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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
- Administration
- Board of Trustees
- Center for International Education
- Chicago Campus
- Degrees Awarded
- Faculty
- Information Technology
- Policy Statement on University-Sponsored Student Surveys
- The Robert and Mary Rita Murphy Stump Library
- The Sisters of Mercy
- SXU Philosophy Statement
- University Core Values
- University History
- University Mission Statement
- University Seal
- The Vision of Our Catholic and Mercy Identity
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.
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.


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.

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 (FIGU), 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 University's 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.
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John C. McCarthy, MBA (2012)

James J. McDonough (1998)

Administration

President's Office

Laurie M. Joyner (2017)
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)

Angela L. Pusateri (2017)
Transfer Admission Counselor
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 Cou tts (1987)
Acting Dean (2015)
College of Arts and Sciences (2006)
Ph.D. in Music Theory
Northwestern University (1991)
Nathaly Gal (2017)  
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  
School of Nursing and Health Sciences  
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)

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)

Regina C. McNally (2017)  
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)

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)
Administrative Assistant to the Vice President for Finance and Administration

Leah Moore (2005)
Facilities Manager/Housekeeping
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

Anthony Campbell (2016)
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)

Ante Larmont (2011)  
Residence Life Services Manager  
B.S. in Recreation, Park, Tourism and Administration  
Western Illinois University (2002)

Samuel Maher Sheahan (2008)  
Associate Dean of Students  
Campus Life  
M.Ed. in Higher Education  
Loyola University Chicago (2004)

Matthew Marjan (2011)  
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Counseling Center  
M.A. in Clinical Mental Health Counseling  
Valparaiso University (2007)

Jodi Malloy Martin (1998)  
Assistant Director  
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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)

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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)

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

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M.A. in Administrative Education  
Loyola University (1971)

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Assistant Director of Public Safety and Police Commander  
MBA in Project Management  
Saint Xavier University (2016)
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M.A. in Athletic Training
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Interim Director
Counseling Center
M.A. in Clinical Psychology
Illinois School of Professional Psychology (1998)

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

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B.S. in Biology
Saint Xavier University (2012)

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M.A. in Counseling Psychology
Saint Xavier University (1998)

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University of South Carolina (1997)

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M.A. in General Education
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M.A. in Public Administration
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B.A. in Business Administration
Lewis University (1983)

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University Advancement

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M.S. in Finance and Economics
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Professor of Religious Studies
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Texas A&M International University (2012)

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M.A. in Communication and Training Governors State University (2013)
Julie Deisinger (1998)  
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Illinois Institute of Technology (1996)

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

Tina Dorau (2015)  
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)  
Assistant Professor of Business  
DBA (Candidate)  
Grenoble Graduate School of Business, France (2017)

Laura A. Fairclough (2017)  
Assistant Professor of Nursing  
M.S. in Health Care Systems Management  
 Loyola University of New Orleans (2014)

Christine Fojtik (2015)  
Assistant Professor of History  
Ph.D. in History  
University of Wisconsin, Madison (2013)

Amy Fry (2011)  
Faculty Assistant  
M.S. in Nursing  
Lewis University (2000)

Peg A. Gallagher (2006)  
Associate Professor of Nursing  
Ed.D. in Educational Psychology  
Northern Illinois University (2003)

Lynda Garrison (2017)  
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M.S. in Nursing  
Saint Xavier University (2014)

Barbara Gawron (2013)  
Clinical Nurse Educator Assistant Professor  
DNP  
Governors State University (2013)

Indranil Ghosh (2008)  
Associate Professor of Economics,  
Graham School of Management  
Ph.D. in Economics  
Southern Methodist University (1983)

John Gutowski (1990)  
Professor of English and Anthropology  
Ph.D. in Folklore  
Indiana University (1977)

Diane Heliker (2014)  
Associate Professor in Nursing  
Ph.D. in Nursing  
Loyola University, Chicago (1995)

Brian Hill (2017)  
Assistant Professorial Lecturer of Business  
Ed.D. in Adult Education  
National Louis University (2007)

Monzurul Hoque (1994)  
Professor,  
Graham School of Management  
Ph.D. in Economics  
University of Illinois (1987)

Meilin Huang (2017)  
Lecturer of Chemistry  
Ph.D. in Biochemistry  
University of Wisconsin-Milwaukee (1997)

Aisha Karim (2002)  
Associate Professor of English  
Ph.D. in Literature  

Patricia L. Kelly (2006)  
Clinical Nurse Educator,  
Associate Professor of Nursing  
M.S. in Nursing  
Drexel University (2006)

Alexander King (2015)  
Assistant Professor of Accounting,  
Graham School of Management  
Ph.D. in Business Statistics  
University of Illinois, Chicago (2015)

Peter N. Kirstein (1974)  
Professor of History  
Ph.D. in History  
Saint Louis University (1973)

Stanley C. Klatka (2017)  
Assistant Professorial Lecturer  
Graham School of Management  
Ph.D. in Business Administration  
North Central University (2016)

Pamela Klick (1994)  
Clinical Professor  
of Communication Disorders  
M.A. in Speech Pathology  
Northwestern University (1974)

Randolph Krohmer (1992)  
Professor of Biology  
Ph.D. in Biology  
Saint Louis University (1985)

Assistant Professor of English  
Ph.D. in English  
Purdue University (2011)

Nan-Nan Lee (1988)  
Associate Professor of Philosophy  
Ph.D. in Philosophy  
Southern Illinois University (1994)

Patricia Lee (1988)  
Associate Professor of Music  
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)
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Troy Martin (1991)</td>
<td>Professor of Religious Studies, Ph.D. in Bible, University of Chicago (1990)</td>
</tr>
<tr>
<td>Regina C. McNally (2014)</td>
<td>Associate Professor, Graham School of Management, Ph.D. in Business Administration, University of Illinois, Champaign (2002)</td>
</tr>
<tr>
<td>Katherine McShane (2014)</td>
<td>Clinical Faculty Specialist of Communication Disorders, M.A. in Speech-Language Pathology, Northwestern University (1994)</td>
</tr>
<tr>
<td>Theresa Miller (2011)</td>
<td>Clinical Nurse Educator, Assistant Professor of Nursing, M.S. in Nursing, Saint Louis University (2010)</td>
</tr>
<tr>
<td>Hamid Mohammadi (1989)</td>
<td>Associate Professor, Graham School of Management, Ph.D. in Management Sciences, Illinois Institute of Technology (1990)</td>
</tr>
<tr>
<td>Ricardo Monzon (2007)</td>
<td>Associate Professor of Biology, Ph.D. in Biology, Northwestern University (1997)</td>
</tr>
<tr>
<td>Mary Murphy-Smith (2005)</td>
<td>Clinical Nurse Educator, Associate Professor of Nursing, DNP, Rush University (2009)</td>
</tr>
<tr>
<td>Molly K. O'Donnell (2009)</td>
<td>Associate Professor of Philosophy, Ph.D. in Philosophy, DePaul University (2009)</td>
</tr>
<tr>
<td>Michael E. O'Keeffe (1997)</td>
<td>Associate Professor of Religious Studies, Ph.D. in Theology, University of Notre Dame (1994)</td>
</tr>
<tr>
<td>David Parker (2013)</td>
<td>Assistant Professor of Business Law, Graham School of Management, J.D., Birmingham School of Law (1997)</td>
</tr>
<tr>
<td>Nathan Peck (2001)</td>
<td>Associate Professor of Art, MFA in Intermedia, University of Iowa (2001)</td>
</tr>
<tr>
<td>Forrest Perry (2009)</td>
<td>Associate Professor of Philosophy, Ph.D. in Philosophy, Vanderbilt University (2007)</td>
</tr>
<tr>
<td>Michele Poradzisz (1994)</td>
<td>Professor of Nursing, Ph.D. in Nursing Science, University of Illinois at Chicago (2001)</td>
</tr>
<tr>
<td>Maureen Rabbitte (2016)</td>
<td>Clinical Nurse Educator Assistant Professor, MSN in Nursing, Rush University (2014)</td>
</tr>
<tr>
<td>Faisal Rahman (1981)</td>
<td>Professor, Graham School of Management, Ph.D. in Economics, Saint Louis University (1975)</td>
</tr>
</tbody>
</table>
Timothy Ritchie (2014)
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Northern Illinois University (2006)

Gina Rossetti (2002)
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D.A. in Guitar Performance
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Zepure Boyadjian Samawi (1999)
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William Sennett (1986)
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Ph.D. in Speech Pathology
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Ph.D. in Public Health
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DMA in Performance
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Faculty Emeriti
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Florence A. Appel, D.A.
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Phyllis Baker, Ed.D.
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Susan Beal, Ph.D.
Professor Emeritus of Mathematics

Barbara Becker, D.A.
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Jan Bickel, D.M.A.
Professor Emeritus of Music

Margaret Bogacz, D.A.
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Professor Emeritus of Education

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Dale Fast, Ph.D.
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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 Norvillas, 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. Rohling, 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.

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

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

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

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1-March 15</td>
<td>Petition on Self-Service for summer 2019 and winter 2019 graduation</td>
</tr>
<tr>
<td>January 14</td>
<td>Spring (full semester) begins</td>
</tr>
</tbody>
</table>

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

### 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:

<table>
<thead>
<tr>
<th># of Weeks Class Meets</th>
<th>100% Refund within:</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 weeks or more</td>
<td>14 days counting the start date</td>
</tr>
<tr>
<td>3 to 13 weeks</td>
<td>10 days counting the start date</td>
</tr>
<tr>
<td>2 weeks or less</td>
<td>During the first day of class</td>
</tr>
<tr>
<td>May Term</td>
<td>3 calendar days counting the start date</td>
</tr>
</tbody>
</table>
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.

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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 Units</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 Units (Algebra, Geometry, Advanced Algebra/Trigonometry)</td>
</tr>
<tr>
<td>Natural and Social Sciences</td>
<td>4 Units Combined</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 Units</td>
</tr>
<tr>
<td>Academic Electives</td>
<td>3 Units</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Advanced Placement (AP) Credits Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AP Exam</strong></td>
</tr>
<tr>
<td>Art Design</td>
</tr>
<tr>
<td>Art 3-D Design</td>
</tr>
<tr>
<td>Art History</td>
</tr>
<tr>
<td>Art (Studio)</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Chemistry</td>
</tr>
<tr>
<td>Computer Science Principles</td>
</tr>
<tr>
<td>Computer Science</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>English Lang/Comp OR</strong></td>
</tr>
<tr>
<td>English Lit/Comp</td>
</tr>
<tr>
<td>Environmental Science</td>
</tr>
<tr>
<td>French Language</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>French Literature</td>
</tr>
<tr>
<td>Geography</td>
</tr>
<tr>
<td>German Language</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>History (US)</td>
</tr>
<tr>
<td>History (World)</td>
</tr>
<tr>
<td>History (European)</td>
</tr>
<tr>
<td>Italian Language</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Course Type</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Math (Calc AB)</td>
</tr>
<tr>
<td>Math (Calc BC)</td>
</tr>
<tr>
<td>Math (Stats)</td>
</tr>
<tr>
<td>Macroeconomics</td>
</tr>
<tr>
<td>Microeconomics</td>
</tr>
<tr>
<td>Music Theory</td>
</tr>
<tr>
<td>Physics 1</td>
</tr>
<tr>
<td>Physics 2</td>
</tr>
<tr>
<td>Physics B (Non-calc)</td>
</tr>
<tr>
<td>Physics C (Calc-based)</td>
</tr>
<tr>
<td>Pol. Sci. (US Gvt)</td>
</tr>
<tr>
<td>Pol. Sci. (Comp Gvt)</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>Spanish Language</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Spanish Literature</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>International Baccalaureate (IB) Credits Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Exam</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Anthropology</td>
</tr>
<tr>
<td>Social and Cultural</td>
</tr>
<tr>
<td>Art</td>
</tr>
<tr>
<td>Visual Arts</td>
</tr>
</tbody>
</table>
### Business

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Course Code</th>
<th>Terms Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>3</td>
<td>BUSP 101</td>
<td>5, 6 or 7</td>
</tr>
</tbody>
</table>

### Communication

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Course Code</th>
<th>Terms Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre Arts</td>
<td>3</td>
<td>COMM 230</td>
<td>5, 6 or 7</td>
</tr>
</tbody>
</table>

### Computer Science

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Course Code</th>
<th>Terms Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Tech in a Global Society</td>
<td>3</td>
<td>CMPSC 111</td>
<td>5, 6 or 7</td>
</tr>
<tr>
<td>Computer Science</td>
<td>3</td>
<td>CMPSC 188</td>
<td>5, 6 or 7</td>
</tr>
</tbody>
</table>

### Economics

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Course Code</th>
<th>Terms Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>6</td>
<td>ECON 200-201</td>
<td>5, 6 or 7</td>
</tr>
</tbody>
</table>

### English

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Course Code</th>
<th>Terms Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Literature</td>
<td>3</td>
<td>ENGL 154</td>
<td>6 or 7</td>
</tr>
</tbody>
</table>

### Foreign Languages

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Course Code</th>
<th>Terms Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic B</td>
<td>3</td>
<td>ARAB 103</td>
<td>5, 6 or 7</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>ARAB 103-104</td>
<td>5, 6 or 7</td>
</tr>
<tr>
<td>French B</td>
<td>3</td>
<td>FRNCH 103</td>
<td>5, 6 or 7</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>FRNCH 103-104</td>
<td>5, 6 or 7</td>
</tr>
<tr>
<td>German B</td>
<td>3</td>
<td>GERMN 103</td>
<td>5, 6 or 7</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>GERMN 103-104</td>
<td>5, 6 or 7</td>
</tr>
<tr>
<td>Classical Language: Greek</td>
<td>3</td>
<td>GREEK 103</td>
<td>5, 6 or 7</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>GREEK 103-104</td>
<td>5, 6 or 7</td>
</tr>
<tr>
<td>Classical Language: Latin</td>
<td>3</td>
<td>LATIN 103</td>
<td>5, 6 or 7</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>LATIN 103-104</td>
<td>5, 6 or 7</td>
</tr>
<tr>
<td>Spanish B</td>
<td>3</td>
<td>SPAN 103</td>
<td>5, 6 or 7</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>SPAN 103-104</td>
<td>5, 6 or 7</td>
</tr>
</tbody>
</table>

### History

<table>
<thead>
<tr>
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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.

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 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):

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<td>Junior and Senior:</td>
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- 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 this 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.

Students 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) 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 an 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.

<table>
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<tr>
<th>Application Deadline</th>
<th>Awarding of Degrees</th>
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<tr>
<td>March 15, 2018</td>
<td>Fall 2018</td>
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<td>October 15, 2018</td>
<td>Spring 2019</td>
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<td>March 15, 2019</td>
<td>Summer 2019, Fall 2019</td>
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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 transcripted 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:

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

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, 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.
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; visit Campus Ministry for more information.
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. Melanie Senerchia, coordinator for the Center for Accessibility Resources, may also be reached at 773-298-3956 or by email at 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 WCOnline 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 WCOnline. 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. To book an appointment please visit WCOnline.
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

*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.
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.

<table>
<thead>
<tr>
<th>Total hours in General Education</th>
<th>46 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level I: Introduction to University Learning</strong></td>
<td>16 hours</td>
</tr>
<tr>
<td>Transitions (TRANS 100)</td>
<td>1 hour</td>
</tr>
<tr>
<td>First-Year Seminar (FYS 175)</td>
<td>3 hours</td>
</tr>
<tr>
<td>The Examined Life (PHIL 140) or (PHIL 150) for transfer students</td>
<td>3 hours</td>
</tr>
<tr>
<td>Rhetoric and Writing (ENGL 120)</td>
<td>3 hours</td>
</tr>
<tr>
<td>Speech Fundamentals (COMM 101)</td>
<td>3 hours</td>
</tr>
<tr>
<td>College Level Mathematics (3 hours)</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Level II: Requirements in Arts and Sciences</strong></td>
<td>30 hours</td>
</tr>
<tr>
<td>Note: First Year Seminar also meets 1 Level II course requirement-subtract 3 hours</td>
<td></td>
</tr>
<tr>
<td>Natural Science: (2 courses/2 disciplines) (1) Biological and (1) Physical Science</td>
<td>6 hours</td>
</tr>
<tr>
<td>Social Sciences: (2 courses/2 disciplines)</td>
<td>6 hours</td>
</tr>
<tr>
<td>History: (2 courses) (1) US and (1) Non-US</td>
<td>6 hours</td>
</tr>
<tr>
<td>Art, Humanities, Music, Literature: (2 courses/2 disciplines)</td>
<td>6 hours</td>
</tr>
</tbody>
</table>
Philosophy and Religious Studies: (2 courses/2 disciplines at the 200/300 level course) 6 hours

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.

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 or Dr. Bindhu Alappat (Chemistry) at 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, 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. 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
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 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. Alappat, 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 305: Advanced Inorganic Chemistry (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 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.

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 SAT of 1030 (critical reading + mathematics = 1030 or higher) and a minimum score of 450 on writing on tests taken after 9/1/2016 (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.

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)
- SOCSCE 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)
- SOCSCE 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 226 Mathematical Modeling and Calculus for Teachers (4)
• 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. Students who minor in environmental and sustainability studies will acquire at least a basic scientific understanding of environmental processes, acquire some understanding of the significance of human societies' interactions with and impacts on the environment, and cultivate a critical awareness of humans' ethical, political and aesthetic relationships to the environment.

Because 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 student's 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
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)
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
- SOCS 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
• 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 has 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
   - 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
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
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
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)

- 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
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 repertories 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 repertories 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.
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)
- MUS 272: Junior Recital (1)
- MUS 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 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 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:

<table>
<thead>
<tr>
<th>Credit</th>
<th>Lesson</th>
<th>Practice Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td>1/2 hour lesson</td>
<td>7 hours weekly</td>
</tr>
<tr>
<td>2 hours</td>
<td>1 hour lesson</td>
<td>14 hours weekly</td>
</tr>
</tbody>
</table>

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
Psychology Department

The Psychology Department’s curriculum offers students the opportunity to study in the field’s core domains: biological, developmental, cognitive, and social. Students also take elective courses of their choice, and in their senior year choose a capstone course, to study an area of interest in depth.

A degree in psychology provides the foundation for a variety of career paths. With a bachelor’s degree in psychology, the student might expect to find work in such fields as education, sales, marketing, social work, social services, real estate, data analysis, public relations, administration and many more.

Earning a bachelor’s degree in psychology also may position students for further study at the graduate level. For instance, by earning a master’s degree, students may pursue employment in community counseling, school counseling, marriage and family therapy, management, and other occupations in 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 101</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PSYCH 300</td>
<td>Statistics for the Social Sciences</td>
</tr>
<tr>
<td>PSYCH 301</td>
<td>Research Methods</td>
</tr>
<tr>
<td>Category</td>
<td>Courses</td>
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<td>--------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>One from the Biological domain</td>
<td>PSYCH 311, 319, 341, 354 or Special Topics course in this domain</td>
</tr>
<tr>
<td>One from the Cognitive domain</td>
<td>PSYCH 312, 313, 314, 315 or Special Topics course in this domain</td>
</tr>
<tr>
<td>One from the Development domain</td>
<td>PSYCH 199, 200, 201, 224 or Special Topics course in this domain</td>
</tr>
<tr>
<td>One from the Social domain</td>
<td>PSYCH 206, 232, 328 or Special Topics course in this domain</td>
</tr>
<tr>
<td>One from the Capstone domain</td>
<td>PSYCH 317, 326, 390</td>
</tr>
<tr>
<td>Four Psychology elective courses</td>
<td>no more than 2 Psychology electives from 200-level courses,</td>
</tr>
<tr>
<td></td>
<td>and at least 2 electives from 300-level courses</td>
</tr>
</tbody>
</table>

**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
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
- 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 retirements 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. Students 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, NURS 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
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), 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
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'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)