Saint Xavier University
Graduate Catalog

Saint Xavier University
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SAINT XAVIER UNIVERSITY

MISSION STATEMENT

Saint Xavier University is an independent, coeducational, Catholic institution of higher learning. The University's primary purpose is to develop and sustain challenging undergraduate, graduate, and professional programs of study, marked by superior teaching. The University also supports research and artistic expression, and sponsors selected programs of direct service to metropolitan Chicago.

Saint Xavier University seeks diversely talented students who will engage actively in a learning community that is intergenerational, multi ethnic, and international. Programs of study emphasize liberal arts and specialized professional education within a context of ethical concern and social responsibility. The University complements formal curricula with co-curricular services and programs intended to enhance lifelong learning, foster personal growth, and develop leadership qualities.

Emphasizing its Catholic heritage and purpose, Saint Xavier University continues to build upon the ideals of its founders and sponsors, the Sisters of Mercy, who in 1846 established an academy defined by intellectual rigor, service to the poor, encouragement of religious faith, and a special interest in women and children. Consistent with this tradition, Saint Xavier University upholds high academic standards, respects freedom of personal religious expression, and honors commonly accepted standards of academic freedom.

HISTORY

Saint Xavier University is a coeducational, private, Catholic university serving a diverse student population of nearly 5,700. Saint Xavier offers over 35 undergraduate degree programs and over 30 graduate degree program options in Applied Computer Science, Business, Counseling Psychology, Education, Nursing, Public Health and Speech-Language Pathology. Founded by the Sisters of Mercy and chartered in 1847, Saint Xavier was Chicago's first college, and one of the first institutions of higher learning in Illinois. Saint Xavier has occupied its present location at 103rd Street and Central Park since 1956. It became coeducational in 1969. The School for Continuing and Professional Studies (formerly known as The Adult College) opened in 1978, offering flexible schedules for working professionals. The Graham School of Management opened across the street from the Chicago Campus in 1985. On May 1, 1992, Saint Xavier marked another milestone in its long and impressive history when it achieved University status. In 1997, the University opened its South Campus in Tinley Park, Illinois, bringing a degree from Saint Xavier "closer to home" for neighbors in the south and southwest suburbs. Continuing to grow, in 2003 Saint Xavier University opened a state-of-the-art campus in Orland Park.

A VISION OF OUR CATHOLIC IDENTITY

Saint Xavier University, founded and sponsored by the Sisters of Mercy, is a Catholic University which shares in the rich tradition of Catholic liberal arts higher education in the United States. As a Catholic University, Saint Xavier participates in the mission of that tradition, which is to see that "the Christian mind may achieve, as it were, a public, persistent and universal presence in the whole enterprise of advancing higher culture." Saint Xavier's programs in arts and sciences, professional learning, its support services, its Pastoral Ministry Institute, and its rich liturgical life, provide ways to promote that mission.

The central activities of the University are teaching and learning. Excellence in teaching is paramount, allowing for the advancement of the fields of study through careful research, critical analysis, and thoughtful discussion. An essential condition of this activity is the academic freedom of faculty and students. The Catholic Church recognizes the fundamental dignity of all persons on

whom the responsibility to seek the truth rests, and supports each person in the pursuit of truth, especially religious truth.

As a Catholic University of the Sisters of Mercy of the Americas, Saint Xavier shares in the commitment to act in solidarity with the economically poor of the world, especially women and children. The commitment to Mercy means that we care that all our students develop a voice in the conversation of the contemporary world, that we care that they achieve competence and pursue excellence in the arts and sciences, and that they infuse personal and professional practice with the spirit of liberal learning. The hospitality and compassion which marked the work of Catherine McAuley should be reflected in the life of the University community, the character of its education, and in its many services to the community.

As a Catholic University, Saint Xavier promotes the vigorous discussion of religious ideas. This conversation must strive to include the myriad and various voices of the Catholic tradition, past and present, as well as the voices of teachers and students from all traditions. It is a particularly Catholic purpose to understand the differences among these voices clearly and distinctly, to celebrate these differences, to discern what these voices have in common, and to engage them in conversation with the Catholic tradition.

As a Catholic University, Saint Xavier is inspired by the Christian message of love of God and love of neighbor. Its administrators, faculty, staff, and students must dedicate themselves to the pursuit of academic excellence in the context of respect, caring, and justice.

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 the degree of Bachelor of Arts, Bachelor of Business Administration, Bachelor of Music, Bachelor of Science, or Bachelor of Science in Nursing. Graduate students are awarded the degree of Master of Applied Computer Science, Master of Arts, Master of Business Administration, Master of Public Health, Master of Science, Master of Science in Nursing, or the joint Master of Science in Nursing/Master of Business Administration.

ACCREDITATION AND MEMBERSHIPS

Saint Xavier University is accredited at both bachelor's and master's levels by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (30 North LaSalle Street, Suite 2400; Chicago, Illinois 60602-2504; tel.: (800) 621-7440; www.ncacihe.org). Both the baccalaureate and graduate programs in the School of Nursing are accredited by The Commission on Collegiate Nursing Education. Programs in music are accredited by The National Association of Schools of Music. All programs in the School of Education are approved by the Illinois State Board of Education and the Illinois Board of Higher Education. The program in Speech-Language Pathology is accredited by the American Speech-Language-Hearing Association. Both the baccalaureate and graduate programs in the Graham School of Management are accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE) for all programs leading to initial certification. The University holds membership in the Federation of Independent Illinois Colleges and Universities, The Associated Colleges of Illinois, The Council of Independent Colleges, the American Association of Colleges for Teacher Education, the Illinois Association of Colleges for Teacher Education, The American Assembly of Collegiate Schools of Business and the American Association of Higher Education (AAHE). For state accreditation of programs in Education, see the catalog section under the School of Education.

The School of Nursing holds membership in the American Association of Colleges of Nursing (AACN), the Midwest Alliance in Nursing (MAIN), and the National League for Nursing (NLN).

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

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 assessment sponsored by Saint Xavier University will be administered through the Office of Planning and Assessment. Methods will include, but not be 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 assessment 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

72-acre campus in a residential neighborhood in southwest Chicago containing several modern classroom buildings, including the Warde Academic Center, Graham School of Management, Pulaski Center and the Andrew Conference Center. The Warde at 290,000 square feet is the largest building on campus containing numerous classrooms, science and computer laboratories, the McGuire Hall auditorium, the Byrne Memorial Library, and the wireless internet Diner. An Outdoor Sports Center is adjacent to the recently expanded Athletic Stadium where Cougar football and soccer play. An 85,000 square foot, Shannon Convocation Athletic Center is the home to the Athletic Department, the University Bookstore, a fitness center, a running track, two racquetball courts, the Cougar Pause quick order café, and the Arena where volleyball and basketball are played. Twice a year the University holds commencement 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 Lady Cougars Softball Team, was completed in March of 2002. Ferrell Field, home to Cougar baseball, is under going a gradual renovation. Clinical facilities for Community Counseling Services, Speech, and Learning Disabilities and Reading are conducted out of spaces in the ground floor of Pacelli Hall. The 210-seat McDonough Chapel Mercy Ministry Center opened in August 2000. Two new "apartment" style Residence Halls, Morris and McCarthy, are centered on the expansive wireless Internet capable 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 cyber café with wireless Internet capability. A small lake, Lake Marion, surrounded by a lighted walking trail is in the center of the campus. The University has ample parking with 14 lots spread along the border of the campus. The University was gifted in August of 2004 a tract of property "Driehaus Center" that includes a traditional Irish Pub and several storefronts with parking situated one block west of the Graham School of Management. The refurbished 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 1900. The storefronts have been converted into 10,000 square feet of space for 17 faculty offices and two 48-seat "smart" classrooms.

BYRNE MEMORIAL LIBRARY
www.sxu.edu/library

The Library fulfills the course-related information needs of students through its own collection, consisting of more than 171,000 volumes, 670 current periodical subscriptions, and a program of services that provides access to other library collections in the area as well as through a nationwide interlibrary loan service. Access to a host of electronic databases containing more than 12,000 journals is also available to patrons both on and off campus.

* Interlibrary Cooperative Arrangements – As a result of the Byrne Memorial Library's memberships in three consortia, ILCSO, LIBRAS and SMRHEC, students have access to the collections of over 65 academic libraries as well as those of many public and corporate libraries in Illinois. Two options are generally available: (1) interlibrary loan service by which the Library obtains the materials that are needed and (2) direct in-person borrowing with a current, valid Saint Xavier University identification card.

Regular Hours

Monday-Thursday	7:45 a.m.- Midnight
Friday	7:45 a.m.-7:00 p.m.
Saturday	Noon -7:00 p.m.
Sunday	4:00 p.m.- Midnight

Holiday Closings

Byrne Memorial Library will observe all university approved holiday closings.

INFORMATION SERVICES
Chicago Campus, Warde Academic Center S121, 773.298.3294

Director: Michael G. Prais, Ph.D., S110, 773.298.3290

The Office of Information Services provides support to university students, faculty, and staff in their use of modern data-based communication technologies. It maintains systems for academic and administrative use including a variety of information technology labs and stations in the SXU Diner and student lounge for accessing electronic mail, the Web, and productivity software. The library, SXU Diner, cafes, student lounges, Graham School of Management, Pulaski Center, Schmitt Quad, Regina Hall, and Pacelli Hall also offer wireless access to the Internet. Additional information about using the technology resources at Saint Xavier can be found under Campus Resources and then Technologies on the University web pages at *www.sxu.edu/resources/technologies*.

CLAWS (ON-LINE REGISTRATION AND OTHER SERVICES)

Students have convenient, secure access to their administrative information through the CLAWS system on the web at claws.sxu.edu. The Cougar Local Academic Web Site, CLAWS, offers the most up-to-date course information directly from the University databases. It allows any admitted student with an active program and without an outstanding account balance to search for classes, register, make schedule changes, make payments, check financial aid and account status, and check academic history and grades. The CLAWS site allows you to retrieve information and affect changes over the Internet for which you would otherwise have to come to Saint Xavier. CLAWS is available between 7 a.m. and 12 midnight seven days a week from your local web browser. *Anyone can search for classes using CLAWS.* Other features of CLAWS require a login ID and a password that are sent to your SXU electronic mailbox at mail.sxu.edu. For the initial registration for a semester or term, all undergraduate students and all School of Education graduate students must also have the electronic approval of their advisors. Help is available through the general access technology labs and through Information Services in S121 and at ext. 3291. Additional information about CLAWS and other on-

line services can be found under Campus Resources and then Technologies on the University web pages at *www.sxu.edu/resources/technologies/online_svcs.asp*.

ELECTRONIC MAIL

Each registered student also receives the use of an SXU electronic mailbox accessible at mail.sxu.edu through your web browser or E-mail (IMAP client) software. Electronic mail login and password information is sent to all registered students through the US Postal Service. Students are encouraged to use this resource since the University has begun communicating important information to students through this channel. For instance, your login and password information for CLAWS is sent to your SXU electronic mailbox. If you did not receive this information or if you have questions about accessing your electronic mailbox, please stop by Information Services. Help is available through the general access technology labs and through Information Services in S121 and at ext. 3291. Additional information about electronic mail services can be found under Office Productivity Tools under Campus Resources and then Technologies on the University web pages at *www.sxu.edu/resources/technologies/email.asp*.

SOFTWARE, INTERNET, AND PRINTER ACCESS

Windows and MacOS workstations, networked printers, and Internet access are available in the information technology labs. *A current Saint Xavier University ID is required when using the labs.* There are thirteen student labs on the Chicago Campus (some of which are dedicated to classroom instruction) and four labs at Orland Park Campus (some of which are dedicated to classroom instruction). Special purpose labs (which are generally restricted to use by students in the respective disciplines) include the Nursing Resource Center (E105), the Art & Design Lab (L114), the Math and Computer Science Labs (S102 and S104), the Music Lab (G102), and the Learning Center (L109B). The Learning Center also offers tutoring to students using computer-assisted instruction. Help is available in the general access technology labs through Information Services in S121 and at ext. 3291. Additional information about the student labs can be found at *www.sxu.edu/info_svcs/labs.asp*.

GENERAL ACCESS LAB HOURS:

Warde Academic Center S108
M-F 8 a.m.-6 p.m.
Andrew Conference Center ACC104
M-F 6 p.m.-Midnight, Sat. 10 a.m.-5 p.m., Sun. Noon-10 p.m.

Byrne Memorial Library stations are available throughout library hours of operation. Graham School of Management GS106 hours are posted at the lab entrance.

Labs have shorter hours during semester breaks and are closed throughout holiday weekends.

THE ORLAND PARK CAMPUS

The Orland Park Campus is situated on 35 acres of wooded land near the intersection of I-80 and LaGrange Road. This beautiful state-of-the-art campus features 14 classrooms, four computer labs, a library and technology center, a cyber café, faculty and administrative offices, soaring atriums, and outdoor gathering spaces surrounded by a natural setting.

From admission and registration to academic advising and financial services, Orland Park offers a one-stop approach for working adults who value convenience. Professional faculty and staff will help you achieve your educational and career goals. Whether seeking an undergraduate or graduate degree, advancement in your current career or a transition into a new career, the following degree and certificate programs are available at the Orland Park Campus:

THE SCHOOL FOR CONTINUING AND PROFESSIONAL STUDIES

- Bachelor of Arts in Liberal Studies
  Concentrations:
    Business Administration
    Computer Studies
    Criminal Justice
    History/Political Science
- Bachelor of Business Administration (Fast-Track Option)
  Concentrations:
    Administration
    Management
    Marketing
- Bachelor of Arts in Computer Studies
  Certificate Options
    e-Commerce Technology
    Information Systems
    Object Oriented Programming
    Network Administration
    Web Administration
    Web Design

GRAHAM SCHOOL OF MANAGEMENT

- Master of Business Administration (MBA)
  Concentrations
    Financial Planning
    Health Administration
    Individualized
    Management
    Public & Non-Profit Management
    Service Management
- Master of Science in Health Administration
- Master of Science in Public & Non-Profit Management
- Master of Science in Service Management
  Certificate Options:
    Financial Planning (CFP Preparation)
    Managed Care
    Public & Non-Profit Management
    Service Management

SCHOOL OF EDUCATION

- Master Degree and Certification
    Educational Administration and Supervision (Type 75)
    Reading Education (Type 10)
    Elementary Education (Type 03)
    Secondary Education (Type 09)
    School Counseling (Type 73)
- Master of Arts in Teaching and Leadership
- Bachelor of Science in Elementary Education (Type 03) baccalaureate completion program

SCHOOL OF NURSING

• Bachelor of Science in Nursing baccalaureate completion program

CENTER FOR INTERNATIONAL EDUCATION

The Center for International Education supports the mission and commitment of Saint Xavier University by promoting an educational environment in which students, faculty and staff can become ever more involved with and aware of the global forces, people and perspectives which shape our lives. Saint Xavier University students are encouraged to consider incorporating semester, summer, academic year, or short-term study abroad as part of their overall academic experience. Most programs involve attending classes at a university or college overseas, but there are also opportunities for international internships and service learning abroad. The CIE will assist students in identifying suitable study abroad opportunities and supervise the overall academic experience.

FINANCIAL AID

Since Saint Xavier University students are officially registered at their home campus, financial aid is generally applicable towards a student's study abroad experience, as are most forms of federal aid. Students should consult with the Saint Xavier University Financial Aid Office for eligibility requirements and procedures. Scholarships that the student is annually awarded are applicable also. Students should consult with the Financial Aid Office for elegibility requirements and procedures. Scholarships are also available for students who wish to study abroad.

QUALIFICATIONS TO STUDY ABROAD

Students must be 18 years of age or older, must be a sophomore or junior (or must have completed between 24 and 30 credits at the college level), must have a GPA of 2.5 or higher (more intensive programs require a 3.0 or higher) and must take the required number of courses as specified by the study abroad program. Transfer students must attend Saint Xavier University for one full semester as a full-time student before studying abroad.

SAINT XAVIER UNIVERSITY CREDIT

A student participating in a study abroad program will earn Saint Xavier University credits for the couses they complete at the school abroad. Students are required to obtain approval for the study abroad program, the school abroad will sent the student's transcripts to Saint Xavier University where the courses will be applied toward the student's cumulative G.P.A.

STUDY ABROAD OPPORTUNITIES

Saint Xavier University students are able to study abroad in Eastern and Western Europe, Australia, South America, Latin America, Asia, and Africa.

For more information please visit the CIE web site at *www.sxu.edu/cie*.

GRADUATE STUDIES
EDUCATION FOR LEADERSHIP

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 life-long 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 Vice President for Academic Affairs, School Deans, and with Directors of the graduate programs in Counseling, Education, Business Administration, Public Health, Nursing, Speech-Language Pathology, and Applied Computer Science. They are assisted by the Graduate Studies Advisory Council.

2005 - 2006
GRADUATE PROGRAMS

SCHOOL OF ARTS and SCIENCES
Master of Applied Computer Science (MACS)
    Internet Information Systems
Master of Science Degree in
    Speech-Language Pathology
Graduate Certificate in Pastoral Studies
MACS/MBA – A joint masters degree with the
    Graham School of Management

SCHOOL OF EDUCATION
Master of Arts
Community Agency Counseling
Curriculum and Instruction
Educational Administration and Supervision
Individualized Programs
    Early Childhood
    Elementary Education
    Secondary Education
Multicategorical Special Education
Reading
School Counseling
Teaching and Leadership

SCHOOL OF NURSING
Master of Science (MSN)
    Adult Health Clinical Nurse Specialist
    Family Nurse Practitioner
    Leadership in Nursing and Community Health
    Post Master's: Family Nurse Practitioner Certificate
MSN/MBA – A joint master's degree with the Master
    of Business Administration (MBA) Deg

GRAHAM SCHOOL OF MANAGEMENT
Master of Business Administration (MBA)
    E-Commerce
    Employee Health Benefits
    Finance
    Financial Analysis and Investments
        (CFA Preparation)
    Financial Planning
        (CFP Board Registered Program)
    Financial Trading and Practices
    Generalist/Individualized
    Health Administration
    Management
    Marketing
    Public and Non-Profit Management
        Service Management
        Training and Performance Management
Master of Public Health (MPH)
Master of Science (MS)
    Finance
    Health Administration
    Management
    Public and Non-Profit Management
    Service Management
MBA/MPH
MSN/MBA – A joint master's degree with the
    School of Nursing
MACS/MBA – A joint master's degree with the
    School of Arts & Sciences

ADMISSION & REGISTRATION POLICIES & PROCEDURES FOR GRADUATE STUDENTS

GENERAL INFORMATION

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 OF GRADUATE STUDENTS
GENERAL ADMISSION PROCEDURES

Application materials may be obtained from the Office of Graduate Admission, or online at www.sxu.edu/admission. The application process is completed when the applicant has submitted the following:

a. a completed application form;

b. a thirty-five dollar ($35.00) application fee, unless applying for admission online;

c. completed recommendation forms;

d. the results of the appropriate graduate admission test, if required;

e. official transcript(s) sent directly from the Registrar of each accredited college or university from which baccalaureate and graduate credit was earned.

See individual program applications for further procedures/requirements.

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

When an application file is complete, the file will be sent to the appropriate Program Director for review and an admission decision. The Program Director will promptly inform applicants of admission decisions.

ADMISSION CLASSIFICATIONS

The following classifications are made for degree-seeking students:

a. 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.

b. Admit on probation: Status used when a component of the admission criteria is not met. When twelve (12) semester hours of coursework at Saint Xavier have been completed, the student's progress will be reviewed by the Program Director. If a 3.0 grade point average has been achieved, the student will be admitted with full status.

c. Admit on conditional status: Student may attempt six (6) semester hours while meeting the conditions of admission. Such conditions include, but are not limited to: 1) student taking undergraduate prerequisites (see individual departments for required undergraduate prerequisites); 2) applying for financial aid; or 3) requiring the I-20 form.

d. Qualified deny: The student is denied admission for a particular term because of program limitations. The student is allowed to apply to other graduate programs within the institution.

e. Defer: The student may need to retake a graduate exam or complete six (6) semester hours at SXU. The student's progress is reviewed again with a specific date listed.

f. Deny admission: Student has unacceptable undergraduate GPA and/or test scores. 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 may enroll as:

a. 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.

b. Students enrolled in professional development workshops, such as those of the Illinois Renewal Institute.

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:

a. a completed application form;

b. a thirty-five dollar ($35.00) application fee, unless applying for admission online;

c. completed recommendation forms;

d. official results of the appropriate graduate admission test;

e. a completed and notarized Affidavit of Support form;

f. a notarized bank statement demonstrating capacity to provide financial support for at least one year of attendance at SXU;

g. test scores from the Test of English as a Foreign Language (TOEFL) for non-native English speaking applicants. Registration materials for TOEFL may be obtained from the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540. (Saint Xavier's institutional code is 1708); and

h. one official and translated transcript from the college where the bachelor's degree was received and one official and translated transcript from the college(s) in which graduate work was completed. These transcripts must also be evaluated for U.S. equivalency by an approved educational credential evaluator. The Office of Graduate Admission can recommend companies who provide these services;

i. additional requirements may apply depending on program.

After the admission process is completed and the student is admitted to Saint Xavier University and paid the $100 tuition deposit, the Form I-20 will be issued to the student. Upon arriving at the University campus, the student should report to the Office of Graduate Admission for assistance and orientation to the University. It is the student's responsibility to attend SXU on a full-time basis and to notify the Office of Admission of any change in status, including withdrawal. International Students are not permitted to register as Students-at-Large. Financial aid is available for international students and information about aid can be obtained in the Office of Admission.

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 to reactivate their files.

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

ADVANCE STANDING FOR GRADUATE STUDENTS
TRANSFER CREDIT FROM OTHER ACCREDITED INSTITUTIONS

   a. A maximum of six (6) semester hours may be accepted for transfer credit in the graduate Counseling, Education, and Speech-Language Pathology Programs. A maximum of twelve (12) semester hours in Nursing and Business graduate programs may be accepted for transfer credit. Transfer credits are not accepted for the Master of Arts in Teaching and Leadership Program. For information about transfer credits in other masters 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 (5) years prior to application for transfer to a Saint Xavier graduate program, and

   (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.

   b. A petition for the transfer of more than six (6) semester hours of credit in Graduate Counseling, Education, and Speech-Language Pathology and twelve (12) semester hours of credit in Business and Nursing earned in another accredited college or university may be initiated by the student and sent to the Dean/Graduate Program Director.

   c. Once enrolled in a program at Saint Xavier University, students are generally not permitted to take graduate courses at another institution. Students must petition the Program Director/ Dean 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 (4) courses or twelve (12) semester hours may be applied to degree requirements. For Nursing and Graduate Counseling, the maximum is six (6) hours. The Director of the appropriate graduate program will evaluate these courses in terms of applicability to the program. Courses completed five (5) or more years prior to admission will not be accepted as partial fulfillment of the degree requirements in any graduate program.

REGISTRATION

Graduate students may register as soon as the schedule is released on CLAWS. Registration may be completed in person at the Registrar's Office on the Chicago Campus, Orland Park Campus, or on-line using the CLAWS (Cougar Local Academic WebSite.) Students-at-Large must obtain their advisor or the Program Director's signature.

STUDENTS-AT-LARGE

Students-at-Large must obtain written permission to register for a graduate course. This permission may be secured from the Graduate Program Director or faculty advisor of the respective graduate program. Once permission is secured, a Student-at-Large must register in person. However, it is the responsibility of the student to provide the Registrar with 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, the maximum number of credits, which may be accepted by transfer and/or as a Student-at-Large. If a student has been denied admission to a graduate program at Saint Xavier University, registration for classes is not permitted.

Students in the Field Based Master of Arts in Teaching and Leadership Program and other cohort programs in the School of Education may not enter as Students-at-Large. Application to the program must be approved before registration is permitted in most cases. Contact the Office of Graduate Admission for information about enrolling as a Student-at-Large and see individual program procedures regarding Student-at-Large registration. A student denied admission to Saint Xavier University or dismissed from Saint Xavier University may not register as a Student-at-Large. The School of Education cohort programs do not allow for Student-at-Large status.

FINANCIAL AID

Saint Xavier University is committed to making your college education affordable. Each year we distribute over $50 million dollars in federal, state and institutional aid. More than 35% 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). Listed below are the financial aid programs available to Saint Xavier University graduate students.

FEDERAL

Stafford Loan: Federal loan with a variable interest rate (currently 5.30%, cap 8.25%), principal and interest may be deferred until 6 months after the student is no longer enrolled, $50 per month minimum monthly payment, 10 years to repay.

Subsidized Federal Stafford Loan: need based up to $8,500 per year.

Unsubsidized Federal Stafford Loan: non-need based, student responsible for the interest payments while enrolled, independent students may borrow and up to an additional $10,000.

Federal Work Study: Federally funded program; students work part-time; wages paid jointly by federal funds and university.

STATE

Illinois Future Teacher Corps Program: Enrolled at least half time in a Teacher Education/Shortage Discipline Program. Teaching commitment required; if not met, converts to loan. $5,000- $10,000 per year maximum.

Minority Teachers of Illinois Scholarship Program: Designated minority enrolled at least half time in Teacher Education Program/or initial teacher certification. Must maintain 2.5 GPA. Teaching commitment required; if not met, converts to loan. $5,000 per year maximum.

INSTITUTIONAL

Sisters of Mercy Graduate Scholarship: must be admitted, registered for graduate courses, demonstrate financial need; amounts range from $1,000 to $2,000, renewable based on 3.50 GPA.

Graduate Scholarships: Institutionally funded academic scholarship determined by individual departments. Renewable with a 3.0 GPA or better. Award amount varies.

Assistantships/Fellowships: contact the Dean or Program Director of the appropriate graduate program for more information.

Institutional Employment: Students work part-time. Wages paid directly to the student by the University.

TUITION AND FEES

Graduate Students

Full payment of tuition and fees is to be made upon receipt of the first billing statement each term. Any student who is unable to pay the full amount billed by the due date specified on the statement must make financial arrangements with the Business Office. The University offers the following payment options:

• Tuition Management Systems: students make interest-free payments to an external tuition payment

service. To enroll with TMS, call 1-800-343-0911 or visit www.afford.com.
• Cougar Payment Plan: students can finance their tuition through the University by making four
  (4) payments each term (3 for summer plans). A 1.5% finance charge (18% APR) is assessed on
  the entire unpaid balance each month. To enroll, students must pay the minimum due balance
  listed on the first billing statement of the term.
• Employee Reimbursement: students must submit a letter from their employer and pay 20% of the
  their tuition upon receipt of the first billing statement each term.
Students who fail to make arrangements are assessed a $100 late clearance fee. In addition, grades
and transcripts will not be released without clearance.

Graduate tuition rates for the 2005-2006 academic year are as follows:

Education	$550.00 per credit hour
MBA	$600.00 per credit hour
Nursing	$575.00 per credit hour
Speech	$600.00 per credit hour
Computer Science	$575.00 per credit hour
Business Fast Track-	$600.00 per credit hour
(Orland Park Campus)	

All other graduate programs remain at $550.00 per credit hour.
Field-Based Masters Program Rate (2 year program) remains at a flat comprehensive fee of $11,800.
Mandatory fees are as follows:
    $25.00 Registration fee
    $15.00 Student Activity fee (per semester)
    $30.00 Resident student activity fee (per semester)

TUITION AND FEE REFUNDS

A student who registers for a class is held financially responsible for FULL TUITION. Refunds are
available only according to the schedules listed. Students are responsible for knowledge of these
refund dates, and for completing an official withdrawal from the class in the Registrar's Office. This
schedule for refunds is available in the Business Office, the Registrar's Office, and is published in the
class schedule each semester.

All students are entitled to a refund of their tuition based on either the institutional or federal refund
policies. For additional information on these refund policies please refer to the student handbook.

Room charges are not refundable. Under exceptional circumstances, the Vice President for Student
Services 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/she should notify the Vice President for Student Services, and withdraw from classes in the
Registrar's Office.

ACADEMIC POLICIES

GENERAL
Full-time 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.

FULL-TIME COURSE LOAD
Nine (9) semester hours of coursework per semester (six hours during the Summer term) are considered a full graduate course load for all graduate programs except Speech-Language Pathology. Six (6) semester hours of coursework per semester are considered a full graduate load for students pursuing a degree in Speech-Language Pathology and Education. Any graduate student wishing to register for more than 9 semester hours in a given semester/term are required to have the approval/ signature of the school Dean or the appropriate Program Director prior to registration.

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

400-AND 500-LEVEL COURSES
Undergraduate students may enroll in graduate courses only with the written permission of the Dean/Director of the program in which the course is being offered.

GRADING POLICY
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.

COMMENCEMENT POLICY
The University holds a January and May commencement ceremony each academic year. Student participation in graduation and related events is encouraged. Students completing requirements who wish to receive their degree and participate in commencement must complete and return a "Petition to Graduate" form and provide measurement information for ordering academic regalia to the Registrar's Office by the deadline date as published below and in the Semester Course Schedule.

Students who do not satisfy their degree requirements in time for their petitioned/anticipated graduation term, cannot participate in that term's ceremony and must renew the petition process when the graduation requirements are met.

Students who have satisfactorily completed their degree requirements in August and December participate in the January ceremony. Students who have satisfactorily completed their degree requirements in May, participate in the May ceremony. Students may not postpone their participation in graduation ceremonies to the following ceremony date.

There are no graduation honors categories at the Master's degree level.

After all degree requirements have been verified, diplomas will be available through the Registrar's Office.

All students are required to file a petition for graduation according to deadlines announced by the Registrar. Applications for graduation are due the semester prior to the term in which a student wishes to graduate. This allows time to perform a degree audit which may reveal deficiencies that must be completed or addressed. It is the responsibility of each student, along with guidance from his/her advisor, to complete all degree and institutional requirements prescribed for each degree.

APPLICATION DEADLINE	AWARDING OF DEGREES
February 15, 2005	December 18, 2005
October 15, 2005	May 21, 2006
February 15, 2006	July 30, 2006

TIME LIMIT FOR GRADUATE STUDENTS

A student must complete all degree requirements within five (5) years from the date of admission into any graduate program except for the MS/MBA which has a time limit for completion of seven (7) years.

For time extensions beyond the five year limit, the student must initiate the request for an extension and submit it to the appropriate Program Director for review.

The Field Based Master's Program is designed as an inclusive two-year program. Students who are granted a leave due to extraordinary reasons must complete the program within five years.

ACADEMIC STANDING FOR GRADUATE STUDENTS

Graduate students are required to maintain a 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/Graduate Program Director. The individual schools reserve the right to exercise specific dismissal policies.

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 School of Education are required to have a signature and/or electronic approval from their advisor or the Program Director each time they register, regardless of the number of hours for which they intend to enroll.

CLASS ABSENCES

The student is directly responsible to the instructor for class attendance. Excessive absence, even for serious reasons, may disqualify a student from receiving academic credit. In the event of absences, it is the responsibility of the student to make suitable arrangements with instructors regarding makeup work.

GRIEVANCE PROCEDURES
COURSE GRADE

Students who believe that they have received an unfair grade in a course may proceed in the following manner:

Step 1: The student must discuss the matter with the instructor.

Step 2: If not satisfied, the student may appeal to the department chairperson or program director in which the course is offered. This appeal must be made within two weeks after the beginning of the next regular semester. The chairperson/program director will work to resolve the matter at that level and may assign the task to members of the department/program. Within 15 working days of the time the appeal is filed, the chairperson/program director shall notify the student in writing of the department's /program's decision.

Step 3: If not satisfied, the student may further appeal in writing to the School Dean in which the course is offered. That appeal must be made within 15 working days after the department chair/program director's decision is conveyed. The Dean will work to resolve the matter and may request assistance and input from members of the School/department/program. Within 15 working days of the time the complaint is filed, the School Dean shall notify the student in writing of his/her decision.

Step 4: If still dissatisfied, the student may submit a written appeal to the Vice President for Academic Affairs. The appeal must be made within 15 working days after receiving the School Dean's decision. The Vice President for Academic Affairs will constitute and ad hoc Student Academic Grievance Committee (SAGC). 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 Vice President for Academic Affairs and the student will be selected by the Dean of Students, from among the members of the Saint Xavier University Student Government. The Academic Policies Committee representative will serve as chair of this committee. SAGC must submit its written recommendations to the Vice President of Academic Affairs within 15 working days after its information.

Step 5: The Vice President for Academic Affairs will then make a decision and convey it in writing to the student, the instructor, and the Registrar within five working days.

Whether the result of a grievance or not, a grade cannot be changed after six (6) months of the end of the semester in which the grade was given.

ACADEMIC DISMISSAL FOR GRADUATE STUDENTS

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/Graduate Program Director. If not satisfied, the student may request that the Vice President for Academic Affairs review the dismissal. The request, stating the reason for review, must be submitted in writing to the Vice President for Academic Affairs within fifteen (15) business days of the denial of readmission. The Vice President shall seek a recommendation from the Graduate Program Director or Dean. The Vice President's decision will be sent to each party to the appeal within twenty (20) business days after receipt of the written request for review.

ACADEMIC HONESTY

Consistent with the mission of Saint Xavier University and the statement regarding the Catholic Identity of Saint Xavier University, the University operates within an atmosphere of high ethical standards. All academic communities must assume a high standard of integrity to govern the interactions of its members, students and faculty. When such a standard is not met, the entire community suffers. To ensure just and accurate assessment of each student's academic

accomplishments, teachers must be certain that the work of the student is his/her own, and that all records of accomplishment are authentic and reliable. However, cases of academic dishonesty will inevitable arise, and the Saint Xavier University policy to handle these cases is one, which emphasized fairness and the integrity of the institution.

Academic dishonesty includes but is not limited to:
Cheating on an examination, including using cheat sheets, unauthorized materials, or copying from peers, or obtaining copies of tests through unauthorized means;
Plagiarizing; that is:

A. Copying phrases or sentences word for word from a source without enclosing the copied words in quotation marks and indicating the actual source; or

B. Changing the wording of a source slightly, but still incorporating all the ideas of the source; or

C. 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 were original to the writer of the plagiarized paper;

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;

Abusing library or other instructional materials.

These forms of academic dishonesty include those perpetrated physically, visually, or electronically.

The faculty member or the administrator who discovered the violation may handle instances of academic dishonesty. They should be handled in consultation with the appropriate Dean and the Academic Vice President when the offense and proposed penalty entail suspension, dismissal, or notation on the student's transcript. The penalty for academic dishonesty may include failure for the assignment, failure for the course, and semester long to permanent notation of academic dishonesty on the student's transcript, suspension from the University, or permanent dismissal from the University. It behooves the University personnel to supply evidence of violations in the form of witnesses, source documents, and verification by University personnel that documents or records are not accurate, etc.

Students who believe they have been wrongly accused and penalized for academic dishonesty may proceed in the following manner:

Step 1: First the student must discuss the matter with the faculty member or administrator who has made the charge.

Step 2: If not satisfied the student may appeal to the department chairperson or director of the program in which the case of dishonesty has been alleged. The appeal must be made within two weeks after the beginning of the next regular semester. The chairperson/program director will review the evidence and work to resolve the matter at that level, and may assign the task to members of the department/program. Within 15 working days of the time the appeal is filed, the chairperson/program director shall notify the student in writing of the department's/ program's decision.

Step 3: If not satisfied the student may further appeal in writing to the dean of the school in which the case of dishonesty occurred. The appeal must be made within 15 working days after the department chair/program director's decision is conveyed. The Dean will review the evidence and will work to resolve the matter and may request assistance and input from the

members of the School/department/program. Within 15 days of the time the complaint is filed, the school dean shall notify the student in writing of his/her decision.

Step 4: If still dissatisfied, the student may submit a written appeal to the Vice President for Academic Affairs. The appeal must be made within 15 working days after receiving the School Dean's decision. The Vice President for Academic Affairs will constitute and ad hoc Student Academic Grievance Committee (SAGC). 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 Vice President for Academic Affairs and the student will be selected by the Dean of Students, from among the members of the Saint Xavier University Student Government. The Academic Policies Committee representative will serve as chair of this committee. SAGC must submit its written recommendations to the Vice President of Academic Affairs within 15 working days after its information.

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

In the School 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 Vice President for Academic Affairs. The Vice President for Academic Affairs should attempt to resolve the matter through discussion with the concerned persons. The Vice President for Academic Affairs 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 VPAA will notify the Registrar, Financial Aid Office, Dean of Students, and the student's academic advisor.

The student may appeal this decision in the following manner:

Step 1: The student may submit within five days a written grievance to the Vice President for Academic Affairs.

Step 2: The Vice President for Academic Affairs then constitutes a Student Academic Grievance Committee (SAGC). 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 Vice President for Academic Affairs and the student will be selected by the Dean of Students, from among the members of the Saint Xavier University Student Government. The Academic Policies Committee representative will serve as chair of this committee.

Step 3: The Vice President for Academic Affairs then forwards the grievance, and SAGC must notify the faculty member and the student and hold a hearing. SAGC must submit its written recommendations to the Vice President of Academic Affairs within 15 working days after its formation.

Step 4: Within five days after the Vice President for Academic Affairs has received the decision of the committee, the Vice President for Academic Affairs must announce the decision to the student and faculty member.

RESEARCH GUIDANCE FOR GRADUATE STUDENTS

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. Students should consult with their faculty advisor on compliance with the University's policies on experimentation involving human subjects. 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 $100.00 each semester or term that Research Guidance is necessary.

Students who are conducting research using data gathered about human subjects must request and receive permission to proceed from the Institutional Review Board. The Institutional Review Board 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 the Vice President for Academic Affairs.

OFFICE OF THE REGISTRAR

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. By this provision, 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 Registrar.

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 the Registrar. 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 course tuition. A fee of $125.00 is charged to audit a course. Students who take courses at Saint Xavier University and earn grades of D, F, 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 $25.00 registration fee. Information on this privilege may be obtained from the Alumni House.

COURSE WAIVERS

A student requesting a waiver of, or substitution for a course in their program, is required to do so in writing to the respective Dean or Program Director. If approved, the student will be notified and the waiver or substitution will be documented in the student's file.

DROP-ADD/WITHDRAWAL POLICIES

1) A student who wishes to add or drop a class must do so either in the Registrar's Office, Room A203 in the main building of the Warde Academic Center or on-line with the CLAWS system. A $20.00 schedule adjustment fee is charged beginning with the opening day of the semester. A class may be dropped without academic penalty until the 3/4 point of the semester or term (dates to be determined and published each semester by the Registrar's Office). 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.

   Ordinarily, 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 to the Registrar (for academic related reasons), or to the Dean of Students (for a health related reason). 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 the semester, a student must have the instructor's signature to add a class. The last day a student may register for any course which has already begun will coincide with the last day to withdraw from a course and receive a full refund.

3) A student who withdraws from all courses, during or at the end of the semester, or plans a leave of absence, must complete a Withdrawal Form in the Student Services Office. The student ID card will be deposited in that office. The student is entitled to references and transcripts if all obligations to the University have been met.

4) A student must formally withdraw from the residence hall when leaving permanently. Withdrawal forms are available from the Director of Residential Life.

GRADING POLICY

1) Grade Reports: Formal grade reports are available at the end of each grading period and are mailed to the student's home upon request. Additionally, hard copy grade reports are automatically send to all Students-at-Large, all students with a documented tuition reimbursement arrangement with the Business Office, and students from the Chicago Police Academy. Students may access term grades as part of the academic record on CLAWS. Students who are not making satisfactory progress are informed periodically by the instructors.

2) The Grading System: The amount of work accomplished by a student is expressed in semester hours. In general, one semester 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	0
I	Incomplete	0
P	Pass-"D" or better	0
R	Repeat	0
W	Withdrawal	0
X or NA	Student did not attend	0
CI	Course In Progress	0

3) 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 and both sign the appropriate form available in the Registrar's Office.

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". The final grade is not calculated until the end of the semester in which the incomplete grade is removed from the student's record. 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.

REGISTRATION

1) Registration Information: Current graduate students may register as soon as the course schedule is published. Registration is then open until the beginning of the semester. Registration for summer session is indicated in the summer course schedule bulletin.

2) Transcripts: A copy of a student's transcript will be sent only upon request of the student, either in person or in writing. (Pub. Law 93-380). There is no fee for the first transcript sent; for every copy thereafter a $3.00 fee will be charged. Rush transcripts can be requested for processing within 2 working days of receiving the request for a fee of $6.00. No rush requests will be accepted during the two week period prior to the beginning of any term or following final exams for any term.

3) Office Hours:

Monday-Thursday	8:30 a.m. to 7:00 p.m.
Friday	8:30 a.m. to 5:00 p.m.
Saturday	8:00 a.m. to 12:00 p.m.

CLAWS

CLAWS (Cougar Local Academic WebSite) is an interactive web application that enables students to register, make schedule changes, pay tuition bills and search for classes online. Users are also able to view financial aid awards, schedules, grades, grade point average, academic history and test summary. All enrolled students receive a CLAWS login and password.

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.

SUMMER SESSIONS

Saint Xavier University students, adults, area professionals and senior citizens, will find summer an excellent time to complete graduate coursework or participate in professional work-shops, travel study programs and practicums. Summer Sessions begin in late May and continue through early August. Two 5-Week Sessions, 10-Week Session, a Professional Educators Session and shorter intensive mini-terms and workshops are available. For a copy of the summer bulletin, contact the Registrar's Office.

STUDENT SERVICES

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

VICE PRESIDENT

The Vice President for Student Services 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 for students to ensure effective services to students throughout the University. Special services to students pursuing their studies off campus are rendered by this office.

ATHLETICS AND RECREATION

Women compete in basketball, cross-country, volleyball, soccer and softball. Men compete in football, cross-country, basketball, soccer, and baseball. Football competes in the Mid States Athletic Association all others compete in the Chicagoland Collegiate Athletic Conference. The entire Saint Xavier athletic program belongs to the National Association of Intercollegiate Athletics. Cheerleading, club volleyball, and the dance team are also part of the Athletic Department. Attendance at home games is free to Saint Xavier University students with a valid current SXU I.D. card. Students with a valid SXU I.D. card may enjoy the facilities at the Shannon Convocation and Athletic Center free of charge.

BOOKSTORE

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 Hallmark cards, as well as Saint Xavier sportswear, New York Times best sellers, school supplies and candy and snacks.

SXU Campus Bookstore offers a warm and friendly environment to shoppers. Shoppers can browse the store's merchandise or relax in our plush seating section and preview a book or magazine. After shopping at the Bookstore, patrons can grab a snack or Starbucks coffee at the nearby Cougar Pause refreshment stand.

The Bookstore accepts cash, personal checks (I.D. required), eXpress, Financial Aid, American Express, Discover, MasterCard and Visa.

SXU Campus Bookstore hours are Monday through Thursday 8:30 a.m. to 7:00 p.m., Friday 8:30 a.m. to 5:00 p.m. and Saturday 8:00 a.m. to 12:00 p.m.

An auxiliary Bookstore is located at the Orland Park Campus, inside the Library. Textbooks for courses taught at Orland Park can be purchased at either the Chicago or Orland Park location. The Orland Park store also carries an array of supplies such as notebooks, pens, and sportswear. The Orland Park Campus store hours are Monday through Thursday 10:00 a.m. to 7:00 p.m., Friday 10:00 a.m. to 4:30 p.m. and Saturday 10:00 a.m. to 2:00 p.m.

The Bookstore is closed most Sundays, University Holidays and June 30th each year. Extended Friday hours are offered the week before, week of and week after the start of spring and fall semesters.

Return Policy: Returned or exchanged merchandise and textbooks must be in their original condition, accompanied by a receipt and within the allotted timeframe. Merchandise may be returned within 30 days of purchase. The last day to return textbooks for a given semester coincides with the drop date for that course. That is, usually, within one to two weeks of the start of the semester.

There are no returns on trade or reference books.

Telephone Inquiry Policy: Due to the high volume of customers and telephone inquiries, particularly within the first weeks of a semester, the Campus Bookstore cannot provide information about author, title or price of books. Book availability for a particular course will be provided, within 24 hours of a telephone inquiry, Monday through Friday, providing that the appropriate course number and section are known. Or, check our website for textbook information.

Textbooks and merchandise may be ordered on-line at bookstore.sxu.edu. There is a minimum delivery fee of $5.00.

CAMPUS MINISTRY

Campus Ministry, located in the Mercy Ministry Center, provides religious, spiritual, and educational programming for the Saint Xavier community. Catholic Eucharist is held in the McDonough Chapel during the academic year. Retreats, service opportunities, ecumenical worship, and educational programs are offered throughout the year. Spiritual counseling is available from the campus ministers. McDonough Chapel is open Monday through Friday for private prayer.

COUNSELING AND CAREER SERVICES

Counseling and Career Services offers a broad range of life/career services delivered by a knowledgeable and highly trained counseling and placement team. Our services now include five functionally different but overlapping areas;

1. Personal counseling, promoting and supporting the mental and emotional health of Saint Xavier University students;

2. Career counseling and planning, providing career direction for students who are uncertain or who seek confirmation of their educational and occupational choices;

3. Experiential learning, supporting students' efforts to secure internship and cooperative education positions related to their major or career choice;

4. Alumni mentoring program, matching current students with Saint Xavier University alumni with the goal those students will gain valuable insight into their career decisions from their mentors;

5. Job and graduate school placement, assisting students as they explore career and graduate school options.

With respect for the needs of each individual student, the staff teaches/counsels a diverse student body about the skills they need to make responsible and satisfying life decisions and choices and to achieve their personal and professional goals.

DEAN OF STUDENTS

The Dean of Students Office assists in both the in and out-of-class development of Saint Xavier University students, ensuring that student services programs are designed and carried out to complement the academic mission of the University.

The Dean of Students is an advocate for students. The Dean or a member of his staff is available to assist students with virtually any question or problem. The Dean of Students area includes Student Activities and First Year Programs, Residential Life, WXAV Radio and the Xavierite student newspaper, and student judicial affairs.

The Dean of Students is located in L208 and the phone number is (773) 298-3123.

LEARNING CENTER AND DISABILITIES SERVICES

The Learning Center and Disability Services offers extensive academic support to all students of the University. The programs and services offered include:

• Facilitating group sessions for students experiencing similar academic concerns.
• Conducting educational workshops designed to facilitate the mastery of study strategies and learning skills and to improve overall academic performance.
• Coordinating the University tutorial program in consultation with individual academic departments.
• Collaborating with existing University departments including, but not limited to, Admission, Athletics, First-Year Programs, and Residence Life to promote academic excellence.

Academic Accommodations and Services: Saint Xavier University is committed to providing equal access and reasonable accommodations to students with disabilities as defined under Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990. The Learning Center works closely with students and faculty providing services and academic assistance to students with documented disabilities. Students seeking academic accommodations should forward a copy of their most recent medical report and/or evaluation documenting the existence of a specific disability to the Learning Center. Documentation should be recent, preferably within the last three years, and should have been compiled by an appropriate licensed professional, e.g. psychologist, psychiatrist, learning specialist, physician, etc. For more information, contact the Director of The Learning Center and Disability Services at (773) 298-3308.

PUBLIC SAFETY

Saint Xavier University provides a professional Public Safety Department to serve its students, faculty, and staff. The Department of Public Safety is committed to the highest quality of protective services in order to maintain and improve our unique educational environment and quality of life. The goal of the Department of Public Safety is to provide professional responses to all safety and service-oriented requests from the campus community.

The University is patrolled 24-hours a day by Public Safety Security Officers using vehicles equipped with a mobile computer and emergency response equipment. Our regular patrols are augmented during the academic year by student walk and bicycle patrol officers.

Beginning this academic year, the Department of Public Safety will begin a multi-year process of transitioning a number of security officer positions to state certified police officers. Sworn members of the University Police Division will possess the same authority as municipal peace officers and county sheriffs.

Officers are responsible for observing, reporting, and taking appropriate actions in all instances of criminal and suspicious activities. They are also responsible for detecting and reporting fire and safety hazards, as well as implementing evacuation procedures.

The department is responsible for maintaining the University's emergency operation center as well as the facilities for radio communications and implementation of contingency alert plans when conditions warrant. Protective escorts, battery jumps and vehicle lockout assistance, anywhere on campus, is also provided by Public Safety. Assistance can be obtained by using one of the red, yellow or gray public safety phones located in the parking lots and throughout campus. In the event of an injury or illness, officers will coordinate emergency medical/first aid treatment and transportation with the Chicago Fire Department Paramedics.

The department is also responsible for regulating traffic and parking enforcement on campus. All students who are attending regular academic classes and who park on campus, as well as faculty and staff,

must register their vehicles with the Department of Public Safety.

Permits will be available in the Public Safety Office, CSC-100. Permits will cost $70.00 and are valid for the entire academic year. Permits expire each year on August 31st. For more information, call 773-298-3950.

For emergency service, call the Department of Public Safety at Ext. 3-911 or the Chicago Police Department at 9-911.

Public Safety Administrative Office hours are:
Monday through Friday, 8:30 a.m. to 4:30 p.m.

STUDENT ACTIVITIES

The Department of Student Activities seeks to offer opportunities for learning through the support of various campus events, student organizations, leadership training series, orientation programs, and other community activities that challenge students to think beyond, to understand the value and lessons of human diversity, to appreciate urban education in Chicago — and to exercise their ability and right to learn from one another. This is accomplished through student participation and leadership in planning and implementing the great variety of programs and activities offered at Saint Xavier; through the oversight, registration, and advisement of all registered student organizations; the administration of Student Activity Fund resources; and overall guidance and support of student initiatives at Saint Xavier University.

STUDENT MEDIA

Student Media offers students an opportunity to get involved with the University newspaper and radio station. Utilizing the latest digital technology, the Student Media 'experience' helps prepare students to go into media work after graduation. WXAV 88.3 FM is the award-winning student radio station of Saint Xavier University. WXAV offers sports, news and a dynamic and cutting edge selection of music and broadcasts to over 1 million people in the Chicago area.

The Xavierite is Saint Xavier University's award-winning student newspaper and provides excellent opportunities for students to interact with the University community. For Communication majors, the Xavierite develops critical job skills for the future. For other students, the Xavierite is an opportunity to enjoy writing, editing, graphic design, photography and more while meeting people with whom they share a common interest.

SCHOOL OF ARTS AND SCIENCES
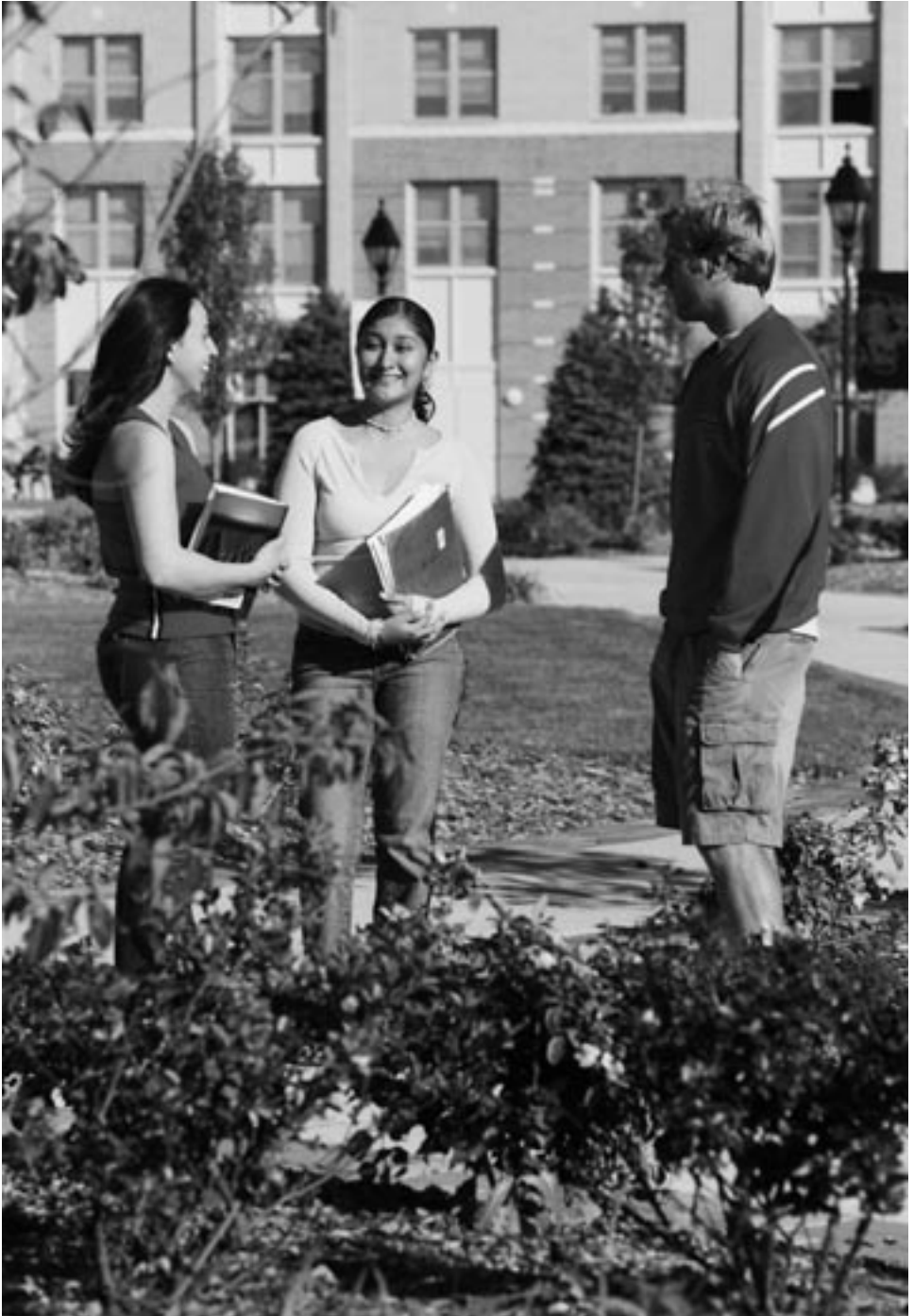
Communication Sciences and Disorders

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:

1. 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.

2. 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.

3. 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.

4. Graduates will develop a value for scientific rigor and a spirit of inquiry for entry into their professional careers.

5. Graduates will function independently as life-long learners.

These Program goals reflect those of the University which emphasize "liberal education and career related academic programs...in preparation for and improvement of the world of work," and "required studies which engage the student in reflection on the varieties of human behavior, on the many expressions of human communication, and on the perennial questions of mystery that unite humans and all cultures."

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, 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 American Speech-Language-Hearing Association. Faculty and the Program's Advisory Board continuously evaluate curricular offerings for their content and timeliness.

Clinical education is a major component of the graduate experience. This education occurs on campus and in over ninety schools, hospitals and rehabilitation agencies with whom the Program has active affiliation. All clinical practica are provided under the supervision of faculty who hold the Certificate of Clinical Competence from the American Speech-Language-Hearing Association.

The campus-based Ludden Speech and Language Clinic is an integral component of the Program. It is a venue for beginning clinical education while providing clinical services to persons of all ages, from the region, who have disorders of speech or language.

FACULTY
M. Flahive, Graduate Program Director; K. Ayala, K. Czarnik, G. Harris-Schmidt, P. Klick, P. Powell, M. Schmitt, W. Sennett, C. Szymanski.

ADMISSION REQUIREMENTS
In addition to the general requirements for admission to graduate study at Saint Xavier University, applicants to the M.S. program in Speech-Language Pathology must meet the following specific requirements:

1. 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.

2. Submission of applicant's scores on the General Section of the Graduate Record Examination. Graduate faculty recommend a combined score of 1000 on the verbal and quantitative sections of the GRE.

3. A minimum grade point average of 3.0 during the last 60 hours of undergraduate study.

4. A minimum grade point average of 3.0 in all undergraduate coursework in communication sciences and disorders.

5. A personal statement regarding interest in the field.

6. Three letters of recommendation from individuals able to comment on the applicant's academic and clinical achievements and potential for successful graduate study.

A personal interview is also strongly recommended.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN SPEECH-LANGUAGE PATHOLOGY

1. Courses

A total of 46 semester 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 skill and knowledge expectations associated with curricular offerings. Detailed formative activities regarding specific curricular requirements occur following acceptance into the graduate program.

Core Courses are as follows:

CSDIG 500	Clinical Problem Solving: Assessment
CSDIG 501	Clinical Problem Solving: Management
CSDIG 502	Developmental Disorders of Speech
CSDIG 503	Developmental Disorders of Language
CSDIG 505	Aural Rehabilitation
CSDIG 510	Practicum in Diagnostics
CSDIG 512	Supervised Practicum in Schools (Student Teaching)
CSDIG 513	Advanced Practicum in Speech-Language Pathology (Medical)
CSDIG 514	Audiology Practicum
CSDIG 515	Advanced Clinical Practicum SLP I
CSDIG 516	Advanced Clinical Practicum SLP II
CSDIG 517	Advanced Clinical Practicum SLP III
CSDIG 521	Acquired Disorders of Speech
CSDIG 522	Acquired Disorders of Language

| CSDIG 551 | Dysphagia: Assessment & Management |
| CSDIG 594 | Introduction to Research in Communication Disorders |

Elective Courses:

CSDIG 530	Seminar in Fluency Disorders
CSDIG 531	Seminar in Voice Disorder
CSDIG 540	Augmentative and Alternative Communication
CSDIG 550	Seminar in Aphasia and Related Disorders
CSDIG 552	Seminar in Craniofacial Anomalies
CSDIG 570	Speech Production and Perception
CSDIG 575	Seminar in Traumatic Brain Injury
CSDIG 581	Multicultural Issues Seminar
CSDIG 582	Seminar in Counseling
CSDIG 595	Special Topics
CSDIG 596	Independent Study
CSDIG 599	Research Project

Elective Clinical Practica:

| CSDIG 518 | Practicum in Clinical Supervision |
| CSDIG 519 | Clinical Practicum in Family-Based Service Delivery for Speech-Language Disorders |

Introductory Seminars*:

| CSDIG 400 | Neuroanatomy |
| CSDIG 450 | Clinical Methods |

* Designed for those with little or no background in these areas. Placement based on advisor recommendation. These courses do NOT count toward the required number of credits for the M.S. 500 level courses in English, Education, Psychology and Nursing may also be elected.

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

3. Completion of all coursework with a cumulative grade point average of 3.0 or better.
   A minimum grade of B is required in all Practicum courses. A grade of D is not acceptable toward satisfying any degree requirement.

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

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.

CERTIFICATE PROGRAM OF ADVANCED STUDIES IN SPEECH-LANGUAGE PATHOLOGY (15-18 SEMESTER HOURS)

The Department offers a Certificate Program in Advanced Studies in Speech-Language Pathology. This individualized set of activities leads to a Certificate of Advanced Studies. It has been developed for those individuals who have earned a master's degree in Speech-Language Pathology and wish to do further graduate work without commitment to another graduate degree. The experience is designed particularly for speech-language pathologists who wish to complete teaching certification, clinical hours, or other continuing education goals. Application should be made through the Graduate Admission Office.

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION ACCREDITATION

The Graduate Program in Speech-Language Pathology is accredited by the American Speech-Language-Hearing Association.

STATE OF ILLINOIS CERTIFICATION

Students who wish to satisfy Illinois State Board of Education requirements for the Type 73 certificate (Speech and Language Impaired) must complete the approved program of general and professional education requirements, and pass the appropriate Illinois/ certification Test of Basic Skills, and the appropriate test of subject matter knowledge.

Detailed information concerning ASHA membership, certification requirements, accreditation status, State of Illinois licensure and/or teacher certification is available in the Office of the Program Director.

COURSE AVAILABILITY

Required courses are offered on a regular basis, the typical semester noted in parentheses following the description. Elective offerings are provided on a periodic basis. Clinical practicum is available every semester.

COURSES

500 – Clinical Problem Solving: Assessment (4)
Principles of measurement concepts and qualitative and quantitative assessment in speech-language pathology. Offered spring.

501 – Clinical Problem Solving: Management (2)
Prerequisites: CSDIG 500, 510, 511, 512. 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.

502 – Developmental Disorders of Speech (3)
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.

503 – Developmental Disorders of Language (3)
Study of infants, children, and adolescents with language disorders. Offered fall.

505 – Aural Rehabilitation (3)
Overview of amplification and (re)habilitative needs identified among hard-of-hearing individuals of all ages and strategies for management developed from the perspective of the speech-language pathologist.
Offered summer.

510 – Practicum in Diagnostics (2)
Clinical Practicum involving evaluation and diagnosis of a variety of communication disorders with clients in the Ludden Speech and Language Clinic.

512 – Supervised Practicum in the Schools: Student Teaching (2)
Prerequisites: CSDIG 500, 502, 503, 510, 515. Performance of a minimum of 100 clinical hours of supervised practicum in speech-language pathology in a public school setting.

513 – Advanced Practicum in Speech-Language Pathology (Medical) (2)
Prerequisites: CSDIG 510, 515, 521, 522, 551. Clinical practicum with a variety of communication disorders in off-campus medical sites such as hospitals, clinics, rehabilitation facilities, etc.

( ) = credit hours / /= classroom hours

514 – Audiology Practicum (1)
Prerequisite: CSDI 307 or equivalent.
Clinical practicum involving assessment
and management of hearing loss in children
and adults.

**515 – Advanced Practicum in Speech-
Language Pathology I (2)**
On-campus clinical practice with clients
across the life span, who have a variety of
communication disorders, overseen by University
faculty supervisors.

**516 – Advanced Practicum in Speech-
Language Pathology II (2)**
Prerequisite: 515
Additional on-campus clinical practice
with clients exhibiting a variety of
communication disorders, overseen by
University faculty supervisors.

**517 –Advanced Practicum in Speech-
Language Pathology III (1)**
Prerequisite: Successful completion of CSDIG
515 or 516 and recommendation of faculty
Clinical activity at off-campus sites, with clients
who have a variety of communication disorders.

**518 – Practicum in Clinical Supervision in
Speech-Language Pathology (1)**
Prerequisite: Successful completion of CSDIG
515 or 516 and recommendation of the faculty
On-campus practicum in supervision of
speech-language student clinicians, combined
with study of supervisory trends and strategies.
Offered spring.

**519 – Clinical Practicum in Family-Based
Service Delivery for Speech-Language
Disorders (1)**
Prerequisites: Successful completion of CSDIG
515 or 516 and recommendation of the faculty
Clinical activities in delivery of speech-language
services through family intervention.

**520 – Advanced Studies in Normal Language
Acquisition (2)**
Examination of recent research and theories
dealing with language acquisition using a
psycholinguistic and multidimensional frame-
work to describe language development from
infancy through adolescence.

( ) = credit hours / /= classroom hours

521 – Acquired Disorders of Speech (2)
Study of neurogenic disorders of adult speech,
including assessment and management of
apraxia and dysarthria.

522 – Acquired Disorders of Language (3)
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.

530 – Seminar in Fluency Disorders (2)
Review and analysis of stuttering research,
examination of issues in stuttering modification
and fluency shaping.

531 – Seminar in Voice Disorders (2)
Examination of issues concerning the clinical
assessment/treatment of voice disorders in
children and adults.

**540 – Seminar in Augmentative &
Alternative Communication (2)**
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. In conjunction a lab
will provide hands-on experience with switches,
augmentative communication devices, and
computer applications.

**550 – Seminar in Aphasia and Related
Disorders (2)**
Advanced examination of issues related to
aphasia and to communicative deficits in
such neurologically based disorders as
dementia, traumatic brain injury, and right
hemisphere lesions.

**551 – Dysphagia: Assessment and
Management (2)**
Advanced examination of theoretical and
clinical issues related to swallowing disorders in
adults and children.

552 – Seminar in Craniofacial Anomalies (2)
Study of nature and causes of cleft lip, palate,
and other craniofacial dysmorphology. Specific
focus on issues of speech, language and hearing

problems, incorporating principles of assessment, treatment and research.

570 – Speech Production and Perception (2)
Advanced study of issues in speech production and perception. Clinical implications will be discussed.

575 – Seminar in Traumatic Brain Injury (2)
Study of the effects of traumatic brain injury on the speech, language and cognition of both children and adults.

581 – Multicultural Issues Seminar (2)
Organized exploration of issues pertinent to clinical service provision to persons from varying cultural backgrounds.

582 – Seminar in Counseling (2)
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.

594 – Introduction to Research in Communication Disorders (3)
Detailed orientation to fundamental constructs in research, including issues of design, analysis and interpretation. Offered spring.

595 – Special Topics (1-3)
Offerings developed to provide detailed examination of emerging issues of significance in clinical and/or research areas of the discipline.

596 – Independent Study (1-3)
Independent, directed study of a specific problem or problems in speech-language pathology. Requires permission of instructor and Program Director.

599 – Research Project (3)
Scholarly activity under the direct supervision of a faculty member.

APPLIED COMPUTER SCIENCE

MASTER OF APPLIED COMPUTER SCIENCE: INTERNET INFORMATION SYSTEMS

This program has been developed for students who want to focus their formal graduate study on the technical side of the growing Internet area. The program is designed to further students' understanding of the Internet technologies shaping our world today. Graduates of this program will be technically trained in the current Internet environment, and capable of sustaining a life-long contribution to an Internet related career. A joint Master of Business Administration & Master of Applied Computer Science in Internet Information Systems may be completed in three years.

ENTRANCE REQUIREMENTS

The program is designed for undergraduate alumni of computer science and MIS programs. However, individuals who have received non-computer-related undergraduate degrees may substitute relevant work experience as a pre-requisite for entry into the program. Further, college graduates who have not worked or studied in the Information Systems field may become eligible for the program by addressing their deficiencies, either by taking CMPSC 205 and CMPSC 305 at Saint Xavier prior to their enrollment in the program (a conditional acceptance will be considered), or by providing documentation that they have completed similar courses at other institutions. Students wishing to pursue this option should consult the Undergraduate catalog for full course descriptions and contact the Program Director.

Students wishing to enter the program without a programming language will be required to gain proficiency in one language (VB, C, C++) before the second year of classes. The Department offers programming languages in its regular computer science offerings every semester for students wishing to gain programming proficiency at Saint Xavier University.

PROGRAM REQUIREMENTS

The Master of Applied Computer Science is a 36 credit hour program. Assuming a schedule of two night courses and enrollment in ACSG 599 (or an alternative course – see below) each semester, a student is expected to maintain full-time status and complete the program in two years. Arrangements for part-time enrollment must be made with the Program Director.

REQUIRED COURSES

All students are required to complete the following courses:

ACSG 500	Current and Future Trends of the Internet
ACSG 520	Computer Networks for Internet Information Systems
ACSG 530	Web Servers and Protocols
ACSG 540	Programming Languages for the Web I
ACSG 541	Programming Languages for the Web II
ACSG 550	Web-Driven Databases
ACSG 570	Web Server Security
ACSG 580	Capstone Course
ACSG 599	Graduate Research Seminar

OPTIONS FOR THE CULMINATION OF STUDY

The program is designed as a professional Masters degree and does not require comprehensive examinations upon the completion of course-work. The student will enroll in ACSG 599 in the Fall Semester of the first year, and then choose from among four different options for the culmination of study in subsequent semesters. Whatever option is chosen, the student will be assigned a faculty advisor through the completion of the project. These options are: (1) 3 cr. hrs. of ACSG 595 (Thesis Completion); (2) 3 cr. hrs. of ACSG 592 (Independent Study), finishing with an intensive

individualized study related to a topic in the field; (3) 3 cr. hrs. of ACSG 593 (Directed Study) with a course or courses offered by a non-traditional method or a non-traditional educational institution that does not offer university credit or employer related training; (4) 3 cr. hrs. of ACSG 594 (Internship) work in a career-related field. The student must have the permission of the Program Director to register for options (2) – (4). ACSG 592, 593, 594 and 595 can each be taken for up to 3 hrs. of credit each semester or a student may maintain 1 cr. hr. of enrollment each semester. These courses carry a P/F grade. Students who do not present the final project or thesis after the 4-cr. hr. accumulation of ACSG 599–592–593–594–595 will continue in ACSG 589 every semester until completion.

COURSES

ACSG 500 – Current and Future Trends of the Internet (4)
Prerequisite: Admission to the program.
Provide in-depth analysis of leading edge technology such as multimedia transmission, wireless technology and global data access. Leading edge technology will be examined and critiqued in an Internet connected classroom. Students will perform detailed searches of assigned topics and provide presentations on topics of interest. A framework for understanding how current trends will drive future development will be established. Career development in emerging fields in Internet related jobs will be covered.

ACSG 510 – Software Applications and Programming Languages (4)
Prerequisite: Admission to the program.
This course offers a thorough treatment of programming concepts, with programs that yield visible or audible results in Web pages and Web-based applications. Effective Web-page design, server and client-side scripting and ActiveX controls will all be discussed.

ACSG 520 – Computer Networks for Internet Information Systems (4)
Prerequisite: Admission to the program.
Topics include: the OSI reference model, transmission media, switching, flow control, TCP/IP, local and wide area networking, internetworking, security, socket and RPC programming.

ACSG 530 – Web Services and Protocols (4)
Prerequisite: Admission to the program.
A study of technical aspects of the Internet and the TCP/IP protocol suite, such as ICMP, FTP, TCP, Telnet, IGMP, SNMP, SMTP, and POP, with research in the governing RFC documents.

ACSG 540 – Programming Languages for the Web I (4)
Prerequisite: Admission to the program, second year status and knowledge of a higher level programming language.
This course provides the student with a comprehensive introduction to the programming tools and skills required to build and maintain effective web pages. Topics include HTML, XHTML, Cascading Style Sheets, Javascript, XML, and ASP. Students will be responsible for completing extensive programming assignments.

ACSG 541 – Programming Languages for the Web II (4)
Prerequisite: ACSG 540
Building on the concepts learned in ACSG 540, students will engage in more extensive web development using Java applets and leading commercial web-development software packages.

ACSG 550 – Web-Driven Databases (4)
Prerequisite: Admission to the program and second year status.
First, database modeling techniques (E-R and O-O), normalization concepts and structured queries will be introduced and implemented in the creation of a team-based semester-long project. Then, topics specific to web-driven databases will be covered and included in the ongoing student project. These topics include: authorization, concurrency and synchronization issues, and the creation of user interfaces. Distributed databases will also be introduced.

ACSG 570 – Web Server Security (4)

( ) = credit hours / /= classroom hours

Prerequisite: Admission to the program and second year status.

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 580 – Capstone Course

Prerequisite: Admission to the program and second year status.

This culminating course will provide students with a framework to implement many of the skills developed in previous courses. Working in teams to produce database-backed websites for on and off-campus clients, they will also address network, server, and security issues.

ACSG 589 – Master's Completion Guidance (1)

Prerequisite: Admission to the program.

Students who have not achieved a grade of P whether an incomplete or failure in ACSG 599 will register for 1 cr. hr. of guidance with a faculty member for intensive work to help them complete the course and continue toward graduation. P/F grade option only.

ACSG 591 – Special Topics, cr. hrs. TBA

Prerequisite: Admission to the program.

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 (1-3)

Prerequisite: 1 cr. hr. of ACSG 599 and Program Director Approval

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. P/F grade option only.

ACSG 593 – Directed Study (1-3)

Prerequisite: 1 cr. hr. of ACSG 599 and Program Director Approval

A faculty member, in consultation with the program director, to include some directed study may honor individualized requests. A course offered by a non-traditional method or a non-traditional educational institution that does not offer university credit or employer related training are ideal candidates for credit in the program as a substitution for Graduate Seminar hours. The student is responsible for putting sufficient documentation on file with the advisor to receive credit. P/F grade option only.

ACSG 594 – Internship, cr. hr. TBA

Prerequisite: 1 cr. hr. of ACSG 599 and Program Director Approval

Students will work for a semester full-time 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. P/F grade option only.

ACSG 595 – Thesis Completion (1-3)

Prerequisite: 1 cr. hr. of ACSG 599 and Program Director Approval

Students who have chosen the thesis option will enroll for three semester hours of this course while they are researching, writing and editing their work.

ACSG 599 – Graduate Research Seminar, 1 cr. hr. per semester (4 hrs. maximum)

Prerequisite: Admission to the program.

Students enroll in this class for one semester hour in the fall semester of their first year in the program. The purpose of this course is to guide students through the process of deciding which of the four options for the culmination of study they will choose. Successful completion of this course will be result in a student's enrollment, in subsequent semesters, in three credit hours of ACSG 592, 593, 594 or 595. P/F grade option only.

( ) = credit hours / /= classroom hours

RELIGIOUS STUDIES
GRADUATE CERTIFICATE IN PASTORAL STUDIES

In collaboration with the Catholic Theological Union, the Religious Studies Department at Saint Xavier offers a fifteen-credit hour Graduate Certificate in Pastoral Studies. The curriculum of this certificate meets the Archdiocese of Chicago expectations for various lay ecclesial ministry certifications and professional development expectations. Completion of the certificate partially fulfills the Archdiocesan theological education expectations for Pastoral Associates and Directors of Religious Education. This certificate from Saint Xavier will be accepted into the Catholic Theological Union as 15 semester credits toward a Master of Arts in Pastoral Studies or a Master of Divinity degree. Twelve semester hours of this certificate will be accepted into the Master of Arts in Pastoral Studies, or the Master of Divinity at Loyola University's Institute of Pastoral Studies. The Graduate Certificate in Pastoral Studies may also be taken as a non-credit certificate.

FACULTY
A. Clendenen, Program Director; E. Kearney, T. Martin, M. O'Keeffe, K. Waller.

REQUIREMENTS FOR THE GRADUATE CERTIFICATE IN PASTORAL STUDIES
The certificate requires five three-hour seminars offered by the Department of Religious Studies in the following areas:

1. Seminar in Bible RELGR 452 – Sem: Pauline Letters (3) or RELGR 454 – Sem: Jesus and the Gospels (3)

2. Seminar in Systematic Theology RELGR 461 – Sem: Christology (3) or RELGR 463 – Sem: Church (3)

3. Seminar in Religious History RELGR 462 – Sem: Religious History (3)

4. Seminar in Christian Living RELGR 464 – Sem: Faith Development (3) or RELGR 465 – Sem: Catholic Moral Theology (3) or RELGR 466 – Sem: Ethics in Pastoral Care (3)

5. Seminar in Arts of Ministry for Lay Ecclesial Ministers RELGR 455 – Sem: Lay Presiding and Preaching (3) or RELGR 456 – Sem: Pastoral Counseling Skills (3)

COURSE DESCRIPTIONS

RELIGIOUS STUDIES

Graduate students must successfully complete one course in each of the five areas at Saint Xavier University to earn the Certificate. No courses may be transferred from other programs. Any course completed at Saint Xavier will transfer to Catholic Theological Union and Loyola's Institute of Pastoral Studies even if a student does not complete the entire Certificate at Saint Xavier.

COURSES

452 – Seminar: Pauline Letters (3)

454 – Seminar: Jesus and the Gospels (3)

455 – Seminar: Lay Presiding & Preaching (3)

456 – Seminar: Pastoral Counseling Skills (3)

461 – Seminar: Christology (3)

462 – Seminar: Religious History (3)

463 – Seminar: Church (3)

464 – Seminar: Faith Development (3)

465 – Seminar: Catholic Moral Theology (3)

466 – Seminar: Ethics in Pastoral Care (3)

OTHER COURSES IN ARTS AND SCIENCES SUPPORTING GRADUATE PROGRAMS

DEPARTMENT OF ART & DESIGN

463 – Methods of Teaching Art in Middle and Secondary Schools (3)
Cross Ref: EDUG 463

499 – Advanced Studies in Art (3)
Cross Ref: EDUG 499
This course is designed for M.A. candidates in Education with concentrations in Art. Students will participate in studio critiques, seminars on Art and Design issues, and faculty mentoring.

DEPARTMENT OF CHEMISTRY

PHYSICAL SCIENCE COURSES (PHSCG)
Hands-On Science for Teachers
Workshop Series:

PHSCG 460 – Patterns/Workshop: Hands-On Science for Teachers (2)

PHSCG 461 – Changes/Workshop: Hands-On Science for Teachers (2)

PHSCG 462 – Potpourri/Workshop: Hands-On Science for Teachers (2)
Cross Ref: EDU 360, 361, 362 PHSCI 360, 361, 362 EDUG 460, 461, 462
Preservice and in-service elementary teachers participate in hands-on interdisciplinary explorations of the physical and natural sciences. Science content and pedagogy are integrated in learning activities employing games, arts and crafts, collaborative inquiry and writing-to-learn techniques.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

MATHEMATICS COURSES

491 – Methods in Middle School/ Junior High School Mathematics (3)
Cross Reference: EDU 491
Prerequisite: Consent of the instructor.
Integrated content and methods appropriate for the middle school mathematics program. Topics are selected from the real number system and its operations, probability, statistics, measurement, geometry and algebra. Research implications in these areas are considered for the middle grades. Calculators and computers are integrated throughout the course. 10 Clinical hours. Offered every spring.

499 – Apprenticeship in College Teaching (3)
The student serves as an apprentice to an individual full-time Mathematics faculty member in a selected lower level mathematics course (usually 100 level). Open only to those invited to enroll by a mathematics faculty member with approval of the Department Chairperson.

SCHOOL OF EDUCATION

The Saint Xavier University School of Education offers the Master of Arts in Education with programs of study that prepare candidates to assume responsibilities in teaching and/or leadership. Such preparation integrates theory and clinical experiences in institutions or agencies, enabling graduates to function effectively as humane, liberally educated leaders in a variety of settings.

The conceptual framework of the School of Education of Saint Xavier University provides a structure and process to prepare candidates for the education profession. Graduates of the School of Education strive to have, at their center, a sense of integrity that supports, permeates, and connects their work as scholars, professionals, and citizens committed to social responsibility. The nurturing of this integrated self is supported by programs that require the acquisition of knowledge and the application of that knowledge through active participation in scholarly, professional, and civic arenas.

PROGRAMS OF STUDY

The Saint Xavier University School of Education offers the Master of Arts in Education through the following areas of concentration: Educational Administration and Supervision, Curriculum and Instruction, Multicategorical Special Education, Reading, and the Individualized Program. Candidates selecting the Individualized Program may pursue an initial teaching license in Early Childhood Education, Elementary Education, Secondary Education, or candidates may work with a counselor to define a program that meets their individual educational needs. In addition, a Master's of Arts in Teaching and Leadership Program (FBMP) leading to a Master's of Arts Degree in Education is available to in-service teachers at selected sites throughout northern and central Illinois.

The Certificate Program in Advanced Studies 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.

In addition to degree programs, candidates with a valid Illinois teaching certificate may pursue coursework leading to the addition of an approval to the certificate. Coursework is available for approvals in the following areas: English-as-a-Second Language (ESL) and Bilingual Education. Candidates may also pursue a Middle Grades endorsement.

The School of Education employs three models to deliver its graduate programs: the traditional model, the cohort model, and the field-based model. The traditional model, available to candidates in the Individualized program, the counseling program, and the Individualized Track program, permits candidates to schedule program requirements at a self-selected pace, enrolling in required courses as they are offered in the schedule. The cohort model is available to candidates in the following degree and approval programs: Educational Administration and Supervision, Reading, Multicategorical Special Education, Secondary, and Elementary Education. In this model, candidates begin the program together and progress through the course requirements as a group. Classes meet one evening per week for four and a half hours during the fall and spring terms for two 9-week sessions. During the summer term, classes meet twice each week for four and a half hours for each of the 5-week summer sessions. Candidates have guaranteed course availability each term. Cohort programs offer the additional advantage of tuition reduction and the availability of flexible payment plans. Cohort programs are offered at both Chicago and Orland Park Campuses. The field-based model is available to in-service school personnel who wish to pursue a degree under conditions convenient to practicing educators. It is available at selected sites throughout northern and central Illinois and leads to a Master's of Arts Degree Education.

ADMINISTRATION:

B. Gulley, Dean; C. Tolson, Assistant Dean, M. Fallahi, Director of Graduate Studies, W. Manning, Director of Off Campus Programs, T. Halloran, Director of the Teaching and Leadership Program (FBMP), P. Castellanos, Director of Counseling Program, M-K. Sansone, Director of Teacher Education, H. Mackley, Director of Clinical Practices, Leslie Applegate, Coordinator of Field Experiences, M. Coffey, Assistant to the Dean.

FACULTY AND CLINICAL STAFF:

C. Aherns, T. Allman, C. Baker, C. Barrett, D. Bell, M. Brant, J. Briody, L. Burke, M. Campbell, M. Carroll, M. Fallahi, A. George, B. Gulley, P. Hartwig, P. Hilton, A. Jones, T. Koreman, E. Knight, E-S. Lee, S. Leu, H. Mackley, T. Morris, M. Mott, J. Muhm, J. Panko, J. Rabbitt, D. Ryan, M. Spelman, J. Stephan, W. Stone, E. Thomas, L. Welch, S. Wright, L. Zhao, J. Zibert.

ADMISSION TO THE SCHOOL OF EDUCATION

Individuals seeking admission to a graduate program must complete a Graduate Student Application, which is available from the Office of Graduate Admission. The completed application file will be evaluated by the Director of Admission for the University, and the file along with an admission recommendation will be forwarded to the School of Education. Two faculty members and the Dean of the School of Education will review the file and inform the prospective candidate of the admission decision. Admitted students will be assigned an advisor in the School of Education 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 certification are met. **Either the Director of Graduate Studies at the Chicago Campus or the Director of Off Campus Programs for the School of Education at the Orland Park Campus will be assigned as advisors to students admitted to the cohort programs.   The respective Director will register students in cohort programs each semester.**

Individuals who have not been denied admission to the School of Education and who do not wish to enroll in a cohort or field-based program may enroll for graduate courses as **students-at-large** with the permission of the Director of Graduate Studies and upon verification of completed undergraduate work by the Graduate Admission Office. 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 graduate program. Courses completed five or more years prior to admission will not be accepted for degree requirements. Students interested in enrolling in a cohort program or the field-based program may NOT register in courses as student-at-large.

Individuals seeking a master's degree with Type 09 certification in secondary education at the School of Education must have a degree in the subject are of certification. Graduate students seeking secondary certification must also pass Illinois Content Area Test before being fully admitted to the School of Education. All graduate students seeking certification in Elementary, Secondary, Early Childhood, and Multicategorical Special education must have passed the Illinois Test of Basic Skills as an admission requirement.

A maximum of six (6) semester hours of graduate credit from other accredited institutions taken prior to admission to graduate work at Saint Xavier University may be accepted for graduate program requirements. Students may obtain a Petition for Evaluation and Transfer of Graduate Credit from the Director of Graduate Studies in the School of Education. The Director will evaluate the request based on the following:
    1. The level of the coursework,
    2. The grade in the course,
    3. When the course was successfully completed,
    4. 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 for acceptance as an equivalency for certification. The student is required to take a 500 level course to replace it. Courses taken at the undergraduate level will NOT be accepted as equivalency for any 500 level courses. Graduate students in the School of Education will not be given credit for life experience. Once a student is admitted to the School of Education he or she may ONLY take a course at another institution with special permission from the Dean of the School of Education. All graduate students in the School of Education in programs that lead to certification must successfully pass the core assessment and the gates required by each program

ADMISSION TO TEACHER EDUCATION PROGRAMS

All graduate students who are pursuing an initial certificate to teach in Illinois must apply for admission to a Teacher Education Program. This three-stage process is as follows:

STAGE I, Declaration to Major in Education. The process for this stage includes:

1. Complete a Declaration of Intent to Major/ Minor in Education form.

2. Submit to a federal criminal background check, facilitated by the Office of Teacher Education.*

3. Pass the Illinois Certification Testing System (ICTS) Basic Skills Test. Continuation in the program is contingent upon successful completion of the Basic Skills Test.

4. Complete EDUG 470, Profession of Teaching.

 Upon completion of Stage I, the student is classified as a teacher candidate.

Time Line for Stage I: Students should complete the Declaration form at entrance to Saint Xavier University. Students who change their major to educate after being enrolled at the University should fill the Declaration form at that time. The ICTS Basic Skills Test should be taken and passed prior to applying for stage II. Students must have passed the Basic Skills test prior to taking methods classes.

STAGE II, Admission to a Teacher Education Program: The process and requirements for this stage include:

1. Maintain a minimum cumulative GPA of 3.0.

2. Successfully complete a minimum of six semester hours of professional education courses at Saint Xavier University with a minimum grade of C (3.0 cumulative GPA required).

3. Continued development of the education portfolio, details of which are available in the Office of Teacher Education, occurs with assistance from course instructors and academic advisors. Academic advisors will mentor candidates in the process of the development of the portfolio.

Time Line for Stage II: The timeline for stage II is on going.

STAGE III, Admission to Student Teaching: The process and requirements for this stage include:

1. Maintain a minimum cumulative GPA of 3.0.

2. Successfully complete all general education, courses required for area of concentration or major and all professional education requirements with a minimum grade of C prior to the start of student teaching.

3. Pass the ICTS Subject-Matter Knowledge Test (appropriate to major) at a time that assures reporting of results prior to the start of student teaching according to the deadlines established by the Office of Teacher Education. *

4. Present the completed portfolio at an Educators' Symposium.

5. Submit an application for student teaching placement.

6. Complete all health screenings as required.

Time Line for Stage III: The Stage III requirements should be completed by the end of the semester prior to student teaching following prescribed timelines established by the Office of Teacher Education. * The student teaching application must be filed by the date established by the Director of Clinical Practice in the semester prior to the anticipated student teaching semester. Applications are available in the Office of Teacher Education.

Requirements in teacher education are subject to change within the time span of one's allowed time for completion of the degree. These changes are due to changing requirements at the state level.

* For more detailed explanation of program requirements please contact the Office of Teacher Education.

TEACHER EDUCATION COUNCIL

The Teacher Education Council is the administrative structure established for the governance of teacher education. It consists of appointed faculty from the Schools of Education and Arts and Sciences, and an undergraduate and a graduate student representative. The Teacher Education Council is responsible for developing and approving policies relating to the teacher education program in the areas of admission, retention, certification, advisement, placement and curriculum. The Teacher Education Council also has as its responsibility the oversight of the appeals process regarding issues related to the Teacher Education Program.

APPEAL PROCESS

An appeal process has been developed for students who are denied admission to the teacher education program or student teaching, or whose pursuit of program completion is believed by the student to have been compromised in some ways. The Teacher Education Council will consider an initial appeal. The Dean of the School of Education, whose decision will be final, will hear a final appeal as necessary.

MASTER OF ARTS IN EDUCATION

A Master of Arts in Education can be achieved by completing a program of study in any of the following programs: Educational Administration and Supervision, Curriculum and Instruction, Multicategorical Special Education, Reading, and Individualized Programs in Early Childhood Education, Elementary Education, Secondary Education, and a Self-Defined Program of Study. Individual program descriptions and requirements are described below.

1. Satisfactory completion of the number of semester hours of graduate credit as required by each graduate program of study (see specific program requirements).

2. Completion and approval of the required research study. Candidates enrolled in the Individualized Program, the Reading Program, the Multicategorical Special Education Program, and Educational Administration and Supervision may, after consultation with the Director of Graduate Studies or her designee, elect a two-course option to complete their graduate requirements.

3. Completion of the specific program requirements including clinical experiences. All initial certification programs require a minimum of 100 clock hours of clinical experience.

4. Completion of the general graduation requirements.

5. Completion of all required coursework with a minimum cumulative grade point average of 3.0.

6. Grades of D are not acceptable toward satisfying degree requirements.

STATE OF ILLINOIS CERTIFICATION REQUIREMENTS

Upon completion of their graduate program, candidates who wish to apply for a State of Illinois certificate in teaching, administration, multicategorical special education, or reading may secure application materials from the Office of Teacher Education. Any candidate in administration and supervision must present evidence of two or more years of successful full-time teaching experience.

Persons who hold master's degrees and wish to qualify for the administrative, multicategorical special education, or reading certificates without earning a second master's degree may have individual programs of study prepared for them. These students must submit the same application materials as do applicants for the degree programs.

Each person applying for an early childhood, elementary, high school, special, school service personnel, or administrative certificate must pass the Illinois Certification Testing System Basic Skills Test and the appropriate test(s) of subject-matter knowledge. Beginning no later than the 2004-2005 academic year, the Illinois Certification Testing System's Subject Matter Knowledge test must be taken and passed prior to the start of student teaching. Candidates applying for teacher certification are required to pass the Assessment of Professional Teaching before they will be eligible for a teaching certificate.

Complete information on the testing program is found in the ICTS registration bulletin. Copies are available in the Office of Teacher Education, or at www.icts.nesinc.com.

FIELD EXPERIENCES

Programs offered through the School of Education 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 certification level, and through internship and practicum experiences at the advanced certification levels.

Field experiences are intended to provide candidates with opportunities to broaden and deepen their understanding of educational theory and integrate this theory with educational practice. Therefore, these experiences:

1. Connect candidates with the community, and provide them with learning experiences in a variety of educational environments with exposure to diverse cultures, encouraging candidates to embrace and celebrate the diversity of students in American schools;

2. Are directly connected with professional courses, and are designed to sequentially complement and expand upon University course content;

3. Are assigned by the Office of Teacher Education to take place in selected educational settings that have written contracts with the University, which serve to establish a professional development relationship;

4. Are supervised by University faculty in collaboration with selected in service certified educators;

5. Are documented by University procedures that describe the quantity and qualitative characteristics of candidates' experiences;

6. Are part of candidates' course credit load and are assessed commensurate with performance;

7. Take place during typical daytime school hours;

8. Recognize NCATE (National Association for Accreditation of Teacher Education) standards and follow ISBE (Illinois State Board of Education) and the School of Education 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 of 100 clock hours of field experiences is required of all candidates prior to student teaching (clinical practice). Candidates who intend to complete their clinical practice (student teaching) in private schools must complete 100 clock hours of field experiences in public school settings.

GRADUATE STUDENTS SEEKING CERTIFICATION THROUGH TRANSCRIPT ANALYSIS

Only graduate students who hold a valid certificate from Illinois or another state are eligible to receive a certificate by transcript evaluation. Such students can obtain a statement of deficiencies from the Illinois State Board of Education.

Students who have a deficiency statement from the Illinois State Board of Education may not be required to complete a full approved program. However, they must apply for admission to graduate studies at Saint Xavier University and for admission to teacher education and student teaching as needed to resolve deficiencies. All deficiencies must be resolved in the time frame given by the state.

CRIMINAL BACKGROUND INVESTIGATIONS

State law prohibits a school board from employing a person convicted of certain felony offenses, and the School of Education has made a commitment to local area schools to require federal criminal background checks for all candidates in programs leading to any type of certification at strategic points during their academic careers. Movement through the program may be suspended in the event that the background check reveals felony offenses in any candidate's background. Additional information is available in the Office of Teacher Education. Candidates in teacher education programs will be required to submit at least one background check, which will be completed prior to the start of field experiences. The second background check may be required at the request of the host student teaching site.

GRADUATE STUDENTS AND CLEP CREDIT

Graduate students applying for Illinois State certification may elect to take the CLEP (College Level Examination Program) 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 certification in Illinois. CLEP credit may only be earned to fulfill general education requirements for certification.

APPROVED PROGRAMS

The School of Education operates the following programs approved by the Illinois State Board of Education through which graduates are certified in the State of Illinois:

1. Elementary Education; K-9; Initial Elementary Certificate (Type 03).

2. Secondary Education; 6-12; Initial Secondary Certificate (Type 09).

3. Multicategorical Special Education; LBS I (Type 10).

4. Reading; K-12 (Type 10).

Educational Administration and Supervision (Type 75).

School Counseling (Type 73).

Appropriate majors in the secondary program and appropriate areas of concentration in the early childhood and elementary programs are listed in the description and requirements for the respective programs.

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 Dean of the School of Education.

EDUCATIONAL ADMINISTRATION AND SUPERVISION

(33-36 SEMESTER HOURS)

The master's degree program in Educational Administration and Supervision prepares candidates to become principals in elementary or high schools, or assistant superintendents and program directors in private as well as public educational settings. The program focuses on instructional leadership, school management, staff development and leadership in school improvement. Completion of the master's degree program in Educational Administration and Supervision leads to the State of Illinois Type 75 certificate. This program is offered in the cohort model at Chicago and Orland Park Campuses.

Eligibility for the Administrative Certificates requires that the applicant hold a master's degree, have two years of full-time experience as a teacher or school service personnel or four years of part-time experience as a teacher or school service personnel (substitute teaching does not qualify as part-time work), complete internship appropriate to the endorsement, and pass appropriate state certification tests.

Upon completion of these requirements and passing the State of Illinois Certification tests, graduates will receive the Illinois Type 75 General Administrative certificates.

PROGRAM REQUIREMENTS: CORE COURSES

EDUG 505	Social Context of Schools
EDUG 509	Movements in Education
EDUG 513	Educational Research Design and Development
EDUG 520	Administrative and Instructional Issues for Teaching Diverse Populations
EDUG 527	Administrative Performance Portfolio seminar
EDUG 533	Internship Seminar in Educational Administration
EDUG 535	Organizational Theory and Administrative Leadership for Effective Schools
EDUG 536	Instructional Supervision and Staff development
EDUG 537	Legal Basis of Educational Administration
EDUG 538	School Finance, Resource Management, and Collective Bargaining
EDUG 544	Internship Seminar in Educational Supervision
EDUG 547	Basic Principles of Curriculum and Instructional Methods

*Each internship associated with courses in administration and supervision will be completed in a sixteen-week semester (approximately four months).
Completion of core courses is required for the Illinois type 75, general administrative certificate.

FOUR TRACKS:

Upon completion of the core courses students may choose to take EDUG 514, Scholarship of Teaching: Finalizing the Inquiry Process, to complete the requirements for the master's degree, OR they may take two additional graduate courses in the School of Education at Saint Xavier University after consultation with their advisor. Recommended areas for completing the two course option are Multicategorical Special Education, Curriculum and Instruction, Counseling, Assessment, and English as a Second Language.

CURRICULUM AND INSTRUCTION
(36 SEMESTER HOURS)

This program is designed for practicing teachers who would like to broaden their knowledge of theory and practice in education. Completion of this program will enhance teachers' understanding of the curricular issues and their impact on instructional practice. This program prepares individuals for continued development as master teachers in schools or other instructional institutions. Core coursework will lead to an in-depth understanding of the theoretical underpinnings supporting classroom instruction and educational reform. Key components of this program include focus on literacy, diversity, integration of technology, and an interdisciplinary perspective in education. Within this program graduate students have the option of electing coursework that expands their expertise in one educational arena.

Required courses:

EDUG 502	Anthropological and Sociological Foundations of Education (3 s.h.)	
EDUG 507	Advanced Educational Psychology	(3 s.h.)
EDUG 509	Movements in Education	(3 s.h.)
EDUG 512	Assessment of Instruction and Learning	(3 s.h.)
EDUG 513	Educational Research, Design and Development	(3 s.h.)
EDUG 522	Curriculum Integration of Educational Technology	(3 s.h.)
EDUG 526	Literacy Issues for Curriculum Leaders	(3 s.h.)
EDUG 547	Basic Principles of Curriculum and Instructional Methods (3 s.h.)	
EDUG 548	Instructional Methods and Program Evaluation	(3 s.h.)
EDUG 549	School Improvement: Process and Program Evaluation	(3 s.h.)

To complete the requirements of the master's degree students may choose to take EDUG 510, Statistics for Educators and EDUG 514 Scholarship of Teaching, Finalizing the Inquiry Process and complete a graduate research study OR they may choose to take two other graduate courses in the School of Education at Saint Xavier University. The two courses should further the students' professional goals. These two courses may not be transferred from another institution or program. Courses opted to be taken in lieu of 514 must be approved by the student's faculty advisor and the Director of Graduate Studies in the School of Education.

MULTICATEGORICAL SPECIAL EDUCATION

The multicategorical special education programs emphasize 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 preschool 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 and various professionals and paraprofessionals. Successful completion of this program leads to Type 10 the Learning Behavior Specialist I, Type 10 certificate. Candidates pursuing the LBS I certificate may or may not be certified teachers. Requirements for graduate students seeking LBS I certification varies depending on their previous coursework. Candidates must have coursework in educational psychology, methods of teaching mathematics, and methods of teaching reading. These courses will be included in the program schedule for individuals who need them.

REQUIREMENTS
(37 SEMESTER HOURS PLUS NECESSARY CREDITS TO FULFILL THE PROGRAM REQUIREMENT)

Graduate student must successfully complete the following courses as program pre-requisits:

EDUG 507, Advanced Educational Psychology
EDUG 418 Methods of Teaching Reading
EDUGL Lab-418 Methods of Teaching Reading in Elementary School

EDUG 421 Methods of Teaching Mathematics
EDUGL 421 Lab- Methods of Teaching Mathematics in Elementary School
And the following professional education courses required for certification and the master's degree:

EDUG 470	Profession of Teaching	(1 s. h.)
EDUG 589	Foundations of Special Education	(3 s.h.)
EDUG 590	Characteristics of Students with Disabilities	(3 s.h.)
EDUG 591	Adaptations and Accommodations for Students with Disabilities	
		(3 s.h.)
EDUG 592	Diagnostic Assessment for Educational Decision-Making	(3 s.h.)
EDUG 513	Educational Research Design and Development	(3 s.h.)
EDUG 593	Language Disorders and Instruction in Diverse Classrooms	(3 s.h.)
EDUG 594	Methods of Teaching Students with Disabilities	(6 s.h.)
EDUG 558	Student Teaching: Students with Disabilities	(6 s.h.)
OR		
EDUG 559	Practicum: Students with Disabilities (Certified Teachers)	
		(6 s.h.)

Additionally, one of the following two course options must be selected. Successful completion of one of these options satisfies requirements for a Masters of Arts degree.

EDUG 515	Curriculum Development for Special Educators	(3 s.h.)
EDUG 516	Curriculum Evaluation and Collaborative Assessment for Special Educators	(3 s.h.)
	OR	
EDUG 524	Behavior Management	(3 s.h.)
EDUG 525	Individualized Positive Behavior Support Plans	(3 s.h.)

Graduate students are also required to complete all general education courses required for certification. The transcripts of students will be evaluated, and a plan of study will be developed for every student.

PROFESSIONAL DEVELOPMENT PROGRAM

Individuals who are interested in pursuing a specialized program to fulfill requirements as outlined in their professional development plan may apply to the graduate program in Multicategorical Special Education.

Upon admission, an appropriate plan of study will be developed for them that will address their needs.

READING

(33 OR 36 SEMESTER HOURS)

The Graduate Program in Reading is designed for practicing teachers who wish to develop their expertise in evidence based language and literacy instruction, assessment, family and community involvement, computer applications, instruction for urban and culturally and linguistically diverse learners, and literacy research. It prepares graduates for positions as reading specialists in elementary and secondary schools, as well as instructors in community colleges or workplace reading programs. This program is designed with the full time teacher in mind with an emphasis on immediate classroom literacy applications. Graduate reading students seeking Type 10 Certification must have a valid teaching certificate, a minimum of two years of teaching experience upon completion of the program, and meet the requirements for the State of Illinois Special Teaching Certificate in Reading. This program is offered in the cohort model at the Chicago and Orland Park Campuses.

Program Requirements

EDUG 513	Educational Research Design and Development (3 s. h.)
EDUG 514	Scholarship of Teaching: Finalizing the Research Process* (3 s. h.)

*Candidates who choose to complete the research study developed in EDUG 513 enroll in EDUG 514. In lieu of completion of the study, candidates may enroll in two additional graduate courses in education at Saint Xavier University. The two courses should further the candidate's professional goals, and the courses selected must be approved by the Director of Graduate Studies.

EDUG 554	Language Development and Language Disorders in Students (3 s. h.)
EDUG 570	Technology and the Reading Specialist (3 s. h.)
EDUG 571	Teaching Reading: Theory and Practice (3 s. h.)
EDUG 572	The Reading-Writing Connection (3 s. h.)
EDUG 573	Literature for Children and Adolescents (3 s. h.)
EDUG 574	Teaching Reading in Content Area (3 s. h.)
EDUG 576	Clinical Practicum I: Diagnostic Teaching/Testing of Reading Disabilities (3 s. h.)
EDUG 577	Clinical Practicum II: Diagnostic Teaching/Testing of Reading Disabilities (3 s. h.)
EDUG 578	Curriculum Development and Supervision of Reading/ Language Arts Programs (3 s. h.)

Individualized Programs
EARLY CHILDHOOD, ELEMENTARY EDUCATION, AND SECONDARY EDUCATION, AND THE SELF DEFINED PROGRAM

Individualized Programs of study lead to a Master of Arts degree in education. Programs in Early Childhood Education, Elementary Education and Secondary Education also prepare candidates to pursue an Illinois teaching certificate in the respective areas. A Self-Defined Program prepares candidates to enhance knowledge and skills in self-defined areas.

All Individualized Programs require that students complete a sequence of four core courses.

CORE COURSES

EDUG 511	Foundational Topics in Education: Scholarly Reading and Writing (This course also meets a certification requirement; candidates will not be eligible for the certificate if this course is not successfully completed.)
EDUG 512	Assessment of Instruction and Learning
EDUG 513	Educational Research Design and Development
EDUG 514	Scholarship of Teaching: Finalizing the Inquiry Process

Candidates for a Master of Arts Degree in Education who are enrolled in the Individualized Programs must complete EDUG 511, 512, and 513. These courses assist the candidate in conceptualizing and designing a research proposal. Candidates who choose to complete the research study enroll in EDUG 514. In lieu of enrolling in EDUG 514 and completing a research study, candidates may enroll in two additional graduate courses in education at Saint Xavier University. The two courses should further the candidate's professional goals, and the courses selected must be approved by the faculty advisor and the Director of Graduate Studies.

Requirements of each Individualized Program is described below.

INDIVIDUALIZED PROGRAM IN EARLY CHILDHOOD EDUCATION
(38 SEMESTER HOURS FOR CERTIFICATION PLUS 12 OR 15 SEMESTER HOURS FOR DEGREE)

The Individualized Program for individuals who wish to teach young children (ages 0 to grade 3) leads to a Master of Arts degree and prepares candidates to pursue an Illinois Type 04 teaching certificate. The program requires successful completion of the Graduate Program Core Course, General Education Courses, and Professional Education Courses.

GENERAL EDUCATION COURSE REQUIREMENTS

The general education courses, which address requirements for Illinois certification, may have been met within the candidate's under-graduate studies. A review of the candidate's transcript will indicate if any general education deficiencies exist; if so, the candidate will need to resolve these deficiencies by taking appropriate courses or passing a College Level Examination Program (CLEP) examination.

1. Communication Skills   12 s.h.

2. Mathematics   6 s.h.

3. Science*   9 s.h.

   *Courses must be in Biological and Physical Sciences and include one laboratory course.

4. One additional elective in either Mathematics or Science   3 s.h.

5. History/Social Science*   15 s.h.

   *Courses must include U.S. history and U.S. Government

6. Literature and Fine Arts   6 s.h.

7. Health and Physical

Development   2 s.h.

8. One 3-semester-hour course with a multi-cultural focus must be included as part of the requirements listed above. A list of approved courses is available in the School of Education.

9. Additional study in an approved area of concentration. This consists of 18 semester hours of study, 9 of which must be taken at the 200 level or beyond at a 4 year institution; approved areas are: Art, Biology, Computer Science, English, History, Mathematics, Music, Political Science, Psychology, Sociology, Spanish. Interdisciplinary concentrations include: General Math/Computer Science, General Humanities, Social Science, Language Arts, General Science, ESL/Bilingual.

Professional Education Course Requirements

CSDI 305*	Development of Language in the Young Child	(3 s. h.)
EDUG 413	Survey of Students with Exceptionalities for the Regular Classroom Teacher	(3 s. h.)
EDUG 426	History and Philosophy of Early Childhood Education	(3 s. h.)
EDUG 427	Child, Family and Community Relationships	(3 s. h.)
EDUG 429	Methods and Curriculum of Pre-primary Education	(3 s. h.)
EDUGL 429	Pre-Primary Methods Lab	(1 s. h.)
EDUG 430	Methods and Curriculum of Primary Education	(3 s. h.)
EDUGL 430	Primary Methods Lab	(1 s. h.)
EDUG 431	Methods of Reading with an Emphasis on the Young Child	(3 s. h.)
EDUG 432	Developmental Assessment of Young Children	(3 s. h.)

EDUG 443	Directed Teaching – Early Childhood Education	(6 s. h.)
EDUG 445	Seminar in Teaching and Learning	(2 s. h.)
EDUG 470	Profession of Teaching	(1 s. h.)
EDUG 506	Advanced Child Development	(3 s. h.)

*CSDI 305 is a program requirement for certification and does not apply toward the Master of Arts degree.

GRADUATE PROGRAM
CORE COURSES

As described under core courses.

INDIVIDUALIZED PROGRAM IN ELEMENTARY EDUCATION
(36 SEMESTER HOURS FOR CERTIFICATION PLUS 9 OR 12 S.H. FOR DEGREE)

The Individualized Program for individuals who wish to teach children from kindergarten through grade six, or through grade eight in schools organized in a K – 8 model, leads to a Master of Arts degree and prepares candidates to pursue an Illinois Type 03 certificate. The program requires successful completion of the Graduate Program Core Courses as described above, General Education Courses, and Professional Education Courses.

GENERAL EDUCATION COURSE REQUIREMENTS

The general education courses, which address requirements for Illinois certification, may have been met within the candidate's under-graduate studies. A review of the candidate's transcript will indicate if any general education deficiencies exist; if so, the candidate will need to resolve these deficiencies by taking appropriate courses or passing a College Level Examination Program (CLEP) examination.

1. Communication Skill   12 s.h.

2. Mathematics   6 s.h.

3. Science*   9 s.h.

    *Courses must be in Biological and Physical Sciences and include one laboratory course.

4. One additional elective in either Mathematics or Science   3 s.h.

5. History/Social Science*   15 s.h.

    *Courses must include U.S. history and U.S. Government

6. Literature and Fine Art   6 s.h.

7. Health and Physical

Development   2 s.h.

8. One 3-semester-hour course with a multi-cultural focus must be included as part of the requirements listed above. A list of approved courses is available in the School of Education.

9. Additional study in an approved area of concentration. This consists of 18 semester hours of study, 9 of which must be taken at the 200 level or beyond at a 4-year institution; approved areas are: Art, Biology, Computer Science, English, History, Mathematics, Music, Political Science, Psychology, Sociology, Spanish. Interdisciplinary concentrations include: General Math/Computer Science, General Humanities, Social Science, Language Arts, General Science, ESL/Bilingual.

PROFESSIONAL EDUCATION COURSE REQUIREMENTS

EDUG 413	Survey of Students with Exceptionalities for the Regular Classroom teacher	(3 s. h.)
EDUG 414	History and Philosophy of Education	(3 s. h.)
EDUG 418	Methods of Teaching Reading in the Elementary School	(3 s. h.)
EDUGL 418	Lab; Methods of Teaching Reading in the Elementary School	(1 s. h.)
EDUG 419	Diagnostic Teaching and Assessment of Reading in the Elementary School	(3 s. h.)
EDUG 421	Methods of Teaching Mathematics in the Elementary School	(3 s. h.)
EDUGL 421	Lab; Methods of Teaching Mathematics in the Elementary School	(1 s. h.)
EDUG 433	Principles and Methods of Teaching Science and Social Studies in the Elementary School	(3 s. h.)
EDUGL 433	Lab; Methods of Teaching Science and Social Studies in the Elementary School	(1 s. h.)
EDUG 445	Seminar in Teaching and Learning	(2 s. h.)
EDUG 446	Directed Teaching – Elementary	(6 s. h.)
EDUG 470	Profession of Teaching	(1 s. h.)
EDUG 506	Advanced Child Development	(3 s. h.)

GRADUATE PROGRAM
CORE COURSES

As described under core courses.

INDIVIDUALIZED PROGRAM IN SECONDARY EDUCATION
(30 SEMESTER HOURS FOR CERTIFICATION PLUS 9 OR 12 S.H. FOR DEGREE)

The Individualized Program for individuals who wish to teach students in secondary schools, grades 9 through 12, leads to a Master of Arts degree and prepares candidates to pursue an Illinois Type 09 teaching certificate. The program requires successful completion of the Graduate Program Core Courses as described above, General Education Courses, and Professional Education Courses.

GENERAL EDUCATION COURSE REQUIREMENTS

The general education courses, which address requirements for Illinois certification, may have been met within the candidate's undergraduate studies. A review of the candidate's transcript will indicate if any general education deficiencies exist; if so, the candidate will need to resolve these deficiencies by taking appropriate courses or passing a College Level Examination Program (CLEP) examination.

1. Communication Skills*   12 s.h.

    Must include EDUG 497

2. Mathematics   3 s.h.

3. Science*   6 s.h.

    *Courses must be in Biological and Physical Sciences, including one laboratory course.

4. History/Social Science*   15 s.h.

    *Courses must include U.S. History and U.S. Government

5. Literature/Fine Arts/ Humanities   6 s.h.

6. Health and Physical Development   2 s.h.

7. One 3-semester-hour course with a multi-cultural focus must be included as part of the requirements listed above. A list of approved courses is available in the School of Education.

8. Candidates in the Secondary Education Program must have completed a major in an appropriate subject area. All majors consist of a minimum of 32 semester hours in that subject area, and requirements are determined by the departments. APPROPRIATE MAJORS: Visual Arts, Science, Mathematics, Social Science, Foreign Language, and English Language Arts.

PROFESSIONAL EDUCATION COURSE REQUIREMENTS

EDUG 413	Survey of Students with Exceptionalities for the Regular Classroom teacher	(3 s. h.)
EDUG 414	History and Philosophy of Education	(3 s. h.)
EDUG 415	Principles and Practices of the Middle and Secondary School	(3 s. h.)
EDUG 463-69	Methods of Teaching (major) in the Middle and Secondary School	(3 s. h.)
EDUG 444	Directed Teaching – Secondary	(6 s. h.)
EDUG 445	Seminar in Teaching and Learning	(2 s. h.)
EDUG 507	Advanced Educational Psychology	(3 s. h.)
EDUG 508	Adolescent Development	(3 s. h.)

GRADUATE PROGRAM
CORE COURSES

As described under Core Courses.

INDIVIDUALIZED PROGRAM IN MUSIC EDUCATION
(24 HOURS OF PROFESSIONAL EDUCATION COURSES FOR CERTIFICATE PLUS 9 OR 12 S.H. FOR DEGREE)

This individualized program is designed for individuals who wish to teach in grades K-12 and leads to a Master of Arts degree and prepares candidates to pursue an Illinois Type 10 certificate. The program requires successful completion of the Graduate Program Core Courses, General Education courses required for secondary education, Music Education courses as described in the undergraduate catalogue,* and the following Professional Education Courses:

PROFESSIONAL EDUCATION COURSE REQUIREMENTS

EDUG 413	Survey of Students with Exceptionalities for the Regular Classroom teacher	(3 s. h.)
EDUG 414	History and Philosophy of Education	(3 s. h.)
EDUG 444	Directed Teaching – Secondary	(6 s. h.)
EDUG 445	Seminar in Teaching and Learning	(2 s. h.)
EDUG 507	Advanced Educational Psychology	(3 s. h.)
EDUG 508	Adolescent Development One additional graduate course in education	(3 s. h.)

GRADUATE PROGRAM
CORE COURSES

As described under Core Courses.

*See undergraduate catalogue, Department of Music for list of requirements.

Transcript will be evaluated by the Music Department to determine required coursework in music.

MIDDLE GRADE ENDORSEMENT
The middle grade endorsement is available for candidates completing certification in either Elementary or Secondary Education. To earn this endorsement, candidates are required to have the equivalent of three semester hours of middle grade philosophy, curriculum, instruction, and methods and three semester hours of early adolescent psychology in addition to 18 semester hours in a subject area. At Saint Xavier University, EDUG 459, Methods, Curriculum, and Philosophy of Teaching in the Middle School, and EDUG 508, Advanced Adolescent Development, satisfy the two specific requirements. For the subject area, most endorsements require 18 semester hours in one subject; but seven endorsements (Bilingual Education, Bilingual Special Education, English as a Second Language, Gifted Education, Mathematics, Reading, and Safety and Drivers Education) require additional hours or specific course requirements. Information about specific requirements can be obtained from the Office of Teacher Education.

INDIVIDUALIZED PROGRAM IN A SELF-DEFINED
PROGRAM OF STUDY
(33 OR 36 SEMESTER HOURS)

The Self-Defined program is designed for teachers or foreign students seeking a Master of Arts degree in Education without certification. Candidates in this program must successfully complete the Graduate Program Core Courses as described above and in consultation with a faculty advisor design and complete a program of study that meets the educational and professional goals of the individual.

MASTER OF ARTS
IN TEACHING AND LEADERSHIP
A FIELD-BASED MASTER'S PROGRAM
(32 SEMESTER HOURS)

This program is designed for certified employed education personnel who desire to enhance their competencies as practitioners in school settings. It is offered in a Field-Based model and in cooperation with LessonLab SkyLight. It is designed to provide the semester hours and student contact time of a conventional campus-based master's degree program in education under conditions that are convenient to practicing educators. The site-based program is a sequence of courses that examines the research on effective schools, instruction, and staff development while building competence in the use of applied research methodologies. The program is offered at a limited number of sites approved by the Illinois Board of Higher Education.

PROGRAM REQUIREMENTS

EDUGF 500	Technology for Educators	(2 s. h.)
EDUGF 524	Basic Cooperative Learning	(2 s. h.)
EDUGF 525	Introduction to Research: Practice and Theory	(2 s. h.)
EDUGF 527	Developing Students' Cognitive Abilities	(2 s. h.)
EDUGF 533	Authentic Assessment	(2 s. h.)

EDUGF 534	Reading and Writing Across the Curriculum	(2 s. h.)
EDUGF 535	Student Achievement Through Staff Development	(2 s. h.)
EDUGF 537	Action Research in Practice	(2 s. h.)
EDUGF 540	Team Seminar I	(2 s. h.)
EDUGF 541	Action Research Project I	(2 s. h.)
EDUGF 542	Action Research Project II	(2 s. h.)
EDUGF 550	Team Seminar II	(2 s. h.)
EDUGF 557	Developing Multiple Intelligences Through Teaching and Learning Styles	(2 s. h.)
EDUGF 551	Positive Discipline and Effective Motivation	(2 s. h.)

GRADUATE RESEARCH

A research study is required of all candidates who wish to earn a Master of Arts degree through the Teaching and Leadership Program (FBMP). The Action Research Study is developed in EDUGF 525 and EDUGF 537 and completed during EDUGF 541 and EDUGF 542.

CERTIFICATE OF ADVANCED STUDIES IN EDUCATION

(18–30 SEMESTER HOURS)

The Certificate of Advanced Studies in Education has been developed for those individuals who have earned a master's degree and wish to do further graduate work without commitment to another degree program.

The program is designed particularly for educators who wish to enhance previously gained skills, acquire new skills, and keep abreast of the latest educational thought and practice. There are no specific course requirements. Rather, a program of studies specific to the needs of individual students or groups of students is developed. All coursework for the Certificate Program of Advanced Studies must be completed at Saint Xavier University.

ENGLISH AS A SECOND LANGUAGE AND BILINGUAL APPROVAL

(18 SEMESTER HOURS)

The English as a Second Language (ESL) and Bilingual approval program prepares certified teachers to design and deliver effective instruction for culturally and linguistically diverse students. The six-course sequence focuses on teaching the English language arts (reading, writing, speaking, and listening) across content areas to children who are second language learners and on effective teaching in Bilingual Programs. Each course is 3 credit hours, resulting in a total of 18 credit hours for the program. The State requires that ESL and/or Bilingual clinical experience equal 100 clock hours or three months teaching experience with ESL and/or Bilingual students. This clinical component is met within the six-course sequence. It may be possible to complete field experience hours for a bilingual/ESL course while concurrently completing field experience hours for a professional education course in a Type 03/Type 04/Type 09 certification program if the field experience goals of each of the two concurrent courses can be fulfilled simultaneously in the same field setting. Teacher candidates must obtain approval from their course instructors in order to fulfill field experience requirements in the same field setting for concurrent courses. Individuals who are granted an ESL and/or Bilingual approval may teach in this capacity only at the grade levels for which their regular certificate is valid.

PROGRAM REQUIREMENTS

EDUG 479	Theoretical Foundations of Teaching ESL and Bilingual Education (3 s. h.)
EDUG 480	Methods and Materials for Teaching ESL (3 s. h.)
EDUG 481	Cross-Cultural Studies in a Bilingual Program (3 s. h.)
EDUG 482	Methods and Materials for Teaching English in a Bilingual Program (3 s. h.)
EDUG 483	Linguistics for Educators (3 s. h.)
EDUG 484	Assessment of Bilingual Students (3 s. h.)

The State issues a letter of approval for ESL upon successful completion of this program. No additional testing is required for ESL approval; however, passage of a language proficiency examination in the target language is required for a Bilingual approval.

COURSES

413 – Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)
Cross Ref: EDU 323
Offered every semester
This course explores the characteristics and learning needs of exceptional learners and regular classroom modifications necessary for these learners. The responsibilities of teachers under Federal Legislation are emphasized. Course includes examination of research and pedagogy related to this area of education. Learners with special needs include students with mental retardation, gifted, learning disabilities, physical health impairments, communication disorders, behavior disorders, vision or hearing impairment, varied cultural backgrounds, and specific risk factors. This course meets the requirement for Illinois House Bill 150. (5-10 clinical hours)

414 – History and Philosophy of Education (3)
Cross Ref: EDU 341
Offered every semester
Classroom and field experiences. A study of major educational concepts, the historical settings within which they have emerged and developed, and their relevance to contemporary education. Investigation and examination of research related to educational concepts is included. (5-10 clinical hours)

415 – Principles and Practices of the Middle and Secondary School (3)
Cross Ref: EDU 370
Offered fall and spring semester
Prerequisite: Consent of the instructor.
Classroom and field experiences. Focuses on establishing a learning environment in the classroom. 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. Strategies for educational leadership are examined. (30 clinical hours)

416 – Signing Exact English (1)
Cross Ref: EDU 314
Offered as needed
This course emphasizes vocabulary development and acquisition of alphabet letters, numbers and words in a manual form of communication. A training model of demonstration, return demonstration, and frequent rehearsal is employed. Independent preparation of a presentation in sign as well as an oral report is required.

417 – Advanced Signing of Exact English (1)
Cross Ref: EDU 316
Offered as needed
Prerequisite: Consent of instructor, or sign vocabulary of at least 200 words, or Education 416. Adds to vocabulary and skills from Education

( ) = credit hours / /= classroom hours

416 and adds additional vocabulary around specific themes as generated by the class. Projects include presentations for the class.

418 – Methods of Teaching Reading in the Elementary School (3)
Cross Ref: EDU 318
Offered fall and spring semester
Prerequisite: Completion of the English Core. Investigation of theory, research and practice related to the teaching of reading, language arts and children's literature. Includes the study of language development; principles, methods and materials of literacy instruction including basal reader, constructivist, literature based; selection and use of children's literature.

418L – Lab; Methods of Teaching Reading in the Elementary School (1)
Cross Ref: EDUL 418
Offered fall and spring semester
Clinical component of EDU 418; observation, analysis of interactions, and instruction of children in school settings to support theory presented in classroom component; con-current enrollment in EDUG 418 required.
(30 clinical hours)

419 – Diagnostic Teaching and Assessment of Reading in the Elementary School (3)
Cross Ref: EDU 343
Offered every semester
Prerequisite: Education 418 or its equivalent. Study of the combined procedures of assessment, evaluation and instruction. Focus on the development and implementation of methods, materials, and assessments to enable the classroom teacher to adapt instruction to the needs of individual pupils. Includes clinical experiences in diagnostic literacy instruction.

420 – Curriculum and Instruction Workshops (0-3)
Offered as needed
Workshops focus on various curricular and/or instruction questions. Each workshop focuses on a specific issue. This course may be taken more than once if the topic differs.

421 – Methods of Teaching Mathematics in the Elementary School (3)
Cross Ref: EDU 336

Offered fall and spring semester
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, percents is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics are included.

421L – Lab; Methods of Teaching Mathematics in the Elementary School (1)
Cross Ref: EDUL 336
Offered fall and spring semester
Clinical component of EDUG 421; observation, analysis of interactions, and instruction of children in school settings to support theory presented in classroom component; concurrent enrollment in EDUG 421 required.
(30 clinical hours)

422 – Seminar on Secondary School: Selected Problems (3)
Offered as needed
Study of current secondary school curricula: trends, materials, scheduling, organizational plans. This course may be taken more than once if the topic differs.

426 – History and Philosophy of Early Childhood Education (3)
Cross Ref: EDU 326
Offered annually
A study of selected theorists, both philosophers and psychologists whose impact has been felt most strongly at the early childhood level. 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. Investigation and examination of related research.
(5 clinical hours)

427 – Child, Family and Community Relationships (3)
Cross Ref: EDU 327
Offered annually
An examination of socializing agents, structural constraints and supports by fundamental American institutions as they affect child development. Legal, commercial, religious,

( ) = credit hours / /= classroom hours

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)

429 – Methods and Curriculum of Pre-Primary Education (3)
Cross Ref: EDU 329
Offered annually
Types of instructional methods and curriculum for pre-schoolers 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.

429L – Lab; Methods and Curriculum of Pre-Primary Education (1)
Cross Ref: EDUGL 429
Offered annually
Clinical component of EDUG 429; observation, analysis of interactions, and instruction of children in pre-school settings to support theory presented in classroom component; concurrent enrollment in EDUG 429 required. (30 clinical hours)

430 – Methods and Curriculum of Primary Education (3)
Cross Ref: EDU 330
Offered annually
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.

430L – Lab; Methods and Curriculum of Primary Education (1)
Cross Ref: EDUL 330
Offered annually
Clinical component of EDUG 430; observation, analysis of interactions, and instruction of children in pre-school settings to support theory presented in classroom component; concurrent enrollment in EDUG 430 required. (30 clinical hours)

431 – Methods of Reading with an Emphasis on the Young Child (3)
Cross Ref: EDU 331
Offered annually
Investigation of theory, research and practice related to the teaching of reading and whole language. 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)

432 – Developmental Assessment of Young Children (3)
Cross Ref: EDU 328
Offered annually
Designed for the educator who desires experience in the identification and diagnosis of special education needs in the early childhood years. Clinical 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 staffings. (10 clinical hours)

433 – Principles and Methods of Teaching Science and Social Studies in the Elementary School (3)
Cross Ref: EDU 313
Offered fall and spring semester
Prerequisite: completion of 9 semester hours in the social sciences and 8 semester hours in science. Instruction on the goals of social studies and science, the clusters of skills that are developed through these disciplines, and a variety of instructional methods are provided. Emphasis on planning, implementing and assessing instruction and student learning. Focus on content/curriculum issues and their relationship to state learning standards in these disciplines. Theorists associated with effective instruction are presented. Research on methodologies in social science and science instruction is developed.

433L – Lab; Methods of Teaching Science and Social Studies in the Elementary School (1)
Cross Ref: EDUL 313

( ) = credit hours / /= classroom hours

Offered fall and spring semester
Clinical component of EDU 433; observation,
analysis of interactions, and instruction of
children in school settings to support theory
presented in classroom component; concurrent
enrollment in EDUG 433 required.
(30 clinical hours)

**443 – Directed Teaching –
Early Childhood Education (6)**
Offered fall and spring semester
Prerequisites: 100 clock hours of supervised
clinical experiences in education; the required
sequence in 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 sixteen weeks.
Concurrent enrollment in EDUG 445 required.

**444 – Directed Teaching –
Middle and Secondary Education (6)**
Offered fall and spring semester
Prerequisites: 100 clock hours of supervised
clinical experiences in education; the required
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 sixteen weeks.
Concurrent enrollment in EDUG 445 required.

445 – Seminar in Teaching and Learning (2)
Cross Ref: EDUG 345
Offered fall and spring semester
Corequisite: to be taken concurrent with
student teaching.
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. Concurrent enrollment in
Directed Teaching is required.

**446 – Directed Teaching – Elementary
Education (6)**
Offered fall and spring semester
Prerequisites: 100 clock hours of supervised

clinical experiences in education and the
required sequence of education courses.
Program of guided observation, participation
and teaching in a classroom setting, jointly
supervised by a teacher from the university and
one from the field. Normally, the student teacher
spends the whole school day in the field for
sixteen weeks. Concurrent enrollment in EDUG
445 required.

**449 – Advanced Studies in the Psychology of
the Atypical Child (3)**
Offered as needed
An introduction to the child with intellectual,
communicative, physical or emotional disorders.
Focuses on psychological experiences and
educational rehabilitation services available
to atypical children. Field experiences include
observations of exceptional children.
(10 clinical hours)

457 – Field Study (1-3)
Offered as needed
Intensive program of observation in schools
and local agencies. Visitations and workshops
regarding handicapped children may be held
with child advocacy agencies, local special
education groups, and government agencies.

**459 – Methods, Curriculum, and Philosophy
of Teaching in the Middle School**
Cross Ref: EDU 359
Offered every semester
Provides an overview of the middle school
philosophy, middle school curriculum and
instruction, and instructional methods for
designing and teaching developmentally
appropriate programs in middle school.
Materials, content and methodologies utilized
by educators in middle grades including
team teaching, interdepartmental teaching,
cooperative learning, and teaching reading
in the content area are emphasized. Students
explore principles in class and utilize them
to develop various integrated lesson plans,
approaches, activities and teaching aids.
Research provides the background for the
investigations in this course. (15 clinical hours)

( ) = credit hours / /= classroom hours

461 – Methods of Teaching Young Childen with Disabilities (3)
Cross-listed EDU 361
Provides an overview of early childhood special education history and philosophy, reflected in current practices, curriculum development, matericals selection, assessment, intervention planning and lesson planning in the context of collaborative services to young children with disabilities are emphasized.

463-469 – Methods of Teaching in the Middle and Secondary School (3)
Cross Ref: EDU 371-378
Offered fall semester
Prerequisite: EDUG 415 or concurrently.
Classroom and field experiences in academic major. Exploration and discussion of major educational concepts. Course includes pedagogy and research in the areas of Art, Biology, English, Foreign Language, History, Mathematics, Music, or Social Studies at the middle and secondary level. (30 clinical hours)

470- Profession of Teaching
Cross Ref- EDU 300
Offered every semester
Introduction to the professional, ethical, and moral responsibilities of teachers, and 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 disposition. Students will utilize technology to address e-portfolio requirements.

479 – Theoretical Foundations of Teaching ESL and Bilingual Education (3)
Cross Ref: EDU 363
Offered annually
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.
(10 clinical hours)

480 – Methods and Materials for Teaching English as a Second Language (3)
Cross Ref: EDU 364
Offered annually
Relevant topics concerning English as a Second Language are included 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)

481 – Cross-cultural Studies in a Bilingual Program (3)
Cross Ref: EDU 365
Offered annually
The 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 are explored and a review of the professional literature is included. (20 clinical hours)

482 – Methods and Materials of Teaching English in a Bilingual Program (3)
Cross Ref: EDU 366
Offered annually
A variety of program models, methodologies, and strategies that are effective and appropriate for teaching the bilingual student are presented. 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)

( ) = credit hours / /= classroom hours

483 – Linguistics for Educators (3)
Cross Ref: EDU 367
Offered annually
Introduction to contemporary theories of
language structure, phonology, morphology,
syntax, and semantics. Concentrates on applied
linguistics relevant to the K-12 classroom and
includes a review of pertinent professional
literature. (10 clinical hours)

484 – Assessment of Bilingual Students (3)
Cross Ref: EDU 368
Offered annually
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. (10 clinical hours)

**491 – Methods and Mathematics for the
Middle and Junior High Program (3)**
Cross Ref: MATH 491

495 – Microcomputers in the Classroom (3)

**497 – Literacy Instruction for Secondary
Teachers (3)**
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. (This
course is a certification requirement for secondary
education majors and may not be used as one of
the two course options to replace EDUG 514.)

**498 – Directed Teaching in K-12
classrooms (3)**
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 8 weeks in a 6-12 setting.

499 – Interdisciplinary Special Topics (1-3)
Offered as needed
Courses planned under this title allow for unique
educational needs. Students contract to study a
selected and relevant topic which is not included
in the regular course offerings. The student and
professor jointly develop an individualized study
and evaluation plan. This course may be taken
more than once if the topic differs.

**502 – Anthropological and Sociological
Foundations of Education (3)**
The anthropological approach to the study of
schools; how an anthropological framework can
provide insight into the nature of education and
classroom interaction in cultural, economic,
political, religious, and social contexts.
In addition, this course will examine the
sociological foundations of the development of
education. Special consideration will be given to
schools as community of learners. This course
examines theory and research in educational
anthropology and sociology.

505 – Social Context of Schooling (3)
Offered according to cohort schedule.
The course examines how the social context of
a community influences the beliefs, ideas, and
practices of schools. The goal of the course is
to provide future leaders in education with a
framework of understandings (theories, ideas,
and practices)that serves as a foundation for
intelligently responding to the conflicting
economic, social and political demands of
public schooling. The course also evaluates the
effectiveness of communications that are sent to
the various communities in the school setting.

506 – Advanced Child Development (3)
Offered once a year or according to
cohort schedule.
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. (5 clinical hours)

( ) = credit hours / /= classroom hours

507 – Advanced Educational Psychology (3)
Offered once a year or according to
cohort schedule.
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. (10 clinical hours)

**508 – Advanced Adolescent
Development (3)**
Offered once a year or according to
cohort schedule.
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. (10
clinical hours)

509 – Movements in Education (3)
Offered according to cohort schedule. The goal
of this course is to examine the beliefs, idea, and
practices of the major educational movements
and how these movements continue to influence
contemporary practices in curriculum and
instruction. The course will also evaluate the
influence of political, social, and economic
forces on major movements in education
and the response of "critical pedagogues" to
contemporary trends in schooling.

EDUG 510 – Statistics for Educators (3)
Offered as needed.
An introduction to statistical concepts
and methods for collecting, analyzing, and
interpreting data. Descriptive statistics,
elementary probability, sampling, linear
regression, correlation, hypotheses testing, and
inferences are considered.

**511 – Foundational Topics in Education:
Scholarly Reading and Writing (3)**
Offered once a year or according to
cohort schedule.
Explores philosophical assumptions as they are
applied to: teaching practice; psychology of
education; methods of educational research;

technological applications of best teaching
practices; state and national learning standards.
Guidance in the development of scholarly
writing; bibliographic skills; APA form and style.

**512 – Assessment of Instruction and
Learning Teaching and Learning (3)**
Offered once a year or according to
cohort schedule.
This course is designed to address the
assessment and evaluation of student progress
towards meeting targeted standards, learning
objectives, and competencies. The development
of interpretive skills across learning objectives
will be stressed. A balanced assessment model
that provides a variety of tools to monitor
student growth, provides an accurate picture
of student achievement, and serves to advance
student learning will be presented. Topics
addressed include: standards-based assessment,
standardized tests and interpreting their results,
performance assessment, portfolio assessment,
self-evaluation, dissemination of assessment
results.

**513 – Educational Research Design and
Development (3)**
Offered once a year or according to
cohort schedule.
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.
Extant research is reviewed and analyzed.
A statement of original research inquiry, a
literature review, and a plan for investigating a
research problem are developed.

**514 – Scholarship of Teaching:
Finalizing the Inquiry Process (3)**
Offered as needed
Prerequisite: EDUG 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 to other relevant audiences is required.

( ) = credit hours / /= classroom hours

515 – Curriculum Development for Special Educators (3)
Offered as needed
Investigation of state and federal legislation, Illinois learning standards, general curriculum and curriculum materials from varied sources. 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)

516 – Curriculum Evaluation and Collaborative Assessment for Special Educators (3) (10 clinical hours)
Offered as needed
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. Experience in peer coaching, team teaching, team assessing, and models for collaboration.

520 – Administrative and Instructional Issues for Teaching Diverse Populations (3)
Offered according to cohort schedule.
The course provides an overview of the administrative and instructional issues associated with educating students with diverse needs. Students will examine the theories, ideas, and practices associated with educating immigrant and homeless students, students with gender identity conflicts, students who come from different family configurations, and students with conduct defiant issues. The course will also develop an awareness of the political, social, economic, and cultural forces that are influencing the teaching of diverse populations.

521 – Seminar on Elementary School: Selected Problems (3)
Offered as needed
Study of the elementary school curriculum as a whole with particular emphasis on recent trends. This course may be taken more than once if the topic differs.

522 – Curriculum Integration of Educational Technology (3)
This course is designed to introduce practical and theoretical integration of technology into the P-12 curriculum, with an emphasis on content-appropriate planning, teaching, assessment, and management strategies, evaluation of educational technology tools, and the design of technology-enhanced environments for new teaching and learning roles.

523 – Curriculum Practicum in the Subject Areas (3)
Offered as needed
Focus is upon the development, implementation and evaluation of curricula in various subject areas. Theory will be tested in the efforts to implement curricular ideas examined in prior courses. Students will be expected to increase their awareness of the interconnections among the various subject areas as they develop model curricula.

524 – Behavior Management
Offered as needed
Exploration of research relevant to behavior management of classrooms as a three-dimensional construct including prevention of mis-behavior 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. (10 clinical hours)

525 – Individualized Positive Behavior Support Plans (10 clinical hours)
Offered as needed
Investigation of relevant legal and ethical issues regarding discipline of students with disabilities. Collaborative models of design, implementation, and evaluation of positive behavior support plans based on functional analysis of behavior.

526 – Literacy Issues for Curriculum Leaders (3)
This course will provide an overview of the contemporary issues related to literacy instruction in K-12 settings. Topics examined include theory into practice, literacy learning for culturally and linquistically diverse populations,

supporting use of paraprofessionals, professional developments, research-based strategies, and literacy assessment.

527 – Administrative Performance Portfolio Seminar
Concurrent enrollment in EDUG 505
The administrative performance portfolio seminar is designed to assist students with the preparation of their administrative performance portfolio. The administrative performance portfolio is a collection of common assessments, school artifacts, and reflective commentaries on the following topics in educational administration and supervision: Professional Personnel Administration, Fiscal-Budgetary Administration, Pupil Personnel Administration, General Administration, Facities and Grounds, School-Community Relations, Legal Issues, Governance and Policy, Instructional Program Administration, Cultural Diversity, Technology, Exceptionality. The course will also provide students with the opportunity to practice the applications of different software programs in preparing their administrative performance portfolio and completing the objectives of common assessments in the program for administrative and supervision.

533 – Internship Seminar in Eduational Administration (1)
To be taken concurrent with 535.
The seminar in eduational administration is designed to assist students with the opportunity to analyze cases associated with the following areas in Eduational Administration: Personnel, Budget, Pupil Personnel, Facilities and Grounds, School and Community, Legal Responsibilities, General Administration and Governance and Policy.

534 – Organizational Systems (3)
Cross Ref: NURSG 501

535 – Organizational Theory and Administrative Leadership for Effective Schools (3)
Offered according to the cohort schedule.
The course describes how schools in America are organized administratively and examines the relationship between the "values domain" of schooling (e.g. what is this school about?)

What is important here? What do we believe in? Why do we function the way we do? How are we unique) and the "technical-instrumental" domain (e.g. execution/implementation) of schooling. The goal of the course is to evaluate theories and practices of administration that will result in the EXECUTION of the AIMS (what we should be doing) of the organization.

537 – Legal Basis of Educational Administration (3)
Offered according to the cohort schedule
A study of the impact state and federal laws and landmark court decisions have on educational policy including special education and desegregation issues. Included are the legal liabilities, rights, and responsibilities associated with schools including those relating to teacher evaluation and student achievement.

538 – School Finance, Resource Management, and Collective Bargaining (3)
Offered according to the cohort schedule
An introduction to the financial activities associated with administration of schools: educational revenue, budget, disbursement procedures, real property taxes, state and federal aid, construction, maintenance, and bond issues. Long range planning for fiscal responsibility is emphasized in the context of political and social responsibilities. The placement of teachers, evaluation of their performances and evaluation of the personnel and programs to implement school improvement are included. Negotiation issues and techniques are examined.

539 – Resource Management in Schools (2)
Offered as needed
Organization and administration of school personnel and other resources. Students examine all aspects of these administrative functions in the analysis of the effectiveness and efficiency of an educational organization.

540 – Administration of Special Education Programs (3)
Offered as needed
Introduces school administrators and special education teachers to the scope and trends of special education. Provides general examination of programs, legislation, and responsibilities of both principals and teaching staff.

( ) = credit hours / /= classroom hours

541 – Administrative Workshops (0-3)
Offered as needed
Workshops focus on various administrative concerns. Each workshop concentrates on a specific area. This course may be taken more than once if the topic differs.

542 – Internship in School Administration (1-6)
Offered as needed
Prerequisite: Candidacy in the Administration Program.
An internship in an elementary or secondary school under supervision of a practicing school administrator and a faculty member in the area of school administration.

544 – Internship Seminar in Educational Supervision (1)
To be taken concurrent with 536.
The seminar in educational supervision is designed to assist students with completing their portfolio for the Internship Experience in Supervision. The course will also provide students with the opportunity to analyze cases associated with the following areas in Educational Supervision: Instuctional Program Design, Exceptionality, Cultural Diversity, and Technology.

545 – Internship Experience in Administration (0)
Offered according to the cohort schedule
Concurrent with EDUG 535.
Students are assigned administrative projects to be carried out in a school setting. The projects are designed cooperatively by the student, instructor, and an administrator in the field. The projects must be of sufficient sophistication to permit the student to demonstrate skill and understanding of the kinds of tasks required of school administrators, and their duration must be a minimum of three months.

547 – Basic Principles of Curriculum and Instructional Methods (3)
Offered according to the cohort schedule
The goal of this course is to provide a forum for educators to examine their beliefs, ideas and practices about curriculum and instruction. Much of the course will involve comparing the beliefs, ideas, and practices of professional

educators and instructional theorists related to the following fundamental questions of schooling: 1) How do children learn? 2) How should we teach? 3) What knowledge is of most worth? 4) How should subject matter be organized? 5) How should we assess what children know and understand?

548 – Instructional Methods and Program Evaluation (3)
Offered according to the cohort schedule
Prerequisite: EDUG 547 or consent of the instructor.
The focus of this course is on problematic instructional issues that arise during the school year. The course will provide school leaders with a process for assessing the origins of an instructional problem and the development of an instructional plan to address and unexpected curricular or instructional problem that is serving as an obstacle to student achievement. Students will be required to design a plan of action reflecting a research based approach to a curricular or instructional problem and prepare presentation of the plan of action to a Board of Education.

549 – School Improvement: Process and Program Evaluation (3)
The focus of this course will be on the implementation of the school improvement process mandated by state legislation. The course will examine the theories and practices associated with the school improvement process in Illinois and other school improvement models throughout the country. Students will be required to perform an "audit" of a school improvement document and evaluate the effectiveness of the school improvement process in Illinois.

554 – Language Development and Language Disorders in Students (3)
Offered according to the cohort schedule
Study of psycholinguistic development in children and of basic language structures (phonology, morphology, syntax, semantics and pragmatics) in populations with language, learning and reading disabilities. Introduction to the diagnosis and remediation of language disorders. Effects of language disorders on reading and written language. (10 clinical hours)

( ) = credit hours / /= classroom hours

558 – Student Teaching: Students with Disabilities (6)
Offered as needed
Observation of, participation with, and teaching of students with disabilities. Fulfilling responsibilities of practicing special educators, including planning for instruction; constructing IEPs; implementing adaptations and accommodations of 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 collaborating with parents and other professionals.

559 – Practicum: Students with Disabilities (6)
Offered as needed
Observation of, participation with, and teaching of students with disabilities. Fulfilling responsibilities of practicing special educators, including planning for instruction; using IEPs; implementing adaptations and accommodations of 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 collaborating with parents and other professionals.

570 – Technology and the Reading Specialist (3)
This course is designed as a foundational course for those enrolled in the Graduate Reading Program. Concepts related to the history of reading instruction, the roles of K-12 reading specialists, and the professional, ethical, and moral responsibilities related to literacy instruction and leadership will be examined. The course is also designed as a basic introduction to the instructional technology in literacy education.

571 – Teaching Reading: Theory and Practice (3)
Offered according to the cohort schedule
Examination of theoretical models of reading process and the implications of various theoretical positions for teaching and learning in developmental reading programs. Includes investigation of research on methods, materials, and diagnostic teaching practices for reading

and language arts instruction from grades K-12. Clinical experiences include observations and interviews in multicultural, multi-ethnic school settings. (10 clinical hours)

572 – The Reading/Writing Connection (3)
Cross Ref: ENGLG 472
Offered according to the cohort schedule
Examination of the relationship between oral and written language and of strategies for integrating reading and writing instruction. Emphasizes the relationship between theory and research on response to literature, reading comprehension, and composition. Clinical experiences involve the preparation and teaching of reading/writing units in K-12 class-rooms. (10 clinical hours)

573 – Literature for Children and Adolescents (3)
Offered according to the cohort schedule
Evaluation and selection of literature to serve the interests and reading needs of students from preschool through high school. Emphasis on literature which reflects the culture and heritage of America's multiethnic/multicultural population. Includes experiences in critical analysis, methods of presenting literature, and uses of literature. Course includes examination of research in this area of reading instruction. (10 clinical hours)

574 – Teaching Reading in Content Areas (3) (10 clinical hours)
Offered according to the cohort schedule
Focuses on methods and materials used to teach reading in the content areas, utilizing a diagnostic teaching approach. Involves work on vocabulary, comprehension and study skills needed by K-12 students when reading in the content areas. A major project includes developing, writing, and teaching a unit to elementary and/or secondary students that includes the ability to locate, evaluate, organize, and retain content area material.

575 – Reading Workshops (0-3)
Offered as needed
Workshops focus on various topics of concern to classroom teachers and reading specialists. Each workshop concentrates on a specific issue, enabling students to gain expertise in

( ) = credit hours / /= classroom hours

areas either covered briefly or not dealt with specifically in other course offerings. This course may be taken more than once if the topic differs.

576 – Clinical Practicum I: Diagnostic Teaching and Testing of Reading Disabilities (3)

Offered according to the cohort schedule
Prerequisites: EDUG 572, 574, 551, and 571.
Introductory practicum experiences in assessing and analyzing the learning needs of individuals with moderate to severe reading problems; developing and implementing an individualized instructional program based on diagnostic findings. Study of the theoretical bases and rationale for selected diagnostic/ instructional and testing procedures. Development of a Case Study. (20 clinical hours)

577 – Clinical Practicum II: Diagnostic Teaching and Testing of Reading Disabilities (3)

Offered according to the cohort schedule
Prerequisite: EDUG 576 or consent of instructor.
Advanced practicum experiences as described for Practicum I. (25 clinical hours)

578 – Curriculum Development and Supervision of Reading/Language Arts Programs (3)

Offered according to the cohort schedule
Prerequisites: EDUG 577 or consent of instructor.
Strategies for planning, implementing and assessing reading/language arts programs in elementary and secondary schools. Guidelines for supervising and developing staff effectiveness. Criteria for selecting and using instructional materials and assessment measures. Knowledge of the qualifications, function and duties of reading professionals. Methods for coordinating, communicating, and supporting a reading/ language arts program and its school related services. Field work involves case study of a school reading program. (10 clinical hours)

579 – Student Teaching in Reading (6-12)

Offered as needed
Prerequisites: 100 clock hours of supervised clinical experiences in reading and EDUG 577.
Involves the student in gradually assuming the responsibilities of a reading specialist in a school setting. Jointly supervised by a member of the reading faculty and a reading specialist in the school.

580 – Internship in Reading (3-6)

Offered as needed
Prerequisites: EDUG 577.
Internships are designed to assist students in preparing for specific professional goals. Internships may take place in elementary or secondary schools or in community or city colleges.

581 – Seminar: Trends and Issues in Reading (3)

Offered as needed
Prerequisite: EDUG 577, 578, or consent of instructor.
Focus on specific issues in the teaching of Reading/Literacy for all ages. Topics rotate to accommodate the changing role of the Reading Specialist and the teaching and importance of literacy in society.

582 – Administration of Private Schools (3)

This course reviews diversified roles of a private school leader as a faith leader, educational leader, and communication leader. The course emphasizes on communication skills of a leader in a private school as they relate to the public, pastors, teachers, school board, parents and the outer religious community. Course focuses on the ethics of leading a faith related institution. It also reviews a strategic plan for the mission and viability of the school.

583 – Issues in Non-Public Schools (3)

Understanding federal and state laws e.g. IDEA and NCLB and how they affect private schools. Being made aware of the organizations that advocate non-public schools. Understanding the role of Legislative Persons as it relates to private schools. Forming and implementing a working school budget as it related to higher religious organizations, e.g. Catholic Archdiocese.

589 – Foundations of Special Education (3)

Offered according to the cohort schedule
Study of philosophical, historical and legal foundations of special education. Investigation of the progression of service delivery models from segregation to inclusive settings and the self-determination of persons with disabilities across the lifespan. (5 clinical hours)

( ) = credit hours / /= classroom hours

590 – Characteristics of Students with Disabilities (3)
Offered according to the cohort schedule
Study of cognitive, motor, behavioral, and physical development as well as etiologies and medical conditions. Experiences with students with disabilities regarding their characteristics, adaptive equipment, assistive technology, community integration, and vocational options. (15 clinical hours)

591 – Adaptations and Accommodations for Students with Disabilities (3)
Offered according to the cohort schedule
Investigation and development of adaptations for communication and interaction with students with disabilities, their families, paraprofessionals, colleagues, community members, and other service agencies. Development of accommodations of multiple curriculum areas across the age range from preschool to 21. (15 clinical hours)

592 – Diagnostic Assessment for Educational Decision-Making (3)
Offered according to the cohort schedule
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. (20 clinical hours)

593 – Language Disorders and Instruction in Diverse Classrooms (3)
Offered according to the cohort schedule
Study of typical and atypical language development, including cultural influences, second language acquisition, and the effects of sensory impairment. Exploration of research-based language intervention strategies and devices/systems across age and skill levels. (10 clinical hours)

594 – Methods of Teaching Students with Disabilities (6)
Offered according to the cohort schedule
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 on transfer and generalization in inclusive settings, including physical and academic prompts and adaptations. Focus on IEP development, responsive to Illinois learning standards and indicative of assessments including Illinois Alternative Assessment. (25 clinical hours)

596 – Independent Study (1-3)
Offered as needed
Prerequisite: Consent of Dean of the School of Education is required.
Students contract to study a selected and relevant topic which is not included in the regular course offerings. The student and professor jointly develop an individualized study and evaluation plan.

597 – Research Guidance (non-credit)
Offered as needed
Designed for graduate students who wish to continue work on the required research project. Guidance from advisors and use of library facilities included.

598 – Research Project (1-3)
Offered as needed
Prerequisite: Consent of the Dean of the School of Education is required.

Designed for those students who wish to earn academic credit for the required project. Credit will be given when a completed project is approved by the project advisor.

The schedule of courses offered through the cohort model is established prior to the beginning of the program. Cohort students receive a copy of the schedule upon enrollment.

( ) = credit hours / /= classroom hours

MASTER OF ARTS IN TEACHING AND LEADERSHIP (EDUGF)

The following courses are only open to Field-Based Masters Program Students. These courses are offered according to the program schedule:

500 – Technology for Educators (2)

This course is designed to support the teacher researcher in the classroom and throughout the Action Research project. It promotes the integration of technological tools and resources into the classroom.

524 – Basic Cooperative Learning (2)

Examines the theory and practical applications of cooperative learning and higher-order thinking; utilizes research based models to support the development of cooperative learning in the classroom; integrates critical thinking and problem solving into the cooperative structure.

525 – Introduction to Research: Practice and Theory (3)

Emphasis is on the educational practitioner in the interpretation and evaluation of educational research; applying research findings to instructional decision making; identifying appropriate topics for classroom research.

527 – Developing Students' Cognitive Abilities(2)

This course is based on the most current research for increasing student achievement through the integration of cognitive instruction with academic content. The course intorduces participates to cognitive instructional strategies that enhance student interest and academic success. Participants are actively involve increating model lessons designed to develop students' cognitive abilities. Participants learn to design lessons and units for their respective content areas using explicit cognitive strategies to promote the transfer of rigorous and challenging teaching and learning.

533 – Authentic Assessment (2)

Examines the qualities desired in measurement procedures; analyzes traditional, criterion-referenced, standardized, and teacher-made tests; focuses on creating effective teacher-made tests; introduces a variety of classroom assessment techniques.

( ) = credit hours / /= classroom hours

534 – Reading and Writing Across the Curriculum (2)

Focuses on the relationship between oral and written language and on strategies for integrating reading and writing instruction across the curriculum; emphasis is placed on the relationship between theory, research, and practice in response to literature, reading comprehension, and the teaching of writing.

535 – Student Achievement through Staff Development (2)

Prepares teacher-leaders to develop a comprehensive system for the support of school wide improvement efforts.

537 – Action Research in Practice (2)

Prerequisite: EDUGF 525.

Focuses on the knowledge and skills required to conduct an action research project; includes problem selection, documentation, causes, and intervention.

540 – Team Seminar I (3)

Using a collaborative group structure, students will examine current issues in education as a means to becoming better informed and skillful leaders. In particular, issues of diversity in cultural, gender and learning differences will be addressed. Competency in the use of technology will encourage teachers to apply the tools of technology productively. The various standards that affect the educational field will be examined with a view to improving student achievement and professional practice.

541 – Action Research Project I (3)

Prerequisite: EDUGF 537.

Incorporates the theory and practice of educational change through action research models; course supports the implementation of the action research project; pre-intervention data is collected, collated, and analyzed; project action plan is finalized and implemented; draft of project proposal is completed.

542 – Action Research Project II (2)
Prerequisite: EDUGF 541.
Effects of the action research project are
evaluated; post-intervention data and
researcher's reflection are collected, collated, and
analyzed; conclusions and recommendations are
presented; completed project report is submitted.

550 – Team Seminar II (3)
Team Seminar II continues working in
collaborative groups and examines the
relationships among course topics and current
educational issues. Ongoing development of
transfer, cognitive-mediation, and peer-coaching
processes is fostered. Participants are also able
to synthesize the information gathered through
coursework, make classroom applications,
and use reflective practices related to their
new ways of teaching by developing their
professional portfolios.

**551 – Positive Discipline and Effective
Motivation (2)**
Focuses on the development of techniques
which lead to a classroom in which cooperation,
mutual respect, and students taking
responsibility for their own actions is the norm.

**557 – Developing Multiple Intelligence
through Learning and Teaching Styles (2)**
Explores theories and practical applications of
multiple intelligences; focuses on participants'
learning skills, methods, and techniques for
expanding intelligence in themselves and others,
and for facilitating effective multiple intelligence
approaches in the teaching/learning.

( ) = credit hours / /= classroom hours

School of Education
Graduate Program in Counseling

The Masters of Arts in Counseling program is designed to prepare professional counselors to work in a variety of employment settings including community mental health agencies, crisis centers, residential facilities, hospitals, rehabilitation centers, schools and private practices. Graduates of the Counseling program learn to counsel individuals, families and groups on concerns in social, educational, psychological, career, and life planning domains. Assessment, treatment, prevention, consultation, and wellness are important aspects of counselor education and training. Consistent with the School of Education's mission, scholarship, professionalism and social responsibility are integral to the preparation and induction of candidates into the counseling profession, as is respect for cultural and linguistic diversity. Field experience includes a 100 hour practicum and a 600 hour internship. This major also prepares students for advanced graduate work at other institutions.

The Masters of Arts in Counseling offers two programs: Community Agency Counseling and School Counseling.

FACULTY
P. Castellanos, Graduate Counseling Program Director; C. Barrett, Coordinator, School Counseling Program; J. Zibert, Faculty

Admission Criteria

The Graduate Counseling Program admits students for fall and spring semesters and the beginning of summer term.

In addition to the general requirements for admission to graduate study at Saint Xavier University, applicants to the Counseling program must meet the following requirements:

1. An official and complete transcript sent directly from the Registrar of the accredited baccalaureate degree-granting college or university and each graduate school you have attended.

2. A thirty-five dollar ($35) non-refundable application fee. Application fee is waived if completed electronically.

3. A two-page typed statement describing your reasons for wanting to become a professional counselor, any relevant experiences you have had in counseling, and examples of important events that have influenced your career goals. This statement will also be reviewed as an example of your written communication skills.

4. Completed recommendations from three persons (former instructors, supervisors, colleagues) who are qualified to evaluate your academic and professional potential in the field of counseling.

5. 2.75 cumulative grade point average

6. Results of the TOELFL test on non-native English speaking applicants.

7. Affidavit of Support (non-U.S. citizens only).

8. Interview with graduate faculty admission committee.

MASTER OF ARTS: COMMUNITY AGENCY COUNSELING PROGRAM
Counseling Core Requirements:

EDUGC 500:	Statistics & Research Design for Social Sciences	(3)
EDUGC 502:	Life Span Development	(3)

EDUGC 505:	Intro to Counseling Prof.	(3)
EDUGC 508:	Multicultural Counseling	(3)
EDUGC 521:	Theories of Counseling	(3)
EDUGC 522:	Techniques of Counseling	(3)
EDUGC 523:	Standardized Assessment	(3)
EDUGC 525:	Law & Ethics of Cnsl.	(2)
EDUGC 527:	Life Style & Career Dev.	(3)
EDUGC 535:	Group Counseling	(3)
Credit Hours:	29	

COMMUNITY AGENCY COUNSELING TRACK REQUIREMENTS:

EDUGC 501:	Com. Agency Counseling	(2)
EDUGC 511:	Substance Abuse Cnsl.	(3)
EDUGC 530:	Diag. & Treatment Plan.	(2)
EDUGC 531:	Ind. Counseling: Adults	(3)
OR		
EDUGC 533:	Ind. Cnsl: Child/Adol.	(3)
EDUGC 539:	Family Counseling	(3)
EDUGC 540:	Practicum: Com. Agency	(3)
(Requires 100 hours at an approved field placement)		
EDUGC 545:	Internship: Com. Agency	(3)
(Requires 600 hours at an approved field placement)		
Credit Hours:	19	
Total Credit Hours	48	

MASTER OF ARTS: SCHOOL COUNSELING CORE REQUIREMENTS:

EDUGC 500:	Statistics & Research Design for Social Sciences	(3)
EDUGC 502:	Life Span Development	(3)
EDUGC 505:	Intro. to Counseling Prof.	(3)
EDUGC 508:	Multicultural Counseling	(3)
EDUGC 521:	Theories of Counseling	(3)
EDUGC 522:	Techniques of Counseling (3)	
EDUGC 523:	Standardized Assessment	(3)
EDUGC 525:	Law & Ethics of Cnsl.	(2)
EDUGC 527:	Life Style & Career Dev.	(3)
EDUGC 535:	Group Counseling	(3)
Credit Hours:	29	

TRACK REQUIREMENTS:

EDUGC 532:	School Counseling & Org.	(3)
EDUGC 533:	Ind. Cnsl: Child/Adol.	(3)
EDUGC 534:	Cnsl. & Consult. in Sch.	(2)
EDUGC 541:	Practicum: School Cnsl.	(3)
EDUGC 546:	Internship: School Cnsl.	(3)
ELECTIVES: *		(6)
Total Credit Hours	49	

* To be determined in consultation with academic advisor.

FIELD EXPERIENCES

Students are required to complete a practicum (100 hours in an approved field placement). The practicum includes an on-campus seminar that provides additional supervision. An intensive 600 hour internship is required of the student for program completion. Practicum and internship sites must be approved by the Coordinator of Clinical Experiences. Supervision is provided at practicum and internship sites and through qualified on-campus supervisors.

TRANSFER POLICY

A maximum of 6 semester hours of graduate credit completed in another university prior to admission to Saint Xavier University may be submitted for evaluation. If approved, these credits may be applied to the Counseling program.

EVALUATION OF STUDENTS

The Counseling faculty meet to evaluate progress of each matriculated student as follows:

1) Upon completion of 15 hours of coursework; 2) upon application for practicum consideration; 3) upon application for internship consideration; 4) if the student's grade point average falls below a (3.0. 5) if a student receives lower than a "C" grade in any class; 6) if a student's behavior is deemed inappropriate or potentially harmful as a counseling professional. When a student's progress is not satisfactory, he or she is subject to the probation and dismissal policies of the graduate program. A "D" or "F" grade in either Practicum or Internship will result in automatic dismissal from the Graduate Counseling Program. In the event of probation or dismissal, the following process is followed:

1. The student receives a letter from the advisor or program director outlining faculty concerns and stating that the student has been placed on probation;

2. The letter delineates the conditions the student must meet to remove probationary status. Additionally, the student is informed of consequences if conditions are not met, including dismissal from the program;

3. The letter states the length of the probationary period;

4. The student's progress is assessed at the end of the probationary period, and he or she is informed of the evaluation. Actions may include full reinstatement into the program, an extension of the probationary period, or dismissal from the program;

5. Should the student's academic performance continue to be unsatisfactory, he or she may be dismissed at the end of the semester. Should qualities and behaviors be demonstrated that are contradictory to conduct of professional counselors, including breaches of ACA (American Counseling Association) ethics, a student may be dismissed immediately.

ADVANCEMENT TO CANDIDACY

Students advance to candidacy by completing a petition to begin field experiences. The following courses must be completed with a grade of "B" or better in order to apply for candidacy: EDUGC 502 (Life Span Development), EDUGC 505 (Introduction to the Counseling Profession), EDUGC 521 (Theories of Counseling), EDUGC 522 (Techniques of Counseling), EDUGC 525 (Law & Ethics of Counseling), EDUGC Lifestyle & Career Development).

COUNSELING COURSES

500 – Statistic and Research Design for Social Sciences (3)
This course introduces the student to different types of research methodology used in the social sciences. Emphasis is on formulation and testing of hypotheses, research design, sampling procedures, data collection and analysis, and ethics in research. Understanding research pertinent to the counseling field is highlighted.

501 – Community Agency Counseling (2)
This course introduces the concept of the community counseling model. Emphasis is on populations served, preferred treatment modes, strategies of prevention and crisis intervention, and the role of the counselor as change agent. Site visits to selected community agencies are required.

502 – Lifespan Development (3)
The course is a survey of theories and research on human development across the lifespan, including characteristics of the physical, cognitive and psychosocial changes and their inter-relationships that occur from birth through adulthood. Historical and social-cultural perspectives on childhood, adolescence, adulthood and aging are considered, as well as counseling process and strategies relating to lifespan development issues.

505 – Introduction to the Counseling Profession (3)
This course explores the professional identity of counselors, professional organizations, publications, certification and licensing. Roles and functions of counselors in various settings are examined, as well as ethical and legal issues in counseling. A grade of B or better is required for continuation in the program.

508 – Multicultural Counseling (3)
This course examines assessment and therapeutic treatment of predominant American ethnic/racial groups. Emphasis is on specific therapeutic approaches that are culturally sensitive. Students will gain awareness of their cultural/ethnic biases and the effect these have on the therapeutic relationship. The emphasis will be on developing a theoretical framework for the influence of cultural and other issues of difference in counseling.

511 – Substance Abuse Counseling (3)
This course examines issues and treatment of individuals with substance abuse problems. Signs and symptoms of substance abuse, categories and effects of substances, DSM diagnostic procedures, and counseling methods grounded in professionally recognized psychotherapy models will be presented.

521 – Theories of Counseling (3)
Prerequisite or Co-requisite: EDUGC 505 & 525
This course provides an overview of current major approaches to counseling. Emphasis is on both theory and application of the approaches covered. Method of instruction consists of lecture, class discussion, readings, videotapes, writings, case study analyses, and role-plays. Having evaluated one's own basic values and the philosophical assumptions about the human person underlying each theory, the student will be able to choose and critically integrate major counseling perspectives into his or her own personal approach to counseling.

522 – Techniques of Counseling (3)
Prerequisite: EDUGC 505 & 521 completed with a grade of "B" or better.
This course teaches counseling students to learn, demonstrate, and assess basic, essential counseling skills; and to learn and integrate at least one theory of counseling with one's own practice of counseling.

523 – Standardized Assessment in Counseling (3)
This course presents methods of standardized assessment and criteria for the selection of appropriate, valid, and reliable instruments for conducting such assessment.

525 – Law and Ethics in Counseling (2)
This course will cover all aspects relevant to the ethical and legal practice of counseling. The professional identity of the counselor will be examined and current trends and legislation regarding counselor certification and licensing will be discussed.

527 – Life Style and Career Development (3)
Students in this course will examine theories of career development and counseling; applications

( ) = credit hours / /= classroom hours

of those theories to men, women, minorities and special populations; lifestyle development and changing social structures; and occupational and education information sources.

530 – Diagnosis and Treatment Planning (2)
Pre-requisite or Co-requisite: EDUGC 522
This course is designed to introduce students to the use of the DSM IV in the preparation and consideration of the process of clinical diagnosis and the integrating of diagnoses into the treatment planning process. Special consideration in this course is given to the conditions requiring the application of disorders and personality disorders and underlying/ pervasive conditions requiring the application of specific differential diagnosis and treatment planning schemes.

531 – Individual Counseling: Adult (3)
Prerequisite or Co-requisite: EDUGC 502, 505, 521, 522 & 525
This course examines the counseling relationship between therapist and client from the view of adult developmental/life issues, the development of the style of life, diagnostic issues/strategies, and effective brief treatment therapeutic intervention strategies.

532 – School Counseling and Organization (3)
Prerequisite: EDUGC 502, 505, 521 & 525
This course examines the role and function of the school counselor in a comprehensive school counseling program. Emphasis is on developmental counseling and the components of an effective Developmental School Counseling program. School counseling, historical roots, present and future trends, and the role of counseling in a total education program will be discussed.

533 – Individual Counseling: Children and Adolescents (3)
Prerequisite: EDUGC 502, 505, 521, 522 & 525
This course examines various problems of children and adolescents. Theoretical approaches, both individual and systemic, used in working with children and adolescents will be examined. Skills in working with children, adolescents, and families will be developed.

534 – Counseling and Consulting in Schools (2)
Prerequisite: EDUGC 502, 505, 521 & 525
This course examines counseling and consulting strategies used by counselors in the school setting for academic, career, and personal/social issues and explores specific problems of children and adolescents.

535 – Group Counseling (3)
Prerequisite: EDUGC 521 & 522 completed with a grade of "B" or better.
In this course, students will develop an understanding of group theory and dynamics, including leader and member roles and functions. Attention will also be given to the uses of groups in schools/community agencies serving populations from children and adolescents to adults and the elderly.

539 – Family Counseling (3)
Prerequisite: EDUGC 521 & 522 completed with a grade of "B" or better.
This is a professional counseling course that surveys the field of family counseling. By completing this course, students will become acquainted with the history, theories and practice of family dynamics and counseling. Learning in this course will take place through reading of required texts, classroom discussions/ presentations, experiential exercises, and examining one's own family of origin.

540 – Practicum Seminar in Community Counseling (3)
Permission of advisor and approval of Clinical Coordinator required.
Students will attend a weekly practicum group seminar oncampus to review and discuss professional counseling issues and current practicum student training experiences. This course is designed to assist students in integrating previously acquired counseling theory and techniques into entry-level clinical work during the practicum placement experience. The clinical format will serve as a context for students work on the development of a personal counseling style and the initial formation of a professional counselor identity. 100 hours at an approved placement setting are required.

( ) = credit hours / /= classroom hours

541 – Practicum in School Counseling (3)
Permission of advisor and approval of Clinical
Coordinator required.
This course is designed to help students
integrate coursework into entry-level clinical
work. Practicum requires students to work in a
school setting under the direct supervision of a
certified school counselor. During the practicum,
the student will gain an orientation to the
school environment and counseling department
as well as be required to demonstrate basic skills
in the helping relationship (individual and
group). 100 hours at an approved field placement
are required.

**545 – Internship Seminar in Community
Counseling (3)**
Pre-requisite: Successful completion of EDUGC
540; permission of advisor and approval of
Clinical Coordinator.
Students will attend a weekly internship group
seminar on-campus to review and discuss
professional counseling issues and current
intern student training experiences. This course
is designed to assist students in integrating
previously acquired counseling theory and
techniques into entry-level clinical work,
established through the successful completion
of a graduate practicum placement (PSYGR
540). The clinical format will serve as a context
for students to work on the development of a
personal counseling style and their continued
formulation of a professional counselor self-
identity. 600 hours at an approved field
placement are required.

546 – Internship in School Counseling (3)
Pre-requisite: Successful completion of EDUGC
541; permission of advisor and approval of
Clinical Coordinator.
This course is designed to help students
integrate coursework into entry-level clinical
work. Internship builds upon the basic skills
learned through coursework and the practicum
experience, allowing students to integrate
previously acquired counseling theories and
techniques. The clinical format will serve as a
context for students to work on the development
of a personal counseling style, an opportunity
to be involved in program development and
evaluation, and the initial formation of a
professional identity. 600 hours at an approved
field placement are required.

555 – Individual Supervision (0)
Students in Practicum must co-enroll in
individual supervision.
In addition to site supervisors, qualified
supervisors in the Counseling program meet
with students individually to assist with training,
provide feedback, and address issues that may
arise at the field placement. There is no credit or
additional tuition for this class.

( ) = credit hours / /= classroom hours

SCHOOL OF NURSING

Saint Xavier University School of Nursing offers an accredited graduate nursing program leading to a Master of Science in Nursing degree.

The purposes of the graduate program in nursing are to:

1. Prepare nurses to engage in advanced nursing practice in specialized clinical and role areas.

2. Foster creativity and independence in preparation for the professional responsibilities which the master's prepared nurse will face in the delivery of health care presently and in the future.

3. Provide a foundation for doctoral study in nursing.

   The program offers options in the advanced practice roles of Family Nurse Practitioner, Adult Health Clinical Nurse Specialist, Leadership in Nursing and Community Health and Clinical Nurse Leader.

Through the study of both clinical and role areas, nurses are prepared to assume leadership roles in a challenging and rapidly changing health care environment. The dynamic and flexible curriculum affords students the opportunity to select a wide variety of program options. The theoretical knowledge base and clinical practice experience offered within each of the graduate options is specifically designed to facilitate graduates eligibility for certification by ANCC, the national certifying body of the American Nurses Association.

Graduate nursing courses are offered primarily in the early evening, as well as some weekends. In addition, courses are offered at a number of off-campus sites. Both the baccalaureate and master's programs are fully accredited by The Commission on Collegiate Nursing Education (CCNE). Information can be obtained by contacting the Commission of Collegiate Nursing Education, 1 Dupont Circle, NW, Suite 530, Washington, DC 20036. Their phone number is (202) 887-6791.

ACADEMIC FACULTY

Anne R. Bavier, Dean; K. Thurn, Associate Dean; S. Chen, A. Filipski, J. A. Gruca, C. Hardy, J. Hau, D. Jamison, N. Lockie, L. Olson, S. Pfantz, M. Poradzisz, M. A. Santucci, K. Wood.

ADMISSION REQUIREMENTS

Admission decisions are made by the Graduate Admission, Recognition, and Progression Committee on the basis of the criteria out-lined as well as the quality of previous coursework and demonstrated potential for a productive career in advanced nursing practice. Those considering enrollment as a student-at-large prior to applying for admission must meet with a departmental representative to discuss appropriate course selection.

In order to be considered, completed admission packets should be received in the Office of Graduate Admission by September 1st for January admission and February 1st for August admission.

In addition to the Saint Xavier University admission requirements, the graduate nursing program has the following prerequisites:

1. Graduation from an NLNAC or CCNE accredited baccalaureate nursing program, with a grade point average of 3.0 or greater on a 4.0 scale.*

2. Evidence of a current nursing license.

3. Submission of official scores on the Graduate Record Examination (GRE). Applicants for the dual MS/MBA Degree may submit scores for the GMAT exam.

4. Applicants may be required to complete a faculty interview.

*Special Entry Option (SEO)

The Special Entry Option 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 entire nursing baccalaureate. This option will allow greater educational flexibility for registered nurses, minimize the duplication of previous learning and provide the opportunity to obtain advanced degrees in nursing. Specific aspects of this program may be discussed further with the Admissions office or the Associate Dean for Graduate Nursing in the School of Nursing.

REQUIREMENTS FOR THE MASTER OF SCIENCE IN NURSING DEGREE

The Master of Science in Nursing degree requires completion of a minimum of 40 semester hours of credit, exclusive of prerequisites or electives. Required coursework includes core courses, courses which support the development of the selected option, and clinical role theory and practicum courses. Students are expected to maintain a cumulative grade point average of 3.0 or better throughout their program. While enrolled in clinical nursing courses all students must carry professional liability insurance through Saint Xavier University, provide evidence of current health insurance coverage, CPR certification, and have on file evidence of required immunizations and a recent physical examination which deems them to be in good health. Additional requirements may be specified by clinical agencies in which the students practice. Students are responsible for complying with the policies and procedures included in the current edition of the Graduate Nursing Student Handbook.

PROGRAM OF STUDY CLINICAL NURSE SPECIALIST

Students in the Clinical Nurse Specialist (CNS) option may choose Adult Health Nursing. This option is designed to prepare nurses for advanced clinical practice with specialized populations-adults who experience known or predicted complex physiological. The Clinical Nurse Specialist is involved in research, consultation, leadership, education and delivery of direct care to clients while influencing other nurses and the health care system. The CNS Option is designed to address the domains and competencies out-lined by the National Association of Clinical Nurse Specialist (NACNS), and the respective guidelines of the American Nurses Association Credentialing Center (ANCC) for CNS certification. In addition to the 15 semester hour core, students in the CNS track complete

26 semester hours of additional focused theoretical and clinical courses that provide the scientific foundation and clinical base for advanced nursing practice as a CNS. The core content serves as the foundation for advanced practice content and is integrated throughout the specialty courses.

MODEL PROGRAM OF STUDY FOR THE CLINICAL NURSE SPECIALIST TRACK

I. Core Courses

NURSG 504	Philosophical and Theoretical Foundations of Advanced Nursing Practice	(3)
NURSG 508	Epidemiology/Biostatistics	(3)
NURSG 509	Nursing Inquiry	(3)
NURSG 517	Health Care Systems/ Financing	(3)
NURSG 500	Population/AggregateHealth Issues: Assessment & Planning Methods	(3)

II. Specialty Courses

NURSG 525/527	Pharmacology for Advanced Practice Nursing	(3)
NURSG 572	Family Systems Assessment	(2)
NURSG 575	Comprehensive Health Assessment with Adults	(3)
NURSG 581	Concepts of Health and Healing for CNS Practice	(2)
NURSG 582	Primary Management of Common Health and Healing Experiences	(4)
NURSG 584	Assisting Strategies with Special Populations	(4)
NURSG 585	Integrated Service Delivery with Special Populations	(4)
NURSG 590	CNS Role Synthesis	(4)

FAMILY NURSE PRACTITIONER (FNP) TRACK

The FNP option prepares nurses to practice as direct providers of primary health care services to individuals and families in their communities. Health maintenance, health promotion, disease prevention and health restoration are central goals of FNP practice. The FNP option is designed to address the domains and competencies for nurse practitioner practice as defined in Advanced Nursing Practice: Nurse Practitioner Curriculum Guidelines (National Organization of Nurse Practitioner Faculties, 1995), as well as the certification guidelines for the educational preparation of Family Nurse Practitioners (American Nurses Association Credentialing Center). In addition to the 15 semester hour core, students complete 26 semester hours in additional focused theoretical and clinical courses which provide the scientific foundation and clinical base for advanced nursing practice as an FNP. Clinical courses focus on the development of competencies required for the management of individuals and families in primary care settings.

MODEL PROGRAM OF STUDY FOR THE FAMILY NURSE PRACTITIONER TRACK

I. Core Courses

NURSG 504	Philosophical and Theoretical Foundations of Advanced Nursing Practice	(3)
NURSG 508	Epidemiology/Biostatistics	(3)
NURSG 509	Nursing Inquiry	(3)
NURSG 517	Health Care Systems/ Financing	(3)
NURSG 500	Population/Aggregate Health Issues: Assessment and Planning Methods	(3)

II. Specialty Courses

NURSG 525	Pharmacology for Advanced Nursing Practice	(1)
NURSG 526	Pharmacotherapeutics in Primary Care	(2)
NURSG 572	Family Systems Assessment	(2)
NURSG 516	Clinical Decision-Making in Primary Care	(4)
NURSG 592	FNP Internship in Comm. Health	(1)
NURSG 519	Family Health Promotion in Primary Care	(4)
NURSG 538	Management of Common Health Problems	(4)
NURSG 539	Management of Complex Health Problems	(4)
NURSG 591	FNP Role Synthesis	(2)
NURSG 593	FNP Clinical Elective	(2)

LEADERSHIP IN NURSING AND COMMUNITY HEALTH

The Leadership in Nursing and Community Health option is designed to prepare nurses to practice and assume leadership roles in community and population focused models of care. The current and future challenges in U.S. health care include the need for nurses with skills to plan for and deliver care in population based settings to help restore, maintain and promote the health of these populations. This option combines education in community health nursing and health care management. In addition to the 15 semester hour core, students in this specialty option complete 25-27 semester hours in focused theoretical and clinical courses that will prepare them to assume leadership in assessing population health needs; and planning, implementing, evaluating and managing programs to address these needs, including addressing the financial and policy implications of such programs.

I. Core Courses

NURSG 504	Philosophical and Theoretical Foundations of Advanced Nursing Practice	(3)
NURSG 508	Epidemiology/Biostatistics	(3)
NURSG 509	Nursing Inquiry	(3)
NURSG 517	Health Care Systems/Financing	(3)
NURSG 500	Population/AggregateHealth Issues: Assessment and Planning Methods	(3)

II. Specialty Courses

NURSG 557	Health Information Systems	(3)
NURSG 558	Advanced Health Care Financing	(3)
NURSG 564	Leadership in Community Health Nursing I	(3)
NURSG 565	Leadership in Community Health Nursing I Practicum	(4)
NURSG 566	Leadership in Community Health Nursing II	(3)
NURSG 567	Leadership in Community Health Nursing II Practicum	(4)
NURSG 568	Advanced Health and Social Policy	(3)
NURSG 571	Leadership in Community Health Nursing Synthesis Course	2-(4)

PROGRAM OF STUDY CLINICAL NURSE LEADER

The Clinical Nurse Leader (CNL) program is designed to prepare nurses as a generalist with advanced nursing knowledge and skill. The CNL is prepared in clinical leadership for setting specific practice throughout the health cere delivery system. The CNL is competent to provide care at the point of care. This option, which builds on the competent to provide care at the point of care. This option, which builds on the competencies in the *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 1998), combines education in nursing leadership, clinical outcomes management and care environment management. In addition to the 15-semester hour core, students complete 22 semester hours in focused theoretical and clinical courses which provide the foundation for implementation of the CNL role. Upon completion of the CNL program, the graduate will be eligible to sit for the CNL certification examination developed under the auspices of the American Association of Colleges of Nursing.

Core courses will be offered in a new condensed 10-week time frame and offered in academic year 2005-06.

I. Core Course:

NURSG 500	Population/Aggregate Health Issues: Assessment & Planning Methods	(3)
NURSG 504	Philosophical and Theoretical Foundations of Advanced	

	Nursing Practice	(3)
NURSG 508	Epidemiology	(3)
NURSG 509	Nursing Inquiry	(3)
NURSG 517	Health Care Systems/Financing	(3)

MSN/MBA THE MASTER OF SCIENCE IN NURSING AND MASTER OF BUSINESS ADMINISTRATION JOINT MASTERS

The joint degree program combines the strengths of two schools within Saint Xavier University: The School of Nursing 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 community health care agencies. The curriculum consists of a combination of the master's degree requirements within both nursing and business. For detailed information contact the Associate Dean for Graduate Nursing.

POST-MASTER'S CERTIFICATE PROGRAMS

A certificate program is available through Saint Xavier University's graduate nursing program; the Family Nurse Practitioner Post Master's Certificate.

The Family Nurse Practitioner 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.
For detailed information contact the Associate Dean for Graduate Nursing.

COURSES

410 – Advanced Health Assessment (3)
This course focuses on the comprehensive systematic approach to obtaining and recording an advanced history and physical examination. Particular emphasis is placed on differentiating normal from abnormal health status and use of diagnostic instruments. Teaching methodology includes lecture, demonstration and supervised laboratory practice.

435 – Substance Abuse and the Helping Professional (3)
This course provides an in depth analysis of the problems of alcoholism and other forms of substance abuse. Effects on the client, family, and community will be addressed. The content will assist health care professionals to gain increased knowledge about theories of addiction, pharmacology of commonly abused drugs, physiology and psychology of the addicted person and appropriate nursing interventions to facilitate care of these populations. Personal reactions to the issue(s) of substance abuse will be investigated.

451 – Issues in Women's Health (3)
Explores current health care concerns of women and their development. Focus is placed on the complex interrelationship between women's health and their social, political, cultural, and economic situation. The student will investigate methods to empower women to take a more active role in their health care and explore strategies for health care advocacy.

481 – Advanced Writing for Nursing (2)
Focuses on writing skills necessary to prepare papers, reports, and proposals more effectively and efficiently. Students will apply the techniques taught in practice sessions, followed by feedback from the instructor and other participants.

485 – Renaissance of the Healing Arts (2)
This course addresses the myths, the magic and the mystery of healing methods considered alternative to modern medical practice. The history and role of women healers and the current renaissance of the healing arts are explored. Emphasis is placed on the self as healed and healer. Students will be introduced to healing

( ) = credit hours / /= classroom hours

arts skills such as meditation, therapeutic touch, creative visualization, and color theory, music therapy, herbs, humor and aromatherapy.

500 – Population/Aggregate Health Issues: Assessment and Program Planning (3)

Prerequisite or concurrent: NURSG 504, 508, 509 and 517 and NURSG 594 for 595.
These courses offered in a two semester sequence, provide an overview of the nursing process applied to population health issues. Using previous coursework in epidemiology and biostatistics, the students apply a method for assessing the health status of an aggregate or community. This assessment process results in a primary population diagnosis, which is then used as the basis of a program and evaluation plan to address this diagnosis. The sequence examines a broad range of variables which affect population health, as well as focusing on beginning to develop programs with measurable outcomes for population/aggregate health.

504 – Philosophical and Theoretical Foundations of Advanced Nursing Practice (3)

This course, focuses on philosophical and theoretical foundations of advanced practice nursing. The epistemological and ontological bases of practice are explored, including but not limited to nursing science, health care systems, aesthetic, cultural, legal and political matrices of professional practice. Ethical issues, including concerns of social justice are introduced and discussed from a variety of perspectives, especially those of unserved and under-served populations. Foundations of clinical judgment are examined, and the concepts of professional autonomy, collegiality, and consultation are studied. The importance of nursing in all its dimensions is highlighted, with particular emphasis on transformative learning and reflexive practice.

505 – Writing for Publication in Nursing (2)

The student will be guided through the steps of the publication process, resulting in the submission of a manuscript to a nursing journal. Principles that contribute to effective writing style will be applied to improve the student's power of written expression.

506 – Qualitative Methods of Inquiry (2)

Prerequisites: NURSG 504 and 509.
This inquiry methods course considers principles and philosophical foundations of various types of qualitative research. Methods of case study, ethnographic, historical, phenomenological, and grounded theory research are examined. 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. Issues of critique, collaboration, and publication are addressed.

507 – Grant writing (2)

Prerequisites: NURSG 504 and 509.

This inquiry methods course focuses on con-ceptualization and development of a proposal for funding of a project through a grant. Development of the proposal includes a statement of the purpose of the project, its significance, objectives, methodology, evaluation and budget. Identification and assessment of funding sources are included.

508 – Epidemiology/Biostatistics (3)

Prerequisites: N 504 and N 517 or permission
This course provides a basic introduction to the epidemiological method of describing distribution patterns and determinants of health, disease and condition frequencies across populations, for the purpose of promoting health and preventing conditions/illness. Basic quantitative statistical methods needed for the epidemiological approach include descriptive statistics, probability and random sampling, and fundamental inferential procedures.

509 – Nursing Inquiry (3)

Prerequisites: N504 and N 508.
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

( ) = credit hours / /= classroom hours

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.

516 – Clinical Decision-Making in Primary Care (4)
Prerequisite: NURSG504, NURSG509, NURSG572 (or current)/consent of instructor required.
This is the first of five primary care delivery courses for family nurse practitioner students. This clinical and didactic course assists students in developing effective metacognitive skills that can be used to monitor clinical reasoning and continued learning while in practice. In addition to developing clinical decision-making abilities, this course includes aspects of clinical interviewing, focused history-taking, advanced health assessment, pathophysiology, microbiology, and anatomy that are relevant to understanding diagnostic and treatment decision-making in FNP practice. This course is foundational to the development of the management role of the family nurse practitioner as a primary care provider.

517 – Health Care Systems Policy & Financing (3)
This course focuses on trends, issues and policies related to the transformation of the American health care system. Health care policy will be addressed at the local, state, and federal level as it relates to finance, managed care and a variety of alternate mechanisms for the delivery of health care. Included are the basic concepts of policy analysis, ethics, out-come effectiveness, budgeting, cost-effectiveness analysis, economics and the use of financial information for decision-making.

519 – Family Health Promotion in Primary Care (4)
This is the second of five primary health care delivery courses for family nurse practitioner students. A clinical decision-making frame-work is used to explore national priority areas with respect to health promotion, risk screening, and disease prevention with families. Laboratory and clinical settings allow students to apply assessment and intervention strategies within a clinical decision-making frame-work. Students

work closely with primary care providers in developing beginning assessment and management skills integral to the role of the family nurse practitioner.

523 – Therapeutic Interventions in Severe Psychopathology (3)
Prerequisite: Permission of instructor.

This course is designed to provide an in-depth examination of multiple forms of severe psychopathology encountered by clinicians in varied settings. The focus of readings and course learning activities will be theories of etiology, the experience of such clients and their significant others, and current research regarding diagnostic and therapeutic interventions.

524 – Psychopharmacology (3)
The use of psychoactive drugs in the practice of psychiatric and mental health nursing is explored, although this topic may also be of concern to nurses and other professionals practicing in a variety of community and health care settings. Special attention is given to the principles underlying therapeutic use of pharmacologic agents in the treatment of mental health problems and considerations for clients with health compromise or special needs.

525 – Pharmacology for Advanced Practice Nursing (1)
This course focuses on the pharmacologic effects and clinical uses of selected drug groups. Pharmacological mechanisms in association with drug interactions, incompatibilities, side effects, contraindications and client education are addressed. Issues related to prescriptive practice are discussed.

526 – Pharmacotherapeutics in Primary Care (2)
Prerequisite: NURSG 525.
This course focuses on the application of pharmacologic and pharmacotherapeutic principles in primary care practice. This course and N525 prepare graduates of the family nurse practitioner program to obtain prescriptive authority.

( ) = credit hours / /= classroom hours

527 – Pharmacotherapeutics with Special Populations (2)
Prerequisite: NURSG 525.
This course focuses on the application of pharmacologic and pharmacotherapeutic principles utilized with specific patient populations (e.g. general adult populations and/or those with mental health alterations).

529 – Special Topics in Advanced Psychiatric/Mental Health Nursing (1-3)
Selected topics relevant to advanced psychiatric/mental health nursing. Emphasis is placed upon acquiring, analyzing, and applying knowledge in relation to the selected topic. Learning activities include written projects, field experiences, and case study analysis.

538 – Management of Common Problems in Primary Care (4)
Prerequisite: Consent of instructor required.
This is the third of five 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.

539 – Management of Complex Problems in Primary Care (4)
Prerequisite: Consent of instructor required.
This is the fourth of five primary care delivery courses for Family Nurse Practitioner students. Assessment and management strategies for complex problems 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.

543 – Health Care Financial Management (3)
Cross Ref: Graduate Business 519

548 – Human Resource Management (3)
Cross Ref: Graduate Business 501

553 – Program Planning (3)
Focuses on planning, implementing, and evaluating educational programs for current and emerging health care settings. Principles of adult learning provide the foundation for program planning in client education, continuing professional education, in-service and staff development for individual and aggregate consumers. Includes assessment of the needs of current and potential clients and members of health care systems. Teaching-learning strategies, budgeting, marketing, credentialing and regulation issues are considered.

554 – Principles of Adult Learning (3)
Cross Ref: Graduate Education 531
This course examines learning theories and their relationship to mature and aging adults. Changes in learning capacities, incentives, emotional development, and their implications for the adult educator are discussed. Application to a variety of teaching environments in education and nursing are analyzed.

557 – Health Information Systems (3)
Exploration of the basis of information sciences needed to understand and develop nursing information systems (NIS) and health care information systems (HIS) to support professional practice and the delivery of patient care across a variety of settings. Includes concepts related to an understanding of nursing and clinical informatics, system analysis and design, the major social, ethical, legal and organizational issues related to health care informatics, use of information systems in quality improvement and patient outcomes, and related information technology.

558 – Advanced Health Care Financing (3)
Prerequisite: NURSG 564, 565 or permission.
Exploration of the financial and economic concepts and techniques of managing a health care agency or organization in a variety of settings. Focuses on financial knowledge and information as applied to community based health care agencies/integrated health care delivery systems, including budget concepts, financial analysis, the integration of strategic goals and objectives with financial planning and related negotiation skills. Current issues related to the economics of health care, including the political and ethical issues involved in containing health care costs, and the implications of managed care, are explored.

( ) = credit hours / /= classroom hours

**559 – Special Topics in Nursing
Education (1-3)**
Selected topics relevant to nursing education.
Emphasis is placed upon acquiring, analyzing, and
applying knowledge in relation to the selected
topic. Learning activities include written projects,
field experiences, and case study analysis.

**564 – Leadership in Community
Health Nursing (3)**
Prerequisites: NURSG 504, 508, 509, 517, 594.
This course focuses on refining students'
assessment skills of organizations and
populations, building on the core content in
aggregate assessment, epidemiology, policy
and financing. The course assists students to
understand and refine methods for assessment
of populations and health care organizations.
Students critique and apply methods to assess
the health of populations, examining social,
cultural, political and economic effects on these
populations and culminating in population
health diagnoses. Population assessment content
focuses critiquing and applying methods
that provide the fullest picture of population
health, including the social, cultural, economic
and political factors involved. Students also
use assessment methods for health care
organizations, focusing on the organizations'
mission, external environment, structure,
technology, leadership, quality initiatives and
financing. The conclusions and diagnoses
resulting from these assessments serve as the
basis, in the following semester, for development
of interventions to promote the health and
functioning of populations and organizations.

**565 – Leadership in Community
Health Nursing I Practicum (4)**
Prerequisite: Taken concurrently with
NURSG 564.
This course provides students with the
opportunity to apply the content in the theory
course, working with a specific population out
of a specific health care setting. (To initiate
the contractual arrangements for this course,
students must meet with the clinical faculty
during the semester preceding their enrollment.)

( ) = credit hours / /= classroom hours

566 – Leadership in Community Health Nursing II (3)
Prerequisites: NURSG 564, 565.
This course focuses on the leadership role of advanced nursing practice in developing, implementing, and evaluating initiatives to improve population health and to manage and improve organizational function. Content includes program planning and evaluation skills for health improvement; quality process improvement; change management; project implementation; human resources management; and outcomes research.

567 – Leadership in Community Health Nursing II Practicum (4)
Prerequisite: Taken concurrently with NURSG 566.
This course allows students the opportunity to apply the concepts from theory in a specific health care setting with a specific community or population. (To initiate the contractual arrangements for this course, students must meet with the clinical faculty during the semester preceding their enrollment.)

568 – Advanced Health and Social Policy (3)
Prerequisite: NURSG 564, 565 or permission.
This course focuses on critiquing methods for policy analysis by applying them to health and social policy development. Institutional, local governmental, state and national policies will be discussed and examined. Students will be assisted to investigate areas of policy related to their own professional interests.

569 – Special Topics in Clinical Specialization (1-3)
Selected topics relevant to clinical specialization. Emphasis placed upon acquiring, analyzing, and applying knowledge in relation to the selected topic. Learning activities include written projects, field experiences, and case study analysis.

571 – Leadership in Community Based Health Care Systems (2-4)
Prerequisites: NURSG 566, 567.
This course is an applied experience at the end of each student's program of study. The class is conducted as an independent study for the student to work on a project at a setting of the student's choice. The students are required to

take this synthesis experience for at least two semester hours, however, some students may elect a longer experience, such as an internship for additional credit hours. The students work independently with a preceptor and instructor, to refine course goals and objectives, and submit a version of their project at the completion of the course.

572 – Family Systems Assessment (2)
Focuses on the examination of concepts and theories that address the family as a dynamic system. Particular emphasis is given to the development of the family across the life cycle and the effects of social, cultural, political and economic variables on the family. The impact of stress on the family system will be analyzed.

575 – Comprehensive Health Assessment with Adults (3)
A foundational course for those enrolled in the CNS option. Students expand their existing nursing assessment skills by conducting comprehensive health histories and exams for a variety of adult clients. The underlying approach to advanced assessment stresses a holistic view of clients as complex beings possessing physical, emotional, social and spiritual health needs and resources. Includes both theory and clinical components.

577 – Instructional Technology (3)
This course is designed as a basic introduction to the field of instructional technology. Concepts related to theory, instructional design and visual literacy will be discussed. Students will be involved in the understanding and production of media materials. The production process for slides, video, transparencies and poster displays will be explored.

579 – Ethical and Legal Issues in Health Care (3)
Exploration of selected ethical and legal issues in health care and their impact on the role of the nurse, other health care professionals, clients and their families.

580 – Nursing Informatics (3)
Designed to focus on nursing informatics, which assists in the management and processing of nursing data, information and knowledge

( ) = credit hours / /= classroom hours

necessary for the practice and delivery of nursing. Emphasis will be placed on the use of informatics as a tool for professional nursing practice, nursing education, nursing administration and nursing research. Issues and problems associated with access and use of infor- matic systems in the health care system will be addressed.

581 – Concepts of Health and Healing for CNS Practice (2)

This course offers students a conceptual examination of human responses in health and healing. The clinical manifestations and nursing implications of selected physiologic and psychologic phenomena will be explored with emphasis upon those experienced in advanced nursing practice. The course utilizes case studies to provide a basis for data integration, diagnostic discussion and critical thinking, and complex clinical decision making.

582 – Primary Management of Common Health and Healing Experiences (4)

Prerequisite or concurrent: NURSG 581. This is the first of four clinically focused courses specific to CNS practice. Emphasis in this course is upon the application of clinical assessment and diagnostic reasoning skills with young, middle, and older adult clients. Students will carry out nursing interventions appropriate for the advanced level practitioner to promote client health, and manage illness or disability.

584 – Assisting Strategies with Special Populations (4)

Prerequisites: NURSG 581, 582. The second of four clinical courses specific to the CNS practice option. In this course students focus extensively upon specific groups of clients, identification of their needs, and application of data based interventions based upon an understanding of diagnostic and therapeutic management strategies. Emphasis is placed upon the facilitation of the problem-solving and self-care abilities of clients and their families/ significant others.

585 – Integrated Service Delivery with Special Populations (4)

Prerequisite: NURSG 584. The third of four clinical courses specific to the CNS practice option. This course focuses upon

the implementation of the role of the advanced practice nurse in service delivery, intra- and inter-disciplinary care coordination, professional consultation, and education. Emphasis is placed upon the analysis of a given practice setting's unique internal variables and the role it plays in the continuum of client care and the larger health care delivery system.

588 – Special Topics in Nursing Administration (1-3)

Selected topics relevant to nursing administration. Emphasis placed upon acquiring, analyzing, and applying knowledge in relation to the selected topic. Learning activities include written projects, field experiences, and case study analysis.

589 – Individualized Study (1-6)

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.

590 – CNS Role Synthesis (4)

Prerequisite: NURSG 585. The fourth and final clinical course specific to the CNS practice option. Students are expected to integrate and apply the concepts, theories and issues specific to the CNS role in a practice setting which matches their long term interests and professional goals. Additionally, the exercise of leadership/managerial and research sub-roles in program planning for adult clients is an expectation.

591 – Family Nurse Practitioner Role Synthesis (2)

In this course, 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. The clinical practicum component of this course facilitates the refinement of clinical decision making skills in areas of professional interest. In consultation with faculty, the student develops specific objectives for the clinical experience.

( ) = credit hours / /= classroom hours

592 – FNP Internship in Community Health (1)
In this course, students apply concepts and theories in community health assessment and program planning in a selected community.

593 – FNP Clinical Elective (2)
This course is a clinical practicum that facilitates the development of clinical decision making skills in women's health, pediatrics, adult health or family practice. Students work closely with primary care providers and faculty in developing assessment and management skills integral to the role of family nurse practitioner.

596 – Research Guidance (non-credit)
Prerequisites: NURSG 509.
Guidance offered in the development of a grant proposal, major scholarly paper, or thesis for graduate nursing students. Guidance from advisors and use of library facilities are available.

599 – Master's Thesis (3)
Prerequisites: NURSG 509.
Conceptualization and investigation of a nursing research problem, its rationale and significance, review of literature, and theoretical framework are developed. A research proposal including sampling, design, instrumentation, specific procedures and analytic strategies is developed and implemented to fit specific research problems. Meets the inquiry application requirement.

( ) = credit hours / /= classroom hours

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 of Collegiate Business Schools and Programs (ACBSP).

The graduate programs include the Master of Business Administration, the Master of Science and the Master of Public Health degrees.

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

A student may enroll for classes as a Student-at-Large taking up to 12 hours of graduate work before being formally admitted to a program.

FACULTY AND STAFF

J. Eber, Dean; R. A. Althaus, Master of Public Health and Health Administration Programs Director; M. Chishty; C. Clott, D. Cyze, L. Earner, Assistant Dean; M. Gavino; J. Hagen; M. Hinz, Associate Director of Graduate Programs; M. Hoque, J. Hunter; W. Kresse; J. McCabe, Associate Graduate Program Director; B. McKenna, Center for Financial Analysis and Investments Director; H. Mohammadi; H. Novak; F. Rahman; P. Schwer; J. Smith, Graduate Programs Executive Director; C. Shanabruch; K. Tarshis; R. Varjavand; K. Watland, Training and Performance Management Program Director; B. Weeks; N. Younkin, Management and Marketing Chair.

FOUNDATION MODULES

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

The modules are:

BUSGR 491	Accounting Foundations	(1)
BUSGR 492	Economic Principles	(1)
BUSGR 493	Financial Principles	(1)
BUSGR 494	Management Foundations	(1)
BUSGR 495	Marketing Foundations	(1)
BUSGR 496	Statistical 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 PROGRAMS

1. Successful completion of any required foundation modules and 36-39 hours of graduate study.

2. Maintenance of a cumulative grade point average of 3.0 (not including foundation courses) with no grade lower than a C.

3. Petition and approval for graduation by established deadline.

COMPUTER LITERACY REQUIREMENT

Since the ability to manage information is critical in todayís rapidly changing environment, all entering graduate students are assumed to be computer literate. Many classes incorporate the use of computer technology.

THE 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 13 courses, nine CORE and four elective for a total of 39 hours of credit. Required courses:

BUSGR 500	Management Theory and Application	(3)
BUSGR 510	Managerial Economics	(3)
BUSGR 520	Managerial Accounting	(3)
BUSGR 521	Managerial Finance	(3)
BUSGR 530	Statistical Methods for Decision-Making	(3)
BUSGR 531	Management Information Systems	(3)
BUSGR 560	Marketing Management	(3)
BUSGR 570	Government, Business and Society	(3)
BUSGR 590	Strategic Management and Policy	(3)

Students may be exempt from 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 or a graduate advisor must approve all exemptions.

CONCENTRATIONS

Students may choose any one of the following concentrations:

E-Commerce
Finance
Financial Analysis and Investments (CFAR preparation)
Financial Fraud Examination and Management
Financial Planning (CFP Board-Registered Program)
Generalist/Individualized
Health Administration
Management
Marketing
Public and Non-Profit Management
Service Management
Training and Performance Management

E-COMMERCE

The graduate concentration in E-Commerce provides students with the opportunity to develop skills needed to successfully leverage technology in the creation and management of businesses in the Internet driven economy.

BUSGR 532	Electronic Commerce	(3)
BUSGR 533	Telecommunications for Business	(3)
BUSGR 561	Internet Marketing	(3)
BUSGR 534	Special Topics in Emerging Technologies	(3)

FINANCE

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

BUSGR 522	International Finance	(3)
BUSGR 523	Investments and Portfolio Analysis	(3)
BUSGR 525	Advanced Corporate Finance	(3)
BUSGR	Elective	(3)

FINANCIAL ANALYSIS AND INVESTMENTS (FAI)

(CFA® PREPARATION)

The graduate concentration in Financial Analysis and Investments (FAI) is an intense course of study specifically designed to prepare students interested in becoming Chartered Financial Analysts (CFA®). The objective of the program is to provide the skills and knowledge to analyze and evaluate financial products and strategies. The following courses are designed to educate students in the areas tested in the Level I exam:

BUSGR 523	Investments and Portfolio Analysis	(3)
BUSGR 536	Financial Analysis I – Financial Statement Analysis	(3)
BUSGR 537	Financial Analysis II – Economic and Quantitative Analysis	(3)
BUSGR	Elective	(3)

FINANCIAL FRAUD EXAMINATION AND MANAGEMENT

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.

BUSGR 515	Fraud Examination	(3)
BUSGR 513	Identity Theft and Computer-Related Fraud	(3)
BUSGR 516	Ethical Issues in Financial Fraud Examination and Management	(3)
BUSGR 514	Financial Statement Fraud	(3)

FINANCIAL PLANNING

(CFP BOARD-REGISTERED PROGRAM)

The graduate concentration in Financial Planning is designed to provide practical graduate education for those who wish to enhance or enter careers as accountants or other financial advisor positions. The curriculum is a CFP Board-Registered Program.

BUSGR 552	Income Tax Planning	(3)
BUSGR 553	Retirement Planning and Employee Benefits	(3)
BUSGR 554	Estate Planning	(3)

| BUSGR 555 | Insurance Coverage and Financial Planning | (3) |
| BUSGR 556 | Investment Planning | (3) |

"Certificate Financial Planning Board of Standards, Inc. owns the certificate marks CFP®, CERTIFIED FINANCIAL PLANNER™, and CFP®, which it awards to individuals who successfully complete initial and ongoing certification requirements."

GENERALIST/INDIVIDUALIZED

The Master of Business Administration (MBA) with an individualized concentration is designed to allow students to customize a program by choosing any four courses from the other concentrations.

HEALTH ADMINISTRATION

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. For this concentration, MPH/BUSGR 512 – Health Care Economics can be substituted for BUSGR 510 – Managerial Economics.

BUSGR 585	Health Care System Organization	(3)
BUSGR 587	Health Care Financing and Managed Care	(3)
BUSGR 588	Legal and Regulatory Issues in Health Administration	(3)
BUSGR or MPH	Elective	(3)

MANAGEMENT

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

BUSGR 501	Human Resource Planning and Development	(3)
BUSGR 507	Leadership and Managing Change	(3)
BUSGR 540	Modern Operations Management	(3)
BUSGR	Elective	(3)

MARKETING

The concentration in Marketing is designed to provide students with a comprehensive understanding of the marketing mix and strategic decision-making in the marketing function.

Select four of the following courses:

BUSGR 561	Internet Marketing	(3)
BUSGR 563	Service Marketing	(3)
BUSGR 566	Market Behavior	(3)
BUSGR	Elective	

PUBLIC AND NON-PROFIT MANAGEMENT

The concentration in Public and Non-Profit Management is designed to assist managers in government and non-profit organizations in providing a high level of service for their constituents. Courses are interdisciplinary in nature in order to provide students with an in-depth understanding of issues and best practices in finding and implementing solutions to social problems.

SOCGR 570	Theory and Practice of Social Change	(3)
BUSGR 572	Issues in Service Management	(3)
BUSGR 574	Best Practices in Service Management	(3)

One of the following:

BUSGR 575	Public Policy Design and Analysis	(3)
BUSGR 576	Policy Implementation and Feasibility Analysis	(3)
BUSGR 577	Non-Profit Seminars	(3)

SERVICE MANAGEMENT

The concentration in Service Management is designed to provide students with the knowledge, skills, and insight to lead organizations in providing effective and efficient service in a broad variety of organizations.

BUSGR 507	Leadership and Managing Change	(3)
BUSGR 563	Service Marketing	(3)
BUSGR 574	Best Practices in Service Management	(3)
BUSGR	Elective	(3)

TRAINING AND PERFORMANCE MANAGEMENT

The concentration in Training and Performance Management is designed to build the strategies and skills needed to successfully train and manage the firms most valuable asset, employees.

BUSGR 502	Introduction to Training and Performance Management	(3)
BUSGR 542	Needs Analysis and Evaluation	(3)
BUSGR 544	Instructional Strategies and Technologies	(3)
BUSGR 546	Organizational Issues in Training and Performance Management	(3)

INTERDISCIPLINARY PROGRAMS

The Graham School of Management offers two interdisciplinary programs, one with the School of Nursing in which graduates receive both the MBA and the MS in Nursing; and another with the School of Arts and Sciences in which graduates receive both the MBA and the Master of Applied Computer Science (MACS).

MASTER OF SCIENCE DEGREE IN FINANCE, MANAGEMENT, HEALTH ADMINISTRATION, PUBLIC AND NON-PROFIT MANAGEMENT OR SERVICE MANAGEMENT

The Master of Science degree program allows students to achieve a greater degree of concentration and customization than the MBA. Working with an advisor, students will be able to create a coordinated sequence of seven related elective courses and six required core courses for a total of 39 hours.

THE MS CURRICULUM

1. Any necessary foundation courses.

2. The following core courses: (9 credits)

BUSGR 530	Statistical Methods for Decision-Making	(3)
BUSGR 570	Government, Business and Society	(3)
BUSGR 590	Strategic Management	(3)

3. Any three of the following courses: (9 credits)

BUSGR 500	Management Theory and Application	(3)
BUSGR 510	Managerial Economics	(3)
BUSGR 520	Managerial Accounting	(3)
BUSGR 521	Managerial Finance	(3)
BUSGR 531	Management Information Systems	(3)
BUSGR 560	Marketing Management	(3)

4. A coordinated sequence of specialized courses as follows:

MASTER OF SCIENCE IN FINANCE

Students must complete the general Master of Science Requirements.

Those students seeking an MS in Finance must complete one of the following MBA concentrations (12 hours):

    Finance
    Financial Analysis and Investments (CFA® preparation)
    Financial Planning (CFP Board-Registered Program)

And a coordinated sequence of three additional electives to enhance the specialization and meet individual career goals.

MASTER OF SCIENCE IN MANAGEMENT

Students must complete the general Master of Science Requirements.

Those students seeking an MS in Management must complete one of the following MBA concentrations (12 hours):

    Management
    Marketing
    Training and Performance Management

And a coordinated sequence of three additional electives to enhance the specialization and meet individual career goals.

MASTER OF SCIENCE IN HEALTH ADMINISTRATION

Students must complete the general Master of Science Requirements.

Those students seeking an MS in Health Administration must complete the Health Administration concentration (12 hours) and a coordinated sequence of three additional electives to enhance the specialization and meet individual career goals. For this concentration, MPH/BUSGR 512 – Health Care Economics can be substituted for BUSGR 510 – Managerial Economics.

MASTER OF SCIENCE IN PUBLIC AND NON-PROFIT MANAGEMENT

Students must complete the general Master of Science requirements. Students seeking an MS in Public and Non-Profit Management must complete the MBA Public and Non-Profit Management concentration (12 hours) and a coordinated sequence of 9 additional hours of coursework. These courses can focus on Public Administration, Non-Profit Management, Health Administration or other related areas.

MASTER OF SCIENCE IN SERVICE MANAGEMENT

Students must complete the general Master of Science requirements. Students seeking an MS in Service Management must complete the MBA concentration in Service Management (12 hours) and a coordinated sequence of 9 additional hours of related coursework.

THE MASTER OF PUBLIC HEALTH

The Master of Public Health (MPH) degree program, with a concentration in Health Administration, is designed to provide in-depth, practical, career-enhancing graduate education. The program considers difficult ethical, political, economic, and legal issues that determine policy goals and resource allocation. The twelve (12) core MPH courses, along with one (1) elective course, provide both breadth and depth in issues related to public health and health administration. Students in the program come from different parts of the health field, but are professionals who are or wish to be administrators. Some are already in the field as care providers while others come from the insurance, managed care, employee benefits, pharmaceutical, medical equipment or health

information systems industries. Still others are making a career change into the health industry.

Completion of the MPH degree will also result in receipt of the Certificate of Managed Care.

THE MPH CURRICULUM
The MPH curriculum is a thirty-nine 6 (39) credit hour program divided into two parts:
    MPH Core   (36 credit hours)
    Electives   (3 credit hours)

MPH CORE

MPH 512	Health Care Economics	(3)
MPH 580	Environmental and Occupational Health	(3)
MPH 583	History and Practice of Public Health	(3)
MPH 584	Ethics and Policy in Public Health	(3)
MPH 585	Health Care System Organization	(3)
MPH 587	Health Care Financing and Managed Care	(3)
MPH 588	Legal and Regulatory Issues in Health Administration	(3)
MPH 589	Public Health Epidemiology	(3)
MPH 590	Community Health Strategy	(3)
BUSGR 500	Management Theory & Application	(3)
BUSGR 520	Managerial Accounting	(3)
BUSGR 530	Statistical Methods for Decision-Making	(3)

Graduate electives (3 credit hours selected from courses below or other Graham School graduate courses)

MPH 591	Health Administration Internship	(3)
BUSGR 502	Introduction to Training and Performance Management	(3)
BUSGR 505	Employee Health Benefits	(3)
BUSGR 507	Leadership and Managing Change	(3)
BUSGR 540	Modern Operations Management	(3)
BUSGR 563	Service Marketing	(3)

DUAL DEGREE PROGRAMS
The Graham School of Management offers a dual degree option for students to receive both the MBA (health administration concentration) and MPH degrees (MPH/MBA) with completion of six extra courses beyond MPH requirements as follows: BUSGR 521, BUSGR 531, BUSGR 560, BUSGR 570, BUSGR 590 and 3 credit hours of elective. A second concentration is possible with the MPH/MBA dual degree program but may involve more than six extra courses. Students may also receive the MPH and an MS in Management by completion of six additional Graham School courses selected in collaboration with an advisor. Some students, depending on their academic background, may be required to take more than 6 additional courses to complete the dual degree program. Details of these options are available from an advisor or the Dean of the Graham School of Management.

CERTIFICATE PROGRAMS
Graduate certificate programs offered by the Graham School of Management are generally four-course sequences that lead to a certificate. Students may complete a certificate alone or apply it to a degree program where it comprises approximately one-third of the program. Certificate programs must be completed with at least a 3.0 cumulative grade point average.

Entrance to a certificate program requires a baccalaureate degree. The 12 credit hours that comprise each program may be taken without formal admission to a graduate program.

Individuals who successfully complete a certificate program and apply for a Graham School of Management graduate degree will have a streamlined application process. No admission test will be required. The Graham School of Management offers the following graduate certificate programs:

E-Commerce
Employee Health Benefits
Financial Analysis and Investments
(CFA® Level I preparation)
Financial Fraud Examination and Management
Financial Planning (CFP Board-Registered Program)
Managed Care
Public and Non-Profit Management
Service Management
Training and Performance Management

E-COMMERCE

The graduate certificate in E-Commerce provides students with the opportunity to develop skills needed to successfully leverage technology in the creation and management of businesses in the Internet driven economy.

BUSGR 532	Electronic Commerce	(3)
BUSGR 533	Telecommunications for Business	(3)
BUSGR 561	Internet Marketing	(3)
BUSGR 534	Special Topics in Emerging Technologies	(3)

EMPLOYEE HEALTH BENEFITS

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 understand how organizations design and manage health benefits packages for their employees.

BUSGR 505	Employee Health Benefits	(3)
BUSGR 585	Health Care System Organization	(3)
BUSGR 587	Health Care Financing and Managed Care	(3)
BUSGR or MPH	Elective	(3)

FINANCIAL FRAUD EXAMINATION AND MANAGEMENT

Financial fraud is a threat to both business and society. In response, the new profession of Fraud Examiner, combining the insights of both the businessperson 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.

BUSGR 515	Fraud Examination	(3)
BUSGR 513	Identity Theft and Computer-Related Fraud	(3)
BUSGR 516	Ethical Issues in Financial Fraud Examination and Management	(3)
BUSGR 514	Financial Statement Fraud	(3)

FINANCIAL PLANNING

(CFP BOARD-REGISTERED PROGRAM)

The graduate certificate in Financial Planning is designed to provide an in-depth practical background for those who wish to enhance or enter careers as accountants or other financial advisor positions. The coordinated program of five graduate level courses provides both breadth and depth in issues related to financial planning. The curriculum is a CFP Board-Registered Program.

BUSGR 552	Income Tax Planning	(3)
BUSGR 553	Retirement Planning and Employee Benefits	(3)

BUSGR 554	Estate Planning	(3)
BUSGR 555	Insurance Coverage and Financial Planning	(3)
BUSGR 556	Investment Planning	(3)

Certified Financial Planning Board of Standards Inc. owns the certification marks CFP®, CERTIFIED FINANCIAL

BUSGR 523	Investments and Portfolio Analysis	(3)
BUSGR 536	Financial Analysis I – Financial Statement Analysis	(3)
BUSGR 537	Financial Analysis II – Economic and Quantitative Analysis	(3)
BUSGR	Elective	(3)

Managed Care

The Certificate of Managed Care (CMC) is designed for professionals in or preparing to enter the health care industry. This coordinated sequence of graduate courses provides both breadth and depth in issues related to understanding health care in the United States.

BUSGR 585	Health Care System Organization	(3)
BUSGR 587	Health Care Financing and Managed Care	(3)
BUSGR 588	Legal and Regulatory Issues in Health Administration	(3)
BUSGR or MPH	Elective	(3)

Public and Non-Profit Management

The certificate in Public and Non-Profit Management is designed to assist managers in government and non-profit organizations in providing a high level of service for their constituents. Courses are interdisciplinary in nature in order to provide students with an in-depth understanding of issues and best practices in finding and implementing solutions to social problems.

SOCGR 507	Theory and Practice of Social Change	(3)
BUSGR 572	Issues in Service Management	(3)
BUSGR 574	Best Practices in Service Management	(3)

One of the following:

BUSGR 575	Public Policy Design and Analysis	(3)
BUSGR 576	Policy Implementation and Feasibility Analysis	(3)
BUSGR 577	Non-Profit Seminars	(3)

Service Management

The certificate in Service Management is designed to provide students with the knowledge, skills, and insight to lead organizations in providing effective and efficient service in a broad variety of organizations.

BUSGR 507	Leadership and Managing Change	(3)
BUSGR 563	Service Marketing	(3)
BUSGR 574	Best Practices in Service Management	(3)
BUSGR	Elective	3)

Training and Performance Management

The certificate in Training and Performance Management is designed to build the strategies and skills needed to successfully train and manage the firms most valuable asset, employees.

The courses required are as follows:

BUSGR 502	Introduction to Training and Performance Management	(3)
BUSGR 542	Needs Analysis and Evaluation	(3)
BUSGR 544	Instructional Strategies and Technologies	(3)
BUSGR 546	Organizational Issues in Training and Performance Management	(3)

Foundation Modules (prerequisites)

COURSES

BUSGR 491 – Accounting Foundations (1)
Covers basic concepts underlying published financial statements including the balance sheet, income statement and cash flow statement. Focus is on understanding statements rather than preparation.

BUSGR 492 – Economic Principles (1)
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.

BUSGR 493 – Financial Principles (1)
Includes basic concepts of the time value of money, discounts cash flows, capital budgeting, debt and equity financing.

BUSGR 494 – Management Foundations (1)
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.

BUSGR 495 – Marketing Foundations (1)
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.

BUSGR 496 – Statistical Foundations (1)
This course provides a review of basic statistics focusing on descriptive statistics with an introduction to basic concepts underlying statistical inference.

GRADUATE COURSES IN BUSINESS

BUSGR 500 – Management Theory and Application (3)
Prerequisite: BUSGR 494
Examines the effective management of people in organizational settings. The course focuses on managementís role and responsibilities in the maintenance and improvement of productivity, quality and the competitive posi-tion of the enterprise. Critical issues

such as employee motivation, interpersonal perception, communication, accommodation of the individual to the organization, individual career development, organizational impact on individual and group work behavior through the design of work, and methods of evaluating and rewarding work effectiveness are explored.

BUSGR 501 – Strategic Management (3)
This course concentrates on strategic human resource issues from the standpoint of the line manager. Topics include human resource planning, recruiting and selection, compensation policies, training and performance appraisal systems and effective human resource information systems.

BUSGR 502 – Introduction to Training and Performance Management (3)
Theories in adult learning, motivation and instructional design are explored. Students will learn to identify performance needs and design possible solutions. Group discussions will be used to relate theories and perspectives on individual training and performance needs. Situational analysis will be used to develop skills of identifying when training intervention is and is not appropriate. Group projects will be used to build studentsí strength in identifying needs, developing strategies, implementing programs, and evaluating outcomes.

BUSGR 505 – Employee Health Benefits (3)
Prerequisites: BUSGR/MPH 585
& BUSGR/MPH 587
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, and the role of employee assistance programs are included.

BUSGR 507 – Leadership and Managing Change (3)
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

( ) = credit hours / /= classroom hours

and creatively solve problems of managing individuals and teams within organizations.

BUSGR 510 – Managerial Economics (3)
Prerequisite: BUSGR 492
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.

BUSGR 512 – Health Care Economics (3)
Cross Ref: MPH 512
Prerequisites: BUSGR 492 and
MPH/BUSGR 585
Basic economic concepts are introduced and used to explain the following: the nature of demand and supply in the health care industry; production and costs of health care; market structure and nature of competition; market for hospital and physician services and for insurance; effect of government on health care economics; and issues related to national health insurance.

BUSGR 513 - Identity Theft and Computer-Related Fraud (3)
This course focuses on the different types of business frauds that can be perpetrated using computers along with the related fraud of identity theft. Topics covered include internet and e-commerce fraud, money laundering, assessing risk and detecting computer-related fraud, detecting and deterring identity theft, as well as management, legal, ethical, and privacy issues related to technological advances.

BUSGR 514 - Financial Statement Fraud (3)
Prerequisite: BUSGR 491 and
BUSGR 493 or equivalent
This course aims to educate the student in the variety of ways that fraud can be perpetrated in a company's financial statements, and measures that can be taken to detect these. The fraudulent measures studied include the recording of premature or fictitious revenues, the failure to record expenses, and the capitalization of expenses. Additional topics include earnings management, improper classifications and disclosures, and problems with cash flow

reporting. Further, this course will examine cases where fraud was detected, the early warning signs of fraud, and the techniques used to discover these financial statement frauds.

BUSGR 515 - Fraud Examination (3)
This course provides the student with a knowledge of different types of business and occupational frauds, including asset misappropriation, cash schemes, accounting system schemes, and corruption. Additionally, the student will gain knowledge of the law as it relates to fraud; anti-fraud deterrence, controls and countermeasures; and fraud examination procedures and techniques.

BUSGR 516 - Ethical Issues in Financial Fraud Examination and Management (3)
In this course the student will study what moves an individual to commit fraud, what moves a business to commit fraud, the similarity of both, and the significant impact the latter has on the former. This course explores the areas of organizational ethics, the connection between detecting and preventing fraud and understanding the corporate ethical environment. Additionally, this course will examine the motivation of fraud perpetrators and the different theories as to who commits fraud and why. Students will also learn the codes of ethical conduct for fraud examination professionals.

BUSGR 520 – Managerial Accounting (3)
Prerequisite: BUSGR 491
Managerial Accounting is the study of accounting as it relates to problems of decision making. This course emphasizes readings and cases that deal with financial reporting; budgeting and cost control; and use of accounting data in planning operations and policy formulation.

BUSGR 521 – Managerial Finance (3)
Prerequisite: BUSGR 493, 520
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 and strategic

( ) = credit hours / /= classroom hours

investment and financing decisions. This will include cost of capital, capital budgeting and long-term financial planning.

BUSGR 522 – International Finance (3)
Prerequisite: BUSGR 493 or equivalent
This course explores the relationship between external environmental forces and institutions as related to the foreign investment decision process. Special emphasis is placed on international adaptations in market information systems, funds sourcing, working capital management, control and reporting, financial risk management, and foreign exchange risk analysis.

BUSGR 523 – Investments and Portfolio Analysis (3)
Prerequisite: BUSGR 493 or equivalent
Cannot earn credit for both
BUSGR 523 and 556
This course will initially explore asset allocation decisions, the purpose and content of an investment policy statement, theories of market efficiencies, 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.

BUSGR 525 – Advanced Corporate Finance (3)
Prerequisite: BUSGR 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.

BUSGR 530 – Statistical Methods for Decision-Making (3)
Prerequisite: BUSGR 496
This course will provide an introduction to descriptive statistics and statistical inference as

employed in business decision-making. Topics are: measures of central tendency and dispersion, probability, theoretical distributions, hypotheses testing, estimation, regression, correlation, time series analysis, and the use of statistical packages and computers in quantitative analysis.

BUSGR 531 – Management Information Systems (3)
This course will examine the managerial information required for operation, control, organization and planning, and the ways in which information systems are used to achieve these organizational objectives. Topics include general systems concepts, a systems approach to organization, the role of computer technology in information systems, the importance of data as major organizational resource, information resource management, and an overview of information systems components which includes software, hardware, people, data flows, and function subsystems.

BUSGR 532 – Electronic Commerce (3)
This course will explore Internet technologies, the application of these technologies to fundamental business processes and the development of business strategies for electronic commerce. Students will study the Internet infrastructure, the hardware and software tools supporting electronic commerce, the security issues confronting electronic commerce, and the payment systems enabling on-line transactions. Students will explore the strategic impact of leveraging Internet technologies to create customer value through value chain activities and systems: strategies for marketing; strategies for purchasing and supply chain management strategies for web based auctions and virtual communities; and strategies for business to business market spaces. Legal and tax issues facing new economy firms will be analyzed. Term group projects will require each student team to create an online store using a Web hosting service, and conduct an analysis and evaluation of the usability of a commercial Web site. Students will be taught web design principles, including, HTML coding, and will create and post pages to the departmental Web server.

( ) = credit hours / /= classroom hours

BUSGR 533 – Telecommunications for Business (3)

This course will focus on the role and application of telecommunication technologies in enabling electronic commerce and achieving competitive advantage. Students will learn fundamentals of data communication including communication hardware and software features and capabilities, communication protocols, network architectures and operations and network design principles. The integration of the enterpriseís information systems through local area networks, wide area networks, the Internet, Intranets and extranets will be explored. The critical role of evaluating, designing, and managing the firmís network will be emphasized. The course format consists of lecture/discussion, case studies and student presentations on current communication topics. A term group project will require each student team to develop a data communication network based on a realistic business situation. Individual projects will reinforce data communication design and implementation

BUSGR 534 – Special Topics in Emerging Technologies (3)

This course will examine new technological developments in the rapidly changing environment of electronic commerce. Students will explore the practical features of these new technologies and evaluate their potential impact on business processes and strategies. Innovations that may be subject for attention include: Web site design, administration and delivery, Wireless Application Protocol (WAP) and mobile computing; extensible mark up language (XML) and information sharing between businesses; and integration of back-end applications with 2-tier web systems. The accelerating pace of technological change in the new economy requires that students keep abreast of cutting-edge practices and anticipate future business applications of new technologies. The course will continually evolve as attention shifts to the most recent advances in electronic commerce. The course format consists of use of supplemental readings, current periodical handouts and hands-on projects as well as lecture/discussion and case studies. Student teams will be allowed to pursue research projects, accompanied by experiential exercises where

appropriate, in areas most relevant to their interests and background.

BUSGR 536 – Financial Analysis I (Financial Statement Analysis) (3)

Prerequisite: BUSGR 491 and BUSGR 493 or equivalent

The objective of this course will be the analysis of financial statements from the point of view of an equity or credit analyst. This course will initially review accounting concepts, an analysis of cash flows, and the foundations of financial ratios. The course will then focus specific attention upon inventory valuations and methods, long-lived asset issues such as capitalization and depreciation, liabilities, and off-balance sheet debt. This course is the first course in a two-course sequence designed to prepare candidates for the CFA® Level I exam.

BUSGR 537 – Financial Analysis II (Economic and Quantitative Analysis) (3)

Prerequisite: BUSGR 493 or equivalent

This course will concentrate on the tools necessary to engage in modern financial analysis. The course will review statistical techniques such as probability distributions, linear regression and time value. The course will explore economic issues such as Keynesian theory, market structure, international trade and global markets. The course will review AIMR Ethical and Professional Standards. It is recommended that students take this course prior to the AIMR CFA® Level I exam and after completing BUSGR 521, 523 and 536.

BUSGR 540 – Modern Operations Management (3)

Prerequisite: BUSGR 500.

This course focuses on operation as the business function which plans and manages resources to provide high quality service or create and deliver a high quality product. Issues include a strategic focus on operations, continuous quality improvement, and customer service.

BUSGR 542 – Needs Analysis and Evaluation (3)

Two critical functions of solving performance problems are analyzing a need and evaluating a solution for the problem. Needs analysis focuses on asking and finding answers to the who, what, when, why and how questions that effect performance. Students will learn how to use needs analysis information in creating a framework for an evaluation strategy.

BUSGR 544 – Instructional Strategies and Technologies (3)

This course provides an in depth analysis of the types of instructional strategies most commonly used in training and performance management. Students will discuss the use of lecture, discussion, demonstration, role-playing, case study job aids and goal-based experience and the effectiveness of each of the strategies. Students will also examine the effectiveness of training technologies such as instructor led self-study and computer-based methods.

BUSGR 546 – Organizational Issues in Training and Performance Management (3)

This course deals with the significance of organization structure and change management on training and performance. Students will learn how to evaluate change readiness in an organization and learn why certain training programs are successful and others fail. Emphasis will be placed on consultative skills.

BUSGR 552 – Income Tax Planning (3)

Provides students with an understanding of individual taxation and the implications to individuals of distributions from various types of business entities. The particulars of taxation as they pertain to investment transactions and personal tax savings techniques will be stressed.

BUSGR 553 – Retirement Planning and Employee Benefits (3)

Is designed to familiarize students with the various types of qualified and non-qualified personal and employer-sponsored retirement plans. Students will also learn about group-life and medical benefits, welfare programs, VEBA's and ESOP's.

BUSGR 554 – Estate Planning (3)

Explores the various aspects of estate planning and familiarizes students with the probate process. The course will stress the fundamentals of federal transfer taxes, estate valuation techniques, forms of ownership, inter vivos and testamentary trusts, living wills, and post mortem estate planning.

BUSGR 555 – Insurance Coverage and Financial Planning (3)

This course provides an overview of the personal financial planning process from gathering data through analyzing and formulating a comprehensive plan. Materials will include regulations affecting financial planners, basic financial concepts, and various ethical, economic, and professional considerations affecting financial planners. Because insurance is a foundation of the financial planning process, this course focuses on insurance theories, insurance markets, individual and group insurance products, and the application of these products to sophisticated fact patterns.

BUSGR 556 – Investment Planning (3)

Cannot earn credit for both
BUSGR 523 and 556
Introduces students to a variety of investment vehicles, principles, and philosophies. Students will learn investing fundamentals, sources of investment information, tax considerations, financial markets, securities regulation, and basic portfolio allocation techniques.

BUSGR 560 – Marketing Management (3)

Prerequisite: BUSGR 495, 520
Marketing Management is a study of the various phases of the 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.

BUSGR 561 – Internet Marketing (3)

The course will examine marketing issues facing firms competing in the economy. Students will investigate the impact of Internet technologies on marketing capabilities, tactics and strategies. A consumer-centric approach

( ) = credit hours / /= classroom hours

will be emphasized throughout the course as students learn to apply Internet technologies to gain marketing competitive advantage. Attention will be directed to online purchasing strategies; customer relationship management strategies; and personalization and customization product strategies. Case studies and student presentations on current marketing issues in electronic commerce will be required. A term group project will require each student team. to present a focused market analysis on either a new web-based business concept or a consulting report recommending changes to an existing web-based firm.

BUSGR 562 – Research Methods in Marketing (3)

The gathering of marketing-related data with particular emphasis on integrating problem formulation, research design, questionnaire construction, and sampling so as to yield the most valuable information.

BUSGR 563 – Service Marketing (3)

Students will learn the application of marketing theory to the service industries. Health care and financial services industries will receive special focus.

BUSGR 566 – Market Behavior (3)

This course will consist of a series of specialized marketing components needed to fully understand the ìvalue chainî 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.

BUSGR 570 – Government, Business and Society (3)

Government, Business and Society 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 managementís response to societal issues as the corporation attains its mission and goals. This course is designed to increase the studentsí awareness of ethical problems and how these problems affect managerial and corporate responsibility to individuals and to society.

BUSGR 572 – Issues in Service Management (3)
Cross Ref: SOCGR 572

This course will focus on a specific social issue or problem such as Housing and Homelessness; Race, Gender, and Ethnicity; Poverty and Welfare and others. Students will learn the process of analyzing a complex issue from a historical, behavioral and ethical perspective for purposes of developing services which deal with both root causes and symptoms, both long and short term.

BUSGR 574 – Best Practices in Service Management (3)

Introduces students to the three sectors of economic activity: the for-profit, the non-profit, and the government sectors. Examines and compares the nature and the scope, and the capacities and the limitations of each sector in the provision and management of human services.

BUSGR 575 – Policy Analysis and Design (3)
Cross Ref: SOCGR 575

Presents techniques of designing and analyzing policies for the non-profit, and public sectors. Introduces students to the steps of analytical thinking including problem definition; modeling and evaluating alternative solutions using economic, organizational, political, and ethical criteria; and anticipating implementation dilemmas.

BUSGR 576 – Policy Implementation and Feasibility Analysis (3)
Cross Ref: SOCGR 576

Presents techniques for identifying the relevant actors in any policy or organizational decision. Once identified, introduces students to methods for analyzing the actorsí resources, their motivations and beliefs, and the nature

( ) = credit hours / /= classroom hours

of the political or organizational arenas where trade-offs, compromises and decisions will be made. Methods for diagnosing how individuals and bureaucracies can impede or facilitate the adoption and implementation of policy decisions will also be examined.

BUSGR 577 – Non-Profit Seminars (1-3)

These seminars will focus on important topics of interest to those managing non-profit organizations. Likely topics include: Fund Raising and Development Strategies; Working with a Non-Profit Board; and Project Management. Seminars will generally be for one credit hour, but longer, more in-depth seminars may also be offered. This course may be repeated for different topics.

BUSGR 585 – Health Care System Organization (3)

Cross Ref: MPH 585

The primary focus of this course is on the development and changes in various elements of the US health care system. 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 and other providers, the effects of consolidation and integration, and the results of government and private effort in quality improvement.

BUSGR 586 – Topics in Health Administration (1.5-3)

Cross Ref: MPH 586

Prerequisites: BUSGR/MPH 585 & 587.

Each offering of this course addresses, in depth, a single topic in health administration. Topics include continuing as well as emerging issues. Examples of current and future courses are contract negotiation; behavioral managed care; Medicare risk contracting; integration; physician practice valuation; and many more. Course may be repeated for different topics.

BUSGR 587 – Health Care Financing and Managed Care (3)

Cross Ref: MPH 587

Prerequisite: BUSGR/MPH 585.

This course looks in detail at the societal and management issues precipitated by the financing of the US 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.

BUSGR 588 – Legal and Regulatory Issues in Health Administration (3)

Cross Ref: MPH 588

Prerequisite: BUSGR/MPH 585.

This course considers legal obligations and responsibilities of health care organizations in administration. Elements of corporation, agency, administrative and common law are covered. In addition, voluntary and government regulation of the health care industry are discussed.

BUSGR 590 – Strategic Management and Policy (3)

Prerequisite: BUSGR 521 and 560, or permission.

Strategic Management and Policy is a cap-stone course that builds on and integrates key concept and ideas learned in the core courses. Emphasis is placed on how these issues affect the manager and the corporation overall.

BUSGR 591 – Internship (3)

Students learn to apply business concepts and theories under the direct supervision of a practitioner as well as a faculty member. To initiate the contractual arrangements for the course, a student must meet with the MBA advisor and the appropriate faculty during the semester preceding enrollment.

BUSGR 634 – Advanced Portfolio Management (1.5 credit hours)

This course will explore the efficiency of capital markets, portfolio management, asset pricing models and the extension and testing of asset pricing theories. The course will also review alternative investments including real estate and private equity opportunities from the perspective of institutional investors and venture capitalists. The course will include a comprehensive equity valuation analysis.

( ) = credit hours / /= classroom hours

BUSGR 635 – Advanced Equity Analysis (1.5 credit hours)
This course will provide the student with an introduction to investment valuation, approaches to valuation, financial forecasting and the management of growth. The course will examine competitive strategies, industry analysis, and company and financial statement analysis. Valuation models will include the dividend discount model, free cash flow to equity, free cash flow to the firm and relative valuation models such as price/earning multiples and price/book multiples as well as valuation in a business restructuring.

BUSGR 636 – Advanced Financial Statement Analysis (1.5 credit hours)
This course will examine the accounting treatment of intercorporate investments such as the equity method and consolidation requirements and business combinations such as the purchase method and the pooling-of-interests method. The course will also examine multi-national accounting issues such as re-measurements and currency translations and unique accounting issues related to post-retirement plans.

BUSGR 637 – Advanced Economic and Quantitative Analysis (1.5 credit hours)
This course will review linear regression, multiple regression, correlation analysis and decision making under uncertainty. Fundamental factor models will be reviewed. The course will also review business cycle theory, foreign exchange markets, parity relationships, stabilization policy and the management of economic growth. The course will examine the development and use of economic value added theory.

BUSGR 638 – Advanced Derivatives Analysis (1.5 credit hours)
This course will examine special valuation cases including foreign valuations, closely-held firms, minority discounts, liquidity discounts, LBOís and divestitures. The course will then review futures pricing including interest rate and stock index futures. Risk management strategies using futures, the swaps markets, option payoffs and option strategies will be examined. European option pricing, option sensitivities, option hedging and option pricing models will also be discussed.

( ) = credit hours / /= classroom hours

BUSGR 639 – Advanced Fixed Income Analysis (1.5 credit hours)
This course will examine general principles of credit analysis, corporate bonds and the role of indenture covenants. We will then examine sovereign credit analysis, the term structure of interest rates, forward rate analysis and embedded options such as call features. Unique fixed income issues will be examined such as rate derivative instruments, mortgage-backed securities, asset-backed securities, swaps and convertibles.
Graduate Courses in Public Health

MPH 512 – Health Care Economics (3)
Cross Ref: BUSGR 512
Prerequisites: BUSGR 492 and
MPH/BUSGR 585.
Basic economic concepts are introduced and used to explain the following: the nature of demand and supply in the health care industry; production and costs of health care; market structure and nature of competition; market for hospital and physician services and for insurance; effect of government on health care economics; and issues related to national health insurance.

MPH 580 – Environmental and Occupational Health (3)
This course examines the impact of factors in the environment and in the workplace on the health of individuals and communities. It considers societal responsibilities for environmental and workplace health protection measures.

MPH 583 – History and Practice of Public Health (3)
Examination of the history of public attention to matters of health, of psychosocial and cultural determinants of health, and of health-related behavior provide a basis for understanding the structure and organization of modern public health practice.

MPH 584 – Ethics and Policy in Public Health (3)
This interdisciplinary course focuses on the ethical issues common to the public health field with particular attention to the social articulation of ethics into public policy.

MPH 585 – Health Care System Organization (3)
Cross Ref: BUSGR 585
The primary focus of this course is on the development and changes in various elements of the US health care system. 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 and other providers, the effects of consolidation and integration, and the results of government and private effort in quality improvement.

MPH 586 – Topics in Health Administration (1.5-3)
Cross Ref: BUSGR 586
Prerequisites: MPH/BUSGR 585 & 587.
Each offering of this course addresses, in depth, a single topic in health administration. Topics include continuing as well as emerging issues. Examples include contract negotiation; behavioral managed care; Medicare risk contracting; integration; physician practice valuation; and many more. Course may be repeated for different topics.

MPH 587 – Health Care Financing and Managed Care (3)
Cross Ref: BUSGR 587
Prerequisite: MPH/BUSGR 585.
This course looks in detail at the societal and management issues precipitated by the financing of the US 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.

MPH 588 – Legal and Regulatory Issues in Health Administration (3)
Cross Ref: BUSGR 588
Prerequisite: MPH/BUSGR 585.
This course legal obligations and responsibilities of health care organizations in administration. Elements of corporation, agency, administrative and common law are covered. In addition, voluntary and government regulation of the health care industry are discussed.

MPH 589 – Public Health Epidemiology (3)
Prerequisites: MPH/BUSGR 585 and college statistics or BUSGR 496.
This course considers epidemiologic principles and techniques important to administrators in public health administration programs. It applies epidemiologic principles and methods to the design, implementation, interpretation, and evaluation of studies in the distribution and control of human disease.

MPH 590 – Community Health Strategy (3)
Prerequisite: Completion of 24 credit hours of core MPH program courses.
In this course, research techniques are undertaken to study the health needs and resources of a real community using various qualitative and quantitative approaches. Formulation of change strategies and development of appropriate evaluation methods are also included.

MPH 591 – Public Health Administration Internship (3)
Prerequisite: Completion of 24 credit hours of core MPH program courses, completion of internship application (two terms ahead of internship), and permission of Program Director.

Supervised practical experience in an agency, health care organization, or other business appropriate to the studentís career goals.

Course requires completion of 120 clock hours of work performed in service with the organization. Course may be completed on a part time basis and may be continued over more than one academic term.

GRADUATE COURSES IN SOCIOLOGY

SOCGR 570 – Theory and Practice of Social Change (3)
This course will review the history and social scientific literature about different theories of social change. Methods for analyzing behaviors and for developing and evaluating ethical strategies to effect individual and collective actions in a wide range of organizational settings and issue areas will also be presented.

SOCGR 572 – Issues in Service Management (3)
Cross Ref: BUSGR 572

SOCGR 575 – Policy Analysis and Design (3)
Cross Ref: BUSGR 575

SOCGR 576 – Policy Implementation and Feasibility Analysis (3)
Cross Ref: BUSGR 576

( ) = credit hours / /= classroom hours

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B.A. in Communication
Saint Xavier University (2000)

Ann Hurley (1995)
Director of Admission
M.A. in Education
Saint Xavier University (1997)

Amy Lapinski (2001)
Director of Admission
M.B.A.
Saint Xavier University (2004)

Anne Marino (1999)
Admission Counselor
B.S. in Sociology
Loyola University (1977)

Tom Polous (2003)
Information Specialist
B.A. in Communication
Saint Xavier University (1997)

Nancy Sheehan (1999)
Associate Director for Undergraduate
Admission
B.A. in History/Secondary Education
University of Illinois (1969)

Robert Weierman (2005)
Assistant Director of Admission
Orland Park Campus
M.B.A.
Lewis University (2004)

Reneé Zdych (2004)
Graduate Admission Counselor
M.B.A.
Keller Graduate School of Management (2004)

STUDENT SERVICES

John P. Pelrine, Jr. (2001)
Vice President for Student Services
M.P.S. in Pastoral Counseling
Loyola University Chicago (1983)

Julie Ashley (2005)
Academic Skills Specialist
Master of Fine Arts
Indiana University (2002)

Brian Badke (1999)
Assistant Football Coach
M.A. in Education
Saint Xavier University (2003)

Rev. Robert L. Barry, O.P. (2003)
Campus Minister and Religious Studies
Instructor
Ph.D. in Moral Theology
Catholic University of America (1984)

Derek Begich (1999)
Women's Soccer Coach
B.S. in Physical Education
Olivet Nazarene University (1996)

Nancy Bonnevier (2003)
Assistant Director of Career Counseling
M.A. Counseling Psychology
Saint Xavier University (2002)

Edward Bryant (2005)
Interim Assistant Director of Residential Life
B.S. in Elementary Education
Saint Xavier University (2002)

Karen Clifton (1998)
Cross Country Coach
B.A. in Education
Saint Xavier University (1997)

Barbara W. Costello (1991)
Managing Director of Counseling and Career
Services
M.S. Ed. in Educational Psychology
Southern Illinois University (1980)

Jason Croft (1999)
Athletic Trainer
B.A. in Athletic Training
Bethel College (1995)

Lee Cruz (1997)
Assistant Director of Placement Services
M.B.A. in Marketing
Lewis University (1989)

Kate DeGaetano (1999)
Athletic Trainer
B.S. in Athletic Training
Minnesota State University (1998)

Geraldine Denton (2002)
Mathematics Specialist
M.B.A. in People & Project Management
Lake Forest Graduate School of Management
(1995)

Eileen Doherty (1996)
Director of Campus Ministry
M.Div. in Theology
Loyola University Chicago (1996)

Mike Dooley (1981)
Baseball Coach and Assistant Athletic Director
M.S. in Physical Education
Eastern Illinois University (1975)

Mike Feminis (1999)
Football Coach
M.S. in Physical Education
University of Illinois-Chicago (1993)

Mary Fitzpatrick (1999)
Assistant Director of Employer Relations
B.A. in Journalism
Columbia College (1990)

Kristel Flynn (2001)
Academic Advisor for SSP
B.A. in English
Governor's State University (1999)

Bob Hallberg (1999)
Director of Athletics
Women's Basketball Coach
M.S. in Physical Education
George Williams University (1969)

Teresa Hannon (2004)
Counselor
M.A. in Counseling
Governor's State University (1999)

Robert Heersema (1987)
Women's Volleyball Coach
B.S. in Physical Education
University of Illinois-Chicago (1986)

Sarah Hein (2004)
Counselor
M.A. in Counseling Psychology
Northwestern University (2004)

Rob Huizenga (2003)
Sports Information Director
M.S. in Sports Management
Illinois State University (2003)

Brian Kelley (2002)
Assistant Director of Residential Life
B.A. in Sociology and Substance Abuse
University of Central Oklahoma (2002)

Jennifer Kjos (2002)
Fitness Coordinator of Shannon Center
M.B.A. in Marketing
Saint Xavier University (2005)

Mary Loftus, R.S.M. (1995)
MercyCare
M.A. in Applied Theology
Graduate Theological Union – CA (1985)

UNIVERSITY ADVANCEMENT

Steven J. Murphy (1986)
Vice President for University Advancement
Ed.D. in Educational Policy
Northern Illinois University (1986)

Sara Miller Acosta (2000)
Director of Development
B.A. in Communications
Loyola University of Chicago (1988)

Ruth K. Hansen (2003)
Associate Director of Foundation
and Government Relations
M.J. in Business Law
Loyola University Chicago School of Law
(2001)

Sarah E. Phillips (1999)
Director of the Saint Xavier Fund
B.A. in Anthropology
Ball State University, Muncie, IN (1996)

Jill M. Roggeveen (2003)
Assistant Director of Alumni Relations
B.S. in Communication– Advertising
Bradley University (2003)

Colleen A. Sehy (2002)
Director of Foundation and Government Relations
M.S. in Management and Organizational Behavior
Benedictine University (1994)

John J. Stachniak (2001)
Director of Alumni and Parent Relations
B.A. Communications, English
Loyola University Chicago (1986)

Lori C. Steiner (2004)
Associate Director of Development
B.A. in Communication Studies
Bloomsburg University of Pennsylvania (1997)

Anna Rose Wilk (2003)
Assistant Director, Data & Research Services
B.S. in Computer Science
Saint Xavier University (2003)

SXU FACULTY

Kathleen Alaimo (1992)
Professor of History
Ph.D. in History
University of Wisconsin, Madison (1988)

Christie Ahrens (2005)
Assistant Professorial Lecturer of Education
Ed.D., in Educational Leadership &
Organizational Change
Roosevelt University (2002)

Tamby Allman (2004)
Assistant Professor of Education
Ed.D. in Reading & Language
National-Louis University (2000)

Ruth Ann Althaus (1998)
Professor in the Graham School of
Management
Ph.D. in Health Education
Ohio State University (1975)

Khaled Alzoubi (2003)
Assistant Professor of Mathematics and
Computer Science
Ph.D. in Computer Science
Illinois Institute of Technology (2002)

James Aman (2003)
Associate Professor of Mathematics and
Computer Science
Ph.D. in Secondary Education and Computer
Science
University of North Texas (1988)

John Anagnostopoulos (2000)
Assistant Librarian, Byrne Memorial Library
M.S. in Library Science
Florida State University (1999)

Phyllis Anderson-Meyer (1991)
Associate Professor of Chemistry
Ph.D. in the History of Science
University of Wisconsin, Madison (1983)

Stanley D. Boyer (1971)
Professor of Biology
Ph.D. in Biology
Northwestern University (1970)

Mary Brant (2000)
Assistant Professor of Education
Ed.D. in Higher Education Administration
Indiana University (1986)

Jennifer Briody (2001)
Assistant Professor of Education
Ph.D. in Educational Psychology
Loyola University, Chicago (2001)

William J. Buckley (1970)
Associate Professor of Biology
Ph.D. in Physiology
University of Illinois, Chicago (1970)

Beatrix Budy (2003)
Assistant Professor of Chemistry
Ph.D. in Chemistry
Cleveland State University (2003)

Linda J. Burke (1989)
Associate Professor of Education
Ed.D. in Educational Psychology
Northern Illinois University (1986)

Sandra Burkhardt (1990)
Professor of Psychology
Ph.D. in Clinical Psychology
DePaul University (1991)

Mary B. Campbell (1991)
Professor of Education
Ph.D. in Curriculum & Instruction
University of Florida (1981)

Margaret Kelly Carroll (1985)
Professor of Education
Ed.D. in Curriculum & Instruction
Loyola University, Chicago (1985)

Alak Chakravorty (2003)
Assistant Professor of Physics
Ph.D. in Physics
Illinois Institute of Technology (2000)

Christopher Chalokwu (2001)
Professor of Geochemistry & Physical Science
Ph.D. in Geochemistry
Miami University, Ohio (1984)

Shu-Pi Chien Chen (2002)
Professor of Nursing
Dr.P.H. in Public Health/Health Education
University of California, Los Angeles (1971)

Muhammad R.K. Chishty (1992)
Associate Professor in the Graham School
of Management
Ph.D. in Finance
Georgia State University (1991)

Michael Clark (1996)
 Associate Professor of Political Science
Ph.D. in Political Science
University of Missouri, St. Louis (1996)

Avis Clendenen (1992)
Professor of Religious Studies
Ph.D. in Theology & Human Sciences
Chicago Theological Seminary (1993)
D.Min. Chicago Theological Seminary (1988)

Christopher Clott (2001)
Associate Professor in the Graham School
of Management
Ph.D. in Public Policy
University of Illinois, Chicago (1994)

D. Liane Cochran-Stafira (1999)
Associate Professor of Biology
Ph.D. in Biology
Northern Illinois University (1993)

Cheryl Cook (2004)
Instructor of Nursing
M.S.N. in Nursing Administration
Lewis University (2003)

Christopher Cooper (1997)
Associate Professor of Criminal Justice
Ph.D. in Sociology (Justice)
American University (1994)

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)

Donald A. Cyze (1985)
Associate Professor in the Graham School
of Management
Juris Doctor
Valparaiso University (1980)

Karen Czarnik (1987)
Associate Professor of Communication
Disorders
Ph.D. in Special Education
University of Illinois, Chicago (1996)

Arunas Dagys (1976)
Professor of Mathematics/Computer Science
D.A. of Mathematics
University of Illinois, Chicago (1976)

Mary Janet Dahm (1982)
Associate Professor of Nursing
Psy.D. in Clinical Psychology
Adler School of Professional Psychology (1995)
M.S. in Nursing DePaul University (1971)

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

Amanda Dykema-Engblade (2005)
Assistant Professor of Psychology
Ph.D. in Social Psychology
Loyola University (2005)

John E. Eber (1997)
Professor, Graham School of Management
Ed.D. in Business Education and Accounting
Northern Illinois University (1983)

Mitra Fallahi (1998)
Associate Professor of Education
Ph.D. in Educational Foundations/Psychology
Marquette University (1993)

Dale Fast (1976)
Professor of Biology
Ph.D. in Biology
University of Chicago (1978)

Ann Filipski (1987)
Associate Professor of Nursing
Psy.D. in Clinical Psychology
Illinois School of Professional Psychology (1996)
M.S.N. Loyola University, Chicago (1979)

Michael Flahive (1993)
Professor of Communication Disorders
Ph.D. in Speech Pathology
Michigan State University (1979)

Kristine Florczak (2004)
Assistant Professor of Nursing
Ph.D. in Nursing
Loyola University, Chicago (2003)

Alison Fraunhar (2005)
Assistant Professor of Art
Ph.D. in Art History
University of California, Santa Barbara (2005)

Mary Ann Freitag (2004)
Instructor of Nursing
M.S. N. in Nursing
DePaul University (2001)

Donald E. Fricker (1999)
Associate Professor of Mathematics &
Computer Science
Ed.D. in Business Education
Northern Illinois University (1999)

Richard B. Fritz (1991)
Associate Professor of Sociology/
Anthropology
Ph.D. in Sociology
Northwestern University (1986)

Alberta Gatti (1998)
Associate Professor of Spanish
Ph.D. in Hispanic Language & Literature
Boston University (1998)

Monica Gavino (2004)
Assistant Professor, Graham School of
Management
Ph.D. in Business Administration
University of Illinois, Chicago (2005)

Mary Anne Gaynor (1973)
Associate Professor of Nursing
M.S. in Nursing
Saint Xavier University (1977)

Anne George (2004)
Assistant Professor of Education
Ph.D. in Family, Consumer & Human
Development
Utah State University (2004)

Monte Gerlach (1985)
Associate Professor of Art
M.S. in Photography
Illinois Institute of Technology (1975)

Nancy Goodfellow (1979)
Associate Professor of Biology
Ed.D. Adult Continuing Education
Northern Illinois University (1999)

Jo Ann M. Gruca (1983)
Associate Professor of Nursing
Ph.D. in Public Policy Analysis
University of Illinois, Chicago (1988)
G.N.P. Rush University (1997)
M.S. in Nursing
University of Illinois, Chicago (1983)

Beverly Gulley (1997)
Professor of Education
Ph.D. in Elementary Education
Southern Illinois University (1974)

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

James Hagen (2004)
Professor in the Graham School of
Management
MPH, Illinois Benedictine College (1989)
Ph.D. in Microbiology
Loyola University, Chicago (1979)

Michael Hardy (2004)
Assistant Professor of Mathematics
Ph.D. in Mathematics Education
Florida State University (1996)

Gail Harris-Schmidt (1979)
Professor of Communication
Disorders Ph.D. in Learning Disabilities
Northwestern University (1979)

Priscilla Hartwig (1992)
Associate Professor of Education
Ed.D. in Educational Leadership
Nova University (1991)

Nelson Hathcock (1988)
Professor of English
Ph.D. in English
Pennsylvania State University (1986)

Joan Hau (1985)
Associate Professor of Nursing
Ed.D. in Adult Continuing Education
Northern Illinois University (1991)
M.S. N. Loyola University, Chicago (1978)

Paul A. Hazard (1966)
Professor of Philosophy
Ph.D. in Philosophy
Laval University (1969)

Jayne Hileman (1984)
Associate Professor of Art
M.F.A. in Art University of Iowa (1975)

Judith Hiltner (1991)
Professor of English
Ph.D. in English
University of Maryland (1979)

Peter Hilton (1992)
Associate Professor of Education
Ph.D. in Reading, Writing & Literacy
University of Illinois, Chicago (2004)

Pamela Hofbauer (2005)
Assistant Professor of Mathematics
Ph.D. (candidate) in Mathematics Education
Illinois State University

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

Joyce A. Hunter (2002)
Assistant Professor, Graham School of
Management
D.B.A. in Marketing
Argosy University (2004)

Dianne Jamison (1999)
Associate Professor of Nursing
Ph.D. in Educational Processes
Northwestern University (1995)
M.S. in Nursing
University of Illinois, Chicago (1982)

Erik Janners (2004)
Assistant Professor of Music
D.M.A. in Performance
University of Alabama (2001)

Alan C. Jones (2002)
Assistant Professor of Education
Ed.D. in Administration
Loyola University (1985)

John Jones (2002)
Assistant Professor of Biology
Ph.D. In Microbiology/Immunology
University of Southern Mississippi (2001)

Aisha Karim (2002)
Assistant Professor of English
Ph.D. in Literature
Duke University (2004)

Dalia Katilius-Boydstun (1982)
Associate Professor of Psychology
Ph.D. in Psychology
University of Nebraska (1979)

Eileen Kearney (1989)
Associate Professor of Religious Studies
Ph.D. in Religious Studies
Marquette University (1980)

Suzanne Smith Kimble (1980)
Associate Professor of Nursing
M.Ed. in Early Childhood Development
Loyola University, Chicago (1990)
M.S. in Nursing
Northern Illinois University (1975)

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

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

Eileen Quinn Knight (1985)
Professor of Education
Ph.D. in Educational Psychology
University of Illinois, Chicago (1992)

David Kohut (1991)
Associate Librarian, Byrne Memorial Library
M.L.S. in Library Science
State University of New York, Albany (1985)

Augustus Kolich (1985)
Associate Professor of English
Ph.D. in English Language & Literature
University of Chicago (1975)

Tamara Korenman (2005)
Assistant Professor of Education
Ph.D. in Curriculum and Instruction
Kansas State University (2001)

Carol T. Kostovich (1999)
Associate Professor of Nursing
Ph.D. in Nursing
Loyola University, Chicago (2002)
M.S. in Nursing
Governors State University (1994)

William Kresse (1996)
Assistant Professor, Graham School of
Management
Juris Doctor
University of Illinois, Champagne (1985)
M.S. in Accounting
University of Illinois, Chicago (1996)

Lynne Kreutzer-Baraglia (2004)
Associate Professorial Lecturer of Nursing
Ed.D. (candidate) in Educational Leadership
Concordia University
M.S. in Nursing
Northern Illinois University (1974)

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

James Kusik (2004)
Assistant Librarian, Byrne Memorial Library
M.L.I.S. in Library Science
University of Wisconsin, Milwaukee (1993)

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)

E. Suzanne Lee (2002)
Assistant Professor of Education
Ph.D. in Higher Education
Saint Louis University (2000)

Shwuyi Leu (2002)
Assistant Professor of Education
Ph.D. in Language & Literacy Education
University of Illinois, Champaign (2001)

Nancy Lockie (1981)
Professor of Nursing
Ed.D. in Education
Northern Illinois University (1988)
M.S. in Nursing
Northern Illinois University (1979)

Holly Mackley (1988)
Associate Professor of Education
Ph.D. in Curriculum & Instruction
Pennsylvania State University (1985)

Ronald Mark (1980)
Associate Professor of Communication
M.A. in English
Roosevelt University (1970)

Troy Martin (1991)
Professor of Religious Studies
Ph.D. in Bible
University of Chicago (1990)

Eugenia McAvoy (1980)
Assistant Professor of Communication
M.A. in Communication Studies
Governors State University (1987)

Brian J. McKenna (1989)
Associate Professor, Graham School of
Management
Juris Doctor
John Marshall Law School (1977)
M.B.A. in Business Administration
University of Chicago (1988)

Julie McNellis (1980)
Associate Professor of Communication
Ph.D. in Higher Education
Loyola University, Chicago (1994)

Jean Mehta (1987)
Professor of Mathematics/Computer Science
D.A. of Mathematics & Computer Science
University of Illinois, Chicago (1993)

Darrell Mittelheuser (2003)
Assistant Professorial Lecturer of Education
Ed.D. in Educational Leadership & Policy
Studies Loyola University (1996)

Hamid Mohammadi (1989)
Associate Professor, Graham School of
Management
Ph.D. in Management Sciences
Illinois Institute of Technology (1990)

Jack Montgomery (1986)
Associate Professor of Philosophy
Ph.D. in Philosophy
DePaul University (1992)

Cleamon Moorer, Jr. (2005)
Assistant Professorial Lecturer in the Graham
School of Management
DBA in Information Systems
Argosy University (2004)

Claudia Mora (2003)
Assistant Professor of Sociology
Ph.D. in Sociology
Northeastern University (2002)

Michael D. Rabe (1983)
Associate Professor of Humanities
Ph.D. in Art History
University of Minnesota (1987)

Faisal Rahman (1981)
Professor, Graham School of Management
Ph.D. in Economics
Saint Louis University (1975)

Farhad Ranjbar (1982)
Associate Professor of Chemistry
Ph.D. in Chemistry
University of Missouri, St. Louis (1978)

Renee Robinson (2004)
Assistant Professor of Communication
Ph.D. in Communication
University of Memphis (2004)

Gina Rossetti (2002)
Assistant Professor of English
Ph.D. in English
University of Tennessee (2001)

Anthony Rotatori (1992)
Professor of Psychology
Ph.D. in Behavior Disabilities
University of Wisconsin, Madison (1977)

Diana Ryan (2005)
Assistant Professorial Lecturer of Education
Ph.D. Instructional Systems Technology
Indiana University (2000)

Monica Ryan (1977)
Assistant Professor of Nursing
M.S. in Nursing
Rush University (1977)

Sophia Sakoutis (1998)
Assistant Professor of Sociology
Ph.D. in Sociology
University of Illinois, Chicago (1998)

Zepure Boyadjian Samawi (1999)
Instructor of Nursing
M.S. in Nursing
Arizona State University (1991)

Susan Sanders, R.S.M. (2001)
Professor of History
Ph.D. in Public Policy
University of Chicago (1991)

Mary Ann Santucci (1992)
Professor of Nursing
Ed.D. in Adult & Continuing Education
Northern Illinois University (1985)
M.S.N. DePaul University (1964)

Catherine Ruggie Saunders (1983)
Associate Professor of Art
M.F.A. in Art
University of Wisconsin, Madison (1976)

Maureen Schmitt (1999)
Clinical Assistant Professor of
Communication Disorders
M.S. in Speech-Language Pathology
Saint Xavier University (1996)

Karl Schudt (2003)
Assistant Professor of Philosophy
Ph.D. in Philosophy
Marquette University (2001)

Pamela Schwer (1982)
Associate Professor, Graham School of
Management
M.A.cc in Systems
DePaul University (1987)

William Sennett (1986)
Associate Professor of Communication
Disorders
Ph.D. in Speech Pathology
Michigan State University (1992)

Charles Shanabruch (1991)
Associate Professor, Graham School of
Management
Ph.D. in History
University of Chicago (1975)

Christian Sheridan (2002)
Assistant Professor of English
Ph.D. in English Language and Literature
Tufts University (2001)

Kathleen Watland (2004)
Assistant Professor, Graham School of
Management
Ed.D. in Organizational Development
Loyola University, Chicago (2002)

Abdul-Majid Wazwaz (1990)
Professor of Mathematics/Computer Science
Ph.D. in Mathematics
University of Illinois, Chicago (1981)

Benjamin Weeks (1986)
Associate Professor, Graham School of
Management
Ph.D. in Business Administration
University of Mississippi (1973) Juris Doctor
University of Mississippi (1968)

Susan West (2005)
Assistant Professorial Lecturer in Philosophy
Ph.D. (candidate) in Philosophy
University of Chicago

Karen Wood (1983)
Associate Professor of Nursing
D.N.Sc.
Rush University (1999)

Sheila Wright (2001)
Associate Professor of Education
Ph.D. in Curriculum & Instruction
North Carolina State University (1998)

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

Carol Yukich (1975)
Associate Professor of Nursing
M.A. in Interpersonal Communication
Saint Xavier University (1986)
M.S. in Nursing
Saint Xavier University (1978)

Liang Zhao (2004)
Assistant Professor of Education
Ph.D. in Social Foundations
State University of New York at Buffalo (2005)

John Zibert (2001)
Assistant Professorial Lecturer of Education
Ph.D. in Counselor Education
University North Texas (1992)

Ursula Zyzik (1986)
Associate Librarian, Byrne Memorial Library
M.A.L.I.S. in Library & Information Science
Rosary College (1986)

FACULTY EMERITI

ACADEMIC CALENDAR
2005 – 2006

FIRST SEMESTER 2005 (2005F)

August 18	School of Education Fall I (9 week)Cohort begins
August 18	New Faculty Orientation
August 19	Faculty Planning Day and Opening Convocation
August 19	New Student Induction and Medallion Ceremony
August 19	Preliminary class lists available
August 22	Fall semester begins-day/evening courses (classes held on Friday evenings begin August 26)
August 26-28	Weekend courses in School for Continuing and Professional Studies begin; all classes held on Saturday and Sunday begin
August 27	GSM Graduate Fall I (5 week) term begins
August 29 –September 7	Instructor's signature needed to add a class
September 5	Labor Day: no classes
September 7	Last day to receive a refund for a dropped class
September 7	Final day to add a class
September 7	Last day to return/exchange Fall textbooks
September 8	Beginning today a dropped class will be indicated by "W" on record; tuition is nonrefundable
September 9	Final day to change a class from audit to credit
September 12	Permanent class lists available
September 19	Permanent class lists indicating "no shows" due in Registrar's office
September 21	Final day to withdraw from GSM Fall I (5 week) course
September 23	Mercy Day Celebrated
September 24	Homecoming
October 1	GSM Graduate Fall I (5 week) term ends
October 3	GSM Graduate Fall II (10 week) term begins
October 5	GSM Graduate Fall I (5 week) grades due
October 5	Final day to withdraw from SOE Fall I (9 week)Cohort
October 10	Final day to change a class from credit to audit or Pass/Fail
October 15	Deadline to file for May 21, 2006 graduation
October 19	SOE Fall I Cohort ends
October 20	SOE Fall II Cohort (9 week) begins
October 24	SOE Fall I Cohort grades due
October 24	Incomplete grades due from spring semester and summer term
November 9	Final day to withdraw from School for Continuing and Professional Studies weekend course
November 9	Final day to withdraw from a day/evening class
November 14-17	Registration for Spring classes all students
November 23	Final day to withdraw from GSM Fall II course
November 23-27	Thanksgiving Holiday
December 1	Final day to withdraw from SOE Fall II (9 week) Cohort
December 2	Grade sheets available
December 2	Founder's Day (1:00 - 3:00 PM)

December 5-9	Final examinations (day/evening courses)
December 9-11	Final examinations (School for Continuing and Professional Studies weekend courses)
December 10	GSM Graduate Fall II (10 week) term ends
December 14	Grades due for Fall semester
December 14	GSM Graduate Fall II (10 week) grades due
December 15	SOE Fall II (9 week)Cohort ends
December 18	Fall Commencement
December 20	SOE Fall II (9 week) Cohort grades due

These dates generally refer to full session deadline dates – Condensed session courses may be different. Contact the Office of the Registrar or the Business Office for more information.

SECOND SEMESTER 2005– 2006 (2006S)

January 6	Preliminary class lists for GSM Spring I available
January 6	Preliminary class lists available
January 7	GSM Graduate Spring I (10 week) term begins
January 9	School of Education Spring I (9 week) Cohort begins
January 9	Spring Semester begins: day/evening courses
January 13-15	Weekend courses in School for Continuing and Professional Studies begin
January 16-24	Instructor's signature needed to add class
January 16	Martin Luther King Jr. Day Holiday: No classes meet
January 24	Last day to receive a refund for a dropped class
January 24	Final day to add a class
January 24	Last day to return/exchange Spring textbooks
TBA (Tuesday)	Faculty Study Day I (no classes 8am-4pm)
TBA (Wednesday)	Faculty Study Day II (no classes 8am-4pm)
January 25	Beginning today a dropped class will be indicated by a "W" on record; tuition is nonrefundable
January 27	Permanent class lists available
January 27	Final day to change a class from audit to credit
February 6	Permanent class lists indicating "no shows" due in the Registrar's office
February 15	Deadline to file for July 30, 2006 and January 7, 2007 graduation
February 22	Final day to withdraw from SOE Spring I (9 week) Cohort
March 1	Final day to withdraw from GSM Spring I (10 week) course
March 6	Final day to change a class from credit to Audit or Pass/Fail
March 9	SOE Spring I (9 week) Cohort ends
March 13-19	Spring Break
March 13	Registration for Summer classes
March 13	Incomplete grades due from Fall semester
March 14	SOE Spring I (9 week) Cohort grades due
March 16	GSM Graduate Spring I (10 week) term ends
March 20	SOE Spring II (9 week) Cohort begins
March 21	GSM Graduate Spring I (10 week) grades due
March 25	GSM Graduate Spring II (10 week) term begins
April 2	Final day to withdraw from School for Continuing and Professional Studies weekend course
April 2	Final day to withdraw from a day/evening class

April 3-6	Registration for Fall classes all students
April 13-16	Easter Holiday
April 19	University Awards Ceremony
May 3	Final day to withdraw from SOE Spring II (9 week) Cohort
May 8-12	Final examinations (day/evening courses)
May 12-14	Final examinations (weekend courses in School for Continuing and Professional Studies)
May 15	Final day to withdraw from GSM Spring II (10 week) course
May 17	Grades due for Spring semester
May 18	SOE Spring II (9 week) Cohort ends
May 21	Spring Commencement
May 23	SOE Spring II (9 week) Cohort grades due
June 3	GSM Graduate Spring II (10 weeks) term ends
June 7	GSM Graduate Spring II (10 weeks) grades due

These dates generally refer to full session deadline dates – Condensed session courses may be different. Contact the Office of the Registrar or the Business Office for more information.

SUMMER SESSION 2005-2006 (2006U)
(Full Session Deadline Dates – Condensed Session Courses May Be Different)

May 19	Permanent class lists available
May 22-July 28	Summer term: day/evening courses
May 22	SOE Summer term I (5 week) begins
May 26-July 30	Summer term: weekend courses
May 29	Memorial Day observed; no classes
May 30	Last day to receive a refund for a dropped class for day/evening courses
May 31	Beginning today a dropped class will be indicated as a "W" on record; tuition is nonrefundable
June 2	Permanent class lists indicating "no shows" due in the Registrar's office
June 3	Last day to receive a refund for a dropped class for weekend courses
June 5	GSM graduate Summer term (10 week) begins
June 12	Final day to withdraw from SOE Summer I (5 week) Cohort
June 22	SOE Summer I (5 week) Cohort ends
June 26	SOE Summer II (5 week) begins
June 27	SOE Summer I (5 week) Cohort grades due
July 4	Independence Day; no classes
July 12	Final day to withdraw from summer day/evening course (full term)
July 12	Final day to withdraw from summer School for Continuing and Professional Studies weekend course
July 12	Final day to withdraw from SOE Summer II (5 week)Cohort
July 21	Grade sheets available
July 26	Final day to withdraw from GSM summer term (10 week)
July 27	SOE Summer II (5 week) Cohort ends
July 27-28	Final examinations (day/evening)
July 29-30	Final examinations (weekend courses)
August 1	SOE Spring II (5 week) Cohort grades due
August 2	Grades due for Summer term
August 12	GSM graduate Summer term (10 week) ends
August 16	Diplomas available for Summer graduates
August 16	Grades due for GSM graduate Summer term (10 week)
September 8	Diplomas available for students in GSM/SOE graduate summer courses

These dates generally refer to full session deadline dates – Condensed session courses may be different. Contact the Office of the Registrar or the Business Office for more information.

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