

GRADUATE CATALOG 2018-2019



Saint Xavier
UNIVERSITY

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



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About Saint Xavier University

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

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

- [Academic Calendar](#)
- [Accreditation and Memberships](#)
- [Administration](#)
- [Chicago Campus](#)
- [Degrees Awarded](#)
- [Faculty](#)
- [Graduate Studies](#)
- [Information Technology](#)
- [Policy Statement on University-Sponsored Student Surveys](#)
- [The Robert and Mary Rita Murphy Stump Library](#)
- [The Sisters of Mercy](#)
- [SXU Philosophy Statement](#)
- [Trustees](#)
- [University Core Values](#)
- [University History](#)
- [University Mission Statement](#)
- [University Seal](#)
- [The Vision of Our Catholic and Mercy Identity](#)



Saint Xavier
UNIVERSITY

University Mission Statement

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

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



University Core Values

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

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

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

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

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

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

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

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

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



Saint Xavier
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University History

Saint Xavier University is a comprehensive, coeducational, Catholic institution sponsored by the Sisters of Mercy of the Americas through the Conference for Mercy Higher Education. Founded by the Sisters of Mercy in 1846 and chartered in 1847, Saint Xavier's historic roots make it Chicago's oldest college and one of the first institutions of higher learning in Illinois. Founded as Saint Francis Xavier Academy for Females, Saint Xavier inaugurated college classes in 1915, became co-educational in 1969 and gained the status of a university in 1992. Now, the University serves a diverse population of 4,000 students and offers 44 undergraduate degree programs and nearly 26 graduate degree program options.

Vision of Our Catholic and Mercy Identity

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

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

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

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

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

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

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

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

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

The Sisters of Mercy

Founder and sponsor of Saint Xavier University, the religious congregation of the Sisters of Mercy originated in Dublin, Ireland. Today, nearly 10,000 Sisters of Mercy, along with Mercy Associates and Companions, serve in more than 40 countries around the world on every continent except Antarctica.

Within that global Mercy community, the Institute of the Sisters of Mercy of the Americas accounts for 4,000 Sisters and some 3,000 Mercy Associates and Companions working in almost a dozen Central and South American nations, the Caribbean, Guam, the Philippines, and the United States. Through its Conference for Mercy Higher Education, the Sisters of Mercy of the Americas sponsor or co-sponsor 16 colleges and universities in the United States, including Saint Xavier University. These Mercy institutions of higher education serve over 34,000 undergraduate and graduate students.

A Brief History

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

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

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

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

Since 1846, Saint Xavier University has benefited from the continuous support of the Sisters of Mercy. The names of the Chicago Mercy pioneers, of Saint Xavier's Sister of Mercy Presidents, and of all the Sisters of Mercy, living and dead, who have served at SXU since its 1956 move to the current Chicago campus are inscribed in the Mercy Heritage Walk leading into McDonough Chapel. These names recall the respect, compassion, hospitality, service and excellence with which the Sisters of Mercy have endowed SXU. Today, together with their lay faculty and staff colleagues, who increasingly and most ably share the responsibility for grounding the teaching and learning mission at Saint Xavier University in its Catholic and Mercy heritage, the Sisters of Mercy continue their mission of serving "the poor, the sick and the uneducated" in the name of Jesus Christ.

University Celebrations of Mercy

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

Spirit of Mercy Day: September

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

Each year Saint Xavier University brings together the traditional opening of a new academic year Liturgy of the Holy Spirit with this foundational feast of the Sisters of Mercy and creates a Spirit of Mercy Day. Liturgy and programs scheduled for the day highlight the values central to Mercy heritage. Hospitality extended to and by Sisters associated with the University is a part of each Spirit of Mercy Day at SXU. Service, especially the service of leadership, is honored and encouraged with the formal commissioning of representative leaders from all segments of the University community—sponsors, trustees, administrators, faculty, staff, students and alumni. The Spirit of Mercy Day leadership commissioning takes place alongside the Academy Bell, a campus site richly symbolic of the Mercy spirit. Pre-dating the Chicago fire in 1871, the Academy bell regularly called the Sisters of Mercy to prayer and to teaching during Saint Xavier's early years as an Academy. Left behind but secretly salvaged by a savvy Sister of Mercy when Saint Xavier moved to 103rd Street, the Academy bell was returned to Saint Xavier University and installed near the main entrance of the Warde Academic Center in 2004.

First Fridays: October-April

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

Mission Heritage Day: March

The University annually honors Sister of Mercy Mother Frances Xavier Warde, the founder of the Sisters of Mercy in America in 1843 and the woman who brought the Sisters of Mercy to Chicago in 1846. Each year's ceremonies include a Eucharistic liturgy in which "The Heritage Litany" has a prominent place. Guest speakers often enhance the day's festivities, which lead, finally, to the annual Mission Awards ceremony. This is a day whereby all members of the University community reflect on and renew their commitment to an educational mission that has persisted through more than 170 years of changing curricula and diversifying student populations. Mission Heritage Day weaves the strands of history into the current moment challenging the University community to celebrate its lush past and honor its legacy into the future. In keeping with that conviction, Mission Heritage day puts particular focus on the culminating phrase of the Saint Xavier Mission Statement: "to serve wisely and compassionately in support of human dignity and the common good." A centerpiece of the day includes the presentation of awards in recognition of outstanding contributions to the life and mission of the University:

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

University Seal

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

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

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

SXU Philosophy Statement

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

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

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

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

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

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

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

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

Accepted by Faculty Senate, March 28, 2006

Approved by the Board of Trustees, May 10, 2006

Approved by the Corporate Member, May 25, 2006

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

Degrees Awarded

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

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

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

Accreditation and Memberships

Accreditation

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

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

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

The Education Department is accredited by the **National Council for Accreditation of Teacher Education (NCATE)**. All programs in the Education Department are approved by the **Illinois State Board of Education (ISBE)** and the **Illinois Board of Higher Education (IBHE)**. For state accreditation of programs in education, see the catalog section under the **Education Department**.

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

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

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

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

Memberships

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

The **College of Arts and Sciences** holds membership in the **Council of Colleges of Arts and Sciences (CCAS)**. The Education Department holds membership in the **American Association of Colleges for Teacher Education (AACTE)** and the **Illinois Association of Colleges for Teacher Education (IACTE)**.

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

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



Policy Statement on University-Sponsored Student Surveys

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

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

Chicago Campus

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

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

The **WXAV** radio station and **The Xavierite** newspaper are operated out of the Campus Media Center. A softball field, home to the Cougars softball team, was completed in March 2002. Richard R. Ferrell Memorial Field, on the northwest side of campus, is home to Cougar baseball. Clinical facilities for Speech and Learning Disabilities are based on the ground floor of Pacelli Hall. The University Health Center is in a modular building system specifically designed for their needs across from the Campus Media Center with plans to relocate to a larger campus facility during the summer 2018 season. The 210-seat McDonough Chapel and Mercy Ministry Center opened in August 2000.

Besides two traditional **residence halls** for freshmen, Pacelli and Regina, the University has a six-unit, two-bedroom apartment building west of the campus. A nearby off-campus building was renovated and opened in 2009 as a Visual Arts Center for students. The small lake, Lake Marion, surrounded by a lighted walking trail is in the center of the campus and provides a scenic backdrop to many campus activities. There are four "apartment-style" residence halls: O'Brien, Rubloff, Morris and McCarthy, which are centered on the expansive Schmitt Quadrangle. McCarthy and Morris halls have 50 apartments, with the majority of the units consisting of two bedrooms, two bathrooms, a living room and pantry. Morris Hall has a Starbucks café inside with wireless Internet capability. Completed in August 2006 was Rubloff Hall, the first Leadership in Energy and Environment Design (LEED) residence hall to be built for higher education in Illinois. This "green" building is five stories with 26 apartments, offices for Residence Life and two expansive lounge or conference room spaces. This state-of-the-art, environmentally sensitive complex received the U.S. Green Building Council LEED Gold certification on April 12, 2007. O'Brien Hall was the fourth "apartment style" residence hall added to the campus in 2008. O'Brien Hall is also a "LEED" building and it, along with Rubloff Hall, have "green" roofs. These two roofs align with both buildings many other sustainable, environmentally friendly operations.

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

The University was gifted, in August 2004 a tract of property, the Driehaus Center, which includes a traditional Irish Pub and former storefronts with parking situated one block west of the Graham School of Management. The red-bricked Gilhooley's Grande Saloon, a Chicago Southside pub and eatery, consists of architectural artifacts of cut glass, stained glass, oak fretwork, gas lamps and original poster artworks from the American Poster Golden Age between 1890 and 1910. The storefronts have been converted into 17,000 square feet of space for 40 faculty offices, two 48-seat smart classrooms, a Copy Cats print services facility and clerical.



The Robert and Mary Rita Murphy Stump Library

The **Robert and Mary Rita Murphy Stump Library** fulfills the course-related information needs of students through its electronic and print collections and research assistance. The library's search interface allows students to find journal articles, books, videos and more from the library and libraries around the world. Students can access more than 40,000 online journals, 100,000 books and 6,000 DVDs. Students can also stream over 100,000 music tracks, 20,000 medical and science images (many animated), and 2,500 videos. The library has over 40 desktop computers, printers, scanners, quiet and group study rooms.

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

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

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

Holiday Closings

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

Library Hours

Library Hours can be found on the **Library website**.



Information Technology (IT)

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

Mission

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

Self-Service

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

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

Email

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

Software, Internet and Printer Access

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

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

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

The Hub - Schedule

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



Graduate Studies

Graduate study is an essential dimension of the expressed mission and purpose of Saint Xavier University. Graduate programs are built on sustainable strengths of the University, coupled with long-term community needs. The graduate programs at Saint Xavier University prepare students to assume positions of leadership in professional areas such as health care, business, technology and education. Leadership in the profession implies the application of science and the exercise of art in addressing human and social problems of considerable complexity. Therefore, graduate education is designed to foster critical understanding within each field of study, with students expected to synthesize knowledge from their disciplines with current theory and practice in their professions.

Each program is designed to guide students toward advanced levels of: analysis and argument, written discourse, reflective practice and inquiry. Graduate education supports original thinking in each student's field of study, with a research perspective, thus encouraging students to develop lifelong questions about their areas of study. Graduate students are expected to demonstrate expanded leadership skills by initiating activities designed to contribute to the advancement of the profession and fostering changes within organizations.

Responsibility for standards in graduate studies rests with the provost, school deans and with directors of the graduate programs in education, business administration, nursing, speech-language pathology and applied computer science.



Board of Trustees

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John C. McCarthy, MBA (2012)

James J. McDonough (1998)

James J. O'Connor, MBA, J.D. (2005)



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 Coutts (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)

Maureen L'Amas (2004)

Circulation Desk Coordinator
Robert and Mary Rita Stump Library

Brad Leshinske (2018)

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

Bruce Lipman (2015)

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

Eileen Luce (2000)

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

Jane Lundin (2007)

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

Lisa Lyons (2005)

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

Yue Ma (2012)

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

Imelda Macias (2015)

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

Nicholas Mancari (2014)

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

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)

Maureen Spelman (2003)

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

David Stern (2014)

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

Barbara A. Sutton (1998)

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

Adonis Totten (2017)

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

Laura J. Tucco (2017)

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

Richard Venneri (1991)

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

Maureen Wogan (1981)

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

Business and Finance Operations

Daniel P. Klotzbach (2017)

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

Michelle Aloia (2012)

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

Julie Davis (2008)

Manager, Auxiliary Services

Sandra Diaz (2009)

Manager, Conferences and Facilities Scheduling

Yvonne Huels (1997)

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

Molly E. Maley Gaik (1999)

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

Karrie Mallo (2010)

Associate Bursar/Procurement Manager

Cathy P. Martinez (2016)

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)

Anne Larmon (2011)

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

Samantha Maher Sheahan (2008)

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

Matthew Marjan (2011)

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

Jodi Malloy Martin (1998)

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

Timothy Martin (2017)

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

Rachel Mayo (2017)

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

Margaret Rose McDonnell (2008)

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

Bill McKeon (2016)

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

Erin Mollohan Corrao (2016)

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

Rocco Mossuto (2014)

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

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

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

Sarah Nichols (2016)

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

Tom O'Malley (1997)

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

Darrell Parks (1997)

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

Dan Piet (2006)

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

Carla Porter-White, LCPC (2012)

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

Kyle Rago (2014)

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

Heather Ratulowski (2017)

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

Jean M. Riordan (2005)

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

Carrie Schade (2003)

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

Evan Strehlau (2012)

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

Katie Szymczak (2010)

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

Katy Thompson (1999)

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

Jack Touhy, CPC (2012)

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

Ed Vucinic (2004)

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

Mary Lu Wasniewski (2008)

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

Juanita Wyatt (2017)

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

Mark Yanule (1999)

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

Alexa Zaharris (2015)

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

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

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

Maribel Acevedo (2009)

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

Jeannette Boudos (1998)

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

Nancy Condreva (2017)

Administrative Assistant to the
Executive Director of Annual and
Special Giving

Wendy Doherty (1990)

Executive Assistant

Mary Fitzpatrick (2002)

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

Jeanmarie Gainer (2005)

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

Marie Kelly (2015)

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

Jennifer Kenyeri (1999)

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

Erin M. Mueller (2016)

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

Sharon Panozzo (2001)

Records and Gift Processor

Anna Rose Simons (2003)

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

Brandon Swanson (2015)

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

University Relations**Deb Rapacz (2009)**

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

Brian Bartelment (2015)

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

Cindy Diaz (2013)

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

Michael Grimm (2008)

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

Chris Hulbert (2014)

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

Megan Kowalski (2006)

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

Karen Psik (2000)

Executive Assistant

Laura Richardella (2014)

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

Alicia Roberson (2016)

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

Alejandra Torres (2002)

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

Rachel Weyer (2017)

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



Faculty

Kathleen Alaimo (1992)

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

Bindhu Alappat (2006)

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

Imad Al-Saeed (2017)

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

Shannon Ambrose (2006)

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

Christopher Appelt (2003)

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

Michael Bathgate (2001)

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

Jacqueline Battalora (2003)

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

Christine Beck (2017)

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

Char Bermele (2003)

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

Angelo Bonadonna (1996)

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

Norman P. Boyer (1977)

Associate Professor of English
Ph.D. in Theatre
University of Denver (1969)

Carissa Broadbridge (2015)

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

William J. Buckley (1970)

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

Sharada Buddha (2006)

Associate Professor of Chemistry
Ph.D. in Chemistry
Loyola University, Chicago (2006)

Aaron Canty (2006)

Professor of Religious Studies
Ph.D. in Theology
University of Notre Dame (2006)

Lisa Capps (2012)

Assistant Professor of Nursing
Ph.D. in Anthropology
University of Kansas (1991)

Margaret Kelly Carroll (1985)

Professor of Education
Ed.D. in Curriculum and Instruction
Loyola University, Chicago (1985)

Miriam Carroll Alfano (2011)

Clinical Faculty Specialist
of Communication Disorders
M.S. in Speech-Language Pathology
Saint Xavier University (2000)

Alak Chakravorty (2003)

Associate Professor of Physics
Ph.D. in Physics
Illinois Institute of Technology (2000)

Ernest Cherullo (2011)

Clinical Assistant Professorial Lecturer
of Communication Disorders
M.S. in Communication Disorders
Eastern Illinois University (1999)

Muhammad R.K. Chishty (1992)

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

D. Liane Cochran-Stafira (1999)

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

Matthew Costello (1991)

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

Greg Coutts (1987)

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

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

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

Suzanne Cromlish (2016)

Assistant Professor of Business
Ph.D. (Candidate) in Management
Case Western Reserve University

Tracy Crump (2015)

Assistant Professor of Criminal Justice
Ph.D. in Criminology, Law and Justice
University of Illinois, Chicago (2015)

Donald A. Cyze (1985)

Associate Professor,
Graham School of Management
J.D.
Valparaiso University (1980)

Karen Czarnik (1987)

Associate Professor of
Communication Disorders
Ph.D. in Special Education
University of Illinois at Chicago (1996)

Arunas Dagys (1976)

Professor of Mathematics
D.A. of Mathematics
University of Illinois at Chicago (1976)

Jose Daniel (2012)

Assistant Professor,
Graham School of Management
Ph.D. in International Business
Administration
Texas A&M International University
(2012)

Vincent Davis (2015)

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

Julie Deisinger (1998)
Professor of Psychology
Ph.D. in Clinical Psychology
Illinois Institute of Technology (1996)

Joseph R. Dertien (2009)
Associate Professor of Biology
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

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)
Assistant Professor of Nursing
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
Duke University (2004)

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)

Karen Kaiser Lee (2015)
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)

Troy Martin (1991)

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

Eileen McCann (2010)

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

Kathleen McInerney (2009)

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

Regina C. McNally (2014)

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

Kathleen McNellis Carey (2007)

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

Katherine McShane (2014)

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

Jean Mehta (1987)

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

W. Bradford Mello (2014)

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

Larry Meneghini (2006)

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

Jeffrey C. Miller (2014)

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

Theresa Miller (2011)

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

Hamid Mohammadi (1989)

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

Ahmad Mojiri (2009)

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

Ricardo Monzon (2007)

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

Kathleen Moran (2014)

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

Arthur Morton (2006)

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

Debbie Mulhearn (2014)

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

Jaclyn Murawska (2014)

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

Mary Murphy-Smith (2005)

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

Molly K. O'Donnell (2009)

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

Michael E. O'Keeffe (1997)

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

David Parker (2013)

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

Graham Peck (2002)

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

Nathan Peck (2001)

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

Forrest Perry (2009)

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

Angela Pirlott (2015)

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

Michele Poradzisz (1994)

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

Maureen Rabbitte (2016)

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

Faisal Rahman (1981)

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

Stacie Raymond (2010)

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

Julie Reinhart (2009)

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

Timothy Ritchie (2014)

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

Gina Rossetti (2002)

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

Monica Ryan (1977)

Associate Professor of Nursing
DNP
Rush University (2007)

Iman Saca (2004)

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

Shawn Salmon (2013)

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

Zepure Boyadjian Samawi (1999)

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

Catherine Ruggie Saunders (1983)

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

Sarah Schellinger (2015)

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

Maureen Schmitt (1999)

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

Kristen R. Schreck (2014)

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

William Sennett (1986)

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

Deanna Sommers (2017)

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

Maureen Spelman (2003)

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

Tatiana Tatum Parker (2006)

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

Raymond Taylor (1996)

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

Steven M. Taylor (2017)

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

Mary Beth Tegan (2006)

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

Joshua Thompson (2015)

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

Thomas Thorp (1993)

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

Laura Tucco (2017)

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

James Vanderhyde (2015)

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

Olga Vilella (1992)

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

Emese E. Vitalis (2017)

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

Kathleen Waller (1992)

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

Song Wang (2013)

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

Lisa Watson (2017)

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

Abdul-Majid Wazwaz (1990)

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

Julia M. Weister (2011)

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

Caroline K. Wilson (2014)

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

Mary Ann Wolfenson (2017)

Assistant Professor of Nursing
DNP
Governors State University (2018)

Karen Wood (1983)

Associate Professor of Nursing
D.N.Sc.
Rush University (1999)

Neil Younkin (1992)

Associate Professor,
Graham School of Management
Ph.D. in Business Administration
University of Illinois at Chicago (1992)

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

Professor Emeritus of Business

James Aman, Ph.D.

Associate Professor Emeritus of
Computer Science

Phyllis Anderson-Meyer, Ph.D.

Associate Professor Emeritus of
Chemistry

David Appel, M.A.

Associate Professor Emeritus of
History

Florence A. Appel, D.A.

Professor Emeritus of Computer
Science

Patricia D. Army, D.A.

Associate Professor Emeritus of
Mathematics

Phyllis Baker, Ed.D.

Associate Professor Emeritus of
Nursing

Susan Beal, Ph.D.

Professor Emeritus of Mathematics

Barbara Becker, D.A.

Associate Professor Emeritus of
Mathematics

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

Associate Professor Emeritus of Art

Jan Bickel, D.M.A.

Professor Emeritus of Music

Margaret Bogacz, D.A.

Professor Emeritus of Mathematics

C. Thomas Brockmann, Ph.D.

Professor Emeritus of Anthropology

Stanley Boyer, Ph.D.

Professor Emeritus of Biology

Linda J. Burke, Ed.D.

Associate Professor Emeritus of
Education

Sandra Burkhardt, Ph.D.

Professor Emeritus of Psychology

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

Associate Professor Emeritus of
Education

Mary B. Campbell, Ph.D.

Professor Emeritus of Education

Christopher Chalokwu, Ph.D.

Professor Emeritus of Geochemistry
and Physical Science

Avis Clendenen, Ph.D.

Professor Emeritus of Religious
Studies

Mary Janet Dahm, Psy.D.

Associate Professor Emeritus of
Nursing

Margaret Douglas, M.S.

Associate Professor Emeritus of
Nursing

John E. Eber, Ed.D.

Professor Emeritus of Business

Dale Fast, Ph.D.

Professor Emeritus of Biology

Ann Filipski, Psy.D.

Associate Professor Emeritus of
Nursing

Rosalie Fitzpatrick, R.S.M., M.A.

Associate Professor Emeritus of
Mathematics

Michael Flahive, Ph.D.

Professor Emeritus of Communication
Disorders

Alison Fraunhar, Ph.D.

Associate Professor Emeritus of Art

Donald E. Fricker, Ed.D.

Associate Professor Emeritus of
Computer Science

Mary Anne Gaynor, M.S.

Associate Professor Emeritus of
Nursing

Monte Gerlach M.S.

Associate Professor Emeritus of Art

Nancy Goodfellow, Ed.D.

Associate Professor Emeritus of
Biology

Jo Ann M. Gruca, Ph.D.

Associate Professor Emeritus of
Nursing

James Hagen, Ph.D.

Professor Emeritus Graham School of
Management

Susan Hampson, M.S.

Associate Professor Emeritus of
Nursing

Constance Hardy, DNP

Associate Professor Emeritus of
Nursing

Gail Harris-Schmidt, Ph.D.

Professor Emeritus of Communication
Sciences and Disorders

Nelson Hathcock, Ph.D.

Professor Emeritus of English

Joan Hau, Ed.D.

Associate Professor Emeritus of
Nursing

Paul Hazard, Ph.D.

Professor Emeritus of Philosophy

Jayne Hileman, MFA

Associate Professor Emeritus of Art

Judith Hiltner, Ph.D.

Professor Emeritus of English

Peter Hilton, Ph.D.

Associate Professor Emeritus of
Education

Joyce A. Hunter, DBA

Associate Professor Emeritus Graham
School of Management

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

Associate Professor Emeritus of
Biology

M. Tara Joyce, Ed.D.

Associate Professor Emeritus of
Education

Eileen Kearney, Ph.D.

Associate Professor Emeritus of
Religious Studies

Suzanne Smith Kimble, M.Ed.

Associate Professor Emeritus of
Nursing

Eileen Quinn Knight, Ph.D.

Professor Emeritus of Education

David Kohut, M.L.S.

Associate Librarian Emeritus

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

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

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

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

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

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

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

Nancy Lockie, Ed.D.
Professor Emeritus of Nursing

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

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

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

Thomas McGannon, Ph.D.
Professor Emeritus of Mathematics

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

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

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

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

Algis Norvilas, Ph.D.
Professor Emeritus of Psychology

Henry L. Novak, MBA
Associate Professor Emeritus of Business

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

Jessie Panko, Ph.D.
Professor Emeritus of Education

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

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

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

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

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

Carol Poston, Ph.D.
Professor Emeritus of English

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

Anthony Rotatori, Ph.D.
Professor Emeritus of Psychology

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

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

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

Pamela Schwer, MACC
Associate Professor Emeritus Graham School of Management

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

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

Joel Sternberg, Ph.D.
Professor Emeritus of Communication

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

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

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

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

Brent Wall, MFA
Associate Professor Emeritus of Art

James Walker, Ph.D.
Professor Emeritus of Communication

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

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

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

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

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

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

Academic Calendar

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

Fall Semester 2018-19 (2018F)

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

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

Spring Semester 2018-19 (2019S)

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

January 1-March 15	Petition on Self-Service for summer 2019 and winter 2019 graduation
January 14	Spring (full semester) begins

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

Summer 2018-19 (2019U)

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

May 13-June 1	May term
May 13-August 10	Summer terms
May 27	Memorial Day observed: no classes
July 4	Independence Day: no classes
July 5	Staff Appreciation Day: no classes
TBD by Instructor	Final examinations for summer

Refund and Withdrawal Information

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

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

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

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

Admission of Graduate Students

General Admission Procedures

To begin the application process, a completed online application for admission must be submitted. Further information may be obtained from the [Office of Graduate Admission](#). The application process is completed when the applicant has submitted the following:

1. A completed [online application](#);
2. A completed statement, if required;
3. A resume, if required;
4. Completed [recommendation forms](#), if required;
5. The results of the appropriate graduate admission test, if required;
6. Official transcript(s) sent directly from the registrar of each accredited college or university from which a bachelor's degree was received, plus any additional transcripts as required by the program to which the applicant is applying.

Note: Students should see individual program applications for further procedures/requirements.

All application materials should be sent directly to the Office of Graduate Admission.

When all required documents have been submitted, the application file will be considered complete. The file will then be reviewed by the appropriate program director and the student will receive a letter with the admission decision.

Please see the additional catalog pages below for more information.

- [Admission Policy](#)
- [Admission Classifications](#)
- [Stop Out/Readmission Policy](#)
- [International Admission](#)
- [Advanced Standing for Graduate Students](#)
- [Students-at-Large](#)
- [Veterans Admission Process](#)



Saint Xavier
UNIVERSITY

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.



Admission Classifications Degree-Seeking Students

The following classifications are made for degree-seeking students:

1. Admit with full status: All admission criteria are met; minimum grade-point average of 3.0, or the equivalency established by the individual graduate programs; bachelor's degree conferred by a regionally accredited institution; receipt of required supporting materials by the **Office of Graduate Admission**.
2. Admit on probation: Status used when a component of the admission criteria is not met. When 12 credit hours of coursework (6 credit hours for MBA and MSN) at Saint Xavier have been completed, the student's progress will be reviewed by the program director. If a 3.0 grade-point average, with grades of A and B, has been achieved, the student will be admitted with full status.
3. Admit on conditional status: Student may attempt a certain number of credit hours, as determined by the program, while meeting the conditions of admission. Such conditions include, but are not limited to:
 - student taking undergraduate prerequisites (see individual departments for required undergraduate prerequisites)
 - supplying final transcripts
4. Defer: The student may need to retake a graduate exam or complete 6 credit hours at SXU as a student-at-large, if approved by program director. The student's progress will be reviewed.
5. Deny admission: Student has not met the admission requirements. Denied applicants are not allowed to register for classes. Denied applicants may not reapply to the same program for at least one year.

Non-Degree-Seeking Students

Non-degree-seeking students may enroll as:

1. Student-at-Large: The dean/director of the graduate program may grant permission for students to enroll in graduate courses. Students-at-large should be aware of the limits on courses that may be taken, as described in the policy on students-at-large later in this document.
2. Students enrolled in professional development workshops.

Admission of International Students

International students (those not holding United States citizenship or permanent residency) must submit the following to the **Office of Graduate Admission** at Saint Xavier University:

1. A completed **online application**.
2. Completed **recommendation forms**.
3. Official results of the appropriate graduate admission test.
4. A completed and notarized SXU **Affidavit of Support** (PDF).
5. An official scholarship letter **or** a notarized bank statement or bank letter demonstrating capacity to provide 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 in English.
6. Non-native English speaking applicants must submit official test scores from the Test of English as a Foreign Language (**TOEFL**) or official results from the International English Language Testing System (**IELTS**), or proof of completion of ELS course level 112.
7. A "course-by-course" transcript evaluation report by an approved educational credential evaluator, for all colleges or universities attended abroad to determine U.S. equivalency. The Office of Graduate Admission can recommend companies that provide these services.
8. Photocopies or facsimiles of identification and expiration pages of the student's passport. Copies of existing immigration paperwork (visa, current I-20, I-94, etc.) should be provided, if applicable.
9. Additional requirements may apply, depending on program.

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 campus, all international students must contact the Center for International Education at 773-298-3780 or reidy@sxu.edu to confirm his or her arrival and learn of next steps. It is the student's responsibility to attend SXU on a full-time basis and to notify the Center for International Education of any change in status, including withdrawal. This is imperative in order to maintain F1 Visa status.

Note: International students are not permitted to register as students-at-large, nor are they eligible for financial aid.



Stop Out/Readmission Policy

Admitted graduate students in good standing who stop out for one or two semesters (excluding summer terms) must call their program director for more information and next steps.

Students who wish to return after more than two semesters and/or who are not in good standing must contact their program director to determine the process or a decision regarding readmission.

Advanced Standing

Transfer Credit From Other Accredited Institutions

A maximum of 6 credit hours may be accepted for transfer credit in the graduate education, nursing and speech-language pathology programs. A maximum of 9 credit hours may be accepted for transfer credit in the business and computer science graduate programs.

For information about transfer credits in other master's programs, please contact the program director.

Acceptance of transfer credit is contingent upon the following:

1. The hours were in graduate-level coursework at an accredited institution.
2. The credit was earned with a grade of A or B.
3. The course was taken within five years prior to application for admission into a Saint Xavier graduate program.
4. The course has been approved by the director of the program to which the student is applying.
Exceptions may be granted at the discretion of the dean/graduate program director. While hours may transfer and be counted as either elective or equivalent credit, cumulative grade-point averages do not transfer between schools.

Once enrolled in a graduate program at Saint Xavier University, students are generally not permitted to take graduate courses at another institution. Students must petition the dean or program director for written permission to do so. Only grades of B or better are transferable; such credits are not considered in the computation of the cumulative grade-point average.

Acceptance of Saint Xavier University Credit

If a student takes graduate work at Saint Xavier University before admission, not more than four courses or 12 credit hours may be applied to degree requirements. For nursing, the maximum is 6 credit hours. The director of the appropriate graduate program will evaluate these courses in terms of applicability to the program. Courses completed five or more years prior to admission will not be accepted as partial fulfillment of the degree requirements in any graduate program.

Graduate Students-at-Large

A limited number of graduate programs offer a student-at-large option, in which the student's enrollment is not that of a fully, officially admitted, and/or degree seeking, student. Students-at-large are not eligible for financial aid.

Interested students must complete a short application which requests information on the desired course, as well as the student's rationale for wishing to take the course. Once submitted, the application will be forwarded to the appropriate program director within the graduate program being applying to. An enrollment decision is then sent to the applicant within 2-3 weeks. Once accepted, a student-at-large must register in person. However, it is the responsibility of the student to provide verification of an earned bachelor's degree. Further, the student must recognize that taking a course (or courses), as a student-at-large does not guarantee admission to any graduate program. In addition, students should familiarize themselves with the requirements of their program and the maximum number of credits that may be accepted for transfer. If a student has been denied admission to a graduate program at Saint Xavier University, registration for classes is not permitted.

For more information on the application process and program availability for graduate students-at-large, please contact the Office of Graduate Admission at 773-298-3053 or at graduateadmission@sxu.edu.

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

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**.

Graduate Veteran Student Admission Application Process

Saint Xavier University offers graduate programs through the College of Arts and Sciences, Graham School of Management, and the School of Nursing and Health 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.



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 60 percent of our graduate students receive some form of financial aid.

Students interested in applying for financial assistance must complete a [Free Application for Federal Student Aid \(FAFSA\)](#). Detailed in this catalog are the financial aid programs available to Saint Xavier University graduate students.

Additional information can be found online at the [Financial Aid](#) web pages or on the catalog pages linked below.

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

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

Direct Unsubsidized Stafford Loan: Federal loan available to all graduate students who have filed for financial aid using the **FAFSA**, regardless of financial need; interest begins to accrue immediately after disbursement. Students may borrow up to \$20,500 per academic year. This loan has a variable, fixed interest rate, which readjusts annually on July 1 for loans borrowed in the upcoming academic year. Principal and interest are deferred from payment until six months after the student is no longer enrolled at least part-time. Students have the option to pay interest while in school or defer interest until the loan goes into repayment.

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

Federal GRAD PLUS Loan: Federal credit-based loan, with a variable, fixed interest rate that readjusts annually on July 1 for loans borrowed in the upcoming academic year. May borrow up to the cost of education less other financial aid. [Apply Online.](#)

Nurse Faculty Loan Program: Federal loan for full-time graduate nursing students intending to become faculty members. Up to 85 percent of loan may be forgiven while serving as full-time nursing faculty after graduation. Contact the [School of Nursing and Health Sciences](#) for further information.

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 designated high-need field at a public or private elementary or secondary school that serves students from low-income families. If service obligation is not met, TEACH grant funds convert to a Direct Unsubsidized Loan. First year graduate students must have a cumulative transcript GPA of 3.25 and then are required to maintain a GPA of 3.25. To apply, a [TEACH Grant Agreement to Serve](#) must be completed annually. Eligible students will be contacted by the [Office of Financial Aid](#) via email.



State Financial Aid

Minority Teachers of Illinois Scholarship Program: A state-funded scholarship for designated minority students enrolled at least part-time in a teacher education program or seeking initial teacher certification. Must maintain a minimum 2.5 grade-point average. A teaching commitment is required, and, if not satisfied, the scholarship converts to a loan. Award amount is a maximum of \$5,000 per year.



Institutional Financial Aid

Graduate Scholarships: Institutionally-funded academic scholarships determined by individual departments. Students must maintain a 3.0 grade-point average or better, along with all other minimum standards of **Satisfactory Academic Progress**. Award amounts vary.

Assistantships/Fellowships: Contact the dean or program director of the appropriate graduate program for more information about department assistantships and fellowships.



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 the amount due in full by the first day of classes, the University offers the following payment plans:

Tuition Management Systems Payment Plan

Students can divide all academic year expenses into ten monthly payments, spread over a ten-month period. There is a \$90 application fee, but no interest charges. To enroll with Tuition Management Systems, call 1-800-722-4867 or visit the [Tuition Management Systems website](#). The student or parent must contact the [Office of the Bursar](#) to get the correct budget amount.

Field-Based Master Program (MATL) Payment Plan

Tuition Management Systems offers MATL students the opportunity to participate in an interest-free monthly payment option. Under this plan, students, after paying their \$300 deposit directly to SXU, can spread the balance of their program cost over equal monthly payments. A 10-month payment plan is available through Tuition Management System. The cost to participate in this program is an enrollment fee based on the plan selected. Applications can be obtained [online](#) or by calling 1-800-722-4867.

Employee Reimbursement Plan

Students who qualify for employer deferred tuition reimbursement may enroll in the employee reimbursement plan each semester. On the employee reimbursement plan, students can defer payment on the amount to be reimbursed until the end of the semester. To enroll in the employee reimbursement plan, students must submit the employee reimbursement payment plan application and a check for 20 percent of the tuition before the first day of class. Payment in full must then be received in the Student Financial Services Office within 30 days of your receiving your current semester grade report. A new employee reimbursement plan application must be submitted each term. Applications are available [online](#).



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 (financial aid includes 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 charges 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 have a payment arrangement.

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

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



Academic Policies and Procedures

Policies and Procedures

Below are the academic policies and procedures that all students must follow while attending Saint Xavier University.

- Academic Advising
- Academic Catalog Policy
- Academic Dismissal and Appeal Process
- Academic Integrity
- Academic Misconduct
- Academic Standing for Graduate Students
- Amnesty
- Auditing of Courses
- Class Absences
- Commencement Policy
- Course Grade Grievance Policy
- Course Waivers
- Drop-Add/Withdrawal Policies
- Full-Time Course Load
- Grading Policy
- Registration
- Repeated Courses
- Research Guidance for Graduate Students
- Self-Service
- Student Leave of Absence
- Time Limit for Graduate Students
- Transcripts



Academic Advising

Upon admission into a specific graduate program, an academic advisor is assigned to a graduate student. Students are encouraged to maintain regular contact with their advisors on matters of academic planning and progress, during posted office hours or by appointment.

The ultimate responsibility for making decisions about educational plans that are consistent with University policies rests with the student. All students in the **Education Department** and the **School of Nursing and Health Sciences** are required to have a signature and/or electronic approval from their advisor, program director or the associate dean of graduate studies each time they register, regardless of the number of hours for which they intend to enroll.



Academic Catalog Policy

Full- and part-time graduate students enrolled in a continuous program must adhere to the respective program requirements stated in the catalog at the time of their admission to the University. If any change in the program occurs during the continuous enrollment, students may elect to follow the new program requirement.

The only exception to this practice occurs when external agencies change requirements and require a definite time frame for implementation. Students who stop out of the University for two or more consecutive semesters must adhere to the program requirements in effect at the time of their readmission.

Academic Dismissal and Appeal Process

A graduate student who has been notified of dismissal for academic reasons and seeks to be reinstated must submit a written request for review by the appropriate dean or graduate program director. If not satisfied, the student may request that the provost review the dismissal. The request, stating the reason for review, must be submitted in writing to the provost within 15 business days of the denial of readmission. The provost shall seek a recommendation from the graduate program director or dean. The provost's decision will be sent to each party to the appeal within 20 business days after receipt of the written request for review. Graduate students of the Education Department might be dismissed if they do not meet program requirements stated in the Education Department of this catalog.

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, 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; or
 - changing the wording of a source slightly, but still incorporating all the ideas of the source without indicating the source; or
 - 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 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 registration, 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 within five days a written grievance to the provost.
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 Standing for Graduate Students

Graduate students are required to maintain a cumulative grade-point average of 3.0 (out of a possible 4.0 points). Any admitted student whose cumulative grade-point average has fallen below 3.0 will be notified, in writing, of academic probation by the respective graduate program. Probationary status will be removed when the student's cumulative grade-point average reaches or exceeds 3.0.

A student whose cumulative grade-point average remains below 3.0 for a second term is subject to dismissal from the program by the respective dean, associate dean or graduate program director. Individual schools reserve the right to exercise specific dismissal policies.

Amnesty

Graduate students transferring programs within Saint Xavier University are eligible to apply for the amnesty policy. Students seeking readmission within a program may also be eligible for amnesty.

A student may request that prior academic coursework (five or more years old) at Saint Xavier University not be counted toward credit hour requirements or the cumulative grade-point average. Such a request should be forwarded in writing to the director of [Records and Registration Services](#).

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](#) (Room 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.



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 and additional **\$100 late fine** and must fill out a paper petition in the **Office of Records and Advising** (A-203/x3501).

All students are charged a \$150 Graduation fee (Undergraduate students at 90 hours; Graduate students at 24 hours). Students will receive a diploma after all financial obligation to the University have been met and the Office of Records and Advising has fully verified the student's eligibility to academically graduate. Diplomas will be available approximately 6 weeks after the degree date.

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

Course Grade Grievance Procedure

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

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

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

Step 1: Resolution at the School Level

A student who wishes to question a final course grade is expected to discuss the matter first with the course instructor within the first 20 business days of the term subsequent to the term in which the disputed course grade was awarded. This discussion can take place in person, in writing, or via University email account. It is anticipated that, in most cases, this discussion will suffice and the matter will not need to be carried further. Schools and colleges that have departmental chairs (e.g., Arts and Sciences) will require students to meet with the chair of the department prior to Step 2.

Step 2: Mediation

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

Note: The grievance forms will be housed in the dean's office of the College of Arts and Sciences, the Graham School of Management, and the School of Nursing and Health Sciences.

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; and
- 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, within a closely allied field, or within the school in which the grade is being grieved (in programs where there are few or no full-time, tenure-track or tenured faculty, the dean will select faculty from closely allied fields or from 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

A student requesting a waiver of, or substitution for, a course in his/her program is required to do so in writing to the respective associate dean or program director. It is recommended that you contact the department prior to completion of the paperwork for information regarding required supportive documentation. If approved, the student will be notified and the waiver or substitution will be documented on the student's Program Evaluation.



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** (Room 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**.

Full-Time Course Load

Six credit hours of coursework per semester (six hours during the summer term) are considered a full graduate course load for all graduate programs. Any graduate student wishing to register for more than 9 credit hours in a given semester or term is required to have the approval and/or signature of the school dean or the appropriate associate dean or program director prior to registration.

300-Level Courses

Considered upper-level undergraduate courses

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

400 and 999-Level Courses

Considered graduate level course

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.

Grading Policy

Grade Reports

Students may access term grades as part of the academic record on **Self-Service**. Student's 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** (A-203 or 773-298-3501) 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, 1 credit hour represents one hour of class or two to four hours of laboratory work a week for a semester. Variations from this general plan of equivalence are typical in such instructional modes as seminars, independent study and credit-by-examination. The quality of work is indicated by grade points:

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

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 tenth 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.

Requirements for Master's Degree

In order to be eligible for a master's degree in any graduate program, a student must have completed all required coursework with at least a 3.0 cumulative grade-point average. A course in which a grade of D is earned will not meet degree requirements in any graduate program. Students must fulfill all requirements for graduation as detailed by each school or department.

Registration

Current graduate students may register as soon as the course schedule is posted on [Self-Service](#). Registration is then open until the beginning of the semester.



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. A course may be repeated only once.

Research Guidance

Each graduate program has its own research requirements and students should familiarize themselves with the appropriate requirements. Each graduate student who seeks faculty advisement while developing a research proposal, implementing the proposal design or completing the research requirement must register each semester or term for Research Guidance. A student who is enrolled in a graduate course at Saint Xavier University is not required to pay a fee for enrolling in Research Guidance. A student who is not enrolled in a graduate course at Saint Xavier University and is in the process of meeting the Research Guidance requirement must pay a fee of \$100 each semester or term that Research Guidance is necessary.

Students should consult with their faculty advisor on compliance with the University's policies on experimentation involving human subjects. Students who are conducting research using data gathered about human subjects must request and receive permission to proceed from the [Institutional Review Board \(IRB\)](#). The IRB reviews in advance all research proposals involving human subject data and monitors the progress of projects that have been reviewed by the IRB. The forms for review of research protocols are available in the [Office of Academic Affairs](#).

Self-Service

Self-Service on mySXU enables students to 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.



Time Limit for Graduate Students

A student must complete all degree requirements within five years from the date of admission into any graduate program except for the MSN/MBA, which has a time limit for completion of seven years.

For time extensions beyond the five-year limit, the student must initiate the request for an extension and submit it to the appropriate associate dean or program director for review.

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](#).



Student Affairs

The **Office for Student Affairs** complements the University's mission by sponsoring programs, services and activities that assist students in developing intellectually, spiritually, socially, physically, emotionally and vocationally. In partnership with students, faculty and staff, Student Affairs helps to create an educational climate consistent with principles rooted in its Catholic, Mercy tradition. Offices within Student Affairs are **Athletics, Campus Life, Campus Ministry, Career Services, Center for Accessibility Resources, Counseling Center, Leadership, Learning Center/Writing Studio, Orientation, Residence Life, Student Media, Student Success Program** and the Vice President of Student Affairs.

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 Ministry**
- **Career Services**
- **Center for Accessibility Resources**
- **Counseling Center**
- **Learning Center/Writing Studio**
- **Public Safety**
- **Student Affairs**

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' 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 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 Counseling Center, Disability Services, 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 Dean of Students functions including student conduct, Title IX and emergency student services. Additionally, the AVP chairs the Student Commencement Speaker Selection Committee and the First-Year Experience Committee and co-chairs the Transitions Program Committee.

Athletics and Recreation

Women compete in basketball, bowling, cross country, golf, soccer, softball, track and field and volleyball. Men 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 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.



Saint Xavier
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Career Services

Preparation, Opportunities, Connections!

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 Modular Unit behind Pacelli Hall.

Learning Center/Writing Studio

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

Located on the Chicago campus in L-110 of the Warde Academic Center, the Learning Center/Writing Studio offers the following services free of charge to currently enrolled SXU students:

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

Writing Studio

All students are welcome to visit the Writing Studio for assistance and feedback on written assignments. Trained writing consultants frequently help students with grammar, development, organization, research, formatting, and a host of other writing-related topics. Students are welcome to bring in any genre of writing (research, creative pieces, analysis, argumentative essays) at any stage in the writing process. Consultants welcome and are trained to work with all students, including English language learners, graduate students, adult learners, and traditional undergraduate students.

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

Peer Academic Tutoring

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

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

Supplemental Instruction (SI)

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

Additional Resources

Additional resources available at the Learning Center/Writing Studio:

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

Contact Information

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



Public Safety/Campus Police

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

- Security staff in all Residence Halls
- Shuttle transportation, protective escort service, vehicle registration and parking enforcement.
- 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

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 Division 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.



Saint Xavier
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College of Arts and Sciences

The College of Arts and Sciences at Saint Xavier University offers a Master of **Applied Computer Science** through our Computer Science Department. We also offer various degrees, endorsements and certificates through our **Education Department**.



Master of Applied Computer Science

The Master of Applied Computer Science Program (MACS) is designed to further students' understanding of the computing technologies shaping our world today and to prepare students for sustaining a lifelong contribution to a technology-related career. The MACS program provides students with a theoretical and practical understanding of important areas in the computing field.

This program may be completed in two semesters by completing 18 credit hours each semester or in three to four semesters by spreading the courses over a longer period. A master's of business administration (MBA) degree may be completed by taking an additional 24 graduate credit hours from the Graham School of Management, which can be completed in one additional year.

Entrance Requirements

The MACS program is designed for students with a bachelor's degree in computer science or a related field. However, a student with a non-computer-related degree may substitute relevant work experience as a prerequisite for entry into the program. College graduates who have not worked or studied in a computing field may become eligible for the program by addressing their deficiencies either by taking courses at Saint Xavier University prior to their enrollment in the program (a conditional acceptance will be considered), or by providing documentation that they have completed similar courses at another institution. Students wishing to pursue this option should consult with the program director.

Students with no experience in programming will be required to gain proficiency in one programming language (for example, Python, Visual Basic, C, Java or C++) prior to acceptance into the program. In some cases a student may be required to complete an introductory computing course. Please contact the program director for advice on fulfilling these requirements.

Program Requirements (36 credit hours)

The master's degree in applied computer science requires 36 credit hours of graduate course work. At least 15 credit hours must be chosen from the list of core courses below.

Core Courses (15 credit hours)

Choose **five** from the following 500-level courses:

- ACSG 520: TCP/IP Architecture and Protocols (3)
- ACSG 540: Web Development (3)
- ACSG 545: Software Engineering (3)
- ACSG 555: Data Mining and Warehousing (3)
- ACSG 556: Data Visualization (3)
- ACSG 561: Systems Analysis and Design (3)
- ACSG 570: Computer Systems Security (3)
- ACSG 591: Special Topics (3)

Elective Courses

Select additional credit hours from the following courses:

- ACSG 400: Current and Future Trends of the Internet (3)
- ACSG 405: Project Management for Information Technology (3)
- ACSG 425: Data Communications and Wireless Networking (3)
- ACSG 430: Mobile Applications (3)
- ACSG 435: Cloud Computing (3)
- ACSG 450: Digital Forensics (3)
- ACSG 452: Advanced Database Topics (3)
- ACSG 455: Open Source Software (3)
- ACSG 460: Special Topics (3)
- ACSG 465: Usability and Design (3)
- ACSG 575: Information Ethics (3)
- ACSG 592: Independent Study (1-3)

- ACSI 593: Directed Study (1-3)
- ACSI 594: Internship (varies)

MBA/MACS Program

An MBA may be completed by taking additional 24 graduate credit hours from the Graham School of Management. Therefore, a competent student may complete both degrees in two years. Consult the Graham School of Management for specific courses and procedures.

Education Department

The Saint Xavier University **Education Department** offers the master of arts or the master of arts in teaching (MAT) degrees with programs of study that prepare candidates to assume responsibilities in teaching. Such preparation integrates theory and clinical experiences in institutions or agencies, enabling graduates to function effectively as humane and liberally educated leaders in a variety of settings.

The conceptual framework of the Education Department provides a structure and process to prepare candidates for the education profession. The Education Department seeks to recruit and support the development of diverse candidates who are dedicated to the pursuit of excellence as scholars, lifelong learners, leaders and reflective professionals.

The logo of the Education Department also 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 personifies those attributes in the community of Saint Xavier University and in the profession of education. Additionally, the faculty directs the candidates' progress in the acquisition of the relevant knowledge, skills and dispositions.

Programs of Study

The Saint Xavier University Education Department offers a master of arts degree through the following areas of concentration: **Multicategorical Special Education**; **Secondary Education or Special K-12**; **Teaching English to Speakers of Other Languages (TESOL)**; and a **Master of Arts in Teaching (MAT)** in **Elementary Education**, and alternative licensure in **early childhood**, **elementary**, **middle level**, and **secondary education**.

In addition to degree programs, candidates with a valid Illinois teaching license may pursue coursework leading to an addition to their license. Coursework is available for endorsements in the following areas: **Bilingual Education (BE)**, **Technology Specialist**, **English as a Second Language (ESL)**, **Learning Behavior Specialist I (LBS I endorsement only)**, and **Teacher Leader**. Coursework is available for certificates in the following areas: **Certificate of Advanced Studies in Education**, **Technology Integration Coach**, and **Teaching English to Speakers of Other Languages (TESOL)**.

The **certificate of advanced studies** program is available for those candidates who have earned a master's degree and who wish to do further graduate work without commitment to another degree program. A program of studies specific to the needs of a candidate or a group of candidates is developed and leads to a certificate of advanced studies upon completion of the program.

Earning a Second Degree from the Education Department

Graduate students who have earned one graduate degree in education from the Education Department and are admitted and enrolled in a second degree need to complete the coursework required for the degree. A minimum of 30 credit hours taken at the graduate level from the coursework offered by the Education Department is required to obtain the second degree.

Models of Program Delivery

The delivery model for graduate programs is flexible and responsive to student needs.

Faculty

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

Admission to the Education Department

Individuals seeking admission to the graduate program must complete a graduate student application, which is available from the **Office of Graduate Admission**. The completed application file is evaluated by a graduate admission counselor and then forwarded to the Education Department. Once received from the Office of Graduate Admissions, Education faculty and administration will review the file and make an admission decision. The Office of Graduate Admission will inform the prospective candidate of the decision.

Admitted students will be assigned a program faculty adviser in the Education Department who will review program requirements and offer assistance with registration and academic issues. Graduate students are responsible for monitoring their programs of studies to ensure that requirements for graduation and licensure are met.

Individuals who have not been denied admission to the Education Department and who do not wish to enroll in a program may enroll for graduate courses as students-at-large with the permission of the dean and upon verification of completed undergraduate work by the Office of Graduate Admission. Courses taken in this capacity do not guarantee admission into a graduate program. However, appropriate courses (a maximum of 12 credits) may be applied to a degree program, once admitted.

Courses completed five or more years prior to admission will not be accepted for degree requirements. Requests for transfer of credit must be submitted to the program faculty adviser upon admission to the program, as such transfers are not allowed during the course of study (see policy below). Students are not to use the student-at-large admission category if interested in enrolling in a program of study as that designation is reserved for specific purposes. Please see student-at-large designation in Office of Graduate Admission for further information.

Individuals seeking a master's degree with licensure in secondary education at the Education Department must have a degree in the subject area of licensure or must have completed the required course work identified for them in a transcript review completed by the Education Department Licensure Officer. Graduate students seeking secondary licensure must also pass the Illinois Content Area test prior to student teaching.

All graduate students seeking full admission to the Education Department in elementary, multicategorical special education, secondary education, and alternative licensure in early childhood, elementary, middle level, and secondary must meet the following requirements:

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),* or
- a passing score on all 4 sections of the Test of Academic Proficiency (TAP), or
- 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*), or
- 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*), or
- 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*), or
- 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*), or
- 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 Test on tests taken **on or after 3/5/2016** (*scores can be combined from two different score reports*).

Please use the matrix entitled "Graduate Admission Requirements" to identify the graduate admission requirements for each of the graduate programs in the Education Department.

Transfer of Credit

A maximum of 6 credit hours of graduate credit from other accredited institutions taken prior to admission to graduate work at Saint Xavier University may be considered for acceptance for graduate program requirements. Students may obtain a petition for evaluation and transfer of graduate credit from the Education Department. The request will be evaluated on the following:

- level of the coursework,
- grade in the course,
- course completion date, and/or
- a review of the course description and/or syllabus

If a student has taken a course at the undergraduate level, that course may be considered as fulfilling the requirement for licensure; however, that course will not be accepted as equivalency toward the degree requirement for any 400/500-level course. The student will be required to take a 400/500-level course to replace it.

Requests for transfer of credit must be submitted to the Education Department adviser upon admission to the program. **Once admitted to the Education Department, graduate students may not take any courses required for the program or the degree at another institution.**

Program Completion

All graduate students in the Education Department in programs that lead to licensure must successfully pass the coursework, tests, core assessments and the benchmarks required by each program.

Dismissal from the Graduate Programs

Graduate 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
- results of the criminal background investigation

Additional reasons not herein described may also result in dismissal. For further details, please refer to the Saint Xavier University Academic Policies and Procedures section of this catalog.

Candidate Disposition Assessment

In an effort to better serve degree 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 CAEP/NCATE/SOE selected requirements for dispositions to assess candidate dispositions and develop supportive intervention. 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 administrative staff evaluation.

The Education Department disposition support model includes five levels. Faculty and staff work closely with candidates in level two and level 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 dean determines whether or not the candidate is dismissed from the program. For additional information, please refer to one of the program specific [Disposition Support Model Handbooks](#).

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 department chair 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 department chair. The department chair will either uphold the mediator's recommendation or uphold the appeal. For additional information, please refer to one of the program specific [Disposition Support Model Handbooks](#).

Education Department Admission Requirements

Admission to any of the graduate programs within the Education Department requires the following:

1. Bachelor's degree or above in any major from an institution of higher education with regional accreditation.
2. Cumulative undergraduate grade point average of 3.0 or higher. If the undergraduate grade point average is 2.5-2.9, applicants may be considered for probationary admission.
3. Two letters of recommendation from professionals who can address your strengths and limitations related to the program for which you are making application. *
4. A personal statement is required, addressing the rationale for pursuit of the program and an assessment of personal strengths and limitations.
5. 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 9 ways:
 - a passing score on the "old" Illinois Tests of Basic Skills (096 or 300) -- *replaced by the current Test of Academic Proficiency (TAP),* or
 - a passing score on all 4 sections of the Test of Academic Proficiency (TAP), or
 - 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*), or
 - 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*), or
 - 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*), or
 - a composite score of 22 on the ACT via ISBE "super scoring" and a passing score for the Writing, or
 - 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*), or
 - 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 Test on tests taken **on or after 3/5/2016** (*scores can be combined from two different score reports*), or
 - a composite score of 1110 on the SAT via ISBE "super scoring" and a passing score on the Writing test.

Teacher Preparation Programs: Graduate Admission Requirements

	Elementary Education	Secondary Education	Special Education
Required UG major or equivalent	No particular major required	Major or equivalent of a major in a subject* SXU is approved for in secondary education	No particular major required
Program Leads to...	Master of Arts in Teaching (MAT) and licensure in elementary education	Master of Arts and licensure in appropriate secondary or K-12 teaching field	Master of Arts and licensure in special education, LBS I, K-12
Program Format	Evening cohort, on campus, 1 night/week in fall/spring, 2 nights/week in summer. Traditional or Online Delivery Options (dependent on sufficient enrollment)	Evening cohort, on campus, 1 night/week in fall/spring, 2 nights/week in summer	Evening cohort, on campus, 1 night/week in fall/spring, 2 nights/week in summer

Program Length	2.5 years for program completion and licensure	2.5 years for complete program, 20 months for licensure	2.5 years for complete program
ILTS Assessment Requirements for Licensure	Elementary Education (1-6) #701 -- 4 sections: <ul style="list-style-type: none"> • Language and Literacy (197) • Mathematics (198) • Science and Social Science (199) • Fine Arts, Physical Development and Health (200) edTPA	Content-area test edTPA	Special Education General Curriculum #163 Learning Behavior Specialist #155 edTPA
Additional Courses	General education (core) undergraduate courses that can be taken while enrolled in the program may apply	Undergraduate coursework in a teaching subject area* for secondary or K-12 education to meet national or state standards may apply	3 prerequisite courses that may also be taken as part of the program

*Art, Biology, English, History/Social Studies, Mathematics, Music (K-12), Spanish (K-12)

Non-Licensure Graduate Programs Admission Requirements

	TESOL
Basic Skills Requirement	None
Eligibility	Teachers and others who are interested in enhancing knowledge and expertise in working with linguistically diverse students in school and community settings
Program Leads to...	Master of Arts
Program Format	Traditional or online

Admission to Teacher Licensure Programs

All graduate students admitted to different programs leading to initial licensure in the Education Department must proceed through a four-benchmark process, which starts when a student enters Saint Xavier University and continues through admission to clinical practice (student teaching). Requirements in teacher education, including portfolio requirements, are subject to change within the time span of one's university career, due to changing requirements at national, state and local levels.

Please note: The terminology used and requirements described for earning a Professional Educator License (PEL) in Illinois are accurate as of the preparation of this edition of the catalog. Complete information can be found at www.isbe.net.

Benchmark I: Teacher Education Candidate Status

Requirements for reaching this benchmark include:

1. Full admission into a graduate program in the Education Department.
2. Completion of a criminal history fingerprint check for non-licensed and licensed teachers seeking subsequent endorsements, or licensed but unemployed teachers. Exceptions will be made for licensed teachers seeking a subsequent endorsement 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 licensed teacher, the Accurate Biometrics CPS fingerprinting process must be completed.
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),* or
 - a passing score on all 4 sections of the Test of Academic Proficiency (TAP), or
 - 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), or
 - 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), or
 - 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), or
 - 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), or
 - 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 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.

Benchmark II: Admission to Clinical Practice (Student Teaching)

The process and requirements for reaching this benchmark include:

1. Maintain a minimum cumulative grade point average of 3.0 in professional education courses.
2. Successful completion of all professional education courses except EDGED/EDGSE/EDGSP 445 (Seminar) and courses in the program that are not required for the master's degree only, and any required general education courses. A minimum grade of C must be earned in all professional education courses.

3. Proof of passing the appropriate Illinois Licensure Testing System (ILTS) content-area test(s) according to the deadlines established by the Director for School Partnerships. Graduate students in multicategorical special education also have to pass the special education general curriculum test (163) prior to student teaching.
4. Submission of the electronic portfolio (using Live-text) via the Education Department 400-level course by deadline date and successful completion of an Educators Symposium the semester prior to student teaching.
5. Submission of an online application and resume for student teaching placement. Deadline for submission and link to the application will be provided by the Director of School Partnerships;
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 reaching this benchmark include:

1. Satisfactory ratings by supervisor and mentor teacher on clinical practice instructional feedback forms
2. Grade of C or better in clinical practice
3. Successful completion of EDGEL/EDGSE/EDGSP 445 (Seminar) appropriate to elementary education, secondary education, and multicategorical special education programs

Benchmark IV: Program Completion

The process and requirements for reaching this benchmark include:

1. Maintain a minimum cumulative grade point average of 3.0 in professional education courses
2. Successful completion of the clinical practice experience EDGEL/EDGSE/EDGSP 445 (when a requirement of the major) with a grade of C or better
3. Completion of minimum number of semester hours required by the program
4. Proof of passing the educative Teacher Performance Assessment (edTPA)
5. Submission of all required documents and fees. Attendance at a licensure workshop is required during the semester of student teaching

Appealing Denial to Candidacy in the Education Department and Licensure

An appeal process has been developed for students who are denied admission to candidacy or student teaching, or whose pursuit of program completion is believed by the student to be compromised in some way. For appealing decisions related to the graduate program, please consult the [Academic Dismissal and Appeal Process](#) section of the SXU catalog.



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 3 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 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](#)



Master of Arts

A Master of Arts (M.A.) degree with a concentration in education can be earned by completing a program of study in the following programs: Multicategorical Special Education; Secondary Education or Special K-12; and Teaching English to Speakers of other Languages (TESOL). Elementary Education and alternative licensure candidates earn a Master of Arts in Teaching (MAT).

Individual program descriptions and requirements are described below:

- Completion of the number of credit hours of graduate credit as required by each graduate program of study (see specific program requirements)
- Completion and approval of the required research study in EDGCC 514. (Candidates enrolled in the secondary education and the individualized program may, after consultation with the program chair, elect a two-course option in lieu of EDGCC 514 to complete graduate requirements).
- Completion of specific program requirements, including field or clinical experiences.
- Completion of general education requirements and courses in the teaching field, when applicable.
- Completion of all required coursework with a minimum grade of C and a cumulative grade-point average of 3.0.
- Successful completion of benchmark and program requirements approved by the faculty.

State of Illinois Licensure Requirements

Upon completion of their graduate programs, candidates who wish to apply for a state of Illinois Professional Educator License (PEL) in teaching may secure application materials from the Education Department Licensure Officer.

Each person applying for an elementary, secondary, special education, or alternative license programs must meet the following requirements:

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),* or
- a passing score on all 4 sections of the Test of Academic Proficiency (TAP), or
- 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*), or
- 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*), or
- 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*), or
- 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*), or
- 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 Test on tests taken **on or after 3/5/2016** (*scores can be combined from two different score reports*).

The Illinois Licensure Testing System's (ILTS) content area test must be taken and passed prior to the start of student teaching. Candidates applying for a teaching license are required to pass Educative Teaching Performance Assessment (edTPA) before they will be eligible for a professional educator license.

Complete information on the testing program is found at www.il.nesinc.com.

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 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:

- connect candidates with the community and provide them with learning experiences in a variety of educational environments with exposure to diverse cultures, encouraging candidates to embrace and celebrate the diversity of students in American schools;
- are connected with professional courses and are designed to sequentially complement and expand upon University course content;
- 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 develop a professional relationship;
- typically take place during daytime school hours;
- recognize CAEP/NCATE standards and follow Illinois State Board of Education (ISBE) and the Education Department policies.

The field experiences associated with each program are noted as part of the course descriptions. **Field experiences completed at other institutions cannot be transferred to the professional program of study at Saint Xavier University.** A minimum number of clock hours of field experiences are required of all candidates prior to clinical practice (student teaching). Candidates who intend to complete their clinical practice in private schools must complete at least 60 clock hours of field experiences 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. The Education Department has made a commitment to local area schools to require fingerprinting/criminal background investigations for all candidates in programs with field experience.

Progression 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.

Graduate Students and CLEP Credit

Graduate students applying for Illinois state licensure may elect to take the college level examination program (CLEP) examinations. If a passing score is attained, these courses and the credit hours earned will be listed on the Saint Xavier University transcript. This policy applies only to graduate students seeking licensure in Illinois (CLEP credit may be earned only to fulfill general education requirements for licensure).

Approved Programs Leading to Licensure

The Education Department operates the following programs approved by the Illinois State Board of Education, through which graduates are licensed in the state of Illinois:

- Elementary Education, 1-6;
- Secondary Education,
 - Art 9-12
 - Biology 9-12
 - English 9-12
 - Mathematics 9-12
 - Social Science 9-12
 - Music K-12
 - Spanish K-12
- Multicategorical Special Education; LBS I K-12

Approved Non-Licensure Programs

- Technology Specialist
- English as a Second Language (ESL)
- Bilingual Education (BE)
- Teaching English to Speakers of Other Languages (TESOL)

Please note that some programs not leading to licensure can/do include endorsements for the State of Illinois.

Change of Program

Candidates whose professional goals change and who subsequently decide to switch to another program must formally request a change of program. This request must be in written form and be addressed to the Chair of the Education Department. Upon approval from the Department Chair of the Education Department, the candidate may change to a new education program.



Multicategorical Special Education

The multicategorical special education program emphasizes theoretical and practical implications of identification, assessment and instruction of students with disabilities. By observation of and practice with students with disabilities in varied settings and across the age range from kindergarten to age 21, teacher candidates gain the expertise necessary to provide direct instruction to students with disabilities; monitor students' progress; conduct assessments; employ various methods and materials; and collaborate with families, various professionals and paraprofessionals.

Successful completion of this program leads to the Learning Behavior Specialist (LBS) I license. Candidates pursuing the LBS I license may or may not be licensed educators. Requirements for graduate students seeking LBS I licensure vary depending on their previous coursework. Candidates must have coursework in educational psychology, methods of teaching mathematics for elementary school and methods of teaching reading for elementary school. These courses will be included in the program schedule for individuals who need them.

Learning Behavior Specialist I (for non-licensed graduate candidates)

Graduate students who do not hold an Illinois Professional Educator License (PEL) and are seeking to complete the program requirements for Learning Behavior Specialist (LBS) I must successfully complete the following leveling courses as additional program requirements:

- EDGSE 507: Advanced Educational Psychology (3)
- EDGEL 418: Methods of Teaching Reading (3)
- EDGEL 421: Methods of Teaching Mathematics (3)

Candidates will be exempt from these courses if documentation of previous completion of equivalent coursework is provided.

And the following professional education courses required for licensure and the Master of Arts degree (39 credit hours):

- EDGSP 403: Introduction to the Special Education edTPA (1)
- EDUGL 470: SOE Orientation (0)
- EDGSP 445: Seminar in Teaching and Learning (2)
- EDGCC 513: Educational Research, Design and Development (3)
- EDGSP 520: Characteristics of Students with Disabilities (3)
- EDGSP 521: Foundations of Special Education (3)
- EDGSP 522: Adaptations and Accommodations for Students with Disabilities (3)
- EDGSP 523: Language Disorders and Instruction in Diverse Classrooms (3)
- EDGSP 524: Diagnostic Assessment for Educational Decision Making (3)
- EDGSP 525: Methods of Teaching Students with Disabilities (6)
- EDGSP 530: Student Teaching: Students with Disabilities (6)

Additionally, **one** of the following **two-course options** must be selected:

- EDGSP 531: Behavior Management (3), and
- EDGSP 532: Individualized Positive Behavior Support Plans (3)

OR

- EDGSP 533: Curriculum Development for Special Educators (3), and
- EDGSP 534: Curriculum Evaluation and Collaborative Assessment for Special Educators (3)

Candidates may elect alternative courses for the two-course options by consultation with and approval by the program chair.

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.

Non-licensed graduate students in multicategorical special education are required to:

- Pass the Test of Basic Skills or the Test of Academic Proficiency (or its equivalent) by the time 12 credit hours of program coursework have been completed.
- Pass the Special Education General Curriculum Test (# 163) prior to beginning EDGSP 525: Methods of Teaching Students with Disabilities.
- Pass Content Area Test, LBS I (# 155) prior to student teaching.
- Pass the edTPA Special Education licensure exam to obtain the PEL entitlement.

Learning Behavior Specialist I (for licensed graduate candidates)

Graduate students who already hold an Illinois Professional Educator License (PEL) and are seeking to complete the program requirements for Learning Behavior Specialist (LBS) I must successfully complete the following leveling courses or provide documentation of previous completion of equivalent coursework:

- EDGSE 507: Advanced Educational Psychology (3)
- EDGEL 418: Methods of Teaching Reading (3)
- EDGEL 421: Methods of Teaching Mathematics (3)

And the following professional education courses required for licensure and the Master of Arts degree (34 credit hours):

- EDGSP 403: Introduction to the Special Education edTPA (1)
- EDUGL 470: SOE Orientation (0)
- EDGCC 513: Educational Research, Design and Development (3)
- EDGSP 520: Characteristics of Students with Disabilities (3)
- EDGSP 521: Foundations of Special Education (3)
- EDGSP 522: Adaptations and Accommodations for Students with Disabilities (3)
- EDGSP 523: Language Disorders and Instruction in Diverse Classrooms (3)
- EDGSP 524: Diagnostic Assessment for Educational Decision Making (3)
- EDGSP 525: Methods of Teaching Students with Disabilities (6)
- EDGSP 526: Practicum: Students with Disabilities (for educators already licensed) (3)

Additionally, **one** of the following **two-course** options must be selected:

- EDGSP 531: Behavior Management (3), and
- EDGSP 532: Individualized Positive Behavior Support Plans (3)

OR

- EDGSP 533: Curriculum Development for Special Educators (3), and
- EDGSP 534: Curriculum Evaluation and Collaborative Assessment for Special Educators (3)

Candidates may elect alternative courses for the two-course options by consultation with and approval by the program chair.

Successful completion of one of these options satisfies requirements for a Master of Arts degree.

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.

Licensed graduate students in multicategorical special education are required to:

- Pass the Test of Basic Skills or the Test of Academic Proficiency (or its equivalent) by the time 12 credit hours of program coursework have been completed.
- Pass the Special Education General Curriculum Test (# 163) prior to beginning EDGSP 525: Methods of Teaching Students with Disabilities.
- Pass Content Area Test, LBS I (# 155) prior to practicum.

Learning Behavior Specialist Endorsement

At this time, the Illinois State Board of Education allows teachers who already hold a Professional Educator License (PEL) to earn an endorsement in special education (LBS I) on that license. In order to be eligible for the LBS I endorsement, teachers must earn credit in the courses listed below and pass the Learning Behavior Specialist I (#155) test.

- EDGSP 413: Survey of Students with Exceptionalities (3)
- EDGSP 520: Characteristics of Students with Disabilities (3)
- EDGSP 524: Diagnostic Assessment for Educational Decision Making (3)
- EDGSP 525: Methods of Teaching Students with Disabilities (6)

A significant difference between LBS I licensure and LBS I endorsement is that endorsements are only possible for the grades that the individual's PEL includes while LBS I licensure is PreK-age 21.

Professional Development Program

Individuals who are interested in pursuing a specialized program to fulfill requirements as outlined in their professional development plan or an ISBE deficiency statement may apply to the graduate program in multicategorical special education. Upon admission, an appropriate plan of study will be developed.



Secondary Education (9-12; K-12)

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:

Professional Education Course Requirements (30-33 credit hours*)

- EDUGL 470: Education Orientation (0)
- EDGSE 404: Field Experience for Secondary (1)
- EDGSP 413: Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)
- EDGSE 415: Principles and Practices of the Middle and Secondary School (3)***
- EDGSE 463-69: Methods of Teaching (Major) in the Middle and Secondary School (3)**
- EDGSE 497: Literacy Instruction for Secondary Teachers (3)
- EDGSE 507: Advanced Educational Psychology (3)
- EDGSE 508: Advanced Adolescent Development (3)
- EDGCC 512: Assessment of Instruction and Learning (3)
- ELECTIVE-- Professional Education Course (3)
- EDGSE 444: Directed Teaching -- Secondary (6); EDGSE 498 (K-12)
- EDGSE 445: Seminar in Teaching and Learning (2)
- EDGSE 423: Secondary Education Practicum (**for Licensed Teachers Only in lieu of Directed Teaching**) (3-6)

*Music students must complete an interview and audition; additional music content coursework may be required.

**Music students will be required to take EDGSE-434 (3) K-12 General Music

***In lieu of this course, music students may be required to take a graduate level MUS-335/EDGSE-435 (3) or MUS-336/EDGSE-436 (3)

Core Course Requirements (9 to 12 credit hours*)

- EDGCC 511: Foundations of Education (3)
- EDGCC 513: Educational Research Design and Development (3)
- EDGCC 514: Scholarship of Teaching: Finalizing the Inquiry Process (3)

*33 hours of professional education courses for a license for individuals without prior licensure, plus 9 or 12 credit hours of core courses for degree.

Candidates for a Master of Arts degree in secondary education must complete core courses: EDGCC 511, 513 and 514. In lieu of 514, graduate secondary students may take two additional graduate courses offered by the Education Department, as approved by their advisors.

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)

The Teaching English to Speakers of Other Languages (TESOL) program is designed for teachers and others interested in enhancing their knowledge and expertise in working with linguistically diverse students in school and community settings.

The four credentials offered by the TESOL program are:

- **ESL Endorsement:** Completion of the six required courses leads to endorsement in ESL
- **Bilingual Education Endorsement:** Completion of the six required courses and passing a proficiency exam in a foreign language
- **TESOL Certificate:** Completion of four courses
- **Master of Arts in Education -- TESOL**

The six-course ESL/Bilingual Education endorsement sequence focuses on teaching English language arts across and through content areas to multilingual/multicultural children and youth..

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. This field experience component is met within the six-course sequence. Candidates who have taught for a minimum of three months as licensed educators in classrooms with students classified as English Learners may have the field experiences requirements waived with documentation from school administrators.

It may be possible to complete field experience hours for an ESL and/or bilingual education endorsement course while concurrently completing field experience hours for a professional education course in elementary education, secondary education, or special education program if the field experience goals for 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 Education endorsement may teach in this capacity only at the grade levels for which their professional educator license is valid.

Master of Arts in TESOL (30 credit hours)

The Master of Arts degree in Education-TESOL requires a minimum of 30 credit hours (including core course requirements).

Core Course Requirements (12 credit hours)

- EDGCC 511: Foundations of Education (3)
- EDGCC 512: Assessment of Instruction and Learning (3)
- EDGCC 513: Educational Research Design and Development (3)
- One Elective (3)

Completion of the core courses for the program and additional courses approved by the candidate's advisor will lead to the Master of Arts in Education-TESOL degree.

You must choose one of the following tracks, either ESL or Bilingual Education to completed your TESOL degree.

ESL Endorsement (18 credit hours)

ESL Endorsement only candidates must take:

- EDGTE 479: Theoretical Foundations of Teaching ESL and Bilingual Education (3) (Fall I) Fall Hours: 10
- EDGTE 480: Methods and Materials for Teaching English as a Second Language (3) (Spring I) Field Hours: 25
- EDGTE 481: Cross-Cultural Studies in a Bilingual Program (3) (Fall II) Field Hours: 20
- EDGTE 483: Linguistics for Educators (3) (Summer I)
- EDGTE 484: Assessment of Bilingual Students (3) (Summer II)
- EDGTE 485: Methods of Teaching in a Bilingual Program (3) (Spring II) Field Hours: 25*

- EDGTE 450: Methods of Teaching English as a Second/Foreign Language to Adults and Children (3) (Spring II) Field Hours: 25

Bilingual Education Endorsement (18 credit hours)*

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

- EDGTE 479: Theoretical Foundations of Teaching ESL and Bilingual Education (3) (Fall I) Fall Hours: 10
- EDGTE 480: Methods and Materials for Teaching English as a Second Language (3) (Spring I) Field Hours: 25
- EDGTE 481: Cross-Cultural Studies in a Bilingual Program (3) (Fall II) Field Hours: 20
- EDGTE 485: Methods of Teaching English in a Bilingual Program (3) (Spring II) Field Hours: 25
- EDGTE 483: Linguistics for Educators (3) (Summer I)
- EDGTE 484: Assessment of Bilingual Students (3) (Summer II)

*To qualify for the Bilingual Education endorsement, candidates must pass the Illinois Language Proficiency Test in one of the target languages offered.

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 MAT

The Education Department offers a Graduate Elementary Education Program (Master of Arts in Teaching) that has been designed in response to the revised Illinois licensure laws (ISBE Rules July 1, 2013). The Graduate Program prepares teacher candidates for an Illinois Professional Educators License (PEL) with an endorsement to teach students in Grades 1-6. The Graduate Elementary Education Program can be offered in either the traditional or online delivery formats. The traditional program will be available for those candidates who prefer the face-to-face classroom setting. The online delivery format offers flexibility for teacher candidates, particularly career changers and paraprofessionals, who must balance their coursework with jobs and family commitments. The online format will be open to teacher candidates across the state of Illinois who otherwise may not be able to attend SXU on-campus classes. ***Offering the program in either format is dependent on the number of applicants.***

General Education Prerequisites

The general education courses, which address requirements for Illinois licensure, may have been met within the candidate's undergraduate studies. A review of the candidate's transcript(s) will indicate if any general education deficiencies exist.

The Illinois State Board of Education requires the following subject specific content coursework:

Mathematics (As per Illinois Administrative Code: Section 20.120)

- College Algebra
- Statistics

Science (As per Illinois Administrative Code: Section 25.97)

- Physical Science
- Life Science
- Earth and Space

Social Sciences (As per Illinois Administrative Code: Section 25.97)

- History
- Geography
- Civics and Government
- Economics of Illinois, the United States, and the World

Sequence of Professional Education Courses

Semester 1

- EDGEL 401: *Introduction to the Profession of Teaching* (3)
- EDGEL 425: *Child Growth and Development* (3)

Semester 2

- EDGTE 480: *Methods of Teaching English as a Second Language* (3) -- 5 Field Experience hours
- EDGSP 413: *Survey of Students with Exceptionalities for the Regular Classroom Teacher* (3) -- 5 Field Experience hours

GATE #1: Admission to Level II Coursework Basic Skills Admission Requirement (Students must present evidence of passing score on TAP, SAT or ACT and a minimum GPA of 3.0).

Semester 3

- EDGEL 470: *SOE Online Orientation* (0)
- EDGEL 403: *Elementary Education edTPA Introduction -- Hybrid* (0.5)
- EDGEL 483: *Reading and Writing in the Content Areas* (3) -- 10 Field Experience hours

- EDGEL 439: *Managing the Elementary Classroom: Behavior Management and Instructional Planning* (3) -- 10 Field Experience hours

Semester 4

- EDGEL 404: *Task 1 - Hybrid* (0.5)
- EDGEL 405: *Task 2 - Hybrid* (0.5)
- EDGEL 418: *Foundations and Methods of Literacy and Language Arts* (3) -- 10 Field Experience hours
- EDGEL 411: *Principals and Methods of Teaching Social Science and the Arts in the Elementary School* (3) -- 10 Field Experience hours

GATE #2: Clinical Practice/Student Teaching Application

Semester 5

- EDGEL 406: *Elementary Education edTPA Task 3 -- Hybrid* (0.5)
- EDGEL 412: *Principals and Methods of Teaching Science, Health and PE in the Elementary School* (3) -- 10 Field Experience hours
- EDGEL 441: *Using Student Achievement Data to Support Instructional Decision Making* (3)

GATE #3: Contest Test Requirement

Semester 6

- EDGEL 421: *Methods of Teaching Mathematics in the Elementary School* (3) -- 15 Field Experience hours
- EDGEL 419: *Assessment and Diagnosis of Reading Problems* (3) -- 10 Field Experience hours

Semester 7

- EDGEL 445: *Seminar in Teaching and Learning* (3)
- EDGEL 446: *Directed Teaching -- Elementary* (6)

GATE #4: edTPA and SXU Graduation Requirements

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.



Alternative Licensure Early Childhood Education

New in May 2019! The alternative licensure path is an option for prospective Early Childhood Education teachers who need to earn a salary while pursuing a teaching license. This Early Childhood Education Alternative Licensure Program enables candidates to hold a paid position as the teacher of record while pursuing an Illinois Professional Educator License (PEL).

The Illinois Administrative Code (23 Illinois Administrative Code 25, Section 25.60) provides an alternate route for non-licensed college graduates to obtain a PEL in Illinois. Similar to any other licensure program, alternative licensure programs follow rigorous guidelines that include accelerated coursework, field experiences, teaching experiences, and licensure testing. Candidates enroll in six semesters of program coursework including two intensive summer sessions as they complete a 42 credit hour program leading to a Master of Arts in Teaching (MAT).

The Early Childhood Education alternative licensure program simultaneously combines accelerated coursework with classroom experiences and one-to-one mentoring. Candidates in this program will have the guidance and support of a mentor teacher, a University coordinator and a site coach throughout the two years of required provisional teaching.

This program requires that applicants have:

- a degree in English/language arts, mathematics, one of the physical sciences, or one of the social sciences, **OR**
- the equivalent of a degree - 32 credit hours in English/language arts, mathematics, one of the physical sciences, or one of the social sciences, **OR**
- 32 credit hours *in a combination of the four core content areas - English/language arts, mathematics, physical sciences and social sciences.*

Program Admission Requirements

The Illinois State Board of Education and the Education Department require that potential candidates meet the following admission requirements:

- Undergraduate GPA: Minimum 3.0
- Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)
- Pass Early Childhood Education Content Area Test (206)
- Successful Admission Interview
- Obtain a State of Illinois Provisional Alternative Educator License
- Complete VIRTUS Training
- Successfully complete a Criminal Background Check/Fingerprinting

Program Benchmarks

Admission			Exit
Year 1	Year 2		
GPA: Minimum 3.0	Maintain 3.0 or above; all coursework grades must be "C" or above.	Maintain 3.0 or above; all coursework grades must be "C" or above.	GPA: Minimum 3.0; all coursework grades must be "C" or above.
Bachelor's Degree in ELA, Reading, mathematics, a physical science or one of the social sciences, OR an ISBE review to determine equivalent of a degree -- 32 semester	Complete the Professional Dispositions Pre Self-Assessment Complete course of study that includes: <ul style="list-style-type: none"> • Instructional planning 	Complete additional coursework relative to the	Successful completion of all program coursework. Professional Dispositions Post Self-Assessment

<p>hours - in ELA, Reading, mathematics, a physical science or one of the social sciences, OR</p> <p>an ISBE review to determine 32 credit hours in a combination of ELA, Reading, mathematics, a physical science or one of the social sciences.</p>	<ul style="list-style-type: none"> • Instructional strategies • Special education • Reading • English language learning (ELL) • Classroom management • Assessment of students • Use of data to drive instruction • 30 hours of field experiences <p>Passing scores on Educators Symposium and E-Portfolio 1st Review</p>	<p>standards set forth in 23 Ill. Adm. Code 24 (Standards for all Illinois Teachers, the early childhood content area standards (NAEYC/CAEP), and the State Board of Education's Social and Emotional Learning Standards.)</p> <p>Satisfactory instructor assessments of professional dispositions</p>	
<p>Department of Education Admission Interview</p> <p>Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)</p> <p>Pass Early Childhood Education Content Area Test (206)</p> <p>Apply for Educator License with Stipulations (ELS)</p> <p>Complete VIRTUS Training</p> <p>Pass Criminal Background Check/Fingerprinting</p>	<p>Maintain GPA of 3.0 or above</p> <p>Satisfactory instructor assessments of professional dispositions</p>	<p>Pass the edTPA by the end of fall II semester</p> <p>Maintain GPA of 3.0 or above</p>	<p>Target Performance on the Early Childhood Education InTASC E-Portfolio Final Review</p>
<p>Recommended: Pass the edTPA by the end of spring I semester</p>	<p>Target performance on the summative Danielson evaluation.</p> <p>Curriculum competency evaluation rating of 3 or above in each criteria aligned with the Illinois Administrative Code, Part 26 Standards for Endorsement in Early Childhood Education 26.125, 26.135, 26.140, & 26.150, & NAEYC #5.</p>	<p>Completion of SXU graduation requirements.</p> <p>Rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7) by which candidates are recommended for the PEL.</p>	

Sequence of Professional Education Courses (42 credit hours)

Courses are designed for hybrid/blended delivery; all face-to-face class meetings are scheduled for evenings.

Spring/Summer 1 (2019)

- Education Orientation (online) (0)
- Methods of Reading and Reading in the Content Area (3)
- Methods of Teaching English as a Second Language (3)
- Cycle of Effective Teaching (2)
- Pre-residency Field Experience Block (1)
- Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)

Fall 1 (2019)

- Physical, Psychosocial and Cognitive Development in Early Childhood (2)
- Emergent Literacy and Language Development (2)
- Residency 1 (2)

Spring 1 (2020)

- Integrated Curriculum and Methods in PreK (2)
- edTPA Seminar (2)
- Residency 1 (2)

Summer 2 (2020)

- Foundations, Curriculum and Methods of Teaching Literacy and Social Studies in K-2 (3)
- Foundations, Curriculum and Methods of Teaching Mathematics and Science in K-2 (3)

Fall 2 (2020)

- Infants and Toddlers: Environments, Programs, Activities (2)
- Inquiry and Play: Birth to Kindergarten (2)
- Residency 2 (2)

Spring 2 (2021)

- Capstone/Research Seminar (4)
- Residency 2 (2)

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.

Alternative Licensure Elementary Education

The alternative licensure path is an option for prospective Elementary Education teachers who need to earn a salary while pursuing a teaching license. This Elementary Education Alternative Licensure Program enables candidates to hold a paid position as the teacher of record while pursuing an Illinois Professional Educator License (PEL).

The Illinois Administrative Code (23 Illinois Administrative Code 25, Section 25.60) provides an alternate route for non-licensed college graduates to obtain a PEL in Illinois. Similar to any other licensure program, alternative licensure programs follow rigorous guidelines that include accelerated coursework, field experiences, teaching experiences, and licensure testing. Candidates enroll in six semesters of program coursework including two intensive summer sessions as they complete a 42 credit hour program leading to a Master of Arts in Teaching (MAT).

The Elementary Education alternative licensure program simultaneously combines accelerated coursework with classroom experiences and one-to-one mentoring. Candidates in this program will have the guidance and support of a mentor teacher, a University coordinator and a site coach throughout the two years of required provisional teaching.

This program is designed for those who already hold a bachelor's degree in one of the following specifically approved content areas: *reading, English/language arts, mathematics, physical science or one of the social sciences*. Potential candidates who do not hold a bachelor's degree in one of these approved content areas will be required to submit transcripts to the state superintendent to be reviewed for equivalency.

Program Admission Requirements

The Illinois State Board of Education and the Education Department require that potential candidates meet the following admission requirements:

- Undergraduate GPA: Minimum 3.0
- Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)
- Pass Elementary Education Content Area Test (Grades 1-6; subtests 197, 198, 199, 200)
- Successful Admission Interview
- Obtain a State of Illinois Provisional Alternative Educator License
- Complete VIRTUS Training
- Successfully complete a Criminal Background Check/Fingerprinting

Program Benchmarks

Admission			Exit
Year 1	Year 2		
GPA: Minimum 3.0	Maintain 3.0 or above	Maintain 3.0 or above	GPA: Minimum 3.0
Bachelor's Degree in ELA, Reading, mathematics, physical science or one of the social sciences	Complete the Professional Dispositions Pre Self-Assessment	Complete additional coursework relative to the standards set forth in 23 Ill. Adm. Code 24 (Standards for all Illinois Teachers, the middle level standards (AMLE), and the State Board of Education's Social and Emotional Learning Standards.	Successful completion of all program coursework
Admission Interview	Complete course of study that includes:	Satisfactory instructor assessments of professional dispositions	Professional Dispositions Post Self-Assessment
Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)	<ul style="list-style-type: none"> • Instructional planning • Instructional strategies • Special education • Reading • English language 		
Pass Elementary Education Content Area Test (Grades 1-6 - 197, 198, 199, 200)			

	learning (ELL) <ul style="list-style-type: none"> • Classroom management • Assessment of students • Use of data to drive instruction • 30 hours of field experiences 		
	Passing scores on Educators Symposium and E-Portfolio 1st Review		
Apply for Provisional Alternative Educator License Complete VIRTUS Training Pass Criminal Background Check/ Fingerprinting	Maintain GPA of 3.0 or above Satisfactory instructor assessments of professional dispositions	Pass the edTPA by the end of fall II semester Maintain GPA of 3.0 or above	Target Performance on the Elementary Education InTASC E-Portfolio Final Review
Target performance on the formative Danielson evaluation Curriculum competency evaluation rating of 3 or above in each of the 7 content areas (ACEI) Recommended for second year of residency by principal of school and program coordinator	Target performance on the summative Danielson evaluation Curriculum competency evaluation rating of 3 or above in each of the 7 content areas (ACEI)	Completion of SXU graduation requirements Rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7) by which candidates are recommended for the PEL	

Sequence of Professional Education Courses (42 credit hours)

Courses are designed for hybrid/blended delivery; all face-to-face class meetings are scheduled for evenings.

Spring/Summer 1 (2018)

- Education Orientation (online) (0)
- Methods of Reading and Reading in the Content Area (3)
- Methods of Teaching English as a Second Language (3)
- Cycle of Effective Teaching (2)
- Pre-residency Field Experience Block (1)
- Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)

Fall 1 (2018)

- Methods of Teaching Mathematics in the Elementary School (2)
- Child Growth and Development (2)
- Residency 1 (2)

Spring 1 (2019)

- Reading and Writing in the Content Area (2)

- edTPA Seminar (2)
- Residency 1 (2)

Summer 2 (2019)

- Principles and Methods of Teaching Science, Health and PE in the Elementary School (3)
- Principles and Methods of Teaching Social Science and Fine Arts in the Elementary School (3)

Fall 2 (2019)

- Assessment and Diagnosis of Reading Problems (2)
- Introduction to Educational Technology (2)
- Residency 2 (2)

Spring 2 (2020)

- Capstone/Research Seminar (4)
- Residency 2 (2)

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.

Alternative Licensure Middle Level Education

The alternative licensure path is an option for prospective Middle Level Education teachers who need to earn a salary while pursuing a teaching license. This Middle Level Education Alternative Licensure Program enables candidates to hold a paid position as the teacher of record while pursuing an Illinois Professional Educator License (PEL).

The Illinois Administrative Code (23 Illinois Administrative Code 25, Section 25.60) provides an alternate route for non-licensed college graduates to obtain a PEL in Illinois. Similar to any other licensure program, alternative licensure programs follow rigorous guidelines that include accelerated coursework, field experiences, teaching experiences, and licensure testing. Candidates enroll in six semesters of program coursework including two intensive summer sessions as they complete a 42 credit hour program leading to a Master of Arts in Teaching (MAT).

The Middle Level Education alternative licensure program simultaneously combines accelerated coursework with classroom experiences and one-to-one mentoring. Candidates in this program will have the guidance and support of a mentor teacher, a University coordinator and a site coach throughout the two years of required provisional teaching.

This program is designed for those who already hold a bachelor's degree in one of the following specifically approved content areas: *English/language arts, mathematics, science or social science*. Potential candidates who do not hold a bachelor's degree in one of these approved content areas will be required to submit transcripts to the state superintendent to be reviewed for equivalency.

Program Admission Requirements

The Illinois State Board of Education and the Education Department require that potential candidates meet the following admission requirements:

- Undergraduate GPA: Minimum 3.0
- Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)
- Pass the content specific ILTS Middle Level exam
 - Middle Grades (5-8) Language Arts (201)
 - Middle Grades (5-8) Mathematics (202)
 - Middle Grades (5-8) Science (203)
 - Middle Grades (5-8) Social Science (204)
- Successful Admission Interview
- Obtain a State of Illinois Provisional Alternative Educator License
- Complete VIRTUS Training
- Successfully complete a Criminal Background Check/Fingerprinting

Program Benchmarks

Admission			Exit
Year 1	Year 2		
GPA: Minimum 3.0	Maintain 3.0 or above	Maintain 3.0 or above	GPA: Minimum 3.0
Bachelor's Degree in ELA, mathematics, science or social science	Complete the Professional Dispositions Pre Self-Assessment	Complete additional coursework relative to the standards set forth in 23 Ill. Adm. Code 24 (Standards for all Illinois Teachers, the middle level standards (AMLE), and the State Board of Education's Social and Emotional Learning Standards.	Bachelor's Degree in ELA, mathematics, science or social science
Admission Interview	Complete course of study that includes:		Admission Interview
Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)	<ul style="list-style-type: none"> • Instructional planning • Instructional strategies • Special education 		Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)
Pass one of the Middle Level Education Content Area Tests (Grades 5-8)			Pass one of the Middle Level Education Content Area Tests (Grades 5-8)

<ul style="list-style-type: none"> • 201 ELA • 202 mathematics • 203 science • 204 social science 	<ul style="list-style-type: none"> • Reading • English language learning (ELL) • Classroom management • Assessment of students • Use of data to drive instruction • 30 hours of field experiences 	Satisfactory instructor assessments of professional dispositions	<ul style="list-style-type: none"> • 201 ELA • 202 mathematics • 203 science • 204 social science
	Passing scores on Educators Symposium and E-Portfolio 1st Review		
<p>Apply for Provisional Alternative Educator License</p> <p>Complete VIRTUS Training</p> <p>Pass Criminal Background Check/ Fingerprinting</p>	<p>Maintain GPA of 3.0 or above</p> <p>Satisfactory instructor assessments of professional dispositions</p>	<p>Pass the edTPA by the end of fall II semester</p> <p>Maintain GPA of 3.0 or above</p>	Target Performance on the Elementary Education InTASC E-Portfolio Final Review
<p>Target performance on the formative Danielson evaluation</p> <p>Curriculum competency evaluation rating of 3 or above in each of the 7 content areas (ACEI)</p> <p>Recommended for second year of residency by principal of school and program coordinator</p>	<p>Target performance on the summative Danielson evaluation</p> <p>Curriculum competency evaluation rating of 3 or above in each of the 7 content areas (ACEI)</p>	<p>Completion of SXU graduation requirements</p> <p>Rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7) by which candidates are recommended for the PEL</p>	

Sequence of Professional Education Courses (42 credit hours)

Courses are designed for hybrid/blended delivery; all face-to-face class meetings are scheduled for evenings.

Spring/Summer 1 (2018)

- Education Orientation (online) (0)
- Methods of Reading and Reading in the Content Area (3)
- Methods of Teaching English as a Second Language (3)
- Cycle of Effective Teaching (2)
- Pre-residency Field Experience Block (1)
- Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)

Fall 1 (2018)

- Content Specific Middle Level Methods (*English/language arts, mathematics, science or social science*) (2)

- Young Adolescent Development (2)
- Residency 1 (2)

Spring 1 (2019)

- Reading and Writing in the Content Area (2)
- edTPA Seminar (2)
- Residency 1 (2)

Summer 2 (2019)

- Data Driven Instruction (3)
- Historical Trends and Contemporary Issues in Education (3)

Fall 2 (2019)

- Middle Level Classroom Environment: Supporting College/Career Readiness (2)
- Integrating Technology and Instructional Strategies (2)
- Residency 2 (2)

Spring 2 (2020)

- Capstone/Research Seminar (4)
- Residency 2 (2)

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.

Alternative Licensure Secondary Education

The alternative licensure path is an option for prospective Secondary Education teachers who need to earn a salary while pursuing a teaching license. This Secondary Education Alternative Licensure Program enables candidates to hold a paid position as the teacher of record while pursuing an Illinois Professional Educator License (PEL).

The Illinois Administrative Code (23 Illinois Administrative Code 25, Section 25.60) provides an alternate route for non-licensed college graduates to obtain a PEL in Illinois. Similar to any other licensure program, alternative licensure programs follow rigorous guidelines that include accelerated coursework, field experiences, teaching experiences, and licensure testing. Candidates enroll in six semesters of program coursework including two intensive summer sessions as they complete a 43 credit hour program leading to a Master of Arts in Teaching (MAT).

The Secondary Education alternative licensure program simultaneously combines accelerated coursework with classroom experiences and one-to-one mentoring. Candidates in this program will have the guidance and support of a mentor teacher, a University coordinator and a site coach throughout the two years of required provisional teaching.

This program is designed for those who already hold a bachelor's degree in one of the following specifically approved content areas: biology, chemistry, computer science, *English/language arts, history, mathematics, music, physics, political science, Spanish or visual arts*. Potential candidates who do not hold a bachelor's degree in one of these approved content areas will be required to submit transcripts to the state superintendent to be reviewed for equivalency.

Program Admission Requirements

The Illinois State Board of Education and the Education Department require that potential candidates meet the following admission requirements:

- Undergraduate GPA: Minimum 3.0
- Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)
- Pass the content specific ILTS Senior High School Content Area Tests (Grades 9-12):
 - Computer Science (038) test,
 - English Language Arts (207) test,
 - Mathematics (208) test,
 - Science - Biology (105) test,
 - Science - Chemistry (106) test,
 - Science - Physics (116) test,
 - Social Science - History (246) test,
 - Social Science - Political Science (247) test, and
 - Visual Arts (145) test

Or, pass one of the following ILTS content area tests:

Music (143) test, foreign language: Spanish (135)

- Successful Admission Interview
- Obtain a State of Illinois Provisional Alternative Educator License
- Complete VIRTUS Training
- Successfully complete a Criminal Background Check/Fingerprinting

Program Benchmarks

Admission			Exit
Year 1	Year 2		
GPA: Minimum 3.0	Maintain 3.0 or above	Maintain 3.0 or above C	GPA: Minimum 3.0
Bachelor's Degree in biology, chemistry computer science, ELA, history, mathematics, music,	Complete the Professional Dispositions Pre Self-Assessment	Complete additional coursework relative to the standards set forth in 23 Ill.	Successful completion of all program coursework.

<p>physics, political science, Spanish, or visual arts.</p> <p>Admission Interview</p> <p>Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)</p> <p>Pass one of the Senior High School Content Area Tests (Grades 9-12): Computer Science (038) test, English Language Arts (207) test, Mathematics (208) test, Science - Biology (105) test, Science - Chemistry (106) test, Science - Physics (116) test, Social Science - History (246) test, Social Science - Political Science (247) test, and Visual Arts (145) test.</p> <p>Or, pass one of the following ILTS content area tests:</p> <p>Music (143) test, or Foreign Language: Spanish (135)</p>	<p>Complete course of study that includes:</p> <ul style="list-style-type: none"> • Instructional planning • Instructional strategies • Special education • Reading • English language learning (ELL) • Classroom management • Assessment of students • Use of data to drive instruction • 30 hours of field experiences <p>Passing scores on Educators Symposium and E-Portfolio 1st Review</p>	<p>Adm. Code 24, Standards for all Illinois Teachers, the national SPA and the State Board of Education's Social and Emotional Learning Standards.</p> <p>Satisfactory instructor assessments of professional dispositions</p>	<p>Professional Dispositions Post Self-Assessment</p>
<p>Apply for Provisional Alternative Educator License</p> <p>Complete VIRTUS Training</p> <p>Pass Criminal Background Check/ Fingerprinting</p>	<p>Maintain GPA of 3.0 or above</p> <p>Satisfactory instructor assessments of professional dispositions</p>	<p>Pass the edTPA by the end of fall II semester</p> <p>Maintain GPA of 3.0 or above</p>	<p>Target Performance on the Secondary Level Education InTASC E-Portfolio Final Review</p>
<p>Target performance on the formative Danielson evaluation</p> <p>Curriculum competency evaluation rating of 3 or above in the specific content area.</p> <p>Recommended for second year of residency by principal of school and program coordinator.</p>	<p>Target performance on the summative Danielson evaluation.</p> <p>Curriculum competency evaluation rating of 3 or above in the specific content area.</p>	<p>Completion of SXU graduation requirements.</p> <p>Rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7) by which candidates are recommended for the PEL.</p>	

Sequence of Professional Education Courses (43 credit hours)

Courses are designed for hybrid/blended delivery; all face-to-face class meetings are scheduled for evenings.

Spring/Summer 1 (2019)

- Education Orientation (online) (0)

- Methods of Reading and Reading in the Content Area (3)
- Methods of Teaching English as a Second Language (3)
- Cycle of Effective Teaching (2)
- Pre-residency Field Experience Block (1)
- Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)

Fall 1 (2019)

- Content Specific Methods (mathematics, ELA, history, biology, chemistry, physics, political science, computer science, music, visual arts, or foreign language: Spanish) (2)
- Adolescent Development (3)
- Residency 1 (2)

Spring 1 (2020)

- Reading and Writing in the Content Area (2)
- edTPA Seminar (2)
- Residency 1 (2)

Summer 2 (2020)

- Data Driven Instruction (3)
- Historical Trends and Contemporary Issues in Education (3)

Fall 2 (2020)

- Secondary Classroom Environment: Supporting College/Career Readiness (2)
- Integrating Technology and Instructional Strategies (2)
- Residency 2 (2)

Spring 2 (2021)

- Capstone/Research Seminar (4)
- Residency 2 (2)

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.

English as a Second Language (ESL) and Bilingual Education Endorsements

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

The English as a Secondary 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 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.

ESL Endorsement only candidates must take:

- EDGTE 479: Theoretical Foundations of Teaching ESL and Bilingual Education (3) (Fall I) Field Hours: 25
- EDGTE 480: Methods and Materials for Teaching English as a Second Language (3) (Spring I) Field Hours: 25
- EDGTE 481: Cross-Cultural Studies in a Bilingual Program (3) (Fall II) Field Hours: 25
- EDGTE 483: Linguistics for Educators (3) (Summer I)
- EDGTE 484: Assessment of Bilingual Students (3) (Summer II)
- EDGTE 485: Methods of Teaching in a Bilingual Program (3) (Spring II) Field Hours: 25*
- EDGTE 450: Methods of Teaching English as a Second/Foreign Language to Adults and Children (3) (Spring II) Field Hours: 25

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 (18 credit hours)

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

- EDGTE 479: Theoretical Foundations of Teaching ESL and Bilingual Education (3) (Fall I) Field Hours: 25
- EDGTE 480: Methods and Materials for Teaching English as a Second Language (3) (Spring I) Field Hours: 25
- EDGTE 481: Cross-Cultural Studies in a Bilingual Program (3) (Fall II) Field Hours: 25
- EDGTE 485: Methods of Teaching in a Bilingual Program (3) (Spring II) Field Hours: 25
- EDGTE 483: Linguistics for Educators (3) (Summer I)
- EDGTE 484: Assessment of Bilingual Students (3) (Summer II)

*To qualify for the Bilingual Education endorsement, candidates must pass the Illinois Language Proficiency Test in one of the target languages offered.

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.

Technology Specialist Endorsement

The Technology Specialist Endorsement is designed to prepare teachers who aspire to assume expanded technology leadership roles in their schools. At this time, the Illinois State Board of Education (ISBE) allows teachers who already hold a Professional Educator License (PEL) to earn the Technology Specialist endorsement by completing 24 hours of course work as well as passing the Technology Specialist (178) test. The endorsement will be applied to the candidate's PEL and will qualify the candidate for work in the grades that are included in the candidate's original PEL.

The following courses will prepare candidates for roles as technology leaders in schools.

Course Requirements (24 credit hours)

- EDGET 531: Foundations of Educational Technology (3)
- EDGET 532: Instructional Design Foundations (3)
- EDGET 533: Computers, Critical Thinking and Problem Solving in the Content Area (3)
- EDGET 534: Emerging Technology Trends in Education (3)
- EDGET 535: Administration and Management of Educational Technology (3)
- EDGET 536: 21st Century Literacies and Professional Development (3)
- EDGET 537: Educational Computers and Network Applications (3)
- EDGCC 514: Scholarship of Teaching and Learning: Finalizing the Inquiry Process (3)

Requirements for 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.



Learning Behavior Specialist I Endorsement

At this time, the Illinois State Board of Education allows teachers who already hold a Professional Educator License (PEL) to earn an endorsement in special education (LBS I) on that license. In order to be eligible for the LBS I endorsement, teachers must earn credit in the courses listed below and pass the Learning Behavior Specialist I (#155) test.

- EDGSP 413: Survey of Students with Exceptionalities (3)
- EDGSP 520: Characteristics of Students with Disabilities (3)
- EDGSP 524: Diagnostic Assessment for Educational Decision Making (3)
- EDGSP 525: Methods of Teaching Students with Disabilities (6)

A significant difference between LBS I licensure and LBS I endorsement is that endorsements are only possible for the grades that the individual's PEL includes while LBS I licensure is PreK-age 21.



Teacher Leader Endorsement

The Teacher Leader Endorsement (offered **only** online) is designed to prepare teachers who aspire to assume expanded leadership roles in their schools. The Teacher Leader Endorsement qualifies candidates to assume such roles as: department chair, instructional coach, grade-level leader, curriculum specialist and professional development specialist. This 17 credit hour online program is completed in three semesters.

The Teacher Leader Endorsement is designed for teachers who hold a valid teaching license and a master's degree in any area.

Course Requirements (17 credit hours)

- EDGTL 551: E-Learning Design and Technologies (2)
- EDGTL 552: Adult Development and Learning (3)
- EDGTL 553: Professional Development (3)
- EDGTL 554: Models of Teacher Evaluation (3)
- EDGTL 555: School Improvement Processes (3)
- EDGTL 556: Building School, Family and Community Collaborations (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.



Certificate of Advanced Studies in Education

The program in advanced studies in education is designed for individuals who have earned a master's degree and wish to complete additional graduate work without commitment to a degree program. The program of study is specific to the needs of each student and includes appropriate sequence of academic courses. Completion of the program leads to a certificate of advanced studies. All coursework (18-30 credit hours) to the certificate must be completed at Saint Xavier University. The student needs to meet with the Chair in the Education Department to discuss the program of study. Once the student's needs are assessed, the Department Chair will determine if the student will be better served by the Department Chair or program faculty as the advisor.



Technology Integration Coach Certificate

The certificate is a cluster of four Educational Technology courses that builds educational technology coaching skills for primary and secondary educators. The certificate will be an internal certificate from Saint Xavier University that is informed by standards set forth by the International Society of Technology Educators. It is not associated with external licenses, endorsements or other professional certificates. Students who complete the following courses will, upon completion have advanced knowledge in coaching peers within K-12 schools in how to integrate technology into their curriculum.

Course Requirements (12 credit hours)

- EDGET 531: Foundations of Educational Technology (3)
- EDGET 533: Computers, Critical Thinking and Problem Solving in the Content Area (3)
- EDGET 534: Emerging Technology Trends in Education (3)
- EDGET 536: 21st Century Literacies and Professional Development (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.



Teaching English to Speakers of Other Languages (TESOL) Certificate

The Teaching English to Speakers of Other Languages (TESOL) Certificate, for graduate 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)

- EDGTE 481: Cross-cultural Studies in a Bilingual Program (3)
- EDGTE 483: Linguistics for Educators (3)
- EDGTE 450: Methods of Teaching English as a Second/Foreign Language to Adults and Children (3)
- EDGTE 470: 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.

Graham School of Management

The **Graham School of Management**, established in 1983, provides theoretically sound and practically oriented programs to serve the broad needs of students interested in or continuing in the challenging fields of business and management. All of the business programs of the Graham School of Management are accredited by the **Association to Advance Collegiate Schools of Business International (AACSB)**.

The graduate programs include the **master of business administration** with a variety of concentrations, master of science degrees in **accounting** and **finance**, as well as a number of **certificate** options. In conjunction with the John Marshall Law School, the GSM also offers a **MBA/J.D. dual degree**.

Graham School of Management courses are offered evenings, weekends and online to accommodate the needs of working professionals. **Five terms** are scheduled throughout the year, providing students with the option of completing their program in a timely manner.

Faculty and Staff

F. Rahman, Acting Dean; P. Belsky, Center for Experiential Learning Director; M. Chishty, Associate Dean; V. Cicchirillo; S. Cromlish; B. Cyborski, CPD Administrator; D. Cyze; J. Daniel; J. English; S. Ehsani; 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 Programs 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.

Foundation Modules

The foundation modules are required for all Graham School of Management graduate students who do not have prior undergraduate business courses. Each 1 credit hour module is designed to provide students with information they need to succeed in the graduate courses and is offered online within a condensed time period (4 weeks).

The modules are:

- ACSU 400: Online Orientation Course (0)
- ACCT 401: Accounting Foundations (1)
- ECON 402: Economic Principles (1)
- ECON 406: Statistical Foundations (1)
- FINC 403: Financial Principles (1)
- MGMT 404: Management Foundations (1)
- MKTG 405: Marketing Foundations (1)

Upon discretion of the Dean of the Graham School of Management, students may be exempt from one or more modules based on prior learning.

Graduation Requirements for Graduate Graham School of Management

MBA Graduate Programs

1. Successful completion of any required foundation modules and 39 hours of graduate study.
2. Maintenance of a cumulative grade-point average of 3.0 (excluding foundation courses) with no grade lower than a C.
3. Petition and approval for graduation by established deadline.

Computer Literacy Requirement

Because the ability to manage information is critical in today's rapidly changing environment, all entering graduate students are assumed to be computer-literate and have access to a computer. Many classes incorporate the use of computer technology.

Master of Business Administration

This comprehensive program is designed to meet the diverse and changing needs of students and employers. The required MBA common core represents an integrated curriculum providing both practical application and a strong foundation in management theory. Additionally, students select four courses within an area of concentration that will best address their personal career goals. Students may also individualize a degree by selecting courses from a combination of concentrations.

The MBA Curriculum

The MBA program consists of **thirteen** courses, **nine** core and **four** elective for a total of 39 credit hours.

Required Courses

- ACCT 520: Accounting for Management Decisions (3)
- BANA 530: Operation and Technology Management (3)
- ECON 510: Managerial Economics (3)
- FINC 521: Managerial Finance (3)
- MGMT 500: The Management Experience (3)
- MGMT 540: The Global Environment of Business (3)
- MGMT 570: Business, Ethics and Governance (3)
- MGMT 590: Strategic Management and Policy (3)
- MKTG 560: Marketing Management (3)

Students may substitute one core course upon meeting certain qualifications. Qualifications include the equivalent of an undergraduate major in the area of the core course or professional certification (i.e. CPA, CMA, CFA). The Dean of the Graham School of Management or the Executive Director of the graduate program must approve all substitutions.

Concentrations

Students may choose any **one** of the following concentrations:

- Digital Marketing
- Finance
- Financial Fraud Examination and Management
- Forensic and Investigative Accounting
- Generalist/Individualized
- Health Administration
- Human Resource Management
- Management
- Project Management



Digital Marketing Concentration

The concentration in digital marketing is designed to provide students with a comprehensive understanding of the marketing mix and strategic decision making in the marketing function. Students are required to take any three marketing courses listed below, plus one elective.

Course Requirements

- MKTG 562: Digital Marketing Strategies and Search Engine Optimization (3)
- MKTG 564: Web Analytics (3)
- MKTG 566: Market Behavior (3)
- MKTG 567: Strategic Marketing Communications (3)
- MKTG 569: Social Media Marketing (3)
- MKTG 575: Web Development and E-Commerce (3)



Finance Concentration

The graduate concentration in finance is designed to provide comprehensive and practical graduate education for issues related to finance in various industries.

Course Requirements

- FINC 530: Investments and Portfolio Analysis (3)
- FINC 540: International Finance (3)
- FINC 550: Advanced Corporate Finance (3)
- FINC 590: Futures, Options and Other Derivatives (3)



Financial Fraud Examination and Management Concentration

Financial Fraud is a threat to both business and society. In response, the new profession of fraud examiner, combining the insights of both the business person and the investigator, has arisen. The graduate concentration in financial fraud examination and management is designed to prepare students to meet the rapidly growing demand for professional fraud examiners.

Note: Students seeking the additional credential of certified fraud examiner (CFE) are required to take the optional capstone course to qualify to take the certification exam.

Course Requirements

- ACCT 513: Identity Theft and Computer-Related Fraud (3)
- ACCT 514: Financial Statement Fraud (3)
- ACCT 515: Fraud Examination (3)
- ACCT 516: Ethical Issues in Financial Fraud Examination and Management (3)
- ACCT 517: Financial Fraud Capstone Course (Optional) (3)

Forensic and Investigative Accounting Concentration

The demand for accounting students who have a specialized qualification in fraud and forensic accounting has grown significantly and various studies indicate that the demand for well-trained fraud and forensic accountants will likely continue to grow.

The Forensic and Investigative Accounting MBA program will not only prepare students for the Certified Fraud Examiner (CFE) certification, but will also assist students to complete the needed hours for the CPA. The Forensic and Investigative Accounting concentration gives our students another option in the field, compared with our Financial Fraud Examination and Management concentration.

Course Requirements

- ACCT 514: Financial Statement Fraud (3)
- ACCT 515: Fraud Examination (3)
- ACCT 561: Forensic and Investigative Accounting (3)
- ACCT 562: Information System Security (3)



Generalist/Individualized Concentration

The MBA with an individualized concentration is designed to allow students to customize a program by choosing any four courses from the other concentrations. Students work with an academic adviser to develop a plan that meets their needs.



Health Administration Concentration

The graduate concentration in health administration is designed to provide in-depth practical education for those who wish to enhance their careers in the health industry.

Course Requirements

- MGMT 585: Health Care System Organization (3)
- MGMT 587: Health Care Financing and Managed Care (3)
- MGMT 588: Legal and Regulatory Issues in Health Administration (3)
- MGMT XXX: Graduate Business Elective (3)



Human Resource Management Concentration

The concentration of human resource management is designed for students to develop their skills with today's human resource needs, which includes recruitment and selection, succession planning, compensation policies, and performance appraisal systems.

Program Requirements

- MGMT 501: Strategic Human Resource Management (3)
- MGMT 505: Employee Health Benefits (3)

Choose **two** electives from:

- MGMT 502: Training and Workplace Learning (3)
- MGMT 507: Leadership and Managing Change (3)
- MGMT 545: Managing High Performance Teams (3)
- MGMT 574: Diversity and Inclusion in Organizations (3)



Management Concentration

The concentration in management is designed to provide students with a thorough knowledge of issues related to organizational structure, personnel administration, and operational productivity.

Course Requirements

Choose **three** from the following courses:

- BANA 501: Business Intelligence and Decisions
- MGMT 501: Strategic Human Resources Management (3)
- MGMT 502: Training and Workplace Learning (3)
- MGMT 505: Employee Health Benefits (3)
- MGMT 507: Leadership and Managing Change (3)
- MGMT 545: Managing High Performance Teams (3)
- MGMT 574: Diversity and Inclusion in Organizations (3)

Choose **one** elective from GSM Graduate Courses:

- MGMT XXX: Elective (3)



Project Management Concentration

The concentration in project management will prepare students to manage complex projects given finite timelines. It will also provide industry-standard processes to help successfully manage any type of project, regardless of scope or industry. It will allow students to practice the concepts in a project-based team environment.

Course Requirements

- BANA 541: Project Management Overview (3)
- BANA 543: Project Management Tools and Systems (3)
- MGMT 545: Managing High Performance Teams (3)
- MGMT XXX: Graduate Business Elective (3)



Master of Science in Accounting

The Master of Science in Accounting program is a 30-hour program. The program is designed to prepare students for both the CPA and possibly the CMA or the CFE depending on selection of electives.

Prerequisite Courses

All courses required upon entry, unless otherwise noted as "waived."

This program is only available for those with accounting undergraduate degrees. Coursework must include 24 hours of non-accounting business courses. You must have Business Ethics, Business Communications, and a two-hour research component.

- ACCT 210: Financial Accounting (3)
- ACCT 211: Managerial Accounting (3)
- ACCT 301: Intermediate Accounting I (3)
- ACCT 302: Intermediate Accounting II (3)
- ACCT 303: Intermediate Accounting III (3)
- ACCT 311: Individual Income Tax (3)
- ACCT 321: Cost Accounting (3)
- ACCT 341: Auditing (3)
- ACCT 351: Advanced Accounting Issues (3)
- ACCT 361: Corporate Income Tax (3)
- ENGL 224: Professional Writing (3)
- FINC 300: Principles of Finance (3)
- MGMT 380: Business, Ethics and Society (3)
- 2-Hr Research (completed if taken INT II, III)

Program Requirements (30 credit hours)

The following courses are **required**:

- ACCT 550: Cost and Profitability Analysis (3)
- ACCT 521: Accounting Analytics and Revenue Optimization (3)
- ACCT 561: Forensic and Investigative Accounting (3)
- ACCT 562: Information System Security (3)
- ACCT 563: Advanced Topics in Taxation/Regulation (3)
- ACCT 564: Accounting Information Systems (3)
- ACCT 516: Ethical Issues in Financial Fraud (3) **OR** MGMT 570: Business Ethics in Governance (3)

Choose **three** of the following courses:

- ACCT 515: Fraud Examination (3)
- ACCT 514: Financial Statement Fraud (3)
- BANA 530: Operation and Technology Management (3)
- FINC 550: Advanced Corporate Finance (3)
- MGMT 507: Leadership and Managing Change (3)
- MKTG 566: Market Behavior and Profitability (3)
- ACCT 517: Financial Fraud Capstone (3)

M.S. in Accounting 4-Plus-1

If you are completing your BBA in accounting and have your sights set on becoming a CPA, there is no more direct route to the exam than the 4-plus-1 approach. You can earn your Master of Science in Accounting and be ready to sit for the CPA Exam following your undergrad degree.

The Graham School of Management offers flexible scheduling, such as night, Saturday and online courses, to allow you to complete your degree and while still working full-time during the day. In addition, our elective courses also prepare you

for the CFE Exam. Illinois requires 150 hours in order to sit for the CPA Exam, which you will have once this degree is earned. We can also provide exam preparation through our partnership with Becker Professional Education.

Master of Science in Finance

The Master of Science in Finance (MSF) program at the Graham School of Management is designed to give students the analytical skills needed for a successful professional career in today's global financial markets. The program features a rigorous curriculum that combines a strong foundation in all areas of finance with practical, hands-on business problem solving skills. As the curriculum will automatically cover all levels of CFA body of knowledge, the program will encourage students to prepare for CFA designation.

The Center for Study of Financial Markets and Derivatives will provide a state-of-the-art hands-on analytical lab experience. The GSM also fosters partnerships with leaders in business and non-profit organizations to strengthen the student experience. Students will have a chance to build mentor relationships with our diverse, committed and highly talented faculty and alumni with real-world experience.

The Master of Science in Finance is offered on-campus and as a fully **online program**.

Master of Science in Finance Requirements (33 Hours)

1. Any necessary foundation courses for non-business major.

2. The following core courses:

- ECON 510: Managerial Economics (3)
- FINC 560: Financial Statement Analysis (3)
- FINC 521: Managerial Finance (3)
- FINC 502: Forecasting Time Series (3)

3. **Seven Specialization Courses (21 credit hours)**

- FINC 530: Investments and Portfolio Analysis (3)
- FINC 540: International Finance (3)
- FINC 550: Advanced Corporate Finance (3)
- FINC 590: Futures, Options and Other Derivatives (3)
- FINC 570: Quantitative Methods in Finance (3)
- FINC 599: Functional and Strategic Finance (3)
- ACSG 556: Data Visualization Techniques for Business (3)

Joint Master of Science in Finance and Master of Business Administration

Students who pursue a Master of Business Administration (MBA) can also get a Master of Science in Finance if they complete an **additional six courses**. Those **six** courses can be the following and/or approval by the Chair of Economics, Finance and Quantitative Analysis.

- FINC 502: Forecasting Time Series (3)
- FINC 560: Financial Statement Analysis (3)
- FINC 570: Quantitative Methods in Finance (3)
- FINC 599: Functional and Strategic Finance (3)
- ACSG 556: Data Visualization Techniques for Business (3)
- FINC 577: Special Topics in Finance (3)

MBA/J.D. Dual Degree Program With John Marshall Law School

The Master of Business Administration and Juris Doctor (MBA/J.D.) offered by Saint Xavier University's Graham School of Management (GSM) and The John Marshall Law School (JMLS) is a joint degree program that integrates two complementary disciplines, business and law, and prepares individuals for professional roles requiring leadership, a general management perspective, and legal expertise, in private enterprise, the nonprofit sector, and government. The program helps individuals develop the academic grounding, analytical skills and practical insights to excel in business and law, whether to be a business leader with legal expertise or have a law career with a solid foundation in management. Our MBA/J.D. program prepares individuals to address the increasingly complex legal problems that arise in business and addresses the growing need for additional training for business professionals and lawyers to remain competitive in a global marketplace.

Degree candidates interested in the joint MBA/J.D. program must apply to each school separately. The applicant must achieve a qualifying score on the Law School Admissions Test (LSAT) for admission to JMLS. The applicant must notify both schools that he or she is applying for the joint MBA/J.D. program, and in order to remain in the joint program, the student must meet minimum standards of both the Graham School of Management and The John Marshall Law School. Upon acceptance to both schools, the degree candidate may begin the program at either school, though the first year of law courses must be taken at JMLS. No MBA courses may be taken during the first year at JMLS. Part-time students can attend classes simultaneously at GSM and JMLS.

There are three parts to the GSM MBA program: Foundation Modules, Common Core, and MBA Concentrations.

MBA Foundation Modules

The foundation modules are required for all Graham School of Management graduate students who do not have prior equivalent undergraduate business courses.

- ACCT 401: Accounting Foundations (1)
- ECON 402: Economic Principles (1)
- FINC 403: Financial Principles (1)
- MGMT 404: Management Foundations (1)
- MKTG 405: Marketing Foundations (1)
- ECON 406: Statistical Foundations (1)

MBA Common Core Courses

- ACCT 520: Accounting for Management Decisions (3)
- ECON 510: Managerial Economics (3)
- FINC 521: Managerial Finance (3)
- MGMT 500: The Management Experience (3)
- MGMT 530: Operations and Technology Management (3)
- MGMT 540: The Global Environment and Business (3)
- MGMT 570: Business Ethics and Governance (3)
- MGMT 590: Strategic Management and Policy (3)
- MKTG 560: Marketing Management (3)

MBA Concentration

Graham School of Management will accept up to 12 semester hours of elective credit toward the dual MBA/J.D. degree. These can be elective courses taken at JMLS. This would apply only to GSM's Generalist/Individualized concentration in the MBA program.

Pre Approved Courses for MBA/J.D.

John Marshall will accept up to nine semester hours as elective credit toward the dual MBA/J.D. degree. The following courses have been pre-approved by JMLS.

- MGMT 500: The Management Experience (3) *Prerequisite: MGMT 404*

- MGMT 570: Business, Ethics and Governance (3)
- MGMT 590: Strategic Management and Policy (3) *Prerequisites: FINC 521 and MKTG 560, completion of 24 hours of program courses or permission*



Interdisciplinary Programs

The Graham School of Management offers two interdisciplinary programs:

1. With the School of Nursing and Health Sciences, graduates receive both the **Master of Business Administration** (MBA) and the **Master of Science in Nursing** (MSN) in either the executive nurse leader track or the clinical nurse leader track.
2. With the College of Arts and Sciences, graduates receive both the **Master of Business Administration** (MBA) and the **Master of Applied Computer Science** (MACS).



Graduate Certificates

Graduate certificates are an opportunity for interested students to gain specialized skills without committing to the full graduate degree program.

- Digital Marketing Certificate
- Employee Health Benefits Certificate
- Financial Fraud Examination and Management Certificate
- Health Administration Certificate
- Human Resource Management Certificate
- Project Management Certificate



Digital Marketing Certificate

The certificate in digital marketing is a highly interactive hands-on concentration designed to provide students with a comprehensive understanding of digital marketing.

Program Requirements

- MKTG 562: Digital Marketing Strategies and Search Engine Optimization (3)
- MKTG 564: Web Analytics (3)
- MKTG 569: Social Media Marketing (3)
- MKTG 575: Web Development and E-Commerce (3)



Employee Health Benefits Certificate

The employee health benefits certificate (EHBC) is designed for professionals in or preparing to enter the health benefits field. This coordinated sequence of graduate courses helps human resources and benefits professionals to understand how organizations design and manage health benefits packages for their employees.

Course Requirements

- MGMT 505: Employee Health Benefits (3)
- MGMT 585: Health Care System Organization (3)
- MGMT 587: Health Care Financing and Managed Care (3)
- MGMT XXX: Elective (3)



Financial Fraud Examination and Management Certificate

Financial Fraud is a threat to both business and society. In response, the new profession of fraud examiner, combining the insights of both the business person and the investigator, has arisen. The graduate certificate in financial fraud examination and management is designed to prepare students to meet the rapidly growing demand for professional fraud examiners.

Students seeking the additional credential of certified fraud examiner (CFE) are required to take the optional capstone course to qualify to take the certification exam.

Course Requirements

- ACCT 513: Identity Theft and Computer-Related Fraud (3)
- ACCT 514: Financial Statement Fraud (3)
- ACCT 515: Fraud Examination (3)
- ACCT 516: Ethical Issues in Financial Fraud Examination and Management (3)
- ACCT 517: Financial Fraud Capstone Course (Optional) (3)



Health Administration Certificate

The certificate of health administration is designed for professionals in or preparing to enter the health care industry. This coordinated sequence of graduate courses provides depth in issues related to understanding health care in the United States.

Course Requirements

- MGMT 585: Health Care System Organization (3)
- MGMT 587: Health Care Financing and Managed Care (3)
- MGMT 588: Legal and Regulatory Issues in Health Administration (3)
- MGMT XXX: Graduate Business Elective (3)



Human Resource Management Certificate

The certificate in human resource management is designed for students to develop their skills with today's human resource needs. This includes recruitment and selection, succession planning, compensation policies and performance appraisal systems.

The courses can be taken as a stand-alone certificate or be applied to the Master of Business Administration (MBA) with a concentration in human resource management.

Individuals who successfully complete the certificate program and apply for a Graham School of Management graduate degree will have a streamlined application process.

Program Requirements

- MGMT 501: Strategic Human Resource Management (3)
- MGMT 505: Employee Health Benefits (3)

Choose **two** electives from:

- MGMT 502: Training and Workplace Learning Management (3)
- MGMT 507: Leadership and Managing Change (3)
- MGMT 545: Managing High Performance Teams (3)
- MGMT 574: Diversity and Inclusion in Organizations (3)



Project Management Certificate

The certificate in project management will prepare students to manage complex projects given finite time lines. It will also provide industry-standard to help successfully manage any type of project regardless of scope or industry and allow students to practice the concepts in a project-based team environment.

Course Requirements

- BANA 541: Project Management Overview (3)
- BANA 543: Project Management Tools and Systems (3)
- MGMT 545: Managing High Performance Teams (3)
- MGMT XXX: Graduate Business Elective (3)



School of Nursing and Health Sciences

Saint Xavier University School of Nursing and Health Sciences offers an accredited graduate nursing program leading to a Master of Science in Nursing (MSN) degree. A joint MSN/MBA is offered in conjunction with the Graham School of Management.

The purposes of the graduate program in nursing are to:

1. Prepare registered professional nurses to meet current and future health care needs of populations through advanced nursing practice and transformative leadership, grounded in Mercy values.
2. Provide a foundation for research or practice-focused doctoral study in nursing.

The graduate program offers options in:

- Clinical Leadership
- Executive Leadership
- Family Nurse Practitioner
- Nurse Educator

Three Post-Master's Certificates are available:

1. Clinical Leader: This certificate enables a nurse who already has earned a master's degree in nursing to become prepared as a clinical nurse leader and sit for the national CNL exam.
2. Family Nurse Practitioner: This certificate enables a nurse who already has earned a master's degree in nursing to become prepared as a family nurse practitioner and sit for the national FNP certification exam.
3. Nurse Educator: This certificate provides an opportunity for a nurse with a master's degree to specialize in nursing education and sit for the CNE exam.

The Special Entry Option (SEO) allows certain registered nurses who have earned baccalaureate degrees in areas other than nursing to work toward a master's degree in nursing without completing the nursing baccalaureate. This option will allow greater educational flexibility for registered nurses, minimize duplication of previous learning and provide the opportunity to obtain an advanced degree in nursing.

Note: Students pursuing the SEO will NOT receive a BSN, which may be required by the military and some employers.

Graduate nursing specialty courses in the Family Nurse Practitioner track are offered at the main Chicago campus. FNP students will take core courses online. The Clinical Leadership, Executive Leadership, and Nurse Educator tracks and the Nurse Educator Post-Master's Certificate are offered in an online format ([online MSN information](#)).

The master's program in nursing at Saint Xavier University is accredited by the Commission on Collegiate Nursing Education.

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 has a Master of Science degree in Speech-Language Pathology that offers students a program of academic and clinical preparation that meets the requirements of the American Speech-Language Hearing Association (ASHA) for the Certificate of Clinical Competence in Speech-Language Pathology, the requirements for Illinois State Licensure to practice as a speech-language pathologist, and the requirements for a Professional Educator License endorsed in Speech-Language Pathology Non-Teaching to work as a speech-language pathologist in Illinois public schools. Detailed information about the Communication Sciences and Disorders program and the graduate Speech-Language Pathology program, faculty, admission and program requirements can be found on their respective [catalog page](#).

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.



Master of Science in Nursing (MSN) Requirements for Program Completion

The Master of Science in Nursing degree requires completion of a minimum of 35-47 credit hours, depending on the track selected, exclusive of prerequisites or electives. Required coursework includes core courses, courses that support the development of the selected track and specialty courses. Students are required to maintain a cumulative grade-point average (GPA) of 3.0 or better and achieve a grade of B or better in all required nursing courses throughout their program in order to remain in good academic standing. A student whose GPA is less than 3.0 or who receives a C in a required nursing course will be placed on academic probation. One semester of probation is allowed and only one course may be repeated in the graduate nursing program.

While enrolled in clinical nursing courses, all students must carry professional liability insurance through Saint Xavier University, provide evidence of current licensure as a registered nurse, current health insurance coverage and current CPR certification, and meet nursing program health and background check requirements. Additional requirements may be specified by clinical agencies in which the students practice. Students are responsible for complying with the policies and procedures as stated in the current edition of the [Graduate Nursing Student Handbook](#) on the mySXU portal.

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.



Master of Science in Nursing Clinical Leadership (CL) Track

The CL track prepares students for leadership at the point of care in any health care setting. The Clinical Leader assumes responsibility for health care outcomes of a specific group of clients at the microsystem (i.e., unit-based) level, using research-based evidence to design, implement and evaluate plans of care. Major areas of focus within the specialty courses of the CL track include quality and safety improvement, care coordination during transitions of care, risk assessment, outcomes measurement and evaluation, and interprofessional communication and team leadership.

In addition to the 27 credit hours of core and supportive courses, students complete 11 credit hours in specialty courses that provide the foundation for implementation of CL role functions. The curriculum is based on the competencies of the CNL role, as outlined in "*Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice*" (AACN, 2013). Students complete 450 practicum hours in this specialty track. Upon completion of the CL track, the graduate will be eligible to sit for the Clinical Nurse Leader (CNL) certification examination administered by the Commission on Nurse Certification (CNC).

Program of Study for the Clinical Leadership Track

I. Core Courses (18 credit hours)

- NURSG 504: Philosophical and Theoretical Foundations of Advanced Nursing Practice (3)
- NURSG 553: Collaboration, Culture, Conflict and Communication in Health Care (3)
- NURSG 509: Nursing Inquiry (3)
- NURSG 517: Health Care Systems and Financing (3)
- NURSG 544: Epidemiology and Population-Based Health Care (3)
- NURSG 557: Information Technology and Health Care Outcomes Evaluation (3)

II. Supportive Courses (9 credit hours)

- NURSG 502: Advanced Health Assessment (3)
- NURSG 503: Advanced Pathophysiology (3)
- NURSG 512: Advanced Pharmacology (3)

III. Specialty Courses (11 credit hours)

- NURSG 523: Clinical Nurse Leader Role I (2)
- NURSG 524: Clinical Nurse Leader Role II (3)
- NURSG 612: Clinical Leader Immersion I (3)
- NURSG 614: Clinical Leader Immersion II (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.



Master of Science in Nursing

Executive Leadership (EL) Track

The Executive Leadership role impacts and improves systems and processes to benefit patient outcomes, preparing students to practice as nurse managers, directors and in other nursing leadership positions across various settings. Upon completion of the EL track, the graduate will have the academic qualifications for certification as a nurse executive. Certification examinations given by either the American Association of Colleges of Nursing (AACN) or the American Organization of Nurse Executives (AONE) Credentialing Center require appropriate employment experience to be eligible to take the certification exams.

In addition to the 18 credit hours of core, students complete 17 credit hours in specialty courses that provide the foundation administrative role functions. Students complete 450 practicum hours in this specialty track.

Program of Study for the Executive Leadership Track

I. Core Courses (18 credit hours)

- NURSG 504: Philosophical and Theoretical Foundations of Advanced Nursing Practice (3)
- NURSG 544: Epidemiology and Population Based Health Care (3)
- NURSG 509: Nursing Inquiry (3)
- NURSG 517: Health Care Systems and Financing (3)
- NURSG 553: Communication, Culture, Collaboration and Conflict (3)
- NURSG 557: Information Technology and Health Care Outcomes (3)

II. Specialty Courses (18 credit hours)

(For Students Admitted Prior to Fall 2016)

- NURSG 555: Administrative Leadership in Nursing I (3)
- NURSG 556: Administrative Leadership in Nursing Practicum I (2)
- NURSG 558: Advanced Health Care Finance (3)
- NURSG 568: Advanced Health and Social Policy (3)
- NURSG 562: Administrative Leadership in Nursing II (3)
- NURSG 567: Administrative Leadership Practicum in Nursing II (2)
- NURSG 578: Administrative Leadership in Nursing Capstone (2)

II. Specialty Courses (17 credit hours)

(For Students Admitted Fall 2016 and Later)

- NURSG 545: Executive Leader Role (2)
- NURSG 558: Advanced Health Care Finance (3)
- NURSG 568: Advanced Health and Social Policy (3)
- NURSG 605: Administrative Leadership in Nursing I (3)
- NURSG 606: Administrative Leadership in Nursing II (3)
- NURSG 607: Administrative Leadership in Nursing Capstone (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.



Master of Science in Nursing Family Nurse Practitioner (FNP) Track

The Family Nurse Practitioner serves as a specialist in the delivery of primary care services to individuals and families in a wide variety of settings. The program emphasizes health promotion and wellness as well as the management of common and complex health problems. Graduates are eligible to take the FNP certification exam.

In addition to the 27 credit hours of core and supportive courses, FNP students complete 20 credit hours in specialty courses that provide the scientific foundation and clinical base for advanced nursing practice as an FNP. Clinical practice experiences (600 hours) focus on the development of competencies required for the management of individuals and families in primary care settings.

Program of Study for the Family Nurse Practitioner Track

I. Core Courses (18 credit hours)

- NURSG 504: Philosophical and Theoretical Foundations of Advanced Nursing Practice (3)
- NURSG 557: Information Technology and Health Care Outcomes Evaluation (3)
- NURSG 509: Nursing Inquiry (3)
- NURSG 544: Epidemiology and Population Based Health Care (3)
- NURSG 517: Health Care Systems and Financing (3)
- NURSG 553: Collaboration, Culture, Conflict and Communication in Health Care (3)

II. Supportive Courses (9 credit hours)

- NURSG 503: Advanced Pathophysiology (3)
- NURSG 505: Advanced Health Assessment for FNP's (3)
- NURGL 505: Advanced Health Assessment Lab for FNP's
- NURSG 552: Advanced Pharmacology for FNP's (3)

III. Specialty Courses (20 credit hours)

- NURSG 519: Primary Care of Women and Children (3)
- NURGP 519: Primary Care of Women and Children Practicum (2)
- NURSG 525: Pharmacology for Advanced Nursing Practice (1)
- NURSG 535: Management of Common Health Problems in Primary Care (3)
- NURGP 535: Management of Common Health Problems in Primary Care Practicum (3)
- NURSG 536: Management of Complex Health Problems in Primary Care (3)
- NURGP 536: Management of Complex Health Problems in Primary Care Practicum (3)
- NURSG 537: FNP Role Synthesis (2)

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.

Master of Science in Nursing Nurse Educator (NE) Track

The Nurse Educator serves as faculty or in other educator roles teaching students, nurses, patients and caregivers across the continuum of care in a variety of settings. The NE meets the National League for Nursing (NLN) *Core Competencies for the Academic Nurse Educator*. The NE utilizes in-depth knowledge in an identified area of advanced nursing practice and health assessment, pathophysiology and pharmacology to teach students, nurses, patients and caregivers across the continuum of care in a variety of settings. Upon completion of the program, this individual is eligible to sit for the Certified Nurse Educator (CNE) certification exam offered by the NLN.

In addition to the 27 credit hours of core and supportive courses, students complete 11 credit hours in specialty courses that provide the foundation administrative role functions. Students complete 375 practicum hours in this specialty track.

Program of Study for the Nurse Educator Track

I. Core Courses (18 credit hours)

- NURSG 517: Health Care Systems and Financing (3)
- NURSG 504: Philosophical and Theoretical Foundations of Advanced Nursing Practice (3)
- NURSG 509: Nursing Inquiry (3)
- NURSG 544: Epidemiology and Population Based Health Care (3)
- NURSG 557: Information Technology and Health Care Outcomes (3)
- NURSG 553: Communication, Culture, Collaboration and Conflict (3)

II. Supportive Courses (9 credit hours)

- NURSG 502: Advanced Health Assessment (3)
- NURSG 503: Advanced Pathophysiology (3)
- NURSG 512: Advanced Pharmacology (3)

III. Specialty Courses (11 credit hours)

- NURSG 608: Nurse Educator Role (2)
- NURSG 609: Nurse Educator Clinical Practice Practicum (3)
- NURSG 610: Learning Principles and Instructional Methods for the Adult Learner (3)
- NURSG 611: Nursing Education Role Practicum (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.



MSN/MBA

The Master of Science in Nursing and Master of Business Administration Dual Master's Degree

The joint degree program combines the strengths of two schools within Saint Xavier University; the School of Nursing and Health Sciences and the Graham School of Management. The MSN/MBA program is designed to meet the needs of those individuals desiring to serve in middle or senior-level management positions in hospitals or other health care agencies. The curriculum consists of a combination of the master's degree requirements within both nursing and business.

Applicants interested in the MSN/MBA program apply first to the School of Nursing and Health Sciences and then to the Graham School of Management. The MBA degree is awarded upon successful completion of the selected MSN track, business foundation courses, and the eight MBA core courses:

- MGMT 500: The Management Experience (3)* (may be waived if NURSG 553 completed)
- ECON 510: Managerial Economics (3)
- ACCT 520: Accounting for Management Decisions (3)
- FINC 521: Managerial Finance (3)
- BANA 530: Operations and Technology Management (3)
- MKTG 560: Marketing Management (3)
- MGMT 570: Business, Ethics and Governance (3)
- MGMT 590: Strategic Management and Policy (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.



RN to MSN Online Program

The RN to MSN Online program awards through the School of Nursing and Health Sciences a Bachelor of Science degree and a Master of Science degree to currently licensed, registered nurses who have completed an Associate Degree in Nursing (ADN) or a Diploma from an accredited school of nursing. All courses are 100 percent online. BSN courses are 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. Students who successfully complete the BSN requirements advance to any of the current MSN tracks. This flexibility provides the student with the maximum opportunity to achieve personal goals in career advancement and professional specialization. NURSG 518 *RN to MSN Bridge Course* is required and facilitates the student's transition to the graduate level. MSN courses are offered in 14-week terms, with three terms per academic year. Students are able to complete the entire RN-MSN program in four years.

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.



Special Entry Option (SEO)

The Special Entry Option (SEO) allows registered nurses who have earned baccalaureate degrees in areas other than nursing to work toward a master's degree in nursing without completing the nursing baccalaureate. This option will allow greater educational flexibility for registered nurses, minimize duplication of previous learning and provide the opportunity to obtain an advanced degree in nursing.

Note: Students pursuing the SEO will NOT receive a BSN, which may be required by the military and some employers.

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.

Post-Master's Certificate Programs

Three programs are available through Saint Xavier University's graduate nursing program: the Family Nurse Practitioner (FNP) post-master's certificate program, the Clinical Leader (CL) post-master's certificate program, and the Nurse Educator (NE) post-master's certificate program.

The **Family Nurse Practitioner (FNP) post-master's certificate program** enables a nurse who already holds a master's degree in nursing to be prepared as a family nurse practitioner. The post-master's FNP certificate plan of study is planned individually with each student, based upon previous course work and a thorough gap analysis with the School of Nursing's MSN-FNP track. Upon successful completion of the FNP course requirements, students will be eligible to sit for the FNP certification examination offered by the American Nurses Credentialing Center and the American Academy of Nurse Practitioners.

The **Clinical Leader (CL) post-master's certificate program** enables a nurse who already holds a master's degree in nursing to be prepared as a clinical leader. The post-master's CL certificate plan of study is planned individually with each student, based upon previous course work and a thorough gap analysis with the School of Nursing's MSN-CL track. Upon successful completion of the CL course requirements, students will be eligible to sit for the Clinical Nurse Leader (CNL) certification examination offered by the Commission on Nurse Certification (CNC), an arm of the American Association of Colleges of Nursing (AACN).

The **Nurse Educator (NE) post-master's certificate program** assists a nurse who already holds a master's degree in nursing, or who is currently enrolled in the graduate nursing program at Saint Xavier University, to acquire the competencies necessary to practice as a nurse educator. Course content and activities reflect best practices in nursing education. The curriculum incorporates the Core Competencies of Nurse Educators as defined by the National League for Nursing (NLN). For detailed information, view our [Online Programs' website](#).

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

Master of Science in Speech-Language Pathology

Mission

The mission of the Master of Science Degree Program in speech-language pathology is to educate competent speech-language pathologists who are dedicated to serving persons having communication disorders from infancy through maturity, and who are capable of providing these services in a variety of employment settings.

The following goals address the program's mission:

- Graduates will demonstrate a wide theoretical base for understanding normal development of basic human communication processes, as well as the nature, causes, evaluation and treatment of disorders of communication and swallowing, including issues related to culturally diverse populations.
- Graduates will demonstrate competence in management of clinical subjects across the life cycle who are delayed or disordered in the development or use of effective communication and/or who exhibit disorders of swallowing.
- Graduates will demonstrate competence with skills in clinical diagnosis and intervention, interaction with families of individuals with communicative impairments, and collaboration with other professionals for efficient and effective management of persons having varied needs.
- Graduates will develop a value for scientific rigor and a spirit of inquiry for entry into their professional careers.
- Graduates will function independently as lifelong learners.

These program goals reflect those of the University. The Master of Science Degree Program in Speech-Language Pathology responds to the call for high quality graduate academic programs firmly rooted within the traditions of American higher education and academic freedom, and strongly based upon the heritage of the liberal arts, the Catholic faith and the Sisters of Mercy.

The academic curriculum provides a rigorous educational challenge. It provides experiences across the broad spectrum reflected in the varied workplaces and activities of contemporary speech-language pathologists. These experiences have been developed to foster the knowledge and skill outcomes expected of programs accredited by the Council on Academic Accreditation of the **American Speech-Language-Hearing Association** (ASHA). The curricular offerings are continuously evaluated for their content and timeliness.

Clinical education is a major component of the graduate experience. This education occurs on campus and in over 250 schools, hospitals and rehabilitation facilities with whom the program has active affiliation. All clinical practica are provided under the supervision of faculty and external clinical educators who hold the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and a professional license to practice speech-language pathology from the State of Illinois.

The campus-based **Ludden Speech and Language Clinic** is an integral component of the program. It provides opportunities for beginning clinical education and clinical services to persons of all ages who have disorders of speech and/or language.

Faculty

M. Alfano; E. Cherullo; K. Czarnik; P. Klick; D. Mackowiak; K. McShane; S. Schellinger; M. Schmitt; W. Sennett

Admission Requirements

In addition to the general requirements for admission to graduate study at Saint Xavier University, applicants to the master's degree program in Speech-Language Pathology must meet the following specific requirements:

- Completion of an undergraduate major, or equivalent undergraduate course sequence in speech-language pathology. Applicants with deficiencies in undergraduate courses are required to complete pre-professional coursework.

- Submission (to CSDCAS) of applicant's scores on the general section of the Graduate Record Examination (GRE). Graduate faculty recommend a combined score of 300 on the verbal and quantitative sections of the GRE.
- A grade-point average of 3.2 during undergraduate study.
- A minimum grade-point average of 3.2 in all undergraduate coursework in communication sciences and disorders.
- A personal statement regarding interest in the field.
- Two letters of recommendation from individuals able to comment on the applicant's academic and clinical achievements and potential for successful graduate study.

Course Requirements (48 credit hours)

A total of 48 credit hours is required for completion of the Master of Science Degree in Speech-Language Pathology. Credits are obtained in three interdependent categories: speech-language pathology content, clinical education and research. Students successfully completing the graduate degree are eligible for clinical certification in speech-language pathology through the American Speech-Language-Hearing Association as a function of meeting extensive knowledge and skill expectations associated with curricular offerings. Detailed formative activities regarding specific curricular requirements occur following acceptance into the graduate program.

Core Courses

- CSDIG 500: Clinical Problem Solving: Assessment (4)
- CSDIG 501: Clinical Problem Solving: Management (2)
- CSDIG 502: Developmental Disorders of Speech (3)
- CSDIG 503: Developmental Disorders of Language (3)
- CSDIG 505: Aural Rehabilitation (3)
- CSDIG 510: Practicum in Diagnostics (2)
- CSDIG 512: Advanced Practicum: School (2)
- CSDIG 513: Advanced Practicum: Medical (2)
- CSDIG 514: Practicum in Prevention (1)
- CSDIG 515: Practicum in Speech-Language Pathology I (2)
- CSDIG 516: Practicum in Speech-Language Pathology II (1-2)
- CSDIG 517: Practicum in Speech-Language Pathology III (1-2)
- CSDIG 521: Acquired Disorders of Speech (2)
- CSDIG 522: Acquired Disorders of Language (3)
- CSDIG 551: Assessment and Management of Dysphagia (3)
- CSDIG 594: Foundations of Research in Communication Sciences and Disorders (3)

Elective Courses

- CSDIG 523: Assessment II (1)
- CSDIG 530: Seminar in Fluency Disorders (2)
- CSDIG 531: Seminar in Voice Disorders (2)
- CSDIG 535: Literacy and Speech-Language Pathology (1)
- CSDIG 540: Seminar in Augmentative and Alternative Communication (2)
- CSDIG 550: Seminar in Aphasia and Related Disorders (2)
- CSDIG 552: Seminar in Craniofacial Anomalies (2)
- CSDIG 554: Seminar: Dysphagia II (1)
- CSDIG 575: Seminar: Traumatic Brain Injury (2)
- CSDIG 581: Seminar: Multicultural Issues (2)
- CSDIG 582: Seminar: Counseling (2)
- CSDIG 595: Special Topics (1-3)
- CSDIG 596: Independent Study (1-3)
- CSDIG 599: Research Requirement (3)

Typical Course Sequence (48 credit hours)

- **Fall I (11 credit hours)**
 - CSDIG 502: Developmental Disorders of Speech
 - CSDIG 503: Developmental Disorders of Language
 - CSDIG 515: Practicum in Speech-Language Pathology I
- **Spring I (12 credit hours)**

- CSDIG 500: Clinical Problem Solving: Assessment
- CSDIG 551: Assessment and Management of Dysphagia
- CSDIG 594: Foundations of Research in Communication Sciences and Disorders
- CSDIG 516: Practicum in Speech-Language Pathology II
- **Summer 4 (11 credit hours)**
 - CSDIG 521: Acquired Disorders of Speech
 - CSDIG 510: Practicum in Diagnostics

Possibly:

- CSDIG 516: Practicum in Speech-Language Pathology II
- Elective Seminars
- **Fall II (6-12 credit hours)**
 - CSDIG 505: Aural Rehabilitation
 - CSDIG 517: Practicum in Speech-Language Pathology III
 - CSDIG 514: Practicum in Prevention
 - Elective Seminars
 - End of Semester Comprehensive Exams (Written)
- **Spring II (6-9 credit hours)**
 - CSDIG 512: Advanced Practicum: School
 - CSDIG 513: Advanced Practicum: Medical
 - CSDIG 501: Clinical Problem Solving: Management
 - CSDIG 599: Research Requirement
 - End of Semester Comprehensive Exams (Oral)

Clinical Education

Students must complete a minimum of 400 clock hours of supervised clinical practicum.

Knowledge and Skills

Students must successfully meet the knowledge and skill requirements (KASA) for clinical certification in speech-language pathology of the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

Thesis/Comprehensive Examinations

Satisfactory completion of either a research project, which is detailed in the Graduate Student Handbook, OR successful completion of written and oral comprehensive examinations.

Essential Functions

Essential functions include the knowledge and skills required to function in the many and varied clinical situations and with the diversity of clients served in the practice of speech-language pathology. These functions include five areas: sensory-observational, communication, motor, intellectual-cognitive and behavioral-social. These areas are detailed in the Graduate Student Handbook.

Transfer Policy

A maximum of 6 hours of graduate credit from another regionally accredited institution may be transferred toward a master's degree in speech-language pathology.

American Speech-Language-Hearing Association Accreditation

The graduate 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, 220 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Students who complete the program and meet certification standards are eligible to apply for the Certificate of Clinical Competence in speech-language pathology from ASHA.

State of Illinois Educator Licensure

Students who wish to satisfy Illinois State Board of Education requirements for a Professional Educator License with an Endorsement in Speech-Language Pathology: Non-Teaching must complete the approved program of general and

professional education requirements and pass a test of basic skills accepted by ISBE and the appropriate test of content knowledge.

State of Illinois Licensure

Students must show evidence of successful completion of the program requirements and a passing score on the Praxis Exam (National Examination in Speech Language Pathology and Audiology) in order to apply for a license to practice speech-language pathology in the State of Illinois. Applications must be made to the Illinois Department of Financial and Professional Regulation.

Detailed information concerning ASHA membership, certification requirements, accreditation status, state of Illinois licensure and/or school certification is available in the office of the program director.

Course Availability

Required courses are offered on a regular basis. Elective offerings are provided on a periodic basis. Clinical practicum is available every semester. Credit hour values are noted parenthetically.



Graduate Courses

APPLIED COMPUTER SCIENCES GR

ACSG 405

Project Management for Information Technology

3 Credit Hours

In this course, students develop an understanding of project management and how it improves the success of information technology projects. Project management terms and techniques such as the triple constraint of project management, knowledge areas, process groups and the life cycle are illustrated. The course provides coverage of tools and techniques of project management such as selection methods, work breakdown structures, network diagrams, critical path analysis, critical chain scheduling, cost estimates and earned value management. Motivation theory and team building as part of the information systems organization structure is considered. A small project described from some case examples and solved using Microsoft Project integrates topics from the course.

ACSG 425

Data Communications and Wireless Networking

3 Credit Hours

This course provides an overview for the fundamentals of data communications for wired and wireless networking. Topics include: analog and digital transmission, transmission media, encoding techniques, multiplexing, flow control, error control, packet switching, circuit, switching, wireless LANs, cellular wireless networking and emerging wireless technologies.

ACSG 430

Mobile Applications

3 Credit Hours

Pre/Corequisite: P (RQ) CMPSC-202 CMPSC-203

Currently, there is rapid growth in the number of mobile devices being used with correspondingly high demand for good apps for phones and tablets on all platforms. In this course students will research the characteristics of a good app, then learn how to create one. As a culminating project, students will plan, design and build a fully functional app.

ACSG 435

Cloud Computing

3 Credit Hours

This course provides an overview for the fundamentals of cloud computing. It describes the delivery model of how IT resources including applications, computing and storage are provided as services, releasing consumers from owning the physical resources and paying for unused services. It describes the concepts of Software, as a Service (SaaS), Platform as a Service (PaaS), and Infrastructure as a Service (IaaS). Topics include cloud computing architecture, design, use, cases, deployment and management.

ACSG 450

Digital Forensics

3 Credit Hours

This course introduces students to the techniques and tools of computer forensics investigations. Students will receive step-by-step explanations of how to use the most popular forensic

tools. Topics include coverage of the latest technology, including PDAs, cell phones and thumb drives. Many hands-on activities are included which allow, students to practice skills as they are learned.

ACSG 452

Advanced Database Topics

3 Credit Hours

As a second course in database theory and design, it begins with a quick review of database fundamentals, including ER modeling techniques, normalization, SQL and implementation issues. Course topics include: data storage techniques, indexing, query processing and optimization, transaction processing, concurrency control, administration, security, data mining, data, warehousing, distributed databases, internet databases and XML.

ACSG 455

Open Source Software

3 Credit Hours

This course covers the installation, configuration and basic operation of the LAMP (Linux-Apache-MySQL-PHP) environment and other open source software. LAMP has become a common environment in business. Instructional modules in this course serve as a necessary introduction to the use of the Linux operating system and provide basic functional familiarity with software used in other courses for database, web service and scripting.

ACSG 460

Special Topics

3 Credit Hours

Special topics of significance emerging in the field of computer science are covered. This course may be proposed and organized from within the University or by outside-recognized professionals who wish to contribute to the program and its studies.

ACSG 460

Special Topic: algorithm Analysis and Design

3 Credit Hours

Pre/Corequisite: P (RQ) CMPSC-203 MATH-200

This course provides an introduction to different design and analysis approaches of computer algorithms. These include: searching, sorting and graph algorithms. Analytic approaches including proof of correctness and calculations of times and memory complexity are covered. The concept of distributed algorithms is introduced and compared to centralized algorithms.

ACSG 465

Usability and Design

3 Credit Hours

In this course, students learn the principles of user-centered design and how they can be effectively applied to building usable websites and intranets. Topics covered are user profiling, data gathering, scenarios and transitioning to final design.

ACSG 520**TCP/IP Architecture and Protocols**

3 Credit Hours

This course provides a solid foundation for understanding the communication process of the Internet. Topics include: TCP/IP protocol suite, TCP/IP layered architecture, classful and classless addressing, IPv6, ARP, RARP, UDP, TCP, SCTP, unicast and multicast routing protocols, TELNET, FTP, TFTP, HTTP, SMTP, POP, IMAP, WAN technologies, mobile IP, multimedia over IP, compression, congestion control, flow control, and security issues.

ACSG 540**Web Development**

3 Credit Hours

This course will enable students to create dynamic web applications using both client-side and server-side scripting technologies. Client-side technologies are necessary for validation of form data and interaction with visitors to the website. Server-side scripting enables the website to interact with other computer application systems such as email and databases. Topics include HTML, Cascading Style Sheets, PHP and database access through the web.

ACSG 545**Software Engineering**

3 Credit Hours

This course addresses the foundations, methodologies, and tools for developing high-quality large-scale software systems, with an emphasis on the technical issues of software development. Students in this course will work in groups through all stages of the design process (requirements, specification, design, code, and test) as they design and implement large-scale projects.

ACSG 555**Data Mining and Warehousing**

3 Credit Hours

This course focuses on the design and implementation of data mining systems and introduces the student to all aspects of the data mining process, from preprocessing to information retrieval. Current algorithms and OLAP technologies are covered. Applications in a variety of settings and industries are introduced and discussed.

ACSG 556**Data Visualization**

3 Credit Hours

This hands-on course is an introduction to the principles and techniques of data visualization, and will include the identification of patterns, trends and differences from data sets across categories, space, and time. Students will learn appropriate visual representation methods and techniques that increase an audience's understanding of complex data and models and enhance human comprehension, communication, and decision-making. Graphical methods for specialized data types will be presented.

ACSG 561**Systems Analysis**

3 Credit Hours

The course material encompasses the concepts, tools and techniques required to analyze and design business information systems. It includes structured development approaches and the system development life cycle, as well as rapid application development through alternative approaches. Emphasis will be given to the role of information systems in organizations and how they relate to organizational objectives and structure. Students will be introduced to modeling tools such as data flow diagrams, entity-relationship diagrams, data dictionaries, decision tables, decision trees, structured English, use cases and structure charts.

ACSG 570**Computer Systems Security**

3 Credit Hours

This course is concerned with the planning, deployment and security of Web services. Topics include: hardware and software selection, fundamentals of secure configuration and maintenance, site organization, intrusion detection, and hardening of systems, hacking, the nature of malicious attacks, resources for improving computer security, backup procedures, and documentation techniques.

ACSG 591**Special Topics**

3 Credit Hours

Special topics are offerings developed to examine emerging issues of significance in the field. This course may be proposed and organized from within the University or by outside-recognized professionals who wish to contribute to the program and its studies.

ACSG 592**Independent Study**

1 to 4 Credit Hours

Independent study is an intensive individualized study related to a topic in the field. Study goals are outlined, reviewed and agreed upon by the student and faculty member. A written contract is developed. A final report or project is mandatory from the student to the faculty member. Pass/Fail grade option only.

ACSG 593**Directed Study**

1 to 4 Credit Hours

Directed study is a course offered by a non-traditional method or a non-traditional educational institution that does not offer university credit or employer related training. The student is responsible for putting sufficient documentation on file with the advisor to receive credit. Pass/Fail grade option only.

ACSG 594**Internship**

1 to 4 Credit Hours

Students will work for a semester in an agreed upon career position. The employer will be expected to put a letter on file with the program advisor documenting the proposed professional contribution the student is making to the

organization. The employer must supply an evaluation at the end of the internship period. Pass/Fail grade option only.

ACSG 599

Graduate Capstone Course Graduate Capstone Course

1 to 4 Credit Hours

This course covers the formal development of a proposal and written contract for a thesis, project, independent/directed study, or internship. The proposal must be for an intensive individualized study related to a topic in the field. Study goals are outlined, reviewed and agreed upon by the student and faculty. The student must submit and present a final thesis or culmination report for final evaluation and approval by the department.

ACADEMIC SUPPORT - GRADUATE

ACSUG 400

GSM Online Orientation Foundation

0 Credit Hours

ACSUG 400 is a self-directed online orientation to the GSM masters-level programs. This two-module course introduces graduate students to Saint Xavier University, and to the university's information and learning management systems. Sample of Graham School of Management course content are available to familiarize students with the type of online course work in which they will participate.

BUSINESS ANALYTICS

BANA 501

Survey of Business Intelligence and Decision Making Models

3 Credit Hours

Pre/Corequisite: P (RQ) ECON-402, ECON-406

This course is devoted to introduce decision support systems and business intelligence and covers the technologies available to support individual and group decision making in organizations. This course covers the following topics: Overview of decision support system, group decision support system, data warehousing and mining, data visualization, business intelligence, expert systems and state of the art technologies in the field. Former FINC 501.

BANA 502

Forecasting Time Series

3 Credit Hours

Pre/Corequisite: P (RQ) MATHG-501, BANA-501

This course will cover practical time series forecasting techniques with particular emphasis on the Box-Jenkins (ARIMA) method and conditional volatility (ARCH) models. Illustrative examples applying these techniques to actual data (primarily financial and economic time series) will be presented in class, and you will perform a variety of data analyses on the computer. Former FINC 502.

BANA 530

Operations and Technology Management

3 Credit Hours

Pre/Corequisite: P (RQ) ECON-406

The objective of this course is to develop a general managerial perspective on the role of operations management in the function of a firm, at both the tactical and strategic levels. The course will offer a broad survey of concepts and techniques in managing operations, with particular emphasis on a number of major operations management issues that can significantly affect the competitive position of a firm in the market place. This course helps students understand and build both quantitative and qualitative analysis skills, especially those needed for managing operations systems. We also discuss how the effective planning and deployment of information technology (IT) will enable organizations to compete aggressively, rapidly and globally in this digital age. We analyze the key decisions involved in the planning, operations and control of IT. Topics include: process analysis, product development, information technology, technology and operations strategy, supply chain management and forecasting.

BANA 541

Project Management Overview

3 Credit Hours

This course introduces the student to the functions necessary for all project managers. Covering the entire project life cycle, students gain experience in the processes and phases of project management. Project phases such as selection, planning, organizing, execution, monitoring, control and closure will be reviewed. Project processes such as scope, risk,

communications, quality and procurement management will be addressed.

BANA 543

Project Management Tools and Systems

3 Credit Hours

The primary focus in this course is on the quantitative tools used in project management. The course will focus on project feasibility, justification, and detail scheduling using work breakdown structures (WBS), critical path methods (CPM) and project budgeting/costing and performance evaluation (PERT). Students will use MS Excel and MS Project to learn industry standard techniques and software for planning, executing, monitoring and controlling projects.

BANA 599

Business Analytics Strategic Capstone

3 Credit Hours

This course is structured as a capstone practicum where students working in a small team get an opportunity to apply the acquired theoretical knowledge in analytics to solve real-world business problems in marketing, finance, operations, accounting, health care and human resources management. Student teams employ principles of decision making and leadership skills in order to define and carry out an analytics project from data collection, processing and modeling to designing the best method to solve the problem. To be taken last term of the program. Prerequisite-completion of Foundational and Applications Modules.

COMM. SCI/DISORDERS - GRADUATE

CSDIG 500

Clinical Problem Solving: Assessment

4 Credit Hours

This course involves principles of measurement concepts and qualitative and quantitative assessment in speech-language pathology. Offered spring.

CSDIG 501

Clinical Problem Solving: Management

2 Credit Hours

Pre/Corequisite: P (RQ) CSDIG-500 CSDIG-510

This course is a professional issues seminar, designed to challenge decision making among developing clinicians. Examines important dimensions of development, including ethical conduct and the profession's Scope of Practice, workplace characteristics and demands, the role of professional organizations, and requisite skills for lifelong learning. Offered spring.

CSDIG 502

Developmental Disorders of Speech

3 Credit Hours

Detailed study of phonological and articulatory speech sound disorders in children. Discussion of strategies and techniques for assessment and management among a variety of clinical populations. Offered Fall.

CSDIG 503

Developmental Disorders of Language

3 Credit Hours

This course is a study of infants, children and adolescents with language disorders. Discussion of strategies and techniques for assessment and management with a variety of clinical populations. Offered fall.

CSDIG 505

Aural Rehabilitation

3 Credit Hours

This course is an overview of amplification and (re)habilitative needs identified among hard-of-hearing individuals of all ages. Strategies for management developed from the perspective of the speech-language pathologist. Offered fall.

CSDIG 510

Practicum in Diagnostics

1 Credit Hour

Pre/Corequisite: P (RQ) CSDIG-500 enroll for 3 semesters

This course is a clinical practicum involving evaluation and diagnosis of a variety of communication disorders with clients in the Ludden Speech and Language Clinic. This course requires registration in the summer, fall, and spring for a total of three 1 credit registrations.

CSDIG 512

Advanced Practicum: School Student Teaching

2 Credit Hours

Pre/Corequisite: P (RQ) CSDIG-500 CSDIG-502 CSDIG-503 CSDIG-510 CSDIG-515 CSDIG-516 CSDIG-517

Performance of a minimum of 100 clinical hours of supervised practicum in speech-language pathology in a public school setting.

CSDIG 513

Advanced Practicum: Medical Language-Pathology

1 to 2 Credit Hours

Pre/Corequisite: P (RQ) CSDIG-510 CSDIG-515 CSDIG-516 CSDIG-517 CSDIG-521 CSDIG-522 CSDIG-551

This course is a clinical practicum with a variety of communication disorders in off-campus medical sites such as hospitals, clinics and rehabilitation facilities.

CSDIG 514

Practicum in Prevention

1 Credit Hour

Pre/Corequisite: P (RQ) CSDI-307 or equivalent

This course is a clinical practicum involving prevention of speech, language and hearing disorders via community-based screenings.

CSDIG 515

Practicum in Speech-Language Pathology I

2 Credit Hours

This course involves on-campus clinical practice with clients across the life span, who have a variety of communication disorders, overseen by University clinical educators.

CSDIG 516

Practicum in Speech-Language Pathology II

1 to 2 Credit Hours

Pre/Corequisite: P (RQ) Successful completion of CSDIG-515

This course involves additional on-campus clinical practice with clients exhibiting a variety of communication disorders, overseen by University clinical educators.

CSDIG 517

Practicum in Speech-Language Pathology III

1 to 2 Credit Hours

Pre/Corequisite: P (RQ) Successful completion of CSDIG 515 or 515/516 and recommendation of faculty

This course involves clinical activity at off-campus sites, with clients who have a variety of communication disorders.

CSDIG 521

Acquired Disorders of Speech

2 Credit Hours

This course is a study of neurogenic disorders of adult speech, including assessment and management of apraxia and dysarthria. Offered summer.

CSDIG 522

Acquired Disorders of Language

3 Credit Hours

This course is a study of acquired neurogenic disorders of adult language. Topics include assessment and management

of aphasia, right hemisphere dysfunction, traumatic brain injury and dementia. Offered fall.

CSDIG 523

Assessment II

1 Credit Hour

Pre/Corequisite: P (RQ) CSDIG-500

This course offers advanced knowledge and clinical application of assessment concepts through simulation technology.

CSDIG 530

Seminar in Fluency Disorders

2 Credit Hours

This course is a review and analysis of stuttering research, examination of issues in stuttering modification and fluency shaping.

CSDIG 531

Seminar in Voice Disorders

2 Credit Hours

This course is an examination of issues concerning the clinical assessment/treatment of voice disorders in children and adults.

CSDIG 535

Literacy and Speech Language Pathology

1 Credit Hour

This course focuses on the components of literacy including phonemic awareness, phonics, vocabulary, fluency, and comprehension. The course meets the requirements of the ISBE Professional Educator License endorsed in Speech Language Pathology (Non-Teaching).

CSDIG 540

Seminar in Augmentative and Alternative Communication

2 Credit Hours

This course is an introduction to augmentative and alternative principles and practices. Assessment and management of adults and children with severe communication problems are addressed. Topics include: symbol selection, vocabulary selection, issues of access, sensory impairments, evaluation and treatment.

CSDIG 551

Assessment and Management of Dysphagia

3 Credit Hours

This course is an advanced examination of the etiology, assessment, and treatment of swallowing and feeding disorders in adults and children. Offered spring.

CSDIG 554

Seminar: Dysphagia II

1 Credit Hour

Pre/Corequisite: P (RQ) CSDIG-551

This course offers advanced knowledge and clinical application of issues related to swallowing disorders.

CSDIG 575

Seminar: Traumatic Brain Injury

2 Credit Hours

This course is a study of the effects of traumatic brain injury on the speech, language and cognition of both children and adults.

CSDIG 581

Seminar: Multicultural Issues

2 to 3 Credit Hours

This course is an organized exploration of issues pertinent to clinical service provision to persons from varying cultural backgrounds.

CSDIG 582

Seminar: Counseling

2 Credit Hours

This course examines the role of speech-language pathologists and audiologists in the provision of informational and personal adjustment counseling to individuals having communication disorders and their families.

CSDIG 594

Foundations of Research in Communication Sciences and Disorders

3 Credit Hours

This course is a detailed study of research design, data collection, analysis, interpretation, and ethical implications of research in communication disorders. Offered spring.

CSDIG 595

Special Topics

1 to 3 Credit Hours

These courses are offerings developed to provide detailed examination of emerging issues of significance in clinical and/or research areas of the discipline.

CSDIG 596

Independent Study

1 to 3 Credit Hours

This course is an Independent, directed study of a specific problem or problems in speech-language pathology. Requires permission of instructor, program director, and dean.

CSDIG 599

Research Requirement

3 Credit Hours

This course involves scholarly activity under the direct supervision of a faculty member.

CORE CURRICULUM

EDGCC 511

Foundations of Education

3 Credit Hours

This course examines the social, historical, and philosophical foundations of American education. It explores the relationship between school and society, the development of the U.S. educational system from its inception to the present, and the philosophical questions that guide educational thought and practice. Students apply these philosophical questions to a variety of contemporary situations, including theories of learning and educational policies.

EDGCC 512

Assessment of Instruction and Learning

3 Credit Hours

This course is designed to address the assessment and evaluation of student progress toward meeting targeted standards, learning objectives and competencies. The development of interpretive skills across learning objectives will be stressed. Topics addressed include: standards-based assessment, standardized tests and interpreting their results, performance assessment, portfolio assessment, self-evaluation, and dissemination of assessment results. Required for licensure.

EDGCC 513

Educational Research Design and Development

3 Credit Hours

This course initiates the graduate study research requirement. Course content differentiates the foundational assumptions, elements, methods and designs of educational research through both qualitative and quantitative paradigms. A statement of original research inquiry, a literature review, and a plan for investigating a research problem are developed. Cross Ref: All sections of 513.

EDGCC 514

Scholarship in Teaching: Finalizing the Inquiry Process

3 Credit Hours

Pre/Corequisite: P (RQ) EDGCC-513

This course is designed to guide and assist graduate students in the completion of the graduate research study. Students receive guidance in the collection and interpretation of data. Dissemination of research findings to peers, the educational community, and other relevant audiences is required.

EDGCC 515

Methods of reading and Reading in the Content Area

3 Credit Hours

This course explores research-based strategies to support students in grades 1-6 as they engage with reading and reading in the content areas. Topics include, but are not limited to, varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, and fluency; the construction of meaning through the interactions of reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation; communication theory, language development, and the role of language in

learning; the relationship and integration of reading, writing and oral communication; the selection and modification of content area materials to meet the students' needs; varied formal and informal assessments for reading, writing, and oral communication, and building academic vocabulary.

EDGCC 516

Cycle of Effective Teaching

2 Credit Hours

This course provides an overview of the general structure of the edTPA Cycle of Effective Teaching and an examination of the three edTPA tasks - Planning for Instruction, Instructing and Engaging Students in Learning, and Assessment. Topics covered will include: instructional planning, evidence-based instructional strategies, classroom management, formative & summative assessments, and data driven instruction.

EDGCC 517

Residency I Fall

2 Credit Hours

Residency I is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site mentor from the school and Program Coordinator jointly supervise the Residency experience.

EDGCC 518

Reading and Writing in the Content Area

2 Credit Hours

This course explores research-based strategies to support students in grades 1-6 as they engage with informational text. Topics include, but are not limited to, research-based strategies for reading informational texts, arguments/informative/explanatory writing strategies and frameworks, developing oral communication skills, and building academic vocabulary.

EDGCC 519

edTPA Seminar

2 Credit Hours

Reflective analysis of the directed teaching setting; Analysis and evaluation of the candidate's classroom management, instructional planning, implementation, and assessment strategies; Instructional modifications to address diverse learners; Analysis and evaluation of students' learning.

EDGCC 520

Residency I Spring

2 Credit Hours

Residency I is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site mentor from the school and Program Coordinator jointly supervise the Residency experience.

EDGCC 521

Integrating Technology and Instructional Strategies

2 Credit Hours

Candidates will become familiar with various educational technologies and strategies for effectively integrating them into instructional delivery. This course examines specific examples of how teachers can integrate a variety of technologies to enhance instruction and engage students more fully in learning

activities. Educational technology will be addressed as a fundamental part of teaching and learning that offers students a variety of creative and inquiry-based learning experiences.

EDGCC 522

Residency II Fall Residency II Fall

2 Credit Hours

Residency II is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site coach from the school and Program Coordinator jointly supervise the Residency experience.

EDGCC 523

Capstone Research Seminar

4 Credit Hours

This capstone course is designed to prepare elementary teacher candidates for their emerging roles as instructional leaders in their classrooms. Candidates will design and implement an action research project, analyze data, and use data to drive instruction in their classrooms. Candidates will examine contemporary educational issues to inform their professional practice.

EDGCC 524

Residency II Spring

2 Credit Hours

Residency II is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site coach from the school and Program Coordinator jointly supervise the Residency experience.

EARLY CHILDHOOD

EDGECE 401

Lab-Methods and Curriculum of Pre-Primary Education

1 Credit Hour

Pre/Corequisite: E (RQ) EDGECE-429

Thirty field experience hours. This course is the clinical component of EDGECE 429. Topics include observation, analysis of interactions and instruction of children in pre-school settings to support theory presented in classroom component. 30 clinical hours. Offered fall.

EDGECE 402

Lab-Methods and Curriculum of Primary Education

1 Credit Hour

Pre/Corequisite: E (RQ) EDGECE-430

Topics include observation, analysis of interactions and instruction of children in pre-school settings to support theory presented in classroom component. 30 clinical hours. Offered spring.

EDGECE 405

Task 2 Early Childhood edTPA

0 Credit Hours

EDGECE 425

Early Childhood Practicum

3 Credit Hours

This practicum experience is designed for teachers who currently have a professional educator license with an Elementary Education endorsement and who are seeking a subsequent Early Childhood Education endorsement. In lieu of a second student teaching experience, graduate students enroll in EDGECE 425. A faculty member from the Education Department supervises the practicum.

EDGECE 426

History and Philosophy of Early Childhood Education

3 Credit Hours

This course provides a study of selected theorists, both philosophers and psychologists whose impact has been felt most strongly at the early childhood level. Focus is on European and American conceptions of the child. Historical and conceptual analysis of the family and the school as they relate to the education of young children are also looked at. Course includes investigation and examination of related research. 5 clinical hours. Offered spring.

EDGECE 427

Child, Family and Community Relationships

3 Credit Hours

This course provides an examination of socializing agents, structural constraints and supports by fundamental American institutions as they affect child development. Legal, commercial, religious, familial, and political institutions are explored for their effects on the development of the young child. Review of literature and research in the field are required. 5 clinical hours. Offered fall.

EDGECE 428

Developmental Assessment of Young Children

3 Credit Hours

*Level 2 Professional Education Course: Requires Admission to the Education Department. This course examines the learning characteristics in the first eight years of life. Emphasis is on trends in early identification of atypical development by means of screening and diagnostic instruments; preschool remedial programs; legislation. Clinical experience includes: administration of formal and informal diagnostic measures, observations in early childhood special education settings, development of integrated case studies and simulation of screenings and staffings. Cross Ref: EDGECE-432. 10 clinical hours. Offered fall.

EDGECE 429

Methods and Curriculum of Pre-Primary Education

3 Credit Hours

Pre/Corequisite: E (RQ) EDUGL-429

Topics explored in this course include types of instructional methods and curriculum for preschoolers including study of activity/learning centers, individualization, educational play, and media and their utilization in extending the child's understanding of art, music, literature, reading instruction, mathematics, natural and social science. Review of literature and research in the field are required. Offered fall.

EDGECE 430

Methods and Curriculum of Primary Education

3 Credit Hours

Pre/Corequisite: E (RQ) EDUGL-430

This course provides an exploration of principles, methods, materials and curriculum for teaching language arts, mathematics, science and social studies at the primary level. Emphasis on planning, implementing and assessing the teaching and learning of language arts, mathematics, science, and social studies. Applied research techniques are evaluated. Offered spring.

EDGECE 431

Methods of Reading With an Emphasis on the Young Child

3 Credit Hours

Investigation of theory, research and practice related to the teaching of reading and whole language are emphasized in this course. This course prepares teachers of young children to acknowledge differences in language and cultural backgrounds and to emphasize developmentally appropriate strategies of teaching young children to read and write. The growth toward literacy in young children is stressed. 10 clinical hours. Offered spring.

EDGECE 432

Developmental Assessment of the Young Child

3 Credit Hours

This course is designed for the educator who desires experience in the identification and diagnosis of special education needs in the early childhood years. Field experiences include administration of formal and informal diagnostic measures; observations in early childhood special education settings; development of integrated case studies;

and simulation of screenings and staffing. 10 clinical hours. Offered fall.

EDGE 443**Student Teaching Early Childhood Education**

6 Credit Hours

Pre/Corequisite: C (RQ) EDGE 445

Program of guided observation, participation, and teaching in classroom, jointly supervised by a teacher from the University and one from the field. Normally, the student teacher spends the whole school day in the field for sixteen weeks. Prerequisite: A minimum of 100 clock-hours of supervised field experiences in education; the required sequence in education course.

EDGE 445**Seminar in Teaching and Learning**

2 Credit Hours

Pre/Corequisite: C (RQ) EDGE 443

Level 3 Professional Education Course: Requires Admission to the Education Department. This course is designed for early childhood and secondary education student teachers and includes a structured teaching performance assessment (edTPA) in the directed teaching site. The course supports teacher candidates in the design and implementation of the 3 edTPA tasks: Planning for Instruction, Instructing and Engaging Students in Learning, and Assessing Student Learning. Additional topics may include, but are not limited to: the Co-Teaching model, resume writing, refining the professional portfolio, licensure, and teacher evaluation models.

EDGE 503**Foundations, Curriculum and Methods of Teaching Literacy and Social Studies in K-2**

3 Credit Hours

Candidates will examine and use a variety of texts that support students' learning of reading, writing, speaking, and listening. The Common Core Standards for English/Language Arts will be explored. In addition, this course examines the content and methods of teaching social science in diverse and inclusive settings. The course explores the core areas of the Illinois Learning Standards for Social Science (2016): Inquiry Skills, Civics Standards, Geography Standards, Economics & Financial Literacy Standards, and History Standards. An emphasis will be placed on holistic learning, the inter-relatedness of these two curricular areas, and the developmental appropriateness of integrating teaching and learning in the primary grades. Candidates will become familiar with various educational technologies that support engaged learning activities.

EDGE 504**Foundations, Curriculum and Methods of Mathematics and Science in K-2**

3 Credit Hours

The course prepares teacher candidates to use their knowledge of mathematics to develop children's ability to approach and solve problems in the various areas of mathematical thinking including number concept, geometry, probability, and measurement. The Common Core Standards

for Mathematics will be explored. In addition, this course examines the content and methods of teaching science in diverse and inclusive settings. The course explores the four domains of the Next Generation Science Standards (NGSS): Physical Science, Life Science, Earth and Space Science, and Engineering Design. An emphasis will be placed on holistic learning, the inter-relatedness of these two curricular areas, and the developmental appropriateness of integrating teaching and learning in the primary grades. Candidates will become familiar with various educational technologies that support engaged learning activities.

EDGE 506**Advanced Child Development**

3 Credit Hours

This course focuses on the psychological and social development of the individual from infancy through childhood. Students engage in research-based readings on varied topics of development, including prenatal development, the major goals and theoretical issues in the study of development, major historical influences in the field, and normal and abnormal characteristics of individuals. Graduate students seeking certificate in Early Childhood or Elementary Education may not substitute this course with an undergraduate course. 5 clinical hours.

EDGE 511**Infant and Toddlers: Environments, Programs, and Activities**

2 Credit Hours

This course will focus on the creation of engaging and emotionally responsive environments that support the social, emotional, physical, and cognitive development children age birth to three. Candidates will explore constructivist curriculum designs with an emphasis on the adult's role in supporting play that fosters language and literacy development, creative expression, and mathematical and scientific thinking. Partnerships with families, attachment theory, health, and safety will be discussed as essential aspects of early care and education.

EDGE 512**Assessment of Instruction and Learning**

3 Credit Hours

This course is designed to address the assessment and evaluation of student progress toward meeting targeted standards, learning objectives and competencies. The development of interpretive skills across learning objectives will be stressed. Topics addressed include: standards-based assessment, standardized tests and interpreting their results, performance assessment, portfolio assessment, self-evaluation and dissemination of assessment results. Offered as needed.

EDGE 513**Educational Research Design and Development**

3 Credit Hours

This course initiates the graduate study research requirement. Course content differentiates the foundational assumptions, elements, methods and designs of educational research through both qualitative and quantitative paradigms. A statement of original research inquiry, a literature review, and

a plan for investigating a research problem are developed.
Offered as needed.

EDGE 551

Physical, Psychosocial, and Cognitive Development in Early Childhood

2 Credit Hours

This course focuses on the cognitive, social, emotional, linguistic, and physical development of children from birth to Grade 2. The role of general health, nutrition, relationships, culture, and play in shaping development will be discussed. Candidates will explore tools for observing and analyzing the development of children from birth to Grade 2.

EDGE 552

Inquiry and Play: Birth-Kindergarten Inquiry and Play: Birth to Kindergarten

2 Credit Hours

This course focuses on the centrality of inquiry and play in children's learning. The emphasis will be on facilitating integrated and developmentally appropriate experiences that support children's construction of knowledge and interpersonal relationships. The roles of teacher as observer, collaborator, facilitator, and creator of indoor and outdoor learning environments will be discussed. Candidates will explore multiple ways to observe and document learning experiences to support reflective teaching and the development of children's critical thinking skills. .

EDGE 553

Integrated Curriculum and Methods in PreK

2 Credit Hours

This course is focused on the curriculum, methods, materials, and technological resources for the integrated teaching of mathematics, science, social studies, and the fine arts to young children in diverse and inclusive settings. Candidates will explore an integrated approach to teaching foundational concepts and will develop learning experiences that develop inquiry, symbolic representation, and problem solving in each domain. The centrality of play, the role of creativity, the integration of technology, and the importance of the physical and interpersonal environment will be discussed. Students will utilize observation strategies and documentation as they plan, assess, adapt, and reflect on learning experiences.

EDGE 554

Emergent Literacy and Language Development

2 Credit Hours

This course investigates the nature of language and literacy development in the young child. The process of verbal and non-verbal language acquisition in children that incorporates the most recent theories and practices is examined. Emphasis is on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional strategies to promote language and literacy development in inter-disciplinary contexts with attention to the interrelated processes of listening, speaking, reading, writing, and visually representing for children are emphasized. Candidates will become familiar with various educational technologies that support engaged learning activities in literacy.

ECONOMICS

ECON 402

Economic Foundations

1 Credit Hour

This course reviews basic economic principles with a focus on macroeconomics. Issues include aggregate supply and demand, monetary and fiscal policy, consumption, investment, unemployment, inflation and economic growth.

ECON 406

Statistical Foundations

1 Credit Hour

This course provides a review of basic statistics focusing on descriptive statistics with an introduction to basic concepts underlying statistical inference.

ECON 510

Managerial Economics

3 Credit Hours

Pre/Corequisite: P (RQ) ECON-402

This course uses the tools and techniques of economic analysis to solve business problems. Managerial economics bridges the gap between traditional economics and business decision making. The course will include demand theory and estimation, production theory, cost analysis, market structure, pricing policies and business investment decisions.

EDUCATION GRADUATE

EDUGL 470

Orientation to the Profession of Teaching

0 Credit Hours

*Level 2 -- Professional Education Course. This online course is designed to introduce teacher candidates to a number of important Education Department policies and procedures they will need to know and understand as they prepare to become a professional educator. Each module in this online course will introduce teacher candidates to an important policy/procedure and the related tasks they will need to complete to move forward in your educational programs leading to Illinois licensure.

EDUGL 516

Pre-Residency Field Experience Block

1 Credit Hour

Candidates will spend 30 hours in a structured Elementary Education classroom; the experience will include (but is not limited to): observation in a classroom setting, tutoring student(s), working with small groups of students, reading to student(s), interviewing student(s) and teacher(s), and working with ESL students.

EDUGL 570

Orientation to the Education Department

0 Credit Hours

Orientation to initial certification programs in the Education Department, including an introduction to policies, field and clinical experience, fingerprinting, Virtus training, certification, basic skills test preparation, disposition, and LiveText.

ED TECH

EDGET 531

Foundations of Educational Technology

3 Credit Hours

This course examines the field of educational technology including the design, development, utilization, management and evaluation of instructional systems. Additionally, the philosophy and principles that influence educational technology is addressed.

EDGET 532

Instructional Design Foundations

3 Credit Hours

Application of contemporary instructional design principles and models to real-world learning problems. The systems approach to designing instruction is emphasized.

EDGET 533

Computers, Critical Thinking and Problem Solving in the Content Area

3 Credit Hours

This course examines the use of computers for promoting higher order thinking and problem solving in the content areas. Contemporary research and instructional strategies are examined.

EDGET 534

Emerging Technology Trends in Education

3 Credit Hours

The course examines the role of technology trends in educational institutions. The course focuses on understanding the life-cycle of technology, change management strategies, and ethical and legal issues associated with adapting and integrating technology into educational institutions.

EDGET 535

Administration and Management of Educational Technology

3 Credit Hours

The course examines how to plan and manage successful training, professional development, and technological projects in educational institutions. Topical areas include planning and developing technology projects, evaluating and analyzing school and district capacity and readiness for a new technology project, organizing and managing human resources and support systems, scheduling, budgeting, team structures, defining project requirements and quality assurance.

EDGET 536

21st Century Literacies and Professional Development

3 Credit Hours

This course is designed to provide technology educators with the tools for engaging critical, digital literacies in a variety of educational settings, including within digital schools, learning management systems, collaborative content development tools, and multicultural community exchanges.

EDGET 537

Educational Computers and Network Applications

3 Credit Hours

The course introduces instructional technology professionals to the fundamentals of computers, including terminology and operations. The course also examines the fundamental concepts of planning, designing, and managing computer networking and knowledge of server-based applications for instructional settings.

EDGET 570

Program Orientation

0 Credit Hours

Candidates explore the Education Department's professional dispositions, which include the values, commitments and professional ethics that influence behaviors toward families, colleagues and communities that affect student learning. In addition, candidates complete the first of two professional dispositions self-assessment surveys. This course also explores key functions of course platforms(Canvas and Live Text)that will be utilized throughout the program.

EDGET 571

Program Reflection

0 Credit Hours

In this course the candidates reflect on their experience throughout the program. Candidates complete the final professional dispositions self-assessment survey.

ELEMENTARY EDUCATION

EDGEL 400

Methods of Teaching Reading, Mathematics Science and Social Studies in the Elementary School

3 Credit Hours

This course is the field experience component of EDGEL 411, 412, 418 and 421. Topics include observation, analysis of interactions and instruction of children in school settings to support theory presented in classroom component.

EDGEL 401

Introduction to the Profession of Teaching

3 Credit Hours

*Level 1 Professional Education Course. This course is an introduction to the professional, ethical, and moral responsibilities of teachers, and to the teacher education program at Saint Xavier University. Students will be introduced to a variety of professional standards and will focus their attention on the development of their own professional dispositions. Critical issues in education, such as diversity, curriculum development, state and federal mandates and legal issues will be addressed.

EDGEL 403

Introduction to the Elementary Education edTPA

0.5 Credit Hours

*Level 2 -- Professional Education Course; online delivery.

This mentoring seminar is designed to support graduate teacher candidates in exploring and building an understanding of the edTPA performance assessment of teaching quality and effectiveness. The edTPA provides opportunities for teaching candidates to demonstrate their ability to teach both literacy and mathematics in the elementary grades (1-6); this summative performance assessment requires four discrete tasks for licensure in the State of Illinois (Planning for Literacy Instruction and Assessment, Instructing and Engaging Students in Literacy Learning, Assessing Students' Literacy Learning, Assessing Students' Mathematics Learning). This course will acquaint teacher candidates with this performance assessment of readiness to teach for novices. Topics will include, but are not limited to, an overview of the four tasks, the cycle of effective teaching, and the structure of the assessment handbook. This seminar will be an open, asynchronous session that will run concurrently with Semester 3 courses.

EDGEL 404

Task 1 Elementary Education edTPA

0.5 Credit Hours

Pre/Corequisite: P (RQ) EDGEL-403

*Level 2 -- Professional Education Course; online delivery. This mentoring seminar is designed to support graduate teacher candidates in exploring and building an understanding of the edTPA performance assessment of teaching quality and effectiveness. The edTPA provides opportunities for teaching candidates to demonstrate their ability to teach both literacy and mathematics in the elementary grades (1-6); this summative performance assessment requires four discrete tasks for licensure in the State of Illinois (Planning for Literacy Instruction and Assessment, Instructing and Engaging Students in Literacy Learning, Assessing Students' Literacy

Learning, Assessing Students' Mathematics Learning). This course will introduce teacher candidates Elementary Literacy Task #1 -- Planning for Literacy Instruction and Assessment.

EDGEL 405

Task 2 Elementary Education edTPA

0.5 Credit Hours

Pre/Corequisite: P (RQ) EDGEL-404

*Level 2 -- Professional Education Course; online delivery. This course will introduce teacher candidates Elementary Literacy Task #2 -- Instructing and Engaging Students in Literacy Learning. Candidates will complete practice exercises for Task 2, Instructing and Engaging Students in Literacy Learning. Practice activities will include delivery and video recording of learning segments and a reflective instructional commentary. This seminar will be an open, asynchronous session that will run concurrently with Semester 5 courses.

EDGEL 406

Task 3 Elementary Education edTPA Seminar IV

0.5 Credit Hours

Pre/Corequisite: P (RQ) COMPLETE EDGEL-405

*Level 2 -- Professional Education Course; This course will introduce teacher candidates to the edTPA performance assessment for Elementary Literacy Task #3 -- Assessing Students' Literacy Learning. Candidates will complete practice exercises for Task 3, Assessing Students' Literacy Learning. Practice activities will include selecting student literacy work samples, providing evidence of feedback, analyzing evidence of student language understanding and use, and a reflective literacy assessment commentary. Online delivery.

EDGEL 407

Task 4 Elementary Education edTPA

0 Credit Hours

Pre/Corequisite: P (RQ) COMPLETE EDGEL-406;

This mentoring seminar is designed to support graduate teacher candidates in exploring and building an understanding of the edTPA performance assessment of teaching quality and effectiveness. The edTPA provides opportunities for teaching candidates to demonstrate their ability to teach both literacy and mathematics in the elementary grades (1-6); this summative performance assessment requires four discrete tasks for licensure in the State of Illinois (Planning for Literacy Instruction & Assessment, Instructing & Engaging Students in Literacy Learning, Assessing Students' Literacy Learning, Assessing Students' Mathematics Learning). The Professional Educator Mentoring Seminar #5 (PEMS V) will introduce teacher candidates Task #4 - Assessing Students' Mathematics Learning. Candidates will complete practice exercises for Task 3, Assessing Students' Mathematics Learning. Practice activities will include a mathematics context for learning, a learning segment overview, mathematics assessments, evaluation criteria, student mathematics work samples, student re-engagement lessons, and a reflective mathematics assessment commentary. This seminar will be an open, asynchronous session that will run concurrently with Semester 6 courses.

EDGEL 410**Elementary Education Practicum**

3 to 6 Credit Hours

*Level 3 -- Professional Education Course. This practicum experience is designed for licensed teachers seeking a subsequent license in elementary education. In lieu of a second student teaching experience, the candidate will enroll in EDGEL 410. This experience will take place at the candidate's classroom if s/he is teaching at elementary level. If the candidate is not teaching at the elementary level the candidate will be placed at an elementary level during summer, fall or spring semester by the Education Department. A faculty member from the Education Department will supervise the practicum.

EDGEL 411**Principles and Methods of Teaching Social Science and the Arts in the Elementary School**

3 Credit Hours

*Level 2 -- Professional Education Course. This course is designed to introduce content and methods for teaching Social Studies and incorporating the Arts in the elementary classroom. Topics include social science/performing/visual arts theory, lesson planning, interdisciplinary instruction, assessment, and a broad overview of content and standards included in the elementary social studies/arts curriculum. The primary focus is the development of a personal philosophy of teaching elementary social studies, along with the integration of the arts in the classroom. 10 clinical hours.

EDGEL 412**Principles and Methods of Teaching Science, Health and PE in the Elementary School**

3 Credit Hours

*Level 2 -- Professional Education Course. This course focuses on developing instructional strategies and assessments for teaching science content, modeling science literacy, and employing inquiry-based, interactive learning in a technology-rich environment. A broad range of science, health and physical education content will be explored based on the Illinois Content Area Standards and Next Generation Science Standards. 10 clinical hours.

EDGEL 418**Foundations and Methods of Literacy and Language Arts**

3 Credit Hours

Level 2 Professional Education Course: Requires Admission to the Education Department. Investigation of theory, research and practice related to the teaching and learning of reading and the language arts. Incorporates the study of language and literacy development; reading and writing processes; principles, methods and materials of literacy instruction including phonemic awareness, phonics, vocabulary, fluency and comprehension. 10 clinical hours.

EDGEL 419**Assessment and Diagnosis of Reading Problems**

3 Credit Hours

*Level 2 -- Professional Education Course. This course will focus on the study of the combined procedures of assessment,

evaluation, and instruction. Topics will target the development and implementation of methods materials, and assessments to enable the classroom teacher to adapt instruction to the needs of small groups and individual students. This course is designed to enable teacher candidates to use sound theoretical, philosophical, and knowledge-based approaches to the diagnosis and instruction for struggling readers, employing the guidelines and standards of the International Literacy Association. 15 clinical hours.

EDGEL 421**Methods of Teaching Mathematics in the Elementary School**

3 Credit Hours

Level 2 Professional Education Course. The course focuses on the analysis of children's construction of mathematical knowledge and on mathematics as a meaningful activity. The use of word problems and manipulatives to aid in the understanding of operations on whole numbers, fractions, decimals and percents is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics are included. 15 clinical hours.

EDGEL 425**Child Growth and Development**

3 Credit Hours

*Level 1 Professional Education Course. This course focuses on the study of theories of development that include the physical, psychosocial, cognitive and moral development of the individual from infancy through childhood. Application of these theories as they relate to the child's formal and informal school experiences is examined.

EDGEL 439**Managing the Elementary Classroom: Behavior Management and Instructional Planning**

3 Credit Hours

*Level 2 -- Professional Education Course. This course presents best practices in classroom and behavior management - from organizing time, materials, and classroom space to strategies for managing individual and large group student behaviors, transitions, and other arrangements for general education classrooms. In addition, teacher candidates will be introduced to the effective development and design of instructional lesson planning for all students, including ESL and students with special needs. Topics will include, but are not limited to: Classroom Management, Classroom Organization, Behavior Management, Response to Intervention, PBIS, Common Core State Standards, Understanding by Design (UbD) and research-based instructional strategies. 10 clinical hours.

EDGEL 441**Using Student Achievement Data to Support Instructional Decision Making**

3 Credit Hours

*Level 2 -- Professional Education Course. This course will provide teacher candidates with an understanding of how to use data to inform instruction and enhance learning for diverse student populations. Teacher candidates will participate in activities that will enhance knowledge of

assessment task development, analysis, and interpretation of results. Documenting student performance and progress both for instructional and accountability purposes will be emphasized. Candidates will become familiar with quantitative and qualitative concepts and practices used to evaluate student learning in the classroom. They will learn how to communicate assessment results to their learners. Candidates will also explore established and developing assessment technologies. Topics may include but are not limited to: Multi-tiered systems of support (response to intervention), standardized assessments, benchmark assessments, diagnostic assessments, progress monitoring assessments, formative assessments, performance assessments, teacher-developed assessments, rubrics, checklists, data literacy and assessment-based grading.

EDGEL 445

Seminar in Teaching and Learning

2 Credit Hours

Pre/Corequisite: E (RQ) EDGEL-446

*Level 3 -- Professional Education Course. This course for student teachers includes a structured teaching performance assessment (edTPA) in the directed teaching site; an analysis of the contextual factors of the elementary students' learning environment; alignment of teaching with the state learning standards; an appropriate assessment plan linked to learning goals; instruction designed for engaged, successful learning for all students'; modifications to address diverse learners; analysis and evaluation of students' learning; and oral and written reflection of all components of the teaching process. Enrollment requires completion of general education prerequisites, all education coursework, and field experiences

EDGEL 446

Directed Teaching - Elementary Education

6 Credit Hours

Pre/Corequisite: E (RQ) EDGEL-445

*Level 3 - Professional Education Course. This student teaching/clinical practice experience is a serious apprenticeship that requires teacher candidates to spend a full semester in a school setting working alongside veteran elementary school teachers. The experience is designed to provide opportunities for candidates to apply course concepts in an authentic classroom environment. This semester includes guided observation, active participation, as well as solo/co-teaching. Throughout this experience a university supervisor and a mentor teacher support the teacher candidate. Enrollment requires successful completion of general education prerequisites, all education coursework and field experiences.

EDGEL 483

Reading and Writing in the Content Areas

3 Credit Hours

*Level 2 -- Professional Education Course; This course will explore research-based strategies to support students in Grades 1-6 as they engage with informational text. Topics will include, but are not limited to: research-based strategies for reading expository texts; narrative, opinion/argumentative, and informational/explanatory writing strategies and frameworks;

developing oral communication skills; and building academic vocabulary. 10 clinical hours.

EDGEL 506

Advanced Child Development

3 Credit Hours

This course focuses on the psychological and social development of the individual from infancy through childhood. Students engage in research-based readings on varied topics of development, including prenatal development, the major goals and theoretical issues in the study of development, major historical influences in the field, and normal and abnormal characteristics of individuals. Graduate students seeking certificate in Early Childhood or Elementary Education may not substitute this course with an undergraduate course. 5 clinical hours.

EDGEL 512

Assessment of Instruction and Learning And Learning

3 Credit Hours

All sections of 512 are cross-listed. Required for Certification. This course is designed to address the assessment and evaluation of student progress toward meeting targeted standards, learning objectives and competencies. The development of interpretive skills across learning objectives will be stressed. Topics addressed include: standards-based assessment, standardized tests and interpreting their results, performance assessment, portfolio assessment, self-evaluation and dissemination of assessment results. Offered according to the cohort schedule.

EDGEL 519

Assessment and Diagnosis of Reading Problems

2 Credit Hours

This course focuses on the study of the combined procedures of literacy assessment, evaluation, and instruction. Topics will target the development and implementation of methods, materials, and assessments to enable the classroom teacher to adapt instruction to the needs of small groups and individual students. This course is designed to enable teacher-candidates to use sound theoretical, philosophical, and knowledge-based approaches to the diagnosis and instruction for struggling readers, employing the guidelines and standards of the International Literacy Association.

EDGEL 521

Methods of Teaching Mathematics in the Elementary School

2 Credit Hours

The course focuses on the analysis of children's construction of mathematical knowledge and on mathematics as a meaningful activity. The use of word problems and manipulatives to aid in the understanding of operations on whole numbers, fractions, decimals, and percents is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics are included.

EDGEL 525

Child Growth and Development

2 Credit Hours

This course focuses on the study of theories of development that include the physical, psychosocial, cognitive and moral development of the individual from infancy through childhood. Application of these theories as they relate to the child's formal and informal school experiences is examined.

FINANCE

FINC 403

Financial Foundations

1 Credit Hour

This course includes basic concepts of the time value of money, discounts cash flows, capital budgeting, debt and equity financing.

FINC 521

Managerial Finance

3 Credit Hours

Pre/Corequisite: P (RQ) FINC-403,

The objective of this course is to develop an understanding of finance theory necessary to implement effective financial strategies. The course will initially review fundamental concepts such as time value and the basics of risk and return. The course will then explore the valuation of bonds and stocks, strategic investment and financing decisions. This will include cost of capital, capital budgeting and long-term financial planning.

FINC 530

Investment and Portfolio Analysis

3 Credit Hours

Pre/Corequisite: P (RQ) FINC-521

This course will initially explore asset allocation decisions, the purpose and content of an investment policy statement, theories of market efficiency, evidence of anomalies, the development and evolution of risk-return analysis, measures of risk and theories of valuation. The course will then focus on the analysis and management of bonds and common stocks. Bond analysis will include forward rate and term structure theories and the determinants of bond volatility, including duration and convexity. Common stock analysis will include present value and relative valuation approaches, as well as industry and company-specific analysis.

FINC 540

International Finance

3 Credit Hours

Pre/Corequisite: P (RQ) FINC-521

This course will study the relationship between external environmental forces and institutions from managerial perspectives. Topics will include foreign exchange market, exchange rate determination, currency derivatives, and risk management. Global investment decision process in terms of valuation and portfolio analysis of international stocks and bonds will be explored.

FINC 550

Advanced Corporate Finance

3 Credit Hours

Pre/Corequisite: P (RQ) FINC-521

This course focuses on a quantitative analysis of the management of funds within a business enterprise. Topics will include the planning of current and long-run financial needs, profit planning, allocation of funds, raising funds, dividend policies, expansion and combination, re-capitalization and reorganization. Completion of specified undergraduate business courses.

FINC 560

Financial Analysis I

3 Credit Hours

Pre/Corequisite: P (RQ) ACCT-401, FINC-403

The objective of this course will be the analysis of financial statements from the point of view of an equity or credit analyst. Topics may include financial reporting system (with an emphasis on IFRS), analysis of principal financial statements, financial reporting quality, analysis of inventories and long-lived assets, analysis of taxes, analysis of debt, analysis of off-balance-sheet assets and liabilities, analysis of pensions, stock compensation, and other employee benefits, analysis of inter-corporate investments, analysis of business combinations, analysis of global operations and ratio and financial analysis.

FINC 570

Quantitative Methods in Finance

3 Credit Hours

Pre/Corequisite: P (RQ) FINC-521

Explores facets of quantitative investment management, such as alpha models and data analysis, risk management, portfolio construction and trading, and limitations of a quantitative approach. Focuses primarily on foreign exchange and fixed income markets; may also address examples from equity and commodity markets. Alpha models organized as case studies employing value/mean-reversion, momentum and carry strategies. Students use market and economic data to challenge theoretical formulations. Problem sets and team projects involve MATLAB programming to solve practical problems faced in building and running quantitative funds.

FINC 577

Special Topics in Finance

3 Credit Hours

The focus of this course is on special topics in finance. The course will be offered as a seminar on a subject of current interest.

FINC 590

Future Options and Swaps

3 Credit Hours

Pre/Corequisite: P (RQ) FINC-521

This course will study the uses of Options, Futures and other derivatives in Financial Engineering and Risk Management, typically found in finance, economics and business practices. The characteristics, market infrastructure and pricing of forward, futures, options and swaps will be analyzed. Many of the hedging skills, techniques and processes that produce financial innovations in the derivatives market will be developed. Cases will be illustrated where uses and abuses of the derivative securities in Financial Engineering and Risk Management will be emphasized to enable students to become responsible financial managers.

FINC 599

Functional and Strategic Finance

3 Credit Hours

Organized around applying finance science and financial engineering in the design and management of global financial institutions, markets and the financial system - the approach used to understand the dynamics of institutional change and

the design of financial products and services. Examines the needs of government as user, producer and overseer of the financial system, including the issues surrounding measuring and managing risks in financial crises. Develops the necessary tools of derivative pricing and risk measurement, portfolio analysis and risk accounting and performance measurement to analyze and implement concepts and new product ideas. Applies these tools to analyze aspects of the financial crises of the past. Consent of Dean.

GRADUATE EDUCATION TESOL

EDGTE 450

Methods of Teaching English as a Second Foreign Language to Adult and Children

3 Credit Hours

This course focuses on teaching English to adults and children in formal and/or informal school settings. This course will develop candidates' understandings of and skills in the method and materials of Teaching English to Speakers of Other Languages, intercultural competencies, language structure and teaching practice in supervised settings. 40 clinical hours. Offered fall.

EDGTE 470

Advanced Methods of Teaching English as Second/ Foreign Language to Adults and Children

3 Credit Hours

Pre/Corequisite: P (RQ) EDGTE-450

This course is designed to develop advanced candidate theory, knowledge and skills, including advanced grammar, for teaching English in community settings, e.g., community centers, adult education, and after-school programs, both in the U.S. and abroad. 40 clinical hours. Offered spring.

EDGTE 479

Theoretical Foundations of Teaching ESL And Bilingual Education

3 Credit Hours

This course is designed to introduce students to an understanding of the historical, philosophical, socioeconomic and educational issues that have led to the formation of ESL and bilingual education policies, programs and services for culturally diverse populations. An examination of the research concerning theories of language learning and acquisition as they pertain to ESL and bilingual education is included. 25 clinical hours. Offered fall.

EDGTE 480

Methods of Teaching English as a Second Language

3 Credit Hours

Relevant topics concerning English as a second language are included in this course, as well as the nature and function of language. Methods of teaching, listening, speaking, reading and writing are presented. Students select and critically analyze ESL materials and are placed in supervised ESL classrooms for clinical experience. Research on methodologies in ESL instruction is developed. 25 clinical hours. Offered spring.

EDGTE 481

Cross Cultural Studies in a Bilingual Program

3 Credit Hours

This course focuses on teaching children from diverse linguistic, cultural and racial backgrounds within the context of societal issues related to poverty, discrimination, racism and sexism. Learning and communication styles and the impact of teacher expectations on student achievement are examined. Effective utilization of home and community resources is explored and a review of the professional literature is included. 25 clinical hours. Offered fall.

EDGTE 482

Methods and Materials of Teaching English in a Bilingual Program

3 Credit Hours

A variety of program models, methodologies and strategies that are effective and appropriate for teaching the bilingual student are presented in this course. Methods and materials for integrating the English language arts into the teaching of mathematics, science and social studies are reviewed and employed. The course introduces techniques for managing a multi-level class and presents curricular development techniques for programs that assist students who are learning English in a bilingual educational setting. A supervised clinical experience in a bilingual classroom is provided. An overview of the research associated with teaching methodologies and bilingual education is included. 25 clinical hours. Offered spring.

EDGTE 483

Linguistics for Educators

3 Credit Hours

This course provides an introduction to contemporary theories of language structure, phonology, morphology, syntax and semantics. Concentrates on applied linguistics relevant to the PreK-12 classroom and includes a review of pertinent professional literature. Offered summer.

EDGTE 484

Assessment of Bilingual Students

3 Credit Hours

This course provides a theoretical and practical study of instruments and procedures for testing bilingual students. Formal and informal methods used to evaluate and assess language skills and academic proficiency are examined. Issues of non-discriminatory testing are addressed and the professional literature on assessment and bilingual education is reviewed. Offered summer.

EDGTE 570

Program Orientation

0 Credit Hours

Candidates explore the Education Department's professional dispositions, which include the values, commitments and professional ethics that influence behaviors toward families, colleagues and communities that affect student learning. In addition, candidates complete the first of two professional dispositions self-assessment surveys. This course also explores key functions of course platforms(Canvas and Live Text)that will be utilized throughout the program.

EDGTE 571

Program Reflection

0 Credit Hours

In this course the candidates reflect on their experience throughout the program. Candidates complete the final professional dispositions self-assessment survey.

INDIVIDUALIZED PROGRAM

EDGIP 461

Young Children With Disabilities

3 Credit Hours

*Level 2 education course: Requires admission to the Education Department. This course provides an overview of early childhood special education history and philosophy, reflected in current practices, curriculum development, materials selection, assistive technology use, adapted assessment, intervention planning in the context of collaborative services to young children with disabilities. 10 clinical hours. Offered fall.

MANAGEMENT

MGMT 404

Management Foundations

1 Credit Hour

This course provides a review of the human aspects of management. The focus is on the impact of human behavior in organizations and the implications they have on managerial decisions and actions.

MGMT 500

The Management Experience

3 Credit Hours

Pre/Corequisite: P (RQ) MGMT-404

This course examines the effective management of people in organizational settings. The course focuses on managerial and leadership function/skills in organizations and the impact on accomplishing the goals of the organization. Critical issues such as self-awareness, interpersonal perception, communication, employee motivation and engagement, diversity in the workplace, high performance work teams, performance management, ethical decision making and change management are explored.

MGMT 501

Strategic Human Resources Management

3 Credit Hours

Pre/Corequisite: P (RQ) MGMT-500

This graduate course on strategic human resources management will focus on the importance of understanding the strategic role of HR and organizational practices in contributing to the success of organizations through its human capital (people and talent), as well as how the HR organization impacts organizational performance; and the significance of HR alignment with business strategy. The format of the course is structured to build your organizational analysis competency, enhance interpersonal skills by working in teams and professional presentation skills.

MGMT 502

Training and Workplace Learning

3 Credit Hours

Promoting and managing learning in an organization is a critical function and can be designed to be a competitive advantage across all industries. This course explores the role of training and employee development in organizations with special emphasis on best practices in adult learning, employee motivation, coaching, workplace learning and organizational learning structures that promote employee development. Working with organizations, students will assess workplace learning needs and design appropriate training or other workplace learning opportunities. Group discussions will link organizational learning theories to practical solutions. Group projects will be used to build students' skills in identifying needs, developing workplace learning strategies, and designing workplace learning opportunities and evaluating outcomes and their impact to the organization.

MGMT 505

Employee Benefits

3 Credit Hours

This course considers health benefits plan design, fiscal control, and administration. Purchase of plans, determination of plan quality, legal mandates, employee satisfaction and morale issues, including the role of employee assistance programs.

MGMT 507

Leadership and Managing Change

3 Credit Hours

This course examines the effective management of people in organizational settings. The areas of individual behavior, informal and formal organization structure, and group dynamics will be related to leadership style and effectiveness in managing change. Students will critically examine and creatively solve problems of managing individuals and teams within organizations.

MGMT 540

The Global Environment of Business

3 Credit Hours

The Global Environment of Business takes a management perspective to examine the impact of various external and internal environments (e.g., technological, legal, political, socio-cultural, economic) on national and international business organizations. Case studies, articles in business management journals (e.g., Harvard Business Review), and current events will be used to understand and apply international business frameworks. Specific topics covered include globalization, culture, political economy, international business strategy, international human resources management, and international finance.

MGMT 545

Managing High Performance Teams

3 Credit Hours

The goals of this course are to help students understand team dynamics, to become better team members through experience, to be better able to manage teams, whether local or virtual, and to apply team theory to actual practice in their personal and professional lives. This course accomplishes these goals through a combination of exercises supplemented by lecture, discussion, video cases and role-play. Content topics include defining teams, considering styles and skills, connecting to performance, motivating and leading teams, managing culture, implications, working with power and politics, coping with change and strategizing team direction.

MGMT 570

Ethics Governance and Business

3 Credit Hours

Business, Ethics and Governance critically examines the major social, political and economic forces impacting business organizations. Topics include social accounting, labor relations, technological change, consumerism, pollution, government regulation, ethics and morality and equal opportunity. An emphasis will be placed on management's response to societal issues as the corporation attains its mission and goals. This course is designed to increase the students' awareness of

ethical problems and how these problems affect managerial and corporate responsibility to individuals and to society.

MGMT 574

Diversity and Inclusion in Organizations

3 Credit Hours

This diversity management course focuses on building the business case for diversity as a competitive advantage in today's organizations, by understanding, valuing and respecting individual differences in the context of workplace diversity. Through readings, cases, and identity group discussion and presentations, the application and implications as well as opportunities and challenges of managing diversity are explored.

MGMT 585

Health Care System Organization

3 Credit Hours

The primary focus of this course is on the development and organization of the various elements of health care in the United States. The continuing impact of the Accountable Care Act is studied. The course considers the growth of the third-party payer system, the impact of employer-based health insurance and the role of government programs. Also included are the changing roles of doctors, other providers, and provider organizations.

MGMT 587

Health Care Financing and Managed Care

3 Credit Hours

Pre/Corequisite: P (RQ) MGMT-585

This course looks in detail at the societal and management issues precipitated by the financing of the U.S. health care system. The course considers types of managed care arrangements, the impact of managed care on service provision, risk arrangements, capitation, disease and demand management principles, cost-effectiveness and quality issues and the changing relationships between patients, payers, providers and employers.

MGMT 588

Legal and Regulatory Issues in Health Administration

3 Credit Hours

Pre/Corequisite: P (RQ) MGMT-585

This course considers legal obligations and responsibilities of health care providers and organizations in administration. Elements of corporation, agency, administrative and common law are covered. Landmark cases are used to study legal issues faced by providers and health care organizations.

MGMT 590

Strategic Management and Policy

3 Credit Hours

Pre/Corequisite: P (RQ) FINC-521, MKTG-560

Strategic Management and Policy is a capstone course that builds on and integrates key concepts and ideas learned in the core courses of Business Administration. Case studies provide the context for applying a Strategic Management Framework to create effective strategic alternatives in a business setting. Emphasis is placed on how these issues affect the manager and the corporation overall.

MGMT 592

International Business Seminar Study Abroad in China

3 Credit Hours

This course will be completed in China. It provides a study abroad trip to China, as well as the preparation lectures on the Chicago campus. We design the trip to expose our students to the rich culture and fast economic development of China, and motivate and inspire them to be a global leader in the international business environment. The trip lasts for 12 days and covers three major cities of China: Beijing, Shanghai and Hong Kong. We will visit the famous historical sites, local universities, financial companies, and engage in activities such as acrobat show, Peking duck dinner, and high-speed train, etc. The student will receive a grade of "Incomplete" for the Spring semester. Upon the trip completion in the summer, the student will receive the final grade of "Pass" for the course.

MGMT 599

Special Topics in Training and Workplace Learning

3 Credit Hours

The focus of this course is on special topics in management. The course will be offered as a seminar on a subject of current interest. Dean approval required.

MARKETING

MKTG 405

Marketing Foundations

1 Credit Hour

This course serves as an overview of critical aspects of marketing management. The four major areas of product, price, promotion and distribution are the main subjects of case study and situational analysis.

MKTG 560

Marketing Management

3 Credit Hours

Pre/Corequisite: P (RQ) MKTG-405

Marketing management is a study of the various phases of marketing activity and an analysis of the concepts on which sound marketing practices are based. Consideration is given to product planning, distribution channels, promotional methods, sales programs, pricing policy, market research and the problems of the administration of marketing programs.

MKTG 562

Digital Marketing: Search Engine Optimization and Search Engine Marketing

3 Credit Hours

In digital marketing you will learn how to formulate, plan, and execute effective digital marketing strategies. You will gain an understanding of search engine marketing (SEM) and search engine optimization (SEO) and their benefits and limitations. You will learn how to employ SEO tactics to develop marketing initiatives and recommend SEM strategies to optimize ad campaign efforts. Students will earn Google AdWords Certification as part of the course curriculum.

MKTG 564

Web Analytics

3 Credit Hours

Learn how to apply web and digital analytics skills and tactics to successfully achieve measurable outcomes. Gain an understanding of key performance indicators and their application in analysis, recommendations, optimizations, and predictions in analytic driven solutions. Learn to use practical applications and analytical techniques to solve marketing problems through the use of various tools and software and earn your Google Web Analytics Certification.

MKTG 566

Market Behavior

3 Credit Hours

Pre/Corequisite: P (RQ) MKTG-405

This course will consist of a series of specialized marketing components needed to fully understand the "value chain" process of creating and delivering value to targeted business markets and consumers. Starting with an analysis of consumer and business/retailer behavior as the bedrock of marketing management, the strategic and tactical aspects of sales force management, purchasing and supply management, co-marketing, co-branding and value-added marketing, supply chain management, customer relationship marketing and customization will be examined.

MKTG 567

Strategic Marketing Communications

3 Credit Hours

Pre/Corequisite: P (RQ) MKTG-405

This course examines consumer behavior concepts that underlie effective integrated marketing communication planning. Strategies for combining advertising, sales promotion, public relations, direct marketing, personal selling and Internet communications in the development and production of marketing messages and materials will be covered. Students will also learn the basics of integrating effective offline and online initiatives for enhancing buyer behavior and the developing effective promotional campaigns that build brand equity.

MKTG 569

Social Media Marketing

3 Credit Hours

Pre/Corequisite: P (RQ) MKTG-405

Social media is now an accepted part of the political, organizational and marketing scene. That said, integrating social media into marketing strategies and plans is no easy task, primarily because it changes the way we must think about our customers and about communicating with them. The good news for marketers is that the social media world opens whole new lines of communication with customers. The course will be highly interactive and hands-on. Teams of students will be required, not only to plan marketing programs that include social media, but also to execute prototype social media elements of the plan. That puts a premium on marketing background and/or experience that will enable each person.

MKTG 575

Web Development and e-Commerce

3 Credit Hours

This course introduces you to the basics of web development and e-Commerce and presents concepts and skills for the strategic use of e-Commerce and related information system technologies. You will learn the principles of e-Commerce and how to build and maintain an E-Commerce website. Students will also be required to earn Google Shopping Certification as part of the course curriculum.

MATHEMATICS - GRADUATE

MATHG 501

Statistical Analysis I

3 Credit Hours

Topics for this course include descriptive statistics, basic probability, discrete and continuous random variables, sampling and sampling distributions, estimation and sample size, hypothesis testing (one sample), linear regression and correlation. Statistical software will be used. Communication skills will be emphasized with individual and team projects. Prerequisite: Approval of the Graham School of Management. Offered as needed.

MATHG 502

Statistical Analysis II

3 Credit Hours

Pre/Corequisite: P (RQ) MATHG 501

Review of probability theory with Baye's Theorem, counting techniques and combinatorics, and special discrete and continuous probability distributions. One sample confidence intervals and hypothesis testing for variance. Two sample hypothesis testing and confidence intervals (means, proportions, variances), Chi- square testing for goodness of fit and independence. Design of experiments and analysis of variance. Linear regression and correlation analysis, multiple regression, model building. Time permitting additional topics may be covered. Statistical software will be used. Communication skills will be emphasized with individual and team projects. Offered as needed.

NURSING - GRADUATE

NURSG 502

Clinical Decision-Making and Advanced Health Assessment With Adults

3 Credit Hours

This course assists students to develop effective clinical interviewing, focused history-taking, and advanced physical assessment skills. Course content builds upon the student's foundational knowledge of pathophysiology, microbiology and anatomy. The underlying approach to assessment stresses a holistic view of clients as complex beings possessing physical, emotional, social and spiritual health needs and resources.

NURSG 503

Advanced Pathophysiology

3 Credit Hours

This course describes the etiology, natural history, developmental considerations, pathogenesis, and clinical manifestations of specific disease processes. In this course students will acquire a deeper understanding of some of the mechanisms of disordered physiology that underlie the disease conditions commonly encountered in practice settings. Knowledge of pathophysiological processes will be linked to the clinical manifestations of disease and will ultimately form the basis for clinical diagnosis and decision-making regarding therapeutic interventions in future courses.

NURSG 504

Philosophical and Theoretical Foundations of Advanced Nursing

3 Credit Hours

This course focuses on the ethical and theoretical foundations of advanced nursing. Personal narratives from clinical practice are analyzed from the perspectives of several ways of knowing. Selected ethical and aesthetic theories as well as theories from nursing, physical sciences, social and behavioral sciences, and organizational management are analyzed and applied. Reflexive practice, scholarly writing, and transformational learning in graduate education are emphasized.

NURSG 505

Advanced Health Assessment for Family Nurse Practitioners

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-503, E: NURGL-505 (RQ)

This didactic and laboratory course assists students to develop effective clinical interviewing, focused history-taking, advanced physical assessment and clinical decision-making skills. Course content builds upon the student's foundational knowledge of pathophysiology, microbiology and anatomy. The underlying approach to assessment stresses a holistic view of clients as complex beings possessing physical, emotional, social and spiritual health needs and resources, living as individuals within families and communities. This three semester hour course contains two semester hours of didactic instruction and one semester hour of clinical laboratory.

NURSG 509

Nursing Inquiry

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-504 NURSG-517 Basic statistics course or passing score on statistics competency exam

This course focuses on methods of inquiry as a basis for the expansion of knowledge in nursing. Philosophical foundations of qualitative and quantitative methods are explored. Methodological approaches that use qualitative analysis are compared with those that require quantification and statistical analysis of data. Emphasis is placed on the congruence between the research problem and the research design. Analysis of research studies and the ability to develop a research proposal are expected outcomes of this course. Current issues in nursing research, including those of critique, collaboration and publication are discussed. NOTE: Basic statistics course or passing score on statistics competency exam is prerequisite.

NURSG 512

Advanced Pharmacology

3 Credit Hours

This course focuses on the pharmacologic effects and clinical uses of selected drug groups. Principles of pharmacodynamics and pharmacokinetics are reviewed. The issues of altered pharmacotherapeutic response relative to physiologic and psychosocial variables will be included. Pharmacologic mechanisms in association with side effects, drug interactions, contraindications and patient education will be addressed.

NURSG 517

Health Care Systems Financing

3 Credit Hours

This course focuses on the transformation of the American health care system. The corporatization of health care and the complexities of health care delivery and related financing of that care are addressed. Efforts on quality care, now linked to reimbursement for that care, are the emphasis for health care systems' policies today. Included are the basic concepts of quality, safety, improving health outcomes and related policy analysis. The course also provides an opportunity for practical application of budgeting through cost analysis, and the use of financial information for decision and policy making in providing quality health care.

NURSG 518

RN to MSN Bridge Course RN to MSN Bridge Course

3 Credit Hours

Pre/Corequisite: P (RQ) NURS-484

This course provides a bridge from the RN to BSN curriculum into the MSN curriculum. Included are the basic concepts of cost, quality, safety of care and improving health outcomes. The course also provides an opportunity for practical application of concepts through a change project cost/benefit analysis in providing quality health care. Students will develop effective written professional communication skills. The course includes an introduction to the U.S. health care system and analysis of that system and associated policies. NOTE: Completion of the RN-BSN class requirements with a GPA of 3.0

NURSG 519**Primary Care of Women and Children**

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-505, C: NURGP-519 (RQ)

This is the first of three primary care delivery courses for Family Nurse Practitioner students. With an emphasis on women's and children's health, assessment and management strategies for problems commonly encountered in primary care are introduced. Students work closely with primary care providers in clinical settings in developing clinical decision-making skills integral to the role of the family nurse practitioner.

NURSG 523**Clinical Leader Role I**

2 Credit Hours

This is the first of four courses specific to the Clinical Leader (CL) role. The course provides a foundation for implementation of the role. Students focus on the CL role and its contribution to improve patient outcomes, ensure quality care and reduce health care costs. Concepts, theories and issues related to nursing leadership and care environment management are investigated in depth. End of program competencies for the Clinical Nurse Leader role will be discussed. The practicum facilitates role clarification and application of microsystem analysis. This course requires a minimum of 75 non-precepted clock hours of practicum.

NURSG 524**Clinical Leader Role II**

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-523

This is the second of four practicum courses in the Clinical Leadership track. Students apply elements of the CL curriculum with a selected cohort of clients in a practice setting. The practicum facilitates development of skills for advocacy and leadership in a microsystem as a means to promote positive change in a health care delivery system while putting best practices into action. Periodic seminars provide opportunities for CL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role. This course requires a minimum of 75 clock hours of precepted practicum.

NURSG 525**Pharmacology for Advanced Practice Nursing**

1 Credit Hour

Pre/Corequisite: P (RQ) NURSG-552, C: NURSG-535 (RQ)

This course focuses on the application of pharmacologic and pharmacotherapeutic principles in primary care. Pharmacological mechanisms of action in association with drug interactions, incompatibilities, side effects, contraindications and client education are addressed. Clinical uses of selected drug groups are explored through a case study approach. Issues related to prescriptive practice are discussed.

NURSG 535**Management of Common Problems in Primary Care**

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-519 NURGP-519, C: NURGP-535 (RQ)

This is the second of three primary care delivery courses for Family Nurse Practitioner students. Assessment and management strategies for problems commonly encountered in primary care are introduced. Students work closely with primary care providers in clinical settings in developing clinical decision-making skills integral to the role of the family nurse practitioner.

NURSG 536**Management of Complex Problems in Primary Care**

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-535, NURGP-535, C: NURGP-536 (RQ)

This is the final course of three primary care delivery courses for Family Nurse Practitioner students. Assessment and management strategies for complex problems in primary care are introduced. A minimum of 225 hours of clinical practicum is required for this course. Students work closely with primary care providers in clinical settings to develop clinical decision-making skills integral to the role of the family nurse practitioner. The student will synthesize elements of clinical management skills and knowledge and analyze, apply and evaluate diverse aspects of patient assessment and health care interventions.

NURSG 537**Family Nurse Practitioner Role Synthesis**

2 Credit Hours

Pre/Corequisite: P (RQ) NURSG-535

Current concepts, theories, and issues relevant to the family nurse practitioner role are analyzed. The multifaceted role of the family nurse practitioner as primary care provider, educator, researcher, manager, and consultant is examined. Focus will be placed on how the evolution of these roles has influenced the development, transition, and implementation of today's advanced nursing practice. Professional competencies, educational requirements, and regulatory controls will be discussed.

NURSG 544**Epidemiology and Population Based Health Care**

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-509

This course emphasizes the use of epidemiological research in population based health care. The essential elements of the community health/needs assessment method are applied to assess health needs and/or problems of a population/community or an aggregate in the community. Students have opportunities to apply principles of epidemiology including analysis of occurrence, distribution, determinants, and consequences of health-related states and diseases. Analysis of aggregate data from public domain websites is also included to evaluate the effectiveness of interventions to improve population health care outcomes. Students have opportunities to study disease(s) and apply strategies that promote health in diverse population groups. Students will design population centered and culturally responsive strategies to promote health

and health related interventions for populations, communities and aggregates in a community.

NURSG 545

Executive Leader Role I

2 Credit Hours

This is the first of four courses specific to the, Executive Leader (EL) role. Students focus on the, EL role and its contribution to executive, practice which sets the vision for nursing, practice in the delivery of safe, timely,, efficient, equitable and patient-centered care., Working within a collaborative and, inter-professional environment, the nurse in, administrative practice is influential in, improving the patient experience of care, (including quality and satisfaction), improving, the health of populations and reducing the per, capita cost of health care. Concepts, theories, and issues related to nursing administrative, leadership are investigated in depth. The AONE, Nurse Executive Competencies that identify the, common core set of competency domains for health, care leadership - communication and relationship, management; knowledge of the health care, environment; leadership; professionalism;,, business skills and principles - will be discussed., The practicum facilitates role clarification and, application of organizational analysis.

NURSG 552

Advanced Pharmacology for FNP's

3 Credit Hours

This course focuses on the pharmacologic effects, and clinical uses of selected drug groups., Principles of pharmacodynamics and, pharmacokinetics will be reviewed. The issues of, altered pharmacotherapeutic response relative to, physiologic and psychosocial variables will be, included. Pharmacologic mechanisms of action in, association with side effects, drug interactions,, contraindications and patient education will be, addressed. All course objectives will be considered from the perspective of the Family Nurse Practitioner as a licensed prescriber of medications.

NURSG 553

Communication, Culture, Conflict and Collaboration in Contemporary Health Care

3 Credit Hours

This course addresses expressions of health, illness, caring and healing from trans-cultural and communication-focused perspectives. Understanding and developing professional competence in caring for and working with individuals, families, groups, and communities with diverse cultural backgrounds is emphasized. Patterns of human communication and interaction with health care clients and professional colleagues are considered in terms of theories and practical skills of communication, conflict resolution and professional collaboration. The impact of negative patterns of interaction (e.g., stereotyping, discrimination and marginalization) on health care disparities is considered.

NURSG 555

Administrative Leadership in Nursing I

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-558

This course emphasizes leadership and managerial skills as well as organizational assessment as the foundation for advanced nursing practices in complex or integrated health care systems. Theoretical content includes theories of leadership, management, and motivation; and principles of quality management, continuous quality improvement, risk management, and patient and employee safety. Frameworks for organizational assessment, program planning, and program evaluation are explored. Students acquire leadership and managerial skills that will be applied in subsequent practicum courses to enhance advanced practice in nursing administration. Learning experiences derived from this course serve as the basis for organizational assessment, and development of interventions to promote the functions of the organization.

NURSG 556

Administrative Leadership in Nursing Practicum I

2 Credit Hours

Pre/Corequisite: C (RQ) NURSG-555

This is the first practicum course for the administrative leadership in nursing sequence at the advanced level. Practicum experiences provide opportunities for students to apply content from the theory course (NURSG 555) to an advanced nursing practice setting. Working with the preceptor and the clinical faculty, the student conducts an organizational assessment and develops a project focusing on a specific population or an aggregate served by the clinical agency. This course requires a minimum of 135 clock hours of practicum and 15 hours of seminar (150 hours total).

NURSG 557

Information Technology in Health Care and Outcomes

3 Credit Hours

This course provides an overview of the various ways in which information technology is used in health care and education. Following an introduction to the principles of information science and information systems, students explore the practical applications and strengths and limitations of various information technologies. Applications of technology in the care of individuals, populations and communities are addressed, including aspects of tele-health. Students gain experience using and interpreting data from administrative and clinical health information databases in order to develop plans for quality assurance and outcomes evaluation. Students will interact with information management applications related to administration, clinical practice, education and research.

NURSG 558

Advanced Health Care Finance

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-517

This course examines financial and economic concepts and techniques of managing a health care agency or organization in a variety of settings. The focus is on financial knowledge and information as applied to health care agencies or integrated health care delivery systems, including budget concepts,

financial analysis, and the integration of strategic goals and objectives with financial planning. Current issues related to the economics of health care, including the political and ethical issues involved in containing health care costs, are explored.

NURSG 562**Administrative Leadership in Nursing II**

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-555, P: NURSG-567 (RQ)

This is the second theory course in the administrative leadership in nursing sequence at the advanced level. Course content focuses on the leadership role of advanced nursing administrative practice in developing, implementing, and evaluating initiatives to manage and improve organizational practices and outcomes. Students acquire skills in program planning and evaluation for health improvement and outcomes research, especially quality improvement, change management and human resources management.

NURSG 567**Administrative Leadership in Nursing Nursing Practicum II**

2 Credit Hours

Pre/Corequisite: P (RQ) NURSG-555, NURSG-556, C: NURSG-562 (RQ)

This is the second sequential practicum course for the Administrative Leadership in Nursing track. Practicum experiences provide opportunities for students to apply content from the theory course (NURSG 562) in an advanced nursing practice setting. Working with the site preceptor and practicum faculty, student conducts leadership project focusing on an issue related to health care delivery to fill the course objectives.

NURSG 568**Advanced Health and Social Policy**

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-517

This course focuses on health policy analysis and utilizes various methods of critique to analyze health and social policy development. Organizational, local government, state and national policies will be discussed and examined. Use of health data and information related to policy available from the public domain is highly encouraged. Students will analyze and propose solutions to issues of policy related to their own professional interests.

NURSG 578**Administrative Leadership in Nursing Capstone**

2 Credit Hours

Pre/Corequisite: P (RQ) NURSG-562, NURSG-567

This is the final sequential clinical course in the executive leadership track. This course is an applied capstone experience at the end of each student's program of study and provides an opportunity for the student to gain experience in a particular area of administrative leadership interest. The clinical practicum component of the course is designed to be a project conducted independently by the student at a setting of the student's choice. The student works with a preceptor and the instructor to develop specific goals and objectives, and submits a summary of the project at the completion of the course. This course requires a minimum of 135 clock hours of practicum and 15 hours of seminar.

NURSG 589**Individualized Study**

1 to 6 Credit Hours

This course is an intensive individual study of a topic related to the nursing profession. Specific goals are reviewed and agreed upon by the student, the student's advisor, and the instructor involved. A written contract is developed. A final written report of the study is required.

NURSG 605**Administrative Leadership I**

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-545

This theory/practicum course emphasizes leadership and managerial skills as well as organizational assessment as the foundation for advanced nursing practices in complex or integrated health care systems. Theoretical content includes theories of leadership, management, and motivation; and principles of quality management, continuous quality improvement, risk management, and patient and employee safety. Frameworks for organizational assessment, program planning, and program evaluation are explored. Students acquire leadership and managerial skills that will be applied in subsequent practicum courses to enhance advanced practice in nursing administration. Learning experiences derived from this course serve as the basis for organizational assessment and development of project based interventions to promote the functions of the organization. Practicum experiences provide opportunities for students to apply content to an advanced nursing practice setting. Working with the preceptor and the practicum faculty, the student builds on the organizational assessment from NURSG 545 and develops a project proposal focusing on a specific population or an aggregate served by the practicum agency. (75 preceptored practicum hours)

NURSG 606**Administrative Leadership II**

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-545, NURSG-605

This is a second theory/practicum course in the, Executive Leadership in nursing option at, the advanced level. Course content focuses on the, leadership role of advanced nursing, administrative practice in developing,, implementing, and evaluating initiatives to, manage and improve organizational practices and, outcomes. Students acquire skills in program, planning and evaluation for health improvement, and outcomes research, especially quality, improvement, change management, and human, resources management. Practicum experiences, provide opportunities for students to apply, content in an advanced nursing practice setting,, Working with the site preceptor and practicum, faculty, the student conducts a leadership project, focusing on an issue related to health care, delivery to fulfill the course objectives. (150, preceptored practicum hours)

NURSG 607**Administrative Leadership Capstone**

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-545, NURSG-605, NURSG-606

This is the final sequential theory/practicum, course in the Executive Leadership track. This, course is an applied capstone experience at the, end of each student's program of study and, provides an opportunity for the student to gain, experience in a particular area of administrative, leadership interest. The clinical practicum, component of the course is designed to be a, project evaluation conducted independently by the, student at a setting of the student's choice. The, student works with a preceptor and the instructor, to develop specific goals and objectives, and, submits a summary of the project evaluation at, the completion of the course. (150 preceptored, practicum hours)

NURSG 608**Nurse Educator Role**

2 Credit Hours

This is the first of four courses specific to the, Nurse Educator role. The course provides a, foundation for the implementation of the role., Field experiences enable students to explore the, NLN Competencies for the Academic Nurse Educator, to understand the impact of the faculty role in, the advancement of the nursing profession., Students will examine learning theory and, conceptual frameworks. Foundational principles of, the scholarship of teaching, and roles and, challenges for the nurse educator in traditional and non-traditional settings are explored.

NURSG 609**Clinical Practice Practicum**

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-608

This is the second of four courses specific to the Nurse Educator role. The didactic portion of the course focuses on roles and responsibilities that are applicable to advanced clinical practice in any setting; for example, evidence-based practice, consulting on complex patients, and teaching and interprofessional collaboration. The practicum immersion experience provides the opportunity to expand clinical proficiency in an identified area of advanced nursing practice. During the practicum portion, students will collaborate with a MSN-prepared preceptor in the identified area of advanced nursing practice in order to develop in-depth knowledge and expertise in a particular area of nursing that includes graduate-level clinical practice content and experiences, and expand their exposure to a variety of clinical situations and management strategies. There are 150 hours of preceptored practicum in this course.

NURSG 610**Learning Principles and Instructional Methods for the Adult Learner**

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-608

This is the third of four courses specific to the Nurse Educator role. Basic principles of curriculum design and formulation of

program outcomes are introduced. The focus is on course planning, with emphasis on evidence-based educational strategies and learning activities that facilitate learning in a variety of settings. Online seminar and preceptored practicum activities assist the NE student to demonstrate application of theoretical principles and specific teaching-learning strategies in clinical, simulation, online and classroom instructional situations. A particular focus is effective communication between teacher and learner and sensitivity to varying needs of learners based on culture, disabilities, and educational background. Integration of core professional nursing values and the core concepts of clinical decision-making, communication, and cultural competence into the curricular plan are discussed. There are 75 hours of preceptored practicum in this course.

NURSG 611**Nurse Educator Role Practicum**

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-610

This is the final course specific to the Nurse Educator role. This course focuses on the development of skills in assessment and evaluation strategies as applied to course and program learning outcomes. Evidence-based practices for evaluation of learning in both classroom and clinical settings are analyzed and applied. Ethical and legal implications of classroom and clinical evaluation are explored. During the practicum portion, students will collaborate with a faculty mentor to create teaching-learning activities that include preparing and delivering didactic lectures in face-to-face and online environments, providing feedback to learner assignments, designing and conducting simulation activities, choosing clinical assignments, supervising learners in the clinical setting, leading pre- and post-clinical conferences, and evaluating learners in the clinical setting. There are 150 hours of preceptored practicum in this course.

NURSG 612**Clinical Leader Immersion I**

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-524

This is the third practicum course in the Clinical Leader track. Students enhance skills in advocacy and leadership for reforming a health care delivery system while putting best practices into action. The practicum facilitates development of a project to promote positive change in the microsystem. Periodic seminars provide opportunities for CL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role. This course requires a minimum of 150 clock hours of precepted practicum.

NURSG 614**Clinical Leader Immersion II**

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-612

This is the fourth practicum course in the Clinical Leader track. Students refine the skills necessary to implement roles of the clinical leader in a specific health care delivery system. The practicum facilitates implementation, measurement of outcomes and dissemination of a project that promotes positive change in the microsystem. Periodic seminars provide

opportunities for CL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role. This course requires a minimum of 150 clock hours of precepted practicum.

NURSING - GRADUATE PRACTICUM

NURGP 519

Primary Care of Women and Children Practicum

2 Credit Hours

Pre/Corequisite: P (RQ) NURSG-505, C: NURSG-519 (RQ)

In this course, students work closely with primary care providers in clinical settings in developing clinical decision making skills integral to the role of the family nurse practitioner.

This course is the mandatory practicum section for NURSG 519. A minimum of 150 hours of clinical practicum is required for this course. NOTE: Students registered for NURSG 519 must also register for NURGP 519 in order to complete the course requirements and receive credit for this course

NURGP 535

Management of Common Health Problems in Primary Care Practicum

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-519, NURGP-519, C: NURSG-535 (RQ)

In this course, students work closely with primary care providers in clinical settings in developing clinical decision-making skills integral to the role of the family nurse practitioner.

This course is the mandatory practicum section for NURSG 535. A minimum of 225 hours of clinical practicum is required for this course. NOTE: Students registered for NURSG 535 must also register for NURGP 535 in order to complete the course requirements and receive credit for this course.

NURGP 536

Management of Complex Health Problems in Primary Care Practicum

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-535, NURGP-535, C: NURSG-536 (RQ)

Students work closely with primary care providers, in clinical settings in developing clinical, decision-making skills integral to the role of, the family nurse practitioner. This course is the, mandatory practicum section for NURSG 536. A, minimum of 225 hours of clinical practicum is, required for this course. NOTE: Students, registered for NURSG 536 must also register for, NURGP 536 in order to complete the course, requirements and receive credit for this course.

SECONDARY EDUCATION

EDGSE 404

Field Experience for Secondary

1 Credit Hour

Candidates will enroll in a one-credit course prior to students teaching and observe classes in their major for two weeks. Field experience will take place at a high school selected by the Education Department. Arrangements will be made for licensed teachers pursuing subsequent licensure in secondary or candidates in their own classroom.

EDGSE 415

Principles and Practices of the Middle and Secondary School

3 Credit Hours

This course focuses on establishing a learning environment in the classroom. It examines methods of establishing objectives and developing learning experiences, the setting of limits on behavior, group dynamics, research-based instructional methods and the use of community resources. Study and application of classroom interaction models, use of applied research techniques and use of computer databases are included in this course. Strategies for educational leadership are also examined.

EDGSE 423

Secondary Education Practicum

3 to 6 Credit Hours

This practicum experience is designed for licensed teachers seeking a subsequent Secondary license. In lieu of a second student teaching experience, graduate students enroll in EDGSE 423, Practicum in Secondary Education. A faculty member from the Education Department will supervise the practicum.

EDGSE 434

K-12 General Music

3 Credit Hours

This course teaches students how to plan, implement, and evaluate a comprehensive general music program. Students will acquire a varied pedagogical skill set; develop a working knowledge of practices in current use, as well as national and state standards; develop a working knowledge of educational materials; and be acquainted with the theoretical constructs on which music education is based. 15 clinical hours.

EDGSE 435

Teaching Choral Music in the Senior High School

3 Credit Hours

This course prepares students to teach in middle and high school choral programs. The course focuses on choral rehearsal techniques and pedagogies, choral program administration, and the completion of a job application portfolio and mock interview. Subject-specific content for the edTPA is also addressed. 15 clinical hours required.

EDGSE 436

Teaching Instrumental Music in the Senior High School

3 Credit Hours

This course focuses on the skills necessary to successfully operate a secondary instrumental music program (including proper programming for and instruction of concert bands, jazz bands, marching bands, orchestras, chamber music, and other ensembles). Rehearsal technique, instrumental pedagogy, philosophies of teaching, and subject-specific content related to the edTPA are also addressed. 15 clinical hours.

EDGSE 444

Directed Teaching - Middle and Secondary

6 Credit Hours

Pre/Corequisite: C (RQ) EDGSE-445

Must have completed a minimum of 100-clock hours of supervised field experiences in education; the required in sequence education courses. Program of guided observation, participation, and teaching in classroom, jointly supervised by a teacher from the University and one from the field. Normally, the student teacher spends the whole school day in the field for 16 weeks.

EDGSE 445

Seminar in Teaching and Learning

2 Credit Hours

Pre/Corequisite: C (RQ) EDGSE-444

This course provides a reflective analysis of the directed-teaching setting; analysis and evaluation of the candidate's classroom management, instructional planning, implementation and assessment strategies; instructional modifications to address diverse learners; analysis and evaluation of students' learning.

EDGSE 463

Methods of Teaching Art in Secondary Schools

3 Credit Hours

Pre/Corequisite: E (RQ) EDGSE-415

*Level 2 education course: requires admission to the Education Department. This course provides an investigation and use of applicational, functional and expressional aspects of teaching art. Exploration and discussion of major educational concepts and techniques. Course also includes field trips to a variety of schools where different teaching modes can be examined. Clinical hours. Offered fall.

EDGSE 464

Methods of Teaching Biology in Secondary Schools

3 Credit Hours

Pre/Corequisite: E (RQ) EDGSE-415

*Level 2 education course: requires admission to the Education Department. This course covers the principles, methods and materials of teaching biology at the middle school and secondary level. Clinical hours. Offered fall.

EDGSE 465

Methods of Teaching English in Secondary School

3 Credit Hours

Pre/Corequisite: E (RQ) EDGSE-415

*Level 2 education course: requires admission to the Education Department. This course builds on and expands the material

covered in ENGL 356 and ENGL 371. This course covers the theories and practices of teaching English in secondary school English language arts classrooms, in addition to an emphasis on integrating reading, writing, speaking, listening and technology skills into effective lessons and units. 30 clinical hours. Offered fall.

EDGSE 466

Methods of Teaching Foreign Language in Secondary Schools

3 Credit Hours

Pre/Corequisite: E (RQ) EDGSE-415

*Level 2 education course: requires admission to the Education Department. This course examined the trends in methodology of foreign language teaching in the United States. Course includes the development of ability in determining, stating and evaluating objectives. Emphasis on individualized instruction. Class demonstration of teaching techniques with the use of audio-visual equipment. 30 clinical hours. Offered fall.

EDGSE 467

Methods of Teaching Math in Secondary School

3 Credit Hours

Pre/Corequisite: E (RQ) EDGSE-415

Level 2 Professional Education course: Requires admission to the Education Department. This course exposes both pre-service and in-service school teachers to principles, current issues, materials and methods of teaching mathematics in secondary school. Strong mathematical background expected. 30 clinical hours. Offered Fall term.

EDGSE 469

Methods of Teaching History and Social Science in Secondary School

3 Credit Hours

Pre/Corequisite: E (RQ) EDGSE-415

This course covers the principles, methods and materials of teaching history and social studies at the middle school and secondary level. 30 clinical hours. Offered fall.

EDGSE 497

Literacy Instruction for Diverse Learners

3 Credit Hours

This course addresses the responsibility and challenge secondary teachers must undertake as they strive to meet the needs of diverse learners in their content areas. Teacher candidates will explore teaching and learning strategies that support the development of a wide range of literacy skills in order to create challenging learning opportunities for all students. 10 clinical hours.

EDGSE 498

Student Teaching K-12

6 Credit Hours

Program of guided observation, participation and teaching of students in K-12 settings. Jointly supervised by an instructor from the University and a teacher from the field. The student teacher spends 16 weeks in a 6-12 setting.

EDGSE 507

Advanced Educational Psychology

3 Credit Hours

This course examines the psychological theories and principles of learning as they apply to the teaching-learning process. A constructive analysis of the principle areas, theories, experimentation and conclusions in psychology with attention focused on such topics as motivation, intelligence, learning, cognition and emotions. Graduate students seeking licensure in Early Childhood or Elementary Education may not substitute this course with an undergraduate course. 10 clinical hours.

EDGSE 508

Advanced Adolescent Development

3 Credit Hours

This course will investigate the research concerning the transition from adolescence to young adulthood. It is designed to address decision making curriculum that would include the emotional, sexual, spiritual, physical, moral and intellectual development of the adolescent in special and regular educational settings. This course may not be substituted by an undergraduate course for licensure. 10 clinical hours.

EDGSE 570

Secondary Classroom Environment: Supporting College Career Readiness

2 Credit Hours

This course prepares candidates to support secondary students with preparing for college and career.

EDGSE 571

Methods of Teaching Mathematics in the Secondary School

2 Credit Hours

This course exposes both candidates to the principles, methods and materials teaching mathematics in the secondary school.

EDGSE 572

Methods of Teaching English Language Arts in the Secondary School

2 Credit Hours

This course covers the theories and practices of teaching English in secondary school English language arts secondary classrooms. Areas of focus are on integrating reading, writing, speaking, listening and technology skills into effective secondary education lessons and units.

EDGSE 573

Methods of Teaching History and Social Studies in the Secondary School

2 Credit Hours

This course covers the principles, methods and materials of teaching social studies with a focus on history at the secondary level.

EDGSE 574

Methods of Teaching Biology in the Secondary School

2 Credit Hours

This course covers the principles, methods and materials of teaching biology at the secondary level.

EDGSE 575

Methods of Teaching Chemistry in the Secondary School

2 Credit Hours

This course covers the principles, methods and materials of teaching chemistry at the secondary level.

EDGSE 576

Methods of Teaching Physics in the Secondary School

2 Credit Hours

This course covers the principles, methods and materials of teaching physics at the secondary level.

EDGSE 577

Methods of Teaching Political Science and Social Studies in the Secondary School

2 Credit Hours

This course covers the principles, methods and materials of teaching social studies with a focus on political science at the secondary level.

EDGSE 578

Methods of Teaching Computer Science in the Secondary School

2 Credit Hours

This course is designed to introduce students to the pedagogical approaches & practices associated with teaching computer science at the secondary level. Students will learn methods of teaching secondary CS. Topics include developing learning objectives, theories of learning in CS & computational thinking, instructional approaches, lesson design & implementation, & assessment.

EDGSE 579

Methods of Teaching Music in the Secondary School

2 Credit Hours

This course teaches candidates the principles, methods and materials necessary for teaching in a general music program.

EDGSE 580

Methods of Teaching Visual Arts in the Secondary School

2 Credit Hours

This course provides teachers with the major educational concepts, methods, techniques and materials of applicational, functional and expressional aspects of teaching art.

EDGSE 589

Methods of Teaching Foreign Language in the Secondary School

2 Credit Hours

This course examines the principles, methods and materials necessary for teaching of foreign language teaching in the United States.

SPECIAL EDUCATION

EDGSP 403

Introduction to the Special Education edTPA

1 Credit Hour

Pre/Corequisite: P (RQ) EDGSP-520, EDGSP-521, EDGSP-522, EDGSP-523, and EDGSP-524

Candidates will complete practice exercises for Task 1, Planning for Instruction; Task 2, Instructing and Engaging the Focus Learner; and Task 3, Assessing Learning. Practice activities will include responding to prompts that use key edTPA vocabulary and reflecting on edTPA requirements and rubrics. *This course will be delivered online via CANVAS.

EDGSP 413

Survey of Students With Exceptionalities for the Regular Classroom Teacher

3 Credit Hours

This course explores the characteristics and learning needs as well as effective methods for teaching, assessing, and accommodating students with disabilities and other learning differences. The responsibilities of teachers and related service providers under federal legislation are emphasized. Learners with disabilities include learners with intellectual, sensory, health, and physical disabilities; learning and emotional disabilities; and communication and behavioral disabilities. Learners with learning differences include those who are English Language Learners or dialectical English speakers, those who are gifted, and those with specific risk factors. This course meets the requirement for Illinois House Bill 150. 5 clinical hours.

EDGSP 418

Methods of Teaching Reading in the Elementary School

3 Credit Hours

Pre/Corequisite: E (RQ) EDUGL-418

This course provides an investigation of theory, research and practice related to the teaching of reading, language arts and children's literature. It includes the study of language development; principles, methods and materials of literacy instruction including basal reader, constructivist, literature-based learning; selection and use of children's literature.

EDGSP 421

Methods of Teaching Mathematics in the Elementary School

3 Credit Hours

This course consists of classroom and field experiences. The course focuses on the analysis of children's construction of mathematical knowledge and on mathematics as a meaningful activity. The use of word problems and manipulatives to aid in the understanding of operations on whole numbers, fractions, decimals and percents is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics are included. Offered according to cohort schedule.

EDGSP 445

Seminar in Teaching and Learning

2 Credit Hours

Pre/Corequisite: P (RQ) EDGSP-520, EDGSP-521, EDGSP-522, EDGSP-523, and EDGSP-524, E: EDGSP-530 (RQ)

This course for student teachers includes a structured teaching performance assessment in the directed teaching site: an analysis of the contextual factors of the special education students' learning environment; alignment of teaching with the state learning standards; an appropriate assessment plan linked to learning goals; instruction designed for engaged, successful learning for all students' accommodations and modifications to address learning needs; analysis and evaluation of students' learning; and oral and written reflection on all components of the teaching process.

EDGSP 520

Characteristics of Students with Disabilities

3 Credit Hours

This course provides a study of cognitive, motor, behavioral and physical development, as well as etiologies and medical conditions related to a wide range of disabilities. Experiences with students with disabilities regarding their characteristics, learning needs, family needs, adaptive equipment, assistive technology, community integration, and vocational options are provided. 15 clinical hours.

EDGSP 521

Foundations of Special Education

3 Credit Hours

Pre/Corequisite: P (RQ) EDGSP-520

This course provides a study of philosophical, historical and legal foundations of special education. Candidates investigate the progression of service delivery models from segregation to inclusive settings and the self-determination of persons with disabilities across the life span. 5 clinical hours.

EDGSP 522

Adaptations and Accommodations for Students With Disabilities

3 Credit Hours

Pre/Corequisite: P (RQ) EDGSP-520

This course provides investigation and development of adaptations for instruction, communication and assessment for students with disabilities, and interaction with their families, paraprofessionals, colleagues, community members, and other service agencies. Candidates develop accommodations of multiple curriculum areas across the age range from preschool to 21. 15 clinical hours.

EDGSP 523

Language Disorders and Instruction in Diverse Classrooms

3 Credit Hours

Pre/Corequisite: P (RQ) EDGSP-520

This course provides a study of typical and atypical language development, including cultural influences, second-language acquisition, and the effects of sensory impairment. Included is the exploration of research-based language-intervention

strategies and devices/systems across age and skill levels. 10 clinical hours.

EDGSP 524

Diagnostic Assessment for Educational Decision-Making

3 Credit Hours

Pre/Corequisite: P (RQ) EDGSP-520

This course includes intensive theoretical and practical study of the instruments and processes used for nondiscriminatory evaluation of students with disabilities in the areas of academic, social and vocational function. Analysis of test construction, considerations of legal and ethical issues in the administration of specified tests and the interpretation of various scores, and Illinois Alternative Assessment are also discussed in this course. 20 clinical hours.

EDGSP 525

Methods of Teaching Students with Disabilities

6 Credit Hours

Pre/Corequisite: P (RQ) EDGSP-520, EDGSP-524

This course provides an examination and implementation of research-based effective strategies and materials for teaching students with disabilities in the areas of academic, social and vocational function. Emphasis is on transfer and generalization in inclusive settings, including physical and academic prompts and adaptations. Focus is also on IEP development, responsive to Illinois learning standards and aligned with assessments, and inclusive of progress monitoring. 25 clinical hours.

EDGSP 526

Practicum: Students With Disabilities

3 Credit Hours

Pre/Corequisite: P (RQ) EDGSP-520, EDGSP-521, EDGSP-522, EDGSP-523, EDGSP-524, and EDGSP-525

This course includes observation of, participation with, and teaching of students with disabilities. Other activities include fulfilling responsibilities of practicing special educators, such as planning for instruction; using IEPs; implementing adaptations and accommodations of instruction aligned to Illinois learning standards and general education curriculum in academic, social and vocational areas; assessing student progress employing alternative assessment as appropriate; employing community resources and technology; and collaborating with parents and other professionals.

EDGSP 530

Student Teaching: Students with Disabilities

6 Credit Hours

Pre/Corequisite: P (RQ) EDGSP-520, EDGSP-521, EDGSP-522, EDGSP-523, EDGSP-524, and EDGSP-525, C: EDGSP-445 (RQ)

This course includes observation of, participation with, and teaching of students with disabilities. Other activities include fulfilling responsibilities of practicing special educators, such as planning for instruction; developing IEPs; implementing accommodations and modifications of instruction aligned to Illinois learning standards and general education curriculum in academic, social and vocational areas; assessing student progress employing alternative assessment as appropriate;

employing community resources and technology; and collaborating with parents and other professionals.

EDGSP 531

Behavior Management

3 Credit Hours

This course explores the research relevant to the behavior management of classrooms as a three-dimensional construct, including prevention of misbehavior through effective instructional design, addressing misbehavior through effective management techniques, and decreasing misbehavior through effective positive-behavior support plans. Recognition of age-appropriate and developmental needs of typical and atypical learners serves as a foundation. 10 clinical hours.

EDGSP 532

Individualized Positive Behavior Support Plans

3 Credit Hours

This course includes investigation of relevant legal and ethical issues regarding discipline of students with disabilities. Collaborative models of design and implementation and evaluation of positive-behavior support plans based on functional analysis of behavior is explored. 10 clinical hours.

EDGSP 533

Curriculum Development for Special Educators

3 Credit Hours

This course includes investigation of state and federal legislation, Illinois learning standards, general curriculum and curriculum materials from varied sources. Other course topics include development of curricula, employing learning styles research, bodies of knowledge from professional organizations of the disciplines, curriculum adaptation, collaboration models, instructional delivery, student advocacy, matching curricula to individual learners, technology, and case-by-case problem solving. 10 clinical hours.

EDGSP 534

Curriculum Evaluation and Collaborative Assessment for Special Educators

3 Credit Hours

This course provides an exploration of assessment strategies for systematic monitoring of student progress, curriculum appropriateness, alternative communication modes, alternative assessment use in the general education classroom, grading, error analysis, and instructional planning. The course also provides experience in peer coaching, team teaching, team assessing, and models for collaboration. 10 clinical hours.

TEACHING AND LEADERSHIP

EDGTL 551

E-Learning Design and Technologies

2 Credit Hours

This course is an introduction to e-learning design and development, including project management, instructional analysis and strategies/methodologies for promoting online learning and participation.

EDGTL 552

Adult Development and Learning

3 Credit Hours

This course examines how adults acquire and apply knowledge and uses this information to promote a culture of share accountability for school outcomes that maximize teacher effectiveness, promote collaboration and drives continuous improvement in instruction .

EDGTL 553

Professional Development

3 Credit Hours

This course examines the design and application of professional development experiences that meet the teaching and learning needs of teachers and staff.

EDGTL 554

Models of Teacher Evaluation

3 Credit Hours

This course covers various teacher evaluation models and facilitative practices that support teacher growth and development.

EDGTL 555

School Improvement Processes

3 Credit Hours

This course covers current leadership theories and data driven planning models that focus on a continuous school improvement process.

EDGTL 556

Building School, Family and Community Collaborations

3 Credit Hours

This course examines diverse learners, families and communities. Special attention is given to building a culture that focuses on student learning.