perspectives examined in all media formats, but particularly those that have had a significant impact on cultural attitudes towards religion (e.g., the portrayal of religion and faith in fiction and film).

RELST 260

### **Christian Theology: Church**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120

This course is a survey of the development of the Christian church, beginning in the life of the historical Jesus and culminating in the rich diversity and complexity of the church today. Special attention will be given to post-Vatican II developments, especially the role of church as servant, the ecumenical character of the church and the challenges confronting the church today.

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 263

**Christian Theology: Christ**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120

This course is a study of the person and significance of Jesus of Nazareth, understood by Christians as the Christ. The course will move from a detailed examination of the historical Jesus, through the development of Christological claims, and conclude with an exploration of contemporary issues in Christology. Particular attention will be given to the understanding of Jesus as liberator and contemporary perspectives on soteriology.

RELST 264

**Christian Theology: The Human Person**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120

This course is an examination of the various Christian understandings of what it means to be a human person and how personal fulfillment is achieved. Although some attention is given to the positions expressed in the New Testament and in the history of theology, the main emphasis is on the contemporary Christian attempts to articulate a coherent theology of the human person.

RELST 265

**Christian Ethics**

3 Credit Hours

This course is an introduction to ethics in the context of the Christian tradition. This course devotes attention to ethical theory and its application to contemporary issues.

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 267

**Spirituality**

3 Credit Hours

This course is a critical analysis of texts and traditions of spirituality in the West. Focus of study varies, e.g., classic texts, major figures or movements, contemporary approaches, etc.

RELST 268

**Church and Sacraments**

3 Credit Hours

This course will explore various Catholic ways of understanding the Church and the sacred symbolic rituals

known as sacraments. In addition to drawing from the ecclesiology of Vatican II and the concept of the Church as sacrament, the course will look at how the sacraments, as signs and instruments, fall into the categories of Sacraments of Initiation, Sacraments of Healing, and Sacraments at the Service of Communion.

RELST 269

**Theologies of Oppression and Empowerment**

3 Credit Hours

This course examines what traditionally marginalized communities have to contribute to the understanding, organization and practice of religion. Particular attention will be given to communities traditionally isolated because of geography, race, class, gender, gender identity and standards of orthodoxy.

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 273

**Women in the Bible**

3 Credit Hours

This course is a study of the Bible (both Hebrew and Christian scriptures) with the specific aim of recovering the place and role of women in this tradition of thought. Such study will draw upon a multidisciplinary approach to critically selected texts in which women are explicitly remembered in a culture and tradition dominated by patriarchal values and systems.

RELST 278

**Encountering the Bible through the Centuries**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120

This course introduces students to the history of biblical interpretation and how biblical interpretation relates to theology. It will examine methods of biblical interpretation in the Early Church, Middle Ages, Reformation and the Enlightenment, including the rise of the historical-critical method and theological responses to it. The course will emphasize readings from primary sources.

RELST 284

**Religious Experience in The Early Church**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120

This course introduces students to the theology and liturgical practices of the Early Church. Beginning with texts from the late first century, the course will examine what early Christians believed about God, Jesus Christ, and the Church and how they expressed their faith in liturgical worship and spiritual writings. The course will emphasize readings from primary sources.

**RELST 286****Medieval Spirituality**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ENGL-120

This course introduces students to the spiritual theology of the Middle Ages. Beginning with Benedict of Nursia and the rise of Western monasticism, this course will examine how spiritual writers from this period understood God and the world and the roles played by prayer, contemplation, Scripture and the liturgy in the ascent to ineffable union with the divine. The course will examine such themes as Byzantine spirituality, spirituality in medieval universities, women mystics and the lay spirituality of the Late Middle Ages. The course will emphasize readings from primary sources.

**RELST 292****Religion and Society**

3 Credit Hours

This course examines the often-complex relationships between Christianity and American culture in the face of 21st-century challenges posed by religious pluralism, secularization, fundamentalism, alternative spiritualities and the media.

**RELST 299****Issues in Religion**

3 Credit Hours

This course includes religious issues that will vary from semester to semester.

**RELST 300****Religious Studies/Theology Internship**

3 Credit Hours

The Religious Studies/Theology Internship will require students to complete 100 hours of supervised work or service experience at an approved internship site. Depending on the number of students enrolled, students will meet either individually or in small groups to reflect on the internship experience in the context of effective leadership, collaboration and relations with those involved in the internship (either supervisors or those being served by the internship experience), social responsibility, diversity and issues related to theology, religion, spirituality and faith. Offered by special arrangement.

**RELST 360****Seminar in Theology**

3 Credit Hours

The Seminar in Theology provides a challenging introduction to specific issues in Christian theology. The particular theological topic varies and has included the study of God's justice, Catholic social teaching, Christian mysticism, as well as contemporary approaches to the image of God. Whatever the topic, the common goal is to introduce students to theologically important primary texts, to engage them in an ongoing conversation about the ideas elaborated in these texts, and to encourage them to interrogate their own theological commitments.

**RELST 361****Religion and Society Seminar**

3 Credit Hours

This course examines the often-complex relationship between religious traditions and cultures in the face of 21st century challenges posed by pluralism, secularization, fundamentalism, alternative spiritualities and the media.

**RELST 363****Theologians and Movements**

3 Credit Hours

This course is designed to offer sustained and detailed study of particular thinkers and movements that have shaped our understanding and experience of religious life. In the course of their exploration, students will identify issues of importance to them and engage in research to address (if not resolve) their concerns.

**RELST 389****Independent Study**

1 to 3 Credit Hours

Individual readings and research for upper-level students in Religious Studies. Topic to be determined by instructor and student. Approval of department chair and dean required.

**RELST 390****Senior Seminar**

1 Credit Hour

This course is a scholarly treatment of a religious or theological 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 Religious Studies may enroll). Offered spring.

## **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 History Education and Social Sciences Education majors 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.

SOCSC 204

### **Economics for Social Science**

3 Credit Hours

This course introduces key economic concepts including opportunity cost, supply and demand, behavior of consumers and firms, markets, money and finance. Intended primarily for students majoring in history education, social sciences education, education, and social sciences disciplines other than economics, as well as other students with an interest in the subject. May be taken to satisfy University core requirement in social sciences. Students in the history education and social sciences education majors may be required to complete additional assignments. Priority enrollment will go to students in the history education and social sciences education majors. Offered fall.



## 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.

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.

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 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 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. Offered spring.

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.

**SOC 275****Women, Change and Society**

3 Credit Hours

This course examines how gender is socially constructed across time and across cultures. We will explore how gender impacts the lives and choices of women and men in settings such as the family, career, politics, the law and religion. 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. Offered summer.

**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 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.

**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, 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) 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, 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 as needed.

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. Offered fall.

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 will conduct an original research project. 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 and consent of instructor. By special arrangement.

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

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

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.

SPAN 104

### **Intermediate Spanish II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-103 or placement

The class offers continued practice in speaking and understanding oral and written Spanish. It emphasizes reading and listening, and studies essentials of grammar.

SPAN 200

### **Advanced Grammar and Composition**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-104 or placement

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.

SPAN 206

### **Language and Culture II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-104 or placement

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 210

### **Advanced Spanish Conversation**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-104 or placement

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.

SPAN 211

### **Spanish for Spanish Speakers**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-104 or placement

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.

SPAN 212

### **Spanish in the Workplace**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-104 or placement

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

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

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 Spanish 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. 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. Spanish-speaking communities in the U.S. and their impact on American society are also examined. This course is taught in English.

## SPAN 300

**Field Work**

3 Credit Hours

*Pre/Corequisite:* P (RQ) SPAN-200 or SPAN-211 or placement and departmental 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  
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  
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  
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  
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  
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  
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  
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 Amad#s 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  
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 department. 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

Study of a particular topic of interest in any period or area of Hispanic literatures and/or civilizations. Offered at the discretion of the department based on student interest and/or 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. Students write and present a senior paper under the supervision of a faculty member. This course is taught in Spanish.

## TRANSITIONS

TRANS 100

### **Transitions**

1 Credit Hour

Designed for incoming first year students, this course introduces students to the challenges and opportunities of university life, including academic expectations, diversity, wellness and other topics.

## **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.